

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	School site Council (SSC) Approval Date	Local Board Approval Date
The Accelerated School	19 64733 6112536	06-12-2019	06-27-19

Purpose and Description

The Accelerated School (TAS) is located in one of the densest areas in Los Angeles with a population of 103,892 within 4.29 square miles, averaging 24,239 persons per a square mile. This location, south of Downtown Los Angeles, has created a unique climate of economic and social distress in the school and the surrounding community. The neighborhood includes many single parent families, due to incarceration or death, frequent gang and drug activity, abandoned businesses, and large homeless encampments. The 2010 census data for people living in the zip code 90037 states that there are 10% African American, 89.4% Hispanic and .3% mixed race inhabitants. 76% of the community speaks a language other than English at home, and about 25% of the population is of schooling age, even though 74.2% of the total population has less than a high school education. The majority of families that surround the school are considered working poor, with about 42% of the community population earning less than \$20,000 annually. The economy relies heavily on low wage industry and service jobs and the unemployment rate is 9.1%. Nearly half of the residents receive some form of public assistance, such as CalWORKs (27%) and General Relief (8%), TAS will have an expectation of high levels of student achievement for all students and will implement curriculum that meaningfully engages students in their learning. TAS will help address these challenges by preparing its graduates to transcend the obstacles of the environment through the attainment of the academic skills necessary for success in high school, college, and beyond. The mission and vision of the school states that, “The Accelerated Schools will graduate students who are prepared to succeed at the university of his/her choice; who will enter the workplace as informed and productive employees, entrepreneurs, and community leaders; and who will act as responsible citizens.” By working within a model of community-based schooling, TAS provides the neighborhood with resources that extend academic opportunities to include health services, parental support, extracurricular activities, and restorative justice to support holistic growth and transform the cycles of poverty in south Los Angeles. 97% of TAS families qualify for free and reduced meals and our is considered a schoolwide Title 1 program.

TAS has made a concerted effort to put in place a number of structural, curricular and instructional changes starting with the reconfiguration of the administrative team at the school. Consistent curricular implementation, effective teacher instruction, increased technology, additional coaching resources amongst other factors, are in place to support rigorous instruction and provide stability for continued student grow and performance.

1. i-Ready Diagnostic and Intervention Online Program

In 2017-2018, TAS initiated a partial implementation of i-Ready. In 2018-2019, we moved into a full school implementation of this online program which consists of two different components in the content areas of math and reading.

Component 1-The i-Ready Diagnostic Assessment

The iReady diagnostic assessment provides a computer adaptive test where all students will get 50% of the questions correct / incorrect. It assesses multiple domains in both reading and mathematics. It pinpoints what students can do and what they are ready to learn down to the skill level. TAS is presently using the diagnostic test as benchmark data to measure growth over time and to inform teacher instruction. The program generates comprehensive data reports which are available to teachers, students, parents and stakeholders to measure and communicate academic gains, and support an ever- increasing growth mindset amongst students in both elementary and middle school.

Component 2- Computer Based Lessons

Upon completion of the diagnostic assessment, lessons will populate based on the student results. The Interactive lessons are used to fill gaps in student's understanding of specific skills. Lessons are at students' level of understanding, regardless of their actual grade level. Prescriptive mini lessons are identified for teachers to deliver to backfill the skills that individual students may be missing and are designed to be delivered through differentiated small group instruction.

Rationale- Why we use i-Ready

- There is a need for us to know what level our students are performing at, what they are able to do, and what they are ready to learn.
- We know that some of our students have some gaps in their learning, i-Ready is used to fill those gaps.
- Even the best teacher can't differentiate for 150 students and create an individualized instructional pathway to success. i-Ready does this for us!
- Many programs focus on providing intervention support, however iReady also offers the opportunity to extend and challenge students who are at grade level in math and reading to move into advanced grade level standards and skills.

2. Differentiation Support

- Teachers are providing differentiation at an increased level using their District adopted online curriculum and support resources. With an ever-increasing level of confidence, teachers are utilizing the "equal access" and differentiated resources available to them. Much of our curriculum provides teachers with options such as varying Lexile leveled literature based and informational texts as well as language proficiency leveled support resources and adjusted material for students with disabilities.
- Our teachers in primary grades (Kinder/1st) are being trained to use the A2i Diagnostic tools in reading to identify areas of weakness, group students with common deficits and using resources already available within our District Adopted ELA Curriculum, provide focused, differentiated, directed small group instruction in the foundational skills of reading. Periodic virtual and onsite coaching is available focusing on factors such as, analyzing data results to group students with common needs, effective planning for small group instruction, classroom management of students working independently and periodic assessment to gauge student progress.
- While 2018-2019 is our 1st year implementing A2i with Kinder and 1st grade teachers, next year the program and training will expand to 2nd grade and in the 2020-2021 school year, it will incorporate the 3rd grade level

team with the overall goal of closing the achievement gap to ensure that all students leaving 3rd grade have strong foundational reading skills.

- As mentioned previously mentioned, i-Ready provides a level of differentiation provided through the computer adaptive program that differentiates both the skill level and the complexity of the math and reading lessons and the quizzes that students must pass with at 80% level of accuracy. The prescriptive nature of the online program provides teachers with a menu of skill based mini lessons under each standard assessed that can be delivered to provide additional focused instruction beyond what is a part of the computer based one-to-one instruction.

3. Blended Approach to Curriculum Implementation

3rd -8th grade teachers provide a blended approach to their curricular implementation. While all of our District adopted curriculum has an online platform, teachers have come to the realization, through their own observation and feedback from our implementation specialists/consultants, that providing student with hard copies of student text, access to the curricular websites and access to student resources on Google Docs is the most equitable way to support equal access for all students. While students often express their preference for one approach over another, teachers must prepare all students by providing opportunities for students to manipulate, annotate and deconstruct text given a hard copy and take complex passages through multiple reads using CLOSE strategies and then apply those same annotation routines to online text in preparation for the rigor of CAASP testing. Consultants confirmed that schools that provided a blended approach had student performance results that surpassed those of schools that exclusively used only the online curriculum.

4. Strategic Planning/ Effective 1st Instructional Strategies / RTI Support/Coaching Support

Because our school serves a TK-8 model, the instructional approach from TK- 5 and 6-8 are distinct and designed to complement and build upon strategies in elementary school to help the students succeed in the middle school. There is specific initiative based best practices that TAS teachers incorporate to promote rigorous instruction while supporting English Learners (EL) and students with disabilities (SWD) to have equal access to the curriculum, to promote academic discourse. Teachers use sentence frames, sentence stems, discussion starters, promote and reinforce the use of academic vocabulary, teach students to annotate literary and informational text starting at the primary grades and build and expanded upon this practice through middle school. Project GLAD strategies and constructs are integrated into lesson planning and instructional delivery to provide scaffolding, visual and auditory reinforcement of academic concepts, vocabulary and structured language (reference charts). Note taking begins at the elementary level and segues into the formal use of Cornell notes in the upper elementary and middle school. CLOSE reading practices are introduced in the primary grades and continue to be used in MS classrooms across all content areas. Students are encouraged to provide cite based evidence to support their thinking and reasoning when responding orally and in written form. Teachers have been trained in the use of strategies such as Number Talks and Which One Doesn't Belong (WODB) to promote the conceptual understanding of mathematical concepts, creative and innovative thinking, collaborative and effective communication, critical and flexible thinking paired with students' use of mathematical practices. Our instructional coaches are available to support teachers with lesson design, instructional delivery, peer observations, assessment creation and data reflection process as well as model and support the implementation and utilization of academic discourse across all content areas, the use of instructional strategies in which teachers have been trained that are a part of our schoolwide Math Initiative i.e. "Number Talks" and "Which One Does Not Belong" (WODB).

Teachers in TK-8th grade provide during the day, before or afterschool intervention and tutoring support. During the instructional week, all ES teachers and MS English, ELD and Math Teachers provide students

intervention support. In 2018-2019, Kinder and 1st grade teachers will be receiving coaching support in the administration of the A2i Reading Diagnostic Test and in grouping students with common skill deficits in the foundational skills of reading to provide small group, skill-based lesson instruction in the areas of Phonemic Awareness, Phonics, High Frequency Words, Vocabulary, Comprehension of Literature & Informational Text during the instructional day. In 2019-2020 our 2nd teachers will be trained in the use of this program and in the 2020-2021 the 3rd grade teachers will be onboarded as well.

In 2018-2019, all TK-5th grade teachers and MS English /ELD and math teachers have been trained to administer the i-Ready diagnostic test and to provide a minimum of at least 40 min. of protected time weekly during the instructional day for students to work on their i-Ready online individualized lessons and take lesson quizzes to demonstrate mastery. Intervention support during the instructional day in ES classrooms is usually provided during ELA and Math workshop time while in MS classes, teachers will pull students with common skill deficits to deliver mini lessons based on their learning needs while other students are engaged in i-Ready online individualized lessons.

At the elementary level, teachers provide intervention support based on student need and cycle students through a 6-8-week intervention program before or after school, where they provide tutoring, reteaching and remediation opportunities. The teacher/pupil ratio is purposely kept low to allow for small group directed instruction, preteaching and frontloading of concepts, and the retaking of assessments. Teachers in Kinder and 1st grade is presently receiving coaching support to provide intervention and remedial support in the foundational stages of reading through the A2i Reading Program. At the middle school level teachers across all content areas hold weekly tutoring hours to support students with classwork and homework completion, reteaching, retaking of assessments and individually doing i-Ready ELA & math lessons. Selected upper elementary and middle at-risk students are invited to Saturday Academy which is another opportunity for them to get instructional and remedial support working with a teacher and/or use i-Ready (the online curricular intervention program designed for students to work individually on lessons to backfill the ELA and math skill sets in which students are not on grade level and/or for students who are on grade level, to challenge them to master skills beyond grade level expectations.). Based on i-Ready benchmark diagnostic information gathered each quarter, teachers are able to follow a prescriptive plan that identifies specific concepts in which students needs remediation and/or opportunities for extension and enrichment, to reach the highest level within one's projected zone of proximal development. Within the core areas of ELA and math, i-Ready allows teachers to monitor and adjust instruction, preview and adjust online lessons and deliver suggested mini lessons that are available within the program to remediate and expand students' mastery of concept development. Our elementary and middle school after school programs also have protected time for students to get support with homework completion and intervention assistance using i-Ready, on a daily basis.

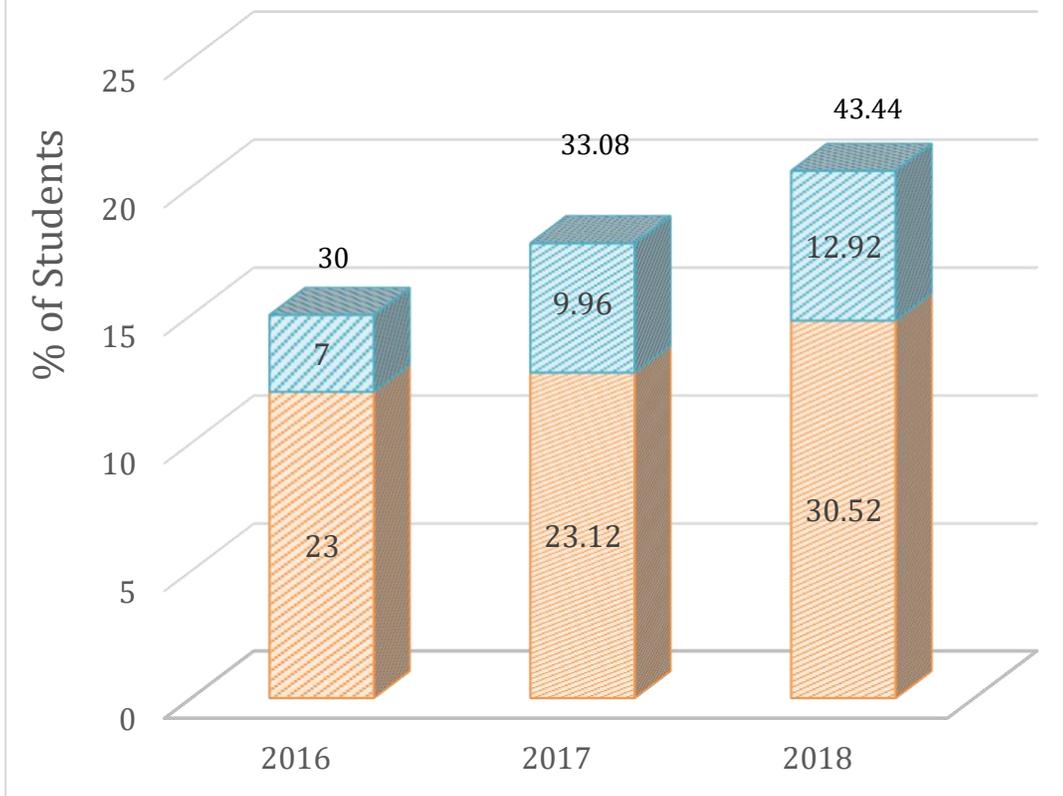
Multiple measures are used to identify students who would benefit from intervention classes in middle school and who demonstrate a level of competencies to be successful in Honors level classes. Semester grades, i-Ready diagnostic assessments and CAASPP test results are part of the multiple measures approach to placing students into classes that best meet their academic needs. While we have made some gains over the past few years, we determined that more support at the ground level would assist us in continuing to make growth. The hiring of a 6-12 Math Coach in February 2018 and an TK-8 Instructional Coach in August 2018 has enabled individual teachers and groups of teachers to get varying levels of support. This support is tied into Professional Development and classroom practice. In addition, in the fall of 2018, we hired a Multiple Subject Elective Teacher who targets intervention to small groups of struggling students in grades 4 through 8 with a strong focus in mathematics.

For grades 6 through 8, the creation of Curriculum Maps and Pacing Guides by the Math Coach are being used to assist teachers in assuring that the standards tied to each course and grade level are taught and reviewed throughout the entire school year. Each regular, non-honors course is broken into 5 Units of study and the 7th and 8th grade honors course is broken into 4 Units of study, culminating each unit with an SBAC-type Benchmark Exam that covers the standards taught in that unit. These Benchmark Exams are tied to the standards covered in each Unit with varying DOK levels to promote more rigorous assessments and to better prepare students for the types of questions they will encounter on the SBAC.

In order to further increase student performance, i-Ready was adopted to assist students and teachers in 2 ways. First, students are given a Diagnostic Assessment 3 times a year to measure their growth over time. Upon completion of the Diagnostic, interactive computer-based lessons populate to fill in specific gaps of understanding. Students work at their skill level (regardless of grade level) in an online platform for 45 minutes each week. Students have currently completed 2 Diagnostic Assessments. (see attached i-Ready Data) A Math Professional Development Program spearheaded by our CAO and presented by site administrators and coaches began in August 2018. Teachers have learned and are implementing the 8 Math Practices in their daily instruction. They have also learned strategies to increase Academic Discourse. These include: Which One Doesn't Belong? Number Talks, Dot Talks, and Performance Tasks. Each Math Professional Development has dedicated co-planning time to discuss next steps for implementation and follow up. All teachers are collaborating at least monthly to look at data and instructional practices. This data analysis includes i-Ready Diagnostic results, i-Ready Online Lesson Results, and Unit Benchmark Exams. Students are also involved at looking and analyzing their data in order to create "Math Goals". In addition, the Middle School Math teachers meet every 2 weeks to discuss pacing, instructional strategies, SBAC-preparation, and to collaboratively plan. During several Professional Development meetings throughout the school year, teachers have focused on the CAASPP Claims and Target Report. They used this information in conjunction with the i-Ready Domain data, to create yearlong plans and goals to ensure that students are learning the content necessary to be successful on the SBAC. Teachers also hold after school tutoring and Saturday School to small groups of students to improve their math skills. This small group instruction has allowed students to get more intensive support to fill in specific gaps of content. We believe that with the addition to our staff and the implementation of the items listed above, that our students will continue to show growth this year and in the following years to come.

OVERALL ENGLISH PROFICIENCY GRADES 3-8

Level 3-Met Level 4-Exceeded

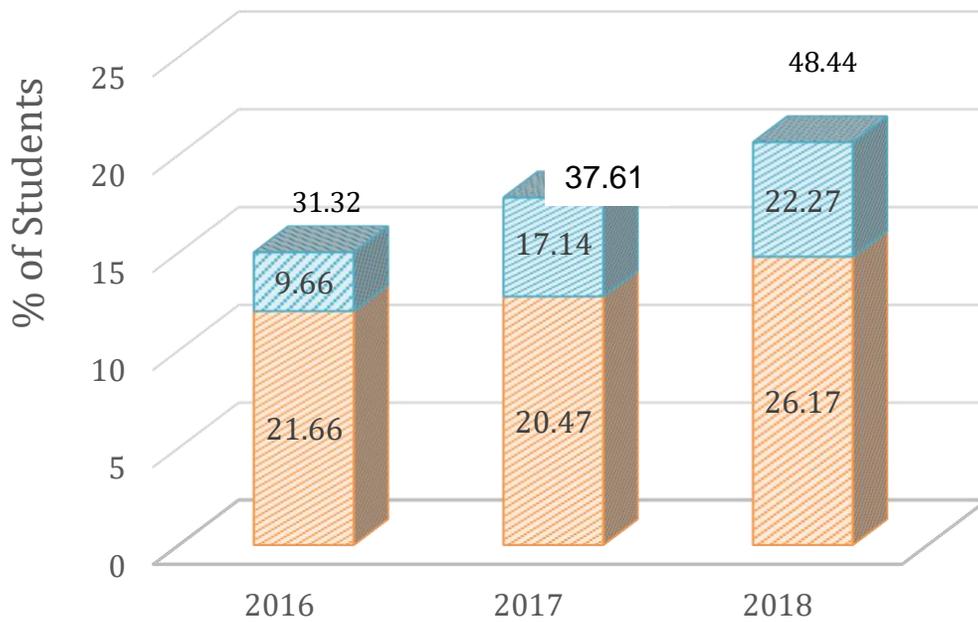


Data from <https://caaspp.cde.gov>

Overall, there has been a steady increase in the number of students who performed at the “Met” or “Exceeded” level on the English Language Arts (ELA) California Assessment of Student Performance and Progress (CAASPP) test from 2016-2018. There was a 5.92% increase in the number of students who “Exceeded” standards and 7.52% increase in the number of students who “Met” standards over a 3-year period. Continuous growth is projected with the strategic use of the iReady, new intervention programs that TAS has adopted for grades TK-8.

