

The Accelerated School (TAS): 2023-24 LCAP Mid-year Update – Outcome Data

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24																																																																																				
CAASPP ELA Source: CDE	2018-19: 43.95% met or exceeded standards	2020-21: not administered	2021-22: 26.05% met or exceeded standards	2022-23: 32.73% met or exceeded standards	45%																																																																																				
CAASPP Math Source: CDE	2018-19: 26.81% met or exceeded standards	2020-21: not administered	2021-22: 13.63% met or exceeded standards	2022-23: 23.59% met or exceeded standards	30%																																																																																				
CA Science Test: Gr 5 Source: CDE	2018-19: 34.79% met or exceeded standards	2020-21: not administered	2021-22: 15.72% met or exceeded standards	2022-23: 16.9% met or exceeded standards	40%																																																																																				
CA Science Test: Gr 8 Source: CDE	2018-19: 13.74% met or exceeded standards	2020-21: not administered	2021-22: 13.8% met or exceeded standards	2022-23: 14.78% met or exceeded standards	16%																																																																																				
Attendance Rate Source: CALPADS	2019-20: 91%	2020-21: 90.5%	2021-22: 90.4%	2022-23: 95.5%	95%																																																																																				
Chronic absenteeism Rate Source: Dataquest	<table border="1"> <thead> <tr> <th colspan="3">2018-19 Chronic Absenteeism</th> </tr> <tr> <th></th> <th>Count</th> <th>Rate</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>143</td> <td>18.6%</td> </tr> <tr> <td>Hispanic</td> <td>137</td> <td>18.3%</td> </tr> <tr> <td>EL</td> <td>54</td> <td>20.5%</td> </tr> <tr> <td>SWD</td> <td>24</td> <td>30.0%</td> </tr> <tr> <td>SED</td> <td>137</td> <td>18.4%</td> </tr> </tbody> </table>	2018-19 Chronic Absenteeism				Count	Rate	Schoolwide	143	18.6%	Hispanic	137	18.3%	EL	54	20.5%	SWD	24	30.0%	SED	137	18.4%	<table border="1"> <thead> <tr> <th colspan="3">2020-21 Chronic Absenteeism</th> </tr> <tr> <th></th> <th>Count</th> <th>Rate</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>235</td> <td>31.0%</td> </tr> <tr> <td>Hispanic</td> <td>230</td> <td>30.8%</td> </tr> <tr> <td>EL</td> <td>104</td> <td>33.4%</td> </tr> <tr> <td>SWD</td> <td>42</td> <td>43.8%</td> </tr> <tr> <td>SED</td> <td>226</td> <td>30.5%</td> </tr> </tbody> </table>	2020-21 Chronic Absenteeism				Count	Rate	Schoolwide	235	31.0%	Hispanic	230	30.8%	EL	104	33.4%	SWD	42	43.8%	SED	226	30.5%	<table border="1"> <thead> <tr> <th colspan="3">2021-22 CHRONIC ABSENTEEISM</th> </tr> <tr> <th></th> <th>Number</th> <th>Rate</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>116</td> <td>15.0%</td> </tr> <tr> <td>Hispanic</td> <td>114</td> <td>15.0%</td> </tr> <tr> <td>EL</td> <td>48</td> <td>15.1%</td> </tr> <tr> <td>SWD</td> <td>30</td> <td>25.9%</td> </tr> <tr> <td>SED</td> <td>114</td> <td>15.1%</td> </tr> </tbody> </table>	2021-22 CHRONIC ABSENTEEISM				Number	Rate	Schoolwide	116	15.0%	Hispanic	114	15.0%	EL	48	15.1%	SWD	30	25.9%	SED	114	15.1%	<table border="1"> <thead> <tr> <th colspan="3">2022-23 CHRONIC ABSENTEEISM</th> </tr> <tr> <th></th> <th>Number</th> <th>Rate</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>99</td> <td>12.8%</td> </tr> <tr> <td>Hispanic</td> <td>97</td> <td>12.7%</td> </tr> <tr> <td>EL</td> <td>33</td> <td>10.5%</td> </tr> <tr> <td>SWD</td> <td>25</td> <td>22.1%</td> </tr> <tr> <td>SED</td> <td>95</td> <td>12.4%</td> </tr> </tbody> </table>	2022-23 CHRONIC ABSENTEEISM				Number	Rate	Schoolwide	99	12.8%	Hispanic	97	12.7%	EL	33	10.5%	SWD	25	22.1%	SED	95	12.4%	10%
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Middle School Dropout Rate: Source: CALPADS	2019-20: 0%	2020-21: 0%	2021-22: 0%	2022-23: 0%	0%																																																																																				

