# 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 |
|---|---|---|
| The Accelerated School | Kim Clerx, Principal | kclerx@accelerated.org<br>323.235.6343 |

# Plan Summary 2024-25

# General Information

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

**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.

The Accelerated School (TAS) established in 1994 and 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 745 students in grades TK-8 that include the following demographics: 99% Hispanic, 1% White, 37% English Learners; 0.3% Foster Youth; 12% Students with Disabilities (SWD), and 98% Socioeconomically Disadvantaged.

This school year, our focus shifted to the following schoolwide priorities:

1. Quality Tier 1 instruction: through Strategic Planning (Connecting to District Priority): How are we using unit planning to adjust curriculum to support students to master standards?
2. Assessment *as Feedback to Me through MTSS (Connecting to District Priority 2):* When students at all levels aren't achieving their goals, how are we differentiating to meet their needs?
3. Culture *of Equity:* How are we fostering belonging and supporting our school community in development of their identities?

The key features of the Accelerated School (TAS) educational program are its focus on evidence-based strategies of:

*a. Learning Outcomes and Success Criteria, Goal Setting and Progress Monitoring*

This is our 4th year continuing to build on the evidence-based practices as outlined in the research of John Hattie that have demonstrated accelerated learning more than a typical year's growth. Our focus has been on all teachers engaging in work around setting Learning Outcomes,

Success Criteria, Goals and Progress Monitoring. The decision to focus on Learning Outcomes, Success Criteria, Goals and Progress Monitoring is connected to Hattie's practice for teachers to use "Assessment as Feedback'' for students' day-to-day performance in lessons, participation, use of dialogue, and achievement on their assessments, as implications for their own instruction.

For the 2023-2024 school year, TAS is focused on formative assessment to analyze students' level of understanding for lessons. Teachers collect information on student learning through exit tickets, checklists, and checks for understanding (fist to five, thumb up/thumb down, self-assessment rubric).

Goal Setting is an ongoing process for students in each class K-8. Students work with their teachers to identify where they are and where they are going based on their performance on district diagnostic assessments. They work collaboratively with their teacher to brainstorm strategies on how they can accomplish these goals. Parents meet with teachers three times a year to review the goals set by students and the path needed to accomplish this goal.

### b. Student Dialogue and Discussion rather than Teacher Monologue

Since the 2019-2020 school year, The Accelerated School's school-wide initiatives focused on building on the research of John Hattie and the belief that classroom dialogue is one of the highest leverage classroom practices to accelerate student learning beyond one year's growth in one year's time. This year, we have continued this focus on our school-wide classroom dialogue practices. Our focus is on students' ability to explain their thinking and how they solved problems. Teachers utilize cooperative groups, small-group dialogue, think-pair-share, number talks, Math Language Routines, and other student dialogue strategies to increase student engagement in cognitive learning and expand students' metacognition.

### c. Focus on Collective Teacher Efficacy

Accelerated uses PLCs as a method of teacher learning during Professional Development. Teachers meet in cross grade level groups once a month to do more learning about a topic. For the 2023-2024 school year, teachers are in PLC groups that focus on our three school-wide strategy foci for the year: writing, metacognition, and formative assessments (exit tickets). In these groups, teachers assess school needs, develop an inquiry question, collect data, reflect on data, and make decisions – all with learning in mind.

In addition, TAS has bi-weekly grade level and department collaboration in which the teachers analyze data, develop, and evaluate curriculum, reflect on instruction, and track student progress. This discussion centers around our three strategy foci for the 2023-2024 school year: writing, metacognition, and formative assessments. Teachers bring artifacts to grade level/department collaboration meetings to discuss best practices and determine next steps as a grade level or department.

### d. Supporting Teachers to Deliver Quality Instruction through a School-Wide Coaching Model

Beyond instructional strategies that support our best learning, Accelerated believes that supporting teachers to be their best enables students to learn their best and as such, we have shifted our practice to reflect a feedback-based model that supports all teachers through coaching, goal setting, and weekly observations. Our coaching model is founded in the belief that teachers and administrators are all learners growing together to support high-leverage, evidence-based strategies and practices that will accelerate student learning. The coaching model begins with administrators who participate in monthly professional development delivered by the executive team and the Chief Executive Officer. Administrators also work directly with unassigned coach outside of the organization to support personal growth. Using this professional development and coaching, administrators then observe and support teachers, participating in co-planning of lessons, modeling, coaching, and

goal setting on a regular basis.  Progress is logged on our adopted platform, School Mint Grow, where teachers receive immediate feedback and can track their progress. To support school-wide ownership of learning across departments and grade levels, Collaborative Learning Rounds (CLR) are a practice Accelerated continues to utilize, where teachers, administrators, directors, and executive level employees work collaboratively to observe teachers, find patterns across classrooms, and determine next steps for teachers at the classroom level, and the school site through professional development. Site and District Professional Development Days (Mondays and select Pupil Free Days) are generally used to provide professional development that is centered around data, CLR feedback, and teachers' growth areas identified.

**e.  *Targeted Tier 2 & 3 Intervention Block:  Growl for GOLD*** is our Tier 2 literacy and math instruction block that occurs four times per week in all K-5 classes and for specific students Middle School Students (4x a week). GOLD stands for Growing Ownership in Literacy Development however due to our success in 22-23, TAS has expanded this model to mathematics. During this time, which is 60 minutes in K-5 classes and 90 minutes in 6-8, students are receiving personalized instruction at their level. Here are the key processes of our small group differentiated model:

The Accelerated School (TAS) is not eligible for Equity Multiplier funds.

The Accelerated School has developed a one-year 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

# Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

The following chart reflects The Accelerated School's 2023 CA School Dashboard performance by indicator and student group.

| Student Group | English Learner Progress | Chronic Absenteeism | Suspension Rate | Graduation Rate | English Language Arts | Mathematics |
|---|---|---|---|---|---|---|
| All Students | N/A | Yellow | Blue | N/A | Yellow | Yellow |
| English Learners | Green | Yellow | Blue | N/A | Yellow | Yellow |
| Foster Youth | N/A | -- | -- | N/A | -- | -- |
| Socioeconomically Disadvantaged | N/A | Yellow | Blue | N/A | Yellow | Yellow |
| Students with Disabilities | N/A | Orange | Green | N/A | Orange | Orange |
| African American | N/A | -- | -- | N/A | -- | -- |
| Hispanic | N/A | Yellow | Blue | N/A | Yellow | Yellow |
| White | N/A | -- | -- | N/A | -- | -- |

**English Learner Progress Indicator**: To improve English Learner progress, TAS has shifted to a more systematic structure to implement the designated ELD program with fidelity and using the various assessment data to inform lesson planning and delivery. Our middle school ELD program shifted in 2022-2023 with a new curriculum that provided a more focused approach to language instruction. In elementary, all TK-5 teachers have been trained in the science of reading through the Institute of Multisensory Education which supports our students' phonics and vocabulary development.