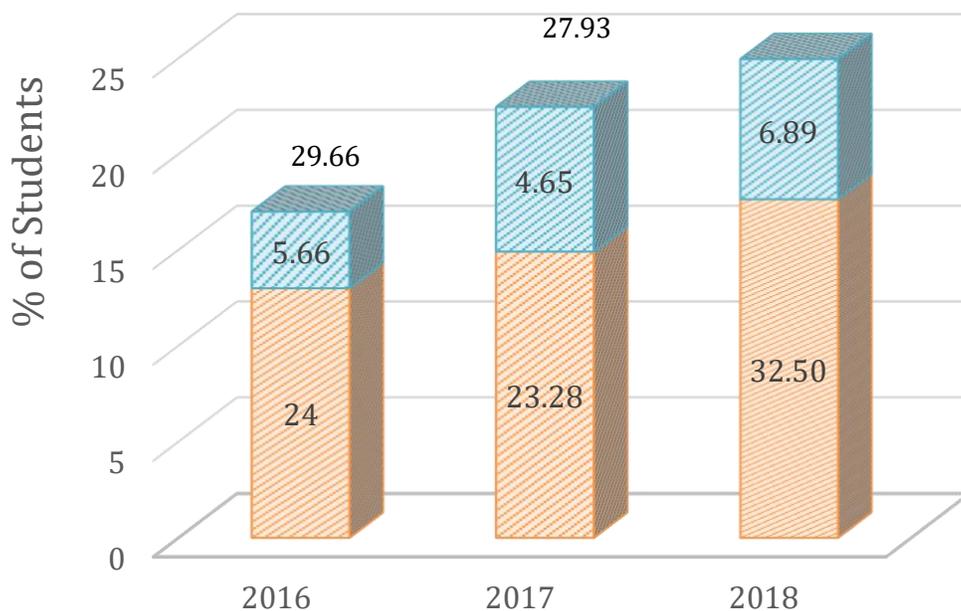
OVERALL ENGLISH PROFICIENCY GRADES 3-5

Level 3-Met Level 4-Exceeded



OVERALL ENGLISH PROFICIENCY GRADES 6-8

Level 3-Met Level 4-Exceeded



Accelerated saw significant schoolwide gains in ELA met and exceeded proficiency levels with 43.44% of students from grades 3 through 8 meeting or exceeding standards on the 2018 SBAC Assessment (<https://caaspp.cde.gov>). In 2017, only 33% of students met or exceeded standards on the ELA SBAC, which means there was approximately 10% growth schoolwide from 2017 to 2018. When examining growth over two years, from 2016, where only 30% of students were proficient, TAS saw 13% more students meet or exceed standards on the ELA Smarter Balanced Assessment Consortium (SBAC). This is especially significant considering large efforts to restructure administrative levels at the charter school, and suggests that the consistent curricular implementation, effective teacher instruction, and technology, among other factors, provided enough rigor and stability to continue to help our students grow.

In 2018, grades three through five, at the elementary charter school, 48% of students met or exceeded standards in ELA, while in 2017, only 38% of students met or exceeded standards. From 2017 to 2018, the elementary school showed 10% growth for all students. In 2016, 31% showed proficiency on the ELA portion of the SBAC which means that over two years, 16% more students met or exceeded standards for proficiency in English Language Arts.

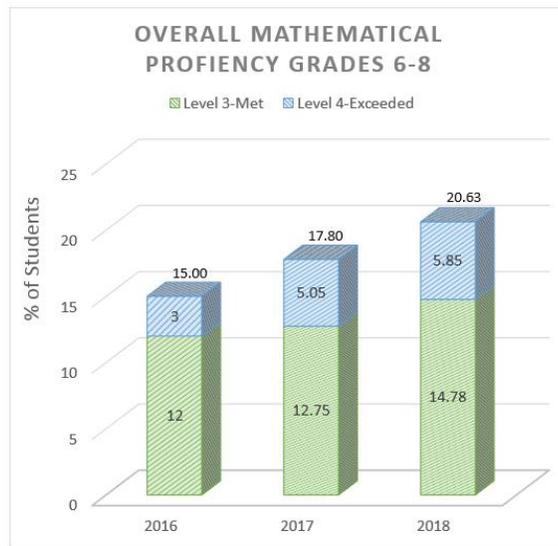
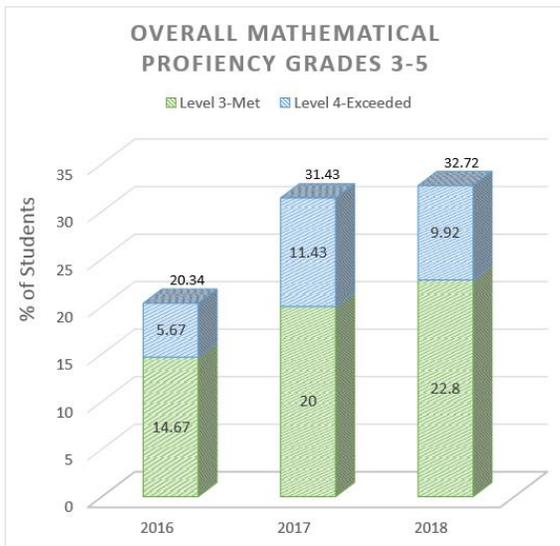
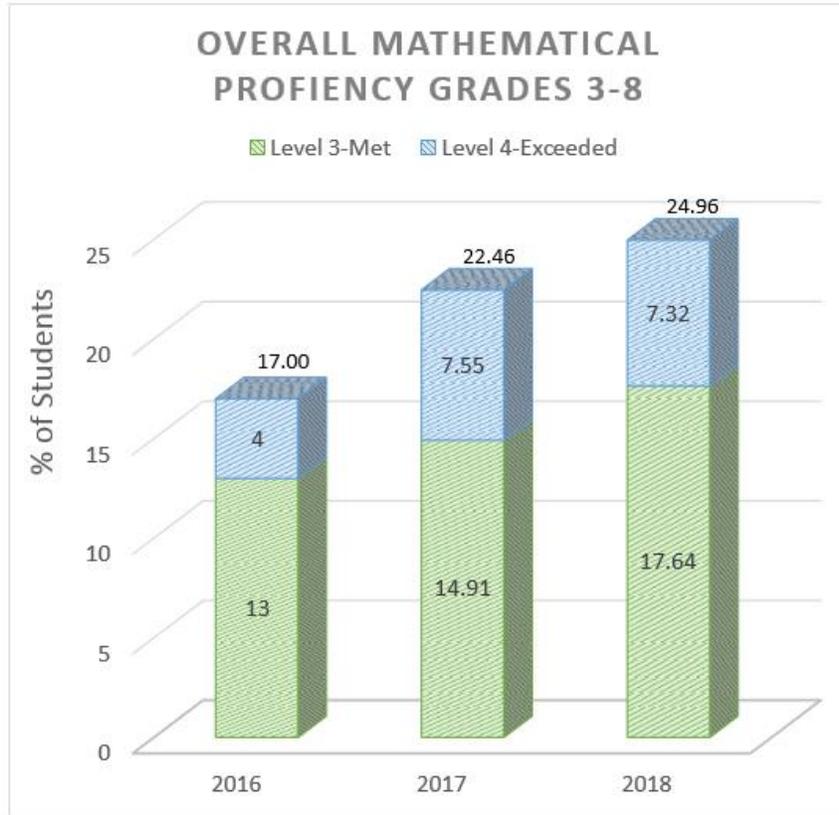
In 2018, grades 6-8, there was 43% proficiency for all students in grade 6 through 8. Overall, the middle school grades 6-8 showed 15% growth in ELA performance, with 28% of students meeting or exceeding the expectations for the 2017 CAASPP. Overall growth in number of students that met or exceeded standards between 2015-2016 to 2017-2018 is approximately 14%. This means that from 2016 to 2018, grades 6 through 8 had a 10% growth in students who met or exceeded standards on the ELA portion of the SBAC.

From 2016-2017 to 2017-2018, almost every student performance band of “Met” or “Exceeded” standards at grades 3-8, showed double-digit improvement in the area of ELA performance, with the exception of scores in the 5th grade which remained consistent at 44.28% two years in a row and 7th grade where growth was just over 4%. What is worthy of analyzing and replicating, is the two-digit growth identified in the following grades from 2017 to 2018: 3rd grade= 20% growth; 4th grade =13% growth; 6th grade =21% growth, 8th grade = 11% growth.

In ELA, the significantly higher levels of proficiency in the elementary school from 3rd through 5th grade (44.12%, and in 8th grade (43.65%) should be noted as well. In each of these grades, the percentage of students who scored proficient, as well as the growth over time are significant in comparison to other grade levels. This most likely speaks to Common Core State Standards (CCSS) aligned curricular adoptions across the school site, one-to-one technology in third through 5th grade, and exemplar instruction. Overall, the most proficient grade levels at the school in ELA in 2017 were 3th grade with 57% 4th grade with 44%, and 5th grade with 44%, and 8th grade with 44% meeting or exceeding standards on the CAASPP. This shows strong instructional efficacy towards improving student performance. The experience level of the teacher and school site experience (as previously mentioned) are likely also significant causal factors for student proficiency. Out of seven teachers that comprise the 3rd, 4th, and 5th grade team, five of the teachers have more than 10 years of experience, with four of them having 10 or more years at the school site. They have also worked at varying grade levels with one another and were able to vertically align the curricular components of their classrooms. In 2017-2018, the TAS middle school moved to full implementation of digital curriculums across the subject areas, as well as offering 1-1 technology in 3rd through 8th grade. Teachers became highly effective in utilizing the technology platforms offered by the curriculum, as well as other online educational and intervention platforms. Based on the

comparative data at the school site, it could be suggested that teacher instruction, CCSS-aligned curriculum implementation, as well as integrated technology use could account for schoolwide student success on the ELA Assessment.

Schoolwide Math Data



Data from <https://caaspp.cde.gov>

At Accelerated, in grades 3-8, an average 24.96% of students have met or exceeded proficiency on the Mathematics portion of the SBAC in 2018. This shows a continuous growth over time from 24.46% in 2017 and 17.00% in 2016, representing an overall change of 7.96% over three-year period.

In Grades 3-5 in 2018, approximately 32.72% of students met or exceeded proficiency on the Mathematics portion of the SBAC. This 2018 data shows a continuous growth over time from 31.43% in 2017 and 20.34% in 2016, representing an incremental increase of 12.38% between 2016-2018.

In Grades 6-8 in 2018, approximately 20.63% of students met or exceeded proficiency on the Mathematics portion of the SBAC. This also shows a continuous growth over time from 17.80% in 2017 and 15.00% in 2016, representing an incremental increase of 5.63% between 2016-2018 at the middle school level. We acknowledge while this data shows positive growth, it is goal to support our students in making larger percentages of growth each year.

Collectively at every grade level student is making progress towards meeting and exceeding the standards assessed on the Mathematics portion of the SBAC with the exception of 5th and 8th grade. While 3rd grade had a slight drop in proficiency, in 2018, 48% of students meet or exceed expectations on the Math section of the SBAC, which is almost 20% higher than LAUSD's overall average, at 30% proficiency for the 2017 assessment. The 5% drop in proficiency may not reflect an error in instruction but could be circumstantially attributed to the instructional group or changes to the grade level team. This is the 2nd year that the 3rd grade team has had the highest mathematics scores at the school site and a 20% higher proficiency rate than almost every other grade level.

3rd grade proficiency rates continue to be significantly higher when compared to other TAS grade levels. Two other grades that showed positive growth were 4th grade, which had a growth rate of approximately 17% and 7th grade, with a growth rate of 9%. The administration believes that the performance levels of these 3 grade levels speaks to the effectiveness of the teaching resource at these 3 grade levels, and the effective implementation of the CCSS-aligned curriculum and use of technology. The small, but consistent growth over the last couple of years at the school site is especially notable considering that our 7th grade math teacher went on maternity leave for the first half of the year, our 8th grade math teacher left midyear because she was committing from Apple Valley and our 6th grade math teacher left midyear due to medical condition. Both the 6th and 8th grade students didn't get a second a full-time math teacher until later in the 2017-2018 school year due to these leaves.

Because of this, we can draw the conclusion that stability to the grade level instruction from year to year, the support of the new curriculum, and the continuity of specific pedagogical programs, such as Guided Language Acquisition Design (GLAD), are the main causal factors for growth in student proficiency in both ELA and Mathematics. The multiplatform curricular adoption, with additional English Learner (EL) curricular resources, most likely played a significant role in supporting student learning and proficiency on the CAASPP. Despite significant organizational and instructional changes, the success shown by the overall percentage increase of teacher performance at the school suggests that consistency in curriculum, as well as implementation with fidelity, as well as access to and use of technology is the most consistent school site instructional feature that contributes to success. Even when controlling for the general proficiency of the group, we can deduce that strong and consistent teacher instruction, coupled with an appropriately rigorous curriculum, impacted scores. .

The continuity in certain instructional pedagogies over time, such as GLAD strategies, thinking maps, and Nancy Fetzer Writing, also show that whole school instructional strategies have helped support student learning even with environmental changes at the school site. In 2017-2018 the addition of a math coach and piloting of I-Ready, a new computer-adaptive, intervention program, as well as the creation of vertically aligned curriculum

maps and pacing guides, have all helped to provide the stability necessary for continued student success. In order to see greater increases in mathematics scores over the coming years, our improvement plan will focus on onboarding new administrative and coaching supports, using data to guide and implement professional development, setting goals in grade-level and departments, and implementing adaptive intervention programs.

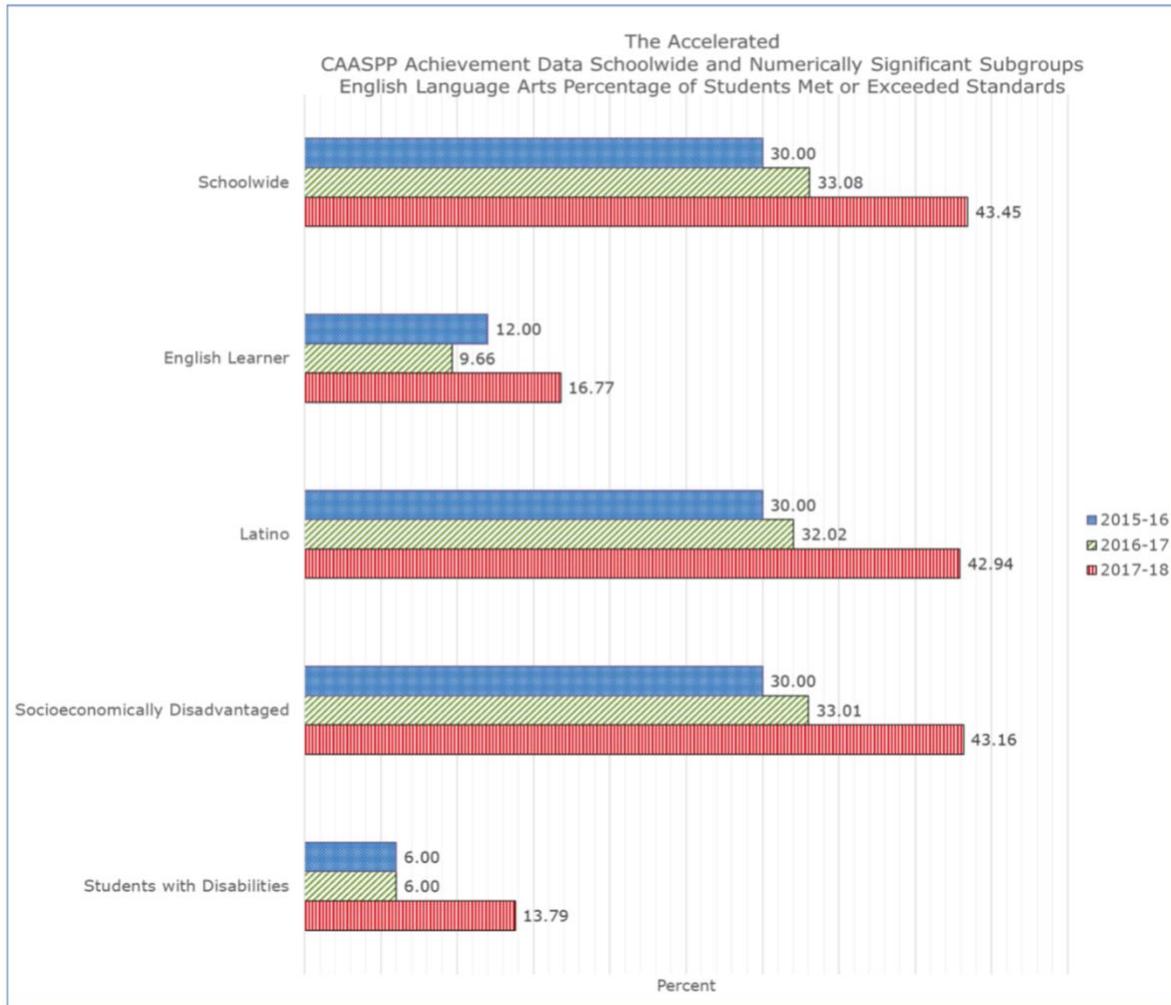
Subgroup Population Data

Schoolwide ELA Proficiency (Met or Exceeded Standards) by Subgroups

Subgroup	2017 Proficiency	2018 Proficiency	2017-2018 +/-
	Met/Exceeded	Met/Exceeded	Met/Exceeded
SPED	6.00%	13.79%	+7.79%
Economically Disadvantaged	33.01%	43.16%	+10.15%
English Learners	9.66%	16.77%	+7.11%
Reclassified Fluent English Proficient	48.93%	57.77%	+8.84%
English Only and Fluent English	44.67%	54.96%	+10.29%
African- American	55.56%	56.25%	+.69%
Hispanic Latino	32.02%	42.94%	+10.92%
Female	41.40%	50.73%	+9.33%
Male	24.33%	35.76%	+11.43%

Data from <https://caaspp.cde.gov>

**Multi-Year School Performance Summary Charts
The Accelerated**



LAUSD Data Set

A comparison of Spring 2017 and 2018 CAASPP/SBAC for ELA, indicates that all subgroups showed varying levels of positive growth having “Met or Exceeded” Standards, with 3 groups, English only and Fluent English (+10%), Hispanic Latino (+11%) and Males (+11%) showing double digit growth. Reclassified Fluent English Proficient students outperformed their English Only and Fluent English counterparts by approximately 3 percentage points and grew over an average of 9% from 2017 to 2018. Male students made the largest percentage of growth at 11.43% and while African Americans students made approximately 1% growth, they have consistently outperformed all other subgroups, scoring 55.56% proficient in 2017 and 56.25% in 2018. Our SPED students made approximately 8% growth from 2017-2018 in ELA. We believe that the positive growth shown by our SPED students is a direct result of the implementation of Tier 2 interventions that support ELA differentiated instruction i.e. FLEX, Saturday Academy and before and after school tutoring.

