

Accelerated

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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, 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 LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/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).

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.

Francis Reading, Principal

 Principal, Accelerated

About Our School

Providing elementary and middle school education to students in Transitional Kindergarten through eighth grade, The Accelerated School (TAS TK-8) was founded in 1994. The premise was ambitious, yet simple: good schools transform communities, "community" is created by shared values and common goals—and that all children can learn and achieve. TAS TK-8 holds a 97% attendance rate for grades TK-8 and is considered a national model for education reform. TAS continues to earn widespread acknowledgement and respect. Equally significant is the role of TAS TK-8 education in helping cultivate prosperous and fulfilling lives for its students and families—and its power to inspire and rejuvenate communities.

Principal's Comment

Francis received his two M.A. degrees in Educational Leadership and Curriculum & Instruction from Chapman University. He has worked in the field of education as a teacher/leader at the elementary level for seven years and also as a site administrator for seven years. Francis joined the TAS leadership team in August 2008.

Contact

Accelerated
4000 South Main St.
Los Angeles, CA 90037-1022

Phone: 323-235-6343
E-mail: freading@accelerated.org

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Austin Beutner
E-mail Address	austin.beutner@lausd.net
Web Site	www.lausd.net

School Contact Information (School Year 2018—19)	
School Name	Accelerated
Street	4000 South Main St.
City, State, Zip	Los Angeles, Ca, 90037-1022
Phone Number	323-235-6343
Principal	Francis Reading, Principal
E-mail Address	freading@accelerated.org
Web Site	http://accelerated.org
County-District-School (CDS) Code	19647336112536

Last updated: 1/24/2019

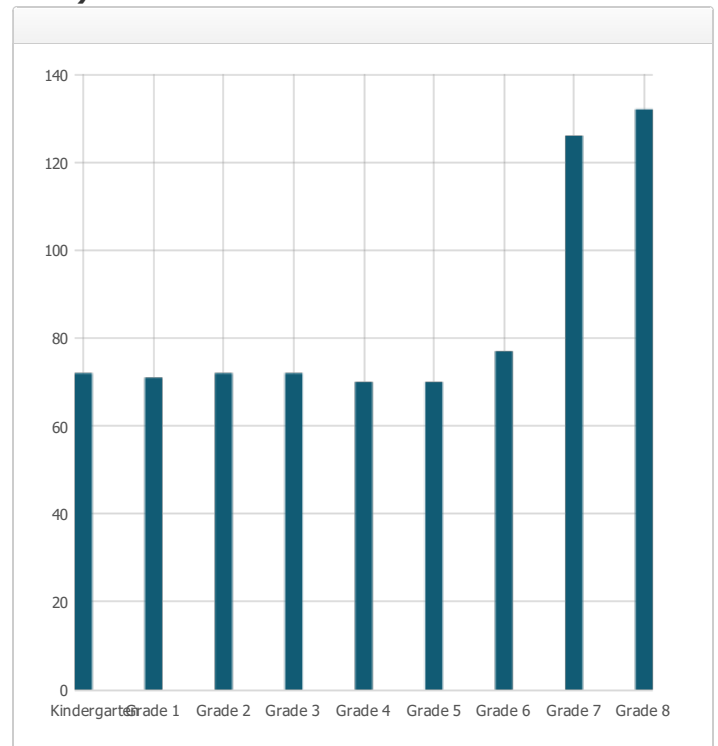
School Description and Mission Statement (School Year 2018—19)

The Accelerated Schools were founded on the belief that every child be treated as gifted, with an emphasis on high expectations for student achievement, a supportive learning environment, and extensive parent involvement. At The Accelerated Schools, all incoming students are accepted by lottery, regardless of academic achievement elsewhere. The Accelerated Schools will graduate students who are prepared to succeed at the university of his/her choice; who will enter the workplace as informed and productive employees, entrepreneurs, and community leaders; and who will act as responsible citizens. Today, using innovative strategies to foster academic achievement, The Accelerated Schools continue to create a place for education that allows children to learn and succeed, while continuing to transform the South Central Los Angeles community.