**ELA Academic Indicator:**  Overall, TAS has continued to show growth on the DFS with a 22.3-point increase from last year's performance.  This indicates TAS' commitment to overall improvement and shows that our areas of focus are contributing to our success.

In 2023-2024, TAS ES and TAS MS have a continued focus on high quality instruction and effective systems that support success in ELA for all students across K-8.  Specifically:

1. School-Wide Focus on Tier 2 Reading Instruction (expansion from last year's focus in grades K-2, now includes grades 3-8).
2. Focus on Writing and Reading in school-wide areas of instructional focus.
3. Continuation and Refinement of regular Grade Level and Department Meetings.

| 2022-23 ELA CAASPP ||
|---|---|
| **Student Group** | **DFS** |
| All Students | -37.1 |
| Hispanic | -37.4 |
| EL | -65.3 |
| SED | -36.5 |
| SWD | -87 |

4. Increased Special Education focus through the hiring of an inclusion coach, and the restructuring of one of the Assistant Principals' roles to add a SPED focus.
5. Focus on structured planning through development of Unit Plans.
6. Analysis of vertical alignment of ELA standards across the grades to adjust scope and sequence
7. Peer Feedback and Collaboration.
8. Grade Level Release Days Focused on Data Analysis and Team Building.
9. Continuation of the PLC Model of Collaboration through Teacher Instructional Leadership Teams as well as a PLC Inquiry Model of Professional Development

In response to our California Dashboard performance, TAS has taken several steps to ensure a continuation of growth and to address the needs identified in our Dashboard.

**Focus on Writing, Metacognition, and Formative assessment**: In the Summer of 2023, TAS Leadership gathered with the Teacher Instructional Leadership team for a day-long retreat to look at end-of-year internal data and determine our school-wide areas of instructional focus. When looking at this data, administrators and teachers determined that an aligned focus across K-8 was essential for cohesion and continuing to grow. The teams determined 3 areas of instructional focus: writing, metacognition, and formative assessment. When looking at our California Dashboard, these three areas of instructional focus will address the needs of students in both mathematics and ELA. A focus on writing will ensure that students are able to make sense of prompts and information and will be able to write to these prompts. With a focus on metacognition, students will be able to explain their process for problem solving. We know this will support students' critical thinking skills and their ability to provide evidence of their thinking. We believe that students' ability to think through a process and be able to explain their process, will support their development as mathematical thinkers. Lastly, a focus on formative assessment builds on "Assessment as Feedback to Me" ensuring that teachers are using formative assessment to adjust instruction and respond when students do not grasp Tier 1 concepts. This ensures that students are getting what they need when they need it, and that teachers are using formative assessments to guide their ability to provide each student with what they need.

**Strengthening Planning for High Quality Tier 1 Instruction**: Continuing to refine Tier 1 instruction and supporting teachers to develop highly rigorous and culturally responsive plans is essential for student growth and as such, we have focused on supporting teachers to build Units Plans that incorporate various elements of evidence-based instruction. The Unit Plans teachers are building include complex and rigorous texts, evidence of differentiation and scaffolding, daily writing, formative assessment, and opportunities for metacognition. We have utilized our pupil free days as well as provided grade level release days for teachers to be able to dedicate time to these plans, which they will continue to refine in the 2024-2025 school year. In the 2022-2023 school year, we continued our practice of lesson study for grade levels, however we have refined this in the 2023-2024 school year to use grade level release days and retreats to build team cohesion as well as focus more on data and unit planning vs. lesson study. We believe this will have a stronger impact on effective Tier 1 instruction.

**Expanding Tier 2 Intervention Model and Strategic Focus on Key Grade Levels**: Refining our intervention model in the 2022-2023 school year proved to be highly successful, especially for students in grades K-3 where our model was highly systematized. As such, this school year, we have focused on extending this systematic model (Growl for GOLD) to grades 4-8. Last year, grades 4-5 participated in our intervention model and provided Tier 2 interventions, but we have expanded that to be more systematic, where teachers in these grades have a specialized hour in

the day dedicated solely to Tier 2 Intervention where reading tutors and our reading interventionist push into classes to provide Tier 2 reading intervention alongside the classroom teacher.  Math intervention is also included in Growl for GOLD where there is space, otherwise students are pulled out for math intervention.  In response to our dashboard and internal data, our reading interventionist provides specialized support to 2nd grade.  We noted an internal data trend that the transition from 2nd to 3rd grade is challenging for students, and although students may have shown success in reading in K-1, they begin to dip in grades 2 and 3.  We have responded to this data with a strategic focus on grade 2 by having our reading interventionist collaborate and plan with grade 2 teachers.

**Attending to Vocabulary Development in Grades 4-5**: Lastly, to ensure we were meeting the needs of all learners and specifically our English Learners, TAS expanded our training in Orton Gillingham to include teachers in grades 4-5.  4th and 5th grade teachers were trained in morphology in response to our students' demonstrating a need in their vocabulary development to support reading comprehension.

**Focus on Special Education**: In response to the low performance of our students with disabilities as indicated on the dashboard, TAS has focused on restructuring the role of one of the three Assistant Principals to have a narrowed focus on cohesion with our Special Education department.  The Assistant Principal meets regularly with Special Education Teachers, the Direction of Equity, Access, and Inclusion, and the Program Specialist.  The Assistant Principal supports more effective collaboration between Special Education and General Education teachers through support with planning and assessment.

Middle School

**Root Cause Analysis:** A root cause analysis of growth in ELA indicates that our progress toward the standard in grades 6-8 was due to an increased focus on high quality and rigorous tier I instruction across disciplines, specifically focused on evidence-based practices such as close reading, student dialogue, and annotation strategies. We also introduced consistent department meetings (for Math, ELA, Science, and History) focused on planning and evidence-based strategies to support teacher professional learning. These department teams-built vision statements to guide our work and set instructional goals. The consistent structure and team building had a positive impact on teacher practice and collaboration. Additionally, professional development for the middle school team moved away from one-off sessions to an ongoing Inquiry PLC structure, with teachers investigating strategies and collaborating to build their capacity to help students grow in key choice areas. We also introduced a project/unit planning structure to help teachers backwards plan using our curriculum on the Summit Learning Platform. (say more).

