



# **The Accelerated School**

**2026 Local Indicators**

**Self-Reflection**

**Tools**

Presented to the Governing Board

June 2026

## 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:

#### **Basics: Teachers, Instructional Materials, Facilities**

This measure addresses the percentage of appropriately assigned teachers; students' access to curriculum-aligned instructional materials; and safe, clean and functional school facilities.

As applicable, 100% of all school sites promptly address any complaints or other deficiencies identified throughout the academic year and provide information annually on progress meeting this standard to the local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

#### **Appropriately Assigned Teachers**

Name	Total Teaching Full-Time Equivalent (FTE)	Clear (% of teaching FTE)
LEA	38.2	93%
Los Angeles Unified	27,031.1	82.4%
County	62,099.3	83.4%
Statewide	278,927.1	82.5%

Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home
0
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:<sup>1</sup>

- 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

<p>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.</p>	<p>4</p>
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**Building Relationships Dashboard Narrative Boxes** (Limit responses 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.**

Based on the analysis of educational partner input and local data, TAS demonstrates strong progress in building positive relationships between staff and families.

Family survey data reflect high levels of trust in teachers and the school community. At both the elementary and middle school levels, 89% of families reported that teachers show respect for students, and 86% of elementary families indicated that the school values the diversity of students’ backgrounds. These results reflect strong alignment between school culture and family expectations.

Families also report a strong sense of belonging. School Fit ranked at the 70th national percentile, with 80% of elementary families and 82% of middle school families indicating their child feels connected to the school community. These results highlight the consistent relationship-building practices across grade levels.

Staff stability further supports strong family relationships. Many teachers and classified staff report plans to remain long term, and staff feedback reflects strong connections to students and families. This continuity strengthens trust and supports sustained engagement with families.

**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.**

Based on the analysis of educational partner input and local data, TAS has identified key areas to strengthen consistency in relationships between staff, students, and families.

An important area for growth is strengthening teacher to student relationships at the middle school level. While elementary students reported average levels of connection, middle school students reported lower levels, with 35% indicating teachers are interested in how they are doing and 32% reporting teachers would respond if they were upset. These results suggest an opportunity to deepen relationship-building practices with older students.

Student belonging also represents an area for continued focus across grade spans. Survey data indicate that fewer than half of students report a strong sense of belonging, highlighting an opportunity to strengthen daily connections that support both student engagement and family trust. In addition, staff stability at the middle school level represents an area for attention. Survey data indicate shorter anticipated tenure for some staff, suggesting an opportunity to strengthen support and connectedness to sustain continuity in relationships with students and families.

**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.**

Based on the analysis of educational partner input and local data, TAS will strengthen engagement with underrepresented families by expanding access and deepening relationships.

A key priority is strengthening two-way communication. TAS will expand outreach through home language communication and culturally responsive events to ensure all families feel informed, welcomed, and connected to the school community.

The school will also continue to build staff capacity to support culturally responsive relationships. Professional development will focus on strengthening connections with students and families, particularly those who may feel less connected to the school environment. In addition, TAS will increase efforts to reach families who are less represented in surveys or school activities by expanding accessible engagement opportunities and strengthening presence within the community.

**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

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.

Based on the analysis of educational partner input and local data, TAS demonstrates progress in building partnerships that support student outcomes.

Families report strong confidence in the school's ability to support student learning. School Fit ranked at the 70th national percentile across grade spans, with 86% of elementary families indicating alignment with their child's learning needs and 76% of middle school families reporting their child is well prepared for the next academic year.

Teachers maintain a focus on academic expectations. Across grade levels, students report that teachers encourage effort, ask them to explain their thinking, and support persistence, reflecting a consistent emphasis on student growth.

Staff commitment to students and the community further supports these partnerships. Staff feedback highlights strong connections to students and families, contributing to a stable and relationship-centered school environment.

**1. 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.**

Based on the analysis of educational partner input and local data, TAS has identified key areas to strengthen partnerships that support student outcomes.

Student engagement represents an important area for continued focus. Survey data indicate engagement at the 40th national percentile in elementary grades and below the 10th percentile in middle school, with 11% of middle school students reporting excitement about going to class. These results suggest an opportunity to strengthen how students experience learning and connect to school.

Teacher collaboration also represents an area for growth. While 86% of elementary teachers value collaboration, 52% report having regular opportunities, indicating an opportunity to expand structured collaboration to support aligned instructional practices.

Family comfort in seeking support is another area for attention. Survey data show that 66% of elementary families and 61% of middle school families report their child feels comfortable asking adults for help, suggesting an opportunity to further strengthen accessibility and connection between staff, students, and families.

**2. 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.**

Based on the analysis of educational partner input and local data, TAS will strengthen engagement with underrepresented families by expanding access and strengthening connections to student learning.

A key priority is increasing accessible opportunities for family involvement. TAS will provide more consistent, culturally and linguistically responsive communication about student progress and available supports to ensure all families feel informed and connected.

The school will also strengthen how student outcome information is shared by creating more accessible, two way communication around student progress. This will support families in understanding and reinforcing learning at home.

In addition, TAS will leverage staff commitment to students and the community to expand outreach to families who are less represented in school activities, increasing engagement through more intentional and personalized connection.

### 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)

**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.**

Based on the analysis of educational partner input and local data, TAS demonstrates progress in establishing structures that support educational partner input in decision-making. The Spring 2026

survey process reflects a systematic approach to gathering input from teachers, classified staff, students, and families, ensuring multiple opportunities for partners to share feedback.

