

<b>LCFF Budget Overview for Parents Mid-year Update: TAS</b>		
<b>Expenditures for High Needs Students in the 2024-25 School Year</b>	<b>2024-25 Adopted Budget</b>	<b>Projected Actual 2024-25</b>
Total LCFF funds	\$10,473,183	\$10,089,303
LCFF supplemental & concentration grants	\$2,977,212	\$2,857,748
All other state funds	\$3,856,870	\$3,650,481
All local funds	\$981,194	\$2,142,106
All federal funds	\$1,643,655	\$1,695,814
<b>Total Projected Revenue</b>	\$16,954,902	\$17,577,704
<b>Total Budgeted Expenditures for the 2024-25 School Year</b>	<b>2024-25 Adopted Budget</b>	<b>Projected Actual 2024-25</b>
Total Budgeted General Fund Expenditures	\$17,236,243	\$18,955,504.00
Total Budgeted Expenditures in the LCAP	\$12,244,302	\$12,312,801.00
Total Budgeted Expenditures for High Needs Students in the LCAP	\$2,977,212	\$2,857,748.00
Expenditures not in the LCAP	\$4,991,941	\$6,642,703.00

## 2024-25 LCAP Midyear Update: The Accelerated School (TAS)

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.

## 2024-25 LCAP Midyear Update: The Accelerated School (TAS)

### Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome (Actual)	Year 2 Outcome	Target for Year 1 Outcome	Current Difference from Baseline																																												
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## 2024-25 LCAP Midyear Update: The Accelerated School (TAS)

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4	% EL who made progress towards English Language Proficiency Source: <a href="#">ELPI – CA School Dashboard</a>	50% Source: 2023 Dashboard	2023-24: 49.8% Source: 2024 Dashboard		2023-24: 52% Source: 2024 Dashboard	
5	% students English Language Proficiency for Summative ELPAC Source: <a href="#">ELPAC website</a>	2022-23: 13.87% Proficient	2023-24: 14.6% Proficient		2023-24: 16% Proficient	
6	Reclassification Rate Source: <a href="#">Dataquest</a>	2022-23: 7%	2023-24: In Progress		2023-24: 10%	
7	Attendance Rate Source: CALPADS	2022-23: 95.5%	2023-24: 93.5%		2023-24: >95%	

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**2024-25 LCAP Midyear Update: The Accelerated School (TAS)**

Metric #	Metric	Baseline	Year 1 Outcome <b>(Actual)</b>	Year 2 Outcome	Target for Year 1 Outcome	Current Difference from Baseline
12	% students participating in an enrichment or elective course.  Source: Master Schedule CALPADS	2023-24: 100%	2024-25: In Progress		2024-25: 100%	
13	% students participating in all 5 Components of the Physical Fitness Test (PFT): Grade 5  Source: <a href="#">SARC</a>	2022-23: 93%	2023-24: 93%		2023-24: 100%	
14	% students participating in all 5 Components of the Physical Fitness Test (PFT): Grade 5  Source: <a href="#">SARC</a>	2022-23: 95%	2023-24: 98%		2023-24: 100%	

## 2024-25 LCAP Midyear Update: The Accelerated School (TAS)

### ACTIONS

#	Action Title	2024-25 Action Description	Implemented: Fully, Partial or Not	What has been the overall Implementation of the Action? Were there any substantive differences?	Total Funds Budgeted	Midyear Expenditures
1	STRENGTHENING EL PROGRAM & SERVICES	<p>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.</p> <p>Teachers will support English learners with language acquisition during designated ELD and intervention block with additional support from the Instructional Aide.</p>	Fully	<p>TAS received a “Yellow” (Medium) performance level on the 2024 CA School Dashboard for the ELPI for English Learners (EL) where 49.8% of ELs made progress towards English Language Proficiency, a slight decline from 2022-23 of 50%.</p> <p>On the ELA CAASPP, ELs student performance declined to -75 DFS (Distance from standard) compared to prior year -10.7 DFS as noted in the metrics chart.</p> <p>On the Math CAASPP, ELs student performance increased from -93.2 DFS, to -83.3 DFS, a 9.9-point gain.</p> <p>On the CA Science Test (CAST), there continues to be a significant gap among ELs (1.89% Proficient) compared with schoolwide performance of 21.72% proficient.</p> <p>Upon analysis of local and state mandated data (ELPAC, CAASPP, CAST), TAS has identified the need to focus on vocabulary development and building language routines for all students, and addressing</p>	\$51,086	\$16,625

