



ACCELERATED CHARTER ELEMENTARY SCHOOL (ACES)

FALL 2023 CA DASHBOARD

LOCAL INDICATORS REPORT FOR THE

ACCELERATED GOVERNING BOARD

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- **Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions:** Note: Teacher Assignment Monitoring Outcome (TAMO) data for the LCAP year is yet to be released by the CDE before reporting the remainder of the local indicator outcome information to the governing board. Once TAMO data is made available, the LEA must update the governing board on TAMO data outcome information at the next available meeting of the governing board.
- **Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home:** 0%
- **Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies):** Good

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool: Recently Adopted Academic Standards and/or Curriculum Frameworks

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

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

Academic Standards	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.**

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

Academic Standards	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).**

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

Academic Standards	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.**

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

Academic Standards	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				X	
World Language				X	

Support for Teachers and Administrators

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

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

Activities	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	

Optional Narrative (Limited to 1,500 characters):

6. **Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.**

Parental Involvement and Family Engagement (LCFF Priority 3)

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education’s (CDE’s) Family Engagement Toolkit:¹

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to

address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

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

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to 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 its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners 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 educational partners 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 educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

1 – Exploration and Research

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

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

Practices	Rating Scale Number
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.	4
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	4
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	4
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.	4

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.
 1. Parent Engagement Coordinator - Our parent engagement coordinator serves as a liaison between parents and the school community. The major function of this role is to connect our families with community resources, co-develop a robust parent program with the principal, and provide ongoing two way communication with parents via the ACES Parent Newsletter and digital platform Class Dojo. In addition, the parent engagement coordinator is supporting in co-developing a vision for parent involvement at ACES using the following five principles:
 - a. A Culture that Engages Every Family
 - b. Communicate Effectively and develop relationships
 - c. Build Family Efficacy
 - d. Engage Every Family in Decision Making
 - e. Engage the Greater Community
 2. Parent Educational Workshops - ACES provided a total of ten parent workshops for parents for this academic school year. The topics ranged from preventing bullying to

understanding child development. Based on a parent survey issued at the beginning of the academic year, the workshops were offered virtually via zoom, all in the evenings. One specific workshop, Abriendo Puertas, was a series of workshops that focused on parenting strategies. After attending this workshop, parents engage in a culmination ceremony joined by the Parent Engagement Coordinator and school leadership.

3. Coffee with the Principal (PAC) - ACES holds a Coffee with the Leadership Team once a month to share upcoming school events and provide programmatic updates, including the progress of English Language Learners, Special Education, academic progress monitoring and academic tutoring. All coffees were held via zoom based on the feedback received via a parent survey.
4. ELAC/DELAC- ACES plans for DELAC/ELAC parent/teacher committee that meets once a month to report on the progress of students who are designated as English Language Learners. This committee also provides input on expenditures for Title III and feedback on the best way to support the reclassification of these students.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

At the close of the 2021-2022 school year, ACES leadership prioritized analyzing student attendance data and listening to our parents' concerns—the goal being to take several proactive measures to mitigate high levels of absenteeism in the future. At the close of the 21-22 school year, ACES created a new position—the ACES Dean of Culture—a leadership team member whose focus is to create the ideal school climate and culture that are centered around academics and socio-emotional well-being. When the ACES Dean of Culture interviewed parents about high absenteeism during the summer, factors such as us post-pandemic family trauma, high levels of stress, state health covid-regulations, and a family's beliefs and concerns about their child's well being were some of parents' reported reasons for keeping children at home.

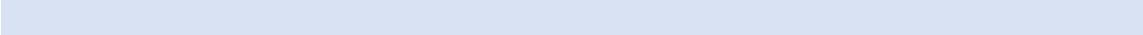
3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

The ACES Dean of Culture took the initial step of strategically interviewing families individually of students with high levels of absenteeism. The ACES Dean of Culture led this initiative and frequently shared data with site leadership. Parents and students received information regarding the importance of attendance in the school and strategies to keep good attendance habits. As the ACES Attendance Committee had been formed during the 21-22 school year to analyze, monitor, plan, design and implement strategies that promote and maintain attendance at 95% percent; the Dean of Culture sought to continue a system of proactive attendance monitoring. The ACES Attendance Committee has sought to respond to the attendance data through perfect attendance rallies, where students are celebrated for their monthly perfect attendance. During these ceremonies, students receive pencils and certificates as incentives for their commitment to come to school every day. During the ACES Perfect Attendance celebrations, students are provided with a guest speaker who shares a personal experience that underscores the importance of consistent and responsible attendance. Students who reach five to

seven absences in a short period of time are placed in focus groups where they are monitored by members of the attendance committee and support staff. This is a data-based strategy aimed at re-engaging the students in good attendance habits. Students are provided with individual and group contracts where they get the chance to meet attendance goals and earn incentives for accomplishing them. Students are monitored weekly by having attendance check-ins and check-outs with a staff member.

