



Accelerated Charter Elementary 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	20.0	80.9%
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: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

2026 Building Relationships Dashboard Narrative

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 Spring 2026 LCAP Educational Partner Survey data and local measures, ACES demonstrates strong progress in building positive relationships between staff and families.

A key strength is the positive internal culture among staff, which supports family engagement. Staff to leadership relationships ranked above the 90th national percentile, with 100% of teachers reporting leaders are friendly and 93% indicating they care about them as individuals. Staff also report a strong sense of community, often described as a "family feel."

Staff belonging continues to strengthen, increasing from 87% in 2024–25 to 94% in 2025–26. Family data reflect similarly positive perceptions, with 88% indicating a strong cultural fit and 88% reporting that teachers treat students with respect, with School Fit ranking at the 80th national percentile.

In addition, 92% of teachers and 100% of classified staff would recommend ACES as a place to work, reinforcing a positive and welcoming environment for 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 Spring 2026 LCAP Educational Partner Survey data and local measures, ACES has identified key areas to strengthen consistency in staff-family relationships.

A primary focus is improving communication systems between staff and families. Survey feedback indicates that communication is not yet consistent, particularly regarding behavioral expectations and follow-up. While improving, 47% of teachers reported clarity in communicating expectations to families, indicating an opportunity to strengthen alignment between school and home.

Survey data also suggest an opportunity to strengthen student to staff relationships as a component of family trust. Families reported that 58% of students feel comfortable approaching school staff for support, indicating that stronger connections with adults on campus will further support family confidence.

In addition, classified staff reported lower levels of belonging compared to certificated staff, highlighting an opportunity to strengthen inclusion and connection across all staff groups to support consistent relationship-building with 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 Spring 2026 LCAP Educational Partner Survey data and local measures, ACES will strengthen engagement with underrepresented families by increasing access, clarity, and consistency in relationship-building.

A key priority is strengthening culturally responsive communication. While 88% of families report that the school values diversity, survey data indicate an opportunity to deepen connection, with 58% reporting that their child feels comfortable approaching staff. ACES will expand proactive, two-way communication to ensure families feel heard and connected.

The school will also improve the clarity and accessibility of communication related to behavioral expectations. With fewer than half of teachers indicating expectations are clearly communicated, ACES will strengthen systems through clearer guidance and translated materials to support alignment between school and home.

In addition, ACES will strengthen the role of classified staff as key connectors to families. By increasing support and inclusion, the school will expand culturally responsive outreach and improve engagement with families who may be less connected through traditional channels.

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

2026 Building Relationships Narrative

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

Based on the analysis of Spring 2026 LCAP Educational Partner Survey data and local measures, ACES demonstrates meaningful progress in building partnerships among staff, families, and students that support positive student outcomes.

Families report strong confidence in the school's ability to support student learning and growth. 85% of families indicated that the school is effectively preparing their child for the next academic year, and an equal percentage reported that their child experiences a strong sense of belonging, with results ranking at the 80th national percentile. In addition, 84% of families reported that administrators create a supportive learning environment, and 88% indicated that teachers treat students with respect. These results reflect a high level of family trust in the school's academic program and its commitment to student success.

Staff collaboration is another key strength that continues to develop. 93% of teachers reported that colleagues' ideas help improve their teaching, and 71% indicated that the school values collaboration, an increase from 48% in the prior year. This growth reflects a strengthening professional culture in which collaboration is increasingly embedded as a driver of instructional improvement. Teachers also rated professional learning above the 90th national percentile, indicating that staff development is both meaningful and aligned to improving student outcomes.

School leadership continues to reinforce a strong, student centered culture. Teachers rated leadership's influence on school culture at the 80th national percentile, with 93% reporting that leaders set a positive tone. In addition, staff reported high levels of satisfaction with academic support structures, including 100% favorable responses related to support from the Academics Team. These results indicate strong internal alignment around shared responsibility for student success.

At the classroom level, students are experiencing rigorous and engaging academic expectations, particularly in the middle school grades. Among sixth grade students, the Rigorous Expectations category ranked at the 80th national percentile, with 91% reporting that teachers regularly ask them to explain their thinking. This reflects strong instructional practices that promote deeper learning and active student engagement.

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

Based on the analysis of Spring 2026 LCAP Educational Partner Survey data and local measures, ACES has identified key areas for growth in strengthening partnerships that support student outcomes.

Student engagement and belonging represent important areas for continued focus. Survey data show that 27% of students in grades 3 through 5 reported being excited about going to class, with grade 6 students reporting similar levels of engagement. A similar pattern is reflected in belonging, where results indicate that not all students consistently experience a strong sense of connection to the school community. These findings suggest an opportunity to further strengthen engagement and connection across upper elementary and middle grade levels.

Teacher to student relationships also present an area for growth. Survey data indicate that 37% of students in grades 3 through 5 reported that their teacher would be concerned if they arrived upset, and 38% reported that teachers want to understand how they are doing. In addition, 47% of teachers reported that behavioral expectations are clearly communicated to families, indicating a need to strengthen consistency and clarity in communication. Together, these findings highlight an opportunity to deepen relationships and strengthen

alignment between school and home in support of student success.