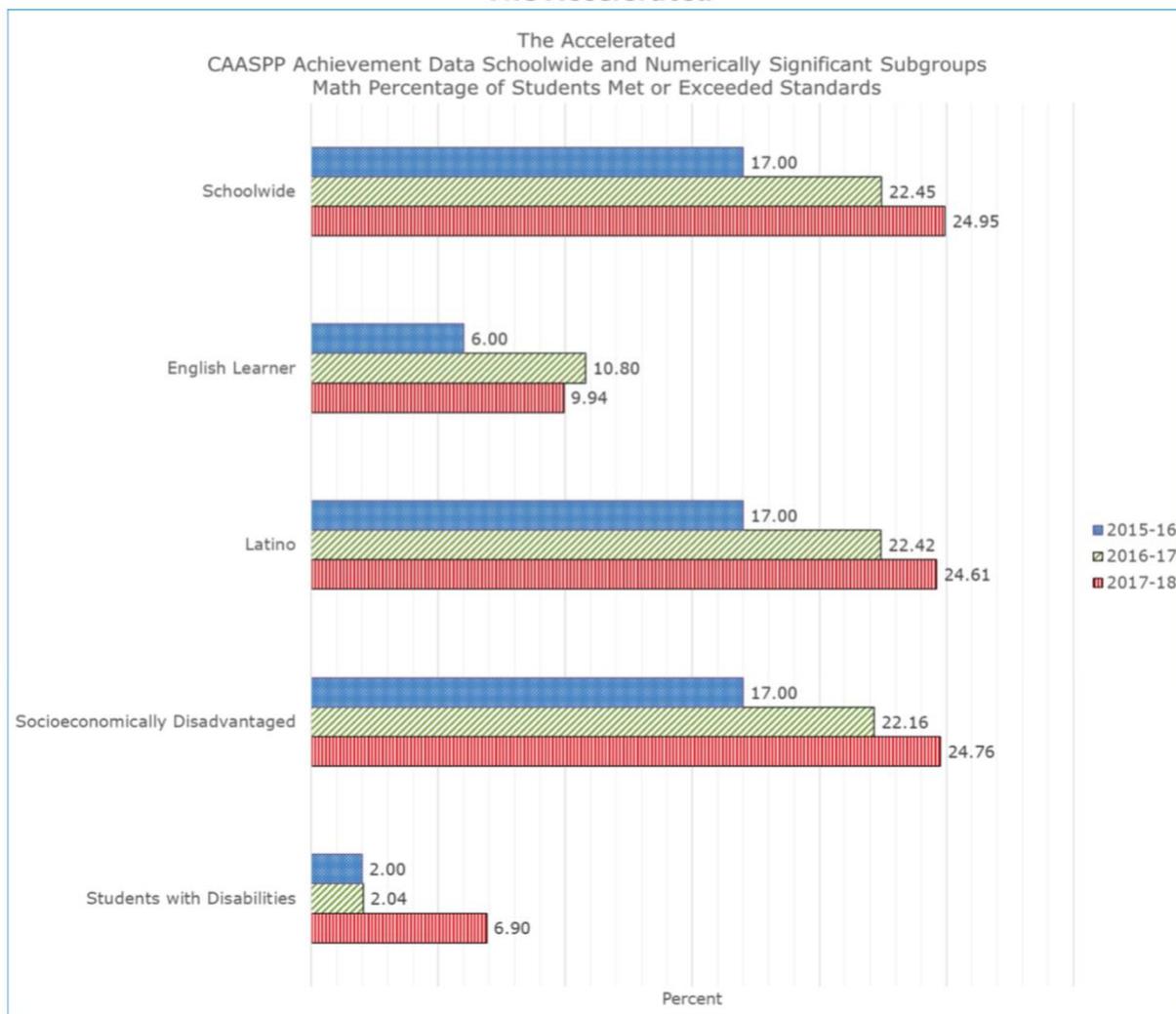
Whole School Math Proficiency (Met or Exceeded Standards) by Subgroups

Subgroup	2017 Proficiency	2018 Proficiency	2017-2018 +/-
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	Met/Exceeded	Met/Exceeded	Met/Exceeded
SPED	2.00%	7.00%	+5.00%
Economically Disadvantaged	22.16%	24.76%	+2.60%
English Learners	10.80%	9.66%	-1.14%
Reclassified Fluent English Proficient	30.34%	32.67%	+2.33%
English Only and Fluent English	28.25%	31.46%	+3.21%
African- American	16.67%	31.25%	+14.58%
Hispanic Latino	22.42%	24.61%	+2.19%
Female	25.00%	26.23%	+1.23%
Male	23.55%	19.88%	-3.67%

Data from <https://caaspp.cde.gov>

Multi-Year School Performance Summary Charts The Accelerated



A comparison of Spring 2017 and 2018 CAASPP/SBAC for Math proficiency scores, indicates that all subgroups with the exception English Learners and Males made growth in math. Our At +5% growth, our SPED students increased by a larger percentage than that of our English Only and Fluent English, Reclassified Fluent English Proficient (RFEP) students. This growth can be attributable to the implementation of ALEKS, our math online differentiated Tier 2 intervention program that was the designated support program for Students with Disabilities, English Learners and some struggling students.

The greatest need for The Accelerated School for 2019-2020 is to move instruction into the 21st century by focusing on learning that should be student-centered. We should focus on collaborative and contextualized learning that is fundamentally connected to real world application. This year an SSC subcommittee worked to write our annual update for the 2019-2020 school year. The subcommittee submitted the LCAP to the staff and SSC. The SSC monitored the LCAP by first reviewing the LCAP surveys for certificated, classified, parents and student groups. We were able to group the top responses into 3 general area of improvement and 3 top areas of categories that the school performs well in. The committee created 2 columns, one we reviewed the actions and services as it related to the surveys. The second column represented the changes that needed to occur due to the culminating survey review and data analysis of CA Dashboard and CAASPP performance. We then reviewed the changes to the annual update based on this work, placing monitoring pieces so we could continue review if we are still meeting CAASPP benchmarks as well as data from specific actions and services.

The teachers were able to expound on the data narratives and review of internal data for 18-19 school year, but the committee and PLC groups wanted the data narratives to focus on formative data to help drive instruction. iReady was purchased both for ELA and Math and the school went schoolwide so that we could have accurate data for reading levels and to assist in determining areas of need, so we better differentiate instruction. Having school wide data allowed us to review growth across the grade levels and norm our process when determining programmatic adjustments. Adopting Illuminate for 2019-2020 will allow the school better access to data that will inform our instruction and make data more readily available.

Below is a description of the areas that generalize our greatest need of moving into 21st century learning:

1. Instruction should be student-centered

The days of lecturing teachers has passed – though not entirely. While student-centered learning is strongly encouraged in the 21st century, this does not mean that the teacher can never give a lecture again. Instead, it means that the main source of knowledge in the classroom should not be the teacher. Education is no longer about listening to the teacher talk and absorbing the information.

In order to contribute to society, students will need to be able to acquire new information as problems arise. Then, they will need to connect the new information with the knowledge they already have and apply it to solving the problem at hand. They will not be able to call upon a teacher for answers, so will need to have ‘learned how to learn’ on their own. In this classroom model, the teacher would act as a facilitator for the students. Instead of passively receiving information, the students would gather information on their own, under the guidance of their teacher. Different learning styles are encouraged, and students have an enhanced sense of motivation and responsibility. They engage in many different types of hands-on activities, as well as demonstrate learning in many different ways. Learning is about discovery, not the memorization of facts.

2. Education should be collaborative

Students must learn how to collaborate with others. Society today has people collaborating across the globe. How can students be expected to work with people from other cultures, with different values from their own, if they are not able to work with the people, they see each day in their classroom? Students should be encouraged to work together to discover information, piece it together, and construct meaning. Collaboration should also be

dynamic. Students should learn how to recognize the different strengths and talents each person can bring to a project, and change roles depending on those attributes. TAS should also be collaborating with other educational institutions around the world to share information and learn about different practices or methods that have been developed. They should be willing to alter their instructional methods in light of new advancements.

3. Learning should have context

Student-centered does not mean that the teacher gives up all control of the classroom. While students are encouraged to learn in different ways, the teacher still provides guidance as to the skills that need to be acquired. The teacher can make a point of helping students to understand how the skills they are building can be applied in their lives. Students will be much more motivated to learn something that they can see the value in. Since we are no longer preparing students for specific tasks and roles, we need to take a more general approach and teach them the skills that are useful in any situation. Lessons have little purpose if they do not have any impact in a student's life outside of the school.

4. Schools should be integrated with society

In order to prepare students to become responsible citizens, we need to model what a responsible citizen is. Schools will often work at accomplishing this by creating events for the school community, by encouraging students to join committees or take part in school projects, and by occasionally helping the community around them with activities such as food drives or neighborhood clean-ups. With the powers of technology and the internet, students of today can do even more. Our community is no longer just the area of space located around the school but reaches out and envelopes the world. Education needs to help students take part in this global community and find ways of impacting more than just their neighborhood. This doesn't mean that they do not need to learn the value of helping others around them and protecting their immediate environment, but that they should also be learning about how they can help and protect a world further away from them, but also closer all the time.

2018-2019 TAS SPED/EL Improvement Plan

Accelerated's main institutional goal is to prepare students for high school so that they can be prepared to graduate and succeed at the University of their choice; who will enter the workforce as informed and productive employees, entrepreneurs, and community leaders; and who will act as socially aware and responsible citizens.

Students are exposed to intensive learning experiences that emphasize a hands-on approach, linking studies across disciplines to foster a well-rounded educational experience that promotes 21st century computer literacy. The average class size at Accelerated is 24:1 at the Transitional Kinder-3rd grade level and 35:1 in the 4th-5th; 30:1 in 6th-8th level and all middle school English Language Development (ELD) classes average between 18-23 students. TAS TK-8 student population of 788 has a demographic comprised of 96% Hispanic students, 1% African-American students, 3% other; we also have 72 identified SPED students and 731 socioeconomically disadvantaged students. As of November 2018, we have a total of 283 EL students with 176 EL learners in grades TK-4 and 107 LTELS in grades 5-8. All EL students in ES spend 30-45 min. daily receiving English Language Development. Our EL Middle school students receive 250 minutes of ELD instruction weekly, averaging 50 min. daily.

Research Evidence for ELD in Supporting SWD:

The success of English Learners (ELs), Standard English Learners (SELs) and former ELs, students who have been reclassified to fluent-English-proficient (RFEP) status, is one of the highest priorities for Accelerated. Accelerated is committed to providing the highest quality educational programs and services that are soundly

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based in current research evidence. At TAS, instructional plans for English Learners are based on sound educational theory, are adequately supported with trained teachers and appropriate materials; and are periodically evaluated to make sure the program is successful and modified when the program is not successful. At Accelerated, we believe that the success of our English Learners depends on multiple opportunities to engage in interdisciplinary practices that support both conceptual understanding and building language. English Language Development (ELD) at the elementary level is taught across subject areas and students are asked to make sense of and use language appropriately and purposefully even outside of the 30-minute daily ELD block. At the middle school level, to further support concept building and language development, ELD and English-Language Arts (ELA) teachers collaborate weekly, aligning their instruction so that students are receiving multiple opportunities to engage in grade-level content. Our constructivist and socio-cultural approach to teaching and learning recognizes that honoring the unique experiences of our English Learners is essential, if not, required, for their learning. As such, we equip our teachers with knowledge of grade-level standards as well as language standards so that they are well-equipped to provide standards-based instruction where rigor is embedded, and scaffolds are deliberate, language-specific and appropriate to the needs of each individual language learner. Diagnostic tools, such as i-Ready, used to measure students' content knowledge, and formative assessment practices used to measure understanding of academic language, and participation in disciplinary practices, are used to support our language learners. Diagnostic and formative assessment practice enable teachers to monitor student learning, provide timely and valuable feedback, adjust instruction accordingly, and promote student reflection on their own thinking and learning.

The 2018-2019 English Learner Master Plan outlines the systems that are in place serving SWD ELs AND SELs to ensure compliance with state and federal law and, more importantly, to guarantee that all ELs at TAS have access to rigorous curriculum, in order to become, fluent in English and master all the content standards required in the state of California.

Annually, the goals set forth in our EL Master Plan are used to evaluate and provide future guidance of our program and increased effectiveness. In response to our 3- year analysis of TAS' CAASPP scores and our EL/RFEP students' performance, our TAS 2018-2019 Improvement Plan continues to focus on Tier 1 & Tier 2 instruction as we move into supporting our ELs to have full access to the District adopted curriculum. During year 1 & 2 of our District's curriculum adoption in ELA/ELD and math, the focus was on implementation with fidelity. As we move into the 3rd year of our adoption, our focus is on using the curriculum to strategically improve student performance through differentiation and small group instruction; provide instructional support so students meet requisite ELPAC proficiency level growth & TAS' District-wide criteria for reclassification while making adjustments to match the State's ELPAC reclassification criteria (Jan. 2019). Teachers will be supported to provide effective Tier 1 instruction making content accessible through CLOSE Reading and Guided Language by Design (GLAD) strategies, monitor students' performance against both Common Core and ELD standards while continuing to increase the number of our EL & RFEP students who perform on the CAASPP at a Level 3 (met) or 4 (exceed) in ELA and math. TAS' school wide initiatives to 1) increase students' math performance and 2) increase academic discourse paired with English language development and improved student performance are the foci for our EL & RFEP students.

In 2018-2019, our goal became more expansive and these two programs were replaced with iReady to support SWD, an online reading and math program designed for ALL student, to provide diagnostic benchmark assessments 3 times a year, backfill student deficit areas and challenge grade level students in Reading: Phonological Awareness; Phonics; High-Frequency Words; Vocabulary; Comprehension: Literature;

Comprehension: Informational Text and in Math: Number and Operations; Algebra and Algebraic Thinking; Measurement and Data; Geometry with lesson that adjust based on their performance. With the challenge of meeting the academic needs of our LTELs, iReady's online individualized lessons and teacher tools for instruction, provide additional support for skills students may have worked on during the online lessons but have not yet fully mastered. This opportunity for small group, focused and directed instruction, will allow for the prescriptive teaching that many of our Els and LTELs need. All ELA/ELD and math intervention teachers will integrate the use on this online intervention program 2 times per week for 20 min.

While our goal is to improve our EL students' performance in ELA and math using the curriculum and online intervention platform, teacher professional development will serve to support with a strong foundation of reading at the Kinder & 1st grade level implementing A2i (A2i is a professional support system that leverages and seamlessly integrates TAS charter school's existing assessments and curriculum to help teachers take the guesswork out of differentiating reading instruction for each child) system that provides a diagnostic test of foundational reading concept deficits, groups students with common needs and helps to identify remedial lessons that teachers can access within their Wonders (ELA CCSS approved Curriculum) as well as other supplemental resources such as Wonder Works an intervention program designed to provide foundational skills development to students who are 2-3 grade levels behind and have academic holes preventing them from meeting their grade level expectations in ELA. Continued training to foster student academic discourse, use of sentence frames, sentence stems, conversation prompts as well as a deeper dive into Close Reading strategies are ongoing schoolwide instructional strategies. Instructional coaches will be available to help with lesson planning, assessment development, and model effective instructional delivery, lesson and the data analysis & reflection process.

Student goal setting is another part of the reflective process to increase awareness, accountability and an understanding of their own individual needs all in an effort to build a growth mindset and support SWD.

