

Accelerated Charter High School

2021 School Accountability Report Card



ACCELERATED
CHARTER HIGH SCHOOL

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 School Contact Information

School Name	Accelerated Charter High School
Street	4136 N. Monney Blvd.
City, State, Zip	Tulare, Ca. 93274
Phone Number	559-687-7303
Principal	Wendi Powell
Email Address	wendi.powell@tulare.k12.ca.us
School Website	https://www.tjuhsd.org/
County-District-School (CDS) Code	54-72249-0133793

2021-22 District Contact Information

District Name	Tulare Joint Union High School District
Phone Number	(559) 688-2021
Superintendent	Dr. Lucy Van Scyoc
Email Address	lucy.vanscyoc@tulare.k12.ca.us
District Website Address	www.tjuhsd.org

2021-22 School Overview

Accelerated Charter High School (ACHS) is located at 4136 North Mooney Blvd. in Tulare.. The schools enrollment shall not exceed 180 students, the small school size is key to the overall success and implementation of Accelerated Charter High School's objectives. The school year will consist of four, 9-week grading periods, where the student can earn 32 credits per grading period, for a total of 148 credits per school year, versus 70 credits earned in a traditional high school setting in the Tulare Joint Union High School District (TJUHS). ACHS serves credit deficient students within the TJUHS in the 11th and 12th grade. Priority is given to seniors who are not on track to graduate at the traditional school sites. Sophomores are considered at the last 9 week session of the school year and Special Education students will be considered on a case-by-case basis, depending on need and space available. English Language Learners (ELL) with a California English Language Development Test (CELDT) score of 3 or higher who meet the additional enrollment criteria will be eligible to attend. Expelled students are not allowed at Accelerated Charter High School. Discipline related issues will be discussed and assessed prior to admittance, and any other students not meeting this criteria will be considered on a case by case basis.

Accelerated Charter High School is a nonsectarian in its programs, admission policies, employment practices, and all other operations. Accelerated Charter High School shall not charge tuition, nor shall discriminate against any pupil or applicant on the basis of ethnicity, gender, religion, national origin, sexual orientation, disability, or place of residence. Students attending ACHS are offered an individually designed, standards-based educational program providing the necessary foundation to graduate high school and be college and career ready. College and career readiness will be achieved through a strong partnership with College of the Sequoias (COS) by offering various career technical education (CTE) courses leading to opportunities for industry certification, transferrable credits and matriculation opportunities. Student graduating from Accelerated Charter High School will have the skill set necessary to continue their college education and pursue a career of their choice. The Accelerated Charter High School education plans consist of short and long-term goals to meet the specific needs of each individual student. These goals reflect the Common Core State Standards approved by the California State Board of Education and the graduation requirements of the TJUHS.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 11	40
Grade 12	117
Total Enrollment	157

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Black or African American	3.2
Hispanic or Latino	88.5
White	8.3
English Learners	24.2
Foster Youth	2.5
Homeless	1.3
Socioeconomically Disadvantaged	93.6
Students with Disabilities	5.7

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

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

2020-21 Teacher Preparation and Placement

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)	4.5	53.2	185.1	71.5	228366.1	83.1
Intern Credential Holders Properly Assigned	1.0	11.8	3.4	1.3	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.7	20.6	15.4	6.0	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.0	0.0	20.3	7.9	12115.8	4.4
Unknown	1.2	14.4	34.6	13.4	18854.3	6.9
Total Teaching Positions	8.4	100.0	259.0	100.0	274759.1	100.0

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	1.7
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	1.7

2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.0

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	20.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	8.6

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The Tulare Joint Union High School District held a public hearing on September 16 of 2021 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, and science lab equipment pursuant to the settlement of Williams vs. the State of California.

