



**ACCELERATED CHARTER ELEMENTARY SCHOOL
(ACES)**

FALL 2021 CA DASHBOARD

**LOCAL INDICATORS REPORT FOR THE
ACCELERATED GOVERNING BOARD**

June 17, 2021

All LEAs are required to complete, submit and present as an information item in a publicly scheduled governing board meeting the following 5 Local Indicators (Priority 1, 2, 3, 6, & 7) for the LEA's CA Dashboard.

This document includes **Accelerated Charter Elementary School's** Local Indicators Self-Reflection Report for the Fall 2021 CA Dashboard Local Indicators submission.

PRIORITY 1: Basics – Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, & Safe, Clean and Functional School Facilities

Standard: Local educational agency annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; and provides information annually on progress meeting this standard to its local governing board and to stakeholders and the public through the California School Dashboard (Dashboard).

Instructions: Local educational agency uses locally available information, including data currently reported through the School Accountability Report Card, and determines whether it report the results to its local governing board and through the self-reflection tool below. In the future, this information will be auto-populated within the Dashboard for local educational agencies that use the California Department of Education's School Accountability Report Card template. Currently, all local educational agencies will need to provide the following information:

Findings reported:

1. Number/percentage of misassignments of teachers of English Learners, total teacher misassignments and vacant teacher positions: **0**

2. Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: **0**

3. Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies): **0**

PRIORITY 2: Reflection Tool for Recently Adopted Academic State Standards and/or Curriculum Frameworks

LEAs are required to rate each of the following using the following Rating Scale (lowest to highest):

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

Accelerated Charter Elementary School’s selected Option 2 Reflection Tool:

1. Rate the LEA’s progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

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

2. Rate the LEA’s progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

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

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

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

Other Adopted Academic Standards

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

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

Support for Teachers and Administrators

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

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

PRIORITY 3: Parent & Family Engagement Self Reflection Tool

This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

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

LEAs use this self-reflection tool to reflect on its progress, successes, needs and areas of growth in family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified.

The results of the process should be used to inform the LCAP and the development process, to assess prior year goals, actions and services as well as to plan or modify future goals, actions, and services in the LCAP.

For each statement in the table below:

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

Building Relationships

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

Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.			X		
2. Rate the LEA's progress in creating welcoming environments for all families in the community.			X		
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.		X			
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.			X		

Dashboard Narrative Box (Limited to 3,000 characters):

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Areas of Strength

Due to distance learning there were more opportunities for our school community to connect with families. At the beginning of the academic year, each teacher met with each family to introduce themselves, review schedules and provide login information. 18/20 of our general education teachers are bilingual and can communicate directly with families. In addition, our instructional aides are bilingual and support teachers who need interpretation. Each grade level held a virtual back to school night where families were welcomed to the new school year and distance learning schedules were reviewed. Coffee with principal meetings were held every month to provide parents with important upcoming information around the instructional program and intervention supports. A few parent workshops were offered to support students' social emotional well-being and literacy.

Areas of Need

Provide a focused series of parent workshops to build parents' capacity around literacy, math and ways to support the social emotional well-being of students.

Building Partnerships for Student Outcomes

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

Building Partnerships	1	2	3	4	5
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.		X			
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.			X		
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.			X		
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.		X			

Dashboard Narrative Box (Limited to 3,000 characters): Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Strengths

This year we were able to offer a number of parent workshops focused on supporting children at home with reading and their social emotional well-being. Coffee with the Principal included strategies to support students at home during distance learning. They also included opportunities to share student progress in the area of academics. A video recording was provided to parents explaining the importance of assessments and ways to support students during the assessments. Important information regarding

Need

Develop a series of workshops around literacy, math and social emotional well-being to build the capacity of families that runs throughout the year.

In addition to the data that is shared through Parent-Teacher Conferences, ILLA is putting a greater focus on a student-centered approach to analyzing data, so that students are aware of their academic performance, they engage in conversations with teachers to set goals and develop a plan to address academic needs and later collaborate with their families to round out the process, so all stakeholders are aware of the direction the student is headed. Sharing this information more frequently, we aim to provide families with on-going and up-to-date data as the year progresses.