Goal #1: Implementation

TAS's EL plan will be implemented during the 2018-2019 academic year. Teachers, staff and families will receive an orientation to the plan, training on plan implementation, and serve on committees to guide and evaluate the effectiveness of the plan. TAS English Learner plan will be implemented and show evidence of academic achievement and the acquisition of English for English Learner students as measured by English Language Proficiency Assessment for California (ELPAC), CAASPP, English Language Development (ELD) portfolios, as well as based on curricular and local assessments such as the A2i periodic assessment for primary grades (K-1st) and the iReady Diagnostic/Benchmark Assessments in ELA & Math (TK-8th).

2018-2019

- Parent ELPAC & Reclassification Training will support parents to understand how to interpret the new ELPAC reports, the new District criteria for reclassifying based on new ELPAC descriptors, the proposed online administration of the future 2019-2020 ELPAC test.
- Teachers will learn to interpret the new ELPAC reports, data points reported by domains & language proficiency alignment with the new ELD descriptors (Emerging, Expanding, Bridging)
- Pre/Post Teacher Survey Data will be used to identify individual teacher's professional development needs with supporting Els, ELD instruction and the EL student monitoring process.

Goal #2: English Proficiency

TAS EL's and SELs will make gradual progress in their development of academic English, attaining English Language proficiency and progress at the minimum rate of one ELD level per year.

2018-2019

- Teacher/Student EL Data Reflection & Goal Setting Conferences using the new ELPAC & CAASPP (3rd-8th) aligned Student Goal Setting Document:
 - Students will receive historical data regarding their progress after 2018 ELPAC test administration.
 - Students will document how they performed in the 4 domains: Listening; Speaking; Reading; Writing using the specific descriptors of Beginning; Somewhat/Moderate; Well Developed.
 - Students will identify the domains in which they need to grow and develop specific, achievable and measurable goals.
 - Students will identify how much they need to grow on both the ELPAC to score a “3” or “4” and the growth points needed to score “Met” or “Exceeded” on the CAASPP.

Goal #3: Academic Progress

Ensure that students, including Special Education, receive appropriate instruction and assist staff in the implementation of EL teaching strategies through staff development plan based on identified student needs with differentiated instructional strategies. As a result of increased English Language acquisition and academic support, English learners will demonstrate increased competency on district benchmarks and state-wide tests and demonstrate overall academic achievement.

2018-2019

- All new ES and MS teachers will be trained to implement the District adopted curriculum for ELA -ES- Wonders Core & ELD component & MS – Study Sync for Core & ELD component and for math- ES – My Math & MS – Glencoe Math
- ES & MS Teachers will differentiate using the access resources for Els and SWD.
- MS Teachers of LTELS will be trained and supported to plan for differentiation for students at Emerging, Expanding, Bridging language proficiency levels by using the following resources in Study Sync:
 - The Blasts are written at 3 different Lexile levels.
 - The Designated ELD Shared Texts are written at 3 ELD proficiency levels.
 - The Designated ELD Created Texts are written at 5 ELD levels (Newcomer 1, Newcomer 2, Emerging, Expanding, Bridging)
 - The text library has a sliding scale that allows you to filter for text Lexile's anywhere between 400 to 1800.
- All new ES & MS teachers will receive PD training in Project GLAD strategies & returning teachers will receive an advanced training in additional GLAD strategies to add to the existing repertoire.
- PD and teacher support will focus on use of Sentence Frame, Sentence Stems, Conversation Prompts and CLOSE Reading strategies, Number Talks and WODB activities to encourage critical thinking skills.
- All ES Teachers and the ELD MS Teacher will be trained in the use of the modified EL Student Monitoring document and the modified ELD Portfolio Tracking Sheet.
- 2018-2019 will be the 1st year that the ELPAC will allow for universal (all students have access) and specific testing accommodations and modifications (only for students with IEPs and 504 plans where these are documented)
- TAS 2 (Site 2) grade level Kinder teachers have chosen to group students by their language proficiency levels to provide focused language instruction.
- Student Academic Performance will be measured using:

- One-to- One Technology in grades 2-8- Computer Literacy, Online Curriculum, Online Intervention Resources
- ELPAC Scores- Initial & Summative Test
- ELD Portfolios with Modified Teacher Documentation Sheet that reflects domains specific needs and other progress monitoring systems
- Internal Assessments/Common Benchmark Assessments i.e. A2i Reading (Kinder & 1st) and iReady assessments (TK-8th) These will be administered 3 times a year.
 - In 2019-2020, the A2i program will be expanded to 2nd grade and the 2nd grade team will be trained to use the diagnostic assessments and foundational reading skills targeted, small group instruction.
 - Our final year of A2i development, in 2020-2021, will include our 3rd grade team who will also be trained.
- Curriculum Embedded Assessments- Unit & Chapter tests & EL Performance will be communicated through monthly Data Narrative Reports created by grade level and department teachers.
- CAASPP ELA & Math Performance Data – Teachers will analyze the CAASPP TARGETS and CLAIMS to identify students’ strengths and weaknesses on the 2018 CAASPP and adjust their pacing plan and lesson delivery to focus on specific concept development.

Goal #4 Reclassification of English learners (including SWD)

Reclassify English Learners who meet established criteria; establish follow-up procedures to monitor and support reclassified fluent English proficient students (R-FEPs) as well as assure all English Learners show yearly progress towards meeting the criteria to become English proficient.

2018-2019

- Accelerated modified the criteria for reclassification based on the new ELPAC overall score of a “3” or “4” which replaced CELDT -Early Advanced /Advanced criteria.
- TAS is replacing the use of Accelerated Reader to generate Lexile Level Scores and will now use iReady ELA Lexile Levels which uses more comprehensive data to determine a student’s Lexile /numeric comprehension score.

Goal #5: Monitoring Plan & Staff development

Develop a monitoring evaluation plan for determining program effectiveness for English Learners; monitor growth and use data to improve academic programs.

2018-2019

- All Kinder & 1st Grade Teachers will receive a year-long PD in the A2i Reading Programs – online program that focuses on the foundational skills or reading- students take diagnostic assessment, skill deficits are identified by reading concepts based on the reading process & students are grouped based on their assessed reading needs.
- All ES & MS ELA/ELD/Math teachers have been given a series of iReady PD Trainings where they have been trained to use the iReady online program for students – admin. diagnostic test, monitor student performance on lessons/quizzes, identify and deliver skills-based lessons.
- The 2 Instructional Coaches and AP will support ES & MS ELA & Math teachers to implement the iReady program in grades TK-8th grade with fidelity as well as deliver the prescriptive and differentiated lessons to students with similar needs in small groups. This online curriculum serves as a Tier 2 intervention as well enrichment for students who have met grade level standards.
- TAS ES & MS Teachers, TAS’ Instructional Coach & Intervention Clerk and Academic/Behavior

Counselor will monitor students' progress using iReady assessment data, PowerSchool grades, 5-week progress reports and Academic Student Contract monitoring.

- The A2i and iReady Benchmark Assessments results will be used along with teacher surveys and Summative data results from the ELPAC and CAASPP as part of the annual evaluation of the effectiveness of TAS' EL program.

Goal #6: Parent Involvement

Parents will gain increased knowledge of language and policies related to the support of ELs and SELs and learn strategies to assist in their own language development and those of their children.

- The ELD Committee will create and provide suggestions for what parents can do to support their children at home with their continued language development.
- ELAC will identify opportunities for parents to increase their own English Language development skills.
- Parents will be notified of changes the CDE may be making regarding the ELPAC performance level criteria for reclassification that is due to be posted after Jan. 2019.

Goal #7: Cultural competence

The school environment will show evidence of home language and culture affirmation and all TAS students and families will develop greater sense of multicultural awareness and competence.

- The TAS Administration, TAS Project and Events Committee and the TK-8th Grade ELD Committee will continue to plan events and activities for students and our TAS families that reflect the cultural diversity of our learning community.

Students with Disabilities

The RSP model is primarily push in and co-teaching, with a few strategic groups of pull out, based on IEP minutes, needs and goals. The push in model looks differently depending on the teacher, class and subject. For example, in one classroom, push in is done with small group of students where the RST rotates based on teacher assessments and collaborative conversation. In another class, push in looks like team teaching, with both teachers equally sharing the direct instruction. In other classes, push in is comprised of one general education teacher and one SPED instructional aid or RST, with the general education teacher providing direct instruction as the RST or assistant provides supports and monitors students. Other times, students are pulled out to a smaller environment to catch up on a lesson that may need to be retaught or to receive extended time on an assignment or assessment. As we are a collaborative model, the small groups that RSTs and aides work with may include general education students mixed with RSP students and may not include all RSP students in the class, since we specifically target these small groups based on assessments, grades and collaborative teacher conversations.

Bi-weekly RST meetings with the principal and site coordinator occur throughout the year. Time is built into monthly professional development for special education teachers to plan and collaborate with general education teachers. During the collaborative planning meetings, various interventions are discussed, such as Academic Interventions which include clustering and Saturday School; and Behavior interventions such as contracts, parent meetings, RST facilitated teacher student meetings at MS level.

Student services coordinator and Special Education Administrator oversee the Special Education (Sped) program. The Sped Administrator and school site administrator review the 300-report weekly and guidance is provided as needed. Case carriers provide all general education teachers with a “snapshot” of the students’ IEP, which includes the type of learning disability, student goals, (created by IEP team) list of accommodations and required services. Case carriers consult with the general education teachers to review student data and performance before writing goals, which are included in the snap shots. Site administrators provide further support and guidance as needed. After each IEP, snapshots are updated as needed to reflect new services/accommodations, and case carriers review them with the general education teachers.

Case Carriers document progress on the goal pages in Welligent. Goal pages are printed and sent home to parents at progress report time for elementary school students (TK-5) and after midterm and final grades for middle school students. Case carriers also follow up with any parent questions or concerns. Additionally, case carriers contact parents prior to reports being distributed if a student is experiencing difficulties. RSTs generate 300-reports and provide to site administrators along with explanations of any students not at 100%. The master IEP calendar, which lists when all IEP meetings will be held, is developed annually by the student services coordinator. RSTs monitor timelines as well. All complaints/concerns are directed to Principal and the Principal then assigns the complaint/concern to the appropriate person (case carrier, assistant principal, related service provider, etc.) Brochures are displayed in the front office as well as in the student services office. Booklets are sent home to parents with assessment plans and IEP notifications and these are also provided to parents at the IEP meeting. Booklets are reviewed at the start of each IEP meeting.

There have been a multitude of structural changes implemented to respond to the growing needs of the teachers and the student body, especially in grades six through eight. Through examining the results of the CAASPP data analysis, the focus in the coming years will emphasize strong common core curriculum a reinforcement of effective English Learner programs schoolwide, and support services for academic and behavioral intervention. In addition to the hiring of our Academic Advisor/Dean and Assistant Principal, TAS will bring on instructional coaches to support teachers in the implementation of the CCSS, with a more directed focus on mathematics. Teachers in grades K-5 will continue to receive training and feedback within the CCSS-aligned curriculums across the grade levels. Teachers in grade six through eight will receive additional professional development and coaching in alignment with Wallis Annenberg High School, to support the delivery of the newly adopted ELA, Math, and academic intervention curricula, i-Ready. The elementary school will receive additional annual trainings to support teaching phonics, English Language Acquisition (GLAD), CCSS, and NGSS content standards. Some of these structural changes have allowed for more rigorous and differentiated classrooms, which included redesigning the bell schedule to move to block scheduling. As in years past, the teachers in 2018- 2019 will need to collaborate through our Professional Learning Community as well as departmental meetings to set goals, track growth, and plan meaningful and rigorous lessons. Additionally, teachers in grades 3-8 will be provided with differentiated professional developments, to meet their unique instructional needs, as well as one-to-one technology and digital curricula to reinforce our commitment to technology. To support greater curricular fidelity and intervention at the K-2 level, TAS will increase access to technology in the 2018-2019 school year for the primary grade span. Second grade classrooms will move to 1-to-1 technology, while Transitional Kindergarten and Kindergarten will have the use of a laptop cart. The commitment to increased technology will help support teachers and administrators in delivering curricular, I-Ready, and CAASPP-style assessments in order to track growth of student success, as well as set goals and analyze formative data to inform classroom planning and instruction.

Administrative Supports across TK-8

The changes in the structure, curriculum, and administrative supports across the school were implemented to more readily support teachers and students towards their commitments to self and rigorous instruction, with the ultimate end goal of success on the state-wide CASSPP assessments.

To further support teachers in the delivery of this curriculum, TAS will hire an instructional coach to help teachers dive deeper and target areas of improvement as they implement the curriculum in their classrooms. Additionally, teachers K-8, have worked with a science consultant to refine their understanding of the NGSS standards to further support their implementation of CCSS in ELA and Math, as well as math coaches at the middle school.

Data- Driven Instruction and Professional Development

Accelerated is committed to improve and deepen content, technical, and pedagogical knowledge of teacher, coaches and administrators to better serves the needs of our diverse population of learners. Accelerated (TAS) provides all CAASPP data and results to the governing board and various stakeholders, which is shared and discussed school-wide during Professional Development with teachers and with parents during parent meetings and the SSC-ELAC committee. The information includes CAASPP performance data of all grades who are meeting standards and not meeting standards, as well as comparisons to area district schools and area charter schools and change over time at the grade level and within specific performance groups. Following the dissemination, analysis, and discussion of the data with various stakeholders, TAS identifies specific areas of progress and need. Through the PLC model, the TAS teaching staff is committed to reflecting on student results as a part of the continuous cycle of instruction that will guide teachers.

The TAS community has a commitment to instruction that is closely tied the utilization of SBAC and curricular data, that lead to plans to improve instruction. This year, in addition to the continued analysis of SBAC scores, TAS teachers across the school site will utilize i-Ready, a multi-grade, adaptive technology platform that supports students in ELA and Math through the use of computer-based, self-directed learning. This program administers three diagnostic assessments a year and provides differentiated lessons for students and monitors their progress toward achieving growth goals. The K-8 community will systematically analyze SBAC and I-Ready data during professional development. It will use this data to develop grade-specific SMART goals, as well as individual goals with students.

Curricular Assessments are administered in ELA and Mathematics through grade-level specific curriculum, including McGraw-Hill's Wonders and My Math in the elementary school. All grades will meet for data articulation during collaborative planning time at least one time a month with an administrator. Upon completion of the first assessment, each grade level or department will strive for at least a 10% increase in student achievement on curricular benchmark exams. There will also be extracurricular support for K-5 students that attend the afterschool (KTAP) program. They will get additional practice based on sub-skill data with number sense, phonics, and reading fluency.

Implementation and 3rd Year of Adoption of CCSS-Aligned Curriculum with EL Integration

The second school initiative is the continued development of our common core curriculum, adopted in 2017-2018 as a direct response to CAASPP performance. The adopted curriculum continues to be highly rigorous and based on the Common Core State Standards. The curriculum assists with providing teachers with assessments where the results are used to drive instruction. As we move into year 2 adoption for the middle school

curriculum, teachers will be further supported in the deeper integration of technology coupled with the CCSS, as students will continue to have access to 1-to-1 technology with Chrome Books.

Restructuring of the Middle School Schedules

There are a few major school initiatives that are a direct response to the concerns of performance of our CAASPP performance during the 2016-2017 school year, including the restructuring of the middle school bell schedule. To support student learning, the core middle school classes in 6 through 8 will all become single subject with differentiated rigor to appropriately meet the needs of the student body. In 2017-2018, the 7th and 8th grades organized into single subject core classes, while instruction within these grade spans were refined and differentiated to meet the diverse needs of the student body, including the development of honors and intervention classes and access to pre-algebra and algebra classes in mathematics. In years past, TAS maintained the 6th grade cohort structure to enlist socioemotional support as students transitioned from elementary school. However, in 2018-2019, the sixth grade moved to single subject classes to offer more rigorous subject courses while also increasing the monitoring of students by hiring an academic advisor who monitors student behaviors and grades. Furthermore, the 2017-2018 data from the CAASPP assessment and the initial i-Ready Diagnostic Assessment was used to create subject-based intervention classes across grade levels 4-8 to provide some of our EL and SPED students with targeted and remediated instruction. Overall, the school has realigned the schedule to provide students with more rigorous and differentiated instruction across the entire middle school.

Multi-Tiered System of Support (MTSS) - Direct Mathematics Support

CAASPP Mathematics scores in 2018 fell below the LCAP math goal. This creates the need for further support with the mathematics program at TAS. With Math becoming the organizational focus in 2018-2019, students will demonstrate a shift in mathematical thinking that focuses less on procedural knowledge and more on conceptual understanding of math. The hiring of the 6-12 Math Coach will better support the needs of the teachers and students at TAS. As a result, the following items have been put into place; a full team of Math Teachers, Curriculum Maps and Pacing Guides, Benchmark Assessments, i-Ready Diagnostic, i-Ready Computer Based Lessons, Data Narratives, and Math PD Series. Now that we have a full team of Math teachers at the Middle School, including a Math Intervention teacher, MS teachers will now be receiving Curriculum Maps and Pacing Guides created from the new common core aligned curriculum to assist with pacing and planning to ensure that all classes are covering the required material during the school year. SBAC-like benchmark exams, aligned to the standards covered in each unit, have been created for Middle School students to ensure that ~~students~~ they are learning appropriate grade level standards throughout the year. These rigorous exams will be provided to teachers prior to the beginning of the school year for them to backwards plan each unit. They will be administered 5 times a year to match the five units of the curriculum at each grade level 6 through 8. Based on the results of each exam, the standards that students struggled with the most, will be spiraled into the following exam. Teachers will also be analyzing their data through a “Data Narrative” in which teachers dive into their data at various levels and then create an action plan to meet the needs of the students in their classes. Another pressing need was how to support our students that are currently performing below grade level. The integration of i-Ready K-8 will be used to measure growth over time. All students will take the computer-adaptive diagnostic assessment three times a year. Based on those results teachers will receive a data report and an individualized math plan is customized specifically to what each child knows and is ready to learn based on their Zone of Proximal Development, not their grade level. Then, interactive computer-based lessons will populate based on those results to fill in the specific gaps of learning for each child. Students will work on their computer-based lessons 30 minutes two times a week, alongside their regular curriculum.

