



THE ACCELERATED SCHOOL (TAS)
FALL 2023 CA DASHBOARD
LOCAL INDICATORS REPORT FOR THE
ACCELERATED GOVERNING BOARD

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- **Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions:** Note: Teacher Assignment Monitoring Outcome (TAMO) data for the LCAP year is yet to be released by the CDE before reporting the remainder of the local indicator outcome information to the governing board. Once TAMO data is made available, the LEA must update the governing board on TAMO data outcome information at the next available meeting of the governing board.
- **Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home:** 0%
- **Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies):** Good

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool: Recently Adopted Academic Standards and/or Curriculum Frameworks

1. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				X	
ELD (Aligned to ELA Standards)				X	
Mathematics – Common Core State Standards for Mathematics				X	
Next Generation Science Standards				X	
History-Social Science				X	

2. **Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				X	
ELD (Aligned to ELA Standards)				X	
Mathematics – Common Core State Standards for Mathematics				X	
Next Generation Science Standards				X	
History-Social Science				X	

3. **Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).**

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				X	
ELD (Aligned to ELA Standards)				X	
Mathematics – Common Core State Standards for Mathematics				X	
Next Generation Science Standards			X		
History-Social Science			X		

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education N/A					
Health Education Content Standards			X		
Physical Education Model Content Standards				X	
Visual and Performing Arts			X		
World Language			X		

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Activities	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					X

Activities	1	2	3	4	5
Identifying the professional learning needs of individual teachers					X
Providing support for teachers on the standards they have not yet mastered					X

Optional Narrative (Limited to 1,500 characters):

6. **Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.**

Parental Involvement and Family Engagement (LCFF Priority 3)

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit:¹

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection

process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 – Exploration and Research
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	4
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	4
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	4
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	4

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

90% of parents believe the students, staff and parents are treated with respect and dignity at the school.

90% of parents believe the school informs parents, staff and students of the school's behavioral expectations, positive behavior supports, and restorative practices.

90% of parents believe that Principal and Assistant Principals are available, courteous, and responsive when I have a concern

95% of teachers believe that administrators are available, courteous and responsive when there is a concern.

90% of staff believe that the learning standards are clearly explained and that TAS has high standards for academic success

Coaching/Evaluation Cycle in which each teacher is observed and provided a coaching session at least once every two weeks by a coach or evaluator. Teachers are provided continual feedback

Have a cycle of data analysis in which grade levels work together to determine best practices to support student learning and growth

Held several parent workshops in areas of technology, being an advocate for their child on campus and math to support families with helping their child at home

Goal setting meetings held twice a year with students, parents and teachers to clearly set long term goals for academic success.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

Continue to build a school culture that respects and supports all cultures, backgrounds and languages through a focus on educational equity.

Continue to build a culture of care for all educational partners: students, teachers, parents.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

Continue to leverage our parent workshops to support families with ongoing education

Further develop the role of our family engagement coordinator and teacher-parent conferences to ensure that underrepresented families have access to their child's education and to school support

Refine the MTSS process to provide support for all struggling learners.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 – Exploration and Research
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	4
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	4
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	4
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	4

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

Coaching/Evaluation Cycle in which each teacher is observed and provided a coaching session at least once every two weeks by a coach or evaluator. Teachers are provided continual feedback

Have a cycle of data analysis in which grade levels work together to determine best practices to support student learning and growth

90% of parents believe that learning standards and expectations are clearly explained

90% of staff believe that the school uses data in making decisions for school improvement

The school provides multiple opportunities for family engagement and education through online courses. Topics included technology, grief and loss, drug & alcohol awareness, preparing for high school, and early childhood education.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

Continue to provide opportunities for educational partners' input. Continue to build in services such as intervention, tutoring and extracurricular activities.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

Continue to leverage our parent workshops to support families with ongoing education. Further develop the role of our family engagement coordinator and teacher-parent conferences to ensure that underrepresented families have access to their child's education and to school support

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA’s current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 – Exploration and Research
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA’s progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	4
10. Rate the LEA’s progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	4
11. Rate the LEA’s progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	4
12. Rate the LEA’s progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	4

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA’s current strengths and progress in Seeking Input for Decision-Making.