Suspension Rate Source: Dataquest	2019-20: 0%	2020-21: 0%	2021-22 SUSPENSION			2022-23 SUSPENSION			<1%
				Number	Rate		Number	Rate	
			Schoolwide	3	0.4%	Schoolwide	4	0.5%	
			Hispanic	3	0.4%	Hispanic	4	0.5%	
			EL	1	0.3%	EL	0	0.0%	
			SWD	1	0.9%	SWD	1	0.9%	
SED	3	0.4%	SED	4	0.5%				
Expulsion Rate Source: Dataquest	2019-20: 0%	2020-21: 0%	2021-22: 0%	2022-23: 0%	2023-24: 0%	0%			
% Of students including Unduplicated Pupils, and Students with Disabilities (SWD) who have access to Broad Course of Study: Source: Master Schedule	2020-21: 100%	2021-22: 100%	2021-22: 100%	2022-23: 100%	2023-24: 100%	100%			
% Of students w/access to Standards-aligned materials Source: SARC	2020-21: 100%	2021-22: 100%	2022-23: 100%	2023-24: 100%	2023-24: 100%	100%			
Implementation of the Academic content & performance Standards – measured using Local Indicator Priority 2 (Source)	2020-21: Implementation Academic Standards		2021-22: Implementation Academic Standards		2022-23 Implementation Academic Standards		2023-24: Implementation Academic Standards		
	ELA	4	ELA	4	ELA	4	ELA	4	
	ELD	3	ELD	4	ELD	4	ELD	4	
	Math	3	Math	5	Math	4	Math	4	
	NGSS	2	NGSS	3	NGSS	4	NGSS	3	
	History	2	History	3	History	4	History	3	
	Health	2	Health	3	Health	3	Health	4	
	PE	4	PE	4	PE	4	PE	4	
	World Language	4	World Language	4	VAPA	3	World Language	4	
	World Language	4	World Language	4	World Language	3			
% Of Fully credentialed & Appropriately assigned Teachers Source: CalSAAS	2020-21: 100%	2021-22: 98%	2022-23: 96%	2023-24: 95%	2023-24: 95%	100%			

% Of EL who made progress toward English Proficiency measured by ELPAC Source: CDE	2020-21: 8.39% Proficient	2021-22: 10.2% Proficient	2022-23: 13.87% Proficient	2023-24: In Progress	15%
Reclassification Rate Source: Dataquest	2019-20: 7.4%	2020-21: 37.1%	2021-22: 29.5%	2022-23: 7%	30%
% EL with access to CCSS & ELD Standards Source: SARC	2020-21: 100%	2021-22: 100%	2022-23: 100%	2023-24: 100%	100%
Facilities in “good” repair as measured by FIT	2020-21: Good	2021-22: Good	2022-23: Good	2023-24: Exemplary	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	2022-23: 48%/51%% Sense of safety (ES/MS) 53%/59% School Connectedness (ES/MS)	2023-24: In Progress	>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	2022-23: 84% Sense of safety 55% School Connectedness	2023-24: In Progress	>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	2022-23: 86% Sense of safety 54% School Connectedness	2023-24: In Progress	>75%

<p>Parent Input in Decision-making including UP & SWD: As measured by CDE's Priority 3: Self-reflection Tool</p>	<p>2020-21: CDE's Self-reflection Tool (Questions 5-8)</p> <p>5. 4 6. 4 7. 4 8. 4</p>	<p>2021-22: CDE's Self-reflection Tool (Questions 5-8)</p> <p>5. 4 6. 4 7. 4 8. 4</p>	<p>2022-23: CDE's Self-reflection Tool (Questions 5-8)</p> <p>5. 4 6. 4 7. 4 8. 4</p>	<p>2023-24: In Progress</p>	<p>Rating 4+</p>
<p>Parent Participation in Programs for Unduplicated Pupils & SWD: As measured by CDE's Priority 3: Self-reflection Tool</p>	<p>2020-21: CDE's Self-reflection Tool (Questions 1-4)</p> <p>1. 4 2. 4 3. 3 4. 4</p>	<p>2021-22: CDE's Self-reflection Tool (Questions 1-4)</p> <p>1. 4 2. 4 3. 4 4. 4</p>	<p>2022-23: CDE's Self-reflection Tool (Questions 1-4)</p> <p>1. 4 2. 4 3. 4 4. 4</p>	<p>2023-24: In Progress</p>	<p>Rating 4+</p>