Professional Development will be provided through instructional coaches and assistant principals for all teachers on minimum day Mondays on how to analyze the i-Ready results to meet the needs of all children in all classes. The Middle School Math Department will have three “Data Days” throughout the school year to analyze the i-Ready results and create an action plan to create small groups and differentiate their lessons based on the needs of the students in their classes. Data analysis will also occur after each Diagnostic exam. Because i-Ready can predict SBAC scores within 1%, targeted test preparation will be an ongoing topic throughout the school year. A series of Math Professional Developments have been rolled out organization wide this year in order to increase the level of Mathematical Discourse in the classrooms. Principals, Assistant Principals, and teachers are not only diving deeper into the 8 Standards for Mathematical Practice, but are also learning and implementing several strategies, including “Which One Doesn’t Belong” and “Number Talks”. Professional Development will also include backwards unit planning, lesson planning, how to create daily Proving Behaviors and modify instruction based on those results, and how to increase rigor in the classroom the addition of a Math coach to help support grades 6-8, will deliver professional development and assist teachers in continued implementation of the CCSS.

Increased Parent Involvement in Decision-Making at the School Site

TAS organizes parent committees and meetings to become more inclusive and organized. SSC and ELAC will create timelines for completion items and review school plans, data and LCAPs to ensure that an ongoing process is followed throughout the year. Two additional parent surveys will be provided to get more feedback from parents so that all parents can participate (if not present) by having input on how the school runs and operates. Parents need to be present and participate in the interview process to include more perspectives on how teachers are hired and maintained as high turnover is a primary concern at the school site.

Socioemotional Learning and Adoption of Restorative Justice Practices

In addition to this, extracurricular and behavior management programs have been reorganized to provide more support to the varied needs of our middle school student body, including the hiring of a Dean of Students, the adoption of the Restorative Justice program school-wide, and the systemic integration of intervention programs before, during, and after school with i-Ready. In 2018-2019 this will be further extended as administrative duties will be segregated to provide specific supports to academic intervention with a new Academic Advisor/Dean, as well as a new Assistant Principal. However, improving the learning environment, discipline policies, and school culture is just one piece of overall school site improvement; classroom instruction will also become more rigorous and effective. In order to build a more positive school culture and address discipline issues that affect academic instruction schoolwide, Accelerated has adopted the LAUSD model of Restorative Justice, which is in its second year of implementation at the school site. In building on the management practices of the Dean from the last school year, the Restorative Justice practices have shifted the responsibility of learning and respect to the students and are helping to hold students more accountable to their actions in the classroom. In our first year of implementation, Community Circles became a mainstay in many of the middle school classrooms. In our second year of Restorative Justice implementation, TAS will support teachers developing restorative practices, with the support of our Dean, who will perform purposeful classroom walkthroughs, provide teachers with formalized feedback, and work with teachers to set goals based on restorative practices. As in years past, the Dean will also continue to support teachers directly, providing feedback on community circles and working with teachers to integrate restorative practices in their classrooms alongside structured disciplinary support. This will help build more community within the school site, provide a more positive and respectful platform for students to deal with conflict, and ultimately help reduce the number of referrals, suspensions, and the time that students are spending outside of the class. The goal of the behavior and management programs in the middle school is to help build community and reduce incidents so that the students increase their time learning in the classroom.

Supports for SWD English Learners

A multitude of structures will be put in place to address the instructional needs to our EL students; during dedicated ELD instruction. For Grades TK-5th grade the ELD curriculum is fully integrated into the adopted McGraw Hill, ELA program, Wonders and will be implemented with fidelity. In the middle school, Study Sync will be purchased and stand-alone ELD classes will be provided to all students grades 6-8. When assessments are given, EL students will be tracked and monitored to ensure that they are receiving the necessary interventions to maximize their ability to test Early Advanced or Advanced on the ELPAC and are demonstrating the requisite performance levels in the areas of listening, speaking, reading and writing as indicated on the performance rubric. EL students K-8th grade will be closely monitored and tracked for their achievement in alignment with the new ELD standards in the specific English Language Development Level Continuum: Part 1: A. Collaborative; B. Interpretive; C. Productive & Part 2- A. Structuring Cohesive Texts B. Expanding & Enriching Ideas; C. Connecting & Condensing Ideas. In addition, these areas will be monitored across all core content areas. TK-8th grade teachers will be trained in and will integrate Guided Language Acquisition by Design (GLAD) strategies across all content areas. Support and training will be provided to assist teachers in the use of specific strategies and curriculum aligned resources that support ELs and SWD to access the curriculum and demonstrate the understanding of the 8 mathematical practices and Common Core Standards in which periodic assessments indicate they may be struggling. EL SWD will attend an intensive 4-week Summer session that focuses on and addresses the language areas in which our students who are LTELs are struggling the most to pass on the annual CELDT test.

Improved Services:

- Reorganization of the Organizational Chart for more teacher supports
- Hired an Instructional Coach- for the Elementary School and another for MS Math and ELD
- Hired a Math support teacher to provide direct support to upper elementary and middle school
- Hired a SPED Administrator to oversee SPED program
- Hired more SPED IAs for increased support of SWD
- Title 1 Fund for early literacy intervention through United to Read
- IA hired through Direct Ed, which raises expectations and provides more rigorous oversight and evaluations for Instructional Aides
- I-Ready Platform Adoption
- Increased PE time for Elementary School and hiring of a new PE teacher
- More collaborative planning time, data meetings, and departmental and grade level goal setting
- Smaller Class sizes in the middle school
- Increased control of the PLCs in the decision-making processes
- Shift from AR to a School-wide reading program centered on creating lifelong readers (research)
- Increased Classroom Budget for teacher resources, including STEM and online digital platforms
- One-to-one technology in the second grade and iPad K-1

Stakeholder Involvement

The school provided parent meetings and Title 1 surveys were provided during the annual parent meeting, a larger LCAP survey was also sent out to all parents and staff at The Accelerated School. The School Site Council and the English Advisory Committee provided input and discussion on the LCAP and SPSA during committee meetings. The SSC created a subcommittee to work on the bulk of the writing portion of the LCAP and SPSA. Last year an SSC subcommittee worked to write our annual update for the 2018-2019 school year. The subcommittee submitted the LCAP to the staff and SSC. The SSC monitored the LCAP by first reviewing the LCAP surveys for certificated, classified, parents and student groups. We were able to group the top responses into 3 general area of improvement and 3 top areas of categories that the school performs well in. The committee created 2 columns, one we reviewed the actions and services as it related to the surveys. The second column represented the changes that needed to occur due to the culminating survey review and data analysis of CA Dashboard and CAASPP performance. We then reviewed the changes to the annual update based on this work, placing monitoring pieces so we could continue review if we are still meeting CAASPP benchmarks as well as data from specific actions and services.

Resource Inequities

Staff highest - P/AP are available, courteous, and responsive when I have a concern (93), Staff, students, and parents feel comfortable bringing concerns, ideas, and suggestions to Principal and Assistant Principals, (91) The school's office staff is courteous and helpful (91); Lowest - The school effectively addresses attendance and absenteeism (23), The school offers a variety of courses and activities (26), The school provides adequate social-emotional and counseling support to students (32)

Parents Highest - Teachers give timely feedback about student work (95), The school is a supportive place to work and learn (95), The school communicates effectively and in a timely manner about my child's academic progress (95); Lowest - The school provides additional support for students and parents (63), The school provides a variety of courses and activities (68), The school provides adequate social-emotional counseling support to students (72)

Students Highest - There are high standards for students in: English (94), PE (89) & Math (88), I can become a better student if I work hard (88) I plan to go to a college or university after i graduate (85) Lowest - Most students at my school treat each other with respect (37), The school is clean and in good condition (40), P/AP clearly communicate the organization's mission and vision (53)

Goals, Strategies, Expenditures, & Annual Review

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Basic Services - Facilities	100% of school facilities are maintained in good repair	100% of school facilities are maintained in good repair	100% of school facilities are maintained in good repair	100% of school facilities are maintained in good repair
Implementation of State Standards: SBAC – ELA Met/Exceeded	30%	40%	50%	55%
Implementation of State Standards: SBAC – Math Met/Exceeded	17%	25%	35%	40%
Implementation of State Standards: English Learner Progress in ELA on SBAC	12%	20%	30%	40%
Implementation of State Standards: SWD Progress in ELA/Math on SBAC	6% / 2%	10% / 10%	20% / 20%	30% / 30%

Goal 1

Each teacher will be highly qualified, have appropriate teaching credentials provided by State Commission on Teacher Credentialing for his/her teaching assignment, promote a college going culture – college and career readiness and provide rigorous and relevant instruction that prepares students for success at the next grade level with academic interventions in place to eliminate obstacles of student achievement.

State and/or Local Priorities addressed by this goal:

STATE 1 2 3 4 5 6 7 8

Actions / Services

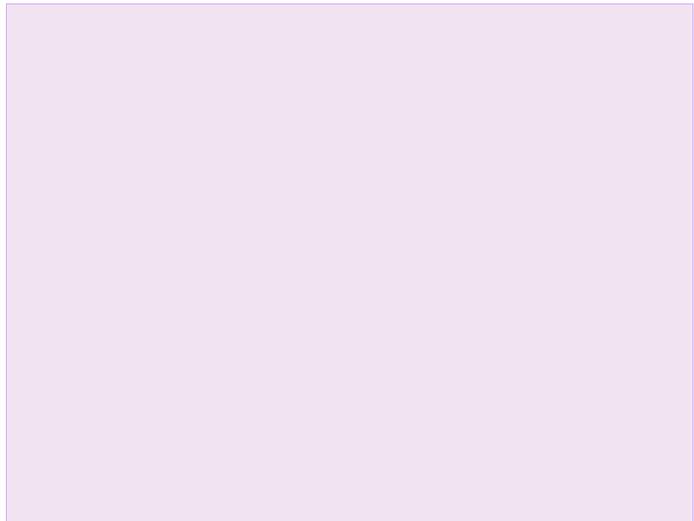
EXPECTED

- 100% of teachers required to hold a credential will hold a valid CA Teaching Credential with appropriate English learner authorization and Primary language (Spanish) authorization as defined by the CA Commission on Teaching Credentialing
- 100% of teachers will be appropriately assigned and fully credentialed
- 100% of students will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition
- 100% of teachers will receive PD in CCSS and implement curriculum in the classrooms
- Annually, 90% of all items on Monthly site inspection checklists and 90% of Facility Inspection checklists will comply/be in good standing and 100% of identified Required Corrections will be corrected within three months. Daily cleanliness spot checks will also be performed.
- Reclassification rates will meet or exceed that of LAUSD

ACTUAL

- TAS began the year with the expectation that 100% of teachers would hold a valid CA Teaching credential and were appropriately assigned and fully credentialed. We utilized substitutes throughout the year in middle school classrooms due to vacancies.
- 100% of all students were given access to our core curriculum, core curriculum is all digital for all core subjects with 1:1 laptop grade 1-8
- Reclassification rates are on track to exceed LAUSD
- SPED performance for grades was tracked through the intervention report, students were provided SST and supports throughout the year that were not passing. We will continue to monitor all 504 and SPED student grades to meet our goal.
- EL subgroup goal is to meet our 10% outcome as measured through the CAASPP for 2019.
- Socially Economically Disadvantaged
- Hispanic Latino

- 100% of unduplicated students and SWD will have access to CA CCSS aligned curriculum
- 100% of students, including EL students, Students with Disabilities, African American students, Socioeconomically disadvantaged students, and Hispanic/Latino students, will gain academic content knowledge through the implementation of the CA CCSS.
- 75% of students within all subgroups, including Students with Disabilities, African American students, Socioeconomically disadvantaged students, and Hispanic/Latino students will demonstrate mastery of content standards demonstrated through passing grades of C or better.



PLANNED

1.1(1) Provide instructional staff with professional development to support classroom instruction including the implementation of the CCSS, the Next Generation Science Standards (NGSS), technology, and BTSA

ACTUAL

TAS' primary focus with professional development during the 2018-2019 school year was centered around 21st Century Math Instruction and Planning, Academic Discourse and strategies to support special education students. All MS teachers utilized the digital components of the math, ELA, Science and Social Studies program. New staff has a week-long new teacher professional development that focuses on culture, curriculum and classroom management induction. All staff are provided 10 days of additional PD days. In addition, every Monday is a minimum day and teachers are provided extra planning time or professional development. Peer observations and coaching observations supported instruction. The instructional math coach provided iReady PD.

Current Curriculum:
 TK-5 ELA: McGraw Hill Wonders
 6-8 ELA: McGraw Hill Study Sync
 TK-5 Math: McGraw Hill My Math
 6-8 Math: McGraw Hill Glencoe Math
 TK-5 Science: Harcourt Reflections
 6-8 Science: Discovery Education
 TK-5 Social Studies: Harcourt
 6-8 Science: Discovery Education

For the upcoming school year our academic program will focus on these areas:

1. Systematic and aligned organizational professional development at all levels (District Admin, Site admin, Teachers) focusing on "evidence-based strategies" across all disciplines through professional development committees.
2. Continued focus on math SMPs and Math conceptual learning

Actions/Services

		<p>3. Teacher Collaborative Learning Rounds (CLRs) to learn from colleagues in our own organization</p> <p>4. Next Generation Science Standards (NGSS) curriculum adoption</p> <p>Staff will be provided a PD survey at least 1 time at the end of the year to determine staff needs and effectiveness.</p>
Expenditures	<p>BUDGETED</p> <p>\$139,600 – Base</p> <p>\$80,809 – S & C</p> <p>\$33,167 – Federal</p> <p>\$218,315 – Cert. Wages & Benefits</p> <p>\$1,511 – Classified wages and benefits</p> <p>\$500 – Books/Supp.</p> <p>\$33,250 – Operating Expenses</p>	<p>ESTIMATED ACTUAL</p> <p>\$4,642– Base</p> <p>\$270,049 – S & C</p> <p>\$23,179 – Federal Title 1 (Professional Development)</p> <p>\$384,675 – Cert. Wages & Benefits</p> <p>\$2,489 – Classified wages and benefits</p> <p>\$500 – Books/Supp.</p> <p>\$2,921 – Operating Expenses</p>
Actions/Services	<p>PLANNED</p> <p>1.2(1) Continue to ensure that all teachers are highly qualified, appropriately credentialed and properly placed</p>	<p>ACTUAL</p> <p>Interviews are ongoing throughout the year and postings are created to enable principals to have a pool of candidates for the following year. It is the policy of the school to hire credentialed teachers or interns with appropriate intern credentials if a fully credentialed candidate cannot be found.</p> <p>TAS struggled to fill positions that were vacated during the year due to unforeseen leaves. The school has set a higher standard for hiring for 2019-2020 school year, administrators are expected to interview and fill all vacant position by the end of June.</p> <p>When possible, TAS will utilize collaborative stakeholder engagement process for hiring, including classified and parent participants to be included in the interview process when available.</p>
Expenditures	<p>BUDGETED</p> <p>\$0</p>	<p>ESTIMATED ACTUAL</p>
Actions/Services	<p>PLANNED</p> <p>1.3(1) Provide planning time for teachers to review and provide differentiated instruction to ensure the alignment with the CCSS for both ELA and Math</p>	<p>ACTUAL</p> <p>The school provided some Mondays for grade levels to plan grade-level lessons through the CCSS curriculum (all subject areas as well). The school provides a week long new teacher institute and a week-long staff institute for all returning teachers. We provide a PE teacher for ES teachers so that they can have common planning time.</p> <p>For 2019-2020, teachers who switched grade levels will be provided with additional planning time over the summer. Furthermore, teachers who work with Sped clusters will be provided additional planning time to collaborate with special education/RSP teachers. Teachers in combo classes are provided with additional planning time to accommodate teaching two grade levels.</p> <p>We will monitor the effectiveness of this planning by keeping minutes and agendas.</p>