Targeting students' collective efforts to improve attendance, the ACES Dean of Culture launched Perfect Attendance Class Parties, as this would serve to challenge and motivate students to come to class every day. The class with the highest attendance rate for the entire month participates in a pizza party celebration and becomes the champion attendance class for the month. These students are able to house the ACES Eagle in their classroom for the entire month and then hand-off the trophy to the next winning classroom.

To cultivate pride and a mindset of perfect attendance champions, a perfect attendance champion bulletin board has been created to celebrate and honor classroom triumphs over absenteeism. Pictures of each winning classroom is posted on the champion's bulletin board and are memorialized for the entire school year. ACES leadership has leveraged data analysis to proactively target attendance dips before they happen through school wide events scheduled when students are most likely to be absent. This has been evident through ACES Spirit Weeks, ACES Literature Parade, dance performances, hot chocolate week and multicultural activities such as Latino history month and black history month. As parent communication is essential to achieving our goal as a community, the ACES Parent Coordinator has leveraged Class Dojo to communicate celebrations, school wide goals, and areas of improvement. The ACES Family Coordinator has reached 99% of parents on Class Dojo, an accomplishment that enables us to communicate with parents proactively and consistently. Finally, letters with absences reports are sent home to parents, followed by phone calls to discuss the student's absences rate, importance of attendance and support to maintain good attendance performance.



Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA’s current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

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

Practices	Rating Scale Number
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.	4
6. Rate the LEA’s progress in providing families with information and resources to support student learning and development in the home.	4
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.	4
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.	3

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA’s current strengths and progress in Building Partnerships for Student Outcomes.

Student-Goal Setting Conferences- ACES teachers meet with parents twice a year to share out the academic progress of students and set personalized academic goals. These conferences are an opportunity for parents and teachers to review student data based on iReady assessments in both reading and math. In these conferences they discuss ways in which students, parents and teachers can support the student in making adequate progress.

Coffee with Leadership Team- Updates regarding state testing and student academic progress are frequently given during the Coffee with the Leadership Team. These meetings are held once a month via Zoom.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA’s focus area(s) for improvement in Building Partnerships for Student Outcomes.

One area that ACES is looking to continue to improve upon is in acquiring student proficiency in both English Language Arts and Mathematics. We want to continue to work together with our school community to support students at home. This year we started to include instructional strategies to support at home in math during Coffee with the Leadership Team. Next year, we would like to have a series of parent workshops in literacy and math that builds family efficacy.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

We want to be sure to develop a series of workshops targeted for underrepresented families for English Language Learners, students with IEPs and students with chronic absenteeism. These workshops will allow us to provide general information regarding reclassification, IEP 101 and the importance of attendance in order to improve student outcomes

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA’s current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

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

Practices	Rating Scale Number
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.	4
10. Rate the LEA’s progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	4
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.	4
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.	4

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA’s current strengths and progress in Seeking Input for Decision-Making.

ACES administers the LCAP survey once a year to stakeholders in our school community that include gaining feedback around the academic program, facilities and engagement of various stakeholders. This has proven to be a solid practice for gathering feedback. In addition, ACES holds an annual Title III parent meeting to inform parents about the process of providing input and participating in DELAC/ELAC. Parents who participate in DELAC/ELAC also get the opportunity to get training on the purpose of DELAC/ELAC, as well as participate in monthly meetings. In addition, ACES gathers feedback from parents on an ongoing basis at the end of parent workshops and parent surveys

2. Based on the analysis of educational partner input and local data, briefly describe the LEA’s focus area(s) for improvement in Seeking Input for Decision-Making.

ACES will be working on co-developing a vision for parent involvement at the school that will involve all stakeholders. This vision will include ways in which the school can continue to get input. Specifically, it will outline the purpose for input and spaces for it. Currently, we are looking to use Parent Square as our primary platform for communication. This will allow us to obtain feedback from parents on an ongoing basis.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

We will continue to design surveys to obtain parent feedback around school events that include parent workshops, coffee with the leadership team, literacy parade and additional ones. This will allow us to monitor the success of these and make necessary revisions.

Access to a Broad Course of Study (LCFF Priority 7)

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. (Response limited to 1,500 characters)**

Currently, ACES serves approximately 500 students in grades TK-6 that include the following demographics: 99% Hispanic, 1% African American, 12% Students with Disabilities (SWD), 37% English Learners (EL), 0.2% Foster Youth, and 97% Socioeconomically Disadvantaged.

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, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (Response limited to 1,500 characters)**

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-6 have access to and are enrolled in ELA (social studies embedded), mathematics, science, and physical education. In addition, 100% of students in grades TK-6 have access to and are enrolled in Everybody Dance; and Public School Science (1-6) 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.**

(Response limited to 1,500 characters)

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? (Response limited to 1,500 characters)**

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.