

Accelerated
2023–24 School Accountability Report Card
Reported Using Data from the 2023–24 School
Year
California Department of Education

Address: 4000 South Main St. **Principal:** Lucy Hilarides, Principal
Los Angeles, CA ,
90037-1022

Phone: (323) 235-6343 **Grade** K-8
Span:

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

Lucy Hilarides, Principal

📍 Principal, Accelerated

Providing elementary and middle school education to students in Kindergarten through eighth grade, The Accelerated School (TAS K-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 K-8 holds a 97% attendance rate for grades K-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 K-8 education in helping cultivate prosperous and fulfilling lives for its students and families—and its power to inspire and rejuvenate communities.

About Our School

It is an honor and privilege to serve as the Principal at The Accelerated School, especially as we move into our 30th year as a charter school in South Los Angeles. Since 1994 we have sought to bring a world-class education to our students, honoring our mission and philosophy to accelerate learning and treat each child as gifted.

This year we strive to strengthen our academic programming through engaging, rigorous curriculum, metacognitive sense-making strategies, ongoing formative assessment of student learning, and daily writing. Building on our after-school sports program initiated last year, we continue to support our students to participate in sports like volleyball, flag football, soccer, and basketball. Additionally, we are continuing to foster curiosity, self-direction, and collaboration with a focus on developing the “whole child” so that our students can graduate prepared to tackle complex challenges and reach their goals.

Contact

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

Phone: [\(323\) 235-6343](tel:3232356343)
Email: lhilarides@accelerated.org

Contact Information (School Year 2024–25)

District Contact Information (School Year 2024–25)

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 2024–25)

School Name	Accelerated
Street	4000 South Main St.
City, State, Zip	Los Angeles, CA , 90037-1022
Phone Number	(323) 235-6343
Principal	Lucy Hilarides, Principal
Email Address	lhilarides@accelerated.org
Website	www.accelerated.org/our-schools/tas/
Grade Span	K-8
County-District-School (CDS) Code	19647336112536

School Description and Mission Statement (School Year 2024–25)

For more than 25 years, The Accelerated Schools 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.

TAS prepares 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.

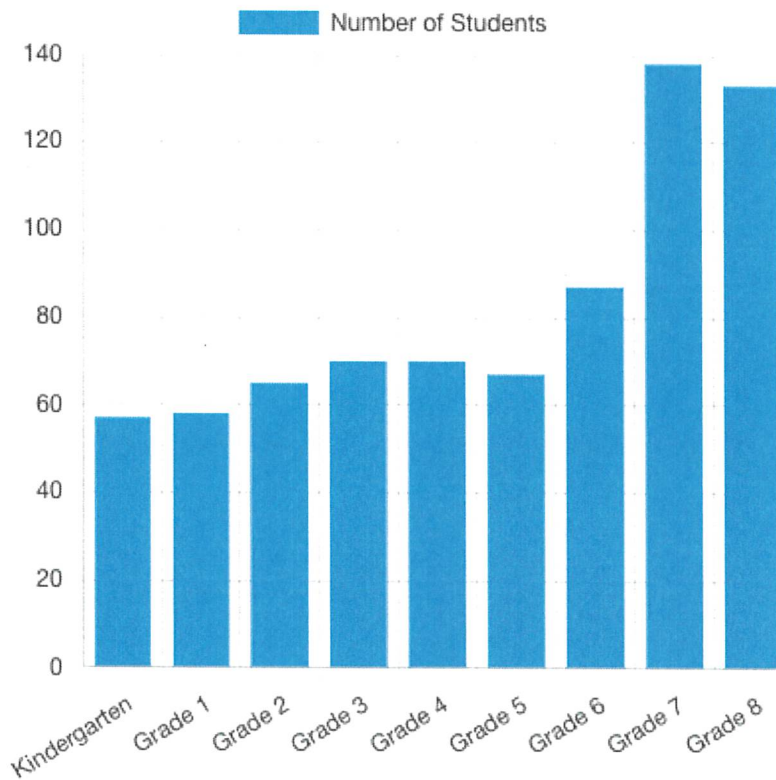
We believe TAS enriches the lives of students and their families through a mix of academic, cultural, and community-focused programming and has been instrumental in transforming the South Los Angeles community.