Expenditures	BUDGETED \$40,930 – S & C \$40,930 – Cert. Wages & Benefits	ESTIMATED ACTUAL \$770 – Base \$44,810– S & C \$45,580 – Cert. Wages & Benefits
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Actions/Services	PLANNED 1.4(1) Provide effective, systematic and organized instruction to all students throughout the school day	ACTUAL The school has a collective commitment to utilize the curriculum as a guide, which includes effective, systematic and organized instruction during the school day. With the continuation of the block schedule for grades 6-8 and the <u>addition of core teachers, class sizes will be reduced in middle school</u> in order for teachers to provide more individualized and smaller group instruction during the day. <u>We added a K-1 literacy coach</u> , a part time math coach and full day coach to focus on providing support to instructional practices. We purchased iReady (math & ELA) to provide data to teachers so that they can improve instruction that is differentiated to meet the needs of diverse learners. A combo class will be created to reduce class sizes at the 4/5 level and therefore provide a more effective learning environment. We will be adopting a TK-8 th grade science curriculum to support the teaching of the NGSS standards. In the second year of implementation our A2i grant will be expanded to include second grade. Additional electives will be provided during the day for middle school students which may include music, pottery, art, etc. We will monitor the implementation of the Science curriculum through peer observations and administrative observations. We will evaluate data provided through A2i and NGSS PD surveys.
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Expenditures	BUDGETED \$153,603 – Base \$153,514 - Other State \$307,117 – Certificated wages &	ESTIMATED ACTUAL \$1,957,957 – Base \$156,371 - Other State \$1,219,605 – Certificated wages & Benefits
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Actions/Services	PLANNED 1.5(1) Extend the school day by providing targeted ELA and Math intervention before school and after school through small group tutoring services using research-based practices	ACTUAL All teachers provided students with the opportunity to receive additional support in the classroom. The majority of teachers provided time before or after class to come in for additional tutoring time. Specific targeted tutoring also occurred primarily in the ES classes, as teachers were required to turn in their plan for and results. Students also received 1-1 tutoring services if referred through an SSPT. For the 2019-2020, we will be using iReady data to target after school interventions and to provide a platform for
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	our after-school programs to utilize these programs as well. The iReady results will be provided to the SSC on an ongoing basis as this is the platform which we will providing our school monitoring and data progress. We will be providing a schoolwide data meeting annually so that all stakeholders will be aware of our intervention progress.												
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		The SSC and Leadership will provide evaluation of EL performance through the CAASPP results via California Dashboard and ongoing monitoring through iReady data.
Expenditures	BUDGETED \$5,705 - Base \$276,701 - S & C \$282,406 – Cert. Wages & Benefits	ESTIMATED ACTUAL \$4,659 - Base \$271,024 - S & C \$275,683 – Cert. Wages & Benefits
	PLANNED 1.8(1) Promote retention of content learned through summer ELA and Math program for students entering K-7 grade	ACTUAL Summer enrichment for struggling students is being provided during July 2019 for selected students through the afterschool KTAP and Inspire programs (depending on available staff). The summer enrichment program run by KTAP & Inspire will be funded through their respective grants. We will supplement funds for the summer programs. A summer enrichment program targeting struggling SPED and math students (based off dashboard data) will be provided in 2019 with a minimum of 50 students. Our intervention aide will work for over the summer to monitor attendance and performance and provide results to SSC.
Expenditures	BUDGETED \$40,000 – Federal \$28,883 – Cert. Wages & Benefits \$3,188– Classified Wages and benefits \$7,929 – Operating Expenses	ESTIMATED ACTUAL \$35,526 – Federal Title 1 (Alternate Intervention/Support) \$28,469 – Cert. Wages & Benefits \$7,057 – Operating Expenses
	PLANNED 1.9(1) Implement parent support programs to support and promote a college-going culture in middle school	ACTUAL PowerSchool training and a variety of parent classes are also offered at various times throughout the school year. SSC will organize and work with the ELAC committee to plan and research agencies that will provide parent training and services that highlights college going culture and A-G training. The school will support parents and students by providing a week long
Actions/Services		

		“bridge” program that will support students entering into high school.
Expenditures	<p>BUDGETED</p> <p>\$36,258 S & C \$7,500 - Other</p> <p>\$40,158 – Certificated Wages & Benefits</p> <p>\$900 – Books/Supp.</p> <p>\$2,700– Operating Expenses</p>	<p>ESTIMATED ACTUAL</p> <p>\$13,378 – S/C</p> <p>\$12,978 – Certificated Wages & Benefits</p> <p>\$400– Operating Expenses</p>
Actions/Services	<p>PLANNED</p> <p>1.10(1) Provide additional instruction on Saturdays to support students struggling in Language Arts and Math</p>	<p>ACTUAL</p> <p>In the 2018-2019 school year, TAS used iReady for both ELA & Math during Saturday school, which provided opportunities to improve academic achievement. Saturday school will start earlier in the year and will be ongoing throughout the school year, these days are provided to students to close the achievement gap. The intervention aide provides attendance support and support to administration in the planning and organization of identifying failing & struggling students.</p>
Expenditures	<p>BUDGETED</p> <p>\$32,504 – S & C</p> <p>\$19,375 – Certificated Wages & Benefits</p> <p>\$4,450 – Classified wages and benefits</p> <p>\$750 – Books/Suppl.</p> <p>\$7,929 – Operating Expenses</p>	<p>ESTIMATED ACTUAL</p> <p>\$33,218 – Federal Title 1 (Alternative Intervention/Support)</p> <p>\$22,212 – Certificated Wages & Benefits</p> <p>\$4,977 – Classified wages and benefits</p> <p>\$7,057 – Operating Expenses</p>
Actions/Services	<p>PLANNED</p> <p>1.11(1) Provide training in GATE, Guided Reading or similar program, iReady for Math and Reading or similar program, Accelerated Reader or similar program, and Implement Khan Academy Math and Science software programs or similar program, Learning Upgrade or similar program, phonemic awareness programs and writing programs</p>	<p>ACTUAL</p> <p>TAS will train teachers in ELA/Math iReady, Go Guardian, Kahn Academy, Google Classroom and PowerSchool. The school will utilize current administrators and support staff as necessary. Professional Development will be contracted out only if our current staff has the expertise. iReady and Go Guardian are required, and performance data will be provided to SSC on an ongoing basis and as requested.</p>
Expenditures	<p>BUDGETED</p> <p>\$1,828 - Base</p> <p>\$88,653 – S & C</p> <p>\$56,481 – Certificated wages and benefits</p>	<p>ESTIMATED ACTUAL</p> <p>\$32 - Base</p> <p>\$51,848 – S & C</p>

\$7,250 – Books/Supp. \$26,750 – Operating Expenses	\$48,824 – Certificated wages and benefits \$3,056 – Books/Supp.
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Actions/Services	PLANNED 1.12(1) Implement Professional Learning Community Committee’s – Leadership, Projects & Events, and ELD Committee’s - to support the mission and vision of the school	ACTUAL Professional Learning Communities, such P&E, Safe and Civil, ELD & Leadership met during the school years. The Leadership Committee is paid out of Title 1 and includes a classified staff, agendas and minutes are required for program monitoring purposes TAS added a Sunshine Committee (includes classified staff) in order to develop and foster a shared collaborative positive culture. A proactive discipline committee (includes classified staff) will also meet over the summer to prepare for the 2019-2020 school years. Committees are completing the master calendar of all events for TAS to increase transparency, communication and oversight. Classified staff are being included in TAS decision making processes to create a more inclusive community and to ensure all staff are aware of the vision and mission of the school.
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Expenditures	BUDGETED \$47,524 – Federal \$45,274– Cert. Wages & Benefits \$250 – Books/Supp. \$2,000 – Operating Expenses	ESTIMATED ACTUAL \$26,503 – Federal Title 1 (Professional Development) \$29,198 – Cert. Wages & Benefits \$250 – Books/Supp.
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Actions/Services	PLANNED 1.13(1) Implement before and after school GATE program at the ES level and implement GATE program during the school day at the MS level	ACTUAL After school GATE program was transferred into the Inspire and KTAP after school programming during the 18-19 school years so the school could focus on providing honor classes for gifted students. 6 th Grade will continue to offer honors for all core classes for the 2019-2020 school years. The after-school programs will continue to provide enrichment opportunities for gifted students, the school will focus on improving honors classes and track performance of our honors students through iReady.
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Expenditures	BUDGETED \$17,219 – S & C \$13,419– Cert. Wages & Benefits \$3,000 – Books/Supp.	ESTIMATED ACTUAL \$477 - Base \$27,720 – S & C \$28,197 – Cert. Wages & Benefits
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\$800 – Operating Expenses	
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Actions/Services	<p>PLANNED</p> <p>1.14(1) Provide enrichment opportunities for students during the school day as well as during afterschool programs – elective class</p>	<p>ACTUAL</p> <p>The after-school program for K-6 students is called KTAP. KTAP is an enrichment program that was created during the 15-16 school years and will continue into the following years if funding is available. The MS Inspire enrichment program will continue into the following year as well. The school provided Spanish as an elective class for the 2018-2019 school years. Leadership and a variety of elective classes will be offered for the 2019-2020 school years. The school will provide instruction on Sex Ed. Education and HIV prevention in 7th grade through a consultant or other qualified individual.</p>
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Expenditures	<p>BUDGETED</p> <p>\$267 – Base</p> <p>\$12,955 – S & C</p> <p>\$8,222– Cert. Wages & Benefits</p> <p>\$5,000 – Books/Supp.</p>	<p>ESTIMATED ACTUAL</p> <p>\$864 – Base</p> <p>\$50,263 – S & C</p> <p>\$51,128 – Cert. Wages & Benefits</p>
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Actions/Services	<p>PLANNED</p> <p>1.15(1) Provide supplemental materials and resources to support students in an AVID-Like setting</p>	<p>ACTUAL</p> <p>Illuminate will be utilized as a supplemental support tool to support instruction for the 2019-2020 school years. Leadership enrichment opportunities were provided to students to provide them social awareness and community involvement as a precursor to college readiness. All students will have the opportunity to visit at least one college (at a minimum) before the 8th grade. Illuminate will be our prime supplemental program to organize and track student performance.</p>
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Expenditures	<p>BUDGETED</p> <p>\$31,345 – S & C</p> <p>\$22,945 – Certificated wages and benefits</p> <p>\$8,400 – Books/Supp.</p>	<p>ESTIMATED ACTUAL</p> <p>\$13,824 – S & C</p> <p>\$13,824 – Books/Supp.</p>
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Actions/Services	<p>PLANNED</p> <p>1.16(1) Targeted special education supports ensuring the success of students with</p>	<p>ACTUAL</p> <p>RSP pull out and push in support were provided to SPED students during the 2018-2019 school years. Additional support and interventions were provided during Saturday School,</p>
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<p>disabilities and enhanced outside resources to provide for their individual needs. Continue providing early interventions to reduce special education referrals using our RTI model through a learning lab or similar program. Maintain supplemental support specialists</p>	<p>specific interventions that utilized iReady provided supplemental support throughout the year.</p> <p>An intervention aide continues to provide supplemental assistance and support to all students through the RTI model. At least 80% SPED IA support is given to all SPED teachers, we have 4 RST teachers and 4 RST aides. The school also have an experienced special education administrator and we continued to work with Direct Education to support the overall operations of the SPED program.</p> <p>Areas of Improvement:</p> <p>TAS will work to hire its own program specialist</p> <p>Creation of a new Special Education PLC</p> <p>Creation of a new referral process for teachers struggling with SPED students.</p> <p>Professional Development Strategies, prescription to teacher.</p> <p>Integration of Co-teaching</p> <p>TAS Administrators will pull 200 and 300 weekly reports to ensure that minutes and IEPs are convened on a timely basis. At least annually, the school will also ensure that caseloads for each teacher do not exceed 28.</p>
<p>BUDGETED</p> <p>\$5,336 – Base</p> <p>\$258,808 – S & C</p> <p>\$428,571 – Other State</p> <p>\$144,785 - Federal</p> <p>\$314,954 – Cert. Wages & Benefits</p> <p>\$104,364 – Classified Wages and Benefits</p> <p>\$14,500– Books/Supp.</p> <p>\$403,682 – Operating Expenses</p>	<p>ESTIMATED ACTUAL</p> <p>\$11,865 – Base</p> <p>\$690.180 – S & C</p> <p>\$439.754 – Other State</p> <p>\$150,601 - Federal</p> <p>\$370,463 – Cert. Wages & Benefits</p> <p>\$150,816 – Classified Wages and Benefits</p> <p>\$316 – Books/Supp.</p> <p>\$770,805 – Operating Expenses</p>
<p>provide Expenditures</p> <p>PLANNED</p> <p>1.17(1) Director of Curriculum and Instruction will support the alignment of CA CCSS standards and the goals of the school</p>	<p>ACTUAL</p> <p>The Director of Curriculum and Instruction provided direct oversight of instruction, principals reported to the director every Friday. Information, expectations and data goals were set during principal meetings with the director and then through the committees.</p> <p>The school added a new interim CEO/Chief Academic Officer for the 2019-2020 school years to improve the overall operational academic programs, improve accountability and ensure that school performance improves over time.</p> <p>The school principals will provide CA dashboard performance reports and iReady data (ELA & Math 3 times a year) reports</p>

	BUDGETED	ESTIMATED ACTUAL
Expenditures	\$14,624 – S & C	\$630 - Base
	\$58,496 - Federal	\$73,901 – S & C
	\$71,619 – Cert. Wages & Benefits	\$74,531 – Cert. Wages & Benefits
	\$1,500 – Operating Expenses	

	PLANNED	ACTUAL
Actions/Services	1.18(1) Implement the CA CCSS and offer a rigorous course of study with aligned instructional materials, resources and supplies	Instructional minutes were surpassed for the year. Teachers were expected to provide direct instruction for core classes through the CCSS aligned materials provide to them. Laptop carts were also provided to students grades 2-8, teachers were expected to provide supplemental support through intervention programs and digital instruction through technology as dictated through the curriculum. A math coach was added to the instructional team during the 2018 school year to support our math program.
		Additional resources will be provided to support teachers during the 2019-2020 school years: academic advisor, instructional coach, literacy coach. Additional math supplemental materials (manipulatives, calculators, protractors, etc.) will be made readily available to all teachers to support the math program.
		An LCAP staff survey will be provided a last once per year to allow for feedback in the areas of instructional supplies.

	BUDGETED	ESTIMATED ACTUAL
Expenditures	\$89,371 – Base	\$119,407 – Other State
	\$23,311 – S & C	\$119,407 – Books/Supp.
	\$137,059 – other State	
	\$249,741 – Books/Supp.	

	PLANNED	ACTUAL
Actions/Services	1.19(1) Provide an after-school program to better serve low income, at-risk and unduplicated students	The after-school program for K-6 students is called KTAP. KTAP is an enrichment program that was created during the 15-16 school years and will continue into the following years if funding is available. The MS YPI enrichment program will continue into the following year as well.
		The KTAP coordinator will be full time for 2019-2020 school years and the school will work to expand the role to better coordinate communications and operations for all after school programs. iReady and HW assistance will be provided to all after school students as well as a variety of enrichment activities that are AVID like. An additional KTAP supervisory position/teacher will be added during the 2019-2020 school years to allow for the Coordinator to freely travel between the two campuses and to spend more time working with teachers and administrators to align our program.

Expenditures	<p>BUDGETED</p> <p>\$226 – Base</p> <p>\$10,958 – S & C</p> <p>\$150,000 – Other State</p> <p>\$29,848 – Cert. Wages & Benefits</p> <p>\$117,547 – Classified Wages & Benefits</p> <p>\$7,950 – Books/Supp.</p> <p>\$5,840– Operating Expenses</p>	<p>ESTIMATED ACTUAL</p> <p>\$490 – Base</p> <p>\$28,497 – S & C</p> <p>\$163,800 – Other State</p> <p>\$24,519 – Cert. Wages & Benefits</p> <p>\$160,976 – Classified Wages & Benefits</p> <p>\$7,292 – Operating Costs</p>
Actions/Services	<p>PLANNED</p> <p>1.20(1) Identify, recruit, place, orient staff to carry out the work of the school and provide them with the financial administration to assist in carrying out their goals of educating our students</p>	<p>ACTUAL</p> <p>Identifying and recruiting highly qualified supports are ongoing throughout the year additional supports continue to be provided through instructional coaches and an intervention aide. Budgets are evaluated throughout the year, both for general and categorical programs. Data is evaluated through the committees and public, fiscal resources are aligned based off performance indicators.</p> <p>In 2019-2020 a budgeted dollar amount will be provided to the principals to allow flexibility to provide instructional materials outside of daily instructional materials.</p>
Expenditures	<p>BUDGETED</p> <p>\$281,174 – Base</p> <p>\$259,674 – Classified Wages & Benefits</p> <p>\$4,500 – Books/Supp.</p> <p>\$17,000 – Operating Expenses</p>	<p>ESTIMATED ACTUAL</p> <p>\$524,108 – Base</p> <p>\$357,971 – Certificated Wages & Benefits</p> <p>\$166,137 – Classified Wages & Benefits</p>
Actions/Services	<p>PLANNED</p> <p>1.21(1) Administrators and other staff will develop and enforce attendance standards and rules. Administrators and other staff will target and meet with 100% of truant students’ parents/guardians monthly to advise them of their student needs and responsibilities and consult with appropriate outside officials when required</p>	<p>ACTUAL</p> <p>TAS has a 97% attendance rate. Students who had excessive tardies and absences with failing grades are schedule for SSPT meeting according to our RTI model. Robo-calls are sent home to students who have unexcused absences or tardies.</p> <p>Administrators did not meet with all truant students through the year and are developing a new attendance and truant plan for the 2019-2020 school years and to address habitual attendance issues. TAS will explore its own version of SARB and integrate a plan to support habitual attendance issues for families. An administrator will be assigned to oversee attendance issues. Homeless assistance is also provided to students who may be struggling with attendance and academic issues.</p> <p>The goal will be to raise ADA rates above 97%. A monthly ADA performance sheet that includes total number of tardies will be reviewed monthly.</p>

