

**Accelerated Charter High School**  
**2022-2023 School Accountability Report Card**  
**(Published During the 2023-2024 School Year)**



**ACCELERATED**

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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.

## 2023-24 School Contact Information

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

## 2023-24 District Contact Information

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

## 2023-24 School Description and Mission Statement

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

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 11	29
Grade 12	143
<b>Total Enrollment</b>	<b>172</b>

## 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	40.1%
Male	59.9%
Black or African American	2.9%
Hispanic or Latino	91.3%
White	5.8%
English Learners	19.2%
Homeless	0.6%
Socioeconomically Disadvantaged	96.5%
Students with Disabilities	7.6%

### 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	4.50	53.24	185.10	71.49	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	1.00	11.78	3.40	1.32	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.70	20.61	15.40	5.96	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	20.30	7.86	12115.80	4.41
<b>Unknown</b>	1.20	14.37	34.60	13.36	18854.30	6.86
<b>Total Teaching Positions</b>	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	7.30	72.71	192.40	72.92	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	5.20	1.98	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2.30	23.01	22.70	8.62	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	25.30	9.59	11953.10	4.28
<b>Unknown</b>	0.40	4.18	18.10	6.88	15831.90	5.67
<b>Total Teaching Positions</b>	10.00	100.00	263.90	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00
Misassignments	1.70	2.30
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	1.70	2.30

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## 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	0.00
Local Assignment Options	0.00	0.00
<b>Total Out-of-Field Teachers</b>	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	20	24.1
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	24.6	8.5

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

## 2023-24 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.

<b>Year and month in which the data were collected</b>	11/29/22
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	<p>English 1 &amp; Honors: Collections, (Houghton-Mifflin), 9th grade, All Sites</p> <p>English 1A: Intervention: Read 180, (Houghton-Mifflin), EDGE Level A, Hampton-Brown, 9th grade, (Cengage) All Sites 2014</p> <p>English 1B: Intervention: Read 180, (Houghton-Mifflin), EDGE Level B, (Cengage), 9th grade, All Sites 2014</p> <p>English 2 &amp; Honors: Collections, (Houghton-Mifflin), 10th grade, All Sites</p> <p>English 2B, Intervention, Read 180, (Houghton-Mifflin), EDGE Level B, (Cengage), 10th grade, Tulare Western &amp; Mission Oak 2014</p> <p>English 3: Study Sync, (McGraw Hill), 11th grade, 2021 All Sites</p> <p>English 3 AP: Everything's An Argument w/Readings, 8th Edition (Bedford Freeman) 11th grade, Tulare Western</p> <p>English 3 AP: Language of Composition 3rd edition,(Bedford Freeman), 11th grade, Mission Oak &amp; Tulare Union</p> <p>English 3 AP: The Norton Reader, 14th Edition, (W.W. Norton &amp; Company); 50 Essays: A Portable Anthology, 3rd Edition, (Bedford/St. Martin), 11th, Tulare Union Exp Rdg &amp; Wrtg: ERWC Expository Reading &amp; Writing Curriculum, (California State University) 12th grade, All Sites</p> <p>English 4 AP: Literature Reading, Reacting, Writing, 5th Edition, (Thompson Wadsworth), 12th Grade,Tulare Union</p> <p>English 4 AP: How to Read Literature Like a Professor, (Harper Collins), 2017, 12th grade Mission Oak &amp; Tulare Union</p> <p>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</p> <p>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</p> <p>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 Semester 2021; Logic &amp; Contemporary Rhetoric: The Use of Reason of Everyday Life (Cengage), 12th Grade, 2nd Semester, Tulare Western</p>	Yes	0%
<b>Mathematics</b>	<p>Algebra I &amp; Honors: Reveal Math Algebra 1, (McGraw Hill), 9th-12th, All sites</p> <p>Geometry &amp; Honors: Reveal Math Geometry, (McGraw Hill), 9th-12th, All Sites</p> <p>Algebra 2 &amp; Honors: Reveal Math Algebra 2, (McGraw Hill), 9th-12th, All Sites</p> <p>Pre-Calculus : Pre-Calculus: Graphical, Numerical, Algebraic 8th Ed (Pearson-Savvas) 11th &amp; 12th, All Sites</p> <p>Calculus A/B &amp; B/C AP: Calculus Graphical, Numerical, Algebraic 5th Edition (Pearson-Savvas), 11th &amp; 12th,All Sites</p>	Yes	0%



