

# Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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## Plan Summary 2022-23

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

The Accelerated School (TAS) was established in 1994, provides elementary and middle school students with a rigorous yet nurturing academic learning environment with high expectations and a strong belief that all children are gifted and can learn and achieve their full potential.

Currently, TAS serves approximately 770 students in grades TK-8 that include the following demographics: 98% Hispanic, 1% African American, 1% White, 14% Students with Disabilities (SWD), 41% English Learners (EL), and 97% Socioeconomically Disadvantaged.

Our staff and teachers, together with our parents, work to help ensure our students are prepared to succeed and thrive in high school.

#### **MISSION**

The Accelerated Schools will graduate student who are prepared to succeed at the university and career of their choice who will enter the workplace as informed and productive employees, entrepreneurs, community leaders and will act as responsible citizens.

### Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

The following chart reflects The Accelerated School's (TAS) Fall 2019 CA School Dashboard results. As a result of the COVID-19 pandemic, and the governor's orders to suspend state testing, the CDE has not released a School Dashboard since 2019. Performance

levels for Suspension Rate reflected a blue performance level schoolwide and for the Socioeconomically Disadvantaged, Hispanic and Students with Disabilities (SWD) student groups; and Yellow for the English Learner (EL) student group.

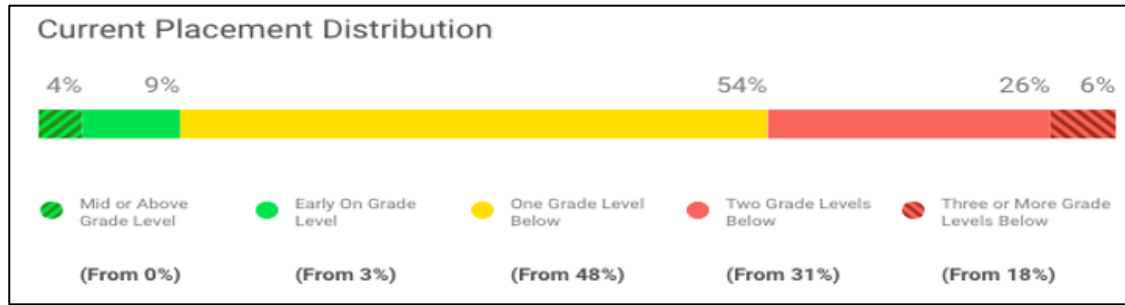
Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	Red	Blue	None	None	Orange	Yellow
English Learners	Red	Yellow	None	None	Yellow	Yellow
Foster Youth	None	None	None	None	None	None
Homeless	None	None	None	None	None	None
Socioeconomically Disadvantaged	Red	Blue	None	None	Orange	Yellow
Students with Disabilities	Red	Blue	None	None	Orange	Orange
African American	None	None	None	None	None	None
American Indian or Alaska Native	None	None	None	None	None	None
Asian	None	None	None	None	None	None
Filipino	None	None	None	None	None	None
Hispanic	Red	Blue	None	None	Orange	Yellow
Native Hawaiian or Pacific Islander	None	None	None	None	None	None
White	None	None	None	None	None	None
Two or More Races	None	None	None	None	None	None

Reflecting back on the past year, The Accelerated School has accomplished the following successes:

- **Attendance Rates:** 2021-22 preliminary attendance rates rose to 94.5%; and **chronic absenteeism** rates declined significantly to 4%. This is a result of multiple strategies implemented schoolwide since day 1 – new hire of a family engagement coordinators and the Assistant Principal of Student services hosted parent workshops on attendance and strategies to prepare your child for school. In addition, communication with parents was robust and frequent, home visits took place for at-risk students, SEL counseling was implemented; and enrichments/electives were provided including Dance, Public School Science, and after-school clubs.

- **Math Performance:** the percentage of elementary students who performed more than two grade levels below decreased from 49% to 32% as evidenced by the midyear i-ready assessment administered in December. The percentage of students on or above grade level increased to 13%. For middle school grades, 6th grade students met their growth targets as measured by the NWEA MAP assessment. During the 2021-2022 school year, we implemented the following strategies to support math instruction: hired Math Intervention Teachers – one for elementary another that focused on middle school math. Professional development shifted its focus to evidence-based strategies and provided afterschool tutoring (math) for students in grades 3-8. The following chart provides the schoolwide

(elementary grades) student math placement as measured using i-Ready and the percentage growth from fall to winter; and further disaggregated by grade level (below).



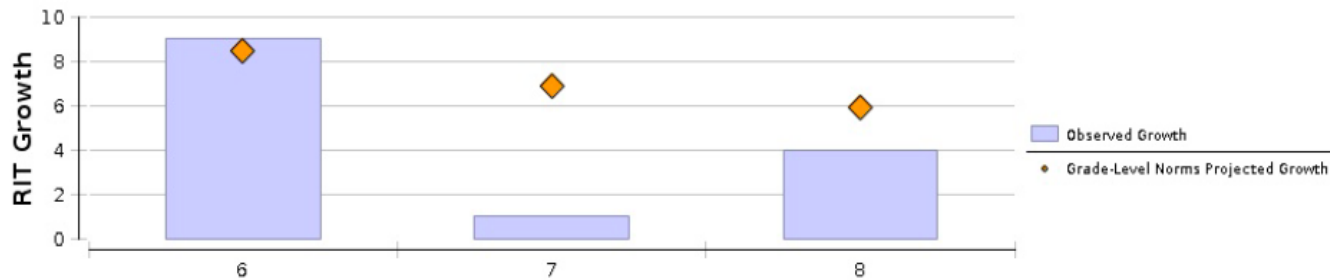
Assessment Grade	Academic Year	Subgroup	Participation Rate	Period Administered	3+ Grade Level Below	2 Grade Level Below	One Grade Level Below	Early On Grade Level	Mid or Above Grade Level
K	2021-22	Overall	67/67	MOY	0%	0%	88%	9%	3%
1	2021-22	Overall	66/68	MOY	0%	9%	82%	6%	3%
2	2021-22	Overall	71/71	MOY	0%	39%	55%	4%	1%
3	2021-22	Overall	70/71	MOY	4%	41%	50%	4%	0%
4	2021-22	Overall	73/73	MOY	7%	32%	53%	8%	0%
5	2021-22	Overall	71/71	MOY	25%	28%	37%	7%	3%

