The ACCELERATED SCHOOL (TAS)

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					X
World Language			X		

Support for Teachers and Administrators

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

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

Activities	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					X
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.	5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	3
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, 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.
In 2023-2024, TAS 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 supporting your preschool age child, transitioning to high school, and technology. As a result, parents and teachers rate the school highly on including parents and staff in educational decision making.

TAS has consistently held monthly Coffee with the Principal meetings. The Parent Action Committee (PAC) - meets monthly to discuss school wide programs, analyze data and preview school events. PACs alternate between being in person and on zoom based on the feedback received via a parent survey.

In addition, TAS 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 TAS has an Instructional Leadership Team made up of one grade level representative and other support staff. The purpose is to be able to provide a space for teachers and leadership to work together to discuss school wide instructional priorities. Other committees on campus include PBIS, grading, intervention and events.

In addition, the TAS' coaching model has also contributed to staff members to feel that the school values their input. TAS teachers engage in bi-weekly coaching sessions or grade level professional learning communities (PLC) with their assigned coach or admin. 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.

TAS also holds multiple events for parents, students and teachers to build relationships. These events include conferences, showcases, Back to School Night and assemblies.

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.

The Accelerated School (TAS) is dedicated to strengthening the relationships between school staff and families. However, recent feedback and local data have highlighted key areas where improvements are necessary to enhance communication and engagement effectively.

A primary concern has been the reliability of communication platforms. Reports indicate that not all families receive the school's text messages, which suggests issues with the current tools such as 'Remind.' To address this, the LEA is exploring adopting a multi-channel communication strategy that may include more reliable and accessible platforms, ensuring no family is left uninformed. This exploration is crucial as text messaging remains the preferred communication method among families, who appreciate its directness and ease of use despite facing challenges with multiple applications.

In response to feedback requesting more tailored scheduling, TASS plans to survey to determine the most convenient times for families to attend in-person meetings. This initiative reflects a commitment to fostering higher engagement by adapting to the busy lives of the community members, thereby improving attendance and participation in school events.

In addition, TAS will continue to plan parent workshops around specific academic topics such as literacy and math which parents have requested.

One area in which TAS will focus for next year is parent involvement and reaching more parents. Our goal is to bring more families to campus through school wide events and parent training.

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 Accelerated School (TAS) is actively working to improve engagement with underrepresented families, recognizing the importance of inclusive communication and participation in our community. To address identified communication barriers, TAS is transitioning to 'ParentSquare,' a platform chosen for its robust two-way communication capabilities. This moves addresses past issues with 'Remind,' where messages failed to reach all families consistently. Comprehensive training on 'ParentSquare' will be provided to all school staff at the beginning of the year to ensure proficiency in engaging effectively with every family.

Cultural competence and sensitivity training for staff is another critical focus. This training aims to deepen staff understanding of the diverse cultural backgrounds within our community, enhancing their ability to build respectful and trusting relationships with

families. It also supports staff in recognizing and valuing each family's unique strengths, cultures, languages, and aspirations.

TAS is also broadening its communication methods to ensure no family is overlooked due to technological limitations or preferences. While maintaining text messaging, a preferred communication method among families, WAHS ensures that alternative communication methods are accessible for those facing challenges with digital communication.

TAS is committed to creating a more inclusive and supportive educational environment through these strategies. By enhancing communication, accommodating diverse needs, and fostering cultural competence, TAS aims to ensure that all families, particularly those who have been underrepresented, feel welcomed and empowered to participate actively in their children's education. These efforts reflect TAS' dedication to continuous improvement and meaningful engagement with every segment of our community.

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.	5
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.

   At The Accelerated School (TAS), building effective partnerships with families is central to our mission of enhancing student outcomes. Our approach to developing these partnerships has been multifaceted. It focuses on equipping educators with the necessary tools to engage with families, empowering parents to support learning at home, facilitating meaningful communication between teachers and families, and ensuring that all families understand and can advocate for their legal rights.

We have prioritized professional development for teachers and principals to strengthen their ability to collaborate with parents. In addition, the school has several calendared times for teachers and parents to meet to discuss students' academics.

Simultaneously, we have been committed to providing families with the resources to extend learning beyond the classroom. Recognizing parents' critical role in reinforcing educational objectives at home, we offer multiple classes throughout the year both in person and on zoom for parents. This support helps parents understand what their children are learning and how they can assist in that learning process, thereby making the home an extension of the classroom.