**Focus on Tier 2 and 3 Instruction:** Although we made growth last year toward the standard, we were also able to identify focus areas for the 2023-24 school year. Our assessment data (NWEA Reading) revealed that about 20% of students were reading far below grade level and needed additional intervention to fully engage with grade level content. In the 2022-23 school year, we developed a partnership with Hey Tutor to engage additional academic tutors to support our students during the school day. We identified students and classes that would benefit from an additional adult to support small group instruction and individual student needs within the classroom. Through this pilot of the partnership last Spring, we learned that tutors were more effective when they were directly paired with one teacher, so that they could build routines and trust to support students effectively. We used anecdotal data from teachers, students, and tutors, along with academic progress from students to come to this conclusion. We also found that tutoring was more effective when we had tutors engage with specific intervention groups, rather than just offering general support to a class. Consequently, we shaped the tutoring structure this year based on the learning from last Spring.  This year we moved forward with a model for Reading Intervention targeting the students below the 20th percentile to offer direct support with either foundational reading and decoding skills, fluency, or vocabulary and comprehension. We assessed all middle school students who scored below the 20th percentile on the Fall NWEA Reading test to understand their barriers in reading and grouped them by the phonics or reading skills that they need to develop. We trained all tutors in the Science of Reading (Orton Gillingham) to provide phonics intervention. These intervention

groups take place during our Self-Directed Learning & Mentorship block so that students are not missing core content or electives. This fall, 77% of students in a reading intervention group demonstrated growth in Reading from August to December as measured with NWEA assessment, and we anticipate this growth to increase as students gain phonemic awareness.

In addition to strengthening our support for Tier 2 and 3 interventions, we also analyzed our Tier 1 literacy instruction and curriculum for trends and gaps. We found that we needed to increase teacher capacity to teach literacy skills outside of our ELA classes, and to adjust our ELA scope and sequence to provide students with more opportunities to build reading and writing stamina. Several of our teachers participated in the WestED Reading Apprenticeship Professional Development this fall to build capacity to support close reading and annotation of rigorous texts. Science and History teachers participated in this professional learning to bring more literacy instruction across disciplines.

**Next Steps:**

**Building Teacher Capacity for Strategic Planning:** For the remainder of this year and in the 2024-25 school year, we will continue to build teacher capacity for Unit and Project planning through a backwards planning model. Through this strategic planning, we will continue to develop and adjust our curriculum and teacher capacity to provide students with opportunities to build reading stamina (increasing the number of novels that students are reading, scaffolding strategies for unpacking rigorous texts, and adjusting content for relatability).

**Strengthening Structures for Intervention and Differentiation:** We are seeing success with our model for intervention for the 24-25 school year and would like to continue to develop this programing to support foundational reading (and math) skills in conjunction with grade level content. This involves training our staff to support the intervention and making schedule shifts to support small group intervention time.

**Math Academic Indicator:** This year, TAS has continued to focus on high quality instruction and effective systems that support success in Mathematics for all students. Specifically:

1. Continued School-Wide Focus on Tier 2 Math Intervention/
2. Continuation and Refinement of regular Grade Level and Department Meetings.
3. Increased Special Education focus through the hiring of an inclusion coach, and the restructuring of one of the Assistant Principals' roles to add a SPED focus.
4. Focus on structured planning.
5. Analysis of vertical alignment of Math standards across the grades to adjust scope and sequence.
6. Peer Feedback and Collaboration.
7. Grade Level Release Days Focused on Data Analysis and Team Building.
8. Continued Math Professional Development either in iReady or the Whole Student Math Initiative

| 2022-23 Math CAASPP | |
| --- | --- |
| **Student Group** | **DFS** |
| All Students | -68.6 |
| Hispanic | -68.6 |
| EL | -93.2 |
| SED | -67.7 |
| SWD | -98.9 |

In response to our California Dashboard performance, TAS has taken several steps to ensure a continuation of growth and to address the needs identified in our Dashboard.

**Tier 1 Instruction Refinement and Support with PD**: In the 2023-2024 school year TAS has partnered with iReady to provide monthly professional development open to all teachers. Recognizing that in 2022-2023 teachers struggled to implement our supplemental math program, iReady, we partnered with iReady to deliver custom PD. We utilize surveys of teachers, classroom observation, diagnostic data and

dialogue with teachers to determine the content of each PD so that it is differentiated. Each PD is also accompanied by day-long observations, coaching, feedback, and one-on-one sessions with iReady curriculum specialists for teachers and administrators. The PD sessions take place after school hours and is voluntary, however, almost all elementary teachers have attended these optional PDs.

**Expanding Tier 2 Intervention Model and Strategic Focus on Key Grade Levels**: In 2022-2023, TAS focused on refining the intervention block to ensure that all students were receiving Tier 1 supports. In 2023-2024, we have expanded our math support in Tier 2. We hired a permanent instructional aide who works alongside our Math Interventionist to deliver Tier 2 intervention. We have also added additional math tutors through our partnership with Hey Tutor.

In response to our dashboard as well as our internal data, grades 3 and 4 are receiving specialized support this year from our math interventionist. Teachers in these grade levels collaborate and plan regularly with our math interventionist to provide Tier 2 intervention. At least 3 days a week in grade 3, the math interventionist also pushes in during Tier 1 instruction in mathematics to support with scaffolding, differentiation, and rigor.

**Focus on Special Education**: In response to the low performance of our students with disabilities as indicated on the dashboard, TAS has focused on restructuring the role of one of the three Assistant Principals to have a narrowed focus on cohesion with our Special Education department. The Assistant Principal meets regularly with Special Education Teachers, the Direction of Equity, Access, and Inclusion, and the Program Specialist. The Assistant Principal supports more effective collaboration between Special Education and General Education teachers through support with planning and assessment.

**Middle School Math: Root Cause Analysis:**

**Building Teacher Capacity for High Quality Tier 1 Instruction:** TAS Middle School students have demonstrated above average growth in Math (according to the NWEA MAP Math Assessment) and are narrowing the distance from standard based on the CAASPP Assessment. This growth can be attributed to an increase in Math department collaboration and cohesion. The middle school Math team met regularly in the 2022-23 school year to develop a Math department vision, set goals, collaborate on progress, engage in a Lesson Study cycle, and participate in a pilot professional learning opportunity offered by Gradient Learning (a curricular platform partner) called the Whole Student Math Initiative. Through this collaboration and professional learning, Math teachers have built their individual and collective capacity to engage students with the Illustrative Math curriculum, build Math Language Routines, and develop students' identities as mathematicians.

In addition to the professional development for Math teachers, we were also able to stabilize our Math team after having multiple teachers out on leave or transitioning in/out. Teacher retention has played a major role in being able to build capacity and trust among the math team to increase collective effectiveness.

**Tier 2 and 3 Intervention and Support:** In addition to Tier 1 instruction, in 2022-23 we strengthened our Math interventions to expand our "GROWL for GOLD" Elementary model to include Middle School Mathematics. In the spring of 2023, our Math Intervention TOSA led math tutors in small group intervention for students who were below grade level in Math. These students were pulled out of classes throughout the day to receive additional math support, and the math tutors also worked directly with our math teachers to support learning within the classroom. From this pilot, we learned that tutoring was the most effective when tutors worked directly with a specific teacher throughout the day, and

when intervention pull outs were not disruptive to students' courses. At the end of the 2022-23 school year, we also assessed the effectiveness of our ENCORPS STEM tutoring program and determined that on-site tutoring/intervention and partnership with Math teachers was a more effective approach than the virtual STEM ENCORPS tutoring, thus shifting our resources toward in-person tutoring.

