

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 2023-24

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.

ACES features a distinctive dual language immersion model – providing 50 percent of classroom instruction in Spanish and 50 percent in English. The only one of its kind in Los Angeles, this specialized curriculum uses the Gomez & Gomez Dual Language Enrichment model, which enables students to not only develop English and Spanish language skills, but also important self-expression and multicultural skills. Thanks to ongoing partnerships with The American Heart Association, Lorax Teaching gardens and the USC Viterbi School of Engineering, ACES students get unique opportunities to work on real-world problem solving and sustainability issues.

In addition, ACES teachers attend specialized workshops at Inner City Arts to gain meaningful strategies for incorporating visual and performing arts into the classroom curriculum.

The unique curriculum and learning opportunities all help ensure our students are prepared for greater participation in the larger Los Angeles community and for a more diverse workforce of the future.

Currently, ACES serves approximately 500 students in grades TK-6 that include the following demographics: 99% Hispanic, 1% African American, 12% Students with Disabilities (SWD), 37% English Learners (EL), 0.2% Foster Youth, and 97% 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.

One of the key features of our educational program at the Accelerated Charter Elementary is our distinctive Gomez & Gomez dual language immersion program. For over ten years ACES has been successfully implementing the Gomez & Gomez Dual Language Enrichment Program at our site. Parents from the community choose our school specifically because they want their children to benefit from our dual language program. The California Department of Education has recently stated that children who are multilingual, have cognitive, economic, social-cultural, and educational benefits. At ACES we see this firsthand when our students culminate our program with a deep sense of pride in being fully biliterate in both English and Spanish. The Gomez & Gomez model honors and builds on our student's primary language. To ensure that we maintain fidelity to the program, new teaching staff participate in a 3-day training that prepares our teachers to implement Gomez & Gomez in their classrooms. Upon enrolling, our students in Kindergarten and First are administered a language assessment that determines which language is dominant. In grades Kindergarten and First, students are grouped in literacy according to their L1 to gain a strong foundation. This provides a strong foundation for all of our students and prepares them to transfer these skills to L2 as they begin second grade. Another key highlight of our dual language program is that we are closely monitoring student progress in literacy in the primary grades with the Developmental Reading Assessment (DRA) for English and Evaluación del Desarrollo de Lecto-escritura (EDL) for Spanish. In grades 2-6 we utilize our curriculum Wonders & Maravillas to monitor and assess student's literacy skills. A unique feature of our program is that beginning in TK all of our students are receiving content knowledge in their L2. For example, mathematics is taught in English and science is taught in Spanish. To support Emergent Bilinguals, our classroom teachers work to provide the necessary scaffolds such as visuals, sentence frames, etc. ACES continues to implement a dual language program that honors students and supports their brilliance and bilingualism.

21st Century Learners -Mathematicians & Cientificxs – 21st Century learning is at the core of all instruction at ACES. We are committed to prepare our students for success in the 21st century. Our profile of a graduate includes students who are curious, critical thinkers, effective communicators, and innovative thinkers. Through our dual language program our students are acquiring the 21st century skills they will need to be successful. A key feature of our program is teaching language through content, which is why mathematics is taught in English and science in Spanish. These two particular content areas are of utmost importance for our school community because according to a new Pew Research Center report, “Latino workers remain underrepresented in science, technology, engineering and math (STEM) workforces, and found that more visible representation of successful Latinos in STEM would make those workforces more attractive to other Latinos.” At ACES we want to be able to prepare our students for success in these fields. That is why over the last few years, ACES teachers have been thinking critically around the Standards for Mathematical Practices and ensure that our daily math lessons have a strong real-world connection. In science, we have adopted a new science curriculum, Inspira. We provide hands-on experiences in the sciences through our partnerships with PS Science and USC Scout Science.

Reflections: Successes

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

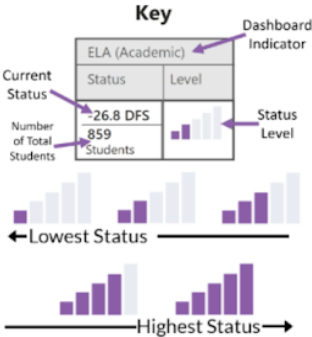
The following chart reflects ACES 2022 Dashboard performance:



Dashboard Student Group Report

Accelerated Charter Elementary

The Fall 2022 Dashboard includes Status only; it is anticipated that Status and Change will return for the Fall 2023 Dashboard



Lowest Status Cutoffs

Indicator	TK-12	Elementary	High School
English Learner Progress	34.9% or lower	34.9% or lower	34.9% or lower
Academic - ELA	-70.1 DFS or lower	-70.1 DFS or lower	-45.1 DFS or lower
Academic - Math	-95.1 DFS or lower	-95.1 DFS or lower	-155.1 DFS or lower
Suspension	8.1% or greater	6.1% or greater	9.1% or greater
Chronic Absenteeism (TK-8)	20.1% or greater	20.1% or greater	N/A
Graduation Rate	67.9% or lower	N/A	67.9% or lower
CCI (Not available for 2022)	N/A	N/A	N/A

Report designed by:

Student Group	Pupil Achievement						School Climate		Pupil Engagement			
	ELPI		ELA (Academic)		Math (Academic)		Suspension Rate		Chronic Absenteeism		Graduation Rate	
	Status	Level	Status	Level	Status	Level	Status	Level	Status	Level	Status	Level
All Students	46.5%	n=142	-8.3 dfs	n=263	-36.9 dfs	n=263	0%	n=526	12.5%	n=519		
Student Program												
English Learner	46.5%	n=142	-26.9 dfs	n=142	-47.4 dfs	n=142	0%	n=195	10.9%	n=192		
Foster Youth			n=1		n=1		n=5		n=5			
Homeless Youth												
Socioeconomically Disadvantaged			-9.3 dfs	n=257	-38 dfs	n=257	0%	n=512	12.3%	n=506		
Students with Disabilities			-74.5 dfs	n=28	-75 dfs	n=28	0%	n=67	15.4%	n=65		
Student Race/Ethnicity												
Black/African American							n=4		n=4			
American Indian or Alaska Native												
Asian												
Filipino												
Hispanic			-8.3 dfs	n=263	-36.9 dfs	n=263	0%	n=521	12.1%	n=514		
Pacific Islander												
White							n=1		n=1			
Multiple Races/Two or More												

ACES has identified the following successes:

- Suspension Rate of 0% (Very high performance level) on the 2022 Dashboard for all students and student groups.
- All local indicators on the CA Schools Dashboard were “standard met.”

SUSPENSION RATE: The Accelerated Charter Elementary School provides socio-emotional and academic support to students that is responsive to shifting needs. Support provided to students include in-class lessons provided by ACES counselors that develop students’ executive functioning through Second Step. Currently, all ACES classrooms have received at least one workshop from an ACES counselor that promotes healthy and responsible decision-making. This initiative undertaken by ACES counselors reflects our school community’s proactive approach to equipping students with the socio-emotional tools to navigate and resolve conflict responsibly.

