



ACCELERATED CHARTER ELEMENTARY
SCHOOL (ACES)

2024 Local Indicators

Self-Reflection

Tools

Presented to the Governing Board

June 2024

Local Indicator Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

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

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

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: 0
- The number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies): 0

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. **Rate the LEA’s progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

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

2. **Rate the LEA’s progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

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

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

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

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

Other Adopted Academic Standards

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

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

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

Support for Teachers and Administrators

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

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

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

Optional Narrative (Limited to 1,500 characters)

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

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

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

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

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

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

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

Instructions

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

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

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in

continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

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

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

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

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

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

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

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

In analyzing the 2023-2024 LCAP survey results, both the staff and parents reported a high sense of belonging at the school site. Parents specifically have provided positive feedback on the school site taking their feedback into account to provide families with

opportunities to participate in school activities and in their child's education. A crucial role in supporting these efforts has been with our Parent Engagement Coordinator.

Parent Engagement Coordinator - Our parent engagement coordinator serves as a liaison between parents and the school community. The major function of this role is to connect our families with community resources, co-develop a robust parent program with the principal, and provide ongoing two-way communication with parents via the ACES Parent Newsletter and digital platforms such Class Dojo and Parent Square. In addition, the parent engagement coordinator is supporting in co-developing a vision for parent involvement at ACES using the following five principles:

- a. A Culture that Engages Every Family
- b. Communicate Effectively and develop relationships
- c. Build Family Efficacy
- d. Engage Every Family in Decision Making
- e. Engage the Greater Community

As a result, this year ACES was able to offer a wide range of parent workshops for parents to be able to support their children at home. The topics included but were not limited to math, literacy and social emotional well-being. In addition, this school year there was a daily ongoing opportunity for our parents to volunteer at the school. ACES also hosted four school-wide family events after school where students, teachers and family members got to engage in learning together.

ACES has consistently held monthly Coffee with the Principal meetings since the 2019 school year. Coffee with the Principal (PAC) - ACES holds a Coffee with the Leadership Team once a month to share upcoming school events and provide programmatic updates, including the progress towards LCAP goals as it relates to our English Language Learners, Special Education, academic progress monitoring and academic tutoring. All coffees were held via zoom based on the feedback received via a parent survey.

In addition, ACES continues to have an ELAC/DELAC group that meets throughout the school year. ELAC/DELAC- ACES plans for DELAC/ELAC parent/teacher committee that meets once a month to report on the progress of students who are designated as English Language Learners. This committee also provides input on expenditures for Title III and feedback on the best way to support the reclassification of these students.

With staff ACES has been able to establish the ACES Collaborative Team made up of one grade level representative. The purpose is to be able to provide a space for teachers and leadership to work together to prepare for upcoming school events, programs, and scheduling. In addition, it is also a space for teachers and leaders to collaborate and problem solve around school events. This has really allowed for teachers to have a voice in decision making at the school.

In addition, the ACES' coaching model has also contributed to staff members to feel that the school values their input. ACES teachers engage in weekly or bi-weekly coaching sessions or grade level professional learning communities (PLC) with their assigned coach, either the principal or assistant principal. Together they engage in collaborative learning focused on the school's academic goals. During these meetings teachers are often provided with feedback, analyzing student work to adjust instruction to best meet the needs of students.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families. Although data collected demonstrated close to 80% of our staff and families agreeing that there is a strong climate and culture at our campus, this is an area that we want to continue to strengthen. ACES is committed to maintaining a positive learning environment for all: students, staff and families. A key school-wide priority is leveraging a collaborative culture to have a positive impact on student learning. As such, we will continue to gather parent input on topics that they want to continue to learn about, hold our coffee with parents and improve upon the family school-wide events that are offered.

In addition, ACES continues to leverage its teamwork amongst the staff through professional learning communities. Staff members will continue to meet in any of the following teams, instructional aides, campus aides and grade level teams to analyze data and determine the focus for the school year. All teams will work closely to continuously monitor the impact on student learning and student culture. The work of our Dean of Culture and social emotional team is pivotal in ensuring that our campus continues to feel safe, and everyone has a sense of belonging. Our team will continue to build on promoting and planning for our school-wide monthly assemblies that are student led and showcase the voices and talents of our school community.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families. The ACES principal in collaboration with the parent engagement coordinator will continue to ensure that all of our families are connected to our communication platforms such as Class Dojo and Parent Square. This will include offering tutorials before/during and after-school so that all families are connected including our families that are chronically absent. In addition, our team will take the following steps to engage our underrepresented families.

1. Chronically Absentees- The school's Dean of Culture working alongside the attendance committee will continue to work on identifying students who are prone to be chronically absent at the beginning of the school year. Together they will continue to monitor student absences and develop individualized intervention plans to ensure that improvement is made. We will continue to revise the process for meeting with families and communicating the importance of student attendance.
2. English Language Learners- For the next academic school year, ACES will be offering a series of parent workshops that will be specifically designed to support English Language Learners at home. This will include celebrating students who reclassify and learning about the reclassification process. We will also hone in on including ELD goals in the 1-1 student goal setting process.

Section 2: Building Partnerships for Student Outcomes

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

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

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

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

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

Assessment sets the rigor- This year at ACES we are being intentional about ensuring that we have common grade level assessments that match the rigor of how standards will be assessed in SBAC. We understand that while students are obtaining differentiated instruction through iReady and small groups, our students need to be exposed to the rigor of the assessment as part of daily instruction. Therefore, we are utilizing our tier 1 assessments to guide unit and lesson planning. In addition, we are collaborating during grade level planning to analyze student assessment data for

misconceptions. Our grade level teams work together to share practices with one another and re-teaching strategies to ensure that all students are working towards mastery of standards.