### The Accelerated School 6-8

Math: Math K-12

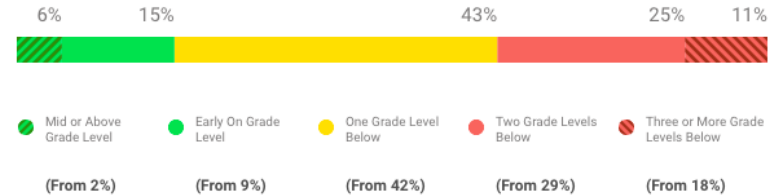
Grade (Spring 2022)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against								
		Fall 2021			Spring 2022			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
6	76	201.9	11.5	6	210.9	14.3	8	9	0.8	8.4	0.23	59	76	41	54	50
7	119	209.3	13.5	12	210.0	13.3	3	1	0.6	6.9	-2.70	1	119	22	18	17
8	105	211.6	14.4	10	216.0	15.7	8	4	0.7	5.9	-0.56	29	105	42	40	37

### Math: Math K-12



-In ELA, the percentage of 3-5 students who were more than two grade levels behind decreased from 47% to 36% and the percentage of students on grade level increased to 21%. In MS, the 6th and 8th grade students met their growth targets on the NWEA test administered in March. TAS continued with the ES reading intervention teacher, systematic literacy instruction across content areas in MS, PD focused on using data to guide instruction, afterschool tutoring for 1st and 2nd grade reading and 6-8 reading.

### Current Placement Distribution



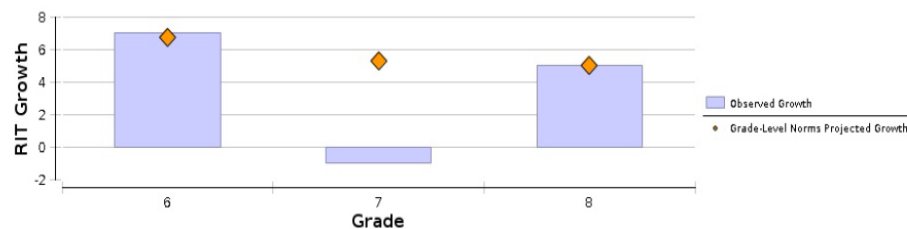
Small Group Display: No

### The Accelerated School 6-8

Language Arts:  
Reading

Grade (Spring 2022)	Total Number of Growth Events†	Comparison Periods						Growth		Growth Evaluated Against						
		Fall 2021			Spring 2022			Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
6	83	200.1	15.8	10	206.8	15.2	11	7	1.1	6.7	-0.02	49	83	40	48	45
7	103	205.1	15.2	12	203.9	15.3	2	-1	1.0	5.3	-3.37	1	103	30	29	24
8	97	204.8	18.2	6	209.9	15.5	6	5	1.0	5.0	0.03	51	97	46	47	46

Language Arts: Reading



## Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Our goal is to accelerate, improve and use multiple assessments to measure student academic outcomes and have established the following growth & achievement measures:

- Growth Measure: 100% of students will grow one-year academically in a one-year time period – as measured using i-Ready (K-5), NWEA MAP (gr 6-8) and CAASPP ELA & Math (Gr 3-8).

- Achievement Measure: The expectation is that students in grades 3-8 will increase by 50 scale score points on the CAASPP ELA & Math; and students will be reading at grade level by the end of 2<sup>nd</sup> grade.

The following is an analysis of our school's identified needs:

- Students in middle school (grades 6-8) are not demonstrating grade level proficiency as evidenced on math assessments
- Students in grade 7 are not making growth on reading assessments as evidenced in end of year data (March 2022)

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
<b>Overall Performance</b>												
<b>Growth: Reading 6+ CA 2010 V3 / CA Common Core English Language Arts: 2010</b>	53	49%	30	28%	14	13%	10	9%	2	2%	202-204-205	15
<b>Instructional Area RIT Range</b>												
<b>Literary Text</b>	57	52%	29	27%	11	10%	7	6%	5	5%	201-202-204	16
<b>Informational Text</b>	51	47%	27	25%	21	19%	9	8%	1	1%	202-203-205	15.5
<b>Vocabulary</b>	45	41%	31	28%	16	15%	13	12%	4	4%	204-206-207	16.2

An analysis of this data concludes:

- 43% of students in grades 3-5 are reading one year below grade level; and 36% are reading 2 years below grade level – indicating a need for increased reading intervention and specific teacher training in the Science of reading (December 2021 data)
- 60% of students in grades K-2 are not reading at grade level due to phonemic awareness and phonics needs as of mid-year data.
- Suspension rates increased this year from 0% in 2020-21 to 0.5% in 2021-22 school year. There was a need for students to re-learn school rules. Office referrals increased primarily due to unstructured activities (ex. Recess and lunch) and identified that students needed to re-learn how to socialize with their peers after over a year of social isolation.
- The achievement gap for English Learners (EL) and Students with Disabilities (SWD) continue, although growth has been demonstrated using internal assessments (i-Ready and NWEA MAP).

# LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The Accelerated School (TAS) has implemented a Multi-tiered System of Supports (MTSS). MTSS is a systemic, continuous-improvement framework in which data-based problem solving and decision-making is practiced across all levels of the school's system for supporting students. This comprehensive framework focuses on the Common Core State Standards, core instruction, differentiated learning, student-centered learning, individualized student needs and the alignment of systems necessary for all students' academic, behavioral and social success. MTSS has a broader scope than does Response to Intervention (RtI), because MTSS includes focusing on aligning the entire system of initiatives, supports, and resources and systematically addressing support for all students, including gifted and high achievers.

MTSS enables a paradigm shift for providing support and setting higher expectations for all students through intentional design and redesign of integrated services and supports, rather than selection for few components of RtI and intensive interventions. It endorses Universal Design for Learning Instructional strategies, so all students have opportunities for learning through differentiated content, processes, and product. MTSS integrates instructional and intervention support so that systemic changes are sustainable and based on the Common Core State Standards aligned classroom instruction

Additional highlights of the 2022-23 LCAP include:

- Significant expansion of Reading and Math Intervention Teachers for ES and MS
- Encorps tutors for Middle school students that are struggling academically
- Expansion of academic supports: Saturday School, Intercession, and Academic Tutors
- Director of Access, Equity and Compliance
- Instructional Coaches: Assistant Principals (3)/Instructional Coaches; math Instructional Coach, Literacy Coach
- Addition of a Designated ELD teacher for Middle School
- Utilizing ARC for EL academic support

The Accelerated School (TAS) has developed an LCAP that will also serve as the School Plan for Student Achievement (SPSA), that meets the stakeholder engagement requirements outlined in CA EC 64001(j) and has met the following requirements CA EC 52062(a):

- Consultation with SELPA per CA EC 52062(a)(5)
- Parent Advisory Committee (PAC): CA EC 52062(a)(1)
- English Learner PAC: CA EC 52062(a)(2)
- Providing written response to each of the committees regarding their comments

# Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

## ***Schools Identified***

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Not applicable

The Accelerated School has not been identified for Comprehensive Support and Improvement (CSI).

## ***Support for Identified Schools***

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Not applicable

The Accelerated School has not been identified for Comprehensive Support and Improvement (CSI).

## ***Monitoring and Evaluating Effectiveness***

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Not applicable

The Accelerated School has not been identified for Comprehensive Support and Improvement (CSI).



# Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

The following is a summary of the engagement process used to involve our statutorily required educational partners of The Accelerated School in the development of the LCAP and how this engagement was considered before finalizing the LCAP. Engagement of our educational partners has been an ongoing process throughout the academic school year with the development of the multitude of school plans as outlined in the LCAP supplement.

- Teachers participated in weekly professional learning/staff meetings (virtual and in-person) and were surveyed. Discussions took place on feedback from professional development, internal data (NWEA, i-Ready), external data, behavioral, attendance, interventions, extra-curricular, and wrap-around supports for students (increase engagement and academic performance), use of one-time funds (ESSER III/AB 130) and were surveyed.
- Principals/Administrators met weekly in-person and virtually to discuss data, staffing, enrollment, attendance, use of one-time funds, COVID-19 policies, professional development needs, LCAP mid-year report, 2022-23 LCAP development, staffing, and budget.
- Other School Personnel: consultation took place weekly in-person with the interventionist and discussed behavioral data, school safety, attendance, and PBIS planning, use of one-time funds, LCAP mid-year
- Parents including those representing Unduplicated Pupils (UP) and Students with Disabilities (SWD): were surveyed met monthly (virtual meetings) with the principal. Discussions took place on academic support, extracurricular, LCAP mid-year report, schoolwide data, use of one-time funds, and 2022-23 LCAP development
- Students including Unduplicated Pupils and Students with Disabilities (SWD): were consulted via survey (Spring 2022)
- SELPA consultation took place with the Tier 1 Lead on May 26, 2022.
- ELAC/DELAC and EL-PAC: meetings took place virtually on a quarterly basis and discussion took place on EL student performance, EL Master Plan, reclassification rates, ELPAC assessments, and EL student group data.
- Parent Advisory Committee (PAC) including parents of UP and SWD: were surveyed met monthly (virtual meetings) with the principal. Discussions took place on academic support, extracurricular, LCAP mid-year report, schoolwide data, use of one-time funds, and 2022-23 LCAP development

A summary of the feedback provided by specific educational partners.

The following is a summary of the feedback provided by the following required educational partners of The Accelerated School, that emerged from an analysis of the input received in the development of the 2022-23 LCAP.

