

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
The Accelerated School	Kim Clerx, Principal	kclerx@accelerated.org 323-235-6343

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).

Throughout the LCAP development process, The Accelerated School (TAS), received input on a variety of programs and services provided to students. Due to limitations in LCFF funding, not all expressed needs from our educational partners can be implemented and funded. However, feedback provided from our educational partners was considered in the use of funds provided through the Budget Act of 2021 that were not included in the 2021-22 Local Control & Accountability Plan.

The Accelerated School has engaged its educational partners through various venues and formats on the use of funds provided through the Budget Act of 2021 (Educator Effectiveness Block Grant Fund, Mega-COLA, & 15% LCFF Concentration grant add-on funds) that were not included in the 2021-22 LCAP. Engagement with members of the public including parents/families has taken place through virtual meetings including: ELAC/DELAC Committee meetings), Parent Advisory Committee (PAC)/Coffee with Parents (7/27/21, 8/5/21, 11/10/21, 12/8/21, 1/19/22), Parent workshops; and online surveys. TAS communicates on a regular basis using Remind Application, PowerSchool Parent Portal and the school’s website that provides up-to-date information. Engagement with students took place during schoolwide events, assemblies, and online surveys. Engagement with our classified and certificated staff took place during weekly staff development meetings and online surveys. Engagement with administrators took place during weekly Administrative Leadership Team meetings.

The Accelerated School will engage its educational partners during the months of February - May 2022 on the use of the following funds that were not included in the 2021-22 LCAP as part of the ongoing engagement process – also with the development of the school’s 2022-23 LCAP:

- Universal Prekindergarten Planning & Implementation Grant Program
- Expanded Learning Opportunities Plan (ELO-P) grant funds

The Accelerated School is not eligible to receive the A-G Improvement Grant Funds, because it serves grades TK-8.

The Accelerated School included the Expanded Learning Opportunities Grant (ELO-G) funds in its 2021-22 LCAP. A link to the ELO-G Plan has been provided.

The following plans were referenced in this prompt and provide further details on engagement of our educational partners and use of funds

- ELO-G Plan: <https://www.accelerated.org/wp-content/uploads/2022/01/Educator-Effectiveness-Block-Grant.pdf> (pages 1-8)
- Educator Effectiveness Plan: <https://www.accelerated.org/wp-content/uploads/2022/01/Educator-Effectiveness-Block-Grant.pdf> (pages 1-8)
- 2021-22 LCAP: <https://www.accelerated.org/wp-content/uploads/2021/07/2019-22-TAS-LCAP.pdf> (pages 44-77)

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

The Accelerated School is a single direct funded charter school serving grades TK-8. The additional 15% LCFF Concentration grant add-on funds were used to hire (3) substitute teachers, and Instructional Aides, that provide direct services to students especially among our Unduplicated pupils. With the return to in-person instruction, surges in COVID-19, in combination with teacher shortages, it was critical to hire substitute teachers, to maintain continuity of services, avoid disruptions with instruction for our students. TAS hired additional Instructional Aides that provide evidence-based tiered high dosage tutoring principally for Unduplicated Pupils.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Throughout the LCAP development process, The Accelerated School (TAS) received input on a variety of programs and services provided to students on the use of one-time federal funds (GEER, CARES-LLMF, CARES/ESSER I, CRRSA/ESSER II, ARP/ESSER III, ELO-G) received intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. Due to limitations in LCFF funding, not all expressed needs can be addressed in the LCAP, however this feedback has been considered in the use of additional funds TAS has received.

The Accelerated School has engaged and continues to engage its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. Engagement with members of the public including parents/families has taken place through virtual meetings including: ELAC/DELAC Committee meetings), Parent Advisory Committee (PAC)/Coffee with Parents (7/27/21, 8/5/21, 11/10/21, 12/8/21, 1/19/22), Parent workshops; and online surveys. TAS communicates on a regular basis using Remind Application, PowerSchool Parent Portal and the school's website that provides up-to-date information. Engagement with students took place during schoolwide events, assemblies, and online surveys. Engagement with our classified and certificated staff took place during weekly staff development meetings and online surveys. Engagement with administrators took place during weekly Administrative Leadership Team meetings.

