

# 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
Accelerated Charter Elementary School	Karin Figueroa, Principal	kfigueroa@accelerated.org 323.846.6694

## Plan Summary 2024-25

### 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) is a dual-language (Spanish/English) immersion Program serving 517 students in grades TK-6 with the following demographics: 99% Hispanic, 1% African American, 36% English Learners (EL), 12% Students with Disabilities (SWD), and 99% Socioeconomically Disadvantaged (SED).

One key feature of Accelerated Charter Elementary’s educational program 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 Dual Language Enrichment Model creates the conditions for educators to honor and build on a student’s primary language, to develop a second language and gain access to content in literacy and mathematics. 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 our students and prepares them to transfer these skills to L2 as they begin second grade. In addition, 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 with Transitional Kindergarten (TK) all students receive 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.

In the 2019-2020 school year, The Accelerated Schools launched organization-wide initiatives based on John Hattie's research in Visible Learning. Hattie focuses and identifies ten mind frames and evidenced-based strategies as having the greatest impact on student learning. Utilizing this research, ACES has identified the following priorities to guide our instructional program: High Student Expectations that are Standards Based, Assessment as Feedback to Me, and Leveraging a Collaborative Culture.

- 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, which indicates that students are making more than one year's growth in one year's time. The Accelerated Schools has developed and instituted board goals to ensure that our students are making necessary academic progress, and that progress is measured systematically, throughout the academic year—ultimately supporting our work with Assessment as Feedback to Me. To support these goals, ACES continues to implement a robust school-wide assessment calendar that allows our team to monitor, analyze, and plan for 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 classroom instruction and focus students during small group instruction.

ACES' Data Dialogues are one critical component to leveraging assessment as feedback, because these discussions drive instruction, cycles of observation and feedback, and collaborative learning school wide. Our leadership team has developed data protocols that support purposeful discussion during Data Dialogues, where teachers are provided space to reflect about instructional practices, engage in research-based learning, and collaborate with an administrator to plan units and lessons in math and literacy. This work creates the conditions for our team of teachers to take next steps, celebrate the growth that students have made, and continue implementing the best teaching practices that contributed to the growth. This year, Data Dialogues have supported our team in planning Tier II instruction in math and literacy, through small group and whole group planning and instruction.

The ACES team continues using assessment results to co-develop students' academic 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 the year, specifically during parent conferences. This has resulted in a high level of student investment in their academic goals and is a key motivator for ACES students, families, and staff. Grade level teams collaboratively use shared assessments, both formative and summative, to monitor student progress toward their individual goals. Each ACES teacher meets with administrators during bi-weekly instructional coaching meetings that are focused on student socio-emotional wellness and academic achievement. During these meetings, teachers and administrators discuss, analyze, and plan for next steps that have resulted from the data analysis, observational feedback, or teacher and family input to ensure that we are regularly monitoring student progress.

**High Student Expectations that are Standards Based** - ACES is committed to providing students high quality instruction that is student-centered and standards aligned. Over the past few years, we have worked to prioritize essential learning by identifying priority standards in mathematics, and this has led to each grade team of teachers determining clusters of mathematics standards that students should master by the end of the academic year. To this end, teachers have unpacked units in math by determining the units that target the most essential standards and prioritizing the teaching of units that cover priority standards over those that do not. This has led to teachers naming the essential learning for each grade level, planning daily lessons, and co-crafting Number Talks lessons that will cover students' most essential learning. At ACES, standards and assessment continue to guide planning, teaching, and reflection.

Math performance tasks have served as drivers of high-quality instruction and planning. Teachers have collaborated with grade team members to select and implement performance tasks that are not only complex but also, and to a greater degree of importance, require literacy skills and a

mastery of multiple priority standards to solve. We prioritize the utmost important standards for our grade levels, and this is evident in teachers' pacing plans, unit assessments, daily lessons, and performance tasks. At ACES' professional development meetings, teachers have collaborated with colleagues to read research about performance tasks, identify high leverage math tasks, and create a plan for implementing them with students in their classrooms. Teachers have used grade team meetings to analyze student performance on math tasks, identify student groups for re-teaching, and set future dates for re-assessing students.

Learning Outcomes & Success Criteria (.75 of influence on student learning), 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. Our team is committed to ensure that all our students have access to grade level standards and that there is clarity on what they are learning and trying to achieve.

***Leveraging a Collaborative Culture*** (1.75 of influence on student learning) - 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. Collaborative practices between staff, students, and families lead to optimal outcomes for students; specifically, a collaborative culture can be leveraged to improve the collective agency and performance of a team. For this academic school year, we have been intentional about 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 fifth year of implementation of Collaborative Learning Rounds. During these rounds, school leaders, directors and teachers get an opportunity to visit all classrooms with a specific focus. 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. Additionally, Accelerated Charter Elementary School continues to support teachers through ongoing instructional coaching.

Accelerated Charter Elementary School (ACES) is not eligible for Equity Multiplier funds.

Accelerated Charter Elementary School has developed a one-year 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

# Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

The following chart reflects Accelerated Charter Elementary’s 2023 CA School Dashboard performance by indicator and student group.

