



The Accelerated 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.	3
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 .	In the 2024-25 school year, the addition of the two-way communication platform, Parent Square, has aided communication with families. Teachers can directly contact families and messages are automatically translated to

	<p>both English and Spanish. Additionally, there were multiple opportunities for family engagement through classes, workshops and teacher-led activities.</p> <p>An area for growth is to improve opportunities for parent voice and greater parent involvement in academics.</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>The focus areas for improving relationships between school staff and families are:</p> <ol style="list-style-type: none"> 1- Further developing communication between staff and home (by increasing usage of ParentSquare and regular communication outside of scheduled academic checkpoints like conferences, progress reports and report cards) 2- Increasing opportunities for family engagement with academics 3- Increasing the breadth of parent voice through varied engagement methods (focus groups)
<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>We aim to improvement engagement of underrepresented families by:</p> <ul style="list-style-type: none"> - Offering meetings and events during both morning and evenings to accommodate work schedules - Reaching out to underrepresented families to do surveys and get feedback over phone and inviting to focus sessions - Scheduling parent events in conjunction with student showcases and performances when attendance is the highest.

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.	3
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 .	Strengths include systems in place to communicate regularly with families about policies, events, and student progress.
Based on the analysis of educational partner	Our greatest area of improvement is to

input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes .	support teachers to build and sustain partnerships with all families, especially in upper elementary and middle school.
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>We aim to improvement engagement of underrepresented families by:</p> <ul style="list-style-type: none"> - Training teachers on building partnerships for learning with families - Offering meetings and events during both morning and evenings to accommodate work schedules - Reaching out to underrepresented families to do surveys and get feedback over phone and inviting to focus sessions - Scheduling parent events in conjunction with student showcases and performances when attendance is the highest.

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.	3
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 .	We have regular and well attended PAC, ELAC and DLAC meetings. This year we created a more systematic way to collect parent concerns through a QR code form so that we were tracking follow-through with parent

	feedback and concerns.
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 .	We regularly receive feedback from a consistent group of parents and would like to broaden our scope of families that provide input on decision making.
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>We aim to improvement engagement of underrepresented families by:</p> <ul style="list-style-type: none"> - Training teachers on building partnerships for learning with families - Offering meetings and events during both morning and evenings to accommodate work schedules - Reaching out to underrepresented families to do surveys and get feedback over phone and inviting to focus sessions - Scheduling parent events in conjunction with student showcases and performances when attendance is the highest.

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: School Climate Data from the 2024-25 school year revealed that we have strengths in the areas of school safety, school belonging, and a positive overall climate. Students also reported high levels of support from teachers and staff in the form of encouragement, and holding high expectations. This year, there were several systems in place to support school culture, such as a student leadership team and dedicated teacher culture team that contributed to student enrichment and belonging.

The biggest area for growth is in student engagement, where students reported lower percentages of interest in school subjects and lower levels of engaging with school topics outside of school. While student compliance remains high, and there have been efforts across the board to engage students with more rigorous grade level content, we can continue to grow in engaging students with culturally relevant and sustaining content and pedagogy.

Student behavioral and attendance data also reveal a positive trend in safety and school connectedness. Behavior referrals were down almost 50% from the prior year and there were 0 suspensions for the 2024-25 school year. Additionally, chronic absenteeism rates have dropped and ADA has improved.

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: TAS will continue to build upon PBIS and restorative justice practices that support belonging and a positive school culture. Additionally, through coaching and curricular support, we will build teachers' capacity to engage students with learning that feels relevant and connected to their lives outside of school. Part of the challenge with engagement is also due to gaps in reading and language, which we will continue to address through EL supports in the classroom, intervention, and building strong reading instructional practices throughout TK through 8th grade.

At TAS, the Dean of Student Culture and Social and Emotional Learning Counselors play a large role in supporting positive student culture, especially when conflict arises. These roles will continue to support with engaging students in harm restoration and responding to student needs that can lead to school disconnection.

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:

TAS started an attendance team in the 2024-25 school year, and while it had an impact in the first year, we will hone our practices and systems in the 2025-26 school year. We will continue to strengthen our tier 1 efforts to incentivize consistent attendance, but our biggest priority will be strengthening our systems to engage with chronically absent families.

Another area of growth will be to continue to strengthen our instructional coaching practices to support effective teaching and learning. While we introduced a new coaching model this year, more work needs to be done to create an effective coaching framework at TAS. This includes utilizing our instructional leaders effectively, organizing other complementary systems to support the coaching model, and aligning scheduling and professional learning with coaching cycles. Through effective coaching, teachers can better build capacity to support student engagement, academic growth, and belonging.