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				<p>language needs of ELs and dually identified EL/SWD using Universal Design.</p> <p>This school year, all teachers across all grade levels are collaborating and teaching designated ELD at the same time block, utilizing the Wonders ELD Curriculum. This allows for groupings based on language needs, to support ELs.</p> <p>The ELD Coach is providing our teachers with coaching on designated and integrated ELD, and strategies to support the language needs of our ELs.</p>		
2	SUPPORTING LONG-TERM ENGLISH LEARNER (LTEL) NEEDS	<p>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.</p> <p>TAS will employ a credentialed teacher assigned to provide tiered intervention for LTELs, and identify the key language needs to improve academic performance, toward</p>	Fully	<p>A new addition to the 2024 Dashboard is the Long-term English Learners (LTEL) student group. TAS received a “Blue” (Very High) performance level where 65.6% of LTELs made progress towards English Language Proficiency; compared to the prior year of 47.9% as measured by the Summative ELPAC assessment.</p>	\$92,220	\$55,586



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		<p>reclassification. LTELs will be paired with a mentor to support them academically and emotionally. All middle school teachers will participate in professional development focusing on the language acquisition needs of LTELs to incorporate those practices across all disciplines.</p>		<p>On the ELA CAASPP, LTELs student performance significantly declined to (-130) DFS (Distance from standard) compared to prior year - 101.9 DFS as noted in the metrics chart.</p> <p>On the Math CAASPP, LTELs student performance declined significantly to -165.5 DFS, from prior year performance at -145.2 DFS, a 20-point decline.</p> <p>On the CA Science Test (CAST), of the 13 identified LTELs that were tested in grade 8, 0% were proficient.</p> <p>Upon analysis of local and state mandated data (ELPAC, CAASPP, CAST), TAS has implemented a co-teaching model for middle school ELA courses (grades 6-8) to support language and learning needs of LTELs. This year, TAS adopted new ELD Curriculum, EL Education, that integrates strategies to support with language development.</p>		

## 2024-25 LCAP Midyear Update: The Accelerated School (TAS)

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				The middle school ELD teacher continues to teach designated ELD course. In addition, all middle school students participate in Cultivating Learning and Wellness (CLAW). This year we restructured the 7 <sup>th</sup> and 8 <sup>th</sup> grade classrooms to reduce the number of EL students and provide additional targeted academic support. In addition the 7 <sup>th</sup> grade ELA assigned teacher is currently on leave, resulting in a substitute teacher.		
3	MEASURING STUDENT PROGRESS – ASSESSMENTS	<p>TAS will continue to administer the following assessment to measure student academic performance, monitor student progress and measure program effectiveness, in alignment with MTSS:</p> <ul style="list-style-type: none"> <li>• iReady Reading &amp; math assessments (TK-5) 4 times/year</li> <li>• NWEA MAP Reading &amp; Math: (Gr 6-8): 3 times/year</li> <li>• State mandated assessments: CAASPP, CAST &amp; ELPAC</li> </ul> <p>Performance Matter data management system will be utilized to develop individual level,</p>	Fully	<p>This school year, TAS has made changes to its local assessments. NWEA MAP will be administered twice per year (Fall and Spring) for grades 6-8; and Focused Interim Assessment Blocks (IAB) for Reading and Math; will be administered in the Winter; in lieu of NWEA MAP. In addition, ICA’s will also be administered in March. This change was made to provide teachers with specific, and actionable feedback to support student mastery of standards. This year, TAS also adopted and implemented an additional progress monitoring tool, Fastbridge, for reading and math intervention.</p>	\$44,892	\$16,955

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		student group, grade level specific, and schoolwide reports to measure and monitor student performance on assessments.		<p>Performance Matters is utilized to track student progress, and Fastbridge is used for progress monitoring assessments.</p> <p>These changes and additions were implemented as a result of findings from local assessments, state-mandated assessments which is reflected on the CA School Dashboard to further improve student academic outcomes; and provide teachers with the tools to support student learning.</p>		
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.	Fully	<p>TAS received an “Orange” performance level for the ELA Academic Indicator on the 2024 CA School Dashboard, due to its decline in student performance of -47.4 DFS, a 10-point decline from the prior year of -37.1 DFS. In addition all numerically significant student groups also declined in the ELA CAASPP as evidenced in metric #1.</p> <p>TAS received a “Yellow” performance level for the Math Academic indicator on the 2024 CA School Dashboard, resulting from a 4-point gain, -64.5 DFS, compared with prior year performance of -68.6</p>	\$2,446,394	\$816,628

