PRINT RECOMMENDATION

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Accelerated Charter Elementary
2024–25 School Accountability Report Card
Reported Using Data from the 2024–25 School Year
California Department of Education

Address:	3914 South Main St. Los Angeles, CA , 90037-1253	**Principal:**	Carmen Ramos, Principal
Phone:	(323) 846-6694	**Grade Span:**	K-6

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

About This School

Carmen Ramos, Principal

Principal, Accelerated Charter Elementary

About Our School

It is with optimism that I serve as the Principal of Accelerated Charter Elementary School—the oldest dual language school in Los Angeles. ACES is situated in a beautiful South Los Angeles community, where I work together with families, students, and all staff members to provide ACES Scholars a high-quality bilingual education. ACES' dual language immersion program is a pioneering model of bilingual education in the 21 st century. Under my leadership, ACES will continue to hold students to high academic expectations and center students' cultural and linguistic funds of knowledge through a celebratory, student-centered school culture.

I am passionate about instilling a sense of team in all ACES Scholars and ACES Team members, evident in our shared purpose of being one of the best schools in Los Angeles and our collective belief that it will take every member of our school and the community to achieve this. As a school leader, one of my core beliefs is that we are able to accomplish so much when we work together. The ACES academic program is close to my heart and, as a bilingual leader, educator, and mother, I personally relate to our school's promise of graduating students who are proudly bilingual and biliterate.

I look forward to partnering with all community stakeholders to achieve our shared goals of accelerating student learning and positively impacting students' academic outcomes for generations.

Contact

Accelerated Charter Elementary
3914 South Main St.
Los Angeles, CA 90037-1253

Phone: (323) 846-6694
Email: cramos@accelerated.org

Contact Information (School Year 2025–26)

District Contact Information (School Year 2025–26)

District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Carvalho, Alberto
Email Address	superintendent@lausd.net
Website	www.lausd.org

School Contact Information (School Year 2025–26)

School Name	Accelerated Charter Elementary
Street	3914 South Main St.
City, State, Zip	Los Angeles, CA , 90037-1253
Phone Number	(323) 846-6694
Principal	Carmen Ramos, Principal
Email Address	cramos@accelerated.org
Website	http://www.accelerated.org
Grade Span	K-6
County-District-School (CDS) Code	19647330100743

School Description and Mission Statement (School Year 2025–26)

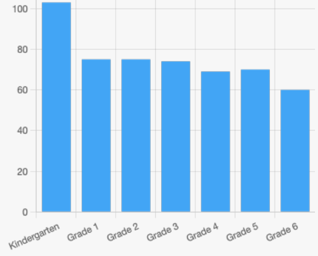
For more than 25 years, The Accelerated Schools (ACES, TAS, WAHS) have embraced a commitment to academic excellence and achievement guided by the belief that all students can excel when nurtured in a school environment that combines high expectations for students and active involvement from parents and the community.

Our schools prepare students with the foundational knowledge, tools, and skills needed to be productive, engaged citizens and lifelong learners. Our goal is to instill from an early age the important academic and character strengths that will help them succeed in college, career, and life.

We believe ACES enriches the lives of students and their families through a mix of academic, cultural, and community-focused programming and has been instrumental in transforming the South Los Angeles community.

Student Enrollment by Grade Level (School Year 2024–25)

Grade Level	Number of Students
Kindergarten	103
Grade 1	75
Grade 2	75
Grade 3	74
Grade 4	69
Grade 5	70
Grade 6	60
Total Enrollment	526



Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment
Female	45.80%
Male	54.20%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	0.00%
Black or African American	1.00%
Filipino	0.00%
Hispanic or Latino	98.10%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	0.00%
White	1.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	31.40%
Foster Youth	0.00%
Homeless	0.20%
Migrant	0.00%
Socioeconomically Disavantaged	100.00%
Students with Disabilities	13.30%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.00	68.18%	23128.20	84.33%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	804.50	2.93%	4853.00	1.74%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.70	17.14%	1474.90	5.38%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00%	1009.60	3.68%	11953.10	4.28%
Unknown/Incomplete/NA	3.20	14.64%	1009.30	3.68%	15831.90	5.67%
Total Teaching Positions	22.00	100.00%	27426.80	100.00%	279044.80	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teacher Preparation and Placement (School Year 2022–23)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	13.00	59.12%	22355.10	82.56%	231142.40	83.24%
Intern Credential Holders Properly Assigned	1.00	4.55%	1101.40	4.07%	5566.40	2.00%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.00	13.64%	1596.00	5.89%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	4.55%	1053.60	3.89%	11746.90	4.23%
Unknown/Incomplete/NA	3.90	18.14%	971.50	3.59%	14303.80	5.15%
Total Teaching Positions	21.90	100.00%	27077.80	100.00%	277698.00	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teacher Preparation and Placement (School Year 2023–24)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.10	80.80%	22261.70	82.36%	230039.40	100.00%
Intern Credential Holders Properly Assigned	1.00	5.00%	1309.30	4.84%	6213.80	2.23%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.00	10.00%	1899.50	7.03%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00%	946.90	3.50%	12112.80	4.34%
Unknown/Incomplete/NA	0.80	4.15%	613.60	2.27%	13705.80	4.91%
Total Teaching Positions	20.00	100.00%	27031.10	100.00%	278927.10	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2021–22 Number	2022–23 Number	2023–24 Number
Permits and Waivers	0.00	0	0.00
Misassignments	3.70	3	2.00
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	3.70	3	2.00