**Further Areas for Growth:** With a team of returning teachers for the 2023-24 school year, our team has been able to identify and work toward more impactful growth for its members and our students. One area of focus is using our curriculum with fidelity and building cohesive practices across grades. Relatedly, we found that internalization and unit planning was a need as teachers build their capacity to adjust and effectively use our Math curriculum. Additionally, as is common when we have students with varied needs and levels of math understanding in one classroom, we identified that we need to further develop our school-wide approach to balancing both remedial, foundational development of math skills and grade level math instruction.

**Next Steps:** In the spring of the 2022-23 school year, our Math team embarked on a pilot program called the Whole Student Math Initiative (WSMI) through Gradient Learning. This continues to be a priority and support for the 2023-24 school year and beyond. The WSMI focuses on building a math classroom centered around student voice and participation, with students taking on the cognitive lift to solve problems and explain their thinking. This remains the focus of our math teamwork, along with deepening our teachers' capacity to use the Illustrative Math Curriculum. We have and will continue to engage the team in this work through retreat days, regular department meetings, and a focus on curriculum internalization and backwards planning.

**Tier 2 and 3 Instruction:** For the 2023-24 school year, we have restructured our Math Intervention and course offerings for 7th and 8th grade. Math Intervention (spearheaded by our TOSA Math Intervention Teacher) for this year is focused on providing daily, small group support for 6th-8th students who are below the 40th percentile (on NWEA Assessment) during their Self-Directed Learning Class. Thus far, students receiving this support are showing more growth on Math NWEA than students not in intervention, so we will continue to build this intervention. Additionally, we added a 7th grade Math Intervention Course for students below the 20th percentile to receive even more math support. 7th grade was the target for this course because 2022-23 data showed the most need within our rising 7th graders. Lastly, we added an accelerated 8th grade math course for students who were performing in the top 40th percentile in 2022-23, a class that is being taught by our Math TOSA teacher. This allows for smaller classes for the rest of our 8th grade math classes, which thus far is accelerating growth for the entire 8th grade in Math (according to winter NWEA Math results). This is a model we will explore expanding for 6th and 7th grade if resources allow.

**Suspension Rate:** TAS has integrated Positive Behavioral Interventions and Supports (PBIS) as an evidence-based tiered framework for supporting *students*' behavioral, academic, social, emotional, and mental health. Our program focuses on social emotional competence, academic success, and school climate with the overall goal to create positive, predictable, equitable and safe learning environments where everyone thrives. Our schoolwide shift to PBIS includes implementing more restorative practices in response to behavior and alternative to a zero-tolerance suspension policy.

| 2022-23: Suspension | | |
|---|---|---|
| **Student Group** | **Total** | **Rate** |
| All Students | 4 | 0.5% |
| Hispanic | 4 | 0.5% |
| EL | 0 | 0.0% |
| SED | 4 | 0.5% |
| SWD | 1 | 0.9% |

Aligned with the PBIS training, the team facilitates professional development for staff and teachers, workshops for parents and classroom lessons for students, to begin introducing our co-constructed school wide behavior expectations. Monthly assemblies focus on celebrating students who are accelerating and improving in academics and daily attendance

# Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

The Accelerated School (TAS) is not eligible for Technical Assistance.

# 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.

The Accelerated School is not eligible for 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.

## Monitoring and Evaluating Effectiveness

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

Not applicable.

# Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

| Educational Partner(s) | Process for Engagement |
|---|---|
| Administrators, Principals | Monthly onsite meetings with Administrators and Principal and the Administrative Instructional Team; took place during the months of **January 2024- May 2024** where discussion took place on the LCAP Goals, metrics, actions, 2023 CA School Dashboard data, and local data; and improvement across the dashboard including yellow performance levels. <br><br> The feedback provided as part of the consultation process included: <br><br> • Continue with Attendance Committee and MTSS Team to improve overall student daily attendance and its impact on student academic performance as measured with iReady, and NWEA MAP assessments. <br> • Need to establish Teacher leads - designated teachers for data and curriculum mapping; focus on equity for belonging. <br> • Continuing home visits, attendance meetings, ensure collaboration between administrator's & attendance clerk (biweekly attendance reports) <br> • Continue to provide Instructional Coaches for ELA, Math, EL/ELD, and the Special Education Program. <br> • Continue to provide coaching for Principal and Assistant Principals; and coaching on organization-wide initiatives. |
| Teachers | During monthly onsite staff meetings with Teachers, the principal presented the 2023-24 LCAP goals, metrics, and actions, including the midyear update. In late **Spring 2024**, discussion took place on local data (iReady and NWEA MAP); and we solicited input for the 2024-25 LCAP. |

| | |
|---|---|
| | • Teachers provided feedback on the need for professional development on strengthening reading and math instruction, through extensive instructional coaching; and coaching on organization-wide initiatives. |
| Other School Personnel | • **March 2024**: Discussion took place onsite on schoolwide initiatives implemented and outlined in the 2023-24 LCAP; areas of strength and areas for growth in the 2024-25 school year. Feedback includes – the need to strengthen daily attendance schoolwide which impacts school culture and student academic outcomes.<br>• Classified staff were surveyed **April 2024**.<br>    o Feedback provided includes the need to continue to improve security/supervision schoolwide and improve systems to address chronic absenteeism issues. |
| Students | Discussions have been ongoing throughout the year, on school climate, behavior expectations, the need to improve student daily attendance, and to decline chronic absenteeism. Students were surveyed in **March 2024,** to solicit their input on the 2024-25 school year.<br><br>• Feedback provided includes the need to continue providing assemblies with a focus on celebrations of achievement and growth; improve the quality/selection of meals, increase after-school club choices, and increase the frequency of field trips. |
| Parent Advisory Committee (PAC) | All PAC meetings took place in-person.<br><br>• **1/12/24**: The PAC discussed December 2023 data and compared them to school/LCAP goals. The PAC discussed differences between reading and math scores, 2023 CA School Dashboard data, and celebrated the green performance level for the ELPI. Discussion took place on areas for growth in ELA and Math CAASPP (Academic Indicators); and strategies to further improve student outcomes in the 2024-25 school year.<br>    o Feedback provided: Need to support ELA and math growth: intervention, tutoring, tiered intervention.<br>• **2/9/24**: The PAC discussed student daily attendance, and chronic absenteeism since TAS received a Yellow Performance level on the 2023 Dashboard. An analysis of the root causes of student absences identified significant absences on rainy days. Then discussed steps to take to improve attendance on these days, and discussed the 2023-24 LCAP midyear Update: Goals, Actions, metrics.<br>    o Feedback provided includes the need to strengthen systems to improve overall daily attendance rates, because a decline of 20% attendance occurs during rainy days because families find it inconvenient to drive due to the impact on traffic.<br>• **4/12/24:** The PAC provided feedback on 2023-2024 LCAP goals and 2024-2025 LCAP goals, |