Parents participate in monthly Parent Advisory Committee meetings where input is gathered regarding school programs. In addition, parents have an opportunity to provide feedback during the ELAC/DLAC/ELPAC meetings throughout the year.

The school gathers feedback from parents through the annual LCAP survey and other surveys throughout the year.

The school involves all educational partners (students, teachers, staff, parent, and administrators) as decision making partners through committees such as English Learner Advisory Committee, PLCs, Department Chairs, Parent Meetings, grade level teams, etc

90% of parents believe the school provides academic support and training for families to support their students learning

95% of parents feel the school has several opportunities to volunteer my time in my child’s school

90% of parents believe the school respects and values my input. The school uses student and family input to improve instruction: parent opportunities to come on campus

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

While PAC meetings were held and space was provided for feedback, the next step is to empower families to use their role in decision-making for the school. In addition, the school can provide multiple opportunities for parent involvement in other committees on campus.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

School will look for more opportunities to include staff, parents, and students in decision-making.

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6– 8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (*if applicable*) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

The following chart are the results of the Spring student survey. Results will be presented to our educational partners.

Question # Results tabulated in %	Schools	Students (5 th)	Students (6 th -8 th)
	Year of Survey	22-23	22-23
	# of Certificated Staff	40	271
1-3	Background Questions / No percentage tabulated		
4	How would you rate the overall quality of our campus?	68	48
5	How would you rate the basic services provided (facilities, textbooks, teachers, etc.)?	63	63
6	How would you rate the school climate of our campus?	50	46
7	How would you rate student achievement at your school?	65	61
8	How would you rate student engagement at your school?	53	47
9	How would you rate the school leadership at your school?	65	48
10	How would you rate parent involvement at your school?	62	58
11	How would you rate the level of school to parent communication at your school?	70	65
12	The school is clean and in good condition, such as classroom, bathrooms and drinking fountains:	15	28
13	The school cafeteria provides healthy nutritious meals:	48	55
14	The school provides appropriate learning materials (which may be digital or physical) to meet the needs of all students:	79	81
15	The school hires and retains credentialed qualified teachers to provide instruction to all students at my school, including English language learners, students with disabilities and those who are gifted:	78	70
16	The school provides students and staff with access to technology (e.g. computers, laptops, software training):	95	87
17	The school sets high standards for academic success for all students:	73	69
18	The school's learning standards and expectations are clearly explained:	58	65
19	The school provides academic supports/interventions for struggling students:	65	68
20	Teachers provide timely feedback about student work:	53	62
21	Teachers successfully show students how lessons are related to life outside of school:	78	53
22	Students are on target to learn grade level standards and graduate prepared for college and career:	70	62
23	Students receive academic counseling services and support they need to enroll in the appropriate courses:	70	57