Last updated: 1/24/2019

Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Kindergarten	72
Grade 1	71
Grade 2	72
Grade 3	72
Grade 4	70
Grade 5	70
Grade 6	77
Grade 7	126
Grade 8	132
Total Enrollment	762



Last updated: 1/24/2019

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	0.0 %
American Indian or Alaska Native	0.0 %
Asian	%
Filipino	0.0 %
Hispanic or Latino	96.4 %
Native Hawaiian or Pacific Islander	%
White	%
Two or More Races	%
Other	3.6 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	96.1 %
English Learners	41.3 %
Students with Disabilities	11.1 %
Foster Youth	0.0 %

A. Conditions of Learning

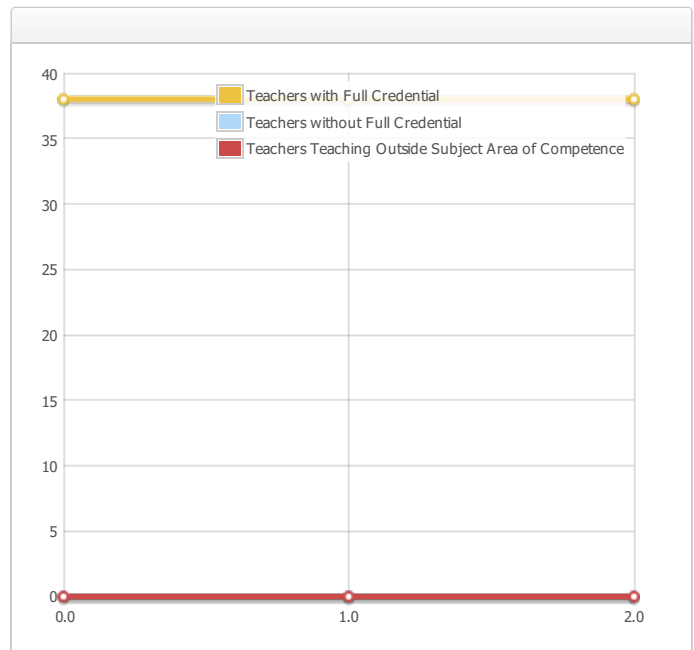
State Priority: Basic

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 Credentials

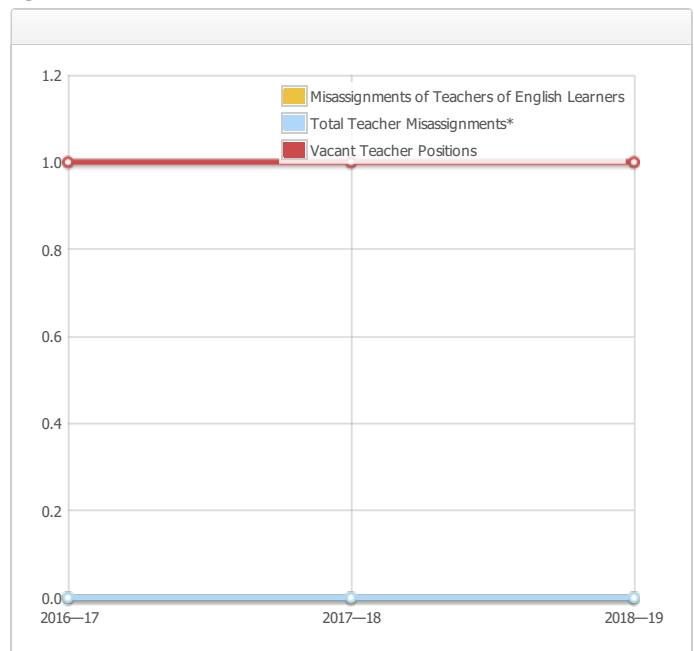
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	38	38	38	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/24/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	1	1	1



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
 * Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/24/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: January 2019

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Wonders	Yes	0.0 %
Mathematics	McGraw Hill - My Math	Yes	0.0 %
Science	Harcourt Brace/McDougal Littell (The school will be adopting NGSS science materials this school year 2018-2019 for the 2019-2020 school year)	Yes	0.0 %
History-Social Science	Harcourt Brace/McDougal Littell	Yes	0.0 %
Foreign Language	N/A		0.0 %
Health	N/A		0.0 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/24/2019

School Facility Conditions and Planned Improvements

The school conducts semi-annual maintenance projects such as painting, waxing floors and cleaning carpets. The Accelerated School has a comprehensive site-specific Health, Safety and Emergency Plan, including the acquisition and maintenance of adequate onsite emergency supplies, in place. The Accelerated School ensures that staff receives annual training on the school's health, safety, and emergency procedures, and maintains a calendar form and conduct, emergency response drills for students and staff. Periodic reviews and modifications are made as necessary in regards to the Health, Safety and Emergency Plan, and it is readily available for use and review upon request. The school will comply with the Healthy Schools Act, California Education Code Section 17608 and the school, its employees and officers will comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

