



Accelerated Charter Elementary School

2025 Local Indicators

Self-Reflection

Tools

Presented to the Governing Board

June 2025

Local Indicator Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

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

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

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: 0
- The number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies): 0

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.

N/A

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

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 **(Limit responses to 3,000 characters)**

QUESTION	RESPONSE
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.	ACES' strengths as a school and community is its student-centered relationships. When asked, "Overall, how much respect do you think the children at your child's school have for the staff?" parents responded with a rating

	<p>of 89 out of 100. Additionally, when asked the following question, "Overall, how much respect do you think the teachers at your child's school have for the children?" parents responded with a rating of 89 out of 100, as well. ACES staff members intentionally build relationships with students that are supportive and constructive.</p>
<p>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.</p>	<p>One area of improvement is communicating proactively about the school's discipline policy. ACES has a tiered approach to both rewards and consequences, however when prompted about the school's discipline policy and the extent to which it works for their children, parents rated ACES 33 out of 100.</p> <p>There are opportunities to provide information through the parent newsletter, parent committees, and parent orientations about ACES' discipline policy as well as the school's rewards system.</p>
<p>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.</p>	<p>ACES has considered providing a paper option to parents for the survey.</p>

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.	4

Building Partnerships Dashboard Narrative Boxes **(Limit responses to 3,000 characters)**

QUESTION	RESPONSE
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 .	Teacher coaching, as a tool for strengthening educators' teaching and students' learning is one of ACES greatest strengths in the educational partner input and local data. Based on the 2024-2025 LCAP survey results as captured by Panorama, ACES ranks near the 99th percentile in feedback and coaching. To gather data about ACES' feedback and

	<p>coaching for teachers, Panorama posed the following questions to teachers, “How often do you receive feedback on your teaching?; At your school, how thorough is the feedback you receive in covering all aspects of your role as a teacher?; How useful do you find the feedback you receive on your teaching?; How much feedback do you receive on your teaching?;” as well as, “How much do you learn from the teacher evaluation processes at your school?”</p>
<p>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.</p>	<p>One area of focus is student behavior. Staff are requesting that clarity about student behavior be provided to families and students, alike. Additionally, staff are requesting that behavior expectations be communicated and implemented consistently.</p>
<p>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.</p>	<p>ACES has considered administering the survey by different means—paper or via telephone.</p>

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.	3

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

QUESTION	RESPONSE
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 has intentionally created varied spaces for collaboration, discussion, and constructive feedback. When answering the following question, "How much does your school value teacher collaboration?, teachers collectively

	<p>rated ACES 83 out of 100.</p> <p>In addition, ACES provides families opportunities for engagement through the EL-PAC, PAC, Coffee with Leadership meetings, and parent workshops. When asked, "How well do you feel your child's school is preparing him/her for his/her next academic year?" parents rated ACES 76 out of 100.</p> <p>This might be attributed to ACES focusing on a set of priorities that will drive teacher and student learning over many years.</p>
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 .	<p>One area of focus is ACES specifically naming the staff members who support students when bullying is identified. Parents rated ACES 60 out of 100, when asked, "If a student is bullied at your child's school, how difficult is it for him/her to get help from an adult?" This indicates an opportunity for ACES to intentionally communicate the SEL, Dean, Family Coordinator, Principal, AP, all ACES teachers and staff as support for students who are being bullied.</p>
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 .	<p>ACES has considered administering the survey by different means—paper or via telephone.</p>

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Instructions

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California *Education Code* 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. For each prompt **limit response to 3,000 characters**. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses 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.

Response:

The data indicates strengths in feedback, coaching, evaluation, belonging, leadership, and staff-leadership relationships. Teachers feel that they are provided feedback on their practice and that they receive coaching aligned to their work fairly consistently. Teachers believe there is a high level of care and respect modeled by the leadership team.

ACES parents indicate that their children demonstrate a respect for the staff and that the ACES staff members demonstrate respect for students as well. Additionally, parents rated ACES 81

out of 100 when considering students' motivation to attend ACES. This speaks to the inclusive and supportive environment provided to students and staff alike. Students rated their excitement about having the same teacher again, the following year, 71 out of 100.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Response:

Response:

ACES centered teachers' development and student learning this year, and it is affirming for the entire ACES team that teachers, from their perspective, received quality feedback. Additionally, one of ACES' core values, as a team, is collaborative culture. The high level of care, respect, and support demonstrated by leadership team members speaks to the work that all team members have collaboratively executed in support of having a collaborative culture.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

Response:

The ACES team will leverage parent meetings–EL-PAC, PAC, Coffee with leadership team–as well as provide ongoing communication–i.e. newsletter, class dojo, parent square–to proactively share school's behavior policies.

