

Accelerated Charter High School
2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)



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 <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.

2022-23 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

2022-23 District Contact Information

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

2022-23 School Overview

Accelerated Charter High School (ACHS) is located at 4136 North Mooney Blvd. in Tulare. The schools enrollment shall not exceed 180 students, as 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 English Language Proficiency Assessment for California (ELPAC) score of 3 or higher who meet the additional enrollment criteria will be eligible to attend. Expelled students are not be 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 consists 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

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 11	24
Grade 12	149
Total Enrollment	173

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	30.1
Male	69.9
American Indian or Alaska Native	0.6
Asian	1.2
Black or African American	4.0
Filipino	0.0
Hispanic or Latino	84.4
Native Hawaiian or Pacific Islander	0.6
Two or More Races	0.6
White	8.7
English Learners	16.2
Foster Youth	2.9
Homeless	0.0
Migrant	1.7
Socioeconomically Disadvantaged	91.3
Students with Disabilities	5.8

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

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)	4.50	53.24	185.10	71.49	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	11.78	3.40	1.32	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.70	20.61	15.40	5.96	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	20.30	7.86	12115.80	4.41
Unknown	1.20	14.37	34.60	13.36	18854.30	6.86
Total Teaching Positions	8.40	100.00	259.00	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.

2021-22 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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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	2021-22
Permits and Waivers	0.00	
Misassignments	1.70	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	1.70	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	20.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	24.60	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The Tulare Joint Union High School District held a public hearing on September 15 of 2022 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 November, 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

11/29/22

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	English 1 & Honors: Collections, (Houghton-Mifflin), 9th grade, All Sites English 1A: Intervention: Read 180, (Houghton-Mifflin), EDGE Level A, Hampton-Brown, 9th grade, (Cengage) All Sites 2014 English 1B: Intervention: Read 180, (Houghton-Mifflin), EDGE Level B, (Cengage), 9th grade, All Sites 2014 English 2 & Honors: Collections, (Houghton-Mifflin), 10th grade, All Sites English 2B, Intervention, Read 180, (Houghton-Mifflin), EDGE Level B, (Cengage), 10th grade, Tulare Western & Mission Oak 2014 English 3: Study Sync, (McGraw Hill), 11th grade, 2021 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 & Tulare Union 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 & Tulare Union COS English: The Writers Way, 9th Edition, (Cengage); They Say I Say, 3rd Edition, (Norton); Future Politics, 1st Edition (Oxford);Logic and Contemporary Rhetoric (Cengage) 12th grade Tulare Union COS English 1: They Say / I Say, 5th edition, (Norton), 12 grade, 1st semester 2021:Everythings an Argument with Readings, 9th edition, (Bedford / St. Martin's), 12th grade 2nd semester Mission Oak 2021 COS English 1: The Writer's Way, 9th Edition (Cengage); A Guide to MLA Documentation, 7th Edition (Houghton Mifflin); They Say/I Say, 5th edition (W.W. Norton), 12th Grade, 1st	Yes	0%

	Semester 2021; Logic & Contemporary Rhetoric: The Use of Reason of Everyday Life (Cengage), 12th Grade, 2nd Semester, Tulare Western		
Mathematics	Algebra I & Honors: Reveal Math Algebra 1, (McGraw Hill), 9th-12th, All sites Geometry & Honors: Reveal Math Geometry, (McGraw Hill), 9th-12th, All Sites Algebra 2 & Honors: Reveal Math Algebra 2, (McGraw Hill), 9th-12th, All Sites Pre-Calculus : Pre-Calculus: Graphical, Numerical, Algebraic 8th Ed (Pearson-Savvas) 11th & 12th, All Sites Calculus A/B & B/C AP: Calculus Graphical, Numerical, Algebraic 5th Edition (Pearson-Savvas), 11th & 12th, All Sites Statistics: Statistics and Probability with Applications, 3rd edition (Bedford, Freeman & Worth), 12th grade, Mission Oak & Tulare Union AP Statistics: The Practice of Statistics for AP 6th Edition, (Bedford Freeman), 12th grade, All Sites Tech Math: Foundation in Personal Finance, (Ramsey Solutions), 9th-12th, All Sites 2022	Yes	0%
Science	Integrated Science: Conceptual Integrated Science Exploration (Pearson-Savvas), Tulare Union, 9th–10th Intro to Physical Science: Inspire Physical Science with Earth (McGraw Hill), 9th-12th, All Sites 2021 AP Environmental Science: Living in the Environment AP Edition, (Cengage), 10th-12th, Tulare Union Biology: Inspire Biology (McGraw Hill), 9th-12th, All Sites Biology Honors: Inspire Biology (McGraw Hill), 9th-12th, Tulare Western & Tulare Union 2021 Biology H: AP Biology 10th Edition (Pearson-Savvas), 10th – 12th, Mission Oak Biology AP: AP Campbell Biology 10th Edition, (Pearson-Savvas), 9th-12th, All Sites Chemistry: Inspire Chemistry (McGraw Hill), 9th-12th, All Sites Chemistry Honors: Inspire Chemistry, (McGraw Hill), 10th-12th, All Sites Chemistry AP: AP Chemistry Chang 13th edition (McGraw Hill) 11th & 12th, Mission Oak, Tulare Western Human Biology: Intro to Human Biology, (John Wiley & Son), 9th-12th, All Sites Physics, Principles & Problems, (Glencoe/McGraw-Hill) 10th-12th, All Sites Physics AP C: Physics for Scientists & Engineers, A Strategic Approach w/ Modern Physics, AP Edition w/Mastering Physics eText, 4th Edition, (Pearson-Savvas) 9th-12th, Tulare Union, Tulare Western AP Physics: College Physics: A Strategic Approach AP Edition, 3rd Edition, (Pearson-Savvas), 2015 with Mastering Physics with Pearson eText, Tulare Union & Tulare Western Forensic Science: Forensic Science 3rd edition (Cengage), 10th-12th, Mission Oak Intro to Robotics: Basic Robotics, 1st Edition, (Cengage), 9th-12th Tulare Union	Yes	0%
History-Social Science	World History: The Modern World, (Pearson-Savvas) 10th grade, All Sites, 2019	Yes	0%