ACES leadership recognizes that socio-emotional and academic supports work hand-in-hand in creating a school that is inclusive and scholarly; and, as such, leadership has implemented a robust school-wide tutoring program that supports students with accessing rigorous grade level content learning that is standards based. Tutors meet with students regularly to provide differentiated and scaffolded instruction in small groups in math, and ACES leadership has already noticed a shift in student self-perceptions and agency in mathematics. The support of the classroom teacher in delivering high quality tier 1 instruction as well as the tutors’ intensive focus on meeting students’ instructional needs have been essential components of ACES’ school culture, a culture that leverages socio-emotional learning and its academic program to communicate to all students that they belong at ACES and deserve to be successful.

ACES leadership is proactive in supporting students with a culturally responsive learning environment that celebrates students for making responsible decisions. The ACES Golden Ticket is provided to classrooms when the Entire Classroom is lining up promptly and safely, sitting in line in the correct area, and keeping hands, feet and objects to themselves. Students are able to collaborate with classmates to collaboratively choose responsibly and are celebrated for doing so. ACES High Fives are provided to individual students who are following behavioral expectations on the yard, cafeteria, lunch shelter areas. While positive student behavior is the expectation and is often rewarded, members of the ACES community acknowledge that, sometimes, more intensive support should be provided to students. Some of the interventions offered are Tutoring, English Language Development (ELD) classes, Student Support Progress Team Meetings, Academic Counseling, Mental Health Support, Safety Plans, Restorative Justice Projects, and Behavior Support Contracts. Interventions, supports, and services are put in place based on individual student needs and are removed once the need is no longer prevalent. In order to monitor progress of each intervention created for students, they are tracked by a teacher, counselor, or site leader who will hold follow up meetings with necessary stakeholders to review progress and adjust interventions and supports as necessary.

Our school community like many of the surrounding schools have had to navigate the many challenges of a global pandemic the trauma that it has left behind. ACES has been serving the South Los Angeles community for over 10 years, and we understand the challenges that our school community faces on a daily basis. ACES serves a student population of 500 students. We serve a student population that is predominantly Latinx. Our community has historically had to navigate the many impacts ensued by poverty, violence, and food insecurity. Now there is an added layer of the collective trauma of the pandemics. That is why a key feature of our educational program is to support the social emotional well-being of our community members. At ACES we strive to be able to support our students not only in academics but also with their social emotional

wellbeing. We believe that in order for children to learn they need to be in an environment that is safe. In that same manner we have extended this support to our parents and staff. Part of our school community is our social worker, social emotional learning specialist and external partners: People's Yoga & The Teaching Well. All with the goal of creating spaces and implementing programs to support our community with their social-emotional well-being.

This year we have been able to implement a multi-tiered support system for all ACES students. This has allowed us to be more systematized with how we allocate resources to students. Our social-emotional team started the year strong and developed a scope and sequence for our character development program, Second Step. In collaboration with the principal, program specialist the social-emotional team developed a referral process for counseling and communicated that to the teaching staff. So far we have had success in getting students the adequate support they need. We assess the effects of our program during bi-weekly check-ins with the principal, dean of culture, program specialist and counselors. We are consistently revising our process for referral as needed. Please see below for the different tiered social emotional support provided to ACES students.

Tier 1 Character Development & Mindfulness

- **Second Step SEL Curriculum** - Both our Social Worker and Social Emotional Learning Specialist are supporting and leading the implementation of Second Step, which is a social-emotional learning program, for grades TK-6th. Second Step focuses on students' emotional and social growth. Much of this curriculum works as building blocks to help students set goals, empathize with one another, solve their problems individually, and understand when they need to speak up and inform an adult. Second Step includes thematic units around self-esteem, anti-bullying, conflict resolution and much more. In addition, our campus aides work closely with our counselors to ensure that skills, such as conflict resolution, that are taught through Second Step are reinforced in the playground.
- **Mindfulness**- ACES continues to partner with People's Yoga to bring mindfulness and yoga to our school community. They focus on facilitating and modeling mindfulness, breathwork, and movement with an emphasis on coping skills for anxiety, stress, and trauma. During these sessions, students are focusing on various themes that include: self-esteem, confidence, courage and gratitude. Our mindfulness sessions include our parents. Over the course of the academic school year, our families are welcome to attend sessions on managing stress, yoga and events such as Family Yoga. Mindfulness sessions are especially important for our school community given the many challenges that they face on a regular basis and the impact that pandemic has left behind. In addition, this year we have expanded our mindfulness program to include our teachers. ACES has partnered with The Teaching Well, a non-profit organization that provides wellness to the adults. They have facilitated professional development for our team of teachers on wellness as well as offer 1-1 coaching for our new teachers and members of the leadership team.
- **Social Emotional Counseling**- ACES has hired one social worker and a social emotional learning specialist. This year they are supporting the social emotional needs of our students. Both support both general education students and students who carry an IEP with their social-emotional and mental health needs through both individual and group counseling. They use evidence-based/informed practices to help students navigate symptoms of anxiety, depression, trauma, and other mental health symptoms that impede on their ability to learn in the classroom. In addition, they provide student and parent psychoeducation on topics including mental health, trauma, grief, and other social-emotional topics that may impact a student's ability to be successful both socially and academically. They conduct risk-assessments, safety-planning, and crisis intervention as needed.

John Hattie's Visible Learning -Evidenced-Based Strategies- In the 2019-2020 school year, The Accelerated School's school-wide initiatives focused on building on the research of John Hattie. In Visible Learning eight mind frames and evidenced-based strategies were identified as having the most impact on student learning. Utilizing this research ACES has identified the following priorities to guide our instructional program for 2022-2023: High Student Expectations that are Standards Based, Assessment as Feedback to Me, and Leveraging a Collaborative Culture.

Assessment as Feedback to Me- The 'Assessment as Feedback to Me' mind frame continues to be an ongoing priority at ACES. This is an evidenced-based practice highlighted by John Hattie as having a 1.09 impact on learning. The Accelerated Schools has developed board goals to ensure that our students are making the necessary academic progress. To support these goals, ACES continues to implement a robust school-wide assessment calendar that allows our team to monitor student achievement in both reading and mathematics at least three times a year. We continue to be intentional about designating protected time for teachers to engage in a deep analysis of the assessment results to identify next steps for their instruction and focus students to support in small group instruction. Our team has developed data protocols to support this process and supports our team of teachers to celebrate the growth that students have made and the best teaching practices that contributed to the growth. In addition, the ACES team is continuing to use the results of the assessment to co-develop student goals with students and families in the areas of reading and mathematics. The academic goals are established early in the academic year and monitored throughout during parent conferences. This has resulted in a high level of student investment in their academic goals and is a key motivator to them. In addition, grade level teams are collaborating on the use of shared assessments, both formative and summative to monitor student progress toward their individual goals. Each team/teacher will get the opportunity to meet with administrators to collaborate around the identified next steps that resulted from the data analysis to ensure that we are regularly monitoring student progress.

