

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Plan Summary 2022-23

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Accelerated Charter Elementary School (ACES) was established in 2004, and features a distinctive dual language immersion model, providing 50% of instruction in Spanish and 50% in English. Our dual language immersion model has adopted the Gomez & Gomez Dual Language Enrichment model that enables students to develop academic language proficiency in two languages and multicultural skills.

Currently ACES serves approximately 514 students in grades TK-6 that include the following demographics: 99% Hispanic, 1% African American, 11% Students with Disabilities (SWD), 37% English Learners (EL), 1% Foster Youth, and 98% Socioeconomically Disadvantaged.

ACES prepares students with the foundational knowledge, tools and skills needed to be productive, engaged citizens and lifelong learners. Our goal is to instill from an early age the important academic and character strengths that will help them succeed in college, career and life.

MISSION

The Accelerated Schools will graduate student who are prepared to succeed at the university and career of their choice who will enter the workplace as informed and productive employees, entrepreneurs, community leaders and will act as responsible citizens.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

The following chart reflects Accelerated Charter Elementary School's Fall 2019 CA School Dashboard results. As a result of the COVID-19 pandemic, and the governor's orders to suspend state testing, the CDE has not released a School Dashboard since 2019.

Performance levels for Suspension Rate reflected a blue performance level. For the ELA Academic Indicator, ACES received a green performance level schoolwide and for the Socioeconomically Disadvantaged and Hispanic student groups, and Yellow for English Learners. For the Mathematics Academic Indicator, ACES received a Yellow performance level schoolwide and for all numerically significant student groups.

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	Red	Blue	None	None	Green	Yellow
English Learners	Orange	Blue	None	None	Yellow	Yellow
Foster Youth	None	None	None	None	None	None
Homeless	None	None	None	None	None	None
Socioeconomically Disadvantaged	Red	Blue	None	None	Green	Yellow
Students with Disabilities	Red	Blue	None	None	None	None
African American	None	None	None	None	None	None
American Indian or Alaska Native	None	None	None	None	None	None
Asian	None	None	None	None	None	None
Filipino	None	None	None	None	None	None
Hispanic	Red	Blue	None	None	Green	Yellow
Native Hawaiian or Pacific Islander	None	None	None	None	None	None
White	None	None	None	None	None	None
Two or More Races	None	None	None	None	None	None

Reflecting back on the past year, Accelerated Charter Elementary School has accomplished the following successes:

- Chronic absenteeism: to reduce chronic absenteeism rates an attendance committee was created, which included the Parent Engagement Coordinator, Assistant Principal, Office Manager, Director of Elementary and Operations Manager. The Attendance Committee met bi-weekly to review student attendance and ensured that we maintained an average ADA of 90% or above. The committee reviewed attendance for the week prior and identified trends and patterns across the school of students who were not attending school on a daily basis. We conducted a root causes analysis – and developed protocols to celebrate student attendance and provide different tiered support to families as needed. The committee analyzed student attendance data and identified students who would be “at risk,” based on trends. Letters were issued to households followed by a meeting with parent/caregiver.

- Attendance Incentives were created: Students were recognized on a monthly basis through schoolwide assemblies, for perfect attendance. Students earned a certificate of perfect attendance and were rewarded with a popcorn party.

This year, attendance continued to be challenging due to COVID-19 surges. We implemented Community Outreach to families and students completed work independently. For the 2022-23 school year, an Attendance Clerk will be hired to track attendance on a daily basis and conduct parent/family outreach. The preliminary 2021-22 ADA is 95.2%.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Our goal is to accelerate, improve and use multiple assessments to measure student academic outcomes and have established the following growth & achievement measures:

- Growth Measure: 100% of students will grow one-year academically in a one-year time period – as measured using i-Ready (K-6) and CAASPP ELA & Math (Gr 3-6).

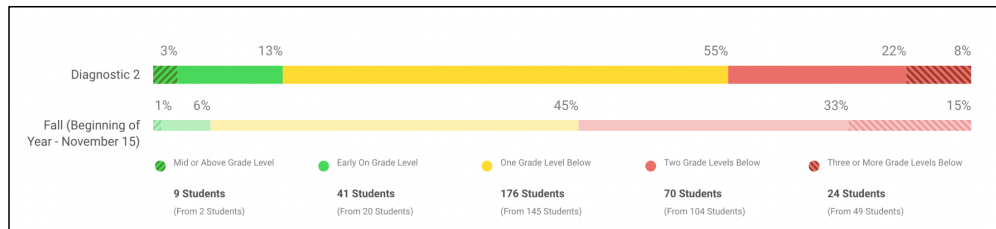
- Achievement Measure: The expectation is that students in grades 3-6 will increase by 50 scale score points on the CAASPP ELA & Math; and students will be reading at grade level by the end of 2nd grade.

The following is an analysis of our school's identified needs:

- the following chart reflects schoolwide K-6 student performance on i-Ready Math assessment winter performance disaggregated by student group.

21-22 MOY ACES iReady Math Performance K-6									
Assessment Grades	Academic Year		3+ Grade Level Below	2 Grade Level Below	One Grade Level Below	Early On Grade Level	Mid or Above Grade Level	Participation Rate	Period Administered
1-6	2021-22	Overall	7%	22%	53%	15%	3%	363/510	MOY
1-6	2021-22	Ethnicity: Hispanic/Latino	7%	22%	53%	15%	3%	359/505	MOY
1-6	2021-22	ELAS: English Learner	10%	29%	53%	8%	1%	133/151	MOY
1-6	2021-22	SPED	26%	26%	44%	3%	0%	34/41	MOY

The following chart reflects schoolwide K-6 student performance on i-Ready math assessment fall to winter comparison.



