

Accelerated Charter Elementary

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Susan Raudry, Principal

Principal, Accelerated Charter Elementary

About Our School

The Accelerated Charter Elementary School (ACES) features a distinctive dual language immersion model—the only one of its kind in Los Angeles! Established in 2004, ACES provides 50 percent of classroom instruction in Spanish and 50 percent in English. ACES also bears the distinction of a 94.67% attendance rate. This specialized curriculum enables students to simultaneously develop both English and Spanish literacy skills, and to be thoroughly prepared for TAS 7-8. It is within this unique, academically challenging environment that students in grades K-6 learn from each other in a project-based setting.

ACES uses the Gomez & Gomez Dual Language Enrichment model, enabling students to develop English and Spanish language skills, as well as important self-expression and multicultural skills. In addition, ACES teachers attend specialized workshops at Inner City Arts to gain meaningful strategies for incorporating vis

Principal's Comment

The Accelerated Charter Elementary School (ACES) features a distinctive dual language immersion model—the only one of its kind in Los Angeles! Established in 2004, ACES provides 50 percent of classroom instruction in Spanish and 50 percent in English. ACES also bears the distinction of a 94.67% attendance rate, along with an Academic Performance Index (API) of 784. This specialized curriculum enables students to simultaneously develop both English and Spanish literacy skills, and to be thoroughly prepared for TAS K-8. It is within this unique, academically challenging environment that students in grades K-6 learn from each other in a project-based setting.

ACES uses the Gomez & Gomez Dual Language Enrichment model, enabling students to develop English and Spanish language skills, as well as important self-expression and multicultural skills. In addition, ACES teachers attend specialized workshops at Inner City Arts to gain meaningful strategies for incorporating vis

Contact

*Accelerated Charter Elementary
3914 South Main St.
Los Angeles, CA 90037-1253*

Phone: 323-846-6694

E-mail: sraudry@accelerated.org

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Austin Beutner
E-mail Address	austin.beutner@lausd.net
Web Site	www.lausd.net

School Contact Information (School Year 2018—19)	
School Name	Accelerated Charter Elementary
Street	3914 South Main St.
City, State, Zip	Los Angeles, Ca, 90037-1253
Phone Number	323-846-6694
Principal	Susan Raudry, Principal
E-mail Address	sraudry@accelerated.org
Web Site	http://accelerated.org
County-District-School (CDS) Code	19647330100743

Last updated: 1/16/2019

School Description and Mission Statement (School Year 2018—19)

The Accelerated Schools were founded on the belief that every child be treated as gifted, with an emphasis on high expectations for student achievement, a supportive learning environment, and extensive parent involvement. At The Accelerated Schools, all incoming students are accepted by lottery, regardless of academic achievement elsewhere.

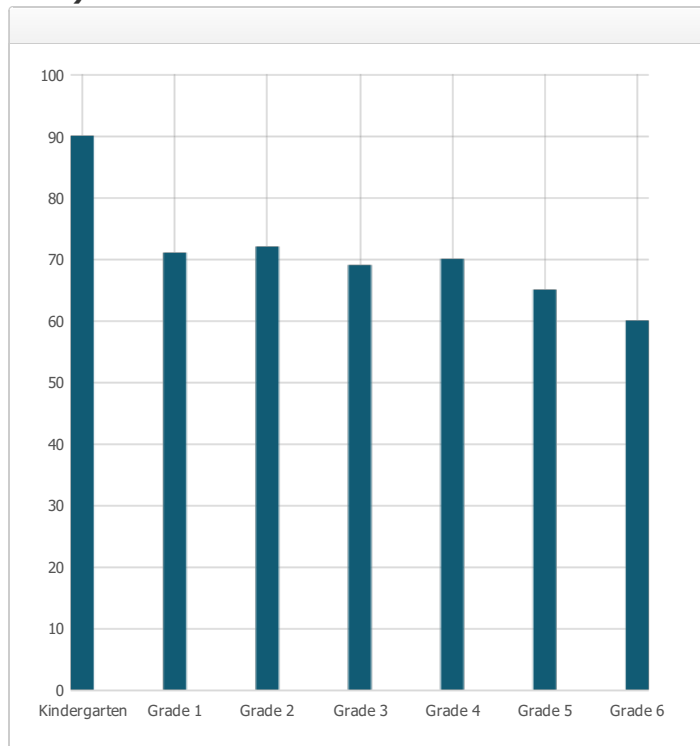
The Accelerated Schools, which includes ACES, will graduate students who are prepared to succeed at the university of his/her choice; who will enter the workplace as informed and productive employees, entrepreneurs, and community leaders; and who will act as responsible citizens.

