



THE ACCELERATED SCHOOL (TAS)
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 **The Accelerated School's (TAS)** 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

The Accelerated School 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					

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		X			
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.

Strengths:

- Increased parent engagement through weekly workshop with topics that support families with how to help their child with stress, math reading, technology
- 89% of families state that the school values, students, families and staff
- 81% of families state the school has Improved school climate
- Students, Parents and Teachers meet 3 times a year to set goals for the students

Progress Areas:

- Continue to build upon our family engagement plan to involve activities that allow for staff, families, and students to learn about each other's cultures

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:

- 91% of staff indicate that the school provides professional development, feedback and coaching
- 95% of staff indicate that we have rigorous expectations
- Coaching/Evaluation Cycle in which each teacher is observed and provided a coaching session at least once every two weeks by a coach or evaluator. Teachers are provided continual feedback
- Have a cycle of data analysis in which grade levels work together to determine best practices to support student learning and growth
- Held several parent workshops in areas of math, reading and technology to support families with helping their child at home

Progress Areas:

- Continue to develop academic and behavior supports for students. This would include academic intervention, stress management, and family education.

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:

- Parent Advisory Committee meetings held monthly to provide parents space to provide feedback and make recommendations
- Parent workshop topics were derived from PAC recommendations

Areas of Progress:

- While PAC meetings were held and space was provided for feedback, the next step is to empower families to use their role in decision making for the school.

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:

The Accelerated School (TAS) 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 77 students in Grades 3-5, and 221 students in grades 6-8 participated. The following are the percentage of favorable results by question:

Grades 3-5:

- 69% - The school provides academic supports/interventions for struggling students.
- 69% - The school provides adequate social-emotional and counseling support to students.
- 79% - The school provides behavioral support and classroom management.
- 84% - Most of the teaching staff make me excited about learning.
- 90% - I can become a better student if I work hard.
- 87% - There is an adult whom I trust and can go to for help with a school/academic problem.
- 80% - There is an adult whom I trust and can go to for help with a personal problem.
- 79% - The School is safe and I feel secure on campus.
- 84% - How would you rate the school climate of our campus?
- 80% - How would you rate student engagement at your school?

Grade 6-8:

- 76% - The school provides academic supports/interventions for struggling students.
- 58% - The school provides adequate social-emotional and counseling support to students.
- 73% - The school provides behavioral support and classroom management.
- 73% - Most of the teaching staff make me excited about learning.
- 93% - I can become a better student if I work hard.
- 82% - There is an adult whom I trust and can go to for help with a school/academic problem.
- 77% - There is an adult whom I trust and can go to for help with a personal problem.
- 76% - The School is safe and I feel secure on campus.
- 75% - How would you rate the school climate of our campus?
- 70% - 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.**

The Accelerated School (TAS) was established in 1994, provides elementary and middle school students with a rigorous yet nurturing academic learning environment with high expectations and a strong belief that all children are gifted and can learn and achieve their full potential.

Currently, TAS serves approximately 753 students in grades TK-8 that include the following demographics: 99% Hispanic, 1% Filipino, 12.4% Students with Disabilities (SWD), 41% English Learners (EL), 0.2% Foster Youth (FY), and 91% Socioeconomically Disadvantaged. Currently, TAS does not have any students enrolled and identified as Homeless youth.

Our staff and teachers, together with our parents, work to help ensure our students are prepared to succeed and thrive in high school.

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.

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

The Accelerated School uses the following locally selected tools to track the extent to

which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups and individuals with exceptional needs which include: master schedule, student course schedule (semester), report cards, student presentations, and parent/conference reports. In addition, 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 The Accelerated School, all students in grades TK-8 have access to and are enrolled in ELA (social studies embedded), mathematics, science, and physical education. In addition, 100% of students in grades TK-8 have access to and are enrolled in Art (K-5), Garden (K-5), Spanish (Gr 7-8), VAPA/Art (Gr 7-8), and 6th grade Elective Wheel (Art, Speech/Debate, Coding & Film Production) courses. There are no differences in accessibility to courses, across student groups at The Accelerated School.

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

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

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

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