For the 2022-23 school year ACES will implement the following to improve math performance:

-Dialogue vs. Monologue- ACES will continue to stay focused on increasing student dialogue in the classroom as a means to promote critical thinking. According to Hattie's research, shifting classrooms from monologue to student-to-student dialogue has a learning effect

of 0.82 on student learning. Our team has worked on implementing think-pair shares, group roles and strategies for prompting student thinking across all content areas. Based

- **Number Talks** - Students at ACES are demonstrating a need in their conceptual understanding of math and being able to explain their thinking and problem-solving strategies. As a result, our teachers need to continue to engage in professional development that supports students thinking in math. One area that we continue to engage in learning around is in Number Talks. The cycle of learning included learning collaboratively in professional development around the basics of number talks, modeling of lessons by math consultants and coaching for teachers on their number talks. Students at ACES may be observed solving math problems mentally and then explaining the strategy they used to solve. Teachers at ACES are observed (collaborative Learning rounds - Site admin Principal, AP/Instructional Coach) listening to the mathematicians in their classrooms and using a variety of talk moves such as revoicing, prompting for more information, etc. by both administrators. New teachers to ACES continued to receive professional development in this area. Number Talks have allowed for many of our students to make their thinking visible in mathematics. Number Talks align seamlessly with promoting dialogue in the classroom. Our staff continues to refine our pedagogy in this area to ensure that students are able to articulate their thinking.

- **Cognitive Guided Instruction** - CGI is able to support our teachers in making a shift in our teaching practice where instead of looking for the right answer, we look for the strategies that students are able to use when solving problems. A big takeaway from this pd was the idea that students in elementary school intuitively have the ability to solve problems that have real world application. This shift is beginning to become evident in our practice for teaching mathematics. Many of our students can be observed engaged in problem solving independently or with a math partner. Our staff needs to continue to deepen their understanding of CGI and its implementation in the classroom.

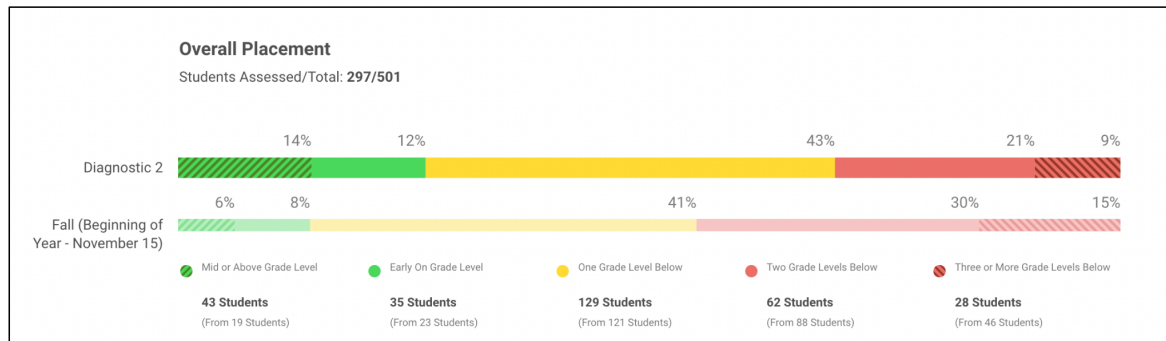
- **Student Goal Setting Conferences** - ACES started the practice of engaging students in goal setting in the area of mathematics and reading in 2019. This is an evidenced based strategy proven to have an effect of 0.70 on student learning. During student goal setting conferences, students have an opportunity to receive feedback on their learning and identify areas of growth. Together with the teacher students engage in a rich discussion on their progress and identify 1-2 strategies that students can practice in order to improve. This academic year, we continued to engage in this practice and have expanded to include families. As such there is a continued need for the Parent Engagement Coordinator to support our parents during these meetings and a continued emphasis on utilizing data to support teachers in monitoring data.

Commented [1]: Is this the 1st year of implementing CGI Math? Will PD/coaching on CGI con't for 22-23?

Commented [2R1]: We started in 2019-2020 but due to covid it hasn't been fully implemented yet.

21-22 MOY ACES iReady ELA Performance K-6									
Assessment Grades	Academic Year	Group	3+ Grade Level Below	2 Grade Level Below	One Grade Level Below	Early On Grade Level	Mid or Above Grade Level	Participation Rate	Period Administered
K-6	2021-22	Overall	8%	20%	45%	15%	13%	443/510	MOY
K-6	2021-22	Hispanic/Latinc	8%	20%	45%	15%	13%	439/505	MOY
K-6	2021-22	English Learner	15%	30%	42%	9%	4%	132-151	MOY
K-6	2021-22	SPED	24%	39%	34%	3%	0%	38/41	MOY

The following chart reflects schoolwide K-6 student performance on i-Ready reading assessment fall to winter comparison.



For the 2022-23 school year ACES will implement the following to improve reading performance:

- Small reading groups - Our teachers will continue to deepen their capacity around the teaching of reading. Both our classroom teachers and our Instructional Aides will provide differentiated instruction through small reading groups. This is an area that our school needs to continue to emphasize. We are planning to focus on data monitoring for reading and hire intervention teachers (3) to support our students with the most challenges. We are collecting reading data three times a year using A2i and i-Ready and analyzing it to inform instruction and identify students that require additional academic support. Currently, ACES is researching a reading intervention program for struggling readers. In addition, intervention teachers will be hired to support and develop the MTSS intervention program.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Accelerated Charter Elementary School has implemented a Multi-tiered System of Supports (MTSS). MTSS is a systemic, continuous-improvement framework in which data-based problem solving and decision-making is practiced across all levels of the school's system for supporting students. This comprehensive framework focuses on the Common Core State Standards, core instruction, differentiated learning, student-centered learning, individualized student needs and the alignment of systems necessary for all students' academic, behavioral, and social success. MTSS has a broader scope than does Response to Intervention (RtI), because MTSS includes focusing on aligning the entire system of initiatives, supports, and resources and systematically addressing support for all students, including gifted and high achievers.

MTSS enables a paradigm shift for providing support and setting higher expectations for all students through intentional design and redesign of integrated services and supports, rather than selection for few components of RtI and intensive interventions. It endorses Universal Design for Learning Instructional strategies, so all students have opportunities for learning through differentiated content, processes, and product. MTSS integrates instructional and intervention support so that systemic changes are sustainable and based on the Common Core State Standards aligned classroom instruction

Additional highlights of the 2022-23 LCAP include:

- MTSS: Academic Intervention/supports: Intervention Teachers, Instructional Aides, Academic Tutors
- Expanded Learning Opportunities
- MTSS: Social Emotional Counselors & Restorative Justice PD
- Assistant Principal (Instructional Coach); and Literacy Consultant (coaching)
- ELD Intervention Teacher

Accelerated Charter Elementary School has developed an LCAP that will also serve as the School Plan for Student Achievement (SPSA), that meets the stakeholder engagement requirements outlined in CA EC 64001(j) and has met the following requirements CA EC 52062(a):

- Consultation with SELPA per CA EC 52062(a)(5)
- Parent Advisory Committee (PAC): CA EC 52062(a)(1)
- English Learner PAC: CA EC 52062(a)(2)
- Providing written response to each of the committees regarding their comments

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Not applicable

Accelerated Charter Elementary has not been identified for Comprehensive Support and Improvement (CSI).