?Mission Statement: The Accelerated Schools will graduate students who are prepared to succeed at the university and career of their choice, who will

enter the workplace as informed and productive employees, entrepreneurs, and community leaders, and who will act as responsible citizens.

Student Enrollment by Grade Level (School Year 2023–24)

Grade Level	Number of Students
Kindergarten	57
Grade 1	58
Grade 2	65
Grade 3	70
Grade 4	70
Grade 5	67
Grade 6	87
Grade 7	138
Grade 8	133
Total Enrollment	745



Student Enrollment by Student Group (School Year 2023–24)

Student Group	Percent of Total Enrollment	Student Group (Other)	Percent of Total Enrollment
Female	50.70%	English Learners	37.00%
Male	49.30%	Foster Youth	0.30%
Non-Binary	0.00%	Homeless	0.00%
American Indian or Alaska Native	0.00%	Migrant	0.00%
Asian	0.00%	Socioeconomically Disadvantaged	98.40%
Black or African American	0.40%	Students with Disabilities	11.90%
Filipino	0.00%		
Hispanic or Latino	98.70%		
Native Hawaiian or Pacific Islander	0.00%		
Two or More Races	0.00%		
White	0.90%		

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 2020–21)

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)	35.50	91.03%	22369.20	82.26%	228366.10	83.12%
Intern Credential Holders Properly Assigned	1.00	2.56%	714.60	2.63%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.80	2.13%	1398.60	5.14%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	2.56%	1060.30	3.90%	12115.80	4.41%
Unknown/Incomplete/NA	0.60	1.69%	1651.30	6.07%	18854.30	6.86%
Total Teaching Positions	39.00	100.00%	27194.20	100.00%	274759.10	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.

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)	37.90	95.47%	23128.20	84.33%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.80	2.09%	804.50	2.93%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.10	0.40%	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	0.80	2.01%	1009.30	3.68%	15831.90	5.67%
Total Teaching Positions	39.70	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)	42.20	97.71%	22355.10	82.56%	231142.40	100.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	1101.40	4.07%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	1596.00	5.89%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	1053.60	3.89%	11746.90	4.23%
Unknown/Incomplete/NA	0.90	2.27%	971.50	3.59%	14303.80	5.15%
Total Teaching Positions	43.20	100.00%	27077.80	100.00%	277698	100%

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	2020– 21 Number	2021– 22 Number	2022– 23 Number
Permits and Waivers	0.00	0.00	0
Misassignments	0.80	0.10	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	0.80	0.10	0

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

Indicator	2020– 21 Number	2021– 22 Number	2022– 23 Number
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	1.00	0.00	0

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent	2022– 23 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.00%	0.8%	0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.70%	0%	0%

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 2024–25)

Accelerated sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program. All textbooks and instructional materials used within the school are aligned with the Common Core State Standards. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Instructional materials for grades K-8 are selected from the State's most recent list of standards-based materials.

Year and month in which the data were collected: November 2024

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 (TK-5) EL Education (6th-8th)	0
Mathematics	McGraw-Hill My Math & Study Sync (TK-5th) Gradient Learning Platform: Illustrative Math (6th-8th)	0
Science	McGraw-Hill Inspire Science (TK-5th) Gradient Learning Platform: Open Science Education (6th-8th)	0
History-Social Science	Harcourt Brace/McDougal Littell (TK-5th) Gradient Learning Platform: DBQ Project (6th-8th)	0
Foreign Language	N/A	0
Health	N/A	0
Visual and Performing Arts	N/A	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
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

From the most recent Fit report dated 1/13/22, the school received an overall rating of GOOD indicating that between 90%-90.99% of the school is maintained in good repair.

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

School Facility Good Repair Status

The Accelerated Schools conduct 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.

