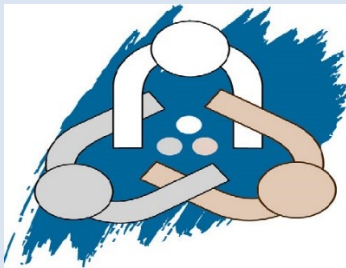


Accelerated Charter High School

4136 N. Monney Blvd. • Tulare, Ca. 93274 • 559-687-7303 • Grades 9-12

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<http://achs.tjuhsd.org/>

2017-18 School Accountability Report Card Published During the 2018-19 School Year



Tulare Joint Union High School District

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District Governing Board

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Laura Fonseca
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District Administration

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Barbara Orisio

Assistant Superintendent, Human Resources & Business

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Assistant Superintendent, Curriculum, Technology, & Assessment

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Donny Trimm

Director of Technology

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Director of Special Education

Janet Stephens

Director of Food Services

School Description

Accelerated Charter High School is located in a unique community nestled within the heart of one of the most fertile agriculture regions in the San Joaquin Valley. The district encompasses a community of more than 78,000 residents who are passionate about the quality of life for our students during their school-age years and beyond.

Mission Statement

The mission of Accelerated Charter High School is to provide a positive, safe, and nurturing learning environment that meets the needs of all students to be college and career ready by offering hope, direction, and the opportunity for success. Accelerated Charter High School empowers students to achieve personal, educational and career goals. The uniqueness of each individual will be embraced through student-centered and engaging curriculum, relevant experiences, community collaboration, and positive relationships with staff and peers. We encourage every student to be a Titan HERO, to have Honor, to put forth Effort in all things, to show Respect to others, and to Overcome Obstacles despite the situation students are in. Our staff collaborates through professional learning communities to provide every student the opportunity to be successful through response to intervention and our zeros not accepted policies. Our goal is to fill in the gaps of each individual student while implementing common core standards across the curriculum. The Charter School allows Tulare Joint Union High School District to offer alternative programs under the provisions outlined in the California Charter School Act.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 11	59
Grade 12	90
Total Enrollment	149

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	4.0
American Indian or Alaska Native	0.0
Asian	0.7
Filipino	0.0
Hispanic or Latino	81.9
Native Hawaiian or Pacific Islander	0.0
White	10.7
Socioeconomically Disadvantaged	94.0
English Learners	26.2
Students with Disabilities	4.0
Foster Youth	1.3

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials			
Accelerated Charter High School	16-17	17-18	18-19
With Full Credential		7	
Without Full Credential		1	
Teaching Outside Subject Area of Competence		1	
Tulare Joint Union High School District	16-17	17-18	18-19
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Accelerated Charter High School	16-17	17-18	18-19
Teachers of English Learners		0	
Total Teacher Misassignments		1	
Vacant Teacher Positions		0	

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

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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

The Tulare Joint Union High School District held a public hearing on August 21, 2017, 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 March, 2017 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Textbooks and Instructional Materials Year and month in which data were collected: 1/3/2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Senior English - ERWC (UC Chanellors Office) - Adopted: 2013
Mathematics	Core Connections Integrated 1 - CPM - Adopted: 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Earth Science - Pearson - Adopted: 2011 Biology - Prentice Hall - Adopted: 2007 Introduction to Horticulture - Pearson- Adopted: 2013 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	History Alive! - TCI - Adopted: 2012 US Government Democracy in Action - Glencoe - Adopted: 2008 Economics Principles in Action - Prentice Hall - Adopted: 2007 Modern World History - Holt McDougal - Adopted: 2012 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: January 8, 2019		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	4.0	8.0	52.0	54.0	48.0	50.0
Math	0.0	1.0	26.0	27.0	37.0	38.0

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

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

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	90	88	97.78	7.95
Male	55	53	96.36	5.66
Female	35	35	100.00	11.43
Black or African American	--	--	--	--
Hispanic or Latino	72	70	97.22	7.14
White	14	14	100.00	14.29
Socioeconomically Disadvantaged	81	79	97.53	5.06
English Learners	27	25	92.59	0.00
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--

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

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

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

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

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2017-18 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	90	87	96.67	1.15
Male	55	53	96.36	1.89
Female	35	34	97.14	0
Black or African American	--	--	--	--
Hispanic or Latino	72	69	95.83	0
White	14	14	100	7.14
Socioeconomically Disadvantaged	81	78	96.3	1.28
English Learners	27	25	92.59	0
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--

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

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2018-19)

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 six weeks where we celebrate the success of students, provide information to all families on activities at ACHS and receive input on how we can best serve our students and families. The admin staff provides important information during these meetings, such as, Title 1, SSC, ELAC, LCAP, PBIS, College Enrollment (FAFSA), CTE Programs and other critical information pertaining to opportunities for students and families to be involved for the success of their students.