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Not applicable

Accelerated Charter Elementary has not been identified for Comprehensive Support and Improvement (CSI).

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Not applicable

Accelerated Charter Elementary has not been identified for Comprehensive Support and Improvement (CSI).

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

The following is a summary of the engagement process Accelerated Charter Elementary used to involve our statutorily required educational partners in the development of the LCAP and how this engagement was considered before finalizing the LCAP. Engagement of our educational partners has been an ongoing process throughout the academic school year with the development of the multitude of school plans as outlined in the LCAP supplement.

- Teachers met in-person in weekly meetings and discussed LCAP Survey - weekly PD (Mondays); data, instructional strategies, updates on interventions, use of one-time funds, LCAP development, and were surveyed.
- Principals/Administrators met in-person in weekly meeting, and discussed i-Ready, assessments, instructional focus - PD Planning, aligning to school's strategic plan and LCAP, attendance, Coaching
- Other School Personnel: LCAP Survey - bi-weekly meetings with IA's - intervention strategies, analysis of data, planning on grouping, PD/coaching; Campus Aides meetings monthly expectations, supervision, one-on-one check-ins with students
- Parents including those representing Unduplicated Pupils (UP) and Students with Disabilities (SWD): See "PAC" dates, and discussion took place on drug use, bullying, SEL strategies for parents to implement at-home, Abriendo Puertas parent workshop strategies. Parents were also surveyed.
- Students including Unduplicated Pupils and Students with Disabilities (SWD): LCAP Survey; Monthly attendance assembly; SEL classes using Second Step w/counselor; Mindfulness & Yoga monthly; Dance K-3
- SELPA - SELPA Consultation with our Tier 1 Lead occurred on May 26, 2022
- ELAC/DELAC and EL-PAC: meetings took place on 10/19, 11/30, 12/7, 3/22, 4/19 and 5/31/ all meetings took place virtually via zoom; focus was on the progress of our EL students at ACES; presented data on how students were progressing and next steps that the school was going to take to address their needs
- Parent Advisory Committee (PAC) including parents of UP and SWD: meetings took place on 9/17, 10/08, 11/19, 1/21, 02/11, 3/11, 5/20; parents were presented with MOY student data in reading and math, use of one-time funds, LCAP mid-year report and development of the 2022-23 LCAP. (Combined with Coffee with the Principals)

A summary of the feedback provided by specific educational partners.

The following is a summary of the feedback provided by the following required educational partners of Accelerated Charter Elementary, that emerged from an analysis of the input received in the development of the 2022-23 LCAP.

- Teachers: Intervention support for students (staff); Continue Math PD/Coaching; Focus students (teachers received coaching meetings on those focus students); more support and training needed to improve the inclusion program for SWD (PD)

- Principals/Administrators: Continue focus on Math, strengthening tiered intervention (reading and math), Add Dean of Culture - PBIS program include celebrations and expectations - school climate: support EL - after-school support/intervention - identify needs, based on internal and ELPAC assessment results
- Other School Personnel: Continue team meetings; training/PD in their areas for which they support students
- Parents including those representing Unduplicated Pupils (UP) and Students with Disabilities (SWD): would like to see more intervention supports at school in different content areas (writing - beyond reading and math) and would like to see it start earlier in the year. It was a struggle in 2021-22 due to staffing shortages.
- Students including Unduplicated Pupils and Students with Disabilities (SWD): return to field trips. would like student leadership opportunities (ex. Committees)
- SELPA: Feedback was that the information in our LCAP was thorough and comprehensive. Suggestion made that we include an additional PD on Learning Styles and accommodations in the classroom.
- ELAC/DELAC and EL-PAC: Parents and staff had the opportunity to attend CABE, Recommended the opportunity to have English Language Learners participate in Language academics for next academic school year. Provide ELs after-school clubs that will provide them with opportunity to practice writing in science, as this is an area that students do poorly in on ELPAC. Summer class to support them in practicing their language development.
- Parent Advisory Committee (PAC) including parents of UP and SWD: Parents have expressed an interest in intervention programs that will support students.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

The following is a description of the aspects of the LCAP that were influenced by or developed in response to specific feedback from educational partners as described in previous prompt.

- Goal 1, Action 3: Reading and Math Intervention Teachers for ELA and Math, Instructional Aides
- Goal 1, Action 3: Intervention: Academic Tutor, Summer School, Spring Intercession
- Goal 1, Action 3: SEL Counselor, Dean of Culture
- Goal 1, Action 5: Music, Public School Science, Dance, Garden, VAPA
- Goal 2, Action 1: Assistant Principal (Instructional Coach); and Literacy Consultant
- Goal 2, Action 1: CABE Conference
- Goal 2, Action 2: ELD Intervention Teacher, Rosetta Stone & Lexia intervention programs
- Goal 3, Action 1: Field Trips, after-school clubs

Goals and Actions

Goal

Goal #	Description
1	Implement a schoolwide Multi-tiered System of Supports (MTSS) utilizing multiple forms of data to identify the academic, social-emotional and/or behavioral needs of our students; inform instructional decisions; to improve academic outcomes for all students (schoolwide & student groups). Develop and establish systems in place for the collection, disaggregation and analysis of student achievement and local school data to inform instruction, that will support student academic outcomes and measure program effectiveness.

An explanation of why the LEA has developed this goal.