- Teachers: The need to increase Parent Involvement/Parent and Student Voice in Academics, Higher attention to Attendance/Absenteeism, more Extracurriculars and more Stakeholders in decision making (37) Teachers would like more PLC engagement - more decision-making, more collaboration time (with other teachers - share strategies) more PD time to collaborate with peers and learn from experts, more support and training needed to improve the inclusion program for SWD (PD)



- Principals/Administrators: Continuation Child Supports (PTE social worker, counselor, and Dean); - would like a FTE SW -focusing on prevention; build/expand extra-curricular during lunch/recess b/c of increase of office referrals (learning how to re-socialize)
- Other School Personnel! increase parent involvement opportunities (more parents; but limitations b/c no onsite visitors), address chronic absenteeism - increase communication on root causes of chronic absenteeism (Admin and staff communication), include more stakeholders in decision making.
- Parents including those representing Unduplicated Pupils (UP) and Students with Disabilities (SWD): would like to see more opportunities for sports, music, and art on campus (during and after school). More opportunities for parent involvement at your school, Increase of Social Emotional support for child welfare, Students: More opportunities to make decisions, more provides social-emotional supports for students and staff including wellness sessions, check-ins, 1:1 time, yoga, mentors, etc. and a variety of extracurricular activities:
- Students including Unduplicated Pupils and Students with Disabilities (SWD): expressed they would like the return to field trips, camp, and socialization with their peers.
- SELPA: Feedback was that the information in our LCAP was thorough and comprehensive. Suggestion made that we include an additional PD on Learning Styles and accommodations in the classroom.
- ELAC/DELAC and EL-PAC: During meetings committee made suggestions for additional support to ELs such as tutoring and online learning programs, and teacher professional development, committee members suggested additional parent classes, Committee also commented on the need for additional extra-curriculars for students
- Parent Advisory Committee (PAC) including parents of UP and SWD: increase sports opportunities, English classes for parents, more tutoring, increase social emotional support,

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

The following is a description of the aspects of The Accelerated School's 2022-23 LCAP that were influenced by or developed in response to specific feedback from educational partners as described in previous prompt.

- Goal 1, Action 2: NWEA MAP Assessments & i-Ready reading and math assessments to measure student progress/needs.
- Goal 1, Action 3: Reading and Math Intervention Teachers for ELA and Math
- Goal 1, Action 3: Online tutoring services
- Goal 1, Action 3: Saturday school, spring intercession
- Goal 1, Action 5: Music, Public School Science, Dance, Garden, VAPA
- Goal 1, Action 6: SPED Instructional Aides
- Goal 2, Action 1: Instructional Coaches: Math, Literacy)
- Goal 2, Action 2: EL Instructional Aide, Online tutoring (ELs)
- Goal 3, Action 1: Athletics Program, field trips, Science Camp

# Goals and Actions

## Goal

Goal #	Description
1	<b>Implement a schoolwide Multi-tiered System of Supports (MTSS) utilizing multiple forms of data to identify the academic, social-emotional and/or behavioral needs of our students; inform instructional decisions; to improve academic outcomes for all students (schoolwide &amp; student groups). Develop and establish systems in place for the collection, disaggregation and analysis of student achievement and local school data to inform instruction, that will support student academic outcomes and measure program effectiveness.</b>

An explanation of why the LEA has developed this goal.

There is a need to strengthen and formalize systems to identify students for academic, social-emotional and/or behavioral supports in a timely manner to improve student outcomes and Dashboard performance levels. In addition, there is a need to measure program effectiveness to ensure resources are maximized and implemented with fidelity.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA	2018-19: 43.95% met/exceeded 2020-21: not administered	2021-22: results pending			45%
CAASPP Math	2018-19: 26.81% met/exceeded 2020-21: not administered	2021-22: results pending			30%
CA Science Test: Gr 5	2018-19: 34.79% met/exceeded 2020-21: not administered	2021-22: results pending			40%
CA Science Test: Gr 8	2018-19: 13.74% met/exceeded 2020-21: not administered	2021-22: results pending			16%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24		
Attendance Rate	2019-20: 90.5%	2020-21:			95%		
Chronic absenteeism Rate	CHRONIC ABSENTEEISM		CHRONIC ABSENTEEISM		10%		
	2018-19		2020-21				
		Count	Rate			Count	Rate
	Schoolwide	143	18.6%	Schoolwide		235	31.0%
	Hispanic	137	18.3%	Hispanic		230	30.8%
	EL	54	20.5%	EL		104	33.4%
	SWD	24	30.0%	SWD		42	43.8%
	SED	137	18.4%	SED		226	30.5%
Middle School Dropout Rate	2019-20: 0%	2020-21: 0%			0%		
Suspension Rate	2019-20: 0%	2020-21: 0%			<1%		
Expulsion Rate	2019-20: 0%	2020-21: 0%			0%		
% Of students including Unduplicated Pupils, and Students with Disabilities (SWD) who have access to Broad Course of Study:	2020-21: 100%	2021-22: 100%			100%		

## Actions

Action #	Title	Description	Total Funds	Contributing
1	<b>ADMIN &amp; EDUCATORS THAT SUPPORT THE ED PROGRAM</b>	The Accelerated School (TAS) will employ a principal and 32 appropriately credentialed teachers for students in grades TK-8 to provide instruction in ELA, math, Science, Social Studies, and Physical Education as part of the educational program. TAS will provide all students with an extended school year of 180 instructional days – that exceed the CA state 175 instructional day requirement.	\$	