All students, including English Learners, are required to be given their own individual textbooks and/or instructional materials (in core subjects), for use in the classroom and to take home if necessary. Additionally, all textbooks and instructional materials used within the district must be aligned with the California State Content Standards and Frameworks, with final approval by the Board of Education. The table displays information collected in January, 2022 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Year and month in which the data were collected

1/4/22

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<p>Reading/Language Arts</p>	<p>English 1 & Honors: Collections, (Houghton-Mifflin), 9th grade, All Sites English 1A: Intervention: Read 180, (Houghton-Mifflin), EDGE Level A, Hampton-Brown, 9th grade, All Sites English 1B: Intervention: Read 180, (Houghton-Mifflin), EDGE Level B, Hampton-Brown, 9th grade, All Sites English 2 & Honors: Collections, (Houghton-Mifflin), 10th grade, All Sites English 2B, Intervention, Read 180, (Houghton-Mifflin), EDGE Level B, Hampton-Brown, 10th grade, Tulare Western & Mission Oak English 3: Pearson Literature CA Reading & Literature, (Pearson-Savvas), 11th grade, All Sites English 3 AP: Everything's An Argument w/Readings, 8th Edition (Bedford Freeman) 11th grade, Tulare Western English 3 AP: Language of Composition 3rd edition,(Bedford Freeman), 11th grade, Mission Oak English 3 AP: The Norton Reader, 14th Edition, (W.W. Norton & Company); 50 Essays: A Portable Anthology, 3rd Edition, (Bedford/St. Martin), 11th, Tulare Union Exp Rdg & Wrtg: ERWC Expository Reading & Writing Curriculum, (California State University) 12th grade, All Sites English 4 AP: Literature Reading, Reacting, Writing, 5th Edition, (Thompson Wadsworth), 12th Grade, Tulare Union English 4 AP: How to Read Literature Like a Professor, (Harper Collins), 2017, 12th grade Mission Oak COS English: The Writers Way, 9th Edition, (Cengage); They Say I Say, 3rd Edition, (Norton); Future Politics, 1st Edition (Oxford), 12th, Tulare Union COS English 1: They Say / I Say, 3rd edition, (Norton), 12 grade, 1st semester: Everything's an Argument with Readings, 5th edition, (Bedford / St. Martin's), 12th grade 2nd semester Mission Oak COS English 1: They Say / I Say 3rd edition, (Norton), The Writer's Way, 9th Edition (Cengage); A Guide to MLA Documentation, 7th Edition (Houghton Mifflin) Tulare Western</p>	<p>Yes</p>	<p>0%</p>
<p>Mathematics</p>	<p>Core Connections Integrated 1 - CPM - Adopted: 2014</p>	<p>Yes</p>	<p>0%</p>