1	Goal Description	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 & 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.	State Priority Addressed		
			<input type="checkbox"/> 1. Basic Services		
			<input type="checkbox"/> 2. Implementation of State Standards		
			<input type="checkbox"/> 3. Parent Involvement		
	Goal Explanation	Continue to strengthen implementation of the CA MTSS Frameworks to improve academic outcomes, and prepare all students for success in post-secondary education.	Expenditure Mid-year Update		
			<input checked="" type="checkbox"/> 4. Student Achievement	<input type="checkbox"/>	First Interim
			<input checked="" type="checkbox"/> 5. Student Engagement	<input checked="" type="checkbox"/>	December 31, 2023
			<input checked="" type="checkbox"/> 6. School Climate	<input type="checkbox"/>	Second Interim
		<input checked="" type="checkbox"/> 7. Course Access	<input type="checkbox"/>	Other	
		<input type="checkbox"/> 8. Student Outcomes	<input type="checkbox"/>		

#	Action Title	Action Description	Implementation Level	Overall Implementation Action & Substantive Difference	Total Funds Budgeted	Mid-year Expenditures	Contributing
1	Admin. & Educators that support the Educational Program	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. 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. New teachers to TAS participate in an additional 5 days of training during the summer. 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.	<input type="checkbox"/> Fully Implemented <input checked="" type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented	TAS employs a principal and fully credentialed teachers TK-8 for ELA, math, science, social studies and PE. TAS provided five summer professional development days for a successful launch into the academic school year. We are on track to provide the five additional professional learning non-instructional days throughout the school year to allow for data analysis and vertical articulation.	\$4,222,958.00	\$2,478,584.00	<input checked="" type="checkbox"/>
2	Measuring Student Progress - Assessments	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: <ul style="list-style-type: none"> • Illuminate Assessments • i-Ready Reading & math assessments (TK-5) 3 times/year • NWEA MAP Reading & Math: (Gr 6-8): 3 times/year • State mandated assessments 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.	<input checked="" type="checkbox"/> Fully Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented	TAS has fully implemented this action. TAS administers i-Ready assessments for TK-5, four times per year; and NWEA MAP assessments for grades 6-8, three times per year. This year we are utilizing Performance Matters, a data management system, to consistently oversee and analyze student progress across a variety of assessments. TAS added a Data and Intervention Coordinator to support with implementation of our CA MTSS framework.	\$132,366.00	\$34,607.00	<input type="checkbox"/>
		A review of our school's dashboard and student assessment data has identified learning and achievement gaps. Our educational partners have also expressed the need for increased academic intervention. Our educational partners expressed the need for increased academic intervention in reading and math during the instructional day and expanding to after school. Intervention teachers for reading and Math will provide Tier 2 support for students reading below grade level. Academic tutors will provide struggling learners with high dosage evidence-based tutoring in reading and/or math (under the guidance of the Intervention teachers). TAS will also provide the following academic intervention program and services: <ul style="list-style-type: none"> • Encore Math online tutoring (after-school/at-home) • Small group and individual after-school tutoring 	<input type="checkbox"/> Fully Implemented <input checked="" type="checkbox"/> Partially Implemented	TAS received a YELLOW Performance level for the ELA and Math Academic Indicator on the 2023 CA School Dashboard. TAS has expanded our intervention supports this year, employing three Intervention teachers (1 Reading & 2 Math) and 4 instructional aides to provide Tier 2 support for students not meeting grade level standards. TAS contracts with Hey Tutor for 13 additional tutors on campus (6 math & 7 reading). TAS' instructional day intervention "GROWL" for GOLD (Growing Opportunities in Literacy Development) is a			<input type="checkbox"/>