	<p>Statistics: Statistics and Probability with Applications, 3rd edition (Bedford, Freeman &amp; Worth), 12th grade, Mission Oak &amp; Tulare Union</p> <p>AP Statistics: The Practice of Statistics for AP 6th Edition,(Bedford Freeman), 12th grade, All Sites</p> <p>Tech Math: Foundation in Personal Finance, (Ramsey Solutions), 9th-12th, All Sites 2022</p>		
<b>Science</b>	<p>Integrated Science: Conceptual Integrated Science Exploration (Pearson-Savvas),Tulare Union, 9th–10th</p> <p>Intro to Physical Science: Inspire Physical Science with Earth (McGraw Hill), 9th-12th, All Sites 2021</p> <p>AP Environmental Science:Living in the Environment AP Edition, (Cengage), 10th-12th, Tulare Union</p> <p>Biology: Inspire Biology (McGraw Hill), 9th-12th, All Sites</p> <p>Biology Honors: Inspire Biology (McGraw Hill), 9th-12th, Tulare Western &amp; Tulare Union 2021</p> <p>Biology H: AP Biology 10th Edition (Pearson-Savvas), 10th – 12th, Mission Oak</p> <p>Biology AP: AP Campbell Biology 10th Edition, (Pearson-Savvas), 9th-12th, All Sites</p> <p>Chemistry: Inspire Chemistry (McGraw Hill), 9th-12th, All Sites</p> <p>Chemistry Honors: Inspire Chemistry, (McGraw Hill), 10th-12th, All Sites</p> <p>Chemistry AP: AP Chemistry Chang 13th edition (McGraw Hill) 11th &amp; 12th, Mission Oak, Tulare Western</p> <p>Human Biology: Intro to Human Biology,(John Wiley &amp; Son), 9th-12th, All Sites</p> <p>Physics, Principles &amp; Problems, (Glencoe/McGraw-Hill) 10th-12th, All Sites</p> <p>Physics AP C: Physics for Scientists &amp; Engineers, A Strategic Approach w/ Modern Physics, AP Edition w/Mastering Physics eText, 4th Edition, (Pearson-Savvas) 9th-12th, Tulare Union, Tulare Western</p> <p>AP Physics: College Physics: A Strategic Approach AP Edition, 3rd Edition, (Pearson-Savvas), 2015 with Mastering Physics with Pearson eText, Tulare Union &amp; Tulare Western</p> <p>Forensic Science: Forensic Science 3rd edition (Cengage), 10th-12th, Mission Oak</p> <p>Intro to Robotics: Basic Robotics, 1st Edition, (Cengage), 9th-12th Tulare Union</p>	Yes	0%
<b>History-Social Science</b>	<p>World History: The Modern World, (Pearson-Savvas) 10th grade, All Sites, 2019</p> <p>World History Honors: California Modern History, The World, (McDougal Littell) 10th grade, Mission Oak 2019</p> <p>World History Honors: World History, (Houghton Mifflin Harcourt), 10th, Tulare Western &amp; Tulare Union 2018</p> <p>US History: California America Through the Lens, (Cengage) 11th grade, All Sites 2019</p> <p>US History AP: America’s History 9th edition (Bedford Freeman &amp; Worth), 11th grade, All Sites</p> <p>History 17 &amp; 18: Give Me Liberty 6th edition (W.W. Norton), 11th-12th, Mission Oak, Tulare Western</p> <p>History 17 &amp; 18: Voices of Freedom, 6th ed. (W.W. Norton), 11th-12th, Tulare Western</p> <p>AP European History: A History of Western Society, 13th Edition (Bedford, Freeman &amp; Worth) 10th-12th, Tulare Union</p>	Yes	0%



	<p>Government: Government Alive!, (TCI), 12th grade, All Sites  2020 Government AP: American Government Institutions &amp; Policies (Cengage), Mission Oak, Tulare Union &amp; Tulare Western 2022  Government AP: American Government Readings &amp; Cases, (SAVVAS), 12th 2022 Tulare Western  Economics: Economics, (Houghton Mifflin), 12th grade, All Sites  Economics Honors: Economics, (Houghton Mifflin), 12th Grade, Tulare Western &amp; Mission Oak  Macro Economics: Krugman's Economics for the AP Course, (Bedford, Freeman &amp; 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 &amp; 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 &amp; Sexuality, (McGraw Hill), 9th-12th grade, All sites How to Drive 15th edition, (AAA), Geography Alive! (TCI) digital 2018 , All Sites</p>		
<b>Foreign Language</b>	<ul style="list-style-type: none"> <li>Spanish 1: ¡Qué chévere! Level 1 2nd edition (Carnegie Learning) 9th -12th, All Sites</li> </ul> <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 &amp; 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  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</p>		0%
<b>Health</b>	<p>Freshman Studies: Glencoe Health &amp; Sexuality, (McGraw Hill), 9th-12th grade, All sites How to Drive 15th edition, (AAA), All Sites 2021</p>		0%

## 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

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>		X		
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains			X	
<b>Safety:</b> Fire Safety, Hazardous Materials			X	
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> 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).