<p>BUDGETED</p> <p>\$2,490 – Base</p> <p>\$120,790 – S & C</p> <p>\$40,032 – Cert. Wages & Benefits</p> <p>\$83,247 – Classified Wages & Benefits</p>	<p>ESTIMATED ACTUAL</p> <p>\$2,485 – Base</p> <p>\$144,570 – S & C</p> <p>\$951- Federal Title 1 (Homeless)</p> <p>\$44,367 – Cert. Wages & Benefits</p> <p>\$102,688 – Classified Wages & Benefits</p> <p>\$951 – Other Operating Costs</p>
<p>PLANNED</p> <p>1.22(1) Provide funding for library clerk to help fulfill the primary expectations of serving the students of low income and unduplicated count</p>	<p>ACTUAL</p> <p>A part time library clerk was provided to the school for the 2018-2019 school years.</p> <p>In 2019-2020 TAS will also support purchasing more books for all students in the library and in the classrooms.</p>
<p>BUDGETED</p> <p>\$10,327 – S & C</p> <p>\$8,577 – Classified Wages & Benefits</p> <p>\$750 – Books/Supp.</p> <p>\$1000 – Operating Expenses</p>	<p>ESTIMATED ACTUAL</p> <p>\$9,836 – S & C</p> <p>\$9,836 – Classified Wages & Benefits</p>
<p>PLANNED</p> <p>1.23(1) Ensure and monitor that physical education is occurring at the school site</p>	<p>ACTUAL</p> <p>2 physical education teachers provide services to students at TAS.</p> <p>An additional part time PE teacher will be added in 2019-2020. Physical education teachers are monitored through evaluation and observation cycles. A Physical Fitness Coordinator was designated, the PE teachers completed the PFT assessments for the year has sent the PFT data to the state for the year. Health instruction is integrated into PE instruction.</p>
<p>BUDGETED</p> <p>\$140,244 – Base</p> <p>\$68,586 – S & C</p> <p>\$138,830– Cert. Wages & Benefits</p> <p>\$70,000 – Books/Supp.</p>	<p>ESTIMATED ACTUAL</p> <p>\$186,569 – Base</p> <p>\$186,569 – Cert. Wages & Benefits</p>
<p>PLANNED</p> <p>1.24(1) Provide high quality substitutes to support classroom instruction when teachers are out</p>	<p>ACTUAL</p> <p>All substitutes hired at TAS have a 30-day substitute permit. We also contract out through sub agencies for substitutes if none of our in-house substitutes are available. We currently have 3 substitutes hired for TAS, the goal would be to expand that to 10+ for the 2019-2020 school year and create a substitute and protocol process. A substitute committee will be created over the summer and will work with all 3 schools to ensure that protocols and subs are hired for the BOY.</p>

<p>BUDGETED</p> <p>\$274,889 – Base</p> <p>\$134,642 – Cert. Wages & Benefits</p> <p>\$8,247 – Classified Wages & Benefits</p> <p>\$132,000 – Operating Expenses</p>	<p>ESTIMATED ACTUAL</p> <p>\$236,089 – Base</p> <p>\$9,764 – Classified Wages & Benefits</p> <p>\$226,325 – Operating Expenses</p>
<p>PLANNED</p> <p>1.25(1) Frequently monitor, assess, and review progress of EL students with IEPs toward gaining English Language proficiency and modify instructional practices and strategies as necessary to ensure compliance with IEP goals and objectives</p>	<p>ACTUAL</p> <p>We frequently monitor, assess, and review progress of EL students with IEPs toward gaining English Language proficiency by reviewing ELPAC data and looking at academic data indicators that are specified throughout reclassification process and IEP plan. Feedback to teachers regarding modification of instruction is supported through GLAD training throughout the year, peer review walkthroughs and coaches’ observations. The school has provided PD and support through the new ELPAC assessments. An intervention aide along with the administrative team will monitor SPED student performance through the intervention report and utilizing our RTI model.</p> <p>The special education administrator tracks, reviews and makes informed systemic instructional adjustments with students with disabilities. Training to SPED teachers on how to write linguistic appropriately goals to meet academic and language goals will be a focus. Hiring of a program specialist to provide coaching support to SPED teachers will support the school’s EL needs by providing focused feedback on the deployment of effective strategies that have demonstrated effective results. TAS will partner with Synergy Schools and Camino Nuevo School by hiring a grant funded language specialist to provide PD to SPED teachers meet language goals.</p>
<p>BUDGETED</p> <p>\$285,537 – S & C</p> <p>\$285,537 – Cert. Wages & Benefits</p>	<p>ESTIMATED ACTUAL</p> <p>\$76,872 – S & C</p> <p>\$76,872 – Cert. Wages & Benefits</p>
<p>PLANNED</p> <p>1.26(1) Frequently monitor, assess and review students’ grades and progress toward concept for all subgroups including ELs, Students with Disabilities, African American students, Socioeconomically disadvantaged students, and Hispanic/Latino students</p>	<p>ACTUAL</p> <p>We frequently monitor, assess, and review progress of all students with IEPs toward gaining English Language proficiency by reviewing ELPAC data and looking at academic data indicators that are specified throughout reclassification process. Feedback to teachers regarding modification of instruction is supported through GLAD training throughout the year, peer review walkthroughs and coaches’ observations. The school utilizes a 12-month Intervention aide that works to provide frequent monitoring of student performance and assist with the SSPT process.</p>

		At each reporting period we are going to track goals and objectives to determine effectiveness of the predetermined instructional strategies deployed to meet all needs of students with IEP. Social emotional counselors will work with economically disadvantaged youth who are at risk of failing by focusing on their emotive and environmental barriers to learning (SEL Supplemental Instructional Support Curriculum)
Expenditures	<p>BUDGETED</p> <p>\$2,617 - Base</p> <p>\$126,951 – S & C</p> <p>\$97,331 – Cert. Wages & Benefits</p> <p>\$32,238 – Classified Wages & Benefits</p>	<p>ESTIMATED ACTUAL</p> <p>\$2,867 - Base</p> <p>\$166,798 – S & C</p> <p>\$121,548 – Cert. Wages & Benefits</p> <p>\$48,117 – Classified Wages & Benefits</p>
	<p>PLANNED</p> <p>1.27(1) Provide curricular accommodations and modifications as necessary and in compliance with student IEPs for all students with disabilities</p>	<p>ACTUAL</p> <p>Curriculum IEP accommodations are monitored through our coach/administrators and primarily provided through the regular education teachers and RSP teachers. All IEP modifications are stated through student IEP plans.</p> <p>SPED Leadership will continue to deliver PD on how to accommodate students with disabilities. Our newly formed SPED PLC will focus to implement and operationalize small group instruction focused on support of SPED accommodations/modifications.</p>
Expenditures	<p>BUDGETED</p> <p>\$282,406 - Base</p> <p>\$2,000 – S & C</p> <p>\$282,406 – Certificated wages and benefits</p> <p>\$2,000– Books/Supp.</p>	<p>ESTIMATED ACTUAL</p> <p>\$48,824 - Base</p> <p>\$1,000 – S & C</p> <p>\$48,824 – Certificated wages and benefits</p> <p>\$1,000 – Books/Supp.</p>
	<p>Action 28</p> <p>Cell</p>	<p>Empty Cell</p>
Expenditures	<p>PLANNED</p> <p>1.28(1) Implement effective Preschool program to develop social and academic skills needed to be successful in kindergarten</p>	<p>ACTUAL</p> <p>We did not provide preschool for the 2018-2019 school years.</p>
	<p>BUDGETED</p> <p>\$0</p>	<p>ESTIMATED ACTUAL</p>

ANALYSIS

GOAL: Each teacher will be highly qualified, have appropriate teaching credentials provided by State Commission on Teacher Credentialing for his/her teaching assignment, promote a college going culture – college and career readiness and provide rigorous and relevant instruction that prepares students for success at the next grade level with academic interventions in place to eliminate obstacles of student achievement.

Describe the overall implementation of the actions/services to achieve the articulated goal.

TAS implemented most of the articulated actions and services with fidelity and relevant ELAC and Math common core instruction was provided by the RSP and regular education teacher and supported by 2 part time instructional coaches to assist with implementation. Integration of newer laptop carts, with the MS going 1-1, allowed students and teachers to deliver the digital component of the CCSS curriculum. It also allowed us to utilize iReady to be included into our existing intervention process. Our current RTI model allows for quick identification of struggling students and provides opportunities for teachers to schedule SSPT meeting to meet the needs of struggling students, additional support will be necessary to better case manage struggling students. The school will be moving school wide to simplify and provided better access and operations by utilizing iReady for all K-8 students. While the school year started out with a goal of all teachers being highly qualified and possessing the correct credentials, the school experienced vacancies, almost all exclusively within the middle school. The leaves and vacancies greatly affected our ability our performance and the school need to address leaves and substitute teachers more effectively.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

TAS ELA and Math scores continue to be competitive, Math at the MS also will need improvement as indicated through California Dashboard. Specifically, in the areas of SPED and EL learners our main subgroups specifically in the area of math will need more support. Essential resources and supplemental services need to better support teachers and students directly. Social Emotion Counselors were provided and support through Title 4 dollars and will continue to do so into the 2019-2020 school years. As this an identified area of need identified through the LCAP annual survey.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Estimated Actual Expenditures are the updated expenditures from the original budget plans from the beginning of the year.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFE Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The SSC focus will be on dashboard performance, we also evaluated LCAP annual surveys to determine areas of focus. Additional support staff was hired this year to support teachers and students directly. Field administration will be increased by one to support our MS and the school hired an interim CEO to help oversee the overall program. The overall goal did not change, focus was placed on reorganizing the administrative team and support staff. More direct support staff will be hired for the 2018-2019 school years to better support students and teachers. Additional adjustments are indicated through the actions and services above.

Goal 2

TAS students will learn in a clean, safe and well-equipped school and will be provided with relevant, innovative and ample instructional resources

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

EXPECTED

- 100% of school facilities are maintained in good repair
- 100% of identified Required Corrections will be corrected within three months
- 100% of students, including EL students, Students with Disabilities, African American students, Socioeconomically disadvantaged students, and Hispanic/Latino students, will gain academic content knowledge through the implementation of the CA CCSS.
- 75% of students within all subgroups, including Students with Disabilities, African American students, Socioeconomically disadvantaged students, and Hispanic/Latino students will demonstrate mastery of content standards demonstrated through passing grades of C or better.

ACTUAL

TAS maintains a service portal overseen by our Facility Director and Technology Manager. Our Night and Day crew custodians are overseen by a full-time custodial manager and a part time custodial manager who is charged with the overall maintenance and oversight of cleaning. Currently there are no outstanding tickets in our portal system and all supplies were provided or denied utilizing our communication system:

- Portal: Staff email a ticket queries for items to be corrected, responses for the ticket and completion items are mailed to the staff who wrote the ticket.
- 100% of all students were given access to our core curriculum.
- SPED performance for grades was tracked through the intervention report, students were provided SST and supports throughout the year that were not passing. We will continue to monitor all 504 and SPED student grades to meet our goal.

ACTIONS / SERVICES

	PLANNED	ACTUAL
Actions/Services	2.1(1) Custodial and grounds services to ensure school is clean and creates a well-kept environment that maximizes student learning. Maintenance and repairs of school facilities are done in a timely manner to help ensure a quality learning environment for our students	A director of Facilities oversees all the custodial managers. Night and Day crew custodians are overseen by a full-time custodial manager who is charged with the overall maintenance and oversight of cleaning. A part time night custodian manager was also hired.
Expenditures	BUDGETED \$479,534 – Base \$52,088 – S & C \$237,051 – Classified Wages & Benefits \$35,878 – Books/Supp. \$258,694 – Operating Expenses	ESTIMATED ACTUAL \$478,429 – Base \$264,167 – Classified Wages & Benefits \$27,165 – Books/Supp. \$187,097 – Operating Expenses

Actions/Services	PLANNED 2.2(1) Provide professional development in SIOP or similar program to all teachers to improve instructional practices in the classroom for all students, in particular English learners, SWD and struggling students	ACTUAL TAS provided introductory GLAD training to new members during the 2018-2019 school to improve instructional practices in the classroom for all students, in particular English learners, SWD and struggling students' ears. This guided language acquisition process is similar to SIOP. ELPAC PD and sheltered instructional strategies such as thinking maps, etc. also support improved instructional practices for EL students.
	BUDGETED \$250,117 - Base \$57,291 - S & C \$297,908 - Certificated Wages & Benefits \$9,500 - Operating Expenses	ESTIMATED ACTUAL \$60,711 - S & C \$60,711 - Certificated Wages & Benefits

Actions/Services	PLANNED 2.3(1) Implement ELD Professional Learning Community in order to maintain proper alignment of curriculum, ensure instructional practices that result in reclassification and ongoing literacy/language support for English learners	ACTUAL TAS' ELD committee includes both ES and MS representatives. TAS is on track to meet quarterly progress goals. An ELD Coordinator provides instructional and supplemental support to the ELD program.
	BUDGETED \$80,374 - S & C \$180,124- Certified Wages & Benefits \$250 - Books/Supp.	ESTIMATED ACTUAL \$8,307 - S & C \$8,307 - Certified Wages & Benefits
Actions/Services	PLANNED 2.4(1) Purchase materials and resources to support ELD programs at the school site and EL students who have been reclassified - software, textbooks, visual aids, etc.	ACTUAL Additional reading supports such reading A-Z, additional iReady, additional classroom libraries, testing materials, etc.
	BUDGETED \$39,250 - S & C \$39,250 - Books/Supp.	ESTIMATED ACTUAL \$118,819 - S & C \$108,266 - Certificated Wages & Benefits \$10,553 - Books/Supp.
Actions/Services	PLANNED 2.5(1) Technology department maintains oversight of software programs, providing technology support for those programs, to deliver PD for all software programs and to oversee the expansion of technology at the school site to meet testing requirements - expanding infrastructure and programs;	ACTUAL The technology manager oversees the tech portal: Staff email a ticket queries for items to be corrected, responses for the ticket and completion items are mailed to the staff who wrote the ticket. To improve oversight and maintenance of the software and hardware needs of the school an additional part time tech support person was hired. The SIS manager provides PD support in

	acquiring hardware, software and equipment. Provide support to enhance and utilize technology available and provide PD to teachers on using the tools available to enhance instruction	power school and maintains and communicates with staff on grading issues. The technology manager also orders and utilizes his department to support hardware to directly support instruction concerning the digital curriculum. The technology department also oversees all additional purchases of supplemental software programs to support the core programs and additional chrome books, carts and chrome book carrying bags, etc.
Expenditures	<p>BUDGETED</p> <p>\$179,087 – Base</p> <p>\$1,660 – S & C</p> <p>\$114,547– Classified Wages & Benefits</p> <p>\$108,200 – Books/Supp.</p> <p>\$8,000 – Operating Expenses</p>	<p>ESTIMATED ACTUAL</p> <p>\$172,374 – Base</p> <p>\$42,458 – S & C</p> <p>\$108,266 – Classified Wages & Benefits</p> <p>\$10,553 – Books/Supp.</p>
Actions/Services	<p>PLANNED</p> <p>2.6(1) School supports will include utilities, rentals, insurance, trash, telephone, fleet maintenance and other related expenditures supporting the operation of the school</p>	<p>ACTUAL</p> <p>School supports include utilities, rentals, insurance, trash, telephone, fleet maintenance and other related expenditures supporting the operation of the school</p>
Expenditures	<p>BUDGETED</p> <p>\$495,096 – Base</p> <p>\$58,667 – S & C</p> <p>\$45,000 – Other State</p> <p>\$89,150 – Books/Supp.</p> <p>\$509,613 – Operating Expenses</p>	<p>ESTIMATED ACTUAL</p> <p>\$1,798,760 – Base</p> <p>\$0 – S & C</p> <p>\$45,471 – Other State</p> <p>\$18,002 – Books/Supp.</p> <p>\$806,906 – Operating Expenses</p>
Actions/Services	<p>PLANNED</p> <p>2.7(1) Food services will provide nutritious meals to students giving them the critical nutrients to enhance their learning and reinforce good nutrition practices through services and nutritional information regarding child nutrition</p>	<p>ACTUAL</p> <p>Food services provide nutritious meals to students giving them the critical nutrients to enhance their learning and reinforce good nutrition practices through services and nutritional information regarding child nutrition (lunch menus). Food services manager oversees department and ensures that the school meets all nutritional requirements set by the government. A wellness plan committee also ensures that nutrition elements are monitored through the year. A bimonthly farmers market is held on campus to support our wellness initiative.</p>
Expenditures	<p>BUDGETED</p> <p>\$295 – Base</p> <p>\$14,298 – S & C</p>	<p>ESTIMATED ACTUAL</p> <p>\$94,846 – Other State</p> <p>\$1,380,641 – Federal</p>

<p>\$89,121 – Other State \$1,211,802 – Federal \$18,084 – Other \$532,414 – Classified Wages & Benefits \$714,641 – Books/Supp. \$86,546 – Operating Expenses</p>	<p>\$473,848 – Classified Wages & Benefits \$817,472 – Books/Supp. \$7,785– Operating Expenses</p>
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Actions/Services	<p>PLANNED 2.8(1) Implement systems and opportunities to support nutritional, mental, and physical health of students – PFT</p>	<p>ACTUAL Food Services manager provides annual taste tests for parent meetings and participates at least once a year in our Coffee with the Principal to receive direct feedback on the quality of services in food services. Shields for Families is on site and provides 2 full time therapists for students with emotional needs. 2 full time physical education teachers also provide physical support through exercise during the day. The school is currently exploring how to better improve its mental health supports to provide better access to students and families by hiring its own SEL counselors. The school also added an additional PE teacher to better serve the 1-5th grade teachers.</p>
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Expenditures	<p>BUDGETED \$9,562 – Base \$883 – Certificated Wages & Benefits \$8,679 – Classified Wages & benefits</p>	<p>ESTIMATED ACTUAL \$568 – Base \$568 – Total Classified Wages & Benefits</p>
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Actions/Services	<p>PLANNED 2.9(1) Train and maintain safety and supervision staff and emergency preparedness program</p>	<p>ACTUAL TAS participates annually in our emergency disaster plan. We invite our insurance carrier to evaluate our effectiveness. The safety coordinator meets with each department before this event and reviews the process and addresses concerns, then each department head signs off that they have trained and walked through the disaster preparation protocols. The school is exploring how to better enforce or closed campus by looking into alternative methods of entry for the 2019-2020 school years.</p>
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Expenditures	<p>BUDGETED \$209,418 – Base \$30,693– Classified Wages & benefits</p>	<p>ESTIMATED ACTUAL \$202,875 – Base \$37,150 – Classified Wages & benefits</p>
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\$177,475 – Classified wages and benefits

\$1,250 – Books/Supp.