There is a need to strengthen and formalize systems to identify students for academic, social-emotional and/or behavioral supports in a timely manner to improve student outcomes and Dashboard performance levels. In addition, there is a need to measure program effectiveness to ensure resources are maximized and implemented with fidelity.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA	2018-19: 46.95% 2020-21: not administered	2021-22: results pending			50%
CAASPP Math	2018-19: 37.02% 2020-21: not administered	2021-22: results pending			40%
CA Science Test: Gr 5	2018-19: 27.69% 2020-21: not administered	2021-22: results pending			30%
Attendance Rate	2019-20: 88.4%	2020-21:			95%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24	
Chronic absenteeism Rate	CHRONIC ABSENTEEISM		CHRONIC ABSENTEEISM			
	2018-19		2020-21			
		Count	Rate	Count	Rate	
	Schoolwide	68	14.0%	165	33.3%	
	Hispanic	67	13.9%	160	32.7%	
	EL	18	8.1%	61	34.3%	
	SWD	13	22.8%	24	40.0%	
SED	62	13.2%	159	32.7%		
Middle School Dropout Rate	2019-20: 0%	2020-21: 0%			0%	
Suspension Rate	2019-20: 0%	2020-21: 0%			<1%	
Expulsion Rate	2019-20: 0%	2020-21: 0%			0%	
% Of students including Unduplicated Pupils, and Students with Disabilities (SWD) who have access to Broad Course of Study:	2020-21: 100%	2021-22: 100%			100%	

Actions

Action #	Title	Description	Total Funds	Contributing
1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	Accelerated Charter Elementary School (ACES) will employ a principal and 20 appropriately credentialed teachers for students in grades TK-6 to provide instruction in ELA, math, Science, Social Studies, and Physical Education as part of the educational program. ACES will provide all students with an extended school year of 180 instructional days – that exceed the CA state 175 instructional day requirement. Substitute Teachers will be employed to maintain continuity of instruction and prevent further interruptions to learning.	\$	

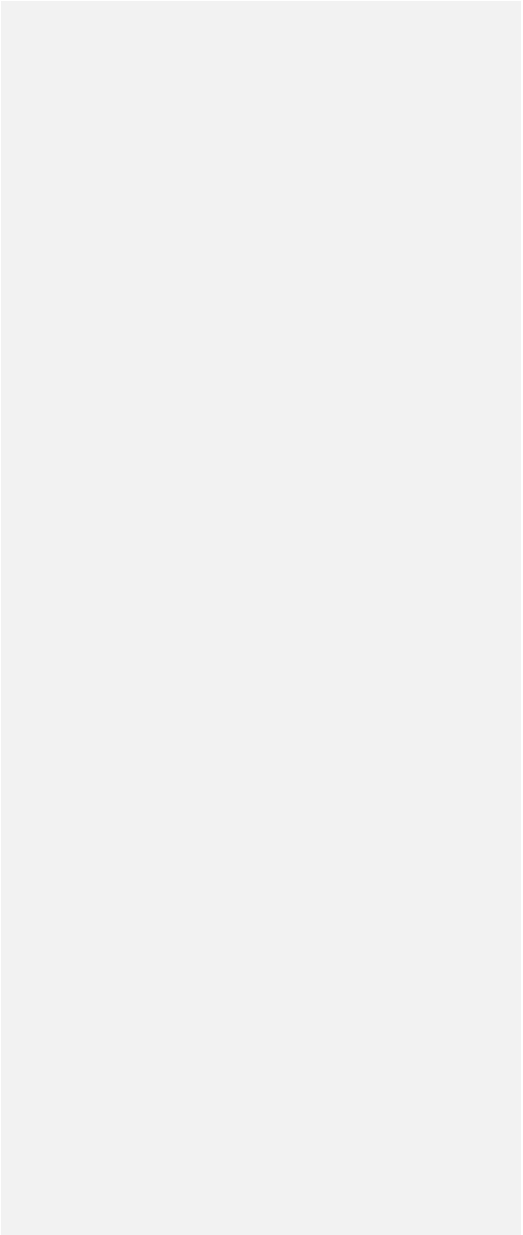
Action #	Title	Description	Total Funds	Contributing
		<p>To prepare for the upcoming school year, teachers will participate in 5 days of intensive summer professional development focusing on designated ELD, EL Strategies, SEL Support in the classroom, using data to inform instructional decision-making; and the new Math Framework.</p> <p>New teachers to ACES participate in an additional 5 days of training during the summer.</p> <p>All educators will also participate in professional learning for an additional 5 non-instructional days during the academic school year, and weekly during the year.</p>		
2	MEASURING STUDENT PROGRESS – ASSESSMENTS	<p>In order to measure student academic performance, monitor student progress and identify learning and achievement gaps and as part of the MTSS Framework - all students will be administered the following assessments:</p> <ul style="list-style-type: none"> • Illuminate Assessments • i-Ready Reading & math assessments (K-6) 3 times/year • State mandated assessments <p>Performance Matter data management system will be utilized to develop individual level, student group, grade level specific, and schoolwide reports to measure and monitor student performance on assessments.</p>	\$	
3	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	<p>Our students have experienced significant learning loss during remote learning, and despite the return to in-person instruction, absences continued due in part to the strict COVID-19 Health & Safety policies in adherence to state and local county health department guidelines for schools.</p>	\$	

Action #	Title	Description	Total Funds	Contributing
		<p>Our educational partners expressed the need for increased academic intervention in reading and math during the instructional day and expanding to after school.</p> <p>Intervention teachers (ELA & Math) will provide Tier 2 support for students performing below grade level: and for students performing 2 or more years below grade level in Math. Instructional Aides will provide struggling learners with high dosage evidence-based tutoring in reading and/or math (under the guidance of the Intervention teachers). An Academic Tutor will provide small group instruction in literacy and math during the instructional day.</p> <p>ACES will also provide the following academic intervention program and services:</p> <ul style="list-style-type: none"> • Spring intercession: TK-8 academic & social enrichment • ARC after school academic & social enrichment (ASES) • Summer School academic and social enrichment • Raz Kids • Near Pod • Brain Pop • Learning A-Z • NewsELA • Scholastic Pro 		
4	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	An area of concern with the return to in-person instruction were significant behavioral issues due in part to the lack of socialization during remote learning. Through our MTSS framework, we identified SEL supports and strategies that will be implemented and/or expanded as a result of the analysis of data since the return of in-person instruction and feedback provided by our educational partners.	\$	