Last updated: 1/24/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: January 2019

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 2019

Overall Rating	Good
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Last updated: 1/24/2019

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, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- 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 Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	33.0%	43.0%	40.0%	43.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	22.0%	25.0%	30.0%	32.0%	37.0%	38.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment 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 CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/24/2019

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	537	534	99.44%	43.45%
Male	263	260	98.86%	35.77%
Female	274	274	100.00%	50.73%
Black or African American	17	16	94.12%	56.25%
American Indian or Alaska Native				
Asian				
Filipino	--	--	--	
Hispanic or Latino	519	517	99.61%	42.94%
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged	529	526	99.43%	43.16%
English Learners	293	292	99.66%	30.82%
Students with Disabilities	59	58	98.31%	13.79%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

Note: ELA test results include the Smarter Balanced Summative Assessment 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 CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

Last updated: 1/24/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	538	533	99.07%	24.95%
Male	264	259	98.11%	23.55%
Female	274	274	100.00%	26.28%
Black or African American	17	16	94.12%	31.25%
American Indian or Alaska Native				
Asian				
Filipino	--	--	--	
Hispanic or Latino	520	516	99.23%	24.61%
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged	530	525	99.06%	24.76%
English Learners	294	292	99.32%	18.84%
Students with Disabilities	60	58	96.67%	6.90%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

Note: Mathematics test results include the Smarter Balanced Summative Assessment 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 CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

Last updated: 1/24/2019

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

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Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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 on both assessments.

Last updated: 1/24/2019

Career Technical Education (CTE) Programs (School Year 2017–18)

TAS works to develop and sustain the organizational capacity of middle schools to prepare ALL students for high school and higher education through a statewide network of support for adults -- counselors, faculty, school leaders and families -- who influence middle school students. College and career program services are geared towards sustainability, such that school change can be successful beyond the life of the grant cycle.

TAS has a continued focus on building a college going culture and whole school change. TAS works in collaboration with community and school leaders, teachers, administrators, counselors and families to foster a sustainable college-going culture throughout the school community and to support student success in transitioning from middle to high school and higher education.

TAS Believes:

That ALL students deserve an equitable education – one that provides the knowledge and skills to choose and be successful in postsecondary education pursuits; That students must master rigorous academic standards to successfully progress along the pipeline from middle school to high school and into and through college; That in order for students to plan for college they need to see themselves in college.

Last updated: 1/28/2019

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	6.1%
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	--

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 2017—18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	21.7%	11.6%	2.9%
7	19.7%	28.0%	29.5%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/24/2019

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2018—19)

Parents become engaged and involved at the school in a number of ways:

- Monthly parent meetings where families meet in two key ways: Parents meet in small classroom groups with their child's teacher to receive information about grade level academic standards, their child's learning progress, classroom activities and ways to support learning at home. Translation is provided.

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

- School Site Council (SSC) and English Learning Advisory Council (ELAC) for parent advisement of categorical programs

- Vibrant Culture of Volunteerism: Parents volunteer inside and outside of the classrooms as a way to support their child's education

State Priority: Pupil Engagement

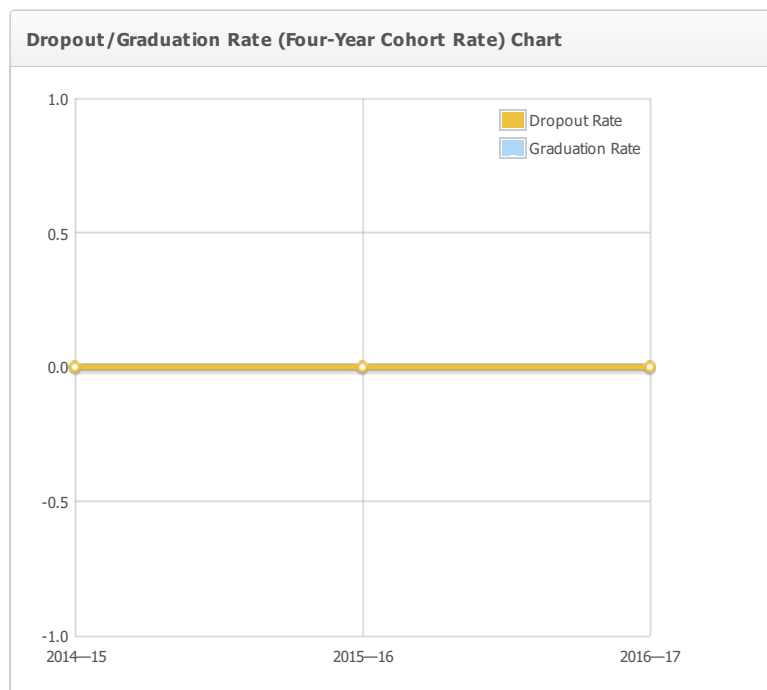
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	0.0%	0.0%	16.7%	13.7%	10.7%	9.7%
Graduation Rate	--	--	72.2%	77.3%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	0.0%	10.8%	9.1%
Graduation Rate	--	79.7%	82.7%