#### 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.

### 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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	8	8	49	51	47	46
<b>Mathematics</b> (grades 3-8 and 11)	1	0	16	18	33	34

## 2022-23 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
<b>All Students</b>	135	134	99.26	0.74	8.21
<b>Female</b>	55	54	98.18	1.82	3.70
<b>Male</b>	80	80	100.00	0.00	11.25
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	128	128	100.00	0.00	7.81
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	24	24	100.00	0.00	4.17
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	126	125	99.21	0.79	8.00
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## 2022-23 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
<b>All Students</b>	135	134	99.26	0.74	0.00
<b>Female</b>	55	54	98.18	1.82	0.00
<b>Male</b>	80	80	100.00	0.00	0.00
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	128	128	100.00	0.00	0.00
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	24	24	100.00	0.00	0.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	126	125	99.21	0.79	0.00
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## 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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>Science</b> (grades 5, 8 and high school)	5.38	2.22	16.70	16.79	29.47	30.29

## 2022-23 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
<b>All Students</b>	90	90	100.00	0.00	2.22
<b>Female</b>	39	39	100.00	0.00	2.56
<b>Male</b>	51	51	100.00	0.00	1.96
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	81	81	100.00	0.00	1.23
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	20	20	100.00	0.00	0.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	78	78	100.00	0.00	1.28
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## 2022-23 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.

## 2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	215
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	21.2%
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
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	98.27
2021-22 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.

## 2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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



## 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.

#### 2023-24 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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	2.2	0.6	1.3	1.5	2	2.5	9.4	7.8	1.3
Graduation Rate	97.3	99.4	98.7	96.8	97.1	96.2	83.6	87	98.7

## 2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 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](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	151	149	98.7
<b>Female</b>	63	62	98.4
<b>Male</b>	88	87	98.9
<b>Non-Binary</b>			
<b>American Indian or Alaska Native</b>	0	0	0.00
<b>Asian</b>	--	--	--
<b>Black or African American</b>	--	--	--
<b>Filipino</b>	0	0	0.00
<b>Hispanic or Latino</b>	136	135	99.3
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00
<b>Two or More Races</b>	--	--	--
<b>White</b>	--	--	--
<b>English Learners</b>	41	40	97.6
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	--	--	--
<b>Socioeconomically Disadvantaged</b>	149	147	98.7
<b>Students Receiving Migrant Education Services</b>	--	--	--
<b>Students with Disabilities</b>	15	15	100.0

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	319	310	123	39.7
Female	130	126	54	42.9
Male	189	184	69	37.5
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	1	1	0	0.0
Black or African American	7	7	3	42.9
Filipino	0	0	0	0.0
Hispanic or Latino	290	283	110	38.9
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	1	0	0	0.0
White	19	18	10	55.6
English Learners	60	59	25	42.4
Foster Youth	5	4	3	75.0
Homeless	9	7	2	28.6
Socioeconomically Disadvantaged	305	296	122	41.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	24	23	13	56.5

### 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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.94	10.56	13.17	0.54	6.03	7.12	0.20	3.17	3.60
Expulsions	0.00	0.00	0.31	0.00	0.35	0.25	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	13.17	0.31
Female	13.85	0.77
Male	12.7	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	13.45	0.34
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	10.53	0
English Learners	8.33	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	12.79	0.33
Students Receiving Migrant Education Services	0	0
Students with Disabilities	16.67	0

## 2023-24 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.

## 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

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	22	5	9	0
Mathematics	20	7	1	0
Science	17	5	1	0
Social Science	27	1	9	0

## 2022-23 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	172

## 2022-23 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)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$91,246
Percent Difference - School Site and District	N/A	N/A	-0.4	-11.3
State	N/A	N/A	\$7,607	\$97,850
Percent Difference - School Site and State	N/A	N/A	35.9	-18.2

## Fiscal Year 2022-23 Types of Services Funded

Based on 2022-2023 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

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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
<b>Beginning Teacher Salary</b>	\$61,203	\$57,234
<b>Mid-Range Teacher Salary</b>	\$85,503	\$95,467
<b>Highest Teacher Salary</b>	\$114,060	\$122,669
<b>Average Principal Salary (Elementary)</b>	\$0	
<b>Average Principal Salary (Middle)</b>	\$0	\$153,476
<b>Average Principal Salary (High)</b>	\$151,808	\$173,198
<b>Superintendent Salary</b>	\$186,300	\$277,572
<b>Percent of Budget for Teacher Salaries</b>	29.75%	31.17%
<b>Percent of Budget for Administrative Salaries</b>	5.05%	4.46%



## 2022-23 Advanced Placement (AP) Courses

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

<b>Percent of Students in AP Courses</b>	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
<b>Total AP Courses Offered</b> 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	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	4	5	7