Today, using innovative strategies to foster academic achievement, The Accelerated Schools continue to create a place for education that allows children to learn and succeed, while continuing to transform the South Central Los Angeles community.

Last updated: 1/16/2019

Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Kindergarten	90
Grade 1	71
Grade 2	72
Grade 3	69
Grade 4	70
Grade 5	65
Grade 6	60
Total Enrollment	497



Last updated: 1/16/2019

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	0.6 %
American Indian or Alaska Native	0.0 %
Asian	%
Filipino	%
Hispanic or Latino	100.0 %
Native Hawaiian or Pacific Islander	%
White	0.0 %
Two or More Races	%
Other	-0.6 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	97.0 %
English Learners	44.0 %
Students with Disabilities	12.7 %
Foster Youth	0.0 %

A. Conditions of Learning

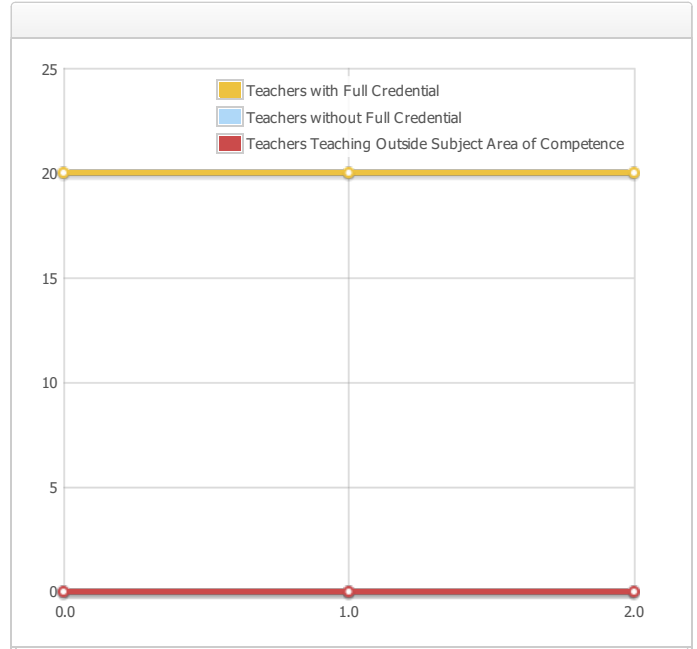
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

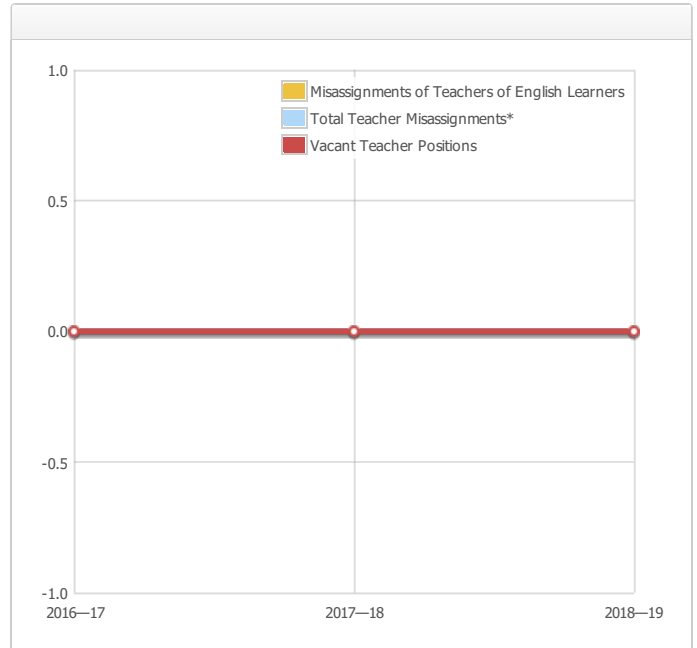
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	20	20	20	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/16/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/16/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: January 2019