Action #	Title	Description	Total Funds	Contributing
		<p>To prepare for the upcoming school year, teachers will participate in 5 days of intensive summer professional development focusing on designated ELD, EL Strategies, SEL Support in the classroom, using data to inform instructional decision-making; and the new Math Framework. Substitute Teachers will be employed to maintain continuity of instruction and prevent further interruptions to learning.</p> <p>New teachers to TAS participate in an additional 5 days of training during the summer.</p> <p>All educators will also participate in professional learning for an additional 5 non-instructional days during the academic school year, and weekly during the year.</p>		
2	<b>MEASURING STUDENT PROGRESS – ASSESSMENTS</b>	<p>In order to measure student academic performance, monitor student progress and identify learning and achievement gaps and as part of the MTSS Framework - all students will be administered the following assessments:</p> <ul style="list-style-type: none"> <li>• Illuminate Assessments</li> <li>• i-Ready Reading &amp; math assessments (TK-5) 3 times/year</li> <li>• NWEA MAP Reading &amp; Math: (Gr 6-8): 3 times/year</li> <li>• State mandated assessments</li> </ul> <p>Performance Matter data management system will be utilized to develop individual level, student group, grade level specific, and schoolwide reports to measure and monitor student performance on assessments.</p>	\$	

Action #	Title	Description	Total Funds	Contributing
3	<b>ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING</b>	<p>Our students have experienced significant learning loss during remote learning, and despite the return to in-person instruction, absences continued due in part to the strict COVID-19 Health &amp; Safety policies in adherence to state and local county health department guidelines for schools.</p> <p>Our educational partners expressed the need for increased academic intervention in reading and math during the instructional day and expanding to after school.</p> <p>Intervention teachers for reading and Math will provide Tier 2 support for students reading 2 or more years below grade level: and for students performing 2 or more years below grade level in Math. The Instructional Aides will provide struggling learners with high dosage evidence-based tutoring in reading and/or math (under the guidance of the Intervention teachers).</p> <p>TAS will also provide the following academic intervention program and services:</p> <ul style="list-style-type: none"> <li>• Encore Math online tutoring (after-school/at-home)</li> <li>• Small group and individual after-school tutoring in cohorts (K-2 reading; Gr 3-5 Math, Gr 6-8: reading and Math)</li> <li>• Spring intercession: TK-8 academic &amp; social enrichment</li> <li>• Saturday School Tier 3 academic support for Gr 6-8</li> <li>• i-Ready supplemental Math intervention platform</li> <li>• ARC after school academic &amp; social enrichment (ASES)</li> <li>• Summer Bridge Program for Gr 6-8, for new students, and welcome continuing students – that will focus on scheduling, academic expectations/program, and SEL</li> <li>• Raz Kids</li> <li>• Near Pod</li> <li>• Brain Pop</li> </ul>	\$	

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>• Learning A-Z</li> <li>• Flocabulary</li> </ul>		
4	<b>ADDRESSING SOCIAL-EMOTIONAL &amp; BEHAVIORAL STUDENT NEEDS</b>	<p>An area of concern with the return to in-person instruction were significant behavioral issues due in part to the lack of socialization during remote learning. Through our MTSS framework, we identified SEL supports and strategies that will be implemented and/or expanded as a result of the analysis of data since the return of in-person instruction and feedback provided by our educational partners.</p> <p>The Dean of Culture will lead implementation and training of PBIS, address student behavioral issues, and lead schoolwide initiatives to promote a positive school climate and culture. The Counselor (SEL Specialist) and the Social Worker will provide services for identified students who have experienced significant trauma to address those needs which impact student learning and classroom instruction. The PBIS team will participate in the LACOE PBIS Cohort Community of Practice (COP); and implement PBIS rewards.</p> <p>As part of the schoolwide initiative to embrace mindfulness, and curb discipline issue, the Yoga teacher will implement mindfulness-based interventions to address behavioral issues, while also assisting in fostering a positive school environment to further address discipline.</p>	\$	
5	<b>BROAD COURSE OF STUDY</b>	<p>The Accelerated School will provide all students with a broad course of study beyond core subjects (ELA, Math, Science, Social Studies, &amp; PE) that include the following:</p> <ul style="list-style-type: none"> <li>• Spanish (Gr 7-8)</li> <li>• Music (Gr 7-8)</li> </ul>	\$	

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>• Gr 6: Elective Wheel: Art, Speech/debate, Coding, Film Production</li> <li>• Garden (TK-5)</li> <li>• Dance (TK-5)</li> <li>• Public School Science (TK-2)</li> </ul>		
6	<b>SERVICES TO SUPPORT SWD</b>	<p>The Accelerated School's SPED team will provide instructional and social emotional support as outlined by the students IEP.</p> <p>LAUSD serves as the school's SELPA provider (Option 3). Members of the SPED team will participate in Option 3 committees, attend COP meetings, and engage in the various professional development offered through the SELPA. The school stays in communication with the SELPA Tier 1 Lead and works alongside the other various departments within the SELPA to ensure compliance and that the appropriate resources, support, and services are provided to our SWDs.</p> <p>The SpEd team utilizes the SELPA SEP Checklist to ensure the completeness of the SEP required items. This includes analyzing data, identifying appropriate root causes for which strategies/activities are identified, implementing the SEP, and monitoring success. The Special Education Plan is developed collaboratively with the SELPA representative, classroom teacher(s), resource teacher, (s) parent(s), student(s), and other involved parties, such as a speech-language pathologist, school psychologist, and SpEd Administrator. Planning is inclusive of all educational settings that relate to the student's program. Special Education Plans are reviewed frequently and evaluated yearly to assess their efficacy.</p>	\$	