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2021–22 Number	2022–23 Number	2023–24 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	1	0.00
Local Assignment Options	0.00	0	0.00
Total Out-of-Field Teachers	0.00	1	0.00

Class Assignments

Indicator	2021–22 Percent	2022–23 Percent	2023–24 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	45.9%	10.8%	7.80%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0%	2.5%	2.60%

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2025–26)

Year and month in which the data were collected: January 2026

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill Wonders/Maravillas Wonders for English Learners	0
Mathematics	Eureka Math	0
Science	McGraw Hill Science	0
History-Social Science	Harcourt Brace, Reflecciones	0
Foreign Language	N/A	0
Health	N/A	0
Visual and Performing Arts	N/A	0
Science Lab Eqpmt (Grades 9-12)	N/A	0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Accelerated Charter Elementary Schools facility is exemplary.

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: January 2026

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: January 2026

Overall Rating	Exemplary

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).

  The CAASPP System encompasses the following assessments and student participation requirements:
  1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
English Language Arts / Literacy (grades 3-8 and 11)	47%	43%	43%	46%	47%	48%
Mathematics (grades 3-8 and 11)	35%	39%	32%	35%	35%	37%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	273	265	97.07%	2.93%	42.64%
Female	115	111	96.52%	3.48%	48.65%
Male	158	154	97.47%	2.53%	38.31%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	270	263	97.41%	2.59%	42.97%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	0	0	0%	0%	0%
English Learners	89	86	96.63%	3.37%	23.26%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	177	172	97.18%	2.82%	36.05%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	40	39	97.50%	2.50%	5.13%

Note: ELA test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	273	263	96.34%	3.66%	38.78%
Female	115	111	96.52%	3.48%	36.94%
Male	158	152	96.20%	3.80%	40.13%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	270	261	96.67%	3.33%	38.70%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	0	0	0%	0%	0%
English Learners	89	86	96.63%	3.37%	20.93%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	177	170	96.05%	3.95%	35.29%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	40	39	97.50%	2.50%	5.13%

Note: Mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
Science (grades 5, 8, and high school)	32.86%	22.86%	21.89%	25.47%	30.73%	32.52%

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	70	70	100.00%	0.00%	22.86%
Female	28	28	100.00%	0.00%	25.00%
Male	42	42	100.00%	0.00%	21.43%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%

Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	68	68	100.00%	0.00%	23.53%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	0	0	0%	0%	0%
English Learners	20	20	100.00%	0.00%	0.00%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	42	42	100.00%	0.00%	16.67%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2024–25)
Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	100%	100%	100%	100%	100%

Note: The admistration of the PFT requires only participation results for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2025–26)

ACES is committed to working collaboratively with parents and the surrounding community to bring about progress and student success. ACES genuinely values the input and support of all its members (educational partners). We believe that parent involvement increases student achievement and that is out ongoing responsibility to develop and maintain strong home-school relationships. ACES has worked diligently to create a very strong partnership with our parents and community.

ACES holds parent meetings throughout the year where families meet in two ways:

- parents meet with their child's teacher to receive information about grade level academic standards, their child's learning progress, social-emotional well being, classroom activities, and ways to support learning at home. All of our teachers are bilingual and can communicate directly with parents.

- Families gather for larger whole group presentations where text and or speaking points are translated. Topics that address school readiness, test preparation, healthy living, community safety and awareness, and parenting, provide families with tools to be successful in their home and school life.

Parents participate in Parent Advisory Committee Meetings (PAC) and English Learner Advisory Committee (ELAC) for parent advisement of categorical programs.

ACES strives to create a Vibrant Culture of Volunteerism: Parents volunteer inside and outside of the classroom as a way to support their child's education at school and at home.

Ongoing educational partner surveys are given throughout the school year to gain educational partner input.