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

Based on the analysis of Spring 2026 LCAP Educational Partner Survey data and local measures, ACES will strengthen engagement with underrepresented families by expanding access, increasing representation, and strengthening connections between home and school.

A key priority is increasing opportunities for underrepresented families to participate in school feedback and decision-making. While 85% of families expressed confidence in academic preparation, participation levels indicate an opportunity to broaden engagement. ACES will expand outreach through translated materials, flexible meeting options, and community-based strategies to ensure all families have meaningful opportunities to contribute.

ACES will also strengthen partnerships to support student engagement and belonging by providing more consistent communication about academic progress and social emotional development, and by engaging families as partners in reinforcing student connection to school

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

2026 Seeking Input for Decision-Making Dashboard Narrative

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 Spring 2026 LCAP Educational Partner Survey data and local measures, ACES demonstrates progress in building structures and a culture that support educational partner input in decision-making.

A key strength is the LEA's systematic approach to gathering input across stakeholder groups, including teachers, classified staff, students, and families. This reflects a commitment to providing multiple opportunities for feedback and establishing consistent structures to inform school planning.

Staff responses indicate confidence in leadership's communication and responsiveness, with 73% reporting effective communication and 76% indicating leaders are responsive to input. In addition, 87% of teachers report clarity around school goals, suggesting staff feel informed and included in decision-making processes.

Family data reflect a strong foundation of trust, with 84% reporting a supportive learning environment and 88% indicating the school values student diversity. Staff stability further supports sustained engagement, with many staff indicating long-term commitment to the school.

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 Spring 2026 LCAP Educational Partner Survey data and local measures, ACES has identified key areas for growth in strengthening how educational partner input informs decision-making. A primary focus is increasing staff voice in school decisions. Survey data indicate that 47% of teachers and 35% of classified staff feel they have input into important decisions, suggesting an opportunity to strengthen structures that support consistent inclusion of staff perspectives.

Family participation also represents an area for continued development. While overall perceptions are positive, participation levels indicate an opportunity to expand engagement and ensure more representative family input through accessible and ongoing opportunities beyond surveys.

In addition, staff input into professional learning remains an area for growth. With 47% of teachers reporting input into their professional development, there is an opportunity to further align professional learning with staff needs and priorities.

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 Spring 2026 LCAP Educational Partner Survey data and local measures, ACES will strengthen engagement of underrepresented families by expanding access to input opportunities and increasing transparency in how feedback informs decision-making.

A key priority is diversifying how the school gathers input from families. While current survey data provide valuable insight, participation levels indicate an opportunity to broaden engagement and ensure more representative input. ACES will expand outreach through in-person conversations, small group discussions, and engagement opportunities embedded in existing school events. These efforts will include translated materials and multilingual supports to ensure families can participate in ways that are accessible and meaningful.

ACES will also strengthen feedback loops and formal structures for family voice. The school will implement consistent practices for communicating how family input informs decisions, ensuring families can see the impact of their participation. In addition, ACES will explore the development of a representative family advisory structure to provide ongoing opportunities for underrepresented families to engage in school planning. The school will further extend outreach through trusted community members and partnerships to build stronger connections with families who may be less engaged through traditional channels.

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.

ACES administered the Panorama Education Survey in Spring 2026 as its local climate survey, capturing perceptions of school climate, safety, belonging, engagement, and relationships across grade spans served by the LEA. A total of 628 students participated across surveys, along with 15 teachers, 20 classified staff, and 34 families. The data below reflect the percentage of favorable responses by category.

Among students in grades 3 through 5 (188 responses), results indicate the following: School Climate 47% favorable (40th national percentile), Student Engagement 34% (40th percentile), School Belonging 48% (30th percentile), Rigorous Expectations 60% (30th percentile), School Safety 51% (30th percentile), and Teacher Student Relationships 52% (30th percentile). Selected items of note include student excitement about attending class at 27%, peer respect at 34%, and teacher attentiveness to student emotions at 37%.

Staff survey results reflect differences across groups. Teachers reported high levels of belonging and positive relationships with leadership, both above the 90th national percentile. Classified staff reported lower levels of belonging, ranking at the 30th national percentile.

Family survey results indicate generally positive perceptions of school climate. Families reported School Fit at 85% favorable (80th national percentile), School Climate at 71% (70th percentile), and School Safety at 72% (50th percentile). The lowest rated item was student comfort in asking adults for help, at 58% favorable.

Current survey reporting does not include disaggregation by student subgroup as defined under California Education Code 52052. ACES will prioritize expanding access to disaggregated data in future survey cycles to better identify and address equity gaps.

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 growth in ACES's school climate.