Action #	Title	Description	Total Funds	Contributing
		<p>The Director of Access, Equity, and Compliance will serve as the SPED Administrator (split between all 3 Accelerated Schools) and will ensure IEP timelines and related services will be addressed and communicated with parents. The SPED Administrator will also ensure adherence to caseload requirements and that credentialed teachers are in place for SWDs.</p> <p>The SPED team comprised of the Director of Access, Equity and Compliance (SPED Administrator), TOSA, RSPs, SPED Learning Specialist, Instructional Aides, Student Services Coordinator, Speech &amp; Language Pathologist, Psychologist, and Social-emotional Specialist will provide all required services to SWD to ensure the academic, social-emotional, and behavioral needs are met, and support services are provided.</p> <p>The SpEd team will provide professional development to parents and general education teachers in the areas of Inclusion of SWDs in the classroom, how to effectively modify your lessons to support SWD in the classroom, IEP snapshots, supporting your child at home, MTSS and UDL.</p> <p>The SpEd teachers will work closely with general education teachers and collaborate on modifying lessons, implementing accommodations in the classroom, providing appropriate support in the classroom, co-teaching, and data analysis. Programs and services will be implemented collaboratively to ensure that SWDs have access to and benefit from the curriculum and instruction.</p> <p>The SpEd leadership team meets with the School Site Leadership team to discuss appropriate resources, interventions, and services that can be provided to SWDs</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>to help improve academic outcomes and to provide for effective academic interventions. Meetings will be scheduled to review data and discuss how to motivate and engage SWDs so that they are successful in the general education classrooms. Home visits, robocalls, academic and behavioral incentives, parent attendance, and graduation requirement meetings are implemented to address absenteeism, dropout, and graduation rates, and to promote increased and improved parent and student engagement.</p> <p>To build a positive school climate to meet the needs of SWDs the school offers yoga, mindfulness, a variety of mental health services, interventions (MTSS), and restorative practices.</p> <p>The annual LCAP Survey serves as a way to gain input from SWDs and their parents regarding the school's academic and extracurricular programs, facilities, nutrition, basic services, mental health, social-emotional support, and overall effectiveness</p>		

# Goal Analysis for 2021-22

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Action 1: Additional teachers were hired to focus on providing Independent Study, for students in quarantine; to maintain high quality instruction, student engagement and participation, continuity of services and address the impact of lost instructional time. Additional substitutes were contracted to provide teacher coverage due to illness to ensure continuity of services for all students.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Due to the additional staff hired and contracted, Action 1 has material differences between Budgeted Expenditures and Estimated Actual Expenditures.

An explanation of how effective the specific actions were in making progress toward the goal.

Actions were effective in order to maintain continuity of instruction and address the learning needs of students.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Per CDE recent guidance, Priority 8 (Other Pupil Outcomes) State Priority applies to High Schools per CA EC. With the CDE's suspension of the Fitnessgram for the past 2 years and a modified assessments in the current year, the Fitnessgram metric will be eliminated for the 2022-23 LCAP, since it no longer applies to

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goal

Goal #	Description
2	<b>Continue to design and implement a comprehensive, coherently focused, schoolwide Professional Development Plan that supports all teachers to improve the quality and delivery of a standards-aligned and rigorous instructional program, that includes differentiation and evidence based strategies, to address the diverse learning needs and learning gaps of all students (English Learners, Students with Disabilities), and that engages all learners in order to close the achievement gap among all student groups.</b>

An explanation of why the LEA has developed this goal.

There is a need to strengthen the quality and delivery of instruction to meet the diverse learning needs of our students. There is a need to provide all teachers with Instructional Coaching, and feedback to ensure strategies taught in professional development are implemented with fidelity to improve student outcomes.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24	
% Of students with access to Standards-aligned materials	2020-21: 100%	2021-22: 100%			100%	
Implementation of the Academic content & performance Standards – measured using Local Indicator Priority 2	2020-21: Implementation		2021-22: Implementation		2023-24: Implementation	
	Academic Standards		Academic Standards		Academic Standards	
	ELA	4	ELA	4	ELA	4
	ELD	3	ELD	4	ELD	4
	Math	3	Math	5	Math	4
	NGSS	2	NGSS	3	NGSS	3
	History	2	History	3	History	3
	Health	2	Health	3	Health	4
	PE	4	PE	4	PE	4
	World Language	4	World Language	4	World Language	4
% Of Fully credentialed & Appropriately assigned Teachers	2020-21: 100%	2021-22: 98%			100%	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% Of EL who made progress toward English Proficiency measured by ELPAC	2020-21: 8.39% Proficient	2021-22: results pending			
Reclassification Rate	2019-20: 7.4%	2020-21: 37.1%			30%
% EL with access to CCSS & ELD Standards	2020-21: 100%	2021-22: 100%			100%

## Actions

Action #	Title	Description	Total Funds	Contributing
1	<b>PROFESSIONAL DEVELOPMENT</b>	<p>Providing our educators and administrators with robust professional learning will reciprocate in positive student outcomes, higher staff retention rates and build capacity and knowledge base among our staff.</p> <p>To prepare for the upcoming school year, teachers will participate in 5 days of intensive summer professional development focusing on designated ELD, EL Strategies, SEL Support in the classroom, using data to inform instructional decision-making; and the new Math Framework.</p> <p>New teachers to TAS participate in an additional 5 days of training during the summer.</p> <p>All educators will also participate in professional learning for an additional 5 non-instructional days during the academic school year, and weekly during the year.</p> <p>In addition, we plan to expand instructional coaches – with a focus on instruction; and others on content (curriculum)</p>	\$	