	<p>World History Honors: California Modern History, The World, (McDougal Littell) 10th grade, Mission Oak 2019 World History Honors: World History, (Houghton Mifflin Harcourt), 10th, Tulare Western & Tulare Union 2018 US History: California America Through the Lens, (Cengage) 11th grade, All Sites 2019 US History AP: America’s History 9th edition (Bedford Freeman & Worth), 11th grade, All Sites History 17 & 18: Give Me Liberty 6th edition (W.W. Norton), 11th-12th, Mission Oak, Tulare Western History 17 & 18: Voices of Freedom, 6th ed. (W.W. Norton), 11th-12th, Tulare Western AP European History: A History of Western Society, 13th Edition (Bedford, Freeman & Worth) 10th-12th, Tulare Union Government: Government Alive!, (TCI), 12th grade, All Sites 2020 Government AP: American Government Institutions & Policies (Cengage), Mission Oak, Tulare Union & Tulare Western 2022 Government AP: American Government Readings & Cases, (SAVVAS), 12th 2022 Tulare Western Economics: Economics, (Houghton Mifflin), 12th grade, All Sites Economics Honors: Economics, (Houghton Mifflin), 12th Grade, Tulare Western & Mission Oak Macro Economics: Krugman’s Economics for the AP Course, (Bedford, Freeman & Worth), 12th, Tulare Western, 2019 Cultural History: People’s History of the U.S. (Harper Collins), Mission Oak AP Psychology: Psychology AP Myers 3rd edition (Bedford, Freeman & Worth) All Sites Psychology: Psychology (Prentice Hall/Pearson-Savvas), 11th-12th, Tulare Western AP Human Geography: The Cultural Landscape, An Introduction to Human Geography, 13th Edition (SAVVAS), 11th-12th, Tulare Western Freshman Studies: Glencoe Health & Sexuality, (McGraw Hill), 9th-12th grade, All sites How to Drive 15th edition, (AAA), Geography Alive! (TCI) digital 2018 , All Sites</p>		
<p>Foreign Language</p>	<ul style="list-style-type: none"> Spanish 1: ¡Qué chévere! Level 1 2nd edition (Carnegie Learning) 9th -12th, All Sites <p>Spanish 2: , ¡Qué chévere! Level 2 2nd edition, (Carnegie Learning) 9th -12th, All Sites Spanish 3: ¡Qué chévere! Level 3, (Carnegie Learning) 2nd edition: , 9th -12th, All Sites Spanish 4: ¡Qué chévere! Level 3, (Carnegie Learning) 2nd edition:, 9th -12th, All Sites Spanish for Heritage Speakers: En Voz Alta,(Carnegie Learning), 9th -12th, All Sites 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 AP Spanish Literature 7: Abriendo Puertas, 2013, (Houghton Mifflin), 11th -12th, All Sites Portuguese 1: Bom Dia 1, 2002, (Spinner Publications), 9th -12th, All Sites Portuguese 2: Bom Dia 2, 2002, (Spinner Publications), 9th -12th, All Sites</p>		<p>0%</p>

	Portuguese 3:Cidades do Mar - Nivel B1, (Porto Editora-Portugual), 9th-12th, All Sites Portuguese 4 Honors: Cidades do Mar - Nivel B2, (Porto Editora-Portugual), 9th -12th, All Sites		
Health	Freshman Studies: Glencoe Health & Sexuality, (McGraw Hill), 9th-12th grade, All sites How to Drive 15th edition, (AAA), All Sites 2021		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 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 as well as two shop facilities on campus. Recently the HVAC system has been updated on campus with up to date systems throughout.