	<p>Reveal Math Algebra 1 - McGraw Hill: Adopted: March 2021 (Alg 1 & H)</p> <p>Reveal Math Geometry - McGraw Hill: Adopted: March 2021 (Geo & H)</p> <p>Reveal Math Algebra 2 - McGraw Hill: - Adopted: March 2021 (Alg 2 & H)</p> <p>Pre-Calculus Graph, Numerical, Algebraic 8th Ed - Pearson - Adopted: 2011</p> <p>Calculus Graph, Numerical, Algebraic 5th AP 4th Ed - MPS - Adopted: 2012</p> <p>Statistics - VHS - Adopted: 2008</p> <p>The Practice of Statistics AP 4th Ed - MPS - Adopted: 2012</p> <p>Foundations in Personal Finance - Dave Ramsey - Adopted: 2013</p>		
Science	<p>Earth Science - Pearson - Adopted: 2011</p> <p>Biology - Prentice Hall - Adopted: 2007</p> <p>Introduction to Horticulture - Pearson- Adopted: 2013</p> <p>Modern Earth Science - Holt - Adopted: 2008 (Intro to Physical Sci)</p> <p>Biology - Prentice Hall/Pearson - Adopted: 2007 (Biology)</p> <p>Introduction to Biology - Wiley - Adopted: 2011 (Human Biology)</p> <p>Inspire Chemistry - McGraw Hill - Adopted: 2020 (Chemistry & H)</p> <p>Chemistry 13th Ed - McGraw Hill - Adopted: 2019 (AP Chemistry)</p> <p>Physics: Principles & Problems - McGraw Hill/Glencoe - Adopted: 2009 (Physics)</p> <p>College Physics A Strategic Approach AP Ed - Pearson - Adopted: 2015 (AP Physics)</p> <p>Campbell Biology 10th AP Ed- Pearson - Adopted: 2014 (AP Biology & Biology H)</p> <p>Forensic Science: Fundamental & Investigative - Cengage - Adopted: 2016 (Forensic Science)</p> <p>Living in the Environment - Cengage - Adopted 2019 (Environmental Science)</p>	Yes	0%
History-Social Science	<p>History Alive- Teacher - Curriculum Institute: Adopted: 2013</p> <p>Modern World History- Houghton Mifflin: Adopted: 2021</p> <p>World History: The Modern World, (Pearson-Savvas) 10th grade, All Sites 2020</p> <p>World History Honors: Modern World History, (McDougal Littell) 10th grade, Mission Oak</p> <p>World History Honors: History Alive! World Connections (TCI), Tulare Western</p> <p>World History: Patterns of Interaction, (Houghton Mifflin Harcourt) 10th grade, Tulare Union</p> <p>US History: History Alive!, (TCI), 11th grade, All Sites</p> <p>US History AP: America's History 9th edition (Bedford Freeman & Worth), 11th grade, All Sites</p> <p>History 17 & 18: Give Me Liberty 5th edition (W.W. Norton), 11th-12th, Mission Oak</p> <p>AP European History: A History of Western Society, 13th Edition (Bedford, Freeman & Worth) 10th-12th, Tulare Union</p> <p>Government: Government Alive!,(TCI), 12th grade, All Sites</p> <p>Government AP: American Government Institutions & Policies (Cengage), Mission Oak & Tulare Western</p> <p>AP Government: Government in American (Pearson-Savvas), 12th grad, Tulare Union</p>	Yes	0%

	<p>Economics: Economics, (Houghton Mifflin), 12th grade, All Sites</p> <p>Economics Honors: Economics, (Houghton Mifflin), 12th Grade, Tulare Western & Mission Oak</p> <p>Cultural History: People's History of the U.S. (Harper Collins), Mission Oak</p> <p>AP Psychology: Psychology AP Myers 3rd edition (Bedford, Freeman & Worth) All Sites</p> <p>Psychology: Psychology (Prentice Hall/Pearson-Savvas), 11th-12th, Tulare Western</p> <p>AP Human Geography: The Cultural Landscape, An Introduction to Human Geography, 13th Edition (SAVVAS), 11th-12th, Tulare Western</p>		
Foreign Language	<ul style="list-style-type: none"> Spanish 1: ¡Qué chévere! Level 1 2nd edition (Carnegie Learning) 9th -12th, All Sites 2021 <p>Spanish 2: , ¡Qué chévere! Level 2 2nd edition, (Carnegie Learning) 9th -12th, Tulare Western & Tulare Union</p> <p>Spanish 2: Expresate 2, 2008, (Houghton Mifflin), 9th -12th, Mission Oak</p> <p>Spanish 3: ¡Qué chévere! Level 3, (Carnegie Learning) 2nd edition: , 9th -12th, All Sites 2021</p> <p>Spanish 4: ¡Qué chévere! Level 3, (Carnegie Learning) 2nd edition: , 9th -12th, Tulare Western. And Tulare Union</p> <p>Spanish for Heritage Speakers: En Voz Alta,(Carnegie Learning), 9th -12th, Tulare Union & Tulare Western</p> <p>Spanish for Heritage Speakers: Asi Se Dice, 2012, (McGraw Hill), 9th -12th, Mission Oak</p> <p>AP Spanish Language 5: Abriendo Paso: Gramatica, 2014, (Pearson), 10th -12th, All Sites; Abriendo Paso: Temas Y lecturas, 2014, (Pearson), 10th -12th, All Sites; Triangulo Aprobado, 2013 (Wayside Publications), 10th -12th, Tulare Western & Mission Oak</p> <p>AP Spanish Literature 7: Abriendo Puertas, 2013, (Houghton Mifflin), 11th -12th, All Sites</p> <p>Portuguese 1: Bom Dia 1, 2002, (Spinner Publications), 9th -12th, All Sites</p> <p>Portuguese 2: Bom Dia 2, 2002, (Spinner Publications), 9th -12th, All Sites</p> <p>Portuguese 3:Cidades do Mar - Nivel B1, (Porto Editora-Portugual), 9th-12th, All Sites 2021</p> <p>Portuguese 4 Honors: Cidades do Mar - Nivel B2, (Porto Editora-Portugual), 9th -12th, All Sites 2021</p> <p>Health: Glencoe Health & Sexuality, (McGraw Hill), 9th-12th grade, Tulare Western</p>		0%
Health	<p>Freshman Studies: Glencoe Health & Sexuality, (McGraw Hill), 9th-12th grade, All sites</p> <p>How to Drive 15th edition, (AAA), All Sites 2021</p>		0%
Science Laboratory Equipment (grades 9-12)	Microscopes and Lab Materials	Yes	