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 2025

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	

System Inspected	Rating	Repair Needed and Action Taken or Planned
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 2025

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 2022– 23	School 2023– 24	District 2022– 23	District 2023– 24	State 2022– 23	State 2023– 24
English Language Arts / Literacy (grades 3-8 and 11)	33%	33%	41%	43%	46%	47%
Mathematics (grades 3-8 and 11)	24%	27%	29%	32%	34%	35%

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 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	559	557	99.64%	0.36%	32.50%
Female	291	290	99.66%	0.34%	41.38%
Male	268	267	99.63%	0.37%	22.85%
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	553	551	99.64%	0.36%	32.67%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	--	--	--	--	--
English Learners	175	175	100.00%	0.00%	9.71%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	373	372	99.73%	0.27%	34.14%
Students Receiving Migrant Education Services	0	0	0%	0%	0%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students with Disabilities	84	83	98.81%	1.19%	9.64%

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 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	559	557	99.64%	0.36%	26.57%
Female	291	290	99.66%	0.34%	28.97%
Male	268	267	99.63%	0.37%	23.97%
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	553	551	99.64%	0.36%	26.86%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	--	--	--	--	--
English Learners	175	175	100.00%	0.00%	12.57%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	373	372	99.73%	0.27%	26.34%
Students Receiving Migrant Education Services	0	0	0%	0%	0%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students with Disabilities	84	83	98.81%	1.19%	10.84%

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	School	District	District	State	State
	2022– 23	2023– 24	2022– 23	2023– 24	2022– 23	2023– 24
Science (grades 5, 8, and high school)	15.59%	21.72%	20.46%	21.89%	30.29%	30.73%

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 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	198	198	100.00%	0.00%	21.72%
Female	104	104	100.00%	0.00%	24.04%
Male	94	94	100.00%	0.00%	19.15%
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	195	195	100.00%	0.00%	21.54%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	--	--	--	--	--
English Learners	53	53	100.00%	0.00%	1.89%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	123	123	100.00%	0.00%	23.58%
Students Receiving Migrant Education Services	0	0	0%	0%	0%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students with Disabilities	26	26	100.00%	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.

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 2023–24)

Percentage of Students Participating in each of the five Fitness Components

In the spring of each year, all California schools are required by the state to administer a physical fitness test to students in the fifth, seventh, and ninth grades. The physical fitness test is a standardized evaluation that measures each student’s ability to perform fitness tasks in six major areas. Students who meet or exceed the standards in all six fitness areas are considered to be physically fit or in the Healthy Fitness Zone (HFZ).

Grade	Component				
	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	93%	98%	93%	100%	93%
7	100%	98%	100%	98%	100%

Note: The administration 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 2024–25)

The Accelerated School (TAS) has implemented multiple ways for students and their families to provide input and to be involved in school events and activities.

Parents are informed of upcoming meetings, town halls, PAC, and ELAC via Parent Square and Robocalls.

To ensure equity of voice for all communities of English Learners, administrators will provide necessary access to all parents/guardians to public meetings and hearings via different platforms, at different times of the day, as requested by parents. Translators are available upon request.

Many programs are in place that build strong parent and family engagement programs. They are foundational in supporting strong school-family partnerships in our school community. Shared leadership occurs through our District Advisory and District English Learner Advisory with site leadership committees and our Parent Advisory Committee (PAC).

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, internal and state 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.

TAS also has a 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 graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

Chronic Absenteeism by Student Group (School Year 2023–24)

Attendance is critical to academic achievement. Regular daily attendance is a priority and is expected for students. A student who is absent on 10 percent or more of the school days in the school year is considered to be a "chronic absentee". Chronic absenteeism negatively impacts student learning and achievement and is closely monitored by school staff and the district.