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		<p>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. Based on an analysis of our local data, 7<sup>th</sup> grade students performing below the 20<sup>th</sup> percentile (NWEA) will be placed in a math intervention course, and 6<sup>th</sup> grade students in an ELA intervention course.</p> <p>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,</p>		<p>DFS, as evidenced in metric #2. The English Learner (EL), Socioeconomically Disadvantaged (SED), and Hispanic student groups improved, while Students with Disabilities (SWD), and Long-term English Learners (LTELs) student groups declined on the Math Academic Indicator. See metric #2.</p> <p>On the CAST assessment, the percentage of proficiency increased for “all students,” SED and Hispanic student groups, but declined for the EL and SWD student groups. See metric #3.</p> <p>Our teachers continue to provide Tier 2 Reading &amp; Math Intervention; and the Interventionists provide Tier 3 Reading and Math support for identified students.</p> <p>TAS has improved its system for identifying and streamlining intervention services for students in grades K-5, focusing on those who perform at the bottom quartile in Reading and/or Math.</p> <p>This year we adopted the Fastbridge</p>		

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		<p>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.</p> <p>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.</p>		<p>Program, an effective progress monitoring tool to track the progress of students receiving reading and math intervention for grades K-5; and for Math for grades 6-8.</p> <p>TAS offers a Math intervention course for grades 7-8, who performed at the lowest quintile in math standardized assessments (on Spring 2024 assessments). We utilize formative assessments, NWEA MAP assessment, and interim assessments from CAASPP to measure the effectiveness of the intervention programs.</p> <p>The Reading Intervention class focuses on linguistics and the science of reading specifically for students who performed at the bottom quintile for grades 7-8. TAS’s 6<sup>th</sup> grade English Only students receive additional reading support in the Reading Enrichment course, while ELs receive ELD.</p> <p>This year, TAS has implemented a new Coordination of Services Team (COST) to streamline the MTSS process and serve as hub for student support.</p>		

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				In addition, TAS has refined the process for data analysis, which includes a new system for the collection of formative assessment data based on mastery of the academic content standards.		
5	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	<p>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.</p> <p>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</p>	Fully	<p>Suspension Rates increased in the 2023-24 school year as reflected on the 2024 CA School Dashboard. TAS received an “Orange” performance level due to the increase in suspension rates to 1.2% (9 students), compared with prior year of 0.5% (4 students). See metric #10.</p> <p>TAS received a “Red” performance level for the Chronic Absenteeism Indicator on the 2024 CA School Dashboard schoolwide and for the following student groups: EL, SED, SWD, and Hispanic. Chronic absenteeism rates rose to 20.1% in the 2023-24 school year, a 7.4% increase from prior year 2022-23. See metric #7.</p>	\$716,838	\$117,681

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		<p>middle school students and provide professional development to support teachers in utilizing this program effectively.</p> <p>For 7<sup>th</sup> 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.</p> <p>The yoga teacher will implement mindfulness-based interventions to address behavioral issues and foster a positive school environment to address discipline.</p>		<p>The Dean of Culture was recently hired in November 2024. Our teachers and staff have implemented behavioral supports for identified students to fill the gap with the absence of the Dean of Culture.</p> <p>This year, the Culture Team which now includes the Dean of Culture and four teachers (ES/MS), lead PBIS and SEL schoolwide initiatives. To date, this newly implemented initiative has been successful. Counselors have created responsive lessons to support with tier 1 student behavior, and tier 2 small group counseling.</p> <p>TAS has refined its data tracking and communication systems to support student behavior and parent requests for support. Our Counseling Interns provide students with additional access to mental health care services.</p>		
6	BROAD COURSE OF STUDY	TAS will provide all students with a broad course of study beyond core	Fully	TAS provides all students with a broad course of study that includes PS Science and Dance for grades	\$365,051	\$76,663