The following plans provide a description of the engagement of our educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students:

- ELO-G Plan: <https://www.accelerated.org/wp-content/uploads/2022/01/Educator-Effectiveness-Block-Grant.pdf> (pages 1-8)
- Learning Continuity & Attendance Plan: https://drive.google.com/file/d/1-oJkThnJFp1iE3c-qIE13_zSmHzQadEB/view (pages 1-33)
- 2021-22 LCAP: <https://www.accelerated.org/wp-content/uploads/2021/07/2019-22-TAS-LCAP.pdf> (pages 44-77)
- ESSER III Expenditure Plan: <https://www.accelerated.org/wp-content/uploads/2022/01/Esser-III-Expenditure-Plan-TAS-1.pdf> (pages 1-7)

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

It is the priority of The Accelerated School to ensure the Health & Safety of its students, educators, and staff and to maintain continuity of services as required by the American Rescue Plan (ARP) Act of 2021 and adheres to the Safe Return to In-person Instruction & Continuity of Services Plan, which is updated every six months.

However, The Accelerated School, will not be implementing the ESSER III Expenditure Plan nor utilize ESSER III/ARP funds in the 2021-22 school year. Therefore, we have not experienced, nor can we identify any challenges or successes.

The following is the link to the ESSER III Expenditure Plan that outlines the engagement of our educational partners and provides details on the actions/programs that will be funded with ESSER III Funds in the future and is referenced in this prompt:

ESSER III Expenditure Plan: <https://www.accelerated.org/wp-content/uploads/2022/01/Esser-III-Expenditure-Plan-TAS-1.pdf> (pages 1-7)

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

The Accelerated School considers its LCAP as the school’s overall comprehensive planning document that includes LCAP Goals, actions and measurable outcomes that align to the 8 State Priorities, schoolwide initiatives, MTSS, and serves as the School Plan for Student Achievement (SPSA) focusing on the academic, social-emotional, behavioral, and mental health needs of our students.

The Accelerated School used its fiscal resources to implement the requirements of the Safe Return to In-Person Instruction and Continuity Plan. The implementation of these additional funds received in the 2021-22 school year are aligned to the LCAP Goal #1: Implement a schoolwide Multi-tiered System of Supports (MTSS) utilizing multiple forms of data to identify the academic, social-emotional and/or behavioral needs of our students; inform instructional decisions; to improve academic outcomes for all students (schoolwide & student groups). Develop and establish systems in place for the collection, disaggregation and analysis of student achievement and local school data to inform instruction, that will support student academic outcomes and measure program effectiveness.

The implementation of the additional funds received in the 2021-22 school year are aligned to the LCAP and the school’s MTSS approach to support its students. The Accelerated School’s ESSER III Expenditure Plan is a multi-year comprehensive plan. However, ESSER III funds will not be utilized and/or implemented in the 2021-22 school year.

Alignment of these funds can be found in the following plans:

2021-22 LCAP: <https://www.accelerated.org/wp-content/uploads/2021/07/2019-22-TAS-LCAP.pdf> (pages 44-77)

ESSER III Expenditure Plan: <https://www.accelerated.org/wp-content/uploads/2022/01/Esser-III-Expenditure-Plan-TAS-1.pdf> (pages 1-7)

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *"A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP)."*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *"A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent."*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: *"A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils."*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

Monitoring Resource for the Annual Update for the 2021-22 LCAP

Please note: This template is intended for internal monitoring purposes only. The 2021-22 Annual Update template and instructions should be consulted when completing required documents.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
The Accelerated School (TAS)	Kim Clerx, Principal	kclerx@accelerated.org ; 323-235-6343

Goals and Actions

Goal

Goal #	Description
1	Implement a schoolwide Multi-tiered System of Supports (MTSS) utilizing multiple forms of data to identify the academic, social-emotional and/or behavioral needs of our students; inform instructional decisions; to improve academic outcomes for all students (schoolwide & student groups). Develop and establish systems in place for the collection, disaggregation and analysis of student achievement and local school data to inform instruction, that will support student academic outcomes and measure program effectiveness.

Measuring and Reporting Results

Metric	Baseline	Mid-year Update as of 12/31/21	End of Year Complete in the Spring	Desired Outcome for 2023–24
ELA CAASPP Scale Score – DFS	* Not administered % of students made 1year growth: Gr 3-5: 35% (i-Ready) Gr 6-8: 45% (NWEA MAP)	Outcome is Unknown		+50 Scale Score gain annually
Math CAASPP Scale Score - DFS	* Not administered % of students made 1year growth: Gr 3-5: 27% (i-Ready) Gr 6-8: 40% (NWEA MAP)	Outcome is Unknown		+50 Scale Score gain annually