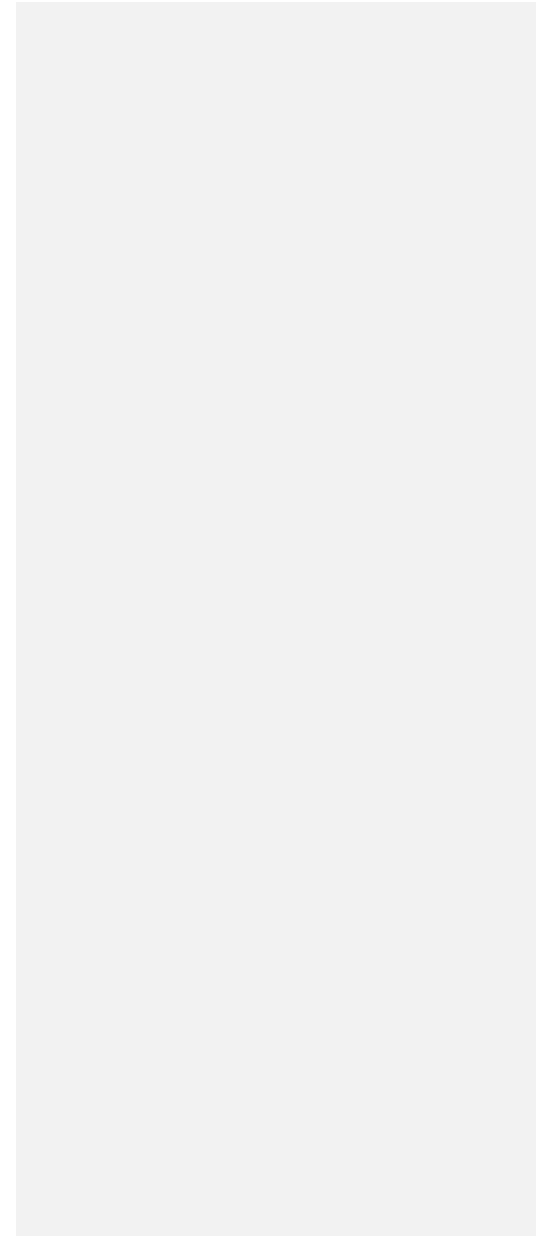
Action #	Title	Description	Total Funds	Contributing
		<p>The Dean of Culture will lead implementation and training of PBIS and Second Step SEL Curriculum, address student behavioral issues, and lead schoolwide initiatives to promote a positive school climate and bilingual culture. The Counselor (SEL Specialist) and the Social Worker will provide services for identified students who have experienced significant trauma to address those needs which impact student learning and classroom instruction. The PBIS team will participate in the LACOE PBIS Cohort Community of Practice (COP); and implement PBIS rewards.</p> <p>As part of the schoolwide initiative to embrace mindfulness, and curb discipline issue, the Yoga teacher will implement mindfulness-based interventions to address behavioral issues, while also assisting in fostering a positive school environment to further address discipline.</p>		
5	BROAD COURSE OF STUDY	<p>Accelerated Charter Elementary School will provide all students with a broad course of study beyond core subjects (ELA, Math, Science, Social Studies, & PE) that include the following:</p> <ul style="list-style-type: none"> • Dance (TK-6) • Public School Science (1-6) 	\$	
6	SERVICES TO SUPPORT SWD	<p>Accelerated Charter Elementary School SPED team will provide instructional and social emotional support as outlined by the students IEP.</p> <p>LAUSD serves as the school's SELPA provider (Option 3). Members of the SPED team will participate in Option 3 committees, attend COP meetings, and engage in the various professional development offered through the SELPA. The school stays in communication with the SELPA Tier 1 Lead and works alongside the other various</p>	\$	

Action #	Title	Description	Total Funds	Contributing
		<p>departments within the SELPA to ensure compliance and that the appropriate resources, support, and services are provided to our SWDs.</p> <p>The SpEd team utilizes the SELPA SEP Checklist to ensure completeness of the SEP required items. This includes analyzing data, identifying appropriate root causes for which strategies/activities are identified, implementing the SEP, and monitoring success. The Special Education Plan is developed collaboratively with the SELPA representative, classrooms teacher(s), resource teacher,(s) parent(s), student(s) and other involved parties, such as a speech language pathologist, school psychologist, and SpEd Administrator. Planning is inclusive of all educational settings that relate to the student’s program. Special Education Plans are reviewed frequently and evaluated yearly to assess their efficacy.</p> <p>The Director of Access, Equity and Compliance will serve as the SPED Administrator (split between all 3 Accelerated Schools) and will ensure IEP timelines and related services will be addressed and communicated with parents. The SPED Administrator will also ensure adherence to caseload requirements and that credentialed teachers are in place for SWDs.</p> <p>The SPED Team comprised of the Director of Access, Equity and Compliance (SPED Administrator), TOSA, RSPs, SPED Learning Specialist, Instructional Aides, Student Services Coordinator, Speech & Language Pathologist, Psychologist, and Social-emotional Specialist will provide all required services to SWD to ensure the academic, social-emotional, and behavioral needs are met, and support services are provided.</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>The SpEd team will provide professional development to parents and general education teachers in the areas of Inclusion of SWDs in the classroom, how to effectively modify your lessons to support SWD in the classroom, IEP snapshots, supporting your child at home, MTSS and UDL.</p> <p>The SpEd teachers will work closely with general education teachers and collaborate on modifying lessons, implementing accommodations in the classroom, providing appropriate support in the classroom, co-teaching, and data analysis. Programs and services will be implemented collaboratively to ensure that SWDs have access to and benefit from the curriculum and instruction.</p> <p>The SpEd leadership team meets with the School Site Leadership team to discuss appropriate resources, interventions and services that can be provided to SWDs to help improve academic outcomes and to provide for effective academic interventions. Meetings will be scheduled to review data and to discuss how to motivate and engage SWDs so that they are successful in the general education classrooms. Home visits, robocalls, academic and behavioral incentives, parent attendance and graduation requirement meetings are implemented to address absenteeism, dropout, and graduation rates, and to promote increased and improved parent and student engagement.</p> <p>To build a positive school climate to meet the needs of SWDs the school offers yoga, mindfulness, a variety of mental health services, interventions (MTSS), and restorative practices.</p>		



Action #	Title	Description	Total Funds	Contributing
		The annual LCAP Survey serves as a way to gain input from SWDs and their parents regarding the school's academic and extracurricular programs, facilities, nutrition, basic services, mental health, social-emotional supports and overall effectiveness. In addition, to gain input, parents also participate in the Parent Advisory Committees, ELAC, Individual parent conferences, and IEP meetings.		