School Facility Conditions and Planned Improvements

Accelerated Charter High School has a custodian and maintenance person to ensure the safety and cleanliness of the facility on a daily basis. The campus is well maintained and the grounds are kept up to date and cleaned on a weekly basis. The fire alarm system has been updated, enhanced, and tested multiple times to ensure the safety of the ACHS students and staff. The intercom system has been updated and tested to allow for emergency messages to be broadcast campus wide. Improvements have been made in classrooms and the two shop facilities on campus.

Year and month of the most recent FIT report

January 21, 2021

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	137	134	97.81	2.19	18.66
Female	39	38	97.44	2.56	18.42
Male	98	96	97.96	2.04	18.75
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	118	116	98.31	1.69	20.69
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	26	26	100	0	3.85
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	128	125	97.66	2.34	17.6
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	137	134	97.81	2.19	1.49
Female	39	38	97.44	2.56	0.00
Male	98	96	97.96	2.04	2.08
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	118	116	98.31	1.69	0.86
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	26	26	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	128	125	97.66	2.34	1.60
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A

Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	13	NT	NT	NT	NT
Female	--	NT	NT		
Male	--	NT	NT		
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	--	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	12	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	NT	NT	NT	NT

2020-21 Career Technical Education Programs

Accelerated Charter High School provides an electrical program to all interested students. We have partnered with our local community college, College of the Sequoias (COS), to provide two courses to the students of ACHS. This dual enrollment course provides not only high school credit but college units as well. Students are able to take two out of the five courses necessary, to be a certified electrician. They are encouraged to continue in the field, post secondary, to receive their certification or continue on at COS for eight more classes to be a licensed electrician. These courses are provided during a students regular day schedule on the ACHS campus. The school also provides entry level courses in horticulture, welding, and small engines, by a credentialed high school instructor.

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	188
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	0

B. Pupil Outcomes

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 Opportunities for Parental Involvement

ACHS has a unique population of students and families. Many of our students come from blended families or single family households. Several students come from homes where they are being raised by grandparents, aunts, and sisters. We provide "Back to School Night" each year where we meet our new students and families. We also do a one on one intake meeting with every student and primary caregiver, before enrollment, to give them an overview of our program and provide them opportunities to be involved with their students academics. Families can also be involved in our School Site Council which meets quarterly and our English Learner Advisory Committee. We provide Titan Celebrations every nine weeks where we celebrate the success of students, provide information to all families on activities at ACHS and receive input on how we can best serve our students and families. The admin staff provides important information during these meetings, such as, Title 1, SSC, ELAC, LCAP, PBIS, College Enrollment (FAFSA), CTE Programs and other critical information pertaining to opportunities for students and families to be involved for the success of their students.