3	Addressing Academic Needs to Accelerate Learning	<ul style="list-style-type: none"> • Hey Tutors: During the instructional day and Afterschool academic support • Spring intersession: TK-8 academic & social enrichment • i-Ready supplemental Math intervention platform • ARC after school academic & social enrichment (ASES) • Summer Bridge Program for Gr 6-8, for new students, and welcome continuing students – that will focus on scheduling, academic expectations/program, and SEL • Access to Raz Kids, Brain Pop, Learning A-Z, supplemental programs. • Classroom Libraries 	<input type="checkbox"/> Not Implemented	<p>one-hour block, four days a week. TK-5 students receive targeted intervention or enrichment in reading or math. Middle School students scoring below the 20th percentile in reading and 40th percentile in math receive targeted 30 minute intervention sessions four times a week.</p> <p>As part of our ELOP we also offer winter and spring intersession and summer programming that includes academic and social emotional support. Our afterschool program includes competitive sports, cooking and cheer for grades 4-8. TAS no longer runs summer bridge programs as we have incorporated them into the school day. We've embedded Summer Bridge into the Instructional day.</p> <p>Students also have access to access to Raz Kids, IXL and iready to work on lessons both in school and at home. TAS continues to utilize iready math as our supplemental Math program in TK-5.</p>	\$1,348,214.00	\$868,330.00	<input checked="" type="checkbox"/>
4	Addressing Social-emotional & Behavioral Student Needs	<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 (CCP); and implement PBIS rewards. TAS will implement Project Wayfinder SEL curriculum for middle school students.</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. TAS will host Challenge Day, SEL activities.</p>	<input checked="" type="checkbox"/> Fully Implemented	<p>TAS received a YELLOW Performance Level for the Chronic Absenteeism Indicator and BLUE Performance Level for the Suspension Rate Indicator on the 2023 CA School Dashboard. This is Year 2 of PBIS implementation; and the Dean of Culture and PBIS team continue to focus on schoolwide initiatives and programs to promote a positive school culture, and an incentives program with Panther Dollars students earn for positive behavior or academics that can be redeemed at the Panther Store. We added an additional counselor this year to support with SEL student needs. We continue to implement Second Step SEL for grades TK-5; and Wayfinder for grades 6-8. This year we hosted Challenge day for our 7th grade students.</p> <p>Our Yoga teacher provides lessons to all 6-8 students to support their learning of mindful practices.</p>	\$427,755.00	\$324,555.00	<input checked="" type="checkbox"/>
5	Broad Course of Study	<p>The Accelerated School will provide all students with a broad course of study beyond core subjects (ELA, Math, Science, Social Studies, & PE) that include the following:</p> <ul style="list-style-type: none"> • TK-5: Science, Dance • Gr 3-6: STEAM/VAPA • Gr 6-8: Music, Spanish, Sports, Coding, & AVID 	<input checked="" type="checkbox"/> Partially Implemented	<p>TAS provides all students with a broad course of study that includes the following enrichments and Electives:</p> <ul style="list-style-type: none"> - PS Science: TK-2 - Dance: TK-5 - Music, Sports, Coding & Journalism: Grades 6-8 <p>The STEAM/VAPA teacher transitioned as a classroom teacher, to fill a vacancy.</p>	\$333,155.00	\$81,045.00	<input checked="" type="checkbox"/>