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		subjects (ELA, Math, Science, Social Studies, & PE) that include: <ul style="list-style-type: none"> <li>• TK-5: PS Science and Dance</li> <li>• Gr 6-8: Music, Spanish, Sports, Coding, &amp; Art</li> </ul>		TK-5; and Music, Spanish, Sports, Coding and Art for grades 6-8. This is the first year TAS is offering Art, and we've received positive feedback from students. The expansion of electives among middle school students, allows more choices for our middle school students.		
7	SERVICES TO SUPPORT SWD	<p>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.</p> <p>Moreover, at the beginning of each school year, all general education teachers will receive Student IEP Snapshots for each student with an Individualized Education Plan (IEP). Student snapshots are updated and</p>	Fully	<p>SWD received a "Red" performance level for the ELA and the Math Academic Indicators; as reported on the 2024 CA School Dashboard. For ELA, SWD had a significant decline of -111.4 DFS, a 28.2-point decline; and -165.5, a 20.3-point decline for Math, as measured by CAASPP. For CAST, No SWD demonstrated grade level proficiency as measured by the assessment. See Metrics #1-3.</p> <p>The Program Specialist and the Special Education Administrator meet weekly. In addition, weekly compliance meetings take place with the RSTs, Program Specialists, school administrator, and the Special Education Administrator.</p>	\$2,066,185	\$379,277



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		<p>redistributed to the appropriate stakeholders after each IEP meeting held throughout the school year.</p> <p>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:</p> <ul style="list-style-type: none"> <li>• Effective Instructional Strategies</li> <li>• Strategies to Enhance Access</li> </ul>		<p>This year TAS created a Key Caseload Calendar that is updated following each IEP meeting.</p> <p>This year, TAS employs 2 Program Specialists rather than 3, due to changes in caseload. TAS employs an Elementary Program Specialist and a Secondary Program Specialist. Weekly meetings are held.</p> <p>The Program Specialists meet with Site Administrators on a weekly basis.</p> <p>Student Snapshots are provided to both General Education Teachers, and the RSTs following each IEP meeting.</p> <p>The Program Specialists, Inclusion Coach, and Special Education Administrator engage in learning rounds with the CEO. The Special Education Collaborative Learning Rounds is scheduled to start in the Spring semester.</p> <p>Professional Development in the areas of LAS, RST Roles/Responsibilities, Performance</p>		

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		<ul style="list-style-type: none"> <li>• Co-Planning &amp; Co-Teaching</li> <li>• ELA and Math support</li> </ul> <p>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.</p> <p>There will also be weekly collaborative meetings between RSTs and general education teachers to support with implementing accommodations within ELA and Math lessons, to provide appropriate academic and behavioral 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</p>		<p>Matters, Welligent, Effective Instructional Strategies, Strategies to Enhance Access, and Supporting the General Education Teacher in the Classroom took place in the fall semester.</p> <p>A Special Education Playbook was developed for staff to use as a guide and resource to address SPED needs, concerns, and/or capacity-building.</p> <p>In addition, RST Networking Meetings take place on a monthly basis with the Program Specialist, Inclusion Coach, and the Administrator of Special Education, to support collaboration, data analysis, and professional learning.</p> <p>Co-Teaching takes place in the 6<sup>th</sup> and 8<sup>th</sup> grade ELA courses with the RST. It is not being implemented in 7<sup>th</sup> grade because the ELA teacher has been on leave since the start of the school year. As a result it is inconsistent currently.</p>		

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		<p>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.</p> <p>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</p>		<p>RST/General Education Teacher meetings take place regularly as needed, but not on a weekly basis.</p> <p>The Inclusion Coach provides coaching and support to RSTs and general education teachers.</p> <p>Meetings with the RSTs, Inclusion Coach, and general education teachers take place on a monthly basis.</p> <p>The attendance Clerk and Parent Engagement Coordinator collaborate to support and improve overall student attendance and address family needs.</p>		

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		<p>concerned supporting SWDs in class.</p> <p>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.</p> <p>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</p>				

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		<p>and utilize the SSPT process to engage all educational partners in plans of action to support SWD higher attendance rates throughout the school year.</p> <p>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.</p> <p>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</p>				

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		<p>continue to be used to support staff and students.</p> <p>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.</p> <p>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.</p> <p>The LAUSD Division of Special Education bulletins serve as a great resource to our charter school and provide us with valuable</p>				

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		<p>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 these bulletins to help guide our work.</p> <p>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.</p> <p>In efforts to monitor IEP compliance related to IEP timelines, services, accommodations, and/or</p>				

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		<p>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.</p> <p>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.</p> <p>Consistent with the educational program monitoring practices for all students, the Special Education Administrator participates in the</p>				



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		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.				