High Student Expectations that are Standards Based- ACES has chosen this priority because it is the logical next level of work. It is one small layer added to what we have already done. Within this priority we have: Standards work we started last year. Last year, we mastered identifying priority standards, unpacking our units in math, and naming the essential learning. Standards continue to guide everything. We prioritize the utmost important standards for our grade levels. Learning Outcomes & Success Criteria, as we name the Learning Outcomes, Success Criteria, and academic standards work for students. We continue to ensure that, again, these Learning Outcomes are standards based. Student Goal Setting, so that students are aware of the standards work they are working toward and have next steps they are pursuing daily.

Leveraging a Collaborative Culture- According to Michael Fullan, author of Coherence, a collaborative culture at schools builds knowledge and skill amongst teams while reinforcing a culture of growth and collaborative improvement. For this academic school year, we have been intentional in creating spaces for our grade level teams to engage in collaboration around the study of priority standards, math content and pedagogy. Our teachers get an opportunity to meet with grade level teams at least 3 times a week. Our teams are utilizing this time to engage in planning and designing clear learning outcomes and success criteria for lesson plans, analysis of student work to identify next steps and sharing best practices amongst each other. In addition, ACES is now in its fourth year of implementation of Collaborative Learning Rounds. During these rounds, school leaders, directors and teachers get an opportunity to visit all classrooms with a designated lens. The goal of the collaborative learning rounds is to be able to learn from each other, highlight best practices and identify next steps for the school to move towards positive student outcomes. A School-Wide Coaching Model is one way that ACES continues to leverage a collaborative culture. Beyond instructional strategies that support our best learning, Accelerated Charter Elementary School believes that supporting teachers to be their best enables students to learn their best and as such, we have shifted our practice to reflect a feedback-based model that supports all teachers through coaching, goal setting and weekly observations. Our coaching model is founded in the belief that teachers and administrators are all learners

growing together to support high-leverage, evidence-based strategies and practices that will accelerate student learning. The coaching model begins with administrators who are regularly coached and participate in monthly professional development delivered by school directors and the chief executive officer. Using this professional development and coaching, administrators then observe and support teachers, participating in co-planning of lessons, modeling, coaching, and goal setting on a regular basis. Progress is documented and teachers receive immediate feedback. To support school-wide ownership of learning across departments, Collaborative Learning Rounds (CLR) are a practice Accelerated Charter Elementary School continues to utilize, where teachers, administrators, directors, and executive level employees work collaboratively to observe teachers, find patterns across classrooms, and determine next steps for teachers at the classroom level, and the school site as a whole through professional development. Site and District Professional Development Days (Mondays and select Pupil Free Days) are generally used to provide professional development that is centered around the CLR feedback. Additionally, Accelerated Charter Elementary School continues to support teachers through ongoing instructional coaching.

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.

ACES has identified the following needs from the 2022 CA Schools Dashboard:

- English Learner Progress Indicator earned a “Medium” 45.6% of English learners advanced a level on the 2022 Summative ELPAC assessment.
- ELA & Math Academic indicator “low” status”
- Chronic Absenteeism Rate “low status”

There are no indicators where the performance was two or more performance levels below the “all students,” however, indicators that received a “low” performance include: Chronic absenteeism, ELA, and Math Indicators for all students and for our numerically significant student groups as illustrated in the dashboard snapshot on the previous page.

ELPI Indicator: The report shows that 46.5% of students are making progress towards English language proficiency which is below the State at 50.3%. Please provide a root cause analysis and detailed plans that outline the actions of the school’s executive team, Governing Board, and school-site leadership to improve English Learner Progress.

Accelerated Charter Elementary School’s English Language Development program for the 2022-2023 school year prioritized quality integrated and systematic English language instruction. ACES site leadership has identified systematic language development as one primary lever for creating the conditions that optimize students’ progress in English language acquisition. Last year, ACES teachers and leaders worked toward the goal of teaching at least four units of instruction; and 10 out of 12 ELD teachers reached this goal. While most teachers met ACES’ ELD instructional goal last year, we remain focused on achieving a 100% success rate in 22-23, guiding all ELD teachers toward implementing and assessing four standards based instructional units in one year. This will lead to all English Learners at ACES engaging in equitable learning that is rigorous and research based.

ACES site leadership has implemented accountability and guidance measures, aimed at strengthening the tier 1 support provided to English Language Learners. Additional steps taken by ACES site leadership supporting tier 1 instruction include implementing school wide classroom walkthroughs that capture data and provide feedback based on research based best practices. ACES Teachers have engaged in several ELD professional development workshops that make clear the alignment between ACES’ ELD curricular units, the California English Language Development standards, and student report cards; and this supports all ACES members in accurately determining students’ present levels and support needs, with respect to standards.

ACES prioritizes strengthening tier 1 and tier 2 systems that support English Learners’ progress in English. Specifically, ACES site leaders targeted students from Kindergarten through Fifth Grade for ACES Summer Extension. While English Learners represent roughly one-third of the ACES student body, they were intentionally overrepresented in ACES Summer Extension learning opportunities. While approximately 35% of ACES

students are English Learners, the following numbers represent their participation in Summer Extension by grade level: 55% of Kindergarteners; 27% of First Graders; 50% of Second Graders; 56% of Third Graders; 50% of Fourth Graders; and 46% of Fifth Graders. While literacy and mathematics proficiency informed ACES site leaders' decisions in providing students targeted learning opportunities in the summer, the English Language proficiency of participants was a considerable part in selection criteria.

While ACES leaders and educators are taking steps to ensure all English Learners make progress and become English proficient, we know that our efforts must constantly shift in order to respond to students' needs. For ACES Summer Extension 2023 as well as the 23-24 school year, the ACES community is planning for targeted interventions for English language learners in the form of ACES Language Clubs; and, will be identifying students who would most benefit from long-term sustained support. Criteria will guide ACES in strategically improving how its instructional program better supports EL's. The ACES World Languages Club will support students whose ELPAC Writing score is less than 2, Speaking score is greater than 2, and overall score is at a level 2. The focus of the ACES World Languages Club will be improving students' writing and speaking, according to CCSS. The ACES Scientists Club will support students whose ELPAC Writing score is less than or equal to 3, Speaking score is greater than or equal to 3, and overall score is 3. The focus of the ACES Scientists Club will be improving students' writing skills according to CCSS as well as knowledge of science content, according to NGSS.

ACES has taken a multi-tiered/multi-faceted approach to addressing student academic needs as evidenced on the dashboard (ELA/Math Indicator) and internal assessments.

ELA Academic Indicator: 2022 California School Dashboard report on the school's performance in ELA indicates that the school has earned a Status level of "Low" for All Students which is similar to the state's Status level of "Low." The report shows an average Distance from Standard (DFS) of -8.3 in ELA for the All Students group, which is above the State average (DFS) of -12.2. The school has three numerically significant student groups, English Learner, Latino, and Socioeconomically Disadvantaged. All three numerically significant student groups have a DFS higher than the State's average DFS for those student groups. Please provide a root cause analysis and describe any new or improved systems, strategies, or programs put in place this year to support student outcomes in ELA.