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics
All Students	N/A	Red	Blue	N/A	Orange	Orange
English Learners	Green	Red	Blue	N/A	Orange	Orange
Foster Youth	N/A	--	--	N/A	--	--
Socioeconomically Disadvantaged	N/A	Red	Blue	N/A	Orange	Orange
Students with Disabilities	N/A	Red	Blue	N/A	--	--
African American	N/A	--	--	N/A	--	--
Hispanic	N/A	Red	Blue	N/A	Orange	Orange
White	N/A	--	--	N/A	N/A	N/A
Two or More Races	N/A	--	--	N/A	N/A	N/A

**English Learner Progress Indicator:** We attribute the GREEN Performance Level (52.7% on the ELPI to our commitment to the Gomez & Gomez Dual Language Enrichment Program that we’ve implemented, ensuring all students are biliterate, and effective designated ELD program. According to the 2023 Dashboard 52.7% of English Learners made progress towards English Language Proficiency, an increase of 6.3% from the prior year. See Goal 1, Action 1 for additional details on our EL program for the 2024-25 school year.

**Chronic Absenteeism Rate:** ACES received a RED Performance level for Chronic Absenteeism rates for all students and the following student groups: English Learners, Socioeconomically Disadvantaged, Students with Disabilities and Hispanic. Post-pandemic improving daily student attendance has been both a priority and a challenge. We have implemented numerous schoolwide initiatives to address attendance including ensuring a safe, welcoming, and positive learning environment for our scholars. The ACES Attendance Committee has set attendance goals and systems are in place to recognize students for improved and perfect attendance including monthly perfect attendance assemblies/celebrations, addressing scholar SEL needs that impact learning. This

2022-23: Chronic Absenteeism		
Student Group	Total	Rate
All Students	96	19.0%
Hispanic	94	18.9%
EL	30	15.6%
SED	91	18.5%
SWD	16	23.2%

year, it has resulted in improved daily attendance, student-led rallies, increased student leadership, and a stronger sense of community and belonging, further evidenced from student surveys.

The ACES Attendance Committee conducted a root-cause analysis which resulted in the following findings:

- Health & Illness – from flu, hand/foot, and mouth disease, are issues that resulted in absences especially among our youngest scholars who previously had not been exposed to these illnesses.
- Need for Parent Education on the impacts of daily student attendance including its direct connection to learning. We have implemented Family Engagement opportunities to inform families of the benefits of daily attendance, provided educational resources, increased schoolwide events where staff including classroom teacher continuously discuss the importance and impact of daily student attendance. We designed videos which are distributed via Class Dojo every Monday providing families tips and strategies to improve student attendance. We utilize Class Dojo, ParentSquare, phone calls to communicate with families including one-on-one check-ins. In-Person Parent Workshops have been held focusing on iReady assessment results, literacy night, including attendance.

The Attendance Committee has also implemented a multi-tiered system of accountability and monitoring of student attendance that was formalized and implemented this year.

- Tier 1: Build positive attitude towards attendance among the students and parents by creating dynamics and engaging school wide events that promote students' participation and parent engagement. Additionally, continue celebrating and honoring students and family's attendance improvements by providing certificates, notes, and positive reinforcement such as incentives.
- Tier 2: Continue monitoring, analyzing, and utilizing data to create targeted-specific plans to support individual students or small groups of students who have demonstrated poor attendance performance in the past.
- Tier 3: Conduct home visits for families with difficulties in sending students to the school; provide support, and information regarding school district attendance policies.

Other schoolwide strategies that have been and will continue to be implemented include promoting good health habits and prevent seasonal illness that impact the students' attendance. To prevent or reduce the abscess caused by common flu, our attendance committee has begun a proactive health campaign that includes:

- Educating the parents regarding good health habits at home such as, washing hands properly, and eating more vegetables.
- Informing parents about the school's policies regarding health protocol and procedures, -describing specific characteristics that permits students to stay home. when they are sick.
- Practicing and maintaining proactive health routines inside the classroom. Teachers and students collaborate to create a clean and healthy environment by washing their hands and using hand sanitizer each time they enter the classroom. Additionally, to avoid spreading germs and contiguous illness, teachers and students are encouraged to wipe and deterge their working space twice a week.
- Partnering with the Los Angeles Public Health Department to provide flu vaccines to students and parents.

This is our third year of our Attendance Committee made up of administrators, Dean of Culture, and Parent Engagement Coordinator that annually set goals and implement actions to address attendance and chronic absenteeism rates. We continue to work toward improving student attendance by improving communication with families on the impact of absenteeism on student academic performance. This year communication has taken place in the following methods/venues:

- Back to school night opportunity: A targeted group of parents whose students demonstrated high levels of absenteeism participated in an educational presentation where they learned about good attendance practice and good health habits to prevent illness and other related health issues.
- Discussion through classroom presentations
- Discussion took place during Parent Conference for at-risk students.
- Parent Celebrations, Attendance ceremonies
- Monday Videos - good attendance practices videos are sent every month day using Class Dojo to family on strategies/tips to support good attendance habits.
- Communicating with families using various digital platforms: Class Dojo, ParentSquare, letters, calls, and one-on-one check ins
- Parent Workshops: including i-Ready, math and literacy workshops/Nights, Dance performance.