Teaching & re-teaching towards mastery - One of the shifts for this year is to continuously respond to the student data that we are gathering from our tier 1 standards-based assessments and to closely monitor student progress towards mastery continually. In these efforts we are working on creating a standards-based tracker that will allow us to monitor how each student is doing on each of the standards that have been taught. In addition, this school year we are optimizing other times of the school day to re-teach standards taught in small groups. Our teachers in grades 3-6 have intentionally planned for a block in their day to re-teach standards. Our upper grade has also been strategic about including opportunities for students to work on their individualized learning pathway set forth by iReady and use this time to be able to work with small groups of students and address misconceptions that students may have around concepts previously taught. Our team is also being intentional about spiraling content within lessons.

ACES coaching model - ACES Teachers engage in weekly or bi-weekly coaching sessions with their assigned coach, either the Principal or Assistant Principal, where school leaders and teachers can engage in collaborative learning. During coaching meetings, teachers are often provided with feedback regarding a small literacy group observation or a whole-group lesson that targets the priority standards in math for all students. Coaching meetings are centered around unpacking and providing high leverage feedback that might support teachers in meeting school-wide priorities or adjusting instruction to best meet the needs of all students in their classrooms.

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

Our goal for next academic year is to be able to offer a series of parent workshops on a variety of topics over the summer. The goal of these workshops will be providing strategies for parents around ways to support their children to thrive in our dual language program, math, and literacy.

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

ACES Parent Engagement Coordinator will partner with the assistant principal and program specialist to design a series of parent workshops to ensure that families are well informed about ways that they can support their child at home and set individual goals.

Section 3: Seeking Input for Decision-Making

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

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

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	4
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	4
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	3
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	4

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

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

ACES administers the LCAP survey once a year to stakeholders in our school community that include gaining feedback around the academic program, facilities and engagement of various stakeholders. This has proven to be a solid practice for gathering feedback. In addition, ACES holds an annual Title III parent meeting to inform parents about the process of providing input and participating in DELAC/ELAC. Parents who participate in DELAC/ELAC also get the opportunity to get training on the purpose of DELAC/ELAC, as well as participate in monthly meetings. In addition, ACES gathers feedback from

parents on an ongoing basis at the end of parent workshops and parent surveys. In addition, this year we have combined our coffee with parents with our parent advisory committee to elicit feedback from parents specifically in our progress towards meeting the LCAP goals.

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

ACES will continue to offer surveys for parents to provide feedback both in person and online. Over the past few years parents have expressed positive feedback on having both options available. We will also seek feedback from our families around the schoolwide events where we invite families to see if we can improve.

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

ACES will continue to look for ways to include partners in decision making. TAS will hold focus groups with specific subgroups of students to determine the best ways to bring them into parent activities on campus.

ACES will also utilize panorama to survey families more frequently throughout the year to seek input on changes occurring at the school site. The goal is to encourage families to provide input when decisions are made on campus and increase involvement on campus.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Instructions

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California *Education Code* 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

- **Prompt 1 (DATA):** Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.
 - ACES administers a Panorama survey annually to students in grade 5, to all staff (classified and certificated), and to all parents to assess school connectedness, climate, and safety. Organizationally, there were large gaps between questions about safety and school climate/culture among teachers/staff. 92% of staff feel safe and secure on campus but rate climate and culture relatively low with only 55% favorable responses. Students across all schools within our organization report **high favorability** regarding what the schools value (identity, diversity, and inclusion), while students across all schools within our organization responded **least favorably (57%)** regarding the climate and culture of their school. At ACES specifically, out of the 10-12 questions asked regarding school climate, culture, and safety, 73% of students, 92% of parents, and 92% of staff members responded favorably.

- **Prompt 2 (MEANING):** Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.
 - ACES Survey data shows that while 81% of students feel they have an adult on campus whom they can trust and go to for assistance with an academic problem, only 67% of students feel they have an adult on campus whom they can trust and go to for assistance with a personal problem. In addition, while parents and staff members rated climate and culture high, students rated this specific question relatively low, 51%. An area of strength is that students, staff, and parents feel that the school values their identity, values diversity and inclusivity (88%) and that concerns are responded to promptly. To address and support student connectedness and inclusivity, ACES will implement additional initiatives.

- **Prompt 3 (USE):** Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.
 - Accelerated Charter Elementary School will implement the following to provide all students, staff, and parents with a safe, welcoming, and positive environment that will promote student academic growth and SEL needs:
 - Host schoolwide events such as attendance assemblies to celebrate perfect attendance and showcase student leadership & talent.
 - Diversity & Belongingness Workshops for students, staff, and parents
 - Spirit Weeks

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

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

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

Accelerated Charter Elementary School (ACES) is a dual-language (Spanish/English) immersion Program serving 517 students in grades TK-6 with the following demographics: 99% Hispanic, 1% African American, 36% English Learners (EL), 12% Students with Disabilities (SWD), and 99% Socioeconomically Disadvantaged (SED).

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

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

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

An analysis of the measures listed above demonstrates that 100% of the students, including unduplicated groups and students with exceptional needs, have access to a broad course of study. At Accelerated Charter Elementary School, all students in grades TK-6 have access to and are enrolled in ELA (social studies embedded), mathematics, science, and physical education. In addition, all students have access to the following enrichments: Dance (TK-3); and Public School Science (Gr 1, 3-6). There are no differences in accessibility to courses, across student groups at Accelerated Charter Elementary School.

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

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

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

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