The California Dashboard indicates that ACES earned a status level of "low" for all students. It is important to note however, that ACES demonstrated growth on the 2021-22 SBAC in English Language Arts. In 2018-2019, 46.95% of our students met or exceeded the standards. 21-22 SBAC ELA results show that 49.06% of our students met or exceeded the standards. This demonstrates that ACES outperformed the state of CA and also many of our surrounding neighborhood schools. We attribute this growth in literacy partially to our dual language program and our focus on evidence-based strategies based on John Hattie's work in Visible Learning. Our organization-wide initiative around Student-Student Dialogue and Assessment as Feedback to Me has positively impacted our literacy instruction.

Tier 1- Our dual language program strongly emphasizes supporting and developing students' literacy in their primary language. Research has shown that when a student's L1 has a strong foundation it is easier for students to transfer those skills to L2. ACES continues to use Wonders and Maravillas, a standard-based curriculum as our reading program. In addition, our teachers closely monitor student literacy progress in tier 1 through the use of early literacy assessments such as CORE Phonics, HFW and fluency. In addition, we use the Developmental Reading Assessment (DRA) to monitor student's reading comprehension in English and Evaluacion de Lecto-Escritura (EDL) for Spanish. Another school-

wide assessment is the i-Ready Diagnostic that is administered twice a year, at the beginning and middle of the school year. Grade level teams get an opportunity to engage in planning through dedicated common planning time at least twice a week. This ensures that all reading units have clear learning outcomes and success criteria in the daily lessons implemented.

ACES teachers, leaders, and staff have sought to address the needs of ACES' numerically significant subgroups through the use of data based small group instruction in literacy. English Language Arts as well as Spanish Language Arts teachers at ACES have implemented small reading groups that engage students in authentic reading experiences. Authentic reading opportunities in small groups have served to both affirm students' reading identities and provide instruction that is within students' Zone of Proximal Development. ACES teachers often receive feedback regarding their small group implementation from instructional leaders, as this is one important opportunity for teachers and leaders to discuss areas of success as well as next steps.

ACES Instructional Aides' small group literacy instruction is one additional feature that makes ACES' literacy support for numerically significant subgroups robust and effective. ACES Instructional Aides have received several trainings from the site Principal, trainings that have equipped Instructional Aides with the knowledge and skills to successfully plan for and implement small groups in literacy. Students' small group lessons are determined based on data; and, supports are provided in-class, during center or independent work time. ACES Instructional Aides provide support through small group instruction to ACES students TK - 6 and, as evidenced in ACES literacy data, have proven to be a critical part of ACES' success in literacy.

Math Academic Indicator: 2022 California School Dashboard report on the school's performance in Math indicates that the school has earned a Status level of "Low" for All Students which is similar to the state's Status level of "Low." The report shows an average Distance from Standard (DFS) of -36.9 in Math for the All Students group, which is above the State average (DFS) of -106.9. The school has three numerically significant student groups, English Learner, Latino, and Socioeconomically Disadvantaged. All three numerically significant student groups have a DFS higher than the State's average DFS for those student groups. Please provide a root cause analysis and describe any new or improved systems, strategies, or programs put in place this year to support student outcomes in Math. Please address outcomes for both the All Students group and for the school's numerically significant student groups.

Accelerated Charter Elementary School (ACES) has sustained its focus on mathematics for the 2022-2023 school year. Site leaders, teachers, and support staff have engaged in an intensive study of the Standards of Mathematical Practice, primarily in the form of student performance tasks. This year's study of student performance tasks represents a progression of learning, one that builds on ACES' prior two years of learning—engaging students in conceptual mathematics as well as instruction driven by the priority standards for the 20-21 and 21-22 school years, respectively. ACES site leaders have aligned all components of ACES instructional program to support teachers' and students' intensive learning of performance tasks, as this will support ACES' three numerically significant student groups. This is evident through ACES' standard driven professional development, one-on-one instructional coaching, collaborative learning rounds, observational feedback, mathematics intervention program, and a new mathematics instructional coach.

ACES site leadership is dedicated to accelerating student learning for all students, particularly subgroups. This year, teachers are supporting the performance of subgroups in mathematics by delivering small group math instruction. Teachers are receiving instructional coaching focused on small groups from site leaders, where teachers and leaders regularly analyze data and craft goals for underperforming students. Alongside the in-class differentiated support provided by the classroom teachers, ACES Tutors are providing tier 2 small group support to students who are

approaching grade level. Students receiving tutoring supports meet with an academic tutor at least twice every week for a minimum of one hour. ACES Tutors are focused on providing standards based, grade level learning in math, as this will help narrow and ultimately close the achievement gap.

This year, site and district leaders have collaborated to deliver a series of professional development workshops that are centered around developing students' and educators' conceptual understanding of the Standards of Mathematical Practice. Teachers engaged in professional development workshops centered around priority standards driven pacing plans, analysis of student work through the lens of priority standards, creation of small groups based on standard mastery, and the implementation of standards based performance tasks in small groups. ACES leadership has leveraged standard learning to deepen teachers' capacity and drive learning that closes the achievement gap for all ACES scholars, especially students who are part of significant subgroups. Lastly, ACES leadership has leveraged Schoolwide Collaborative Learning Rounds and the ACES instructional coaching model to ensure that teachers are supported in their delivery of high quality mathematics instruction.

In addition to the content learning provided to ACES teachers and staff through professional development and coaching, teachers' instructional capacity has been further developed in conceptual mathematics through training. This year, all ACES grade teams received a series of three intensive workshops from the UCLA Math Project. Teachers met with consultants to learn mathematical facilitation skills that bring student thinking to the surface. Currently, teachers in grades Tk - 6 often leverage Number Talk strategies and features of CGI math. Teachers often engage in student data analysis during professional development as well as instructional coaching, as this ensures that the ACES subgroups are constantly at the forefront of instructional decision-making.

Academic Supports- Our goal at ACES is to support students towards grade level proficiency in both English Language Arts, Math and Spanish Language Arts.

- Tier 1- Solid standards aligned classroom instruction with frequent observations and feedback for our teachers in both English Language Arts and mathematics
- Tier 2- This year, we added a math intervention teacher to support our students who are performing 2-3 years below grade level. With the support of the principal, the math intervention teacher engages in data analysis and identifies students who would benefit from math support. The math intervention takes the lead in supporting tutors by providing them with professional development that includes 1-1 math interviews for all students identified and planning math lessons that will support their academic growth in math. The math intervention teacher and tutors are fairly new roles to ACES. They have been proving to be effective thus far. We are currently working on developing a track system that includes assessment for these students so that we can closely monitor their progress. In addition, our students who are reading 2-3 levels below grade level are receiving small group instruction in reading with our instructional aides. With the support of the principal, the instructional aide team meets bi-weekly to identify students who are struggling in reading, analyze data and plan instruction to support students. The principal with the instructional aide lead, supports in building their capacity around the teaching of reading.

Professional Development – This year our focus for our internal professional development was centered on our school-wide priorities:

1. High expectations based on standards

2. Assessment as feedback to me

3. Leveraging a collaborative culture

Our focus has centered on mathematics, given that our data demonstrates this as an area of need for our students. Please see response for question two to learn more about our in-house professional development for our team. The site leadership meets twice a year with our Site Professional Development Committee to get feedback on pd and how it's meeting the needs of our teaching staff.