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	752	745	150	20.1%
Female	383	378	76	20.1%
Male	369	367	74	20.2%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	741	735	147	20.0%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	278	276	57	20.7%
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	743	736	146	19.8%

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	102	101	26	25.7%

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 2021– 22	School 2022– 23	School 2023– 24	District 2021– 22	District 2022– 23	District 2023– 24	State 2021– 22	State 2022– 23	State 2023– 24
Suspensions	0.38%	0.51%	1.20%	0.46%	0.55%	0.60%	3.17%	3.60%	3.28%
Expulsions	0.00%	0.00%	0.00%	0.02%	0.02%	0.02%	0.07%	0.08%	0.07%

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 2023–24)

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.2%	0%
Female	0.78%	0%
Male	1.63%	0%
Non-Binary	0%	0%
American Indian or Alaska Native	0%	0%
Asian	0%	0%
Black or African American	0%	0%
Filipino	0%	0%
Hispanic or Latino	1.21%	0%
Native Hawaiian or Pacific Islander	0%	0%
Two or More Races	0%	0%
White	0%	0%
English Learners	0%	0%
Foster Youth	0%	0%
Homeless	0%	0%
Socioeconomically Disadvantaged	1.21%	0%
Students Receiving Migrant Education Services	0%	0%
Students with Disabilities	2.94%	0%

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 2024–25)

At The Accelerated Schools, school crime committed on the school campus and at school-related functions is minimal, and overall, all campuses are safe from crime. School security cameras provide monitoring of potentially unsafe areas, and outdoor lighting is present to avert intrusions and theft.

The Accelerated Schools participates in The Los Angeles Police Department Newton Division Community Police Advisory Board (CPAB). The Council meets monthly. These meetings provide members with Crime Statistics and Trends.

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, and 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 2021–22)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	22.00		4	
1	23.00		6	
2	23.00		6	
3	23.00		6	
4	24.00	2	4	
5	24.00	2	4	
6	22.00	5	22	
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 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	4	0
1	21.00	4	2	0
2	24.00	0	6	0
3	24.00	0	6	0
4	23.00	2	4	0
5	24.00	2	4	0
6	22.00	4	22	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	14.00	4		
1	19.00	4	2	
2	21.00	2	4	
3	23.00		6	
4	21.00	3	4	
5	21.00	3	4	
6	19.00	14	22	
Other**	14.00	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 (Secondary) (School Year 2021–22)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	23.00	7	8	
Mathematics	25.00	2	8	
Science	25.00	2	8	
Social Science	25.00	1	9	

* 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 2022–23)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	25.00	4	9	0
Mathematics	26.00	2	11	0
Science	26.00	1	9	0
Social Science	26.00	2	8	0

* 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 2023–24)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	25.00	2	11	
Mathematics	22.00	7	6	
Science	27.00		10	
Social Science	27.00	1	9	

* 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.

Student Support Services Staff (School Year 2023–24)

It is the goal of Accelerated to assist students in their social and personal development as well as in academics.

The school provides special attention to students who experience achievement or behavioral difficulty.

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	1.00
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	
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 2022–23)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$20750.00	\$4399.00	\$16351.00	\$75723.00
District	N/A	N/A	--	\$85275.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$10770.62	\$94625.00
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 2023–24)

TAS provides the necessary support to ensure that students meet standards.