| | |
|---|---|
| | <ul><li>Feedback provided by the PAC identified the need to further strengthen math support with 6<sup>th</sup> and 7<sup>th</sup> grade, the need to continue social-emotional supports for students onsite; maintain high levels of academic intervention/tutoring, increase security; and would like to continue with offering sports.</li></ul><ul><li>**June 2024**: The completed LCAP was presented to the PAC for their review, discussion, and approval.<ul><li>Feedback provided by the PAC:</li></ul></li></ul> |
| ELAC, DELAC & EL-PAC | All ELAC, DELAC/EL-PAC meetings took place onsite.<br><br><ul><li>**2/1/24:** ELAC reviewed LCAP Goals, actions and discussed changes for the 2024-25 LCAP.<ul><li>Feedback provided includes implementing strategies to improve reading skills for EL, including identifying intervention programs and/or strategies that will support English language proficiency; providing access to library card (local library); finding resources in the community to support EL needs, and providing parent workshops on strategies to support their child (EL) at home.</li></ul></li><li>**4/25/24**: ELAC meeting took place to solicit input for the 2024-25 LCAP.<ul><li>Additional feedback provided focuses on the need to provide high level intervention for English Learners during the instructional day to support with language needs/gaps.</li></ul></li></ul> |
| Parents including those representing Unduplicated Pupils | Discussions on the 2023-24 LCAP Midyear Update have been ongoing during onsite parent workshops and meetings in **January-February 2024**.  We surveyed all parents including those representing Unduplicated Pupils and Students with Disabilities. Feedback provided from these surveys include:<br><br><ul><li>Feedback provided: Continue to provide and expand parent involvement activities that includes students (schoolwide events); continue using REMIND app push notifications to communicate with families on upcoming events and/or school news; consider revising the school's menu for meals. Parents are satisfied with the newly appointed staff & engagement coordinator; and they feel that having an additional Assistant Principal this year, allows family needs and concerns to be addressed in a timely manner.</li></ul> |
| SELPA Administrator | The SPED Director has met with the SELPA via Zoom meetings on the following days to discuss progress on the 2023-24 LCAP action for Students with Disabilities (SWD):<br><br><ul><li>**2/29/24**: Discussion on the Community of Practice for in-person workshops and training for paraprofessionals.</li></ul> |

| | <ul><li>**3/7/24:** Discussion took place on how to increase parent understanding of the parent counseling and training: What strategies are shared in these meetings.</li><li>**4/23/24**: Consulted with SELPA on LCAP Goal 1, Action 6 (SWD Action). No additional feedback was provided.</li></ul> |
|---|---|

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The development of the 2024-25 LCAP Goals, actions and metrics were influenced by the input and feedback provided by our educational partners which includes:

- Goal 1, Actions 1 and 2: ELD Instructional Coaching to support English Learner (EL) and Long-term EL (LtEL) language acquisition needs.

- Goal 1, Action 3: Performance Matters & Assessment data

- Goal 1, Action 4: Academic Interventions, tutoring (afterschool, intersession, summer programming) – ELOP; & Intervention programs

- Goal 1, Action 5: Attendance Committee, Assistant Principals, SEL Implementation, Counselor

- Goal 1, Action 7: SPED Program and supports for SWD.

- Goal 2, Action 2: Instructional Coaches: ELA, Math, SPED, ELD; Teacher Leads, Leadership Coaching

- Goal 3, Action 1: Security/Supervision staff to maintain safe learning environment; Outdoor learning experiences/Field trips.

- Goal 3, Action 3: Parent Involvement Activities, REMIND App; and Family Engagement Coordinator

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 1 | Continue to strengthen the Multi-tiered System of Supports (MTSS) utilizing multiple types of data (local and state) to address the academic, social-emotional, behavioral, well-being and/or mental health needs of our students to improve student mastery of ELA, and Mathematics, ensure all student are college and/or career ready, and to measure program effectiveness. | Broad |

State Priorities addressed by this goal.

Priority 4: Student Achievement

Priority 5: Student Engagement

Priority 6: School Climate

Priority 7: Course Access

Priority 8: Pupil Outcomes

An explanation of why the LEA has developed this goal.

Post-pandemic TAS students have experienced significant learning loss, exacerbated by trauma due to the pandemic. Despite numerous efforts to address learning loss and trauma, improving daily attendance (reducing chronic absenteeism rates) has been a multi-year challenge and effort resulting in the development an Attendance Committee.

There is a need to continue to strengthen MTSS using academic and SEL universal screeners to identify student learning gaps and provide targeted tiered intervention for ELA and Mathematics.

# Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 1 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1 | CAASPP ELA Assessment: Distance from Standard (DFS) Source: CA School Dashboard | **2022-23 ELA CAASPP**<br>Student Group / DFS<br>All Students / -37.1<br>Hispanic / -37.4<br>EL / -65.3<br>SED / -36.5<br>SWD / -87 | | | **2023-24 ELA CAASPP**<br>Student Group / DFS<br>All Students / -57<br>Hispanic / -57<br>EL / -107<br>SED / -57<br>SWD | |
| 2 | CAASPP Math Assessment: Distance from Standard (DFS) Source: CA School Dashboard | **2022-23 Math CAASPP**<br>Student Group / DFS<br>All Students / -68.6<br>Hispanic / -68.6<br>EL / -93.2<br>SED / -67.7<br>SWD / -98.9 | | | **2023-24 Math CAASPP**<br>Student Group / DFS<br>All Students / -65<br>Hispanic / -65<br>EL / -100<br>SED / -65<br>SWD | |
| 3 | % Proficient CAST Source: CAASPP website | **2022-23 CAST % Proficient**<br>Student Group / %<br>All Students / 15.59%<br>Hispanic / 15.67%<br>EL / 5.26%<br>SED / 15.76%<br>SWD / 10.53% | | | **2023-24 CAST % Proficient**<br>Student Group / %<br>All Students / 22.0%<br>Hispanic / 22.0%<br>EL / 2%<br>SED / 22.0%<br>SWD | |
| 4 | % EL who made progress towards English Language Proficiency Source: ELPI – CA School Dashboard | 50%<br>Source: 2023 Dashboard | | | 2023-24: 52%<br>Source: 2024 Dashboard | |
| 5 | % students English Language | 2022-23: 13.87% Proficient | | | 2023-24: 16% Proficient | |