National Council of Mathematics Teachers- This year we had the opportunity to send four of our teachers, including one of our RST teachers, to attend the annual National Council of Mathematics Teachers conference. This provided the team an opportunity to continue to develop their mathematical knowledge and build their capacity around math instruction.

UCLA Lab School - Teachers in grades TK-6 engaged in a three day cycle of learning with consultants from the UCLA Lab School. The learning focused on the Standards of Mathematical Practice and math warm-ups. Math warm-ups included choral counting, number talks and counting collections. The three-day cycle included demonstration, planning and coaching.

CABE 2023- This year we have planned to have three of our teachers, two parents, parent engagement coordinator and administrators attend the annual California Association of Bilingual Educators conference. This will continue to develop our teacher's capacity around our dual language program.

Chronic absenteeism: The report shows that 12.5% of students are absent 10 percent or more of the instructional days they were enrolled, which is lower than the State at 30.0%. The school has three numerically significant student groups, English Learners, Latino, and Socioeconomically Disadvantaged. All three student groups' Status level is below the State's level. Please provide a root cause analysis and detailed plans that outline the actions of the school's executive team, Governing Board, and school-site leadership to improve overall student academic performance in Chronic Absenteeism as measured by the percentage of students who are absent 10% or more of the instructional days they were enrolled. Please address outcomes for both All Students and for all student groups.

At the close of the 2021-2022 school year, ACES leadership prioritized analyzing student attendance data and listening to our parents' concerns—the goal being to take several proactive measures to mitigate high levels of absenteeism in the future. At the close of the 21-22 school year, ACES created a new position—the ACES Dean of Culture—a leadership team member whose focus is to create the ideal school climate and culture that are centered around academics and socio-emotional well-being. When the ACES Dean of Culture interviewed parents about high absenteeism during the summer, factors such as us post-pandemic family trauma, high levels of stress, state health covid-regulations, and a family's beliefs and concerns about their child's well-being were some of parents' reported reasons for keeping children at home.

The ACES Dean of Culture took the initial step of strategically interviewing families individually of students with high levels of absenteeism. The ACES Dean of Culture led this initiative and frequently shared data with site leadership. Parents and students received information regarding the importance of attendance in the school and strategies to keep good attendance habits. As the ACES Attendance Committee had been formed during the 21-22 school year to analyze, monitor, plan, design and implement strategies that promote and maintain attendance at 95% percent; the Dean of Culture sought to continue a system of proactive attendance monitoring. The ACES Attendance Committee has sought to respond to the attendance data through perfect attendance rallies, where students are celebrated for their monthly perfect attendance. During these

ceremonies, students receive pencils and certificates as incentives for their commitment to come to school every day. During the ACES Perfect Attendance celebrations, students are provided with a guest speaker who shares a personal experience that underscores the importance of consistent and responsible attendance. Students who reach five to seven absences in a short period of time are placed in focus groups where they are monitored by members of the attendance committee and support staff. This is a data-based strategy aimed at re-engaging the students in good attendance habits. Students are provided with individual and group contracts where they get the chance to meet attendance goals and earn incentives for accomplishing them. Students are monitored weekly by having attendance check-ins and check-outs with a staff member.

Targeting students' collective efforts to improve attendance, the ACES Dean of Culture launched Perfect Attendance Class Parties, as this would serve to challenge and motivate students to come to class every day. The class with the highest attendance rate for the entire month participates in a pizza party celebration and becomes the champion attendance class for the month. These students are able to house the ACES Eagle in their classroom for the entire month and then hand-off the trophy to the next winning classroom.

To cultivate pride and a mindset of perfect attendance champions, a perfect attendance champion bulletin board has been created to celebrate and honor classroom triumphs over absenteeism. Pictures of each winning classroom is posted on the champion's bulletin board and are memorialized for the entire school year. ACES leadership has leveraged data analysis to proactively target attendance dips before they happen through school wide events scheduled when students are most likely to be absent. This has been evident through ACES Spirit Weeks, ACES Literature Parade, dance performances, hot chocolate week and multicultural activities such as Latino history month and black history month. As parent communication is essential to achieving our goal as a community, the ACES Parent Coordinator has leveraged Class Dojo to communicate celebrations, school wide goals, and areas of improvement. The ACES Family Coordinator has reached 99% of parents on Class Dojo, an accomplishment that enables us to communicate with parents proactively and consistently. Finally, letters with absences reports are sent home to parents, followed by phone calls to discuss the student's absences rate, importance of attendance and support to maintain good attendance performance.

TAS Board of Trustees became aware of the chronic absenteeism that was pervasive nationwide and in Los Angeles County during pandemic shutdowns. They regularly reviewed attendance data during distance learning and also reviewed attendance data at every board meeting. TAS Board of Trustees also instituted an attendance incentive program in partnership with TAS Foundation for students. TAS Board of Trustees also funded attendance clerks at each of our schools to assist with attendance tracking and provide support to families so attendance does not become a barrier in their learning.

The executive team supports ACES and the attendance committee as they monitor and provide tiers of intervention to reduce chronic absences. All educational partners, including the newly funded ACES Attendance Clerk, are committed to every student's need for academic success, which starts with positive attendance. ACES is committed to universal strategies for every student to encourage and reward positive attendance. ACES also uses strategies aimed at early intervention designed to help students who need more support to avoid chronic absences. ACES offers more intensive support to students facing challenges attending school.

Through our comprehensive needs assessment, we identified that students facing chronic absenteeism require strategies that involve:

1. Engaging the students and parents
2. Recognizing good and improved attendance

3. Attendance data and practices/procedures.
4. Personalized early outreach and intervention.
5. Develop responses and plan for barriers to attendance.
6. Access to short-term and long-term independent study 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:

- Robust professional learning opportunities for our educators and support staff
- Strengthening Tier 1 and Tier 2 services for students to improve student academic achievement
- Strengthening and expanding Social-emotional support services
- Strengthening communication, outreach and partnering with families
- Addition of an inclusion support coach as a part of the instructional coaching team focused on supporting SWDs, ELLs and students with other barriers.

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.

Accelerated Charter Elementary School was not eligible for 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

Monitoring and Evaluating Effectiveness

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

Not applicable

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 Accelerated Charter Elementary School engaged, consulted, and collaborated with the following educational partners in the development of the 2023-24 LCAP through the following methods/venues:

- Principals/Administrators and leadership team met onsite on a weekly basis to discuss LCAP goals, actions, and the comprehensive needs assessment.
- Teachers were consulted during staff development and professional development meetings that took place onsite weekly/bi-weekly.
- Other School Personnel (classified) were consulted during monthly staff development/professional development onsite.
- Students: Met with 6th grade student focus groups onsite and administered a comprehensive student LCAP survey Spring 2023.
- Parents were consulted through parent surveys (online).
- Parent Advisory Committee (PAC) which includes parents of Unduplicated Pupils, and parents of Students with Disabilities were consulted throughout the year (9/16/22, 10/18/22, 12/6/22, 1/10/23, 3/25/23 and 5/8/23) during Coffee with the Leadership Team that took place onsite.
- ELAC/DELAC/EL-PAC: were consulted during ELAC meetings (9/16/22, 10/18/22, 12/6/22, 1/10/23, 3/25/23 and 5/8/23) that took place onsite quarterly.
- SELPA was consulted on 5/3/23 via email – Joshua Griffiths, Program Specialist with LAUSD, COP Division.