SSC- Principal, Wendi Powell

ELAC- School Counselor, Abel Loza

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

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.

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 October.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	0.0	21.5	18.9
Expulsions Rate	0.0	4.7	1.6
District	2015-16	2016-17	2017-18
Suspensions Rate	5.0	7.0	7.7
Expulsions Rate	0.4	0.6	0.6
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.20
Social Worker	
Nurse	.10
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	
Average Number of Students per Staff Member	
Academic Counselor	150

* 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.

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English		28.0	21.0		2	4		3	8		2	
Mathematics		28.0	18.0		1	10		4	1		1	
Science			21.0			4			2			
Social Science		31.0	23.0			4		8	6		1	

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

Professional Development provided for Teachers

The district continues to focus on Common Core Standard through implementation of teaching strategies driven by data results. Accelerated Charter High School meets weekly in Professional Learning Communities (PLC) to discuss current data and focus on our three driving questions: What do we want the students to know? How do we know if they know it? What do we do when they don't/or when they do? ACHS provides support to students with Response to Intervention daily. All students deploy out for intervention and/or enrichment depending on the need of the student.

Profession Development takes place yearly for all subject matters four times a year through the district office. Math, English Language Arts, Science, English Learners and Social Science meets quarterly with coaches to implement best practice of common core. The district as also contracted with Tulare County Office of Education to provide training to staff and administration on instructional rounds and common core training. Administration and staff do classroom walk-throughs four times a year to collect data on implementation of our PLC goals. That data is then brought back to PLC's where we continue to ask ourselves the essential question to drive our instruction and best teaching strategies we have agreed too as a professional learning community. Professional Development includes Kagan strategies, 21st Century Skills by Lee Crockett, Project Based Learning, Interactive notebooks and New Generation Science Standards (NGSS). Teachers also have the opportunity to attend one conference of professional development a year, as approved by the principal.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$53,057	\$50,747
Mid-Range Teacher Salary	\$74,123	\$86,127
Highest Teacher Salary	\$98,906	\$106,915
Average Principal Salary (ES)	\$0	
Average Principal Salary (MS)	\$0	\$136,636
Average Principal Salary (HS)	\$129,807	\$150,286
Superintendent Salary	\$169,400	\$238,058
Percent of District Budget		
Teacher Salaries	34.0	34.0
Administrative Salaries	6.0	5.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	8384	954	7430	70588
District	◆	◆	9724	\$80,568
State	◆	◆	\$7,125	\$85,815
Percent Difference: School Site/District			-26.7	-13.2
Percent Difference: School Site/ State			4.2	-19.5

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Accelerated Charter High School	2014-15	2015-16	2016-17
Dropout Rate			14.5
Graduation Rate			75.0
Tulare Joint Union High School District	2014-15	2015-16	2016-17
Dropout Rate	13.6	11.8	6.5
Graduation Rate	85.6	87.2	90.5
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	60
% of pupils completing a CTE program and earning a high school diploma	93
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	50

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	98.7
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

* Where there are student course enrollments.

2017-18 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	◆
English	0	◆
Fine and Performing Arts	0	◆
Foreign Language	0	◆
Mathematics	0	◆
Science	0	◆
Social Science	0	◆
All courses	0	.0

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State
All Students	87.3	93.1	88.7
Black or African American	100.0	91.8	82.2
American Indian or Alaska Native	50.0	91.7	82.8
Asian	0.0	100.0	94.9
Filipino	0.0	75.0	93.5
Hispanic or Latino	85.5	92.9	86.5
Native Hawaiian/Pacific Islander	0.0	66.7	88.6
White	100.0	94.2	92.1
Two or More Races	100.0	66.7	91.2
Socioeconomically Disadvantaged	88.5	92.7	88.6
English Learners	29.2	50.3	56.7
Students with Disabilities	33.3	91.2	67.1
Foster Youth	50.0	90.0	74.1

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 student's regular day schedule on the ACHS campus. The school also provides entry level courses in horticulture and small engines, by a credentialed high school instructor.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.