\$163,325 – Classified wages and benefits

\$2,400 - Books/Supp.

ANALYSIS

Describe the overall implementation of the actions/services to achieve the articulated goal.

TAS has systems and protocols to meet the needs of staff to ensure that an environment is provided that will allow instruction to occur impeded. The email portal system at the school site was successfully implemented in the 2016-2017 school year. Jobs for facilities, technology and school supplies were accomplished with a turnaround of about a week, communication concerning the tickets were not an overt concern. The also provided an efficient system of serving meals through our own kitchen. Additional Chrome Books were bought for the middle school and an additional part time tech support was brought on to ensure proper maintenance. The evening custodial crew and supervision team struggled to maintain employees throughout the year and the school is looking to hire additional support for both areas.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Goal: TAS students will learn in a clean, safe and well-equipped school and will be provided with relevant, innovative and ample instructional resources. Overall, TAS provides a clean we equipped school and provides teachers with relevant materials for instruction. The school needs to focus on hiring and maintain staff and providing quality professional development to classified staff. Staff and student LCAP surveys indicate that many stakeholders are unsatisfied with the level of cleanliness and feel that the school needs to retain and hire more supervision staff to ensure that our students are safe.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFE Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The school continues focuses on hiring staff and maintaining enough quality staff to ensure proper maintenance and management of the school. A need for more oversight and improving facility cleanliness is needed as the LCAP survey results demonstrate that students and staff want cleaner facilities. This can be better accomplished through all staff working to develop methods to ensure that the campus stays clean throughout the day. The goal will be better connected facilities with the SSC to ensure better communications and communications to improve the cleanliness of the campus. Additional adjustments for 2019-2020 are indicated through the actions and services described above.

Annual Update

Goal 3

TAS students will learn in a positive, welcoming, safe and supportive environment; parents, students, and community voices will be valued in enhancing student’s success and stakeholders will demonstrate a commitment to uplift the community.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

EXPECTED

- Maintain parent representation on the School Based Council (SBC) and the English Language Advisory Committee (ELAC)
- Maintain parent representation on the Board of Representatives
- Conduct a minimum of six Parent Meetings per year July – June; to include one parent/teacher conference day and one Student Led Conference (SLC’s) day
- 100% of meetings will have necessary parent representation
- Administrators will develop a calendar to include Parent Meetings; collaboratively design objectives and agendas for Parent Meetings
- Every 2 years, SBC & ELAC elections are held for parents to serve as new members on each committee; meetings for each committee are held 6 times a year
- Full implementation of Multi-Tiered System for Behavior – Matrix
- Suspension and expulsion rates will remain below 2%

ACTUAL

- * The school was able to correct and bring on 10 representatives to ensure correct representation for our SSC and ELAC meetings mid-year.
- * Our board parent representative is serving currently for the 2018-2019 school year
- * We Conducted a minimum of six Parent Meetings per year July – June; to include one parent/teacher conference day and one Student Led Conference (SLC’s) day
- * Administrators developed a calendar at the beginning of the year to include Parent Meetings and need to collect more data to effectively collaboratively design objectives and agendas for Parent Meetings
- * This was not a voting year, but every 2 years, SSC & ELAC elections are held for parents to serve as new members on each committee; meetings for each committee are held 6 times a year
- * We currently have a Multi-Tiered System for Behavior – Matrix but more PD is necessary that is based on PBIS strategies.
- * Suspension and expulsion rates remain below 1%

ACTIONS / SERVICES

Actions/Services

PLANNED

3.1(1) Implement Professional Learning Community committee to support discipline and positive behavior support plan

ACTUAL

Our PLC Safe and Civil committee was expanded to oversee both TAS and WAHS and met bimonthly.
A positive behavior support plan is being developed in 2019 and will be in place for the 2019-2020 school years. A full time AP will be hired to provide support in the area of

		academics and behavior in the MS. The committee will also meet over the summer to complete discipline protocols and plan for how restorative justice will be implemented alongside our discipline program. A school site RJ Coordinator will also be assigned to the school to lead the Safe and Civil committee.
Expenditures	<p>BUDGETED</p> <p>\$19,037 – S & C</p> <p>\$18,787 – Certificated Wages & Benefits</p> <p>\$250 – Books/Supp.</p>	<p>ESTIMATED ACTUAL</p> <p>\$22,815 – S & C</p> <p>\$21,826 – Certificated Wages & Benefits</p> <p>\$989 – Classified Wages & Benefits</p> <p>\$250 – Books/Supp.</p>
Actions/Services	<p>PLANNED</p> <p>3.2(1) Implement a Multi-Tiered System of student supports – positive behavioral intervention and supports</p>	<p>ACTUAL</p> <p>The school currently has an RTI plan and Tier 1 and 2 interventions were implemented throughout the school. The school needs additional support in Tier 3 interventions to cut down on SPED referrals and ensure that the interventions process is being followed with fidelity. Sped admin will form the MTSS PD Committee that will drive the MTSS program and services to meet the needs of all students, including students with disabilities, with an emphasis on social emotional learning.</p>
Expenditures	<p>BUDGETED</p> <p>\$586 – Base</p> <p>\$28,420 – S & C</p> <p>\$29,066 - Certificated Wages & Benefits</p>	<p>ESTIMATED ACTUAL</p> <p>\$35,731 – S & C</p> <p>\$30,785 - Certificated Wages & Benefits</p> <p>\$4,946 – Classified Wages & Benefits</p>
Actions/Services	<p>PLANNED</p> <p>3.3(1) Administrative staff will focus on the implementation of positive behavior supports in a Multi-Tiered system working through SSPT process to identify interventions and corrective measures</p>	<p>ACTUAL</p> <p>Administrative staff focused on the implementation of positive behavior supports in a Multi-Tiered system working through SSPT process to identify interventions and corrective measures. Additional supports such as the SPED program specialist and the continued utilization of an intervention aide will expand our management for the RTI process to ensure better case management.</p>
Expenditures	<p>BUDGETED</p> <p>\$250,117 – Base</p> <p>\$70,907 – S & C</p>	<p>ESTIMATED ACTUAL</p> <p>\$42,079 – Base</p> <p>\$42,554 – S & C</p>

\$296,470 – Certificated Wages & Benefits \$23,054 – Classified Wages & Benefits \$1,500 – Books/Suppl.	\$15,368 – Federal Title 1 (Indirect Costs) \$60,769 – Certificated Wages & Benefits \$23,864 – Classified Wages & Benefits
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Actions/Services

PLANNED 3.4(1) Through field trips and classroom speakers’ students participate in learning experiences about community service; conduct research and needs analysis, complete outreach and at minimum one group project; complete at least one group project and one individual project.	ACTUAL All grade levels are given a 1000-dollar (plus) budget to take field trips to support learning through the curriculum. Additional field trips are offered over summer, students visit universities and participate in learning field trips outside their budget as support though supplemental funding as necessary.
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Expenditures

BUDGETED \$28,241 – Base \$30,850 – S & C \$28,241 – Certificated wages and benefits \$3,350 – Books/Suppl. \$27,500 – Operating Expenses	ESTIMATED ACTUAL \$48,824 – Base \$6,132 – S & C \$48,824 – Certificated wages and benefits \$3,443 – Books/Suppl. \$2,689 – Operating Expenses
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Actions/Services

PLANNED 3.5(1) Teachers and staff will use positive behavior incentives to encourage and reward appropriate and positive behavior and to foster a safe, welcoming and supportive school environment	ACTUAL The project and event committee created behavior incentives to encourage and reward appropriate and positive behavior and to foster a safe, welcoming and supportive school environment. Stronger MS representation is necessary to bolster moral and positive school environment in the MS level. An additional Projects & Events Committee will be added to MS during the 2019-2020 school Years. The Sunshine Committee works to improve the culture and bridging the gap between the different departments at the school site.
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Expenditures

BUDGETED \$3,950 – Base \$3,950 – Books/Suppl.	ESTIMATED ACTUAL \$7,500 – Base \$7,500 – Books/Suppl.
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Actions/Services

PLANNED 3.6(1) Provide program to support middle and elementary school students to reduce at risk students dropping out – i.e. Life Skills	ACTUAL Homework help is provided to students in the MS level, teachers also provide HW assistance times so that students can by and get additional support. More work is needed in our Tier 3 behavior and academic supports to assist with struggling learners who are at-risk for this
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		reason we are eliminating 1/2 categorical split administrative position and hiring an advisor to directly support students. The school will provide supplemental support enrichment clubs and sports programs & materials that will support at risk students.
Expenditures	<p>BUDGETED</p> <p>\$107 – Base</p> <p>\$5,189– S & C</p> <p>\$2,046 – Certificated Wages & Benefits</p> <p>\$1750 – Operating Expenses</p>	<p>ESTIMATED ACTUAL</p> <p>\$111 – Base</p> <p>\$6,447– S & C</p> <p>\$4,580 – Certificated Wages & Benefits</p> <p>\$1,978 – Classified Wages & Benefits</p>
	<p>PLANNED</p> <p>3.7(1) Provide additional parent/guardian oral and written translation and communication to increase access and involvement of parents/guardians of English language learners and low-income students; Main office will act as a liaison with the community</p>	<p>ACTUAL</p> <p>Translation is provided during all bimonthly parent meetings, Coffee with Principal meetings, conferences and other parent meetings throughout the year. Major documents are sent to translation company for translation. Main office continues to act as the community liaison.</p>
Expenditures	<p>BUDGETED</p> <p>\$128,465 – Base</p> <p>\$52,405 – S & C</p> <p>\$28,750 – Other State</p> <p>\$55,026 – Certificated wages and benefits</p> <p>\$148,843 – Classified Wages & Benefits</p> <p>\$1,750 – Books/Supp.</p> <p>\$4,000 – Operating Expenses</p>	<p>ESTIMATED ACTUAL</p> <p>\$179,478 – Base</p> <p>\$66,418 – S & C</p> <p>\$19,777 – Other State</p> <p>\$103,945 – Certificated wages and benefits</p> <p>\$161,728 – Classified Wages & Benefits</p>
	<p>PLANNED</p> <p>3.8(1) Maintain anti-bullying efforts at the school site and fully follow/implement the site discipline matrix/policy</p>	<p>ACTUAL</p> <p>An anti-bully assembly is provided to the school every year and the staff reviews our anti-bullying policy every year through PD. We did not implement a discipline matrix this year, instead the school created a student support center, more PD is needed in the area of classroom management so teachers can focus on the plan so that more positive incentive can be more effectively followed. Improvement in the overall discipline support program is needed especially in the area of protocol. The school will focus on continuing utilizing restorative justice</p>
Actions/Services		

		practices through support staff and replace the center with an AP focused on discipline support.
Expenditures	BUDGETED	ESTIMATED ACTUAL
	\$1,145 – Base	\$1,799 – Base
	\$55,560 – S & C	\$104,634 – S & C
	\$37,590 - Certificated Wages & Benefits	\$75,706 - Certificated Wages & Benefits
	\$17,616 – Classified Wages & Benefits	\$30,726 – Classified Wages & Benefits
	\$1,500 – Operating Expenses	

Actions/Services	PLANNED	ACTUAL
	3.9(1) Create community service program for middle school students	Created and implemented leadership service program for middle school students

Expenditures	BUDGETED	ESTIMATED ACTUAL
	\$19,454 – S & C	\$28,270 – S & C
	\$19,454 - Certificated Wages & Benefits	\$28,270 - Certificated Wages & Benefits

Actions/Services	PLANNED	ACTUAL
	3.10(1) Implement sports program for middle school students	Implemented sports program for middle school students through Inspire. Equipment for educational programs was purchased but not utilized as the school did not formally start a MS sports program. Work to develop 1 male and female sports team through Inspire for middle school during the 2019-2020 school year.

Expenditures	BUDGETED	ESTIMATED ACTUAL
	\$44 – Base	\$1,567 – Books & Supplies
	\$2,548 – S & C	
	\$1,587 – Certificated Wages & Benefits	
	\$1,005 – Books & Supplies	

ANALYSIS

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

TAS has established discipline and RTI plans at the school site and has multiple opportunities to celebrate student success throughout the year. Components of the discipline model, RTI model were integrated into leadership and the culture committee this year but more work is needed to add tier 3 components and additional PD to support the process. The school was able to establish the SSC and ELAC committees this year, but only until mid-year. Administration needs to work to demonstrate a timeline of events and supports to speed up the process. The school does have a positive discipline support system, an RTI plan and an anti-bullying policy. The school currently sends all large translation jobs to a professional translation unit and the front office translates shorter documents. The front office and the intervention aide support in oral translation for intervention meetings and parent meetings throughout the year.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Goal: TAS students will learn in a positive, welcoming, safe and supportive environment; parents, students, and community voices will be valued in enhancing student's success and stakeholders will demonstrate a commitment to uplift the community. The school has the current supports and processes in place, the middle school struggled to follow plans outlined at the beginning of the year and much of the year was focused on managing classrooms and learning the curriculum. While the elementary teachers successfully integrated behavior and interventions, middle school struggled to integrate these systems into practice throughout the year. An advisor and an AP focused on providing discipline support and systems calibration will provide a better environment for students to focus.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Focus needs to be made on ensuring middle school teachers have a defined system that allows them constant feedback and information about the current intervention and behavioral systems at the school site. A bi-weekly committee will be created consisting of all middle school teachers will enable appropriate follow up and questions concerning supports at the school. Focus also needs to be on establishing parent committees early on the year to ensure that processes and documents can be reviewed and approved in a timely manner. The school will also contract out for larger translation jobs, this will enable the school to provide larger documents to parents in a timely manner. The school will also utilize categorical dollars to support the school by additional supplemental enrichment t activities that will support the overall culture of our schools. Additional adjustments for 2019-2020 are indicated through the actions and services described above.

Budget Summary

Spending Plans for Title 1-4

THE ACCELERATED SCHOOL				
TITLE I 2019-2020 Projected Spending Plan				
2019-2020 Apportionments:		\$	351,774	
2018-2019 Carryover:		\$	-	
2019-2020 Total:		\$	351,774	
2019-2020 Spending Plan	Spending Plan	Expenditures	Balance	CATEGORY / DESCRIPTION
Certificated	\$ 110,370			
	\$ 48,250			1.4 \$48,250 Math Coach
	\$ 62,120			1.4 \$62,120 Instructional Coach
Classified	\$ 50,000			
	\$ 50,000			1.26 \$50,000 Intervention Aide
Professional Development	\$ 35,177			1.12 - \$26,503 Leadership Support (Certificated)
				1.1 \$23,179 – Certificated Supplementary PD Support
Supplemental Education/Tutoring	\$ 70,355			1.5 \$27,721 Certificated Tutoring
				1.8 \$35,526 Summer School
				1.10 \$33,218 Saturday School
Supplies	\$ 64,903			1.5 \$27,268 Supplemental Technology
Parent Training	\$ 2,000			
Homeless	\$ 1,000			1.21 \$951 Homeless
Indirect Costs - 5.11%	\$ 17,976			
	351,781	-	-	
2019-2020 Total Title 1:	\$ 351,774			
2019-2020 Total Expenditures:	\$ 352,712			
Remaining Balance	\$ (938)			

2019-2020 TITLE II - Spending Plan				
2019-2020 Apportionments:	\$	39,375		
2018-2019 Title II Carryover:	\$	-		
2019-2020 Total:	\$	39,375		
CATEGORY / DESCRIPTION	Spending Plan	Balance	Expenditures	Description
Certificated	-			
Classified	\$ 25,000			1.19 \$25,000 Classified Management Support
Professional Development	12,363			3.1 \$12,363 RJ Training & PD
Parent Training				
Supplies				
Indirect Costs - 5.11%	2,012			
	39,375			
2019-2020 Total Title II:	39,375			
2019-2020 Total Expenditures:	39,375			
Over/Under	-			

2019-2020 TITLE III - Spending Plan				
2019-2020 Apportionments:	\$	29,308		
2018-2019 Title III Carryover:	\$	-		
2019-2020 Total:	\$	29,308		
CATEGORY / DESCRIPTION	Spending Plan	Balance	Expenditures	Description
Professional Development	19,050			2.3 \$19,050 ELD Coordinator PD
Parent Training	9,672			3.7 \$9672 Parent Coordinator Training
Supplies				
Indirect Costs - 2%	586			
	29,308			
2019-2020 Total Title III:	29,308			
2019-2020 Total Expenditures:	29,308			
Over/Under	-			

2019-2020 TITLE IV - Spending Plan				
2019-2020 Apportionments:	\$	24,828		
2018-2019 Title IV Carryover	\$	-		
2019-2020 Total:	\$	24,828		
CATEGORY / DESCRIPTION	Spending Plan	Balance	Expenditures	Description
Cerificated	\$ -			1.16 \$24,331 SEL
Classified	\$ -			
Professional Development	-			
Parent Training	-			
Supplies	24,331			
Indirect Costs - 2%	497			
	24,828			
2019-2020 Total Title IV:	24,828			
2019-2020 Total Expenditure	24,828			
Over/Under	-			

DESCRIPTION

AMOUNT

Total Funds Provided to the School Through the Consolidated Application

\$ 445,285

DESCRIPTION**AMOUNT**

Total Federal Funds Provided to the School from the LEA for CSI

\$ 0

Total Funds Budgeted for Strategies to Meet the Goals in the SPSA

\$ 445,285

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title 1	\$351,774
Title 2	\$39,375
Title 3	\$29,308
Title 4	\$24,828