Dates of Public comment period: May 25 – June 1st.

LCAP Public Hearing; June 1st

LCAP Adoption; and approval of 2023-24 Budget took place on: 6/22/23.

Local Indicators were presented to the governing board on: 6/22/23

A summary of the feedback provided by specific educational partners.

Accelerated Charter Elementary School consulted with its required educational partners and the following is feedback that was collected:

- Principals/Administrators and Leadership Team feedback included the need to continue many of the academic interventions and supports that were implemented in the 2022-23 school year as part of the schoolwide MTSS initiative. These include Intervention teachers (reading and math),

Academic tutors and Hey Tutors (contracted) during the instructional day); and professional development for educators led by Gomez & Gomez (Dual immersion).

- Teacher's feedback focused on the need to increase opportunities for parent involvement and volunteer opportunities; and provide parent education workshops on Math, Science, and Literacy to partner with parents in their child's education.
- Other School Personnel (Classified staff) feedback focused on their desire to receive instructional coaching/training on effective strategies for small reading groups.
- Student feedback included they would like enrichment classes to continue (Dance, PS Science); playground equipment and field trips.
- Parents:
 - Parent Advisory Committee (PAC) which includes parents of Unduplicated Pupils, and parents of Students with Disabilities would like the school to continue with the learning rich opportunities through the expanded learning opportunities program, additional tutoring opportunities, and to campus security (school safety)
 - ELAC/DELAC/EL-PAC: would like the school to provide parent workshops on how to support their child to reclassify; additional parent workshops on strategies to support their child academically at home (across various disciplines); and requested that uniforms include a sweater and/or jacket for students (tied to safety), rather than students wearing their own sweater/jacket.
 - SELPA: agreed with the school's LCAP Goal 1, Action 5 – Services to Support Students with Disabilities (SWD). They commented that the action was well thought out and comprehensive.

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

The engagement process included the development of this LCAP as follows:

- Goal 1, Action 3: Intervention Teachers: Math & reading
- Goal 1, Action 3: Instructional Aides
- Goal 1, Action 3: Academic Tutors; and Hey Tutors (during the instructional day)
- Goal 1, Action 3: Expanded Learning Opportunities Program (ELOP): Afterschool, intersession & summer programming
- Goal 2, Action 1: Instructional Coach
- Goal 2, Action 1: Gomez & Gomez Professional development
- Goal 3, Action 1: Campus Aides and Security Staff
- Goal 3, Action 3: Parent Education Workshop

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 Source: CDE	2018-19: 46.95% 2020-21: not administered	2021-22: 47.06% met or exceeded standard	2022-23: results pending		50%
CAASPP Math Source: CDE	2018-19: 37.02% 2020-21: not administered	2021-22: 33.38% met or exceeded standard	2022-23: results pending		40%
CA Science Test: Gr 5 Source: CDE	2018-19: 27.69% 2020-21: not administered	2021-22: 29.45% met or exceeded standard	2022-23: results pending		30%
Attendance Rate Source: CALPADS	2019-20: 88.4%	2020-21: 88%	2021-22: 87.42%		95%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24					
Chronic absenteeism Rate Source: Dataquest	2018-19 Chronic Absenteeism		2020-21 Chronic Absenteeism		2021-22 CHRONIC ABSENTEEISM		10%			
		Count	Rate		Count	Rate				
	Schoolwide	68	14.0%	Schoolwide	165	33.3%		Schoolwide	65	12.5%
	Hispanic	67	13.9%	Hispanic	160	32.7%		Hispanic	62	12.1%
	EL	18	8.1%	EL	61	34.3%		EL	21	10.9%
	SWD	13	22.8%	SWD	24	40.0%		SWD	10	15.4%
	SED	62	13.2%	SED	159	32.7%		SED	62	12.3%
Suspension Rate Source: Dataquest	2019-20: 0%		2020-21: 0%		2021-22: 0%		<1%			
Expulsion Rate Source: Dataquest	2019-20: 0%		2020-21: 0%		2021-22: 0%		0%			
% Of students including Unduplicated Pupils, and Students with Disabilities (SWD) who have access to Broad Course of Study: Source: Master Schedule	2020-21: 100%		2021-22: 100%		2021-22: 100%		100%			

Accelerated Charter Elementary School serves grades TK-6: therefore, the following metrics do not apply:

- Priority 4: % Pupils completed A-G; CTE Pathway, A-G/CTE courses, pass AP courses, prepared as measured by EAP
- Priority 5: MS & HS Dropout rates; and HS graduation rates
- Priority 8: Other Pupil Outcomes

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	\$	Y

Action #	Title	Description	Total Funds	Contributing
		<p>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.</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 will participate in an additional 5 days of training during the summer. 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>	\$	N
3	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	<p>Our internal assessments and review of student assessment data has identified learning and achievement gaps. Our educational partners expressed the need for increased academic intervention in reading and math during the instructional day and expanding to after school.</p>	\$	Y

Action #	Title	Description	Total Funds	Contributing
		<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	<p>Our school community like many of the surrounding schools have had to navigate the many challenges of a global pandemic the trauma that it has left behind. ACES has been serving the South Los Angeles community for over 10 years, and we understand the challenges that our school community faces on a daily basis.</p> <p>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.</p> <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</p>	\$	Y

Action #	Title	Description	Total Funds	Contributing
		<p>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-3) • Public School Science: Gr 1, 3-6 	\$	Y
6	SERVICES TO SUPPORT SWD	<p>In an effort to monitor IEP compliance related to IEP timelines, services, accommodations and/or modifications, the Program Specialist and the Administrator of Special Education hold weekly meetings with all Resource Teachers and site leadership. During these meetings, the 200 and 300 Welligent reports are reviewed in order to provide support for remaining in compliance and identifying next steps for any non-compliance issues that may have surfaced. A “Key Caseload” calendar is created each year, updated throughout the year, and shared with case managers, our Special Education Administrator, our Program Specialist, Site leadership and our Student Services Coordinator in order to ensure IEPs are scheduled and held in advance of the IEP due date. Having access to internal calendars is crucial to ensuring IEPs are held in a timely manner and include all necessary participants.</p> <p>In addition, the special education administrator and the 3 program specialists across our school meet weekly. These meetings serve as an opportunity for collaboration across our schools. During these meetings we review implementation of our Instructional Program with a focus on supporting our students with disabilities. We review, discuss, and analyze caseload data including but not limited to student services/tracking of</p>	\$	N