Year and month of the most recent FIT report	12/12/22
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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	

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).
4. **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.

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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	8	N/A	49	N/A	47
Mathematics (grades 3-8 and 11)	N/A	1	N/A	16	N/A	33

2021-22 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.

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

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

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	124	122	98.39	1.61	8.20
Female	46	46	100.00	0.00	6.52
Male	78	76	97.44	2.56	9.21
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	113	111	98.23	1.77	7.21
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	27	26	96.30	3.70	0.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	120	118	98.33	1.67	6.78
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	11	11	100.00	0.00	0.00

2021-22 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.

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

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

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	124	122	98.39	1.61	0.82
Female	46	46	100.00	0.00	0.00
Male	78	76	97.44	2.56	1.32
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	113	111	98.23	1.77	0.90
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	27	26	96.30	3.70	0.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	120	118	98.33	1.67	0.85
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	11	11	100.00	0.00	0.00

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	5.38	NT	16.7	28.5	29.47

2021-22 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. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	161	93	57.76	42.24	5.38
Female	59	39	66.1	33.9	2.56
Male	102	54	52.94	47.06	7.41
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	134	74	55.22	44.78	6.76
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	14	12	85.71	14.29	0
English Learners	25	16	64	36	0
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	131	86	65.65	34.35	5.81
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

2021-22 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.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	240
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
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
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	98.84
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	n/a	n/a	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.

2022-23 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, Cecilia Moraza

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 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		0.9	0.6		3.3	2		8.9	7.8
Graduation Rate		99.1	99.4		96	97.1		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 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	158	157	99.4
Female	52	52	100.0
Male	106	105	99.1
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.0
Hispanic or Latino	128	128	100.0
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	17	16	94.1
English Learners	33	33	100.0
Foster Youth	--	--	--
Homeless	12	12	100.0
Socioeconomically Disadvantaged	151	150	99.3
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	--	--	--

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	322	309	126	40.8
Female	118	110	49	44.5
Male	204	199	77	38.7
American Indian or Alaska Native	1	1	1	100.0
Asian	2	2	0	0.0
Black or African American	13	12	7	58.3
Filipino	0	0	0	0.0
Hispanic or Latino	276	266	104	39.1
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	2	2	1	50.0
White	26	25	12	48.0
English Learners	58	57	26	45.6
Foster Youth	6	5	2	40.0
Homeless	1	1	1	100.0
Socioeconomically Disadvantaged	299	288	119	41.3
Students Receiving Migrant Education Services	3	3	1	33.3
Students with Disabilities	19	19	9	47.4

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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 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

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.94	10.56	0.54	6.03	0.20	3.17
Expulsions	0.00	0.00	0.00	0.35	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	10.56	0.00
Female	5.08	0.00
Male	13.73	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	30.77	0.00
Filipino	0.00	0.00
Hispanic or Latino	10.51	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	3.85	0.00
English Learners	8.62	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	11.04	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	10.53	0.00

2022-23 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.

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	

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	26	3	6	3
Mathematics	18	6	2	
Science	17	5	1	
Social Science	28	3	6	1

2021-22 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	173

2021-22 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)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	13835	2904	10931	81527
District	N/A	N/A	10971	\$91,505
Percent Difference - School Site and District	N/A	N/A	-0.36	-10.90
State	N/A	N/A	\$6,594	\$94,126
Percent Difference - School Site and State	N/A	N/A	49.5	

2021-22 Types of Services Funded

Based on 2021-2022 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 Accelerated Charter High School 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
- LCAP
- 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

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$59,710	\$55,947
Mid-Range Teacher Salary	\$83,418	\$90,080
Highest Teacher Salary	\$111,309	\$117,121
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$146,364
Average Principal Salary (High)	\$148,849	\$164,633
Superintendent Salary	\$181,500	\$261,984
Percent of Budget for Teacher Salaries	30%	31%
Percent of Budget for Administrative Salaries	5%	5%

2021-22 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0
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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 Where there are student course enrollments of at least one student.	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. Accelerated Charter High School provides additional math support in Integrated Math to support students with whom have not passed Algebra 1.

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	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	5