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw -Hill Wonders/Maravillas (2016) Wonders Works Intervention (2016) Wonders for English Learners (2016)	Yes	0.0 %
Mathematics	Engage NY / Eureka Math 2015	Yes	0.0 %
Science	Foss 2009, McGraw Hill, Treasures/Tesoros 2010 (However the school will be adopting a state adopted NGSS program to be implemented in the 2019-20200 school year)	Yes	0.0 %
History-Social Science	Harcourt Brace, Reflecciones, 2009	Yes	0.0 %
Foreign Language	N/A		0.0 %
Health	N/A		0.0 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 1/16/2019

School Facility Conditions and Planned Improvements

The school conducts semi-annual maintenance projects such as painting, waxing floors and cleaning carpets. The Accelerated Schools and ACES have a comprehensive site-specific Health, Safety and Emergency Plan, including the acquisition and maintenance of adequate onsite emergency supplies, in place. The Accelerated Schools and ACES ensures that staff receives annual training on the school's health, safety, and emergency procedures, and maintains a calendar form and conduct, emergency response drills for students and staff. Periodic reviews and modifications are made as necessary in regards to the Health, Safety and Emergency Plan, and it is readily available for use and review upon request. The school will comply with the Healthy Schools Act, California Education Code Section 17608 and the school, its employees and officers will comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

Last updated: 1/16/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: January 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: January 2019

Overall Rating	Good
----------------	------

Last updated: 1/16/2019

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	38.0%	43.0%	40.0%	43.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	31.0%	32.0%	30.0%	32.0%	37.0%	38.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/16/2019

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	257	257	100.00%	42.80%
Male	132	132	100.00%	40.15%
Female	125	125	100.00%	45.60%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	254	254	100.00%	42.91%
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races				
Socioeconomically Disadvantaged	250	250	100.00%	42.40%
English Learners	160	160	100.00%	30.00%
Students with Disabilities	26	26	100.00%	15.38%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/16/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	257	256	99.61%	32.03%
Male	132	132	100.00%	36.36%
Female	125	124	99.20%	27.42%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	254	253	99.61%	32.02%
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races				
Socioeconomically Disadvantaged	250	249	99.60%	31.73%
English Learners	160	159	99.38%	27.67%
Students with Disabilities	26	26	100.00%	19.23%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/16/2019

**CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard**

Html.RenderAction("SarcDescription", new { sectionID = 80, cdscode = ViewBag.Cdscode });

Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Last updated: 1/16/2019

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2017–18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	24.6%	36.9%	20.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/16/2019

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2018—19)

ACES holds monthly parent meetings where families meet in two key ways:

- Parents meet with their child's teacher to receive information about grade level academic standards, their child's learning progress, social-emotional well-being, classroom activities and ways to support learning at home. All our teachers are bilingual and can communicate directly with parents.

- Families gather for larger whole group presentations where text and or speaking points are translated. Topics that address school readiness, test preparation, healthy living, community safety and awareness, and parenting, provide families with tools to be successful in their home and school life.

- School Site Council (SSC) and English Learning Advisory Council (ELAC) for parent advisement of categorical programs

- Vibrant Culture of Volunteerism: Parents volunteer inside and outside of the classroom as a way to support their child's education at school and at home.