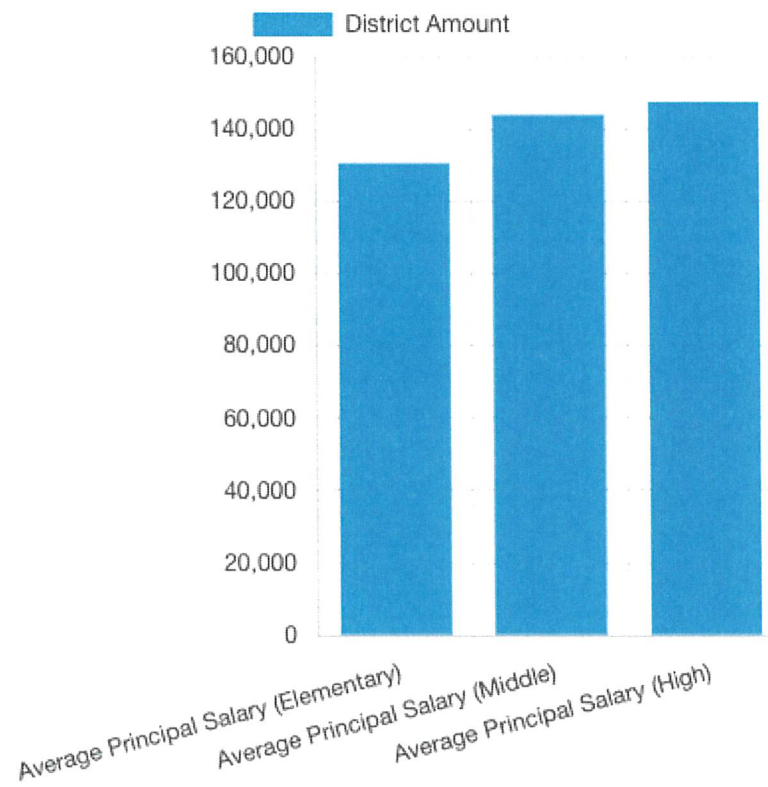
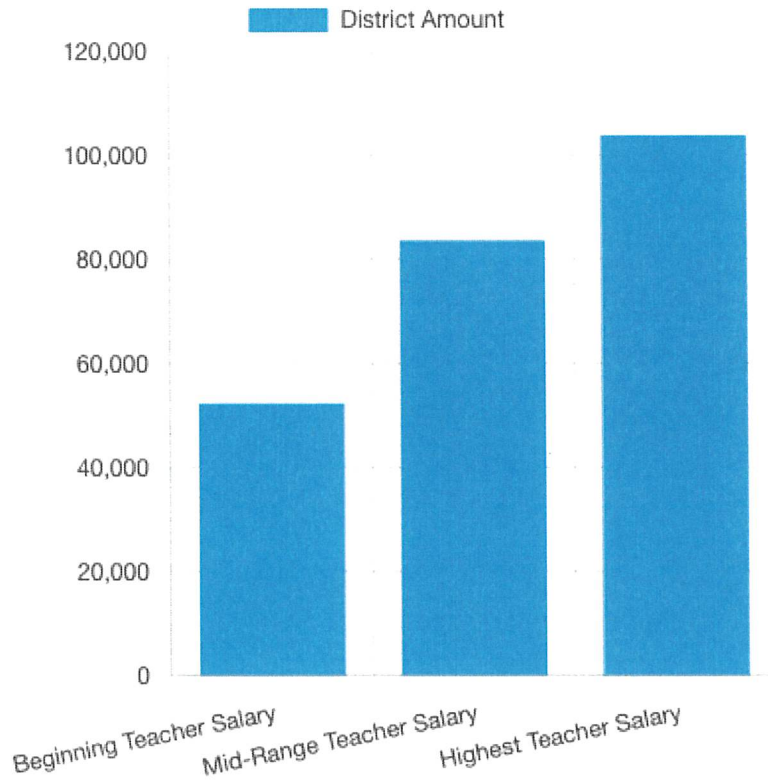
Supports include:

- Before & After school tutoring
- Behavior modification plans
- Student Success & Performance Teams (SSPT)
- Counseling services
- Special Education Program
- Daily Academic Intervention Classes
- Daily Enrichment Classes
- Saturday Academic Intervention
- Afterschool enrichment classes
- Community Partnerships
- Foster Grandparent Program
- Various Intervention Programs

Teacher and Administrative Salaries (Fiscal Year 2022–23)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$52399.00	\$56572.74
Mid-Range Teacher Salary	\$83696.00	\$87185.69
Highest Teacher Salary	\$103915.00	\$119664.66
Average Principal Salary (Elementary)	\$130400.00	\$148486.09
Average Principal Salary (Middle)	\$143735.00	\$154835.19
Average Principal Salary (High)	\$147353.00	\$170007.96
Superintendent Salary	\$440000.00	\$338699.13
Percent of Budget for Teacher Salaries	24.89%	31.41%
Percent of Budget for Administrative Salaries	4.73%	4.86%

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 concerns.

Both the site leaders and district level leads provide Professional Development in all content areas using a variety of models, such as Collaborative Learning Rounds, PLC, Staff Meetings, and more.

Professional Development includes, but is not limited to: English Language Arts, English Language Development, Writing, Math, MTSS, Special Education, and SBAC.

Professional Development is also conducted through coaching, modeling lessons, and Instructional Classroom Walk Visits with feedback.

Measure	2022– 23	2023– 24	2024– 25
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10