For the formula to calculate the 2016—17 adjusted cohort graduation rate, see the 2017—18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/16/2019

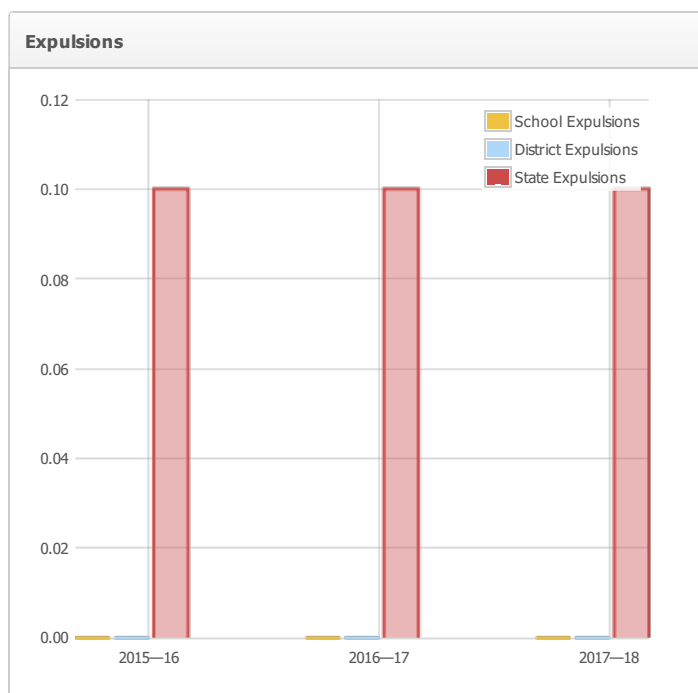
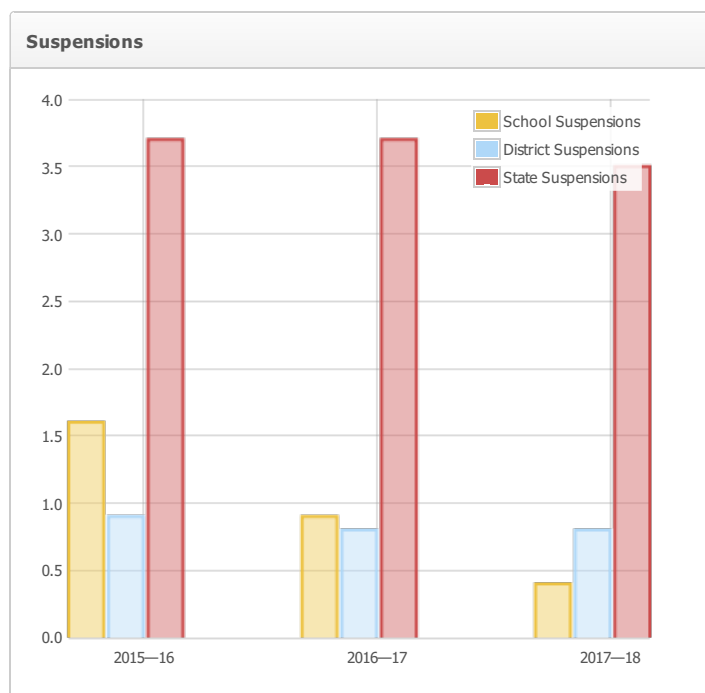
State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	1.6%	0.9%	0.4%	0.9%	0.8%	0.8%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/16/2019

School Safety Plan (School Year 2018—19)

At TAS we believe that discipline is not about punishment, but rather about behavior modification and the development of personal responsibility. Students experience various developmental stages during the growing years. The school community is an informed community which cultivates among its staff, an understanding of age appropriate behaviors.