Gr 5: CA Science Test (CAST) Scale Score - DFS	** Not administered	Outcome is Unknown		+15 Scale Score gain annually
Gr 8: CA Science Test (CAST) Scale Score - DFS	** Not administered	Outcome is Unknown		+15 Scale Score gain annually
Attendance Rate	90.5%	Aug-Dec 2021: 94%		95%
Chronic Absenteeism Rate	37%	2020-21: 31% Aug-Dec 2021: 7%		10%
Middle School Dropout Rate	0%	Aug-Dec 2021: 0%		<1%
Suspension Rate	0%	2020-21: 0% Aug-Dec 2021: 0%		<1%
Expulsion Rate	0%	2020-21: 0% Aug-Dec 2021: 0%		<1%
Gr 5 PFT: % students meeting all 6 HFZ	*** Not administered	Outcome is Unknown		40%
Gr 7 PFT: % students meeting all 6 HFZ	*** Not administered	Outcome is Unknown		40%
% of students including Unduplicated Pupils, and Students with Disabilities (SWD) who have access to Broad Course of Study	100%	100%		100%

Actions

Action #	Title	Description	Mid-year Update as of 12/31/21	Total Funds Budgeted	Mid year Expenditures as of 12/31/21
1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	<p>The Accelerated School will employ a Principal and a total of 33 appropriately credentialed and assigned classroom teachers for students in grades TK-8, to provide instruction in all core subject areas: ELA, Math, Science, Social Studies and Physical Education as part of the school's base program.</p> <p>TAS will provide its students with 180 instructional days which exceeds CA state requirement of 175 instructional days.</p> <p>All teachers will participate in 5 days of intensive Summer Professional Development, an additional 5 days in the summer for "new" teachers to the profession, to prepare for the 2021-22 academic school year, and an additional 5 non-instructional days during the academic year for professional development to focus on data analysis. All</p>	<p>The Accelerated School (TAS) currently employs a Principal, 36 teachers that are appropriately credentialed and assigned; and a full-time substitute teacher. The additional teachers that were hired focused on providing Independent Study, for students in quarantine; to maintain high quality instruction, student engagement and participation, continuity of services and address the impact of lost instructional time.</p> <p>Additional substitutes have been contracted to provide teacher coverage due to illness to ensure continuity of services for all students.</p> <p>The 15% LCFF Concentration grant add-on will fund the Independent study teachers and full-time substitute, to increase the number of certificated staff that provide direct services to students.</p> <p>Teachers have participated in 5 days of summer professional development (an additional 5</p>	\$3,477,314	\$1,252,750

		<p>teachers will also participate in weekly Professional Development and/or staff development during the academic school year.</p> <p>Therefore 10% of salaries are being funded with LCFF S&C.</p>	<p>days for new teachers); and currently on track to provide students with 180 instructional days.</p>		
<p>2</p>	<p>MEASURING STUDENT PROGRESS – ASSESSMENTS</p>	<p>In order to measure student academic performance, monitor student progress and identify learning gaps and accelerate student learning, all students will be administered the following assessments that will be used to inform instruction and identify students for academic support:</p> <ul style="list-style-type: none"> ● Illuminate Assessments ● A2i Assessments: K-2 (Title I funded) ● i-Ready Reading & Math Assessments for K-5: (Title I Funded) ● NWEA MAP Reading & Math: TK-6 (Title I Funded) ● State mandated assessments: CAASPP ELA & Math, CAST, ELPAC, PFT <p>TAS will adopt and implement Performance Matter data management system where all student</p>	<p>To date - TAS has administered the following assessments:</p> <ul style="list-style-type: none"> ● A2i Gr K-2: Fall & Winter ● i-Ready K-5: Fall & Winter ● NWEA MAP ELA & Math Gr 6-8: Fall & Winter ● Interim Comprehensive Assessments Gr 3-8: Fall & Winter <p>Performance Matters has been purchased and due to staffing shortages has not been implemented.</p>	<p>\$56,106</p>	<p>\$41,000</p>

		<p>data and assessments will be housed to develop student, grade level and schoolwide reports to measure and monitor student performance.</p>			
<p>3</p>	<p>ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING</p>	<p>Our students have experienced significant learning loss as a result of distance/remote learning, and the impacts of COVID. According to stakeholder survey findings, there is significant need to provide our students with additional academic supports and interventions built into the instructional day, after-school, summer school to further mitigate learning loss. Instructional Assistants will work directly with Intervention teachers to support the academic needs of our students. Based on A2i data from January 2020, 52% of grade 2 students were reading below grade level; 45% of grade 3 student were reading >1 year below grade level; and 30% of grade 35 students are reading >2 years below grade level.</p> <p>Our school will employ to address learning loss:</p> <ul style="list-style-type: none"> ● 5 Instructional Assistants 	<p>TAS currently employs and has implemented the following to address the impact of lost instructional time, address learning gaps and provide targeted tiered academic intervention:</p> <ul style="list-style-type: none"> ● 2 Math Interventionists: Gr 1-4; and 5-8 (Title I funded) ● Reading Intervention Teacher Gr 1-5 (Title I funded) ● Academic Intervention Teacher Gr 6-8 (Title I funded) ● Public School Science (K-2) takes place weekly ● Effective 1/31/22: Tutors were contracted to support students in reading and math during the instructional day and after school (Hey Tutor) ● Instructional Assistants ● Summer Bridge (July 2021): K-8 ● ARC After-school tutoring (K-8) 	<p>\$1,001,187</p>	<p>\$268,800</p>