State Priority: Pupil Engagement

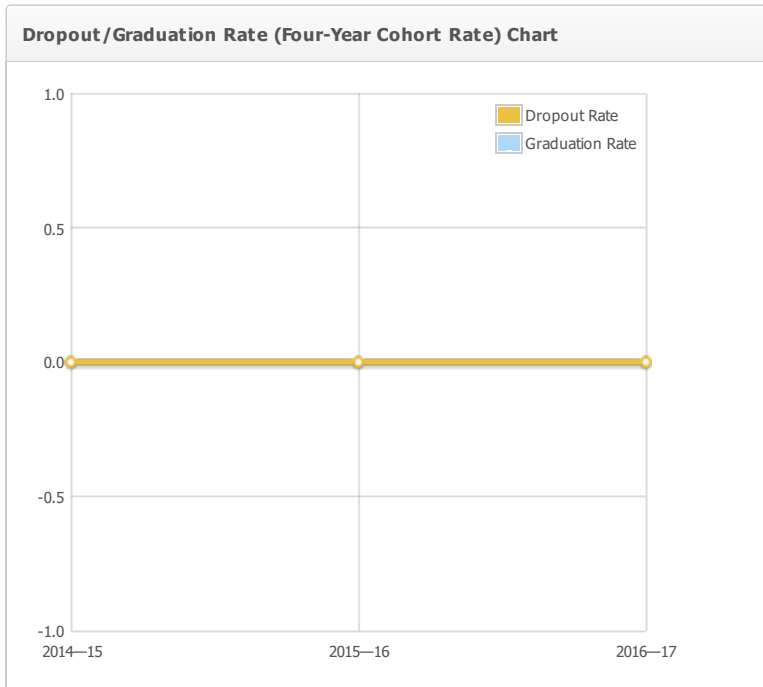
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	0.0%	0.0%	16.7%	13.7%	10.7%	9.7%
Graduation Rate	--	--	72.2%	77.3%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	0.0%	10.8%	9.1%
Graduation Rate	--	79.7%	82.7%



For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/16/2019

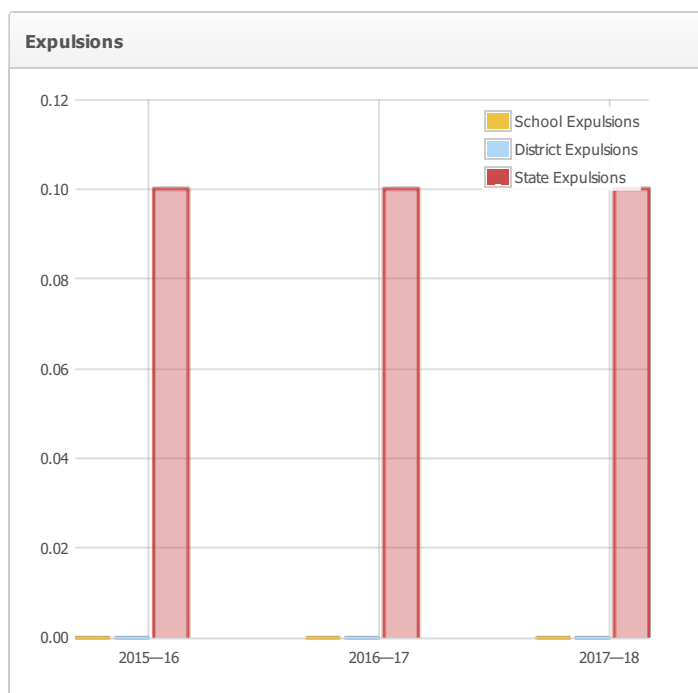
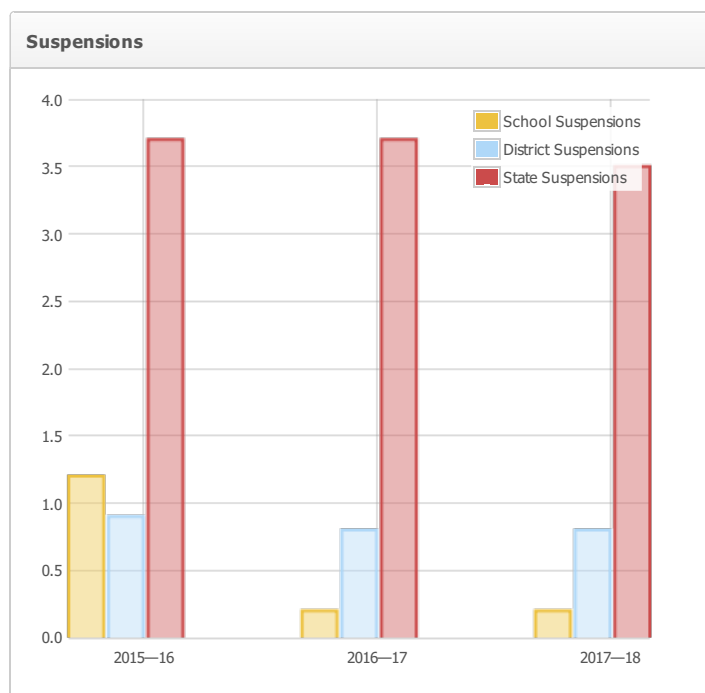
State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	1.2%	0.2%	0.2%	0.9%	0.8%	0.8%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/16/2019