24	The school provides social-emotional supports for students and staff including wellness sessions, check-ins, 1:1 time, yoga, mentors, etc.:	48	65
25	The school effectively addresses attendance and absenteeism:	55	64
26	The school provides behavioral support and classroom management:	58	64
27	The school offers a variety of courses:	74	49
28	The school provides scholarships for students:	54	40
29	The school uses student and family input to improve instruction:	53	46
30	The school provides students with support needed to understand career pathways:	55	53
31	The school maintains a positive school climate and culture:	53	59
32	The students, staff and parents are treated with respect and dignity at the school:	73	62
33	The school informs parents, staff and students of the school behavioral expectations, positive behavior supports, and restorative practices:	63	69
34	The school is safe, and I feel secure on campus:	48	51
35	The school is a supportive place to work and to learn:	63	67
36	I would recommend someone to work at or to attend this school:	48	48
37	The school involves all educational partners (students, teachers, staff, parent, and administrators) as decision making partners through committees such as English Learner Advisory Committee, PLCs, Department Chairs, Parent Meetings, grade level teams, etc.:	40	49
38	Principal and Assistant Principals make decisions that are in the best interest of students:	58	47
39	Site administrators, students, and staff can communicate the organizations and school's mission and vision:	40	45
40	Principal and Assistant Principals are available, courteous, and responsive when I have a concern:	50	52
41	Staff, students, and parents feel comfortable bringing concerns, ideas, and suggestions to Principals and Assistant Principals:	59	50
42	This school uses data such as surveys and academic results in making school improvement decisions:	60	68
43	Staff members treat each other with respect:	80	68
44	Staff members are responsive to questions or concerns:	70	65
45	The school offers a variety of extracurricular activities:	49	45
46	The school provides mental health supports for students:	50	49
47	The school provides child welfare supports for students:	30	43
48	The school provides workshops, tutoring, and mentoring supports for students:	50	87
49	The school provides students with supports needed to graduate high school:	68	59
50	The school provides students with support to enter college?	45	46
59	Would you or your like to be a parent or student ambassador at our upcoming enrollment or job fairs:	55	21
60	A school's uniform dress code would allow students to focus on their learning rather than their outfit:	55	43
61	The school should screen all adults, including employees, visitors, volunteers, and contract workers, as well as students through a metal detector upon entry to campus each day:	77	71
62	Most of the teaching staff make me excited about learning:	63	65
63	Most of the teaching staff expect me to continue my education after high school:	70	63
64	I can become a better student if I work hard:	90	81
65	There is an adult whom I trust and can go to for help with a school/academic problem:	68	71
66	There is an adult whom I trust and can go to for help with a personal problem:	69	64
67	I plan to go to college or university after I graduate:	73	70
68	A teacher on campus helps me set goals and evaluate my progress:	70	71
69	I set academic goals at the beginning of the year and review and revise them based on my assessment results:	43	61
70	MS/HS only – How would you rate yourself in the area of Healthy Development:	40	31
71	MS/HS only – How would you rate yourself in the area of School Readiness:	11	42
72	MS/HS only – How would you rate yourself in the area of Mindset for Self and School:	20	38
73	MS/HS only – How would you rate yourself in the area of Perseverance:	14	34
74	MS/HS only – How would you rate yourself in the area of Independence and Sustainability:	60	48

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

- 1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (Response limited to 1,500 characters)**

Currently, TAS serves approximately 773 students in grades TK-8 that include the following demographics: 98% Hispanic, 1% African American, 1% White, 13% Students with Disabilities (SWD), 40% English Learners (EL), and 89% Socioeconomically Disadvantaged.

The Accelerated School provides all students with access to a broad course of study in alignment with Ed Code 51210 (where applicable) based on the nature of The Accelerated School's educational program.

The Accelerated School uses the following locally selected tools to track the extent to which all students have access to, and are enrolled in, a broad course of study based on grade spans, unduplicated student groups, and individuals with exceptional needs which include master schedule, student course schedule (semester), report cards, student presentations, and parent/conference reports. In addition, the principal will verify this during classroom observations and ensure classroom schedules are followed.

- 2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (Response limited to 1,500 characters)**

An analysis of the measures listed above demonstrates that 100% of the students, including unduplicated groups and students with exceptional needs, have access to a broad course of study. At The Accelerated School, all students in grades TK-8 have access to and are enrolled in ELA (social studies embedded), mathematics, science, and physical education. In addition, 100% of students in grades TK-5 have access to and are enrolled in Dance, Public School Science, and STEAM; and students in grades 6-8 have access to: Music, Spanish, Sports, Coding and AVID. There are no differences in accessibility to courses across student groups at The Accelerated School.

- 3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (Response limited to 1,500 characters)**

Currently, 100% of the students have access to a broad course of study, and The Accelerated School will continue to monitor this to ensure no barriers arise to change access.

- 4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (Response limited to 1,500 characters)**

Due to the current success of The Accelerated School in providing all students with access to a broad course of study, no changes are currently planned. However, this data will continue to be monitored and revisions made, with implementation as needed.