- **Reading Intervention Teacher** (credentialed): (Title I funded)
- **Math Intervention Teacher** (credentialed): (Title I Funded)

Based on findings from assessment data, students will be identified for additional supports that include but are not limited to:

- **Spring Intersession:** (1-week) for grades 3-8, including SWD
- **After-school tutoring** (1-2 times/week)
- **Saturday School tutoring** (1 Saturday/month) .
- **Public School Science:** Gr K-2 to address Science gaps as a result of distance learning (ELO Funded)

TAS will also provide:

- **ARC After-school academic & social enrichment** (ASES Funded)
- **ARC After-school outdoor experiences**

Students also utilize the following:

- Leveled classroom libraries: K-5
- Raz Kids
- NearPod
- Kami
- Brain Pop

		<p>(Additional 100 students)</p> <p>For incoming students in grades K-1 and 6-8, we will provide a Summer Bridge Program, where students will be assessed (diagnostic), participate in community building activities and be introduced to the expectations at the school since most students have not been on our campus since March 2020.</p> <p>Students will also have access to:</p> <ul style="list-style-type: none"> ● Leveled Classroom Libraries ● Raz kids ● Nearpod ● Kami ● Brain Pop ● NewsELA 			
4	<p>ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS</p>	<p>TAS is committed to providing social and emotional supports to support the mental health need of our students. The Assistant Principal will provide wraparound services, including referrals to community mental health services, and schoolwide implementation of PBIS. In addition, the AP will develop and implement a</p>	<p>TAS employs the following:</p> <ul style="list-style-type: none"> ● Dean of Culture that leads the implementation of PBIS, school culture, to support a positive school climate. ● Assistant Principal is tasked with addressing student attendance and learning loss. ● Psychiatric Social Worker (ESSER II funded) 	\$435,660	\$154,139

		<p>plan to improve overall attendance rates, strategies to prevent chronic absenteeism especially with students that have a history of chronic absences. The Dean of Culture will focus on the student behavioral issues, implementing strategies to support a positive school climate and culture. TAS will employ a Social-emotional Specialist (Counselor) and Psychiatric Social Worker to support students who have experienced trauma so they can focus on learning and instruction.</p> <p>TAS will also implement and embrace mindfulness schoolwide to curb discipline problems and employ a Yoga teacher (ELO Funded). The use of mindfulness based interventions has been highly effective in schools to address misbehavior and disruptive students but also has been effective in fostering positive school environments to handle discipline.</p>	<ul style="list-style-type: none"> • Social Emotional Counselor hired in December • Yoga Teacher (ELO-G funded) has implemented mindfulness practices through yoga sessions for its students that teach strategies such as self-regulation and coping with anxiety. 		
5	BROAD COURSE OF STUDY	TAS will provide all students with a broad course of study beyond core subjects that include the following:	<p>The following enrichments or electives are offered to students:</p> <ul style="list-style-type: none"> • Spanish (Gr 7-8) 	\$204,193	\$46,718

		<ul style="list-style-type: none"> ● Spanish (Gr 7-8) ● VAPA/Art ● 6th grade Elective Wheel: Art, Speech/Debate, Coding, & Film Production ● K-5: Art, Garden (Enrich LA) 	<ul style="list-style-type: none"> ● Music Gr 7-8 ● Creative Writing Gr 7-8 ● Elective Wheel Gr 6 ● Dancel K-5 ● Enrich LA (Garden) 		
6	SERVICES TO SUPPORT SWD	<p>The Accelerated School's SPED team will provide instructional and social emotional support as outlined by the students IEP. LAUSD serves as the school's SELPA provider (Option 3). Members of the SPED team will participate in Option 3 committees and professional development. The Director of Curriculum & Instruction will serve as the SPED Administrator (split between all 3 Accelerated Schools) will ensure IEP timelines and related services will be addressed and communicated with parents. The SPED Team comprised of the Director of Curriculum & Instruction (SPED Administrator), TOSA, RSPs, SPED Learning Specialist, Instructional Aides, Student Services</p>	<p>TA'sS SPED team meets weekly to review upcoming IEPs, address scheduling issues with Resource Specialist Teachers and related service providers.</p> <p>At the beginning of the school year, all general education teachers are provided with Student Snapshots for their students with disabilities. Student Snapshots are a summary of each student's IEP, including IEP listed accommodations and/or modifications. RSP teachers review Student Snapshots with their general education peers for implementation.</p> <p>The program specialist consults with and provides professional development on the selection and implementation of accommodations and modifications.</p>	\$1,281,417	\$583,679