<p>6</p>	<p>Services to Support Students with Disabilities (SWD)</p>	<p>The special education administrator Program Specialists will meet weekly. During these meetings, we will review the implementation of our Instructional Program with a focus on supporting our students with disabilities. We will review, discuss, and analyze caseload data, including but not limited to student services/tracking of services, attendance, grades, and IEP goal progress. We also identify professional development opportunities and analyze student assessment data.</p> <p>Moreover, at the beginning of each school year, all general education teachers will receive Student IEP Snapshots for each student with an Individualized Education Plan (IEP). Student Snapshots are a summary of each student's IEP, which includes a student's eligibility, services, accommodations, and goals. Student snapshots are updated and redistributed to the appropriate stakeholders after each IEP meeting held throughout the school year.</p> <p>Consistent with the educational program monitoring practices for all students, the Special Education Administrator and the Program Specialist will participate in Collaborative Learning Rounds (CLRs) for all staff. The CLRs are the systematic initiative through which the extent of implementation of pre-determined instructional strategies is determined through individual classroom observations, including the RSP program. As a Special Education Department, we have also identified our year-long goals:</p> <ol style="list-style-type: none"> 1. Ensure that students with disabilities are provided access to the general education curriculum as evidenced by their closing of the academic achievement gap with their general education peers by at least 15% on the i-Ready (elementary) and NWEA (secondary) data. 2. Ensure the participation of 95% or more of students with disabilities in state, internal, or alternative assessments with their appropriate accommodations/modifications per their active IEP. 3. Ensure that at any point in the school year that 100% of IEPs are no more than 20 days overdue and that 100% of overdue IEPs include appropriate documentation in Welligent that details the reason for the delay (i.e. parent request later meeting date) and the plan for resolution. 4. Ensure that at any point in the school year, no service record remains at less than 70% for longer than 30 days and that 1 month in advance of the LAUSD "less than 70%" benchmark dates, all records that are less than 70% have a documented resolution plan shared with the SPED Admin/Program Specialist. 5. Ensure that parent involvement and participation in the special education process is supported through the facilitation of quarterly parent workshops (at least 1 of which is devoted to the transition process/supports) and as measured by 90% or more of participating parents reporting their agreement that the workshops have effectively developed their understanding of how to support their child's special needs better. 6. Ensure clarity of roles, responsibilities, and caseloads among existing and evolving staff that comprise the special education team (both internally and via contractors) and share best practices through leveraging the monthly role-specific meetings as evidenced by 90% or more of SPED team members reporting that they strongly agree that they understand their roles, responsibilities, and caseloads and have access to support and professional development. Ensure that building the capacity of staff to meet the needs of students with IEPs is reflected as a priority in the professional development scope and sequence, as evidenced by no less than five sessions targeting this (i.e. universal design for learning; co-planning; co-teaching; accommodations and modifications; individualized behavior supports). 7. Ensure that Accelerated meets its child find responsibilities as required by IDEA through strict adherence to the following protocols: <ol style="list-style-type: none"> a. Within ten days of enrolling a new student, 100% of new students will be globally searched for IEP history on Welligent (or CALPADs for out of district students). b. The Program Specialist will meet with the SSPT Coordinator to review the need for any initial special education evaluations on a bi-monthly basis. <p>Our year-long professional development plan will place an emphasis on providing professional development to all staff in order to truly support meeting the needs of all learners, including students with disabilities. Throughout the school year, professional development will be led by different educational partners, including our Instructional Coaches, School Site/District Administrators, Special Education Administrator, Program Specialist, and Teachers. Our PD workshops will focus on delivering strategies and tools our teachers need in order to make the core curriculum accessible to all students, with attention to the unique needs of students with disabilities. As a result of ongoing training and staff development, TAS teachers and support staff will have the knowledge and tools they need in order to respond effectively to the needs of students with disabilities. Some of the professional development topics for this school year are:</p> <ul style="list-style-type: none"> - Special Education 101 - Accommodations vs. Modifications - Meeting the Needs of Students with Disabilities - Effective Instructional Strategies - Strategies to Enhance Access - Data Analysis - Co-Planning & Co-Teaching - ELA and Math support <p>There will also be weekly collaborative meetings between RSTs and general education teachers to support with implementing accommodations within ELA and Math lessons to provide appropriate academic and behavioral</p>	<p><input checked="" type="checkbox"/> Fully Implemented</p> <p><input type="checkbox"/> Partially Implemented</p>	<p>TAS received an ORANGE Performance Level for Chronic Absenteeism, ELA and Math Academic Indicators; and a GREEN Performance Level for Suspension Rate Indicator for SWD, on the 2023 CA School Dashboard. This year, we hired an Inclusion Coach, a newly created position aimed at bolstering support for both General Education and Special Education teachers in middle school. This role is particularly focused on utilizing student Snapshots provided to all teachers at the beginning of the year for each student with an Individualized Education Program (IEP), classrooms observations, and content level department meetings to deliver academic coaching support. While we planned for 3 Resource Specialist Teacher (RST) positions at the elementary level and 2 RSTs at the middle school level, due to a midyear resignation and maternity leaves, we are currently operating with 1 agency employee (CCE) and support from 1 teacher to assist in staffing our RST positions.</p> <p>Our ongoing strategy includes weekly meetings involving RSTs, Program Specialists, LAS and other related service providers, the principal, and the Director of Access, Equity, and Compliance (DAEC) who oversees the special education department. These meetings are crucial for maintaining compliance, reviewing our calendar, and discussing strategies. They provide an opportunity to review, analyze, and discuss various aspects of our program, ensuring a cohesive and effective approach to special education.</p> <p>Administrator Training All TAS administrators: 504s and Welligent with Cross Country All TAS administrators: MTSS with Cross Country</p> <p>All staff training: Special Education & IEP Basics Interventions vs Accommodations vs Modifications Special Education Staff Training: Accommodations & PowerSchool Supporting General Education Teachers</p>	<p>\$1,667,464.00</p>	<p>\$970,520.00</p>	<p><input type="checkbox"/></p>
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implementing accommodations within ELA and Math lessons, to provide appropriate academic and behavioral accommodations and support in the classroom, to plan and prepare for effective co-teaching, and to analyze data. For SWD who are falling behind or off track, RSTs will work with general education teachers to develop a plan to bring them up to being on track. Teachers will set goals with students and monitor those goals weekly through check-ins with the students. These check-ins will be used as an opportunity for our general education and special education teachers to re-teach lessons, review assignments, provide academic strategies students can use to access the curriculum and to ensure incremental growth towards goals.

The collaborative meeting time between RSTs, general education teachers, program specialist, inclusion coach and Director of Access, Equity and Compliance will also serve as an opportunity for teachers to receive small group professional development, based on need and to ensure that they are amply prepared to support our students in ELA and Math using best instructional practices. RSTs and related service providers will also provide grade level/school level PD throughout the year to support the school staff with questions they might have concerning supporting SWDs in class.

An inclusion coach will be hired to support general education, special education teachers and the ELD Coach as well as SWDs and EL students inside and outside of the classroom by modeling ELA and Math lessons, planning with teachers, providing small group instruction to SWDs and EL students and having ongoing check-in meetings with general education and special education teachers, site administrators, Director of Access, Equity and Compliance, Program Specialist and the ELD Coach to review what is working and what is not. The Inclusion Coach will provide professional development to provide teachers with ELA and Math strategies that can be used in the classroom and at home.

TAS has also hired an attendance clerk and a parent engagement coordinator who will make calls, send letters, and work with parents on the importance of regular attendance. Site administrators will make home visits when necessary and utilize the SSPT process to engage all educational partners in plans of action to support SWD higher attendance rates throughout the school year.