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|---|---|---|---|---|---|
| | Proficiency for Summative ELPAC<br><br>Source: [ELPAC website](#) | | | | |
| 6 | Reclassification Rate<br><br>Source: [Dataquest](#) | 2022-23: 7% | | 2023-24: 10% | |
| 7 | Attendance Rate<br><br>Source: CALPADS | 2022-23: 95.5% | | 2023-24: >95% | |
| 8 | Chronic Absenteeism Rates<br><br>Source: [Dataquest](#) | **2022-23: Chronic Absenteeism**<br><br>**Student Group / Rate**<br>All Students 12.8%<br>Hispanic 12.7%<br>EL 10.5%<br>SED 12.4%<br>SWD 22.1% | | **2023-24: Chronic Absenteeism**<br><br>**Student Group / Rate**<br>All Students 20%<br>Hispanic 20%<br>EL 14%<br>SED 20%<br>SWD 26% | |
| 9 | Middle School Dropout Rates<br><br>Source: CALPADS | 2022-23: 0% | | 2023-24: 0% | |
| 10 | Suspension Rate<br><br>Source: [Dataquest](#) | **2022-23: Suspension**<br><br>**Student Group / Rate**<br>All Students 0.5%<br>Hispanic 0.5%<br>EL 0.0%<br>SED 0.5%<br>SWD 0.9% | | **2023-24: Suspension**<br><br>**Student Group / Rate**<br>All Students 0.7%<br>Hispanic 0.7%<br>EL 0.0%<br>SED 0.7%<br>SWD 0.3% | |
| 11 | Expulsion Rate<br><br>Source: [Dataquest](#) | 2022-23: 0% | | 2023-24: 0% | |
| 12 | % students participating in an enrichment or elective course. | 2023-24: 100% | | 2024-25: 100% | |

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|---|---|---|---|---|---|
| | Source: Master Schedule<br><br>CALPADS | | | | |
| 13 | % students participating in all 5 Components of the Physical Fitness Test (PFT): Grade 5<br><br>Source: SARC | 2022-23: 93% | | | 2023-24: 100% |
| 14 | % students participating in all 5 Components of the Physical Fitness Test (PFT): Grade 5<br><br>Source: SARC | 2022-23: 95% | | | 2023-24: 100% |

**NOTE: The Accelerated School (TAS) currently serves grades TK-8, therefore the following CDE required metrics do not apply**:
- Priority 4:
  - % of pupils who complete courses that satisfy UC A-G
  - % of pupils who complete CTE course from approved pathways
  - % of pupils who have completed both A-G & CTE
  - % of pupils who pass AP exams with a score of 3 or higher.
  - % of pupils prepared for college by the EAP (gr 11 SBAC)
- Priority 5:
  - High School dropout rate
  - High School graduation rates

# Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not applicable.

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.

Not applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not applicable.

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

Not applicable.

**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.**

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 1 | STRENGTHENING EL PROGRAM & SERVICES | The Accelerated School (TAS) will continue to strengthen integrated and designated English Language Development (ELD) for EL through extensive professional development for all teachers, and instructional coaching. Professional development will include developing differentiated supports and lessons for dually identified English learners/Students with Disabilities (SWD) to address the language needs of EL students.<br><br>Teachers will support English learners with language acquisition during designated ELD with additional support from the Instructional Aide. | $ | |
| 2 | SUPPORTING LONG-TERM ENGLISH LEARNER (LtEL) NEEDS | Approximately 35% of our Long-term English Learners (LtEL) are dually identified LtEL/SWD. To support dually identified LtEL/SWD with language acquisition, TAS will implement a co-teaching model. | $ | |

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| | | TAS will employ a credentialed teacher assigned to provide designated ELD instruction for LtELs, and identify the key language needs to improve academic performance, toward reclassification. LtELs will be paired with a mentor to support them academically and emotionally.  All middle school teachers will patriciate in professional development focusing on the language acquisition needs of LtELs to incorporate those practices across all disciplines. | | |
| 3 | MEASURING STUDENT PROGRESS – ASSESSMENTS | TAS will continue to administer the following assessment to measure student academic performance, monitor student progress and measure program effectiveness, in alignment with MTSS:<br><br>• iReady Reading & math assessments (TK-5) 4 times/year<br><br>• NWEA MAP Reading & Math: (Gr 6-8): 3 times/year<br><br>• State mandated assessments: CAASPP, CAST & ELPAC<br><br>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. | $ | |
| 4 | ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING | According to the 2023 CA School Dashboard TAS has made significant gains in student academic performance as measured by the ELA and Math Academic Indicators (CAASPP). To further accelerate student learning and address achievement gaps, Math and Reading Intervention teachers will provide tier 2 support for students performing below grade level. Academic tutors will provide high dosage evidence-based tutoring in reading and math under the guidance of the Intervention teachers.<br><br>Our elementary teachers have participated in extensive training on the science of reading through the Institute of Multisensory Education (IMSE). TAS elementary will continue to refine Tier 1 and Tier 2 delivery of phonics and morphology through professional development and instructional coaching. Tier 2 and Tier 3 Intervention is tracked in Panorama Education and used to monitor and measure the effectiveness of our intervention programs and services. | $ | |

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| | | Based on an analysis of our local data, 7th grade students performing below the 20th percentile (NWEA) will be placed in a math intervention course, and 6th grade students in an ELA intervention course.<br><br>To continue to support our students academically teachers TAS will provide small group and one-on-one tutoring during the instructional day and afterschool, in addition to math and reading intervention courses for middle school (grades 6-8). TAS will provide academic and social enrichment during afterschool, intersession, and summer programming. Students will also utilize online intervention tools – Raz Kids, Brain Pop, Learning A-Z, and iReady supplemental math platform, to address learning gaps.<br><br>TAS teachers will meet in grade level team twice a month to review, analyze, and discuss achievement data, that will inform planning and lesson implementation. Grade level leads will set and plan agendas, collect data, facilitate schoolwide initiatives and follow-up on student behavioral needs, and SSPTs. | | |
| 5 | ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS | TAS will enter the third year of PBIS implementation, with the Dean of Culture to lead the PBIS team, schoolwide activities including SEL initiatives.  Select teachers will serve as culture leads to support with planning and schoolwide initiatives. The Counselors (SEL Specialists) will provide services for identified students who have experienced significant trauma to address those needs which impact student learning and classroom instruction. The counselors will also provide lessons to teachers on various topics including suicide prevention, emotional regulation, and bullying.<br>TAS will provide student mental health and belonging through school wide programming to support equity, diversity, and inclusion; and implement Project Wayfinder SEL curriculum for middle school students and provide professional development to support teachers in utilizing this program effectively.<br><br>For 7th grade students, TAS partners with Challenge Day, a social-emotional learning and belonging one-day workshop aimed to combat bullying and develop relational trust across students and staff. | $ | |

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| | | The yoga teacher will implement mindfulness-based interventions to address behavioral issues and foster a positive school environment to address discipline. | | |
| 6 | BROAD COURSE OF STUDY | TAS will provide all students with a broad course of study beyond core subjects (ELA, Math, Science, Social Studies, & PE) that include:<br>• TK-5: PS Science and Dance<br>• Gr 6-8: Music, Spanish, Sports, Coding, & Art | $ | |
| 7 | SERVICES TO SUPPORT SWD | TAS administrator and 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.<br><br>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 updated and redistributed to the appropriate stakeholders after each IEP meeting held throughout the school year.<br><br>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 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 to respond effectively to the needs of students with disabilities. Some of the professional development topics for this school year are:<br><br>• Effective Instructional Strategies<br>• Strategies to Enhance Access<br>• Co-Planning & Co-Teaching | $ | |

- ELA and Math support

The focus for Middle school RSP will be on co-teaching and co-planning. The RSP and general education teacher (ELA) will meet regularly with the Inclusion Coach to hone their co-teaching and co-planning abilities. During these meetings, the RST, inclusion coach, and general education teacher will discuss accommodations and supports to put in place during the lesson to ensure that students with disabilities master the standards taught.