Coordinator, Speech & Language Pathologist, Psychologist, and Social-emotional Specialist

will provide all required services to SWD to ensure the academic, social-emotional and behavioral needs are met, and support services are provided.

The SPED team will participate in professional learning from its SELPA and other resources to improve student academic outcomes and accelerate student learning.

The Special Education Program Specialist checks in weekly with all Resource Specialist Teachers (RSTs), during which time she reviews individual students that require attention due to excessive absences and/or ongoing challenges learning. These check-ins are also used as an opportunity for our RSTs to receive small group professional development, based on need, to ensure that they are amply prepared to support our students using best instructional practices.

The School Psychologist meets weekly with related Behavior Intervention Implementers (BIIs) to review individual student behavior charts to determine progress toward IEP behavioral goals, and to help problem solve any zoom access issues that may surface which could prevent the BIIs providing their required service minutes.

The Special Education Administrator meets weekly with the speech pathologist, speech language pathologist assistants, as well as the Social Emotional Learning Specialists to ensure their services are

			<p>being provided without hindrance, consistent with each student's IEP.</p> <p>Consistent with the educational program monitoring practices for all students, the Special Education Administrator participates in the Collaborative Learning Rounds (CLRs) for all staff, including RSTs. The CLRs are the systematic initiative through which the extent of implementation of pre-determined instructional strategies is determined through individual classroom observations, including the RSP program.</p>		
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Goal

Goal #	Description
2	Continue to design and implement a comprehensive, coherently focused, schoolwide Professional Development Plan that supports all teachers to improve the quality and delivery of a standards-aligned and rigorous instructional program, that includes differentiation and evidence based strategies, to address the diverse learning needs and learning gaps of all students (English Learners, Students with Disabilities), and that engages all learners in order to close the achievement gap among all student groups.

Measuring and Reporting Results

Metric	Baseline	Mid-year Update as of 12/31/21	End of Year Complete in the Spring	Desired Outcome for 2023-24																																								
% of students with access to Standards Aligned materials	100%	100%		100%																																								
Implementation of the Academic Content Standards: as measured by CDE's Priority 2 Local Indicator rubric.	<table border="1"> <thead> <tr> <th colspan="2">OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS</th> </tr> <tr> <th></th> <th>2020-21</th> </tr> </thead> <tbody> <tr> <td>ELA</td> <td>4</td> </tr> <tr> <td>ELD</td> <td>3</td> </tr> <tr> <td>MATH</td> <td>3</td> </tr> <tr> <td>NGSS</td> <td>2</td> </tr> <tr> <td>HISTORY</td> <td>2</td> </tr> <tr> <td>HEALTH</td> <td>2</td> </tr> <tr> <td>PHYSICAL ED.</td> <td>4</td> </tr> <tr> <td>WORLD LANG.</td> <td>4</td> </tr> </tbody> </table>	OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS			2020-21	ELA	4	ELD	3	MATH	3	NGSS	2	HISTORY	2	HEALTH	2	PHYSICAL ED.	4	WORLD LANG.	4	Outcome is Unknown		<table border="1"> <thead> <tr> <th colspan="2">OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS</th> </tr> <tr> <th></th> <th>2023-24</th> </tr> </thead> <tbody> <tr> <td>ELA</td> <td>4</td> </tr> <tr> <td>ELD</td> <td>4</td> </tr> <tr> <td>MATH</td> <td>4</td> </tr> <tr> <td>NGSS</td> <td>3</td> </tr> <tr> <td>HISTORY</td> <td>3</td> </tr> <tr> <td>HEALTH</td> <td>4</td> </tr> <tr> <td>PHYSICAL ED.</td> <td>4</td> </tr> <tr> <td>WORLD LANG.</td> <td>4</td> </tr> </tbody> </table>	OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS			2023-24	ELA	4	ELD	4	MATH	4	NGSS	3	HISTORY	3	HEALTH	4	PHYSICAL ED.	4	WORLD LANG.	4
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% of Teachers appropriately credentialed & assigned	100%	2021-22: 100%		100%																																								
% EL who progress in English Proficiency (ELPI)	2019 Dashboard ELPI 43.3% (Low)	2020-21: 8.39% Proficient ELPAC		50%																																								