**Suspension Rate:** We attribute the Blue performance level for the Suspension Rate indicator (0%) on the 2023 Dashboard to our commitment of MTSS with the implementation of Second Step SEL Curriculum which focuses on students social and emotional growth. Second Step works as building blocks to help students set goals, empathize with one another, problem-solve individually, and understand when they need to speak up and inform an adult. Second Step includes thematic units on self-esteem, anti-bullying, conflict resolution to name a few. Our students also participate in monthly mindfulness/yoga sessions, in partnership with People's Yoga. The primary focus of mindfulness/yoga is on facilitating and modeling mindfulness, breathwork, and movement with an emphasis on coping skills for anxiety, stress, and trauma

ACES also provides Tier 2 Individual & Small Group Counseling led by the Social Worker and Social Emotional Learning Specialist, to address the social-emotional and mental health needs of our students through individual and group counseling. Our team implemented an MTSS referral process, where counselors and teachers identify students for tiered SEL support. This year we've implemented a girl's empowerment group for 6th grade students, using evidenced based/informed practices to help students navigate symptoms of anxiety, depression, trauma, and other mental health symptoms that impede their ability to learn. In addition, they provide student and parent education on topics including mental health, trauma, grief, and SEL focus areas. They conduct risk-assessments, safety-planning, and crisis intervention as needed.

### **ELA & Math Academic Indicators:**

This year, we're providing Tier 2 Small group instruction and tutoring during the instructional day; all teachers embed Tier 1 support during their lesson, in addition to tutoring as part of the ELOP programming. We identify students for academic tutoring and monitor their progress and set annual goals, using i-Ready assessments. This year we hired four instructional aides, contracted 6 tutors provided winter intersession (academic support during winter break), and trained our staff on Orton-Gillingham to provide targeted support in reading foundational skills.

In addition, we revised the master schedule to provide an additional learning block for grades 3-6, for reteaching of standards, administering performance tasks, and interim assessments.

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 standards-based curriculum as our reading program. In

addition, our teachers closely monitor student literacy progress in tier 1 using 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 iReady 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.

When reviewing our school data in English Language Arts, we spent a significant amount of time teaching the foundational skills that our students were demonstrating a need for. In reflection, we spent a significant amount of our time attempting to remediate instruction for our students versus monitoring their progress towards mastery of grade level standards. This year, leaders and teachers are collaborating to address both needs—grade level standards mastery as well as remedial needs that might have resulted from the pandemic. ACES has done this by leveraging both tier I and tier II systems, where classroom teachers are teaching and reteaching based on students' priority standards needs and a team of tutors is providing targeted instruction to students who might be more than one grade level behind, respectively.

Teaching & re-teaching towards mastery - One of the shifts for this year is to continuously respond to the student data that we are gathering from our tier 1 standards-based assessments and to closely monitor student progress towards mastery continually. In these efforts we are working on creating a standards-based tracker that will allow us to monitor how each student is doing on each of the standards that have been taught. In addition, this school year we are optimizing other times of the school day to re-teach standards taught in small groups. Our teachers in grades 3-6 have intentionally planned for a block in their day to re-teach standards. Our upper grade has also been strategic about including opportunities for students to work on their individualized learning pathway set forth by iReady and use this time to be able to work with small groups of students and address misconceptions that students may have around concepts previously taught. Our team is also being intentional about spiraling content within lessons.

### **Small Group Instruction-**

- **ELA:** 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. In addition, our teachers have been intentional about providing small group instruction in the classroom to support students with reading foundational skills.

<b>2022-23 ELA CAASPP</b>	
<b>Student Group</b>	<b>DFS</b>
All Students	-11.6
Hispanic	-12.3
EL	-29.6
SED	-11.9

<b>2022-23 Math CAASPP</b>	
<b>Student Group</b>	<b>DFS</b>
All Students	-40.2
Hispanic	-41.1
EL	-45.7
SED	-40.4

- **Math:** Our team is leveraging small group instruction in math to support students with foundational skills in math such as developing a strong foundation in number sense and targeting priority standards. ACES continues to use small group instruction as a space to utilize performance tasks. This continues to support students in engaging in dialogue with one another and engaging in critical thinking when problem solving. This year, our team has also been intentional about utilizing small group instruction to re-teach standards and monitor student progress towards mastery.

Orton-Gillingham Reading Training- The aftermath of the pandemic has impacted students that are currently in grades three and four, specifically with foundational reading skills such as phonemic awareness, phonics, and high frequency words. The ACES instructional aide team continues to support our students that are struggling in reading in these areas through small group instruction. This year our instructional aide team attended a reading training that focused on a structure in teaching reading phonics as well as new research surrounding the Science of Reading. As such our instructional aide team with the support of the principal and teachers has identified students with this need as is currently offering targeted small group instruction before and during the school day. In addition, progress monitoring is done through the use of early literacy assessments such as the CORE Phonics and fluency.

**Mathematics:** 21<sup>st</sup> Century learning is at the core of all instruction at ACES, and we are fully committed to preparing our students for success. 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 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. As the California Math Framework states, *“Creating, supporting, and sustaining a culture of access and equity requires being responsive to students' backgrounds, experiences, cultural perspectives, traditions, and knowledge when designing and implementing a mathematics program and assessing its effectiveness.*

## Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Not applicable



# 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 is 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 in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Administrators, Principals	<ul style="list-style-type: none"> <li>• Weekly Leadership meetings took place during the months of <b>February 2024- May 2024</b> where discussion took place on the LCAP Goals, metrics, actions, 2023 CA School Dashboard data, and local data.               <ul style="list-style-type: none"> <li>○ The Feedback provided as part of the consultation process includes – Need to continue to provide instructional coaching for all teachers to improve Tier 2 support in the classroom; and the use of effective teaching strategies (System of Best Practices); and implementing Release Days for planning based on student achievement data.</li> </ul> </li> <li>• Monthly Instructional Leadership Team Meetings took place during the months of <b>January – May 2024</b>, to discuss student and staff needs from an analysis of multiple types of data including classroom observations, and surveys.               <ul style="list-style-type: none"> <li>○ Feedback provided: There is a need to continue to strengthen collection and analysis of data (Performance Matters) to inform and measure the effectiveness of our MTSS Program; Attendance Committee to monitor daily attendance, conduct home visits, reconnect with disengaged students/families.</li> </ul> </li> </ul>
Teachers	<ul style="list-style-type: none"> <li>• Monthly staff development meetings (<b>January – April 2024</b>). Discussion included the 2023-24 LCAP Midyear report, local and state data, and the 2023 CA School Dashboard.               <ul style="list-style-type: none"> <li>○ The feedback provided by teachers include the need to expand the use of Orton Gillingham to include grades TK-1, provide training for teachers and support staff, continue to provide instructional coaching and a robust professional learning opportunities including conferences (NCTM, CAFE, etc.)</li> <li>○ Strengthen attendance policies to reduce chronic absenteeism.</li> </ul> </li> </ul>

Other School Personnel	<ul style="list-style-type: none"> <li>• Support staff meeting took place onsite on <b>4/29/24</b> with discussions on schoolwide and staff needs after reviewing the dashboard, local/state data, and LCAP. <ul style="list-style-type: none"> <li>○ Feedback provided: Would like instructional coaching on content area being covered to support students with ELA and Math.</li> </ul> </li> </ul>
Students	<ul style="list-style-type: none"> <li>• Students were surveyed in <b>April 2024</b> <ul style="list-style-type: none"> <li>○ Feedback provided includes – students requested expansion of the sports program that takes place through after-school program, change in food selection, and felt the school administered too many tests.</li> </ul> </li> </ul>
Parent Advisory Committee (PAC)	<ul style="list-style-type: none"> <li>• Solicited input during <b>4/22/24</b> onsite meeting. Discussed LCAP goals, actions, dashboard findings and local data. <ul style="list-style-type: none"> <li>○ Feedback provided by the PAC identified the need to continue with enrichment and academic programming afterschool and intersession (ELOP); afterschool sports, field trips, expand parent workshops and expand communication with families to include social media (ex. Instagram).</li> </ul> </li> <li>• <b>6/2024</b>: The completed LCAP was presented to the PAC for their review, discussion, and approval. <ul style="list-style-type: none"> <li>○ Feedback provided by the PAC:</li> </ul> </li> </ul>
ELAC, DELAC & EL-PAC	<ul style="list-style-type: none"> <li>• <b>3/23/24</b>: Discussion on LCAP goals and actions take place at each ELAC meeting but this meeting included the solicitation of feedback. <ul style="list-style-type: none"> <li>○ Feedback provided: ELAC members would like ESL classes for parents, parent workshops on mindfulness, EL Academic support, change in food selection (menu), and continue with after-school and intersession academic and social enrichment programming.</li> </ul> </li> <li>• <b>6/2024</b>: The completed LCAP was presented to the EL-PAC for their review, discussion, and approval. <ul style="list-style-type: none"> <li>○ Feedback provided by the EL-PAC:</li> </ul> </li> </ul>
Parents including those representing Unduplicated Pupils & Students with Disabilities	<ul style="list-style-type: none"> <li>• <b>4/15/24</b>: Onsite meeting with Families to discuss LCAP goals, actions, 2023 Dashboard and schoolwide needs, Parents were also surveyed on April 2024. Feedback provided by families include: <ul style="list-style-type: none"> <li>○ Provide parent workshops on strategies to support Students with Disabilities at home</li> <li>○ Continue with robust ELOP Programming: Afterschool, intersession and summer that includes academic support and social enrichment activities.</li> </ul> </li> </ul>

SELPA Administrator	Consulted SELPA via Zoom meetings on the following dates: <ul style="list-style-type: none"><li>• <b>2/29/24:</b> Discussion on LCAP Action (SWD), Community of Practice (CoP) supports for in-person workshops and training for paraprofessionals to support SWD.</li><li>• <b>3/7/24:</b> Discussion on how to increase parent understanding of the parent counseling and training. What strategies are shared in these meetings.</li><li>• <b>4/23/24:</b> Consulted with SELPA on LCAP Goal 1, Action 6 (SWD Action). No additional feedback was provided.</li></ul>
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A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The development of the 2024-25 LCAP Goals, actions and metrics were influenced by the input and feedback provided by our educational partners which includes:

- Goal 1, Action 1: ELD Instructional Coaching, & EL Support
- Goal 1, Action 2: Data collection and use of Performance Matters
- Goal 1, Action 3: Orton Gillingham; academic intervention/Tier 2 support; tutoring afterschool; ELOP programming.
- Goal 1, Action 4: Attendance Committee, home visits – to reduce chronic absenteeism rates.
- Goal 1, Action 6: Strategies to support SWD; SPED Program
- Goal 2, Action 2: Professional Development to support EL & SWD; Release days for PD, conferences, & Instructional Coaching.
- Goal 3, Action 1: Afterschool sports program
- Goal 3, Action 3: Parent Workshops to support SWD; ESL classes for parents.

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
1	Continue to strengthen Multi-tiered System of Supports (MTSS) utilizing multiple types of data (local and state) to address the academic, social-emotional, behavioral, and/or mental health needs of our students to improve student mastery of ELA, SLA, and Mathematics, and measure program effectiveness, schoolwide and among all student groups.	Broad

State Priorities addressed by this goal.