Goal Analysis for 2021-22

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Action 1: Due to COVID-19 protocols and surges, and national teacher shortages, ACES has contracted substitute teachers to cover during teacher absences.

Action 3: Due to staffing shortages, and a lack of qualified applicants, the literacy and math intervention coordinator positions remain vacant.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were material differences as noted above between Budgeted Expenditures and Estimated Actual Expenditures for Actions 1 & 3.

An explanation of how effective the specific actions were in making progress toward the goal.

Actions under Goal 1, were effective in making progress toward the goal

ACES has partnered with Our House, a grief support center that provides services for our students. ACES has implemented mindfulness practices through yoga sessions for its students that teach strategies such as self-regulation and coping with anxiety. Due to its success, ACES has scheduled 4 mindfulness/yoga sessions for parents to learn effective coping strategies to address stress.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Per CDE recent guidance, Priority 8 (Other Pupil Outcomes) State Priority applies to High Schools per CA EC. With the CDE's suspension of the Fitnessgram for the past 2 years and a modified assessments in the current year, the Fitnessgram metric will be eliminated for the 2022-23 LCAP, since it no longer applies to

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal

Goal #	Description
2	Continue to design and implement a comprehensive, coherently focused, schoolwide Professional Development Plan that supports all teachers to improve the quality and delivery of a standards-aligned and rigorous instructional program, that includes differentiation and evidence based strategies, to address the diverse learning needs and learning gaps of all students (English Learners, Students with Disabilities), and that engages all learners in order to close the achievement gap among all student groups.

An explanation of why the LEA has developed this goal.

There is a need to strengthen the quality and delivery of instruction to meet the diverse learning needs of our students. There is a need to provide all teachers with Instructional Coaching, and feedback to ensure strategies taught in professional development are implemented with fidelity to improve student outcomes.

Measuring and Reporting Results

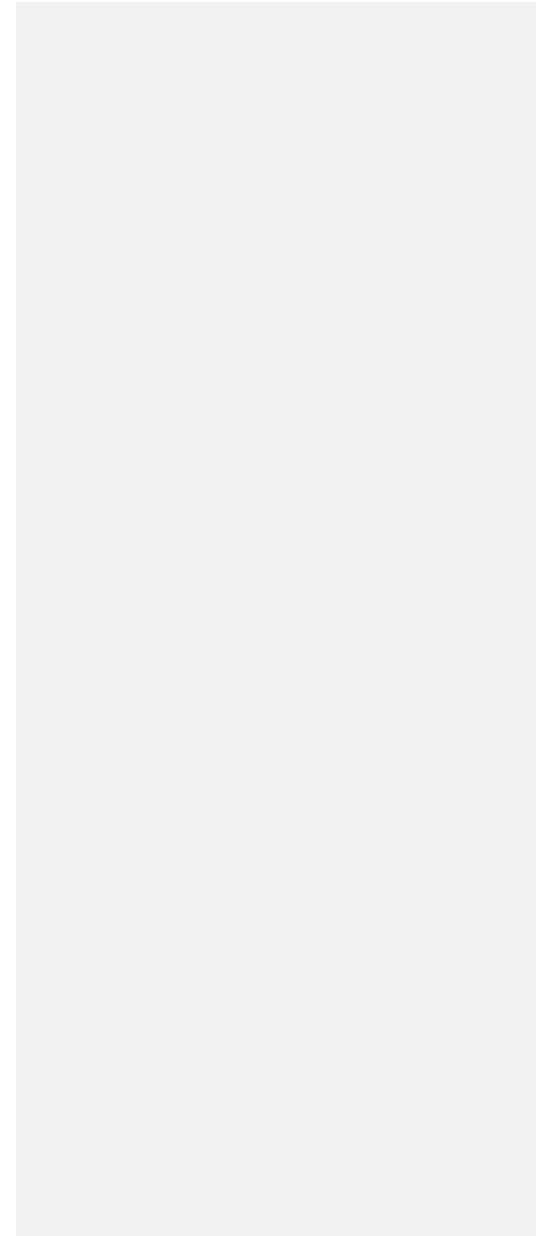
Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24																																				
% Of students with access to Standards-aligned materials	2020-21: 100%	2021-22: 100%			100%																																				
Implementation of the Academic content & performance Standards – measured using Local Indicator Priority 2	<table border="1"> <thead> <tr> <th colspan="2">2020-21: Implementation Academic Standards</th> </tr> </thead> <tbody> <tr> <td>ELA</td> <td>4</td> </tr> <tr> <td>ELD</td> <td>4</td> </tr> <tr> <td>Math</td> <td>4</td> </tr> <tr> <td>NGSS</td> <td>2</td> </tr> <tr> <td>History</td> <td>2</td> </tr> <tr> <td>Health</td> <td>2</td> </tr> <tr> <td>PE</td> <td>4</td> </tr> <tr> <td>World Language</td> <td>3</td> </tr> </tbody> </table>	2020-21: Implementation Academic Standards		ELA	4	ELD	4	Math	4	NGSS	2	History	2	Health	2	PE	4	World Language	3				<table border="1"> <thead> <tr> <th colspan="2">2023-24: Implementation Academic Standards</th> </tr> </thead> <tbody> <tr> <td>ELA</td> <td>4</td> </tr> <tr> <td>ELD</td> <td>4</td> </tr> <tr> <td>Math</td> <td>4</td> </tr> <tr> <td>NGSS</td> <td>3</td> </tr> <tr> <td>History</td> <td>3</td> </tr> <tr> <td>Health</td> <td>4</td> </tr> <tr> <td>PE</td> <td>4</td> </tr> <tr> <td>World Language</td> <td>4</td> </tr> </tbody> </table>	2023-24: Implementation Academic Standards		ELA	4	ELD	4	Math	4	NGSS	3	History	3	Health	4	PE	4	World Language	4
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% Of Fully credentialed & Appropriately assigned Teachers	2020-21: 100%	2021-22: 96%			100%																																				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% Of EL who made progress toward English Proficiency measured by ELPAC	2020-21: 6.94%	2021-22: results pending			15%
Reclassification Rate	2019-20: 5.6%	2020-21: 3.8%			10%
% EL with access to CCSS & ELD Standards	2020-21: 100%	2021-22: 100%			100%