Seeking Input for Decision Making

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

Seeking Input	1	2	3	4	5
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.			X		
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.		X			
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.			X		
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.			X		

Dashboard Narrative Box (Limited to 3,000 characters): Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Strengths

The ELAC/DELAC committee met regularly throughout the academic year. It was made up of parents and teachers at ACES. Parents and teachers were able to provide input in programs and activities that directly impacted title 3 programming. Due to Covid ELAC/DELAC were also able to provide direct feedback to title 1 programming.

Needs

ACES needs more parent representation on ELAC/DELAC. We will need to structure coffee with principal to include more opportunities to solicit parent input for school programming.

PRIORITY 6: School Climate

Standard: Local educational agency administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the local educational agency serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

INSTRUCTIONS:

Evidence: The LEA administers a survey, as specified, and reports the results to its local governing board and through the local data selection option in the Dashboard.

Local educational agencies (LEAs) will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard. LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate. The following are suggested guiding questions to help frame the narrative summary:

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE:** What revisions, decisions, or actions have, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

Findings reported:

PARTICIPATION RATE:

Accelerated Charter Elementary School (ACES) administered the Panorama Student Survey, a research-based student survey in order to measure various aspects of student experiences, including student perceptions of school safety and connectedness that also serves as a universal screener for social-emotional learning.

SURVEY FINDINGS:

A total of 166 students in Grades 3-5 participated.

The following are the percentage of favorable results by question:

- 68% - The school provides academic supports/interventions for struggling students.

- 60% - The school provides adequate social-emotional and counseling support to students.
- 77% - The school provides behavioral support and classroom management.
- 74% - Most of the teaching staff make me excited about learning.
- 90% - I can become a better student if I work hard.
- 79% - There is an adult whom I trust and can go to for help with a school/academic problem.
- 72% - There is an adult whom I trust and can go to for help with a personal problem.
- 82% - The school is safe and I feel secure on campus.
- 84% - How would you rate the school climate of our campus?
- 82% - How would you rate student engagement at your school?

PRIORITY 7: Access to a Broad Course of Study

Standard: Local educational agencies (LEAs) annually measure their progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs, and report the results to their local governing board at regularly scheduled meetings of the local governing board and to stakeholders and the public through the Dashboard.

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

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

Accelerated Charter Elementary School (ACES) was established in 2004, and features a distinctive dual language immersion model, providing 50% of instruction in Spanish and 50% in English. Our dual language immersion model has adopted the Gomez & Gomez Dual Language Enrichment model that enables students to develop academic language proficiency in two languages and multicultural skills.

Currently ACES serves approximately 492 students in grades TK-6 that include the following demographics: 97% Hispanic, 11% Students with Disabilities (SWD), 35% English Learners (EL), 0.65 Foster Youth, and 95% Socioeconomically Disadvantaged. Currently, ACES does not have any students enrolled and identified as Homeless youth.

ACES prepares students with the foundational knowledge, tools and skills needed to be productive, engaged citizens and lifelong learners. Our goal is to instill from an early age the important academic and character strengths that will help them succeed in college, career and life.

MISSION

The Accelerated Schools will graduate student who are prepared to succeed at the university and career of their choice who will enter the workplace as informed and productive employees, entrepreneurs, community leaders and will act as responsible citizens.

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

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

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

An analysis of the measures listed above demonstrates that 100% of the students, including unduplicated groups and students with exceptional needs, have access to a broad course of study. At Accelerated Charter Elementary School, all students in grades TK-5 have access to and are enrolled in ELA (social studies embedded), mathematics, science, and physical education. In addition, 100% of students in grades TK-3 have access to and are enrolled in Everybody Dance; and Public School Science (TK-5) courses. There are no differences in accessibility to courses, across student groups at Accelerated Charter Elementary School.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.

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

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

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