In order to support personal responsibility and positive social interactions school-wide, TAS has developed a school wide plan for positive discipline and support. Together, students, staff and families will build a foundation that students will need order to function harmoniously throughout the school day with their peers and teachers. The effectiveness of the school-wide plan requires the participation and support of all staff members. In order for philosophy to be truly effective, there must be continuity in the home environment

Statement and Purpose:

"We in the TAS community commit to create a safe school where behavioral expectations are understood and followed. We foster a community of trust and mutual respect for self and others so that power learning will take." Components of TAS School-Wide Plan for Proactive Behavior Support: With the understanding that individual behavior has both personal and public outcomes, we have developed this discipline policy to facilitate a common understanding among our school community of certain goals and responsibilities for success. The policy includes key elements that staff will implement to support positive behaviors.

- Guiding Principles and Clear Expectations for student behavior
- Effective Classroom Management and teaching of social skills
- Interventions with partnerships between of faculty, students, and families
- Reasonable and Appropriate consequences and negative behaviors
- Consistent Acknowledgement of appropriate Behaviors

The TAS principal keeps a copy of the school safety plan on file and the school faculty is familiarized with the plan on a semester basis.

Last updated: 1/24/2019

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 (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	20.0	2	3	
1	24.0		3	
2	24.0		3	
3	24.0		3	
4	35.0			2
5	35.0			2
6	31.0		9	9
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.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	20.0	2	3	
1	24.0		3	
2	24.0		3	
3	24.0		3	
4	35.0			2
5	35.0			2
6	32.0	1	2	10
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.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	19.0	2	3	
1	25.0		3	
2	24.0		3	
3	24.0		3	
4	35.0			2
5	35.0			2
6	26.0	2	5	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.

Last updated: 1/16/2019

Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	30.0	2	1	5
Mathematics	15.0	1		
Science	31.0	1	1	5
Social Science	31.0	1	1	5

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	24.0	3	10	
Mathematics	27.0		1	
Science	26.0	3	7	
Social Science	26.0	3	7	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	23.0	6	6	1
Mathematics	24.0	3	8	
Science	26.0	2	8	
Social Science	26.0	2	7	1

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/16/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	1.0	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	1.5	N/A

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

*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.

Last updated: 1/16/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9755.0	\$4948.0	\$4807.0	\$51517.0
District	N/A	N/A	--	\$72781.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7125.0	\$80764.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/24/2019

Types of Services Funded (Fiscal Year 2017—18)

TAS will provide the necessary support to ensure that students meet standards, including:

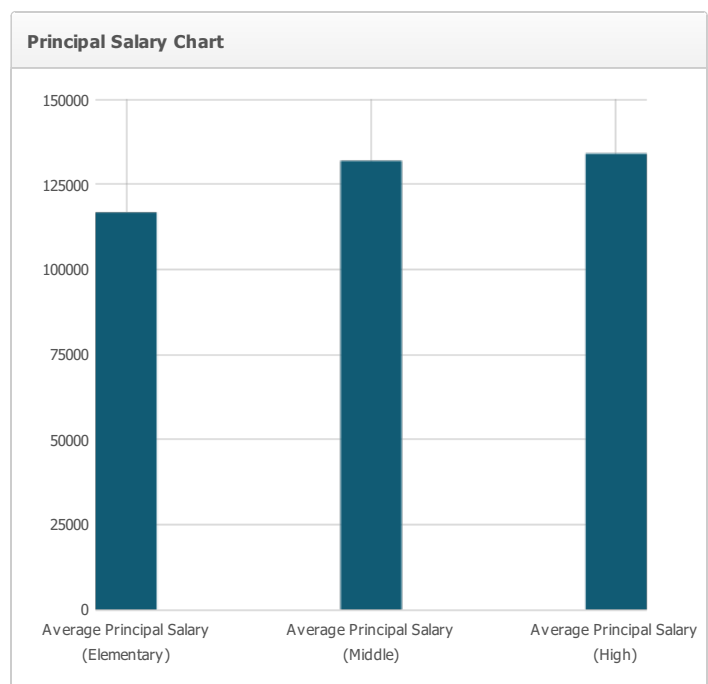
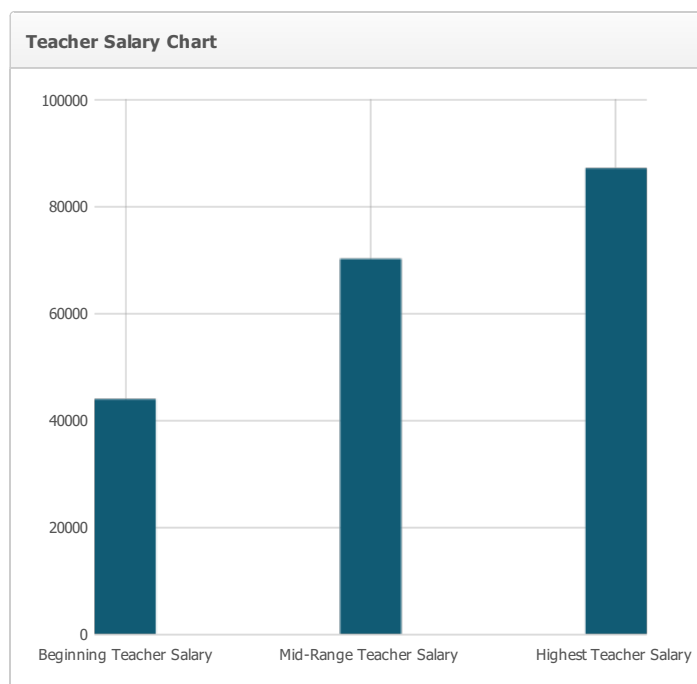
Before & After school tutoring
 Behavior modification plans
 Student Success Performance Teams (SSPT)
 Counseling services
 Special Education Program
 Mentoring
 Daily Academic Intervention Classes (Math & ELD)
 Daily Academic Enrichment Classes
 Saturday Academic Intervention
 Parenting classes
 Career and Technical Support
 After school enrichment classes (KTAP & YPI)
 Community partnerships (Robey Theater, USC Troy Camp, UCLA Math Institute, LADOT, Summer Encounters, LAPD, Pepperdine University, Coulburn School of Arts)
 Foster Grandparent Program
 Network for a Healthy California: Harvest of the Month; student and parent education
 Accelerated Reader, Success Maker Reading/Math, Khan Academy, Scholastic Reading Inventory, ALEKS, FLEX