- Priority 4: Student Achievement
- Priority 5: Student Engagement
- Priority 6: School Climate
- Priority 7: Course Access
- Priority 8: Pupil Outcomes

### An explanation of why the LEA has developed this goal.

Post-pandemic ACES students have experienced significant learning loss, exacerbated by trauma due to the pandemic. Despite numerous efforts to address learning loss and trauma, improving daily attendance (reducing chronic absenteeism rates) has been a multi-year challenge and effort resulting in the development an Attendance Committee.

There is a need to continue to strengthen MTSS using academic and SEL universal screeners to identify student learning gaps and provide targeted tiered intervention for ELA and Mathematics.

# Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 1 Outcome	Current Difference from Baseline																								
1	CAASPP ELA Assessment: Distance from Standard (DFS) Source: <a href="#">CA School Dashboard</a>	<table border="1"> <thead> <tr> <th colspan="2">2022-23 ELA CAASPP</th> </tr> <tr> <th>Student Group</th> <th>DFS</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>-11.6</td> </tr> <tr> <td>Hispanic</td> <td>-12.3</td> </tr> <tr> <td>EL</td> <td>-29.6</td> </tr> <tr> <td>SED</td> <td>-11.9</td> </tr> </tbody> </table>	2022-23 ELA CAASPP		Student Group	DFS	All Students	-11.6	Hispanic	-12.3	EL	-29.6	SED	-11.9			<table border="1"> <thead> <tr> <th colspan="2">2023-24 ELA CAASPP</th> </tr> <tr> <th>Student Group</th> <th>DFS</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>-18</td> </tr> <tr> <td>Hispanic</td> <td>-18</td> </tr> <tr> <td>EL</td> <td>-60</td> </tr> <tr> <td>SED</td> <td>-18</td> </tr> </tbody> </table>	2023-24 ELA CAASPP		Student Group	DFS	All Students	-18	Hispanic	-18	EL	-60	SED	-18	
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4	% EL who made progress towards English Language Proficiency Source: <a href="#">ELPI – CA School Dashboard</a>	52.7% Source: 2023 Dashboard			2023-24: 54% Source: 2024 Dashboard																									
5	% students English Language Proficiency for Summative ELPAC	2022-23: 16.84%			2023-24: 18%																									

	Source: <a href="#">ELPAC website</a>																																	
6	Reclassification Rate Source: CALPADS	2022-23: 19%			2023-24: 10%																													
77	Attendance Rate Source: CALPADS	2022-23: 93.9%			2023-24: 94%																													
8	Chronic Absenteeism Rates Source: <a href="#">Dataquest</a>	<table border="1"> <thead> <tr> <th colspan="2">2022-23: Chronic Absenteeism</th> </tr> <tr> <th>Student Group</th> <th>Rate</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>19.0%</td> </tr> <tr> <td>Hispanic</td> <td>18.9%</td> </tr> <tr> <td>EL</td> <td>15.6%</td> </tr> <tr> <td>SED</td> <td>18.5%</td> </tr> <tr> <td>SWD</td> <td>23.2%</td> </tr> </tbody> </table>	2022-23: Chronic Absenteeism		Student Group	Rate	All Students	19.0%	Hispanic	18.9%	EL	15.6%	SED	18.5%	SWD	23.2%			<table border="1"> <thead> <tr> <th colspan="2">2023-24: Chronic Absenteeism</th> </tr> <tr> <th>Student Group</th> <th>Rate</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>15%</td> </tr> <tr> <td>Hispanic</td> <td>15%</td> </tr> <tr> <td>EL</td> <td>13%</td> </tr> <tr> <td>SED</td> <td>15%</td> </tr> <tr> <td>SWD</td> <td>18%</td> </tr> </tbody> </table>	2023-24: Chronic Absenteeism		Student Group	Rate	All Students	15%	Hispanic	15%	EL	13%	SED	15%	SWD	18%	
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9	Suspension Rate Source: <a href="#">Dataquest</a>	2022-23: 0%			2023-24: 0%																													
10	Expulsion Rate Source: <a href="#">Dataquest</a>	2022-23: 0%			2023-24: 0%																													
11	% students participating in an enrichment course. Source: Master Schedule CALPADS	2023-24: 100%			2024-25: 100%																													
12	% students participating in in all 5 Components of the Physical Fitness Test (PFT): Grade 5	2023-24: 100%			2024-25: 100%																													

**NOTE: Accelerated Charter Elementary School (ACES) currently serves grades TK-6, therefore the following CDE required metrics do not apply:**

- Priority 4:
  - % of pupils who complete courses that satisfy UC A-G
  - % of pupils who complete CTE course from approved pathways
  - % of pupils who have completed both A-G & CTE
  - % of pupils who pass AP exams with a score of 3 or higher.
  - % of pupils prepared for college by the EAP (gr 11 SBAC)
- Priority 5:
  - Middle School dropout rate
  - High School dropout rate
  - High School graduation rates

## Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not applicable.

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.

Not applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not applicable.



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

Not applicable.