Action #	Title	Description	Total Funds	Contributing
		<p>services, attendance, grades, IEP goal progress, etc. During school closures, a major focus has been to improve online student attendance and student engagement. We also identify professional development opportunities and analyze student assessment data.</p> <p>Accelerated Charter Elementary School’s site administration also participates in weekly meetings with either the Program Specialist and RSTs, or with the Special Education Administrator. These meetings serve as an opportunity for our team to examine how we are supporting students with disabilities.</p> <p>During these meetings, we review RST push-in schedules, and analyze, and discuss caseload data and potential professional development opportunities.</p> <p>Moreover, at the beginning of each school year, all general education teachers are provided with Student IEP Snapshots for each student with an Individualized Education Plan (IEP). Student Snapshots are a summary of each student’s IEP, which includes a student’s eligibility, services, accommodations, and goals. Student snapshots are updated and redistributed to the appropriate stakeholders after each IEP meeting held throughout the school year.</p> <p>Consistent with the educational program monitoring practices for all students, the Special Education Administrator participates in the Collaborative Learning Rounds (CLRs) for all staff at The Accelerated School. The CLRs are the systematic initiative through which the extent of implementation of pre-determined instructional strategies is determined through individual classroom observations, including the RSP program.</p> <p>ACES’s Special Education Department will ensure that Students with Disabilities will be provided access to the general education curriculum to close academic achievement gaps.</p> <p>Our year-long professional development plan emphasizes providing professional development to all staff to truly support meeting the needs of all learners, including students with disabilities. Throughout the school year, different educational partners lead professional development, including our Instructional Coaches, School Site/District Administrators,</p>		

Action #	Title	Description	Total Funds	Contributing
		Special Education administrators, Program Specialists, and Teachers. These PD workshops focus on delivering strategies and tools our teachers need to make the core curriculum accessible to all students, with attention to the unique needs of students with disabilities.		

Goal Analysis for 2022-23

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: Grade 5 teacher position remained vacant despite numerous teacher recruitment efforts conducted by human resources.

Action 2: DRA assessment was administered to students in grades K-1 to further measure student reading levels.

Action 3: The ELA Intervention Teacher position remained vacant despite numerous recruitment efforts conducted by human resources. ACES contracted with Hey tutors to provide additional intervention and support for mathematics both during the instructional day and after-school; and 3 Academic tutors to provide small group reading support during the instructional day.

Action 4: SEL Counselor position remained vacant despite numerous recruitment efforts conducted by human resources.

Action 5: TOSA position remained vacant despite numerous recruitment efforts conducted by human resources

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.

K-12 Public schools have been facing staffing shortages during and post-pandemic at the county, state and national level. There are material differences between Budgeted Expenditures and Estimated Actual Expenditures because of unfilled (vacant) positions. However, whenever possible positions were filled with contracted persons (substitutes, tutoring services, etc.) in order to continue continuity of services. At times, the costs for contracted services exceed that of hiring of staff.

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

Second Step- Both our Social Worker and Social Emotional Learning Specialist are supporting and leading the implementation of Second Step, which is a social-emotional learning program, for grades TK-6th. Second Step focuses on students' emotional and social growth. Much of this curriculum works as building blocks to help students set goals, empathize with one another, solve their problems individually, and understand when they need to speak up and inform an adult. Second Step includes thematic units around self-esteem, anti-bullying, conflict resolution and

much more. In addition, our campus aides work closely with our counselors to ensure that skills, such as conflict resolution, that are taught through Second Step are reinforced in the playground.

Both our Social Worker and Social Emotional Learning Specialist, support both general education students, and Students with Disabilities (SWD) with their social-emotional and mental health needs through both individual and group counseling. Our team has developed a multi-tiered referral process for students whose teachers identify as benefiting from counseling, refer to the chart below. In addition, counselors alongside teachers have identified students who would benefit from a small group. This year we have had a girl's empowerment group for 6th grade students. They use evidenced based/informed practices to help students navigate symptoms of anxiety, depression, trauma, and other mental health symptoms that impede on their ability to learn in the classroom. In addition, they provide student and parent psychoeducation on topics including mental health, trauma, grief, and other social-emotional topics that may impact a student's ability to be successful both socially and academically. They conduct risk-assessments, safety-planning, and crisis intervention as needed.

Mindfulness- ACES continues to partner with People's Yoga to bring mindfulness and yoga to our school community. They focus on facilitating and modeling mindfulness, breathwork, and movement with an emphasis on coping skills for anxiety, stress, and trauma. During these sessions, students are focusing on various themes that include: self-esteem, confidence, courage and gratitude. Our mindfulness sessions include our parents. Over the course of the academic school year, our families are welcome to attend sessions on managing stress, yoga and events such as Family Yoga. Mindfulness sessions are especially important for our school community given the many challenges that they face on a regular basis and the impact that pandemic has left behind. In addition, this year we have expanded our mindfulness program to include our teachers. ACES has partnered with The Teaching Well, a non-profit organization that provides wellness to the adults. They have facilitated professional development for our team of teachers on wellness as well as offer 1-1 coaching for our new teachers and members of the leadership team.

ACES has hired one social worker and a social emotional learning specialist. This year they are supporting the social emotional needs of our students. Both support both general education students and students who carry an IEP with their social-emotional and mental health needs through both individual and group counseling. They use evidence-based/informed practices to help students navigate symptoms of anxiety, depression, trauma, and other mental health symptoms that impede on their ability to learn in the classroom. In addition, they provide student and parent psychoeducation on topics including mental health, trauma, grief, and other social-emotional topics that may impact a student's ability to be successful both socially and academically. They conduct risk-assessments, safety-planning, and crisis intervention as needed.

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.

No changes will be made to planned goal, metrics, desired outcomes and actions for the upcoming 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
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 Source: SARC	2020-21: 100%	2021-22: 100%	2022-23: 100%		100%	
Implementation of the Academic content & performance Standards – measured using CDE’s Self-Reflection Local Indicator Priority 2 (Source)	2020-21: Implementation Academic Standards		2021-22: Implementation Academic Standards		2022-23 Implementation Academic Standards	
	ELA	4	ELA	5	ELA	5
	ELD	4	ELD	4	ELD	5
	Math	4	Math	4	Math	5
	NGSS	2	NGSS	3	NGSS	3
	History	2	History	3	History	3
	Health	2	Health	4	Health	4
	PE	4	PE	4	PE	4
	World Language	3	World Language	4	VAPA	4
					World Language	4
				2023-24: Implementation Academic Standards		
				ELA	4	
				ELD	4	
				Math	4	
				NGSS	3	
				History	3	
				Health	4	
				PE	4	
				World Language	4	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% Of Fully credentialed & Appropriately assigned Teachers Source: CALPADS	2020-21: 100%	2021-22: 95%	2022-23: 96%		100%
% Of EL who made progress toward English Proficiency measured by ELPAC Source: CDE	2020-21: 6.94%	2021-22: 9.78% Proficient	2022-23: results pending		15%
Reclassification Rate Source: Dataquest	2020-21: 16.4%	2021-22: 14.6%	2022-23: 11.4%		10%
% EL with access to CCSS & ELD Standards Source: Textbook Inventory & SARC	2020-21: 100%	2021-22: 100%	2022-23: 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>	\$	Y