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>• Assistant Principals (Instructional Coaches) for ES, MS, and EL/ELD</li> <li>• MS Math Instructional Coach</li> <li>• MS Literacy Coach</li> <li>• Director of Elementary Education</li> <li>• Director of Curriculum, instruction, and Assessment)</li> </ul> <p>The following outlines the organization wide (Accelerated) PD areas of focus:</p> <ul style="list-style-type: none"> <li>• Goal Setting and Monitoring Using Success Criteria</li> <li>• Generating Learning through Student-to-Student Dialogue</li> <li>• Using Assessment Data to Drive Planning &amp; Instruction</li> <li>• Providing Impactful Feedback on Student Work</li> <li>• Accelerated C3 Coaching &amp; Teacher Effectiveness Framework (organization wide)</li> </ul> <p>The critical areas of focus for TAS/Schoolwide include:</p> <ul style="list-style-type: none"> <li>• Literacy across K-8 in all subjects</li> <li>• Quality integrated and designated ELD instruction</li> <li>• Continuing focus on math instruction: New Math Framework - 8 Principles of Mathematics</li> <li>• PBIS implementation</li> <li>• Social Emotional Support in the Classroom</li> <li>• Restorative Justice</li> <li>• Summit Learning PD (Gr6-8)</li> <li>• Health ConnectED - Sex ED PD</li> </ul>		

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>Whetstone Classroom Observation – provides teachers with feedback, observation notes, action steps, rubrics in one place.</li> </ul> <p>To support teacher effectiveness and credential clearance, TAS will reimburse teacher induction expenses. To support and build capacity among school leaders TAS will reimburse for clearance of Administrators credential.</p>		
2	<b>STRENGTHENING EL PROGRAM &amp; SERVICES</b>	<p>The Accelerated School will continue to strengthen the delivery of integrated and designated ELD, to accelerate learning, mitigate further learning loss and increase EL proficiency of the English Language. The ELD Instructional Coach (See Goal 2, Action 1) will provide all teachers with training on integrated/designated ELD, standards, and evidence-based pedagogical strategies to address the language needs of ELs. Teachers will receive training on GLAD strategies.</p> <p>In addition, a designated ELD teacher for middle school will be hired to improve EL student performance, address identified long-term EL language acquisition needs, improve EL proficiency to improve reclassification rates and EL performance on ELPAC Summative assessment. An Instructional Aide (Title III Funded) will provide tiered academic support for middle school students during the ELD course.</p> <p>ELs will also have access online tutoring program; and the after-school program that will provide additional support with language acquisition through targeted skill workshops.</p>	\$	



Action #	Title	Description	Total Funds	Contributing
3	<b>CORE CURRICULAR PROGRAM NEEDS</b>	<p>The Accelerated School will purchase the following standards aligned curriculum and consumables:</p> <ul style="list-style-type: none"> <li>• Wonders ELD Curriculum</li> <li>• Literature novels</li> <li>• K-2 Guided Reading</li> </ul>	\$	
4	<b>CLOSING THE DIGITAL DIVIDE</b>	<p>The Accelerated School's IT Team will ensure all students are equipped with a technology device to access instructional &amp; supplemental materials, testing; and will continue to utilize Zoom for virtual meetings.</p>	\$	

## Goal Analysis for 2021-22

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Action 2: Due to staffing shortages and a lack of qualified applicants the ELD Instructional Coach position remains vacant. Ellevation was not implemented due to shifts in academic priorities.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 2 has material differences between Budgeted Expenditures and Estimated Actual Expenditures since a position remained vacant and Ellevation was not purchased.

An explanation of how effective the specific actions were in making progress toward the goal.

Actions were effective in making progress toward the goal.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

There were no changes made to the planned goal, metrics, desired outcomes or actions for the coming year.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goal

Goal #	Description
3	<b>Engage parents as partners through education, communication, and collaboration, to ensure all students are college and career ready. Provide students with a safe, welcoming and inclusive, positive learning environment that exudes a culture of high expectations.</b>

An explanation of why the LEA has developed this goal.

There is a need to engage, inform, communicate, and educate parents on strategies to monitor and support their child academically and social-emotionally so they can thrive.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facilities in “good” repair as measured by FIT	2020-21: Good	2021-22: Good			Good
Student Survey: Student Perception of School Safety & Connectedness	2020-21: 75% ES/68% MS - Sense of safety % School connectedness	2021-22: 43% Sense of safety 69% School connectedness			>75%
Parent Survey: Sense of safety & school connectedness	2020-21: Not reported - Sense of safety 85% ES/81%MS - School connectedness	2021-22: 71% Sense of safety 79% School connectedness			>75%
Teacher/staff Survey: Sense of safety & school connectedness	2020-21: Not reported - Sense of safety 90% ES/87% MS - School connectedness	2021-22: 65% Sense of safety 70% School connectedness			>75%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Input in Decision-making including UP & SWD: As measured by CDE's Priority 3: Self-reflection Tool	2020-21: CDE's Self-reflection Tool (Questions 5-8) 5. 4 6. 4 7. 4 8. 4	2021-22: CDE's Self-reflection Tool (Questions 5-8) 5. 4 6. 4 7. 4 8. 4			Rating 4+
Parent Participation in Programs for Unduplicated Pupils & SWD: As measured by CDE's Priority 3: Self-reflection Tool	2020-21: CDE's Self-reflection Tool (Questions 1-4) 1. 4 2. 4 3. 3 4. 4	2021-22: CDE's Self-reflection Tool (Questions 1-4) 1. 4 2. 4 3. 4 4. 4			Rating 4+