SSC- Principal, Wendi Powell

ELAC- School Counselor, Abel Loza

Titan Celebration- Principal, Wendi Powell and Dean, Sara Zakarian

C. Engagement

State Priority: Pupil Engagement

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

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

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

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	1.9	0.9	2.2	4.8	3.3	1.5	9.0	8.9	9.4
Graduation Rate	97.2	99.1	97.3	94.3	96.0	96.8	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	184	179	97.3
Female	59	58	98.3
Male	125	121	96.8
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	151	147	97.4
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	21	20	95.2
English Learners	42	42	100.0
Foster Youth	--	--	--
Homeless	15	14	93.3
Socioeconomically Disadvantaged	178	173	97.2
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	17	17	100.0

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	320	314	2	0.6
Female	95	92	1	1.1
Male	225	222	1	0.5
American Indian or Alaska Native	1	1	0	0.0
Asian	4	4	0	0.0
Black or African American	15	14	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	270	265	1	0.4
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	2	2	0	0.0
White	27	27	1	3.7
English Learners	63	61	0	0.0
Foster Youth	7	7	0	0.0
Homeless	2	2	0	0.0
Socioeconomically Disadvantaged	297	292	2	0.7
Students Receiving Migrant Education Services	1	1	0	0.0
Students with Disabilities	22	22	0	0.0

C. Engagement

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

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	15.63	0.94	7.71	0.54	3.47	0.20
Expulsions	0.78	0.00	0.55	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	14.03	6.19	2.45
Expulsions	0.00	0.42	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.94	0.00
Female	0.00	0.00
Male	1.33	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	1.11	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	3.17	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.01	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

Safety of students and staff is a primary concern of Accelerated Charter High School. All guest who arrive are greeted, in a isolated reception area, and cannot enter the school until they are allowed in. All guest who visit the campus must sign in prior to approval of entrance. ACHS has a full time Sheriff Deputy and two security guards, at all times on campus. They provide safety and awareness of all the expectations on campus. Student supervision is provided by all administration staff, security guards, and Deputy. All staff are trained yearly in ALICE: Active Shooter Response Training, and also receive CPI training: Crisis Prevention Intervention, every other year. Staff and students participate in four fire drills, two active shooter Drills, an Earthquake dills and a disaster drill yearly. Staff are re-trained each year in August and receive their red "In Case of Emergency" folder, with up to date guides and roll sheets. Each folder provides a quick reference sheet on what to do, in case of a disaster or emergency. These folders are provided to all substitutes as well when they arrive for the safety of the students.

The Safety Plan was updated in August by administration staff and brought to the school board for approval in December.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	15	17	3	
Mathematics	14	9		
Science	15	6		
Social Science	23	3	6	

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	18	6	8	
Mathematics	16	7		
Science	16	6		
Social Science	23	1	7	

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	10	6	
Mathematics	20	5	1	
Science	19	6		
Social Science	25	3	6	

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	157

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	16900	3563	13337	81577
District	N/A	N/A	10910	\$88,699
Percent Difference - School Site and District	N/A	N/A		
State			\$8,444	\$92,222
Percent Difference - School Site and State	N/A	N/A	44.9	

2020-21 Types of Services Funded

Based on 2020-2021 audited financial statements, Tulare Joint Union High School District and the board of trustees have done a great job of managing district finances as well as mediating state budget shortfalls. The list below shows how Tulare Western High school's per pupil funding (from both restricted and unrestricted sources) is used.

state and federal categorical funding for the following support programs:

- Instructional Materials
- Home-to-School Transportation
- CTEIG
- Special Education
- Workability
- Title I
- Title II
- Title III
- Title IV
- ESSER I
- ESSER II
- GEER
- K12 Strong Workforce
- Corona Relief Funds
- Covid-19 Response Funds (SB-117)
- Learning Loss Mitigation Funds
- In Person Instruction Grant
- Medical
- MAA
- School Climate Grant
- EPA-Education Grant
- AG Incentive Grant
- Low-Performing Schools Block Grant
- Lottery