The Director of Access, Equity and Compliance (DAEC) will oversee the SPED departments as the Special Education Administrator and will ensure accurate compliance as well as effective instruction is implemented to support staff and students. The DAEC will work with the Site administrators and Program Specialists to set compliance and academic goals for the year and will schedule ongoing meetings with the RSTs, Program Specialist, Inclusion Coach, and related service providers to ensure forward movement towards goal achievement, accurate compliance, and plan professional development.

District resources such as bulletins, COP meetings, COP Directors, Coordinators and Tier I leads, Administrative Analysts, as well as the various training offered by the District and the training hub have been extremely useful and will continue to be used to support staff and students.

As an Option 3 school, our network of support through the COP will provide us with opportunities to consult with various District support personnel to assist us with handling challenging cases, changing the placement of students, connecting us with other charter schools, and gaining access to District support and services.

The Charter Operated Programs (COP) Coordinating Council Meetings will allow us to hear about and share best practices that are occurring across other schools, gain access to presentations that can be replicated for staff development, and data is reviewed that allows schools to see how other schools are supporting students with special needs, and mental health and behavioral supports are provided to assist us.

The LAUSD Division of Special Education bulletins serve as a great resource to our charter school and provide us with valuable information to ensure that we know and understand any important policy changes. In particular, this school year, we have reviewed bulletins related to 504s, Curriculum and Assessment for Students Participating on the Alternate Curriculum, and Guidelines for IEP Teams on the Reclassification Procedures for English Learners with Disabilities and we will continue to use these bulletins to help guide our work.

In addition to the Division of Special Education Bulletins, the Charter Digest provided by the COP provides timely information to assist in various areas of special education such as Welligent, Calpads, and IEP pages. In addition, the outreach emails from the COP is another resource that assisted us with completing the Special Education Self-Review Checklist, and ensuring that we worked to accurately reflect our service minutes.

In efforts to monitor IEP compliance related to IEP timelines, services, accommodations and/or modifications, the Program Specialist, Student Services Coordinator and the Administrator of Special Education (Director of Access, Equity and Compliance) will hold weekly meetings with all Resource Teachers and site leadership. During these meetings, the 200 and 300 Welligent reports will be reviewed in order to provide support for remaining in compliance and identifying next steps for any non-compliance issues that may have surfaced. A "Key Caseload" calendar will also be created, updated throughout the year and shared with case managers, our Special Education Administrator, our Program Specialist, Site leadership and our Student Services Coordinator in order to ensure IEPs are scheduled and held in advance of the IEP due date. Having access to internal calendars is crucial to ensuring IEPs are held in a timely manner and include all necessary participants.

Not Implemented

2	Goal Description	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.	State Priority Addressed		
	Goal Explanation		Continue to provide robust professional learning opportunities for teachers, leadership and administrators to improve the delivery of instruction, build capacity and improve overall staff retention.	Expenditure Update	
				<input checked="" type="checkbox"/>	1. Basic Services
			<input checked="" type="checkbox"/>	2. Implementation of State Standards	
			<input type="checkbox"/>	3. Parent Involvement	
			<input checked="" type="checkbox"/>	4. Student Achievement	<input type="checkbox"/>
			<input type="checkbox"/>	5. Student Engagement	First Interim
			<input type="checkbox"/>	6. School Climate	<input checked="" type="checkbox"/>
			<input type="checkbox"/>	7. Course Access	December 31, 2023
			<input type="checkbox"/>	8. Student Outcomes	Second Interim
					Other

#	Action Title	Action Description	Implementation Level	Overall Implementation Action & Substantive Difference	Total Funds Budgeted	Mid-year Expenditures	Contributing
		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. To prepare for the upcoming school year, teachers will participate in 5 days of intensive summer professional development focusing on evidence-based strategies to improve student outcomes. New teachers to TAS participate in an additional 5 days of training during the summer. 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. Organization-wide areas of focus for PD include: <ul style="list-style-type: none"> • Goal setting & feedback • Assessment as feedback • C3 Coaching; and Teacher Effectiveness Framework • Student dialogue & student feedback 	<input checked="" type="checkbox"/> Fully Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented	TAS provides its teachers and leadership with robust professional development designed to address student and teacher needs, schoolwide priorities, in addition to build teacher capacity. We provide our teachers with instructional coaching, observations, and feedback cycle, and monitoring of student progress towards mastery of standards. Yearlong scope and sequence professional development focuses on formative assessment in math, ELA, writing across the curriculum, strategic planning, and metacognition. The five curriculum summer institute days included data analysis, goal setting, science of reading and			