## 2024-25 LCAP Midyear Update: The Accelerated School (TAS)

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.

<p>Priority 1: Basic</p> <p>Priority 2: Implementation of the State Standards</p>
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An explanation of why the LEA has developed this goal.

<p>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.</p>
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### Measuring and Reporting Results

Metric #	Metric	%	Year 1 Outcome <b>(Actual)</b>	Year 2 Outcome	Target for Year 1 Outcome	Current Difference from Baseline
13	% teachers – fully credentialed & appropriately assigned.  Source: <a href="#">CDE TAMO</a>	2021-22: 95.5%	2022-23: 97.7%		2022-23: 93%	

**2024-25 LCAP Midyear Update: The Accelerated School (TAS)**

Metric #	Metric	%	Year 1 Outcome (Actual)	Year 2 Outcome	Target for Year 1 Outcome	Current Difference from Baseline
15	% students with access to standards-aligned materials. Source: Textbook Inventory/classroom observations	2023-24: 100%	2023-24: In Progress		2024-25: 100%	
16	Implementation of the State Academic content & performance standards for all students & enable ELs access. <u>Rating Scale:</u> 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 -Full Implementation & Sustainability Source: <a href="#">Priority 2 Self Reflection Tool</a> - Local Indicator CA School Dashboard)	<u>2023-24</u> ELA: 4 ELD: 4 Math: 4 Social Science: 4 Science: 3 CTE: NA Health: 4 PE: 4 VAPA: 5 World Language: 3	2023-24: In Progress		<u>2024-25:</u> ELA: 4 ELD: 4 Math: 5 Social Science: 4 Science: 4 CTE: NA Health: 4 PE: 4 VAPA: 5 World Language: 4	

**ACTIONS**

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1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	<p>TAS 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.</p> <p>TAS will provide all students with 180 instructional days that exceed the CA state requirements of 175 instructional days for charter schools.</p> <p>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.</p> <p>Newly hired teachers to TAS will participate in an additional 5 days of training during the summer. All educators will also participate in professional learning for an additional 5 non-instructional days</p>	Fully	<p>TAS employs a principal and appropriately credentialed teachers for all classrooms. However, as noted earlier in Goal 1 actions, the 7<sup>th</sup> grade ELA teacher has been on leave since the start of the school year. Substitute teachers are currently placed in that classroom.</p> <p>Teachers have participated in 5 days of summer professional development as planned in this action. In addition, teachers are on track to participate in 5 non-instructional days during the school year in addition to weekly professional learning.</p>	\$3,832,289	\$908,395

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		during the academic school year, and weekly during the year.				
2	PROFESSIONAL DEVELOPMENT	<p>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.</p> <p>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.</p> <p>For Professional Development – the Organization-wide focus areas include:</p> <ul style="list-style-type: none"> <li>• Assessment as feedback</li> <li>• Goal setting</li> <li>• C3 Coaching: Teacher Effectiveness Framework</li> <li>• Student Dialogue &amp; student feedback</li> </ul>	Fully	<p>This year, TAS is ensuring all teachers receive instructional coaching, including our Elementary teachers, who previously did not receive consistent coaching.</p> <p>As a result of our deep dive on student academic performance on local and state assessment including the CA School Dashboard, Indicators, we made a slight shift on the focus areas for professional development, which now include:</p> <ul style="list-style-type: none"> <li>• Fidelity to standards aligned curriculum (intellectual preparation of units &amp; lessons)</li> <li>• Formative assessment data analysis and student work analysis</li> </ul> <p>Middle School teachers have shifted from utilizing the Summit Learning Platform to now implementing Canvas through Gradient Learning and externally validated curriculum for Math, ELA, and Science.</p>	\$1,386,127	\$204,152