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 accommodations and support in the classroom, to plan and prepare for effective co-teaching, and to analyze data. For SWDs 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, and provide academic strategies students can use to access the curriculum and 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 concerned supporting SWDs in class.

An inclusion coach will continue 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 family 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 and the implementation of effective instruction. 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 toward 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. 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 thee 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 are 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, highlights and challenges are discussed, tiers 1-6 are reviewed, pending IEPs are reviewed, and the 200 and 300 Welligent reports are reviewed to provide support for remaining in compliance and identifying the 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 to ensure IEPs are scheduled and held in advance of the IEP due date.

Consistent with the educational program monitoring practices for all students, the Special Education Administrator participates in the Collaborative Learning Rounds (CLRs) for all staff at The Accelerated School. 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.

# Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 2 | Provide all educators and support staff with robust professional learning opportunities and coaching in alignment with the CA content standards, and differentiation to address the diverse learning needs of all students. Integrate well-being and mental health support programs for both staff and students to build capacity, strengthen teacher retention rates, improve student academic outcomes, and promote a healthy educational environment. | Broad |

State Priorities addressed by this goal.

Priority 1: Basic

Priority 2: Implementation of the State Standards

An explanation of why the LEA has developed this goal.

Continue to implement robust professional learning opportunities for teachers and support staff on Hattie's Visible learning evidence-based strategies focusing to support the diverse learning needs of English Learners, Students with Disabilities (SWD) with Literacy and Mathematics. In addition, there is a need to continue to improve student engagement and train staff on addressing student behavior challenges.

# Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 1 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 13 | % teachers – fully credentialed & appropriately assigned.<br><br>Source: CDE TAMO | 2021-22: 95.5% | | | 2022-23: 93% | |
| 15 | % students with access to standards-aligned materials. | 2023-24: 100% | | | 2024-25: 100% | |

| 16 | Implementation of the State Academic content & performance standards for all students & enable ELs access.<br><br>Rating Scale:<br>1 - Exploration & Research Phase;<br>2 – Beginning Development;<br>3 – Initial Implementation;<br>4 – Full Implementation;<br>5 -Full Implementation & Sustainability<br><br>Source: [Priority 2 Self Reflection Tool](#) - Local Indicator CA School Dashboard) | 2023-24<br><br>ELA: 4<br><br>ELD: 4<br><br>Math: 4<br><br>Social Science: 4<br><br>Science: 3<br><br>CTE: NA<br><br>Health: 4<br><br>PE: 4<br><br>VAPA: 5<br><br>World Language: 3 | | | 2024-25:<br><br>ELA: 4<br><br>ELD: 4<br><br>Math: 5<br><br>Social Science: 4<br><br>Science: 4<br><br>CTE: NA<br><br>Health: 4<br><br>PE: 4<br><br>VAPA: 5<br><br>World Language: 4 | |
| --- | --- | --- | --- | --- | --- | --- |

*Note: The top partial row reads "Source: Textbook Inventory/classroom observations"*

# Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not applicable.

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.

| |
|---|
| Not applicable. |

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

| |
|---|
| Not applicable. |

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

| |
|---|
| Not applicable. |

**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.**

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 1 | **ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM** | TAC will employ a principal and 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 180 instructional days that exceed the CA state requirements of 175 instructional days for charter schools. In preparation for the upcoming school year, all teachers will participate in 5 days of intensive summer professional development with a focus 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. Newly hired teachers to TAS will participate in an additional 5 days of training during the summer. All educators will also participate in | $ | |

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|---|---|---|---|---|
| | | professional learning for an additional 5 non-instructional days during the academic school year, and weekly during the year. | | |
| 2 | **PROFESSIONAL DEVELOPMENT** | 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. In preparation for the 2024-25 school year, all will participate in 5 days of intensive summer professional development with a focus on designated ELD, EL Strategies, SEL Support in the classroom, using data to inform instructional decision-making: and the new Math Framework. Our PLC will include a teacher from each grade level.<br><br>For Professional Development – the Organization-wide focus areas include:<br>• Assessment as feedback<br>• Goal setting<br>• C3 Coaching: Teacher Effectiveness Framework<br>• Student Dialogue & student feedback<br><br>Teachers will receive coaching from the principal, assistant principal, ELA Instructional Coach, Math Instructional Coach, and SPED Inclusion Coach.<br>All teachers will also participate in professional learning opportunities in the following schoolwide areas of focus:<br>• 3 Release days for Strategic Planning<br>• Leveraging a Collaborative Culture<br>• Assessment as feedback: analyzing student work and use of iReady/IXL<br>• Providing differentiated supports in lessons for SWD & ELs<br>• ELD supports<br>• Academic Outcome: K-2 Continuation Science of Reading<br>• Gr 3-8: Morphology training<br>• Gr K-8 Reading Nonfiction texts<br>• PBIS and Diversity, Equity, Inclusion and Belonging | $ | |

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|---|---|---|---|---|
| | | To support teacher effectiveness, credential clearance, and teacher retention, TAS will reimburse teacher induction expenses<br><br>For the 2024-2025 school year, our 6$^{th}$ – 8$^{th}$ grade classrooms will participate in a curricular exploration in partnership with our current provider, Summit Learning. "Summit" is transitioning to "Gradient Learning." While teachers will continue to have access to our current base curriculum, they will also have access to additional guaranteed viable curriculum. Our learning management system (LMS) will move to Canvas as a part of this transition. More information can be found on our FAQ document, here. | | |
| 3 | **CORE CURRICULAR PROGRAM NEEDS** | TAS ensures all students have access to standards-aligned curricular and instructional materials. Purchases are made annually to ensure sufficient supply of materials including consumables. We anticipate purchasing the following:<br><ul><li>iReady Math</li><li>IMSE (online license)</li><li>Vista – Spanish (online license)</li><li>Language Live (online license)</li><li>DBQ: Gr 4-8</li><li>EL Education (ELA)</li><li>Open Science Ed.</li></ul> | $ | |
| 4 | **CLOSING THE DIGITAL DIVIDE** | The Accelerated School's 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. | $ | |

# Goal

| Goal # | Description | Type of Goal |
|--------|-------------|--------------|
| 3 | Promote a positive school culture that fosters connectivity, acknowledges diversity, and enhances engagement and participation among students and parents. | Broad |

State Priorities addressed by this goal.