School Safety Plan (School Year 2018—19)

At ACES we believe that discipline is not about punishment, but rather about behavior modification and the development of personal responsibility. Students experience various developmental stages during the growing years. The school community is an informed community, which cultivates among its staff, an understanding of age appropriate behaviors. In order to support personal responsibility and positive social interactions school-wide, ACES has developed a school wide plan for positive discipline and support.

Together, students, staff and families will build a foundation that students will need order to function harmoniously throughout the school day with their peers and teachers. The effectiveness of the school-wide plan requires the participation and support of all staff members. In order for philosophy to be truly effective, there must be continuity in the home environment. We have included a Family Discipline Agreement, which we expect to be signed and practiced by each of our families.

Statement and Purpose: "We in the ACES community commit to create a safe school where behavioral expectations are understood and followed. We foster a community of trust and mutual respect for self and others so that power learning will take."

Components of ACES School-Wide Plan for Proactive Behavior Support: With the understanding that individual behavior has both personal and public outcomes, we have developed this discipline policy to facilitate a common understanding among our school community of certain goals and responsibilities for success. The policy includes key elements that staff will implement to support positive behaviors:

- Guiding Principles and Clear Expectations for student behavior
- Effective Classroom Management and teaching of social skills
- Interventions with partnerships between of faculty, students, and families

- Reasonable and Appropriate consequences and negative behaviors
- Consistent Acknowledgement of appropriate Behaviors

Last updated: 1/16/2019

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1	23.0		2	
2	26.0		2	
3	26.0		2	
4	24.0		2	
5	28.0		1	
6	29.0		1	
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	21.0	1	3	
1	20.0	1	2	
2	20.0	3		
3	23.0		3	
4	32.0		2	
5	27.0		2	
6	27.0		2	
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	23.0	1	3	
1	24.0		3	
2	23.0		3	
3	24.0		3	
4	36.0			2
5	33.0		1	1
6	27.0		2	
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Last updated: 1/16/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.3	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	0.3	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.0	N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/16/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8986.0	\$2899.0	\$6087.0	\$51631.0
District	N/A	N/A	--	\$72781.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7125.0	\$80764.0
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

Last updated: 1/24/2019

Types of Services Funded (Fiscal Year 2017–18)

ACES will provide the necessary support to ensure that students meet standards, including:

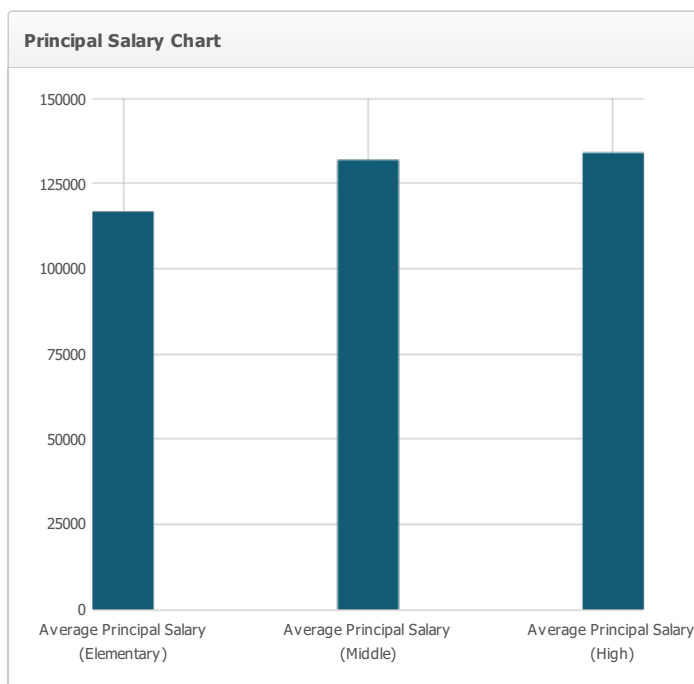
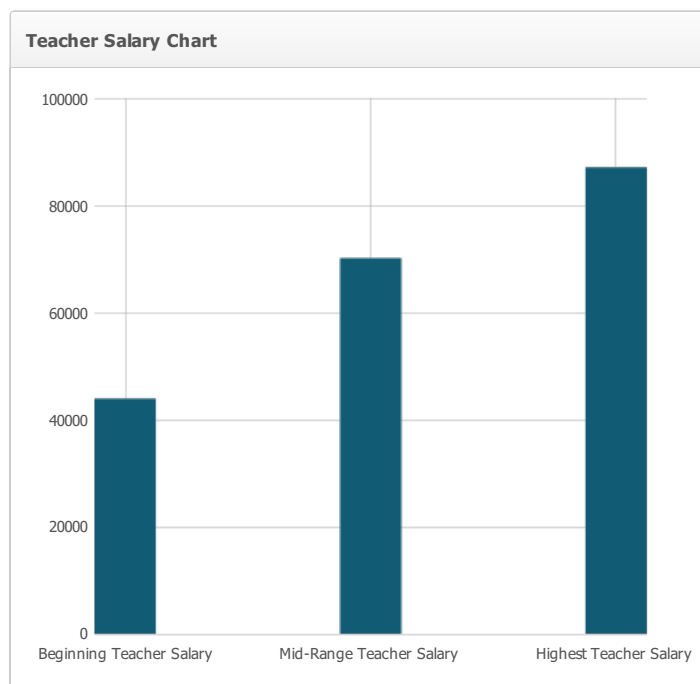
- Before & After school tutoring
- Behavior modification plans
- Student Success and Performance Teams (SSPT)
- Counseling services
- Special Education Program
- Mentoring
- Saturday Academic Support
- Parenting classes
- After school enrichment classes (ASES)
- Community partnerships (Geffen Theater, USC Viterbi School of Engineering, UCLA Math Institute, LADOT, Ginga Arts (Capoeira), LAPD, American Heart Assoc. Teaching Gardens and Kids Cook with Heart)

Last updated: 1/16/2019

Teacher and Administrative Salaries (Fiscal Year 2016–17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,913	\$47,903
Mid-Range Teacher Salary	\$70,141	\$74,481
Highest Teacher Salary	\$87,085	\$98,269
Average Principal Salary (Elementary)	\$116,726	\$123,495
Average Principal Salary (Middle)	\$131,879	\$129,482
Average Principal Salary (High)	\$133,989	\$142,414
Superintendent Salary	\$350,000	\$271,429
Percent of Budget for Teacher Salaries	31.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/16/2019

Professional Development

The faculty at ACES views weekly staff development days as an opportunity to discuss student progress and collectively make instructional decisions.

Assessment data gathered provokes self-reflection and modifications to the professional development plan done collaboratively with the PLC Leadership Team and input from staff.

Areas of PD identified by administrator and teachers to support students' academic achievement especially for ELs:

- Curriculum Training in ELA, Math, ELD, Gomez and Gomez
- E.L. Achieve - Professional development targets instruction by English proficiency level (Systematic ELD) as well as explicit language instruction to support grade level content learning in subjects taught in English
- Thinking Maps - used to support all students especially English Language Learners
- Writing – use of the writing lessons in Treasures/Tesoros, Wonders/Maravillas, Lucy Calkins Units of Writing and supplements as needed to provide research validated, hands-on, multisensory writing strategies and writing activities that help students become proficient in the areas of informational/explanatory, narrative writing and personal
- Additional PD opportunities including classroom visits/lesson modeling; creation of periodic benchmark assessments in addition to weekly/unit assessments currently being implemented
- Principal: LACOE; District level trainings; E.L. Achieve Leadership Institute & Symposium

The day program staff and ASES (After School Program) staff collaborate and participate in PD to ensure the academic achievement and appropriate social development of its students. Areas to collaborate include: communication styles and effective communication, math and language arts instruction and strategies, physical education, music, art, science, technology and safety procedures.

Last updated: 1/16/2019