Actions

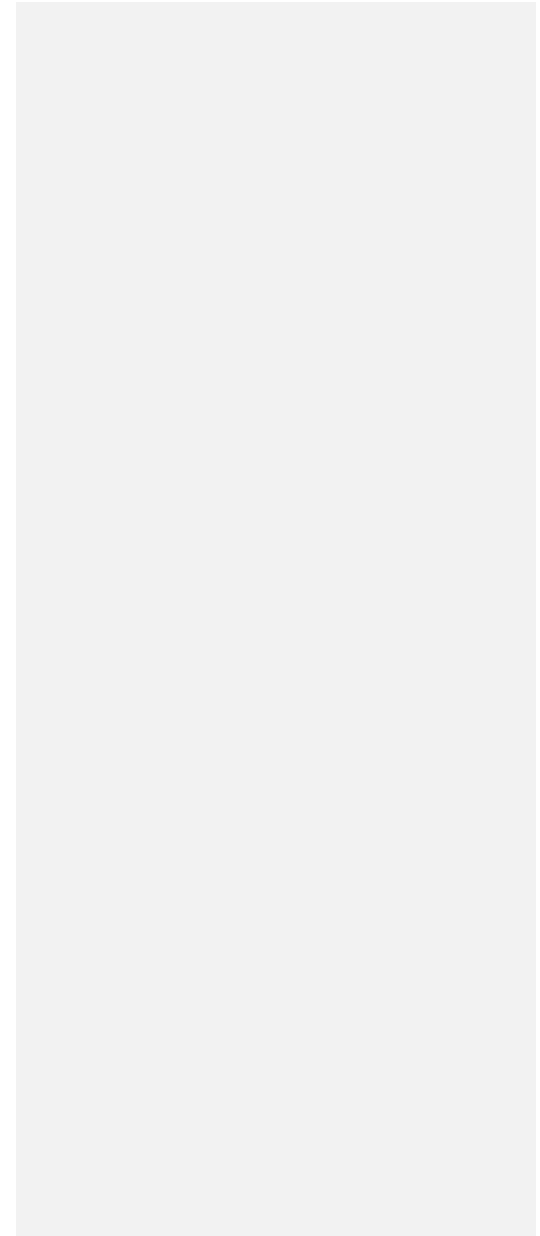
Action #	Title	Description	Total Funds	Contributing
1	PROFESSIONAL DEVELOPMENT	<p>Providing our educators and administrators with robust professional learning will reciprocate in positive student outcomes, higher staff retention rates and build capacity and knowledge base among our staff.</p> <p>To prepare for the upcoming school year, teachers will participate in 5 days of intensive summer professional development focusing on designated ELD, EL Strategies, SEL Support in the classroom, using data to inform instructional decision-making; and the new Math Framework.</p> <p>New teachers to ACES participate in an additional 5 days of training during the summer.</p> <p>All educators will also participate in professional learning for an additional 5 non-instructional days during the academic school year, and weekly during the year.</p> <p>In addition, we plan to expand instructional coaches – with a focus on instruction; and others on content (curriculum)</p> <ul style="list-style-type: none"> Assistant Principal (Instructional Coach) – will coach teachers in grades TK-2, oversee EL program and 	\$	

Action #	Title	Description	Total Funds	Contributing
		<p>provide profession development on the ELD Standards and strategies to support EL achievement</p> <ul style="list-style-type: none"> • Literacy Consultant • Director of Elementary Education • Director of Curriculum, instruction, and Assessment) <p>The following outlines the organization wide (Accelerated) PD areas of focus:</p> <ul style="list-style-type: none"> • Goal Setting and Monitoring Using Success Criteria • Generating Learning through Student-to-Student Dialogue • Using Assessment Data to Drive Planning & Instruction • Providing Impactful Feedback on Student Work • Accelerated C3 Coaching & Teacher Effectiveness Framework (organization wide) <p>The critical areas of focus for ACES/Schoolwide include:</p> <ul style="list-style-type: none"> • Deepening capacity with the academic state standards: Learning Outcomes & Success Criteria • Leveraging a Collaborative Culture • Using Assessment as feedback (goals and systems) • Math Standards & Domain specific PD • Intervention Program implementation • Reading strategies • Mindfulness PD • Gomez & Gomez: dual language 		



Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> Whetstone Classroom Observation – provides teachers with feedback, observation notes, action steps, rubrics in one place. <p>To support teacher effectiveness and credential clearance, ACES will reimburse teacher induction expenses.</p>		
2	STRENGTHENING EL PROGRAM & SERVICES	<p>Accelerated Charter Elementary School will continue to strengthen the delivery of integrated and designated ELD, to accelerate learning, mitigate further learning loss and increase EL proficiency of the English Language. The Assistant Principal/ELD Instructional Coach (See Goal 2, Action 1) will provide all teachers with training on integrated/designated ELD, standards, and evidence-based pedagogical strategies to address the language needs of ELs.</p> <p>In addition, a designated ELD Intervention teacher will be hired to improve EL student performance, address identified long-term EL language acquisition needs, improve EL proficiency to improve reclassification rates and EL performance on ELPAC Summative assessment.</p> <p>ELs will also have access Lexia and Rosetta Stone online intervention program to support with language proficiency.</p>	\$	
3	CORE CURRICULAR PROGRAM NEEDS	<p>Accelerated Charter Elementary School will purchase the following standards aligned curriculum and consumables:</p> <ul style="list-style-type: none"> Systematic ELD Engage NY Wonders ELD Curriculum Literature novels Guided Reading sets Classroom libraries 	\$	

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Consumables 		
4	CLOSING THE DIGITAL DIVIDE	Accelerated Charter Elementary School's IT Team will ensure all students are equipped with a technology device to access instructional & supplemental materials, testing; and will continue to utilize Zoom for virtual meetings.	\$	



Goal Analysis for 2021-22

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Action 2: Due to staffing shortages, the Instructional Aide position remains vacant.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

For action 2 there is a material difference between Budgeted Expenditures and Estimated Actual Expenditures since the position remained vacant.

An explanation of how effective the specific actions were in making progress toward the goal.