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		<p>Teachers will receive coaching from the principal, assistant principal, ELA Instructional Coach, Math Instructional Coach, and SPED Inclusion Coach.</p> <p>All teachers will also participate in professional learning opportunities in the following schoolwide areas of focus:</p> <ul style="list-style-type: none"> <li>• 3 Release days for Strategic Planning</li> <li>• Leveraging a Collaborative Culture</li> <li>• Assessment as feedback: analyzing student work and use of iReady/IXL</li> <li>• Providing differentiated supports in lessons for SWD &amp; ELs</li> <li>• ELD supports</li> <li>• Academic Outcome: K-2 Continuation Science of Reading</li> <li>• Gr 3-8: Morphology training</li> <li>• Gr K-8 Reading Nonfiction texts</li> <li>• PBIS and Diversity, Equity, Inclusion and Belonging</li> </ul> <p>To support teacher effectiveness, credential clearance, and teacher</p>		<p>TAS has experienced Leadership vacancies this school year that include:</p> <ul style="list-style-type: none"> <li>• Assistant Principal</li> <li>• Math Instructional Coach</li> <li>• ELA Instructional coach</li> </ul> <p>These vacancies (and substantive differences, have created significant challenges for the current Principal and teachers.</p>		

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		<p>retention, TAS will reimburse teacher induction expenses</p> <p>For the 2024-2025 school year, our 6<sup>th</sup> – 8<sup>th</sup> 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, <a href="#">here</a>.</p>				
3	CORE CURRICULAR PROGRAM NEEDS	<p>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:</p> <ul style="list-style-type: none"> <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> </ul>	Fully	<p>TAS continues to provide all students with standards-aligned curricular and instructional materials. Annually our team conducts a textbook inventory, and purchases are made to ensure all students have access.</p> <p>This school year, TAS has adopted Gradient Learning for ELA, Math and Science.</p>	\$106,320	\$17,469

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		<ul style="list-style-type: none"> <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.	Fully	All students have access to a technology device which they can take home to access curricular, instructional, and supplemental online platforms. The IT Team ensures devices are maintained, and updated for student and staff use including state testing.	\$265,649	\$47,782



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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.

<p>Priority 1: Basic</p> <p>Priority 3: Parental Involvement &amp; Family Engagement</p> <p>Priority 6: School Climate</p>
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An explanation of why the LEA has developed this goal.

<p>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.</p>
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### Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome (Actual)	Year 2 Outcome	Target for Year 1 Outcome	Current Difference from Baseline
17	Facility Inspection Tool (FIT) Report Score  Source: <a href="#">SARC</a>	2023-24: Exemplary	2024-25: In Progress		2024-25: Good	
18	Parent input in decision-making for UP & SWD. (Questions 9-12)	2023-24: 9.5 10.5 11.4 12.5	2023-24: In Progress		2024-25: 9.5 10.5 11.5 12.5	

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Metric #	Metric	Baseline	Year 1 Outcome <b>(Actual)</b>	Year 2 Outcome	Target for Year 1 Outcome	Current Difference from Baseline
	<p><u>Rating Scale:</u>                      1 - Exploration &amp; Research Phase;                      2 – Beginning Development;                      3 – Initial Implementation;                      4 – Full Implementation;                      5 - Full Implementation &amp; Sustainability</p> <p>Source: Score - <a href="#">CDE Priority 3 Self-reflection tool</a>.</p>					
19	<p>Parent participation in programs for UP &amp; SWD.                      (Questions 1-4)</p> <p><u>Rating Scale:</u>                      1 - Exploration &amp; Research Phase;                      2 – Beginning Development;                      3 – Initial Implementation;                      4 – Full Implementation;                      5 - Full Implementation &amp; Sustainability</p>	<p>2023-24:</p> <p>1. 4                      2. 5                      3. 3                      4. 4</p>	<p>2023-24: In Progress</p>		<p>2024-25:</p> <p>1. 4                      2. 5                      3. 4                      4. 4</p>	

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Metric #	Metric	Baseline	Year 1 Outcome (Actual)	Year 2 Outcome	Target for Year 1 Outcome	Current Difference from Baseline
	Source: Score - <a href="#">CDE Priority 3 Self-reflection tool</a>					
20	Other Local Measure - Student Survey: Sense of safety & school connectedness Source: Panorama	<u>2023-24:</u> 76% Sense of Safety 75% School connectedness	2024-25: In Progress		<u>2024-25:</u> 78% Sense of Safety 77% School connectedness	
21	Other Local Measure - Parent Survey: Sense of safety & school connectedness. Source: Panorama	<u>2023-24:</u> 87% Sense of Safety 91% School connectedness	2024-25: In Progress		<u>2024-25:</u> 90% Sense of Safety >90% School connectedness	
22	Other Local Measure - Staff Survey: Sense of safety & school connectedness Source: Panorama	<u>2023-24:</u> 83% Sense of Safety 82% School connectedness	2024-25: In Progress		<u>2024-25:</u> 85% Sense of Safety 84% School connectedness	