**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.**

## Actions

Action #	Title	Description	Total Funds	Contributing
1	STRENGTHENING EL PROGRAM & SERVICES	<p>ACES received a GREEN Performance level for the English Learner Progress Indicator (ELPI) on the 2023 CA School Dashboard. To further strengthen the delivery of integrated and designated English language Development (ELD), accelerate EL language acquisition and proficiency of English Language, the ELD Instructional Coach will provide all teachers with coaching and training on the ELD standards, and evidence-based pedagogical strategies to address the language and learning needs of ELs.</p> <p>ACES will continue to provide designated ELD instruction to all students using Systematic EL Achieve. Teachers will follow a scope and sequence that includes assessment to monitor student progress. In addition, teachers will meet with the assistant principal twice a year to review student data and make any necessary adjustments to instruction.</p> <p>ACES will implement Rosetta Stone online intervention to further support English Learners with language acquisitions and English Language proficiency.</p>	\$	
2	MEASURING STUDENT PROGRESS – ASSESSMENTS	<p>ACES will continue to administer the following assessment to measure student academic performance, monitor student progress and measure program effectiveness, in alignment with MTSS:</p> <ul style="list-style-type: none"> <li>• iReady Reading and Math: Grades K-6 (3 times per year)</li> <li>• Curriculum based assessments for ELA and SLA</li> <li>• EDL reading assessments (Spanish) – determine reading level</li> <li>• State-mandated assessments: CAASPP, CAST, ELPAC, &amp; PFT</li> </ul>	\$	

		<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> <p>Teachers and leadership will engage in three data dialogues throughout the year to review student data captured in iReady and CAASPP Interims and develop action plans.</p>		
3	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	<p>To further address learning loss and achievement gaps, teachers will continue to strengthen Tier 2 supports through small group instruction and tutoring during the instructional day, in addition to tier 1 instruction which will be embedded in daily lessons. Students will utilize evidence-based intervention instructional online tools for reading and mathematics, including Raz Kids, Brain Pop, Learning A-Z, to drive reading engagement, fluency, and comprehension.</p> <p>The Reading and Math Intervention teachers will provide small group intensive tiered support during the school day for students performing two or more years below grade level. Instructional Aides will provide targeted support with Orton Gillingham reading program during the instructional day and before school as part of the ELOP program. Orton Gillingham approach is a direct, explicit, structured, sequential, and multisensory phonics technique for remedial reading instruction. To further support students academically and accelerate learning all students have access to onsite ASES and/or the expanded learning opportunities program (ELOP) through afterschool programming, intersession (winter &amp; spring); and Summer programming offering academic and social enrichment.</p>	\$	
4	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	<p>ACES received a RED Performance level for the Chronic Absenteeism indicator on the 2023 CA School Dashboard for the 'all students,' and English Learner (EL), Socioeconomically Disadvantaged (SED), Students with Disabilities (SWD) and Hispanic student groups. Members of the ACES Attendance Committee comprised of the Assistant Principal, Dean of Culture, Parent Engagement Coordinator, Data &amp; Intervention Coordinator, and Attendance Clerk, will review, and analyze attendance reports on a daily and weekly basis. To further reduce chronic absenteeism and improve daily attendance, the committee will serve as liaisons to community resources, conduct home visits, identify at-risk students and</p>	\$	

		<p>connect with families to develop individualized plans to address barriers to learning and attendance, and schoolwide will implement celebrations and recognitions for positive and improved student attendance.</p> <p>The Social Worker and Social-emotional Counselor will continue to collaborate with the Principal and Dean of Culture to support implementation of Second Step SEL curriculum and practices schoolwide. This team will design and plan units of study using the social justice standards to promote sense of belonging for all students. The Social Worker and SEL Counselor will facilitate student groups on social skills and other identified student needs. The Dean of Culture will continue to lead implementation of Restorative Practices and build staff capacity, through additional training. Students will also participate in monthly mindfulness sessions with the Yoga instructor focusing on themes of self and community in alignment with our SEL practices.</p>		
5	BROAD COURSE OF STUDY	<p>ACES provides all students with access to a broad course of study that includes our core program - ELA, Math, SLA, Science, Social Studies, &amp; PE); and Dance (grades TK-3) and Public School Science Grades 1, 3-6.</p>	\$	
6	SERVICES TO SUPPORT SWD	<p>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, highlights and challenges are discussed, tiers 1-6 are reviewed, pending IEPs are reviewed, and the 200 and 300 Welligent reports are reviewed to provide support for remaining in compliance and identifying next steps for any non-compliance issues that may have surfaced.</p> <p>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 to ensure IEPs are scheduled and held before the IEP due date.</p> <p>In addition, the special education administrator and the 3 program specialists across our schools meet weekly. These meetings serve as an</p>	\$	

opportunity for collaboration across our schools. During these meetings, we review the 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 services, attendance, grades, IEP goal progress, etc. We also identify professional development opportunities for both staff and parents.

Accelerated Charter Elementary School 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. During these meetings, we review RST push-in schedules and analyze, and discuss caseload data and potential professional development opportunities.

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 updated and redistributed to the appropriate stakeholders after each IEP meeting held throughout the school year.

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.

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, 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

Goal #	Description	Type of Goal
2	Provide all educators and support staff with robust professional learning opportunities and coaching in alignment with our dual language immersion educational program, CA academic content standards, and differentiation, to address the diverse learning needs all students, to build capacity, and strengthen teacher retention rates, and improve student academic outcomes.	Broad

State Priorities addressed by this goal.

Priority 1: Basic

Priority 2: Implementation of the State Standards

An explanation of why the LEA has developed this goal.