Staff responses indicate clarity in leadership direction, with 70% of elementary teachers reporting that leaders clearly identify goals. Family data also reflect strong confidence in school administration, with 73% of elementary families and 78% of middle school families reporting that administrators effectively support student learning.

Together, these results reflect a strong foundation of outreach and trust that supports continued growth in input-seeking practice.

**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**

Based on the analysis of educational partner input and local data, TAS has identified opportunities to strengthen how input is incorporated into decision-making. A key area for growth is increasing staff voice in school decisions. Survey data indicate that 19% of teachers report having input into important decisions across both campuses, suggesting an opportunity to expand structures that support meaningful participation. This is also reflected in feedback related to student behavior practices, where teachers report limited involvement. These results highlight an opportunity to strengthen systems that ensure staff, students, and families can contribute input and see how their feedback informs school decisions.

**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.**

Based on the analysis of educational partner input and local data, TAS will strengthen engagement of underrepresented families by expanding access to input opportunities and increasing representation in decision-making. Building on strong family trust, TAS will implement culturally and linguistically responsive strategies to ensure feedback opportunities are accessible to all families. This includes expanding communication, offering flexible participation options, and providing multiple channels for input. These efforts are intended to remove barriers to participation and ensure that school decisions reflect the full diversity of the community.

## ***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.**

**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.

The Spring 2026 Panorama Educational Partner Survey provides TAS with school climate data across students, staff, and families at both the elementary and middle school levels. Student responses include 187 students in grades 3 through 5 and 316 students in grades 6 through 8, with results benchmarked against national data.

At the elementary level, overall School Climate ranked at the 30th national percentile. Teacher Student Relationships ranked at the 50th percentile, with 75% of students reporting respectful interactions with teachers. School Safety ranked at the 10th percentile, and selected items include 59% reporting a positive school mood and 12% reporting that peers follow school rules.

At the middle school level, overall School Climate also ranked at the 30th national percentile. School Safety ranked at the 60th percentile, while Student Engagement ranked below the 10th percentile, with 11% of students reporting excitement about going to class. Teacher Student Relationships ranked at the 10th percentile.

Family survey results were more favorable, with School Climate ranking at the 70th national percentile for elementary families and the 60th percentile for middle school families.

**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.

Analysis of the Spring 2026 Panorama survey data highlights both strengths and areas for continued growth in TAS's school climate. A key strength is the strong level of family trust in the school. Family climate scores ranked at or above the 60th national percentile across both campuses, indicating that families view TAS as a supportive and respectful environment.

Student data identify important areas for focus. Engagement and teacher to student relationships are not yet consistent, particularly at the middle school level, where both areas ranked below the 10th national percentile. At the elementary level, school safety ranked at the 10th national percentile, indicating an opportunity to strengthen students' sense of safety and belonging.

Overall, the data suggest an opportunity to strengthen the daily student experience by deepening relationships, increasing engagement, and reinforcing consistent expectations across campuses.

**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.

In response to the Spring 2026 climate data, TAS will continue to refine practices across instruction, student support, and school culture to strengthen the student experience. At the middle school level, the school will continue to support instructional practices that build stronger relationships and increase student engagement, including ongoing professional development focused on student-centered learning and connection.

To support a positive and consistent school environment, TAS will review and strengthen schoolwide behavior systems, with an emphasis on clear expectations and consistent communication with students and families. The school will also continue to assess staffing structures that support student behavior and culture.

In addition, TAS will expand opportunities for student voice by incorporating more regular feedback into school planning. These efforts are intended to ensure that student perspectives inform ongoing improvements in school climate.

## ***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)**

TAS monitors student access to a broad course of study through a combination of course enrollment data tracked in PowerSchool, master schedule reviews conducted annually by school leadership, and IEP documentation for students with exceptional needs to ensure access to the least restrictive environment. Enrollment patterns are reviewed across grade spans at both the Elementary and Middle School campuses, with particular attention to unduplicated student groups including English Learners, students experiencing foster care, and students from low-income households. These data points are reviewed collaboratively by the Academics Team to identify gaps in access and inform scheduling decisions for the following school year.

- 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)**

TAS provides all students in grades TK–8 with access to a broad course of study that includes core academic content in English Language Arts, Mathematics, Science, and Social Studies, alongside supplemental programming in physical education and the arts. At the Elementary campus, all

students regardless of subgroup designation follow a common instructional program, with intervention and enrichment supports layered in as needed. At the Middle School campus, all students access the full core curriculum, with IEP teams ensuring students with exceptional needs receive appropriate accommodations and placement. No significant enrollment disparities across unduplicated student groups have been identified in current scheduling structures, though TAS continues to monitor access patterns annually to ensure equity across all student populations.

**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)**

Survey data and staff feedback identify several conditions that may affect consistent access to a broad course of study at TAS. Instructional time impacted by student behavior can affect the consistency of content delivery, particularly in classrooms with higher levels of disruption. Staffing capacity also influences access, especially in specialized areas such as the arts, physical education, and intervention services.

Student engagement data further indicate an opportunity to strengthen how students connect to their learning. While course access is in place, participation is not yet consistent, highlighting the importance of addressing access and engagement together.

**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)**

In response to local data, TAS will continue to refine practices to support equitable access to a broad course of study across both campuses.

The school will continue to strengthen behavior systems to support consistent classroom environments and protect instructional time. TAS will also review scheduling and staffing practices to support access to specialized programming and ensure students with exceptional needs receive appropriate supports.

In addition, TAS will continue to support instructional practices that promote student engagement through ongoing professional development. Data from PowerSchool and annual surveys will be used to monitor access and participation and inform ongoing adjustments.