Priority 1: Basic

Priority 3: Parental Involvement & Family Engagement

Priority 6: School Climate

An explanation of why the LEA has developed this goal.

Critical to success of our students is ensuring parents feel welcomed and connected to our school as partners. There is a need to further connect with families to improve student outcomes, improve daily attendance, and educate families on the impact the pandemic has had on student learning, socialization, and self-regulation.

# Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 1 Outcome | Current Difference from Baseline |
|----------|--------|----------|----------------|----------------|---------------------------|----------------------------------|
| 17 | Facility Inspection Tool (FIT) Report Score<br><br>Source: SARC | 2023-24: Exemplary | | | 2024-25: Good | |
| 18 | Parent input in decision-making for UP & SWD.<br><br>(Questions 9-12)<br><br>Rating Scale:<br>1 - Exploration & Research Phase;<br>2 – Beginning Development; | 2023-24:<br><br>9.  5<br>10. 5<br>11. 4<br>12. 5 | | | 2024-25:<br><br>9.  5<br>10. 5<br>11. 5<br>12. 5 | |

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| | 3 – Initial Implementation;<br>4 – Full Implementation;<br>5 - Full Implementation & Sustainability<br><br>Source: Score - [CDE Priority 3 Self-reflection tool](). | | | | | |
| 19 | Parent participation in programs for UP & SWD.<br><br>(Questions 1-4)<br><br>Rating Scale:<br>1 - Exploration & Research Phase;<br>2 – Beginning Development;<br>3 – Initial Implementation;<br>4 – Full Implementation;<br>5 - Full Implementation & Sustainability<br><br>Source: Score - [CDE Priority 3 Self-reflection tool]() | 2023-24:<br><br>1. 4<br>2. 5<br>3. 3<br>4. 4 | | | 2024-25:<br><br>1. 4<br>2. 5<br>3. 4<br>4. 4 | |
| 20 | Other Local Measure - Student Survey: Sense of safety & school connectedness<br><br>Source: Panorama | 2023-24:<br>76% Sense of Safety<br>75% School connectedness | | | 2024-25:<br>78% Sense of Safety<br>77% School connectedness | |
| 21 | Other Local Measure - Parent Survey: Sense of safety & school connectedness. | 2023-24:<br>87% Sense of Safety<br>91% School connectedness | | | 2024-25:<br>90% Sense of Safety<br>>90% School connectedness | |

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| | Source: Panorama | | | | | |
| 22 | Other Local Measure - Staff Survey: Sense of safety & school connectedness<br><br>Source: Panorama | 2023-24:<br><br>83% Sense of Safety<br><br>82% School connectedness | | | 2024-25:<br><br>85% Sense of Safety<br><br>84% School connectedness | |

# Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not applicable.

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.

Not applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not applicable.

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

Not applicable.

**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.**

## Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 1 | **PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT** | TAS 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.<br><br>The following activities and strategies will be implemented to provide all students and staff with a safe, welcoming, and positive learning environment that will promote student academic growth and SEL needs:<br><br>• Campus Aides for supervision<br><br>• Security Guard<br><br>• Raptor Security, RFIDs – visitor software monitoring<br><br>• Panorama school climate surveys<br><br>• School Nurse – health screenings (vision, hearing, etc.)<br><br>• Host school wide events including CLAW GAMES, Student Showcase<br><br>• Spirit Weeks<br><br>• School wide programming for DEIB<br><br>• Have a student leadership class responsible for planning events, filming weekly messages, and running assemblies<br><br>• Athletic Director and Students Services – to lead lunch time and after-school sports program.<br><br>• ELOP funding used to develop robust competitive sports in after school program for grades 3-8.<br><br>Field Trips and extended learning opportunities allow for students to learn the standards through real world experiences. Students will have opportunities to participate in Outdoor Education programs, and trips to colleges & universities. | $ |  |

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| | | TAS will administer Panorama SEL surveys to students, staff, and parents to assess school connectedness, safety, satisfaction, and engagement and results will be reported in the school's LCAP and local indicators report. | | |
| 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). <br><br> • English Language Advisory Committee (ELAC), DELAC, EL-PAC, per CA EC 52062(a)(2) <br><br> • Parent Advisory Committee (PAC) per CA EC 52062(a)(1) <br><br> Interpreter services will be available for all committee meetings. | $ | |
| 3 | **OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION** | TAS provides all parents including those representing unduplicated students, and Students with Disabilities with multiple opportunities and methods to engage as partners in their child's education. <br><br> The Family Engagement Coordinator (FEC) will communicate with families, facilitate parent strengthen parent outreach, provide training on accessing PowerSchool Parent Portal so parents can view their child's attendance, academic progress, grades, and communicate with staff, and how to use the Remind App, for communication. <br><br> 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. <br><br> TAS will host a series of workshops on topics essential to support student outcomes, and on topics as requested by families which include but are not limited to: <br><br> • Abriendo Puertas (early childhood classes) <br> • PIQE <br> • Technology <br> • Math <br> • Reading <br> • SEL <br> • Impact of chronic absenteeism on student outcomes: strategies to improve daily attendance | $ | |

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| | | The Leadership Team will continue to host:<br>• Coffee with the Principal<br>• Family/Community classes<br><br>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. | | |
| 4 | **MAINTAINING SAFE & CLEAN SCHOOL FACILITIES** | TAS 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.<br><br>Annually, the Facility Inspection Tool (FIT) report is completed. If findings are identified, appropriate repairs are made.  FIT report findings are reported annually on the SARC and LCAP. | $ | |

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2024-25

| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
|---|---|
| $ | $ |

**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 |
|---|---|---|---|
| % | % | $ | % |

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

## Required Descriptions

### *LEA-wide and Schoolwide Actions*

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

| Goal and Action #(s) | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| [Goal and Action #(s)] | [A description of the unique identified need(s) of the unduplicated student group(s) for whom the action(s) are principally directed] | [A description of how the action(s) are designed to address those identified need(s) and why it is provided on an LEA-wide or schoolwide basis] | [A description of the metric(s) being used to monitor effectiveness] |
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## Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| [Goal and Action #] | [A description of the unique identified need(s) of the unduplicated student group(s) being served] | [A description of how the action is designed to address those identified need(s)] | [A description of the metric(s) being used to monitor effectiveness] |
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For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

## Additional Concentration Grant Funding

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.

| Staff-to-student ratios by type of school and concentration of unduplicated students | 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 | Not applicable to charter schools | Not applicable to charter schools |
| Staff-to-student ratio of certificated staff providing direct services to students | Not applicable to charter schools | Not applicable to charter schools |