Last updated: 1/16/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,913	\$47,903
Mid-Range Teacher Salary	\$70,141	\$74,481
Highest Teacher Salary	\$87,085	\$98,269
Average Principal Salary (Elementary)	\$116,726	\$123,495
Average Principal Salary (Middle)	\$131,879	\$129,482
Average Principal Salary (High)	\$133,989	\$142,414
Superintendent Salary	\$350,000	\$271,429
Percent of Budget for Teacher Salaries	31.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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



Professional Development

TAS teachers attend a 5 day curriculum institute before the start of school each year. The primary areas of focus for Curriculum Institute Week are based on student data, school-wide instructional goals and objectives and teacher need. PD is mainly focused on the implementation of the ELA curriculum, math curriculum, writing program, ELD instruction, differentiated instruction and the implementation of CCSS.

In addition time is banked during the week to make Monday afternoon professional development time a weekly practice. Teachers meet for 2.5 hours after school each week to design curriculum, look at student data, receive professional development and share best practices.

Additionally, there are 5 pupil free days throughout the year, which include 1 day for teacher led conferences and 1 day for student led conferences. On the other 3 pupil free days, the PD is focused on the non-negotiable or "Collective Commitment" instructional practices, the expected Core curriculum utilization and implementation, differentiated instruction and CCSS.

Administrative classroom walk-through's and informal observations are done weekly; Teachers are expected to participate in administrative data articulation meetings at least 4 times a year and in-class coaching and lesson demonstrations are provided to teachers by our leadership team.

Areas of PD identified by administrator and teachers to support students' academic achievement:

Project GLAD (Guided Language Acquisition Design) which is a model of professional Narrative, and opinion pieces; development in the area of language acquisition and literacy. The strategies and model promote English language acquisition, academic achievement, and cross-cultural skills

Thinking Maps - all teachers have been trained

Guided Reading - creates a balanced literacy program based on guided reading and supported by read aloud, shared reading, interactive writing, and other approaches

Writing – use of the writing lessons in Imagine It!, and supplement as needed to provide research-validated, hands-on, multisensory writing strategies and writing activities that help students become proficient in the areas of informational/explanatory, and narrative writing

My Math – additional PD opportunities including classroom visits/lesson modeling by consultant; creation of periodic benchmark assessments in addition to weekly/unit assessments currently being implemented

Principal - LACOE Common Core State Standards; District level trainings

Teachers - LACOE Common Core State Standards; District level trainings

Whenever possible the day program staff and KTAP/YPI (After School Programs) staff will collaborate as well as participate in PD to ensure the academic achievement and appropriate social development of its students. Areas to collaborate include: communication styles and effective communication, math and language arts instruction and strategies, physical education, music, art, science, and technology.

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