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$58,540	\$54,687
Mid-Range Teacher Salary	\$81,782	\$92,222
Highest Teacher Salary	\$109,127	\$114,208
Average Principal Salary (Elementary)	\$0	\$143,647
Average Principal Salary (Middle)	\$0	\$145,785
Average Principal Salary (High)	\$146,961	\$162,322
Superintendent Salary	\$179,860	\$258,950
Percent of Budget for Teacher Salaries	32%	32%
Percent of Budget for Administrative Salaries	6%	5%

2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered	0

Professional Development

Student Achievement Data is monitored regularly by the District and sites. Based on the data we have a number of areas that have been the focus of professional development. We are in our third year of implementing PLCs with fidelity focusing on aligning curriculum, grading, instructional practices, and interventions. In addition, ensuring appropriate supports for our Emerging Bilinguals, Special Education, and other minority student groups is in the forefront of our professional development activities.

The math program has changed their curriculum in Algebra 1, Geometry, and Algebra 2 therefore there has been extensive professional development in the new curriculum and the strategies to be utilized with this new curriculum. The District provides Instructional Coaches in the areas of math and ELD.

The district has contracted with Solution Tree to provide training and support to our PLCs as they continue to focus on the hard work of Collaborative Teams. The District continues to provide professional development to the core departments providing support in their process of aligning curriculum with the California Common Core State Standards, instructional strategies, and intervention practices. Instructional Technology is another highly supported area. A majority of the professional development activities are conducted during the school day with teachers being provided substitutes so they can attend the PD sessions required by the District. There are also opportunities to teachers to participate or request individual support from the coaches or access to workshops, seminars and conferences.

Additionally, staff are trained in Youth Mental Health training, CPI (Crisis Prevention Institute) training, PBIS (positive behavior interventions) and much more.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

Tulare Joint Union High School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Tulare Joint Union High School District
Phone Number	(559) 688-2021
Superintendent	Dr. Lucy Van Scyoc
Email Address	lucy.vanscyoc@tulare.k12.ca.us
District Website Address	www.tjuhsd.org

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1083	985	90.95	9.05	58.27
Female	517	476	92.07	7.93	63.42
Male	566	509	89.93	10.07	53.45
American Indian or Alaska Native	--	--	--	--	--
Asian	16	16	100.00	0.00	78.57
Black or African American	21	17	80.95	19.05	37.50
Filipino	--	--	--	--	--
Hispanic or Latino	853	777	91.09	8.91	55.48
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	11	91.67	8.33	81.82
White	175	159	90.86	9.14	70.44
English Learners	92	76	82.61	17.39	2.67
Foster Youth	--	--	--	--	--
Homeless	40	38	95.00	5.00	35.29
Military	--	--	--	--	--
Socioeconomically Disadvantaged	775	697	89.94	10.06	52.67
Students Receiving Migrant Education Services	30	26	86.67	13.33	30.77
Students with Disabilities	82	72	87.80	12.20	5.56

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1085	960	88.48	11.52	21.00
Female	519	468	90.17	9.83	20.51
Male	566	492	86.93	13.07	21.47
American Indian or Alaska Native	--	--	--	--	--
Asian	16	15	93.75	6.25	40.00
Black or African American	21	18	85.71	14.29	11.11
Filipino	--	--	--	--	--
Hispanic or Latino	855	758	88.65	11.35	17.88
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	9	75.00	25.00	--
White	175	155	88.57		32.26
English Learners	92	81	88.04	11.96	0.00
Foster Youth	--	--	--	--	--
Homeless	40	38	95.00	5.00	5.26
Military	--	--	--	--	--
Socioeconomically Disadvantaged	777	681	87.64	12.36	16.03
Students Receiving Migrant Education Services	30	27	90.00	10.00	14.81
Students with Disabilities	82	67	81.71	18.29	0.00