## Actions

Action #	Title	Description	Total Funds	Contributing
1	<b>PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT &amp; SAFE LEARNING ENVIRONMENT</b>	<p>The Accelerated School will provide all students with opportunities to engage in learning opportunities outside of the classroom to further enhance the learning process, deepen student engagement and motivation.</p> <p>Our school will implement the following to provide all students and staff with a safe, welcoming, and positive learning environment that will promote student academic growth and SEL needs:</p> <ul style="list-style-type: none"> <li>• Campus Aides for supervision</li> <li>• Security Guard</li> <li>• Raptor Security, RFIDs – visitor software monitoring</li> </ul>	\$	

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>• Panorama school climate surveys</li> <li>• School Nurse – health screenings (vision, hearing, etc.)</li> <li>• COVID-19 surveillance in adherence to CDPH</li> <li>• Host schoolwide events including dance</li> <li>• Athletic Director (newly added) and Students Services – to lead lunch time and after-school sports program.</li> </ul> <p>Field Trips and extended learning opportunities allow for students to learn standards through real world experiences. A large portion of the field trip budget will be for college field trips to create a college &amp; career going focus for students. Students will also participate in learning experiences beyond the classroom, that will make learning relevant and engaging. Students in grades 5, 6 &amp; 8, will participate in additional learning experiences through Science Camp) that encompasses the science and social studies standards.</p> <p>TAS will administer Panorama SEL surveys to students, staff and parents to assess school connectedness, safety, satisfaction and engagement which will be reported in the school’s LCAP and local indicators report.</p>		
2	<b>PARENT INPUT IN DECISION-MAKING</b>	<p>Parent input in decision-making will take place through the following committees (that includes parents representing Unduplicated Pupils (UP) and Students with Disabilities (SWD)).</p> <ul style="list-style-type: none"> <li>• English Language Advisory Committee (ELAC), DELAC, EL-PAC, per CA EC 52062(a)(2)</li> <li>• Parent Advisory Committee (PAC) per CA EC 52062(a)(1)</li> </ul>	\$	

Action #	Title	Description	Total Funds	Contributing
3	<b>OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT &amp; PARTICIPATION</b>	<p>The Accelerated School will provide all parents including those representing unduplicated students, and Students with Disabilities with multiple opportunities to engage as partners in their child education.</p> <p>The Family Engagement Coordinator (FEC) will communicate with families, facilitate parent workshops and outreach especially with families of unduplicated pupils and Students with Disabilities to increase parent engagement and provide interpreter services (Spanish/English) and provide training on accessing PowerSchool Parent Portal – where parents can view their child’s attendance, academic progress, grades, and communicate with staff, and how to use the Remind App, for communication.</p> <p>For families of middle school students, the Parent Institute for Quality Education (PIQE) will lead a workshop on Advocating for your child as they transition to HS/College</p> <p>Additional workshops that will be provided to families include:</p> <ul style="list-style-type: none"> <li>• Abriendo Puertas (early childhood classes): PIQE</li> <li>• Math</li> <li>• Reading</li> <li>• Understanding i-Ready reports</li> <li>• SEL</li> <li>• Attendance.</li> </ul> <p>The Leadership Team will continue to host:</p> <ul style="list-style-type: none"> <li>• Coffee with the Principal (monthly)</li> <li>• Family Book Mobile</li> <li>• Family/Community classes</li> </ul>	\$	

Action #	Title	Description	Total Funds	Contributing
		To keep families up to date on school events, promote parent engagement and participation, the school's website will be designed to be parent friendly, and a monthly newsletter will be published (SMORES) and distributed.		
4	<b>MAINTAINING SAFE &amp; CLEAN SCHOOL FACILITIES</b>	<p>The Accelerated School strives to provide all students and staff with a safe and clean school facility site and adhere to all state and local county health department guidelines in the prevention of COVID, which includes janitorial services, and purchase of PPE supplies.</p> <p>Annually, our school completes the Facility Inspection Tool (FIT) report and if any findings are identified, appropriate repairs are made. FIT report findings are reported annually on the SARC and LCAP.</p>	\$	

## Goal Analysis for 2021-22

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Action 1: Field trips did not take place due to surges in COVID.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Since field trips did not take place in Action 1 there is a material difference between Budgeted Expenditures and Estimated Actual Expenditures.

An explanation of how effective the specific actions were in making progress toward the goal.



The actions were effective in maintaining a positive school climate and communicating with families on an ongoing basis.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The metrics pertaining to parent, staff and student survey was modified to adhere to the CDE's requirement of measuring sense of safety and school connectedness; and the metrics for Priority 3 Parent input in decision-making; and Parent participation in programs (were revised based on the recommendation from the CDE and WestEd to use the CDE developed Local Indicator report (priority 3) to ensure transparency & reporting of this tool on the LCAP.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2022-23

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$2,678,729	\$311,597

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
39.49%	0%	\$0	39.49%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

## Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	This section does not apply to charter schools.	This section does not apply to charter schools.
Staff-to-student ratio of certificated staff providing direct services to students	This section does not apply to charter schools.	This section does not apply to charter schools.