Continue to implement robust professional learning opportunities for teachers and support staff on Hattie’s Visible learning evidence-based strategies focusing to support the diverse learning needs of English Learners, Students with Disabilities (SWD) with Literacy and Mathematics. In addition, there is a need to continue to improve student engagement and train staff on addressing student behavior challenges.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 1 Outcome	Current Difference from Baseline
13	% teachers – fully credentialed & appropriately assigned. Source: <a href="#">CDE TAMO</a>	2021-22: 68.2%			2022-23: 96%	
14	% students with access to standards-aligned materials. Source: Textbook Inventory/classroom observations	2023-24: 100%			2024-25: 100%	

15	<p>Implementation of the State Academic content &amp; performance standards for all students &amp; enable ELs access.</p> <p><u>Rating Scale:</u>  1 - Exploration &amp; Research Phase;  2 – Beginning Development;  3 – Initial Implementation;  4 – Full Implementation;  5 -Full Implementation &amp; Sustainability</p> <p>Source: <a href="#">Priority 2 Self Reflection Tool</a> - Local Indicator CA School Dashboard)</p>	<p>2023-24:</p> <p>ELA: 4  ELD: 4  Math: 4  Social Science: 2  Science: 3  CTE: NA  Health: 3  PE: 4  VAPA: N/A  World Language: 4</p>			<p><u>2024-25:</u></p> <p>ELA: 4  ELD: 4  Math: 4  Social Science: 3  Science: 4  CTE: NA  Health: 4  PE: 4  VAPA: N/A  World Language: 4</p>	
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## Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not applicable.

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.

Not applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not applicable.

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

Not applicable.

**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.**

## Actions

Action #	Title	Description	Total Funds	Contributing
1	<b>ADMIN &amp; EDUCATORS THAT SUPPORT THE ED PROGRAM</b>	<p>Accelerated Charter Elementary School (ACES) will employ a principal and 20 appropriately credentialed teachers for students in grades TK-6 to provide instruction in ELA, math, Science, Social Studies, and Physical Education as part of the core educational program. ACES will engage in rigorous and extensive teacher recruitment efforts to increase the percentage of appropriately credentialed teachers schoolwide.</p> <p>ACES's academic calendar includes 180 instructional days, exceeding the CA state requirement for charter schools of 175 instructional days.</p> <p>ACES will employ Substitute Teachers to maintain continuity of instruction and prevent further interruptions to learning. All teachers will participate in 5 days of intensive summer professional development focusing on designated ELD, evidence-based strategies to support EL, SEL Support in the classroom, using data to inform instructional decision-making; and the new Math Framework. Our PLC will include a teacher from each grade level.</p> <p>In addition, newly hired teachers will participate in 5 additional days of training during the summer. All educators will also participate in weekly</p>	\$	

		professional learning during the year, in addition to five non-instructional days.		
2	<b>PROFESSIONAL DEVELOPMENT</b>	<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. In preparation for the 2024-25 school year, all teachers will participate in 5 days of intensive summer professional development focusing on designated ELD, evidence-based strategies to support EL, SEL Support in the classroom, using data to inform instructional decision-making; and the new Math Framework. Our PLC will include a teacher from each grade level.</p> <p>For Professional Development – the Organization-wide focus areas include:</p> <ul style="list-style-type: none"> <li>• Assessment as feedback</li> <li>• Goal setting</li> <li>• C3 Coaching: Teacher Effectiveness Framework</li> <li>• Student Dialogue</li> </ul> <p>The principal will provide instructional coaching to teachers in grades 3-6); and the Assistant Principal to grades TK-2. The schoolwide professional learning areas of focus include:</p> <ul style="list-style-type: none"> <li>• Conceptual mathematics</li> <li>• Math Standards &amp; Domain Specific PD</li> <li>• Leveraging &amp; Collaborative Culture</li> <li>• Assessment as feedback: analyzing student work and use of i-Ready &amp; interim assessments</li> <li>• Gomez &amp; Gomez Dual Language</li> <li>• PBIS</li> <li>• English Language Development (ELD)</li> <li>• Literacy</li> </ul>	\$	



		<ul style="list-style-type: none"> <li>• Special Education PD (strategies)</li> </ul> <p>To support teacher effectiveness, credential clearance, and teacher retention, ACES will reimburse teacher induction expenses.</p> <p>The Director of Elementary Education will provide administrative coaching, support new teachers, and provide professional development for teachers focusing on student discipline and classroom management.</p>		
3	<b>CORE CURRICULAR PROGRAM NEEDS</b>	<p>ACES ensures all students have access to standards-aligned curricular and instructional materials. Purchases are made annually to ensure sufficient supply of materials including consumables. We anticipate purchasing the following:</p> <ul style="list-style-type: none"> <li>• Engage NY: Grades TK-6</li> <li>• Science Inspire consumables</li> <li>• EL Achieve Units</li> </ul>	\$	
4	<b>CLOSING THE DIGITAL DIVIDE</b>	<p>Accelerated Charter Elementary School's IT Team will ensure all students are equipped with a technology device to access instructional &amp; supplemental online materials, including testing; and will continue to utilize Zoom for virtual meetings. Annually purchases are made to ensure adequate supply for all students.</p>	\$	

# Goal

Goal #	Description	Type of Goal
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.	Broad

State Priorities addressed by this goal.

<p>Priority 1: Basic</p> <p>Priority 3: Parental Involvement &amp; Family Engagement</p> <p>Priority 6: School Climate</p>
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An explanation of why the LEA has developed this goal.