ACES provided all teachers and instructional support staff with robust professional learning opportunities that will positively impact student outcomes.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

There were no changes made to the planned goal, metrics, desired outcomes or actions for the coming year.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal

Goal #	Description
3	Engage parents as partners through education, communication, and collaboration, to ensure all students are college and career ready. Provide students with a safe, welcoming and inclusive, positive learning environment that exudes a culture of high expectations.

An explanation of why the LEA has developed this goal.

There is a need to engage, inform, communicate, and educate parents on strategies to monitor and support their child academically and social-emotionally so they can thrive.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facilities in “good” repair as measured by FIT	2020-21: Exemplary	2021-22: Exemplary			Good
Student Survey: Student Perception of School Safety & Connectedness	2020-21: 74% Sense of safety 74% School connectedness	2021-22: 55% Sense of safety 68% School connectedness			>75%
Parent Survey: Sense of safety & school connectedness	2020-21: Not reported - Sense of safety 83% School connectedness	2021-22: 78% Sense of safety 82% School connectedness			>75%
Teacher/staff Survey: Sense of safety & school connectedness	2020-21: Not reported - Sense of safety 96% School connectedness	2021-22: 40% Sense of safety 69% School connectedness			>75%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Input in Decision-making including UP & SWD: As measured by CDE’s Priority 3: Self-reflection Tool	2020-21: CDE’s Self-reflection Tool (Questions 5-8) 5. 2 6. 3 7. 3 8. 2	2021-22: CDE’s Self-reflection Tool (Questions 5-8) 5. 6. 7.			Rating 4+
Parent Participation in Programs for Unduplicated Pupils & SWD: As measured by CDE’s Priority 3: Self-reflection Tool	2020-21: CDE’s Self-reflection Tool (Questions 1-4) 1. 3 2. 3 3. 2 4. 3	2021-22: CDE’s Self-reflection Tool (Questions 1-4) 1. 2. 3.			Rating 4+

Actions

Action #	Title	Description	Total Funds	Contributing
1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	<p>Accelerated Charter Elementary School will provide all students with opportunities to engage in learning opportunities outside of the classroom to further enhance the learning process, deepen student engagement and motivation.</p> <p>Our school will implement the following to provide all students and staff with a safe, welcoming, and positive learning environment that will promote student academic growth and SEL needs:</p> <ul style="list-style-type: none"> • Campus Aides for supervision • Security Guard • Raptor Security, RFIDs – visitor software monitoring • Panorama school climate surveys 	\$	Y

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • School Nurse – health screenings (vision, hearing, etc.) • COVID-19 surveillance in adherence to CDPH • Host schoolwide events • Athletic Director (newly added) and Students Services – to lead lunch time and after-school sports program. <p>ACES will provide field trips and extended learning opportunities allow for students to learn standards through real world experiences.</p> <p>The School Safety Plan will be reviewed and revised by the Operations Manager, Principal, Security Staff/Campus Aides, and Dean of Culture and shared with the ELAC and PAC for input</p> <p>ACES will administer Panorama SEL surveys to students, staff and parents to assess school connectedness, safety, satisfaction and engagement which will be reported in the school’s LCAP and local indicators report.</p>		
2	PARENT INPUT IN DECISION-MAKING	<p>Parent input in decision-making will take place through the following committees (that includes parents representing Unduplicated Pupils (UP) and Students with Disabilities (SWD).</p> <ul style="list-style-type: none"> • English Language Advisory Committee (ELAC), DELAC, EL-PAC, per CA EC 52062(a)(2) • Parent Advisory Committee (PAC) per CA EC 52062(a)(1) 	\$	N
3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	<p>Accelerated Charter Elementary School will provide all parents including those representing unduplicated students, and Students with Disabilities with multiple opportunities to engage as partners in their child education.</p> <p>The Family Engagement Coordinator (FEC) will communicate with families, facilitate parent workshops and outreach especially with families of unduplicated pupils and Students with Disabilities to increase parent engagement and provide interpreter services</p>	\$	Y

Action #	Title	Description	Total Funds	Contributing
		<p>(Spanish/English) and provide training on accessing PowerSchool Parent Portal – where parents can view their child’s attendance, academic progress, grades, and communicate with staff, and how to use the Remind App, and Class Dojo for communication.</p> <p>For families of middle school students, the Parent Institute for Quality Education (PIQE) – abriendo puertas.</p> <p>Additional workshops that will be provided to families include:</p> <ul style="list-style-type: none"> • Mental Health: Parent Ed • Parenting Adolescents: Parent Ed • Mindfulness for parents • Series of workshops on Literacy and Math <p>The Leadership Team will continue to host:</p> <ul style="list-style-type: none"> • Coffee with the Leadership Team • Literacy Night, Math Night • Open House, Back-to-School Night <p>To keep families up to date on school events, promote parent engagement and participation, the school’s website will be designed to be parent friendly, and a monthly newsletter will be published (SMORES) and distributed.</p>		
4	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	<p>Accelerated Charter Elementary School strives to provide all students and staff with a safe and clean school facility site and adhere to all state and local county health department guidelines in the prevention of COVID, which includes janitorial services, and purchase of PPE supplies.</p> <p>Annually, our school completes the Facility Inspection Tool (FIT) report and if any findings are identified, appropriate repairs are made. FIT report findings are reported annually on the SARC and LCAP.</p>	\$	N

Goal Analysis for 2021-22

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Action 1: field trips did not take place due to surges in COVID.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Since field trips did not take place in Action 1 there is a material difference between Budgeted Expenditures and Estimated Actual Expenditures.

An explanation of how effective the specific actions were in making progress toward the goal.

The actions were effective in maintaining a positive school climate and communicating with families on an ongoing basis.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The metrics pertaining to parent, staff and student survey was modified to adhere to the CDE's requirement of measuring sense of safety and school connectedness; and the metrics for Priority 3 Parent input in decision-making; and Parent participation in programs (were revised based on the recommendation from the CDE and WestEd to use the CDE developed Local Indicator report (priority 3) to ensure transparency & reporting of this tool on the LCAP.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2022-23

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$1,853,650	\$215,414

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
39.08%	0%	\$0	39.08%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	This section does not apply to charter schools.	This section does not apply to charter schools.
Staff-to-student ratio of certificated staff providing direct services to students	This section does not apply to charter schools.	This section does not apply to charter schools.