**ACTIONS**

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#	Action Title	2024-25 Action Description	Implemented: Fully, Partial or Not	What has been the overall Implementation of the Action? Were there any substantive differences?	Total Funds Budgeted	Midyear Expenditures
1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	<p>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.</p> <p>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:</p> <ul style="list-style-type: none"> <li>• Campus Aides for supervision</li> <li>• Security Guard</li> <li>• Raptor Security, RFIDs – visitor software monitoring</li> <li>• Panorama school climate surveys</li> <li>• School Nurse – health screenings (vision, hearing, etc.)</li> <li>• Host school wide events including CLAW GAMES, Student Showcase</li> <li>• Spirit Weeks</li> </ul>	Fully	<p>TAS continues to develop the sports program in conjunction with ARC, our after-school program provider. The Sports program has increased student motivation and engagement, especially among our most disengaged (chronically absent), those who struggle academically and/or have behavioral issues.</p> <p>The student leadership class continues to expand activities and build community schoolwide, through read alouds, monthly themed texts (ES), Student Leadership assemblies and weekly videos highlighting school culture.</p>	\$385,407	\$134,327

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		<ul style="list-style-type: none"> <li>• School wide programming for DEIB</li> <li>• Have a student leadership class responsible for planning events, filming weekly messages, and running assemblies</li> <li>• Athletic Director and Students Services – to lead lunch time and after-school sports program.</li> <li>• ELOP funding used to develop robust competitive sports in after school program for grades 3-8.</li> </ul> <p>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 &amp; universities.</p> <p>TAS will administer Panorama SEL surveys to students, staff, and parents to assess school connectedness, safety, satisfaction, and engagement and results will be</p>				

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		reported in the school's LCAP and local indicators report.				
2	PARENT INPUT IN DECISION- MAKING	<p>Parent input in decision-making will take place through the following committees (that includes parents representing Unduplicated Pupils (UP) and Students with Disabilities (SWD)).</p> <ul style="list-style-type: none"> <li>• English Language Advisory Committee (ELAC), DELAC, EL-PAC, per CA EC 52062(a)(2)</li> <li>• Parent Advisory Committee (PAC) per CA EC 52062(a)(1)</li> </ul> <p>Interpreter services will be available for all committee meetings.</p>	Fully	<p>TAS has established its ELAC, and is engaging families on the school's LCAP through the PAC, and EL-PAC, to inform them of our school's program, and solicit input and feedback.</p> <p>This year, TAS established the Family Equity Committee to collaborate with families in support of equity, create a sense of belonging and further strengthen the school community.</p>	\$0	\$0
3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	<p>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.</p> <p>The Family Engagement Coordinator (FEC) will communicate with families,</p>	Fully	<p>TAS, has added ParentSquare this year a platform to communicate with families and strengthen communication, parent participation and provide effective two-way communication between the school and families.</p>	\$95,844	\$6,015

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		<p>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.</p> <p>For families of middle school students, the Parent Institute for Quality Education (PIQE) and City of Angels will lead a workshop on Advocating for your child as they transition to HS/College.</p> <p>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:</p> <ul style="list-style-type: none"> <li>• Abriendo Puertas (early childhood classes)</li> <li>• PIQE</li> <li>• Technology</li> <li>• Math</li> <li>• Reading</li> <li>• SEL</li> <li>• Impact of chronic absenteeism on student</li> </ul>		<p>Our staff and families received training on how to use the ParentSquare app platform.</p> <p>Our Parent workshops are well-attended by families, including Coffee with the Principal/PAC meetings.</p> <p>TAS will continue to build upon its programming and collaborate with families to create a welcoming and supportive environment.</p>		

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		<p>outcomes: strategies to improve daily attendance</p> <p>The Leadership Team will continue to host:</p> <ul style="list-style-type: none"> <li>• Coffee with the Principal</li> <li>• Family/Community classes</li> </ul> <p>To keep families up to date on school events, promote parent engagement and participation, the school's website will be designed to be parent friendly, and a monthly newsletter.</p>				
4	<p>MAINTAINING SAFE &amp; CLEAN SCHOOL FACILITIES</p>	<p>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.</p> <p>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.</p>	Fully	<p>TAS administers the FIT Report annually and the results are reported on the school's LCAP, SARC, and Local Indicators Report. The FIT Report is currently in progress.</p>	\$390,001	\$94,379