1	Professional Development	<p>STUDENT DIALOGUE & STUDENT FEEDBACK</p> <p>Areas of focus for schoolwide professional learning:</p> <ul style="list-style-type: none"> • Conceptual mathematics • Math Standards & Domain Specific PD • Leveraging & Collaborative Culture • Assessment as feedback: analyzing student work and use of i-Ready • Providing differentiated supports in lessons for SWD & ELs • dELD supports • Academic Outcome: K-2 Continuation Science of Reading • Gr 3-8: Morphology training • Gr K-8 Reading Nonfiction texts • Backwards planning • PBIS) <p>Teachers will receive ongoing coaching from the:</p> <ul style="list-style-type: none"> • ELA/ELD Instructional Coach • Math Instructional Coach • SPED Inclusion Coach <p>The Director of Elementary Education will provide administrative coaching, support new teachers, and provide professional development for teachers on discipline and classroom management.</p> <p>To support teacher effectiveness and credential clearance, TAS will reimburse teacher induction expenses.</p>		<p>data analysis, goalsetting, science of reading and PBIS.</p> <p>Grade level and department meetings occur every other week with a focus on a review of student work and designing next steps for instruction.</p> <p>Middle School teachers receive coaching from our math and literacy coaches, while elementary teachers receive coaching from the Assistant Principal and Principal.</p>	\$800,527.00	\$336,733.00	☑
2	Strengthening English Learner (EL) Program & Services	<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 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>	<p><input checked="" type="checkbox"/> Fully Implemented</p> <p><input type="checkbox"/> Partially Implemented</p> <p><input type="checkbox"/> Not Implemented</p>	<p>TAS received a GREEN Performance level for the ELPI Indicator; and an YELLOW Performance Level for the ELA and Math Academic Indicator on the 2023 CA School Dashboard.</p> <p>TAS provides its ELs with designated and integrated ELD using the Wonders Curriculum for TK-5; and Language Live for grades 6-8. This year we were unable to fill the ELD Instructional Coach position. We hired Full-time ELD teachers for the middle school (grades 6-8); and contracted with Hey Tutors to provide small group language instruction for ELs in TK-8. We added Math Intervention courses to the middle school master schedule to support ELs struggling with mathematics.</p>	\$135,585.00	\$0.00	☑
3	Core Curricular Program Needs	<p>The Accelerated School will purchase the following standards aligned curriculum and consumables:</p> <ul style="list-style-type: none"> • Ready Math • IMSE (online license) • Vista - Spanish (online license) • Language Live (online license) 	<p><input checked="" type="checkbox"/> Fully Implemented</p> <p><input type="checkbox"/> Partially Implemented</p> <p><input type="checkbox"/> Not Implemented</p>	<p>TAS provides all students with access to standards-aligned curriculum and instructional materials including supplemental online applications. TAS makes annual purchases to ensure adequate inventory of curriculum and consumables.</p>	\$52,320.00	\$56,745.00	☐
		<p>The Accelerated School IT Team will ensure all students are equipped with a technology device to access instructional & supplemental materials, testing; and will continue to utilize Zoom for virtual meetings.</p>	<p><input checked="" type="checkbox"/> Fully Implemented</p> <p><input type="checkbox"/> Partially Implemented</p>	<p>All students have access to a technology device which they can take home to access curricular, instructional, and supplemental online platforms. The IT Team ensures devices are maintained, and updated for student and staff use including state testing.</p>			

4	Closing the Digital Divide	<input checked="" type="checkbox"/> Partially Implemented	\$298,869.00	\$72,570.00	<input type="checkbox"/>
		<input type="checkbox"/> Not Implemented			

3	Goal Description	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.	State Priority Addressed		
			<input checked="" type="checkbox"/> 1. Basic Services		
			<input type="checkbox"/> 2. Implementation of State Standards		
			<input checked="" type="checkbox"/> 3. Parent Involvement		
	Goal Explanation	There is a need to further strengthen home-school collaboration to improve overall student outcomes, including attendance and academic achievement.	<input type="checkbox"/> 4. Student Achievement	Expenditure Update	
			<input type="checkbox"/> 5. Student Engagement	<input type="checkbox"/>	First Interim
			<input checked="" type="checkbox"/> 6. School Climate	<input checked="" type="checkbox"/>	December 31, 2023
			<input type="checkbox"/> 7. Course Access	<input type="checkbox"/>	Second Interim
		<input type="checkbox"/> 8. Student Outcomes	<input type="checkbox"/>	Other	