<p>Critical to success of our students is ensuring parents feel welcomed and connected to our school as partners. There is a need to further connect with families to improve student outcomes, improve daily attendance, and educate families on the impact the pandemic has had on student learning, socialization, and self-regulation.</p>
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## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 1 Outcome	Current Difference from Baseline
16	Facility Inspection Tool (FIT) Report Score Source: <a href="#">SARC</a>	2023-24: Good			2024-25: Good	
17	Parent input in decision-making for UP & SWD. (Questions 9-12) <u>Rating Scale:</u> 1 - Exploration & Research Phase; 2 – Beginning	<u>2023-24:</u> 9.4 10.4 11.3 12.4			<u>2024-25:</u> 9.4 10.4 11.4 12.4	

	<p>Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation &amp; Sustainability</p> <p>Source: Score - <a href="#">CDE Priority 3 Self-reflection tool</a>.</p>					
18	<p>Parent participation in programs for UP &amp; SWD.</p> <p>(Questions 1-4)</p> <p><u>Rating Scale:</u> 1 - Exploration &amp; Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation &amp; Sustainability</p> <p>Source: Score - <a href="#">CDE Priority 3 Self-reflection tool</a></p>	<p><u>2023-24:</u></p> <p>1. 4 2. 4 3. 4 4. 4</p>			<p><u>2024-25:</u></p> <p>1. 4 2. 4 3. 4 4. 4</p>	
19	<p>Other Local Measure - Student Survey: Sense of safety &amp; school connectedness</p> <p>Source: Panorama</p>	<p><u>2023-24:</u></p> <p>78% Sense of Safety 73% School connectedness</p>			<p><u>2024-25:</u></p> <p>80% Sense of Safety 75% School connectedness</p>	
20	<p>Other Local Measure - Parent Survey: Sense of</p>	<p><u>2023-24:</u></p> <p>92% Sense of Safety</p>			<p><u>2024-25:</u></p> <p>&gt;90% Sense of Safety</p>	

	safety & school connectedness. Source: Panorama	94% School connectedness			>90% School connectedness	
21	Other Local Measure - Staff Survey: Sense of safety & school connectedness Source: Panorama	<u>2023-24:</u> 95% Sense of Safety 89% School connectedness			<u>2024-25:</u> >90% Sense of Safety 90% School connectedness	

## Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not applicable.

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.

Not applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not applicable.

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

Not applicable.

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## Actions

Action #	Title	Description	Total Funds	Contributing
1	<b>PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT &amp; SAFE LEARNING ENVIRONMENT</b>	<p>ACES 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>ACES will host schoolwide events including student-led monthly perfect attendance assemblies to celebrate perfect attendance, Spirit Week, perfect attendance incentive awards (free dress day on Fridays), showcase student leadership, talent to promote a positive school climate. ACES will provide field trips and extended learning opportunities for students to learn standards through real world experiences. Panorama SEL surveys will be administered to students, staff, and parents to assess school connectedness, safety, satisfaction, and engagement. Results will be reported in the LCAP and local indicators report.</p> <p>ACES strives to provide all students and staff with a safe, and welcoming, learning environment including Campus Aides for supervision, Security staff, and Raptor Security to monitor and track visitors. The school nurse conducts student health screenings (vision and hearing).</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>	\$	
2	<b>PARENT INPUT IN DECISION-MAKING</b>	<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"> <li>● English Language Advisory Committee (ELAC), DELAC, EL-PAC, per CA EC 52062(a)(2)</li> <li>● Parent Advisory Committee (PAC) per CA EC 52062(a)(1)</li> </ul> <p>Interpreter services will be available for all committee meetings.</p>	\$	

3	<p><b>OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT &amp; PARTICIPATION</b></p>	<p>ACES provides all parents including those representing unduplicated students, and Students with Disabilities with multiple opportunities and methods to engage as partners in their child’s education.</p> <p>The Family Engagement Coordinator (FEC) will communicate with families, facilitate parent workshops, strengthen parent outreach, and recruit parent volunteers.</p> <p>ACES will host a series of workshops on topics essential to support student outcomes, and on topics as requested by families which include but are not limited to:</p> <ul style="list-style-type: none"> <li>● Impact of chronic absenteeism on student outcomes: strategies to improve daily attendance</li> <li>● Series of workshops on Literacy and math</li> <li>● Diversity</li> <li>● ESL for parents</li> <li>● Accessing PowerSchool Parent Portal – to access their child’s attendance, academic progress, grades and communicate with staff.</li> </ul> <p>The Attendance Committee (Goal 1, Action 4) will coordinate parent meetings to establish contracts for students who need to improve attendance rates, and will conduct home visits for students who are disengaged and/or at-risk for truancy/chronic absenteeism.</p> <p>Additionally, the Leadership Team will continue to host:</p> <ul style="list-style-type: none"> <li>● Monthly Coffee with the Leadership Team</li> <li>● Literacy Night, Math Night</li> <li>● Open House, Back-to-School Night</li> </ul> <p>Our school’s website has been redesigned and is parent-friendly and serves to keep family updated on schoolwide events and access resources. Monthly newsletters will be distributed using Class Dojo and ParentSquare.</p>	\$	

4	<b>MAINTAINING SAFE &amp; CLEAN SCHOOL FACILITIES</b>	<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.</p> <p>Annually, the Facility Inspection Tool (FIT) report is completed. If findings are identified, appropriate repairs are made. FIT report findings are reported annually on the SARC and LCAP.</p>	\$	

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2024-25

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$2,002,331	\$234,864

## 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
38.79%	0%	\$0	38.79%

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

## Required Descriptions

### LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
[Goal and Action #(s)]	[A description of the unique identified need(s) of the unduplicated student group(s) for whom the action(s) are principally directed]	[A description of how the action(s) are designed to address those identified need(s) and why it is provided on an LEA-wide or schoolwide basis]	[A description of the metric(s) being used to monitor effectiveness]



## **Limited Actions**

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of the metric(s) being used to monitor effectiveness]

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

## **Additional Concentration Grant Funding**

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

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	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