A key aspect of our family engagement strategy involves supporting families in understanding and exercising their legal rights. We strive to create an environment where transparency and respect are paramount, empowering parents to advocate effectively for their children. This commitment supports individual student success and strengthens our school community.

Through these sustained efforts, TAS is dedicated to building strong and enduring partnerships with families. These partnerships are vital for creating a supportive educational atmosphere where every student can succeed. As we continue to refine and enhance our strategies, our goal remains to foster an environment where family engagement is not just encouraged but is a fundamental pillar of our educational approach.

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.

The Accelerated School (TAS) is committed to developing systems of support for underrepresented populations of parents. While our parent participation in school wide events is high, there are parents that TAS would like to work on building better relationships with.

One area of focus for the school is to support students who are Chronically Absent or falling behind in academics. TAS will address these two areas through parent meetings, teacher training and home visits.

Another key improvement area is the scheduling of school events. We recognize the need to accommodate the diverse schedules of our families to increase participation. To better understand the most convenient times for family involvement, we are initiating a survey to gather comprehensive feedback from all our families. This step is critical in aligning our event scheduling with the availability of our community, thereby fostering greater attendance and engagement.

Through these focused efforts, TAS is dedicated to building stronger and more effective partnerships with families. These improvements will foster a more inclusive and supportive school environment and enhance our students' educational outcomes. Our goal is clear:

to ensure that every family is actively involved and informed, paving the way for successful and collaborative education experiences.

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.

TAS plans to continue leveraging our Family Engagement Coordinator to support families. One area of focus is increasing the types of parent workshops offered as well as exploring ideal times/days for parents' participation.

In addition, TAS plans on analyzing the process for identifying and supporting students who are chronically absent. TAS will review the current practices around attendance and parent support. In addition, TAS will provide training for teachers on how to support families of chronically absent students.

TAS plans on continuing the parent volunteer system reestablished in 2023 to increase parent involvement on campus. The goal is to encourage more families to attend workshops, volunteer in classroom or participate in events.

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.	5
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	5
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	4
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	5

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.

   The LCAP survey of 2024 indicates that parents and teachers believe that they are included in decision making. In addition, they believe that decisions are made with the school's vision and current data in mind.

   TAS has consistently held monthly Coffee with the Principal meetings. The Parent Action Committee (PAC) - meets monthly to discuss school wide programs, analyze data and

preview school events. PACs alternate between being in person and on zoom based on the feedback received via a parent survey.

In addition, TAS 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 TAS has an Instructional Leadership Team made up of one grade level representative and other support staff. The purpose is to be able to provide a space for teachers and leadership to work together to discuss school wide instructional priorities. Other committees on campus include PBIS, grading, intervention and events.

Through these efforts, TAS demonstrates its dedication to fostering an inclusive environment where each stakeholder's input is valued and impactful. As we move forward, we continue to refine our engagement strategies, aiming to strengthen the effectiveness of our decision-making processes and ensure they reflect the needs and aspirations of our diverse school community.

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.

At The Accelerated School, we recognize the importance of enhancing our decision-making processes to ensure all family voices are heard. TAS' goal is to increase parent participation so that all parent voices are heard. This will be done through a parent inventory to determine the best time and days to hold meetings.

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.

TAS 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.

TAS 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.
  - TAS administers a Panorama survey annually to students (grades 5-8), staff (classified and certificated), and all parents to assess school connectedness, climate, and safety. Organizationally, there were large gaps between questions about safety and school climate/culture amongst 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, with **7th graders** at TAS reporting the lowest percent favorable at **44%.** At TAS specifically, out of the 10-12

questions asked regarding school climate, culture, and safety, 79% of students, 85% of parents, and 83% 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.
    - o TAS Survey data shows that while 69% of students feel they have an adult on campus whom they can trust and go to for assistance with a problem, 31% of students feel less of a sense of connectedness. An area of strength is that students, staff, and parents feel that the school values their identity, values diversity, and inclusivity and that concerns are responded to promptly. To address and support student connectedness and inclusivity, TAS 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.
    - The Accelerated School will provide all students with the following additional opportunities to engage in learning outside of the classroom to strengthen school conditions and climate to advance student performance and equity:
        - o Host school-wide events including CLAW GAMES, Student Showcase
        - o Spirit Weeks
        - o School-wide programming for Diversity, Equity, Inclusion, and Belonging
        - o implement a student leadership class responsible for planning events, filming weekly messages, and running student assemblies.
        - o Challenge Day

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

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

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

Currently, TAS serves 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.

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

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

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

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

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

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

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

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