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:

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)

Response:

ACES tracks broad course of study access and enrollment through multiple locally selected measures:

Master Schedule Analysis: Quarterly review verifies all TK-6 students are enrolled in core subjects (ELA, Mathematics, SLA, Science, Social Studies, PE) plus enrichment (Dance TK-3, Public School Science grades 1, 3-6).

CALPADS Data: Monthly analysis confirms 100% enrollment across all student groups, including English Learners (31%), Students with Disabilities (13%), and Socioeconomically Disadvantaged (100%).

Materials Inventory: Annual textbook inventory ensures access to standards-aligned materials (Wonders/Maravillas 2023, Engage NY Math, EL Achieve, Science Inspire) for all students.

Dual Language Verification: Tracking confirms all students receive 50% English/50% Spanish instruction per Gomez & Gomez model.

IEP/504 Review: Individual plans ensure students with exceptional needs access full curriculum with appropriate accommodations.

Physical Fitness Tracking: Grade 5 participation in all PFT components monitored for 100% access.

These measures are reported annually through SARC and tracked continuously to ensure equitable access across all populations. The dual language immersion program requires specialized monitoring to verify proper language distribution and comprehensive course access regardless of student demographic classification.

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)

Response:

Based on locally selected measures, ACES demonstrates comprehensive access and enrollment in a broad course of study for all students:

Universal Access: 100% of students TK-6 are enrolled in core curriculum (ELA, Math, SLA, Science, Social Studies, PE) and enrichment programming. Master schedule analysis confirms no variance in course access across student groups.

Dual Language Program: All 526 students receive 50% English/50% Spanish instruction regardless of demographic classification and participate fully in the specialized Gomez & Gomez dual language immersion model.

Enrichment Equity: 100% participation rates maintained across all populations in Dance (TK-3), Public School Science (grades 1, 3-6), and Physical Education, including all Physical Fitness Test components.

Materials Access: Textbook inventory confirms all students have access to standards-aligned materials with no gaps identified across student groups or individual students with exceptional needs.

Single Site Consistency: As a single elementary school, no differences exist across school sites.

Sustained Progress: Data indicates consistent 100% enrollment and access maintained over multiple years, with IEP and 504 plan reviews ensuring students with exceptional needs receive full curriculum access with appropriate accommodations.

The comprehensive dual language immersion program requires all students to access the same rigorous course of study, eliminating access disparities while celebrating linguistic diversity.

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)

Response:

Based on locally selected measures, ACES has identified no barriers preventing access to a broad course of study for all students.

Universal Access Maintained: 100% of students TK-6 maintain enrollment in core curriculum (ELA, Math, SLA, Science, Social Studies, PE) and enrichment programming across all demographic groups. Master schedule analysis confirms consistent course access.

Staffing Solutions: Despite Assistant Principal vacancy, redistributed coaching responsibilities maintained instructional support. Substitute teachers and administrative coverage ensured no disruption to student course access.

Dual Language Program Integrity: All 526 students continue receiving 50% English/50% Spanish instruction regardless of English Learner status (31%), disability classification (13%), or socioeconomic background (100%).

Resource Adequacy: Annual textbook inventory confirms sufficient standards-aligned materials for all students. Delayed Science Inspire purchases did not prevent science instruction delivery.

Accommodation Success: Students with exceptional needs receive full curriculum access through IEP and 504 plan implementations without course restrictions.

The comprehensive tracking system demonstrates that while implementation quality varies, access barriers do not exist. All students maintain enrollment in the complete broad course of study required for academic success.

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)

Response:

In response to locally selected measures confirming universal access, ACES is implementing targeted enhancements:

Curriculum Improvements: Implementing Wonders/Maravillas 2023 to replace 2017 version, strengthening standards alignment while maintaining dual language fidelity.

Enhanced Coaching: Adding part-time ELA Instructional Coach for intensive literacy support. Systematic coaching distribution: Principal (TK-3), Assistant Principal (grades 4-6, RSP), specialized literacy coaching.

Professional Development: Comprehensive training on new curriculum emphasizing performance tasks, writing, and small group instruction. Continued Visible Learning Framework implementation.

Staffing Stability: Maintaining two in-house substitutes to prevent disruptions. Ongoing recruitment for appropriately credentialed teachers.

Technology Access: Continued iReady platform investment based on stakeholder feedback, ensuring equitable supplemental learning access.

Materials Management: Systematic Science Inspire consumables purchase and ongoing textbook inventory to ensure adequate standards-aligned materials.

Quality Assurance: Annual master schedule review, CALPADS verification, and materials inventory to maintain 100% access across all student groups.

These enhancements strengthen instructional quality and program effectiveness while preserving universal access to comprehensive dual language immersion programming for all 526 students regardless of demographic classification.