#	Action Title	Action Description	Implementation Level	Overall Implementation Action & Substantive Difference	Total Funds Budgeted	Mid-year Expenditures	Contributing
1	Promoting Positive School Climate, Student Engagement & Safe Learning Environment	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. 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: <ul style="list-style-type: none"> • Campus Aides for supervision • Security Guard • Raptor Security, RFIDs – visitor software monitoring • Panorama school climate surveys • School Nurse – health screenings (vision, hearing, etc.) • Host schoolwide events including dance • Spirit Day Fridays • Athletic Director and Students Services – to lead lunch time and after-school sports program. Field Trips and extended learning opportunities allow for students to learn standards through real world experiences. Students will have opportunities to participate in Outdoor Education programs; and field trips to colleges & universities. 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.	<input checked="" type="checkbox"/> Fully Implemented	TAS provides students with learning opportunities outside of the classroom through field trips. The Activity & Sports Coordinator provides sports tournaments during lunch, runs the student store, and mentors students. This year our Dean of Culture has been assigned to a student leadership class that hosts activities, assemblies, spirit weeks, and weekly student messages. TAS' campus aides, security guard, and nurse ensure safety for students. TAS will administer the Panorama school climate survey to students, staff and parents in the Spring 2024. TAS has reviewed and revised its Comprehensive School Safety Plan in conjunction with the safety plan of the organization which has been presented staffwide.	\$627,249.00	\$340,159.00	<input checked="" type="checkbox"/>
			<input type="checkbox"/> Partially Implemented				
			<input type="checkbox"/> Not Implemented				
2	Parent Input in Decision-making	Parent input in decision-making will take place through the following committees (that includes parents representing Unduplicated Pupils (UP) and Students with Disabilities (SWD)). <ul style="list-style-type: none"> • English Language Advisory Committee (ELAC), DELAC, EL-PAC, per CA EC 52062(a)(2) • Parent Advisory Committee (PAC) per CA EC 52062(a)(1) 	<input checked="" type="checkbox"/> Fully Implemented	TAS solicits input in decision-making with the following parent committees: PAC, and ELAC.	\$0.00	\$0.00	<input type="checkbox"/>
			<input type="checkbox"/> Partially Implemented				
			<input type="checkbox"/> Not Implemented				

<p>3</p>	<p>Opportunities provided to support Parent Engagement & Participation</p>	<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) and City of Angels 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"> • Abriendo Puertas (early childhood classes) • Math • Reading • Understanding i-Ready reports • SEL • Attendance. <p>The Leadership Team will continue to host:</p> <ul style="list-style-type: none"> • Coffee with the Principal • Family Book Mobile • Family/Community classes <p>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.</p>	<p><input checked="" type="checkbox"/> Fully Implemented</p> <p><input type="checkbox"/> Partially Implemented</p> <p><input type="checkbox"/> Not Implemented</p>	<p>This action has been fully implemented. With the support of our Family Engagement Coordinator and partnerships with Abriendo Puertas and PIQE, we’ve expanded learning opportunities for parents through parent education workshops in various topics including literacy, and technology. Parents also have access to the City of Angels’ online workshops.</p> <p>The leadership team holds monthly coffee with the principal meetings to discuss school wide data, programs, culture and safety.</p>	<p>\$92,635.00</p>	<p>\$54,685.00</p>	<p><input checked="" type="checkbox"/></p>
<p>4</p>	<p>Maintaining Safe & Clean School Facilities</p>	<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>	<p><input checked="" type="checkbox"/> Fully Implemented</p> <p><input type="checkbox"/> Partially Implemented</p> <p><input type="checkbox"/> Not Implemented</p>	<p>TAS administers the FIT Report annually and the results are reported on the school’s LCAP, SARC, and Local Indicators Report.</p> <p>All repairs continue to be made in a timely manner as identified through our Facility Inspection Tool.</p>	<p>\$331,324.00</p>	<p>\$299,221.00</p>	<p><input type="checkbox"/></p>

LCFF Budget Overview for Parents Mid-year Update: TAS		
Expenditures for High Needs Students in the 2023-24 School Year	2023-24 Adopted Budget	Projected Actual 2023-24
Total LCFF funds	\$10,138,797.00	\$10,238,084.00
LCFF supplemental & concentration grants	\$2,878,569.00	\$2,905,471.00
All other state funds	\$1,192,893.00	\$1,127,803.00
All local funds	\$975,317.00	\$1,059,759.00
All federal funds	\$997,540.00	\$1,706,793.00
Total Projected Revenue	\$13,304,547.00	\$14,132,439.00
Total Budgeted Expenditures for the 2023-24 School Year	2023-24 Adopted Budget	Projected Actual 2023-24
Total Budgeted General Fund Expenditures	\$15,134,662.00	\$16,314,591.00
Total Budgeted Expenditures in the LCAP	\$10,470,420.00	\$11,619,250.00
Total Budgeted Expenditures for High Needs Students in the LCAP	\$3,116,069.00	\$3,116,069.00
Expenditures not in the LCAP	\$4,664,242.00	\$4,695,341.00