ACES engages parents in school-wide events throughout the year such as assemblies, awards ceremonies, and various parent workshops.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

Chronic Absenteeism by Student Group (School Year 2024–25)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	532	528	62	11.7%
Female	244	242	34	14.0%
Male	288	286	28	9.8%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	522	518	60	11.6%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	166	166	22	13.3%
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	532	528	62	11.7%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	78	77	11	14.3%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2022–23	School 2023–24	School 2024–25	District 2022–23	District 2023–24	District 2024–25	State 2022–23	State 2023–24	State 2024–25
Suspensions	0.00	0.00	0.00	0.55	0.60	0.51	3.60	3.28	2.94
Expulsions	0.00	0.00	0.00	0.02	0.02	0.02	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Suspensions and Expulsions by Student Group (School Year 2024–25)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00%	0.00%
Female	0.00%	0.00%
Male	0.00%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.00%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.00%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.00%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

School Safety Plan (School Year 2025–26)

The Accelerated Schools Comprehensive Safety Plan is annually reviewed, updated, and discussed with staff and students in August of each school year. Key Components of the safety plan are as follows:

- Vision, Mission, Commitment to Equity
- Assessment of the Current Status of School and LAUSD Crime
- Appropriate Programs and Strategies that Provide School Safety
- Child Abuse Reporting Procedures
- Disaster and Emergency Response Procedures
- Response and Commander Team Responsibilities and duties
- Additional Emergency Information

Initial Response to Emergencies Earthquake
Shelter-In-Place Lockdown Evacuate Building
Off-Site Evacuation All Clear
Emergency Procedures Emergency Phone Numbers
Suspension and Expulsion Policies
Procedures for Notifying Teachers about Dangerous Pupils Discrimination and Harassment Policy
Dress Code
Procedures for Safe Ingress and Egress from School Procedures to Ensure a Safe and Orderly Environment Rules and Procedures on School Discipline
Bullying Prevention Policies and Procedures

D. Other SARC information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	24.00	0	7	0
1	24.00	0	6	0
2	24.00	0	6	0
3	24.00	0	6	0
4	34.00	0	0	2
5	33.00	0	2	2
6	28.00	0	4	0
Other**	0.00	0	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	25.00		6	
1	25.00		6	
2	24.00		6	
3	25.00		6	
4	36.00			4
5	36.00			4
6	28.00		4	
Other**	26.00		1	

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2024–25)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	24.00		3	
1	25.00		3	
2	25.00		3	
3	25.00		3	
4	35.00			2
5	35.00			2
6	30.00		2	
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Student Support Services Staff (School Year 2024–25)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	1.00
Social Worker	1.00
Nurse	0.30
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	0.00
Other**	0.00

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.
** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023–24)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$22285.00	$8261.00	$14025.00	$80105.00
District	N/A	N/A	--	$90557.00
Percent Difference – School Site and District	N/A	N/A		
State	N/A	N/A	$11146.18	$100333.00
Percent Difference – School Site and State	N/A	N/A		

Note: Cells with N/A values do not require data.

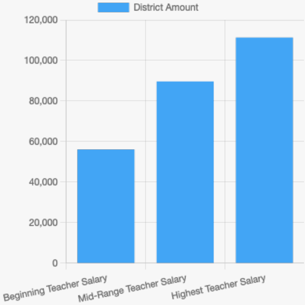
Types of Services Funded (Fiscal Year 2024–25)

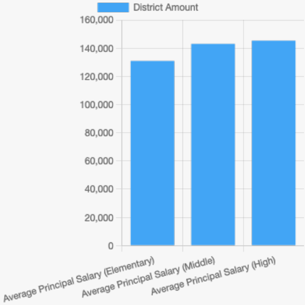
ACES will provide the necessary support to ensure that students meet standards, including:
- Before and After school tutoring
- Behavior Plan Modifications
- Student Success and Performance Teams (SSPT)
- Counseling Services
- Special Education Programs- Mentoring
- Parenting Classes
- Afterschool Enrichment
- Community Partnerships
- Ongoing Professional Development

Teacher and Administrative Salaries (Fiscal Year 2023–24)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$56130.00	$60862.67
Mid-Range Teacher Salary	$89655.00	$93575.04
Highest Teacher Salary	$111314.00	$125548.29
Average Principal Salary (Elementary)	$130917.00	$157644.72
Average Principal Salary (Middle)	$143032.00	$165340.66
Average Principal Salary (High)	$145310.00	$182579.89
Superintendent Salary	$440000.00	$357064.20
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.





Professional Development

Professional development within the school addresses the individual needs of teachers and students as well as broader school needs. Both the site leaders and district-level leads provide professional development in all content areas using a variety of tools. Professional development is also conducted through coaching, modeling lessons, and instructional classroom observations with feedback cycles. Professional development is provided to all educational partners at the school site.

Measure	2023–24	2024–25	2025–26
f school days dedicated to Staff Development and Continuous Improvement	10	10	10

^ BACK TO TOP