A key strength is the strong level of family trust and confidence in the school. Families report high levels of satisfaction with school fit, cultural responsiveness, and the overall learning environment. In addition, staff data indicate a positive internal culture among teachers, with high levels of belonging and strong relationships with leadership. These results reflect a stable foundation that supports continued improvement efforts. At the same time, student experience data identify important areas for growth. Student engagement and belonging are not yet consistently strong across grade levels. Among students in grades 3 through 5, engagement and belonging both rank at or below the 40th national percentile, indicating that many students are not consistently experiencing school as engaging or personally meaningful. Teacher to student relationships show a similar

pattern, with results suggesting an opportunity to strengthen how students feel known, supported, and connected to adults on campus.

Differences in staff experience also represent an area for consideration. Classified staff reported lower levels of belonging compared to teachers, indicating an opportunity to strengthen internal alignment and ensure all staff groups experience a consistent and supportive school environment.

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.

Based on the analysis of Spring 2026 Panorama survey data, ACES will refine its instructional and school climate practices to strengthen student engagement, relationships, and belonging, while improving systems for staff inclusion and data use.

A primary focus will be strengthening student engagement and connection in the classroom. ACES will incorporate student engagement as a priority within instructional planning by increasing opportunities for student voice, choice, and active learning. Professional development and coaching will support teachers in implementing evidence-based strategies, and classroom walkthroughs will include engagement as a key look-for. In addition, the school will formalize relationship building practices across classrooms, including consistent check-ins and restorative approaches that support strong teacher to student connections.

ACES will also implement a more coordinated approach to improving student belonging and overall school climate. The school will expand opportunities for peer connection, student voice, and inclusive practices that ensure all students feel known and supported. At the same time, ACES will strengthen internal systems to support staff connectedness, with a focus on increasing inclusion and input opportunities for classified staff as key contributors to school culture.

Finally, ACES will refine its climate data practices to support continuous improvement. This includes increasing student and family participation in survey administration and working to obtain disaggregated data to better understand differences in student experience. Survey results will be reviewed regularly and used to inform ongoing planning, ensuring that data leads to clear and measurable action.

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)

ACES uses multiple measures to monitor the extent to which all students have access to and are enrolled in a broad course of study across grade spans, unduplicated student groups, and individuals with exceptional needs.

The school conducts an annual review of its master schedule to ensure that all required subject areas, including English Language Arts, Mathematics, Science, History Social Science, Physical Education, and Visual and Performing Arts, are available and accessible to all students. Course enrollment data is reviewed by grade level and student group to identify and address any gaps in access.

ACES utilizes its Student Information System, PowerSchool, to track individual student enrollment and participation in coursework. Administrators regularly review this data to ensure that all students, including English Learners, students with disabilities, foster youth, and students experiencing homelessness, have access to the full course of study.

For students with exceptional needs, access is monitored through the Individualized Education Program and 504 plan processes to ensure appropriate supports, accommodations, and participation in the general education curriculum. In addition, LCAP Educational Partner Survey data is used as a supplementary measure to understand family and staff perceptions of access to a well-rounded educational program.

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)

Based on analysis of the master schedule, PowerSchool data, IEP and 504 monitoring, and educational partner input, ACES continues to provide consistent access to a broad course of study for all students. The master schedule confirms that required core subjects, including English Language Arts, Mathematics, Science, History Social Science, Physical Education, and Visual and Performing Arts, are available across grade levels and aligned to state expectations.

Enrollment data indicate that unduplicated student groups, including English Learners, socioeconomically disadvantaged students, and students experiencing homelessness, are participating in coursework consistent with their peers. IEP and 504 monitoring further confirm that students with exceptional needs access the general education curriculum with appropriate supports and accommodations.

Survey data reflect an opportunity to continue strengthening student engagement to ensure all students experience the full benefit of the instructional program.

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)

While ACES has established structural access to a broad course of study, local data highlight areas for continued growth to ensure all students consistently experience meaningful access to learning. Student engagement represents an important area of focus. Survey data indicate that students' experiences with coursework vary, suggesting an opportunity to strengthen relevance and connection to learning so that all students can fully benefit from the instructional program.

Class size and resource allocation also influence access. Staff feedback indicates that in some upper elementary classrooms, larger class sizes can limit opportunities for individualized support and differentiation.

This presents an opportunity to continue refining staffing and scheduling practices to better support diverse student needs. In addition, access to intervention and enrichment supports represents an area for continued development. Strengthening specialized supports will help ensure that students with exceptional needs, as well as those who would benefit from additional challenge, are able to fully engage with the breadth of the curriculum.

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, ACES will continue to refine practices to strengthen meaningful access to a broad course of study. The school will continue to prioritize instructional approaches that support student engagement, including increasing opportunities for relevance, student voice, and active learning, supported through professional development and coaching.

ACES will also review class size and staffing structures, particularly in upper elementary grades, to identify opportunities to strengthen individualized support. In addition, the school will continue to evaluate intervention and enrichment supports to better meet diverse student needs.

Finally, ACES will continue to strengthen data use practices, including expanding access to disaggregated data, to better inform planning and support equitable access for all students.