EL Reclassification Rate	2.2%	2020-21: 3.3% Aug-Dec 2021: 0%		20%
% EL with access to CCSS & ELD Standards	100%	100%		100%

Actions

Action #	Title	Description	Mid-year Update as of 12/31/21	Total Funds Budgeted	Mid year Expenditures as of 12/31/21
1	PROFESSIONAL DEVELOPMENT	<p>The Accelerated School's (TAS) educators will participate in a robust evidence-based professional development for 1-week during the summer, (5 additional days for "new" teachers, weekly during the academic school year, and 5 non-instructional days during the academic year. To address the learning loss and findings from the initial student achievement data, professional development areas of focus organization wide include:</p> <ul style="list-style-type: none"> • Goal Setting and Monitoring Using Success Criteria • Generating Learning through Student-to-Student Dialogue 	<p>All teachers (General Education and SPED) participated in 5 days of intensive summer professional development. This provided an opportunity to build community, review our mission, dig into our student data and prepare for a return to in-person instruction.</p> <p>To date - Professional Development includes:</p> <ul style="list-style-type: none"> • Mindfulness training for all teachers (Mindfulness 101) • Mindfulness 201 (12 teachers) (ELO-G funded) • PBIS training for PBIS team 	\$519,070	\$213,929

- Using Assessment Data to Drive Planning & Instruction
- Providing Impactful Feedback on Student Work

The critical areas of focus for TAS Schoolwide include:

SEL Mindfulness Training

- Restorative Justice (Title II Funded)
- Project-based Learning (PBL Works) Gr 3-5 – (Title II funded)
- Reading/writing Nancy Fetzer (Title II Funded)
- Math Pilot Training (for 2 grade levels)
- Summit Learning Training (Gr 6-8)
- NWEA MAP Training
- Health Connected
- ELD instruction

TAS will employ (2) Assistant Principals to provide instructional coaching, teacher evaluation and conduct classroom observations). In addition, a STEM Instructional Coach and Literacy Coach will also provide instructional coaching, and conduct

- PBL work (Gr 3-5) & Instructional Coaching
- A2i Instructional Coaching (K-2)
- i-Ready Math Pilot training Gr 1, 3, 5 (Title II)
- Summit Learning Training (Aug, Nov, & Spring 2022)
- Health Connected: Gr 4, 5, 7 PE

TAS employs:

- 2 Assistant Principals to provide instructional coaching
- Literacy Instructional Coach (split with WAHS)
- Math Instructional Coach (split with WAHS)

Instructional Coaching takes place biweekly using the C3 tool.

A total of 3 teachers are participating in an induction program (Title II). TAS supports its teachers in participating in high quality educator induction programs/certification programs aligned with challenging state academic standards) evidence-based and are designed to improve classroom instruction and

		<p>classroom observations). Coaching will be based on Accelerated’s C3 Coaching and Teacher Effectiveness Framework. The goal is to improve the quality and delivery of instruction schoolwide, accelerate student learning, engagement, motivation and further mitigate learning loss for all student groups.</p> <p>TAS will use Whetstone’s classroom observation software that provides teachers with feedback, observation notes, action steps, rubrics in one place.</p> <p>To support teacher effectiveness and credential clearance, TAS will reimburse teacher induction expenses. (Title II Funded)</p>	<p>student learning and achievement as well as increase the retention of effective teachers. (ESEA sections 2101(c)(4)(B)(vii)(III) and 2103(b)(3)(B)(iv)) One administrator is currently participating in the Administrator induction program (Title II).</p>		
2	STRENGTHENING EL PROGRAM & SERVICES	<p>TAS will continue to strengthen the delivery of integrated and designated ELD, to accelerate learning, mitigate further learning loss and increase EL proficiency of the English Language. The ELD Coach/Coordinator will provide all teachers with training on integrated/designated ELD, standards, and strategies to address the language needs of</p>	<p>Due to staffing shortages and a lack of qualified applicants the ELD Instructional Coach position remains vacant.</p> <p>TAS employs:</p> <ul style="list-style-type: none"> • An Intervention Aide (Title III funded) to support students in grades 6-8 in designated ELD courses. 	\$131,348	\$11,509