The third area of focus is on rigorous and impactful curriculum. While we adopted new Science and ELA curriculums in the middle school grades this year, our elementary reading curriculum was in need of a refresh to meet the needs of our students. Next year we will be implementing a new curriculum across kindergarten through fifth grade to better support literacy development and enhance student learning across all disciplines.

Lastly, we are continuing to improve our MTSS structures. This year we implemented a Coordination of Services Team to better respond to and track interventions and progress for struggling students. The first year has successfully brought stakeholders together and streamlined our work to support students. It has also helped identify gaps and areas for improvement in our intervention programs and SSPT protocols. We will continue to build these systems and staff capacity to engage in this work in the 2025-26 school year.

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:

Tracking Tools: The Accelerated School (TAS) uses Master Schedule analysis, CALPADS enrollment data, and SARC reporting to monitor broad course of study access.

Key Measures: The school tracks 100% student participation in enrichment/elective courses across TK-8, Physical Fitness Test participation rates for grades 5 and 7, and course enrollment patterns by student demographics.

Course Offerings by Grade Level: TK-5 students access PS Science and Dance while grades 6-8 participate in Music, Spanish, Sports, Coding, and Art.

Equity Monitoring: The school systematically tracks enrollment patterns for English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students to ensure equitable access and prevent disproportionate exclusion. Regular data review maintains 100% participation while meeting individual exceptional learning needs through systematic monitoring of course offerings and student placement across all grade spans.

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:

Current Access and Enrollment: TAS maintains 100% student participation in enrichment and elective courses across all grade levels TK-8, with no disparities identified across student groups. All students access a comprehensive broad course of study including core academics plus specialized enrichment opportunities.

Student Group Analysis: English Learners (34%), Students with Disabilities (13%), Socioeconomically Disadvantaged students (90%), and Hispanic students (99%) demonstrate equal access to all course offerings. No student group faces barriers to enrollment in the full

breadth of educational programming.

School Site Consistency: As a single-site LEA serving TK-8, TAS ensures uniform access across all grade spans with differentiated age-appropriate offerings: TK-5 students participate in PS Science and Dance, while grades 6-8 access Music, Spanish, Sports, Coding, and Art.

Progress Over Time: Physical Fitness Test participation improved significantly, with Grade 5 increasing from 93% to 100% and Grade 7 advancing from 95% to 98%. The addition of Art classes in 2024-25 expanded middle school elective options, receiving positive student feedback and maintaining 100% participation rates across all demographic groups.

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:

Physical Infrastructure Constraints: TAS faces significant space and scheduling challenges that create operational difficulties in providing comprehensive course offerings. Limited classroom and specialized facility space constrains the ability to expand elective options and accommodate diverse programming simultaneously across TK-8 grade spans.

Staffing and Resource Limitations: Recruiting and retaining qualified specialized instructors for enrichment courses presents ongoing challenges, particularly for arts, music, and technology programs. Budget constraints limit the ability to expand course offerings or reduce class sizes for specialized instruction.

Scheduling Complexity: Coordinating schedules across TK-8 grade levels while maintaining core academic instruction time creates scheduling conflicts. Balancing intervention needs for struggling learners with enrichment opportunities requires careful planning.

Technology and Equipment Needs: Providing adequate technology devices, equipment, and materials for hands-on courses like coding, art, and science requires significant ongoing investment that competes with other instructional priorities.

Intervention Time Conflicts: Students requiring intensive academic interventions may face competing priorities between remedial support and enrichment participation, requiring careful scheduling to ensure access to both essential intervention services and broad course study opportunities without compromising either area.

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:

Facility and Space Optimization: TAS implemented strategic scheduling modifications to maximize existing classroom utilization, allowing for expanded elective offerings while maintaining core instruction time. The school coordinates with the after-school program provider (ARC) to extend facility use for sports programming beyond regular school hours.

Enhanced Course Offerings: The addition of Art classes in 2024-25 expanded middle school elective options based on student feedback, demonstrating responsive programming that maintains 100% participation rates across all demographic groups.

Integrated Programming Solutions: TAS addresses intervention time conflicts through the Expanded Learning Opportunities Program (ELOP), which provides academic and social enrichment during after-school, intercession, and summer programming. This ensures students requiring intensive interventions maintain access to enrichment opportunities without compromising essential support services.

Technology Infrastructure Investment: The IT Team ensures all students receive dedicated technology devices supporting hands-on courses like coding while maintaining equipment for science and arts programming through systematic device management and ongoing technical support.

Staffing Partnerships: Collaboration with community partners and specialized providers helps address instructor recruitment challenges while maintaining program quality and consistency across all enrichment offerings for TK-8 students.