Action #	Title	Description	Total Funds	Contributing
		<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>Organization-wide areas of focus for PD include:</p> <ul style="list-style-type: none"> • Goal setting & feedback • Assessment as feedback • C3 Coaching; and Teacher Effectiveness Framework • Student dialogue & student feedback <p>Areas of focus for schoolwide professional learning:</p> <ul style="list-style-type: none"> • Conceptual mathematics • Math Standards & Domain Specific PD • Leveraging & Collaborative Culture • Assessment as feedback: analyzing student work and use of i-Ready • Gomez & Gomez Dual Language • PBIS • English Language Development (ELD) • Special Education PD (strategies) <p>The Assistant Principal will provide instructional Coaching. The Director of Elementary Education will provide administrative coaching, support new teachers, and provide professional development for teachers on discipline and classroom management.</p> <p>To support teacher effectiveness and credential clearance, ACES will reimburse teacher induction expenses.</p>		
2	STRENGTHENING EL PROGRAM & SERVICES	Accelerated Charter Elementary School will continue to strengthen the delivery of integrated and designated ELD, to accelerate learning, mitigate	\$	Y

Action #	Title	Description	Total Funds	Contributing
		<p>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 to 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"> • Engage NY: Gr. TK-6 • Science Inspire Consumables • EL Achieve Units 	\$	N
4	CLOSING THE DIGITAL DIVIDE	<p>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.</p>	\$	N

Goal Analysis for 2022-23

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: ACES contracted UCLA Math Project for math professional development; and teachers attended the National Math Conference. Literacy consultant provided writing specific professional development.

Action 2: Lexia was not purchased nor utilized for EL. Our leadership team and ELD Instructional coach made the decision that there was no need for this program.

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.

Material differences occurred for the additional professional development provided for our educators as noted above.

Lexia was not purchased therefore these costs were not included in Action 2.

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

One of the key features of our educational program at the Accelerated Charter Elementary is our distinctive Gomez & Gomez dual language immersion program. For over ten years ACES has been successfully implementing the Gomez & Gomez Dual Language Enrichment Program at our site. Parents from the community choose our school specifically because they want their children to benefit from our dual language program. The California Department of Education has recently stated that children who are multilingual, have cognitive, economic, social-cultural and educational benefits. At ACES we see this firsthand when our students culminate our program with a deep sense of pride in being fully biliterate in both English and Spanish. The Gomez & Gomez model honors and builds on our student's primary language. To ensure that we maintain fidelity to the program, new teaching staff participate in a 3-day training that prepares our teachers to implement Gomez & Gomez in their classrooms. Upon enrolling, our students in Kindergarten and First are administered a language assessment that determines which language is dominant. In grades Kindergarten and First, students are grouped in literacy according to their L1 to gain a strong foundation.

Our focus has centered on mathematics, given that our data demonstrates this as an area of need for our students. Please see response for question two to learn more about our in-house professional development for our team. The site leadership meets twice a year with our Site Professional Development Committee to get feedback on pd and how it's meeting the needs of our teaching staff.

National Council of Mathematics Teachers- This year we had the opportunity to send four of our teachers, including one of our RST teachers, to attend the annual National Council of Mathematics Teachers conference. This provided the team an opportunity to continue to develop their mathematical knowledge and build their capacity around math instruction.

UCLA Lab School - Teachers in grades TK-6 engaged in a three day cycle of learning with consultants from the UCLA Lab School. The learning focused on the Standards of Mathematical Practice and math warm-ups. Math warm-ups included choral counting, number talks and counting collections. The three-day cycle included demonstration, planning and coaching.

CABE 2023- This year we have planned to have three of our teachers, two parents, parent engagement coordinator and administrators attend the annual California Association of Bilingual Educators conference. This will continue to develop our teacher’s capacity around our dual language program.

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.

Lexia online program will not be utilized for English Learners. Rather the ELD Intervention teacher will provide designated ELD and intervention for English Learners through small group instruction.

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 increase opportunities for parent involvement and volunteer opportunities; and provide parent education workshops on Math, Science, and Literacy to partner with parents in their child’s education.

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	2022-23: Good		Good
Student Survey: Student Perception of School Safety & Connectedness Source: Panorama	2020-21: 74% Sense of safety 74% School connectedness	2021-22: 55% Sense of safety 68% School connectedness	2022-23: 75% Sense of safety 92% School Connectedness		>75%
Parent Survey: Sense of safety & school connectedness Source: Panorama	2020-21: Not reported - Sense of safety 83% School connectedness	2021-22: 78% Sense of safety 82% School connectedness	2022-23: 97% Sense of safety 66% School Connectedness		>75%
Teacher/staff Survey: Sense of safety & school connectedness Source: Panorama	2020-21: Not reported - Sense of safety 96% School connectedness	2021-22: 40% Sense of safety 69% School connectedness	2022-23: 100% Sense of safety 100% 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 (Source)	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. 3 6. 3 7. 3 8. 3	2022-23: CDE’s Self-reflection Tool (Questions 5-8) 5. 4 6. 4 7. 4 8. 3		Rating 4+
Parent Participation in Programs for Unduplicated Pupils & SWD: As measured by CDE’s Priority 3: Self-reflection Tool (Source)	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. 3 2. 3 3. 3 4. 4	2022-23: CDE’s Self-reflection Tool (Questions 1-4) 1. 4 2. 4 3. 4 4. 4		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.) Host schoolwide events <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) 	\$0	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, including volunteer opportunities. to increase parent engagement and provide interpreter services (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, using Class Dojo for communication.</p>	\$	Y

Action #	Title	Description	Total Funds	Contributing
		<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, Math & Literacy <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 2022-23

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 3: ACES did not contract services with PIQE but did provide a series of Parent Education Workshops. In addition, Class Dojo was adopted. To further increase parent engagement, ACES established a parent/teacher event committee.

Action 4: Facility repairs including playground were made to ensure a safe facility site.

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.

As a result of not contacting with PIQE there was a slight difference between Budgeted Expenditures and Estimated Actual Expenditures.

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

Rather than contract parent education services to a vendor, ACES chose to collaborate with their educational partners to build community, capacity, and strengthen communication and continue to build a positive relationship with families.

Parent Engagement- This is the second year that we have the role of Parent Engagement Coordinator. Both the principal and Parent Engagement Coordinator work together to be able to develop and implement a program for parents that empowers parents to support their child at home. So far this school year, we have been able to provide updates and get input from our parents through the monthly Coffee with the Leadership team. In addition, we have been able to offer four parent workshops around positive parenting, anti-bullying, coping with stress and much more. We have also been able to establish our ELAC/DELAC parent and teacher committee to support English Language Learners at ACES.

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.

Provide parent volunteer opportunities and parent workshop led by school staff and educators rather than utilize a vendor.

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 2023-24

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$	\$

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
%	0%	\$0	%

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.

Goal 2, Action 2 – Rosetta Stone will be provided on a limited-wide basis for English Learners.

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.

The additional concentration grant add-on funding will be used to increase the number of Intervention Teachers (Goal 1, Action 3) that provide direct services to students, specifically Unduplicated Pupils (English learners, low-income and foster youth).

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	Not applicable to charter schools	Not applicable to charter schools
Staff-to-student ratio of certificated staff providing direct services to students	Not applicable to charter schools	Not applicable to charter schools