		<p>ELs. TAS will provide teachers with ELlevation, an online ELD platform for teacher instruction. Instructional Aide (Title III Funded) will provide additional/supplemental academic support for students in grades 6-8 during designated ELD block.</p>	<ul style="list-style-type: none"> former administrator and substitute to administer Summative ELPAC assessments starting Feb 2022 <p>Ellevation was not implemented due to shifts in academic priorities.</p>		
3	CORE CURRICULAR PROGRAM NEEDS	<p>The following standards aligned curriculum and consumables will be purchased:</p> <ul style="list-style-type: none"> Guided Reading Core Curriculum- Math, Wonders ELD Literature Novels Classroom Supplies Consumables & Math supplements 	<p>The following curriculum was purchased this year:</p> <ul style="list-style-type: none"> Books for Guided Reading Math Curriculum Wonders ELD Literature Novels Classroom Supplies Consumables & Math manipulatives 	\$107,000	On Track
4	CLOSING THE DIGITAL DIVIDE	<p>TAS has implemented a 1:1 student to device ratio, schoolwide: tablets for K-1; laptops for Gr 2-8, and will acquire Go Guardian licenses for all student devices TAS will continue using Zoom meetings, purchase hotspots as needed, maintain website, and employ technology assistants to provide tech support and ensure sufficient bandwidth, and uninterrupted power source is provided schoolwide.</p>	<p>TAS has achieved its goal of student-to-device ratio; and has purchased hotspots, and supplies.</p> <p>TAS continues to subscribe to the following programs: GoGuardian, Google Voice; Zoom, and employs a Technician Assistant.</p>	\$90,897	\$44,444

Goal

Goal #	Description
3	Engage parents as partners through education, communication, and collaboration, to ensure all students are college and career ready. Provide students with a safe, welcoming and inclusive, positive learning environment that exudes a culture of high expectations.

Measuring and Reporting Results

Metric	Baseline	Mid-year Update as of 12/31/21	End of Year Complete in the Spring	Desired Outcome for 2023–24
School Facility FIT Report Score of “Good”	Good	Good		Good
Parents will have input in decision-making (including UP, and SWD): PAC, ELAC/DELAC & EL-PAC.	Outcome Met	Outcome is in progress		Outcome Met
Provide opportunities for parent participation in programs including Unduplicated Pupils (UP), and Students with Disabilities (SWD).	Outcome Met	Outcome is in progress		Outcome Met
Increase parent satisfaction rate as measured in the annual survey.	85% ES 81% MS	Outcome is Unknown		>85% ES & MS

Increase % of students who feel connected, safe and engaged at school as measured in the annual survey.	75% ES 68% MS	Outcome is Unknown		85% ES & MS
Increase % of staff who feel supported and connected as measured in the annual staff survey.	90% ES 87% MS	Outcome is Unknown		90% ES & MS

Actions

Action #	Title	Description	Mid-year Update as of 12/31/21	Total Funds Budgeted	Mid-year Expenditures as of 12/31/21
1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	<p>The Accelerated School will provide all students with opportunities to engage in learning opportunities outside of the classroom to further enhance the learning process, deepen student engagement and motivation.</p> <p>Our school will implement the following to provide all students and staff with a safe, welcoming and positive learning environment that will promote student academic growth and SEL needs:</p>	<p>TAS has implemented numerous activities to promote student engagement, a positive school climate, and a safe learning environment for our students that include:</p> <ul style="list-style-type: none"> • (6) Campus Aides to provide supervision • Security Guard (serves all 3 Accelerated Schools) • Raptor was purchased but due to COVID-19 (visitors are not allowed onsite) 	\$635,752	\$145,727

		<ul style="list-style-type: none"> • Campus Aides for supervision • Security Guard • Raptor Security, RFIDs • Student incentives (Kickboard) • School Nurse • COVID-19 testing <p>Field Trips and extended learning opportunities allow for students to learn standards through real world experiences. A large portion of the field trip budget will be for college field trips to create a college & career going focus for students. For students in grades 5, 6 & 8, we will provide learning experiences (Science Camp) that encompasses the science and social studies standards.</p> <p>TAS will administer Panorama SEL surveys to students, staff and parents to assess school connectedness, safety, satisfaction and engagement which will be reported in the school's LCAP and local indicators report.</p>	<ul style="list-style-type: none"> ● Panorama Surveys will be administered to students, staff and parents in Spring 2022 (Title I funded) ● Student incentives program implemented ● Nurse (shared with WAHS) ● COVID-19 testing: weekly ● Field Trips - for Middle School ● College Field trips - canceled due to COVID-19 ● ARC Outdoor experiences (gr 6-8) ● Leadership & Culture classes (Monday workshops) ● Hiking excursions ● Vaccination clinics: 4 times this year 		
2	PARENT INPUT IN DECISION MAKING	At the Accelerated School (TAS), parent input in decision-making will take place through the following:	The following committees provide parents with opportunities for input in decision-making:	\$0	\$0

		<ul style="list-style-type: none"> English Language Advisory Committee (ELAC), DELAC, & EL Parent Advisory Committee (ELPAC) CA EC 52062(a)(2) Parent Advisory Committee (PAC) per CA EC 52062(a)(1) 	<ul style="list-style-type: none"> ELAC/DELAC meetings: TBD Parent Advisory Committee: (7/27/21, 8/5/21, 11/10/21, 12/8/21, 1/19/22) 		
3	<p>OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION</p>	<p>The Accelerated School will provide parents all parents including those of unduplicated students, and Students with Disabilities with numerous opportunities to engage as partners in their child education. To keep families up to date on school events, promote parent engagement and participation, our school's website will be designed to be parent friendly, and a monthly newsletter will be published (SMORES) and distributed.</p> <p>The <i>bilingual Family Engagement Coordinator</i> (FEC) will communicate with families, facilitate parent workshops and outreach especially with families of unduplicated pupils and Students with Disabilities to increase parent engagement and provide translation services (Spanish/English). Trainings, workshop and events include but are not limited to:</p>	<p>TAS employs a (bilingual) Parent Engagement Coordinator that facilitates parent workshops with the school leader on the following topics to date:</p> <ul style="list-style-type: none"> Abriendo Puertas PowerSchool parent portal Parent Education Classes Google Classroom <p>Approximately 30 families participated in the Parent Institute for Quality Education (PIQE) workshops.</p> <p>TAS staff communicate with families/guardias on a regular basis using various platforms including Remind App, and the PowerSchool Parent Portal.</p>	\$120,986	\$38,508

		<ul style="list-style-type: none"> • Coffee with the Principal • Training on accessing Parent Portal – PowerSchool so parents can view student grades, attendance, student progress and communicate with school staff. • Family Workshops – led by PIQE & Abriendo Puertas, and others on understanding curriculum, college-going culture, interventions and supports, etc. • Family Book Mobile – a lending library for students and parents to increase literacy skills, and love for reading • Remind App – communicate with families and school staff 			
4	<p>MAINTAINING SAFE & CLEAN SCHOOL FACILITIES</p>	<p>The Accelerated School strives to provide all students and staff with a safe and clean school facility site and adhere to all state and local county health department guidelines in the prevention of COVID, which includes janitorial services, and purchase of PPE supplies. Annually, our school administers an annual Facility Inspection Tool (FIT) report and if any findings</p>	<p>TAS employs custodians to ensure clean school facilities and adheres to COVID-19 Health & Safety protocols. The FIT report was administered and is reported annually on the SARC and LCAP.</p> <p>Portable Handwashing stations were purchased and installed this year with the return to in-person</p>	\$531,381	\$197,657.25

are identified, appropriate repairs are made.

instruction, and PPE supplies continue to be purchased.

Upgrades were made to the HVAC system.

Impact of the 2021/22 Budget Act on the Budget Overview for Parents

Local Educational Agency (LEA) name:	THE ACCELERATED SCHOOL
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Projected General Fund Revenue for the 2021 – 22 School Year	Original Budget used for BOP	Current Forecast	Difference	Comments
Total LCFF funds	\$ 8,362,657.60	\$ 8,392,631.20	\$ 29,973.59	
LCFF supplemental & concentration grants	\$ 2,114,781.20	\$ 2,330,036.88	\$ 215,255.67	S&C is higher because of the increase in concentration funds.
All other state funds	\$ 695,083.00	\$ 842,317.40	\$ 147,234.40	Increase reflects In Person Instruction and Expanded Learning Opportunity Grant funds that were originally included in prior year budget.
All local funds	\$ 1,276,764.00	\$ 827,791.90	\$ (448,972.10)	Reduced forecast for revenue from interest & dividend income.
All federal funds	\$ 1,375,503.00	\$ 2,357,345.26	\$ 981,842.26	Reflects increased federal child nutrition revenue and an increase in the planned use of ESSER I/II funds.
Total Projected Revenue	\$ 11,710,007.60	\$ 12,420,085.75	\$ 710,078.14	
Total Budgeted Expenditures for the 2021 – 22 School Year	Original	Current	Difference	Comments
Total Budgeted General Fund Expenditures	\$ 12,825,277.00	\$ 13,481,687.82	\$ 656,410.82	