

Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

LEA name:

Accelerated Charter Elementary

CDS code:

19-64733-0100743

Link to the LCAP:

(optional)

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A

Student Support and Academic Enrichment Grants

(NOTE: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)

Accelerated Charter Elementary will participate in:

- Title I, Part A
- Title II, Part A
- Title III, Part A
- Title IV, Part A.

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into

their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Accelerated Charter Elementary School (ACES) is a direct-funded charter school that serves 492 students in grades TK-6 that includes: 97% Hispanic, 18.2% Students with Disabilities, 25.6% English Learners, 0.4% Foster youth, and 98% Socioeconomically disadvantaged.

MISSION

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

ACES strategy for using federal funds to supplement and enhance local priorities and/or school initiatives funded with state funds are based on an analysis of the school's Dashboard Indicators, state-mandated assessments (CAASPP, ELPAC, CAST), stakeholder surveys (staff, parents, students), interim assessments, LCAP Goals and 8 State Priorities data.

ACES implements a systematic cycle of assessments to identify, address, and monitor student academic levels to inform instruction, assess for learning, and implement appropriate interventions. During this time, the learning community understands that the cycle of assessments is critical to mitigating learning loss and accelerating learning for students at risk of learning loss. Key data points are collected through initial screenings, formative assessments, and summative assessments to monitor students who are struggling with the learning models, and to then make individualized adjustments. This data will determine who needs interventions and who needs acceleration. They include:

- A2i Reading Assessment: Grades K-2, 4 times/year

- Interim Comprehensive Assessments (ICA): Mid-Year
- iReady ELA: Gr. 3-5, 3 times/year
- iReady Math: Gr. K-5, 3 times/year
- NWEA MAP Reading and Math, Gr. 6, 3 times/year
- Heggerty Phonemic Awareness, Gr. K-2, 2 times/year
- Running records, Gr. K-2

ACES uses Title I Funds to provide academic support/intervention to improve student academic outcomes including all student groups in order to close the achievement gap.

ACES uses Title II funding to provide its teachers with additional professional development and coaching.

The data on the Fall 2019 California School Dashboard revealed the school received a blue for the Suspension Rate Indicator, a red for Chronic Absenteeism, green for ELA, and yellow for the Math Academic Indicator.

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

As a result of SB820 and SB98, the LCAP was eliminated and charter schools that receive Title Funds are required to complete a SPSA for the 2020-21 school year to identify and report how Title Funds will be spent to support the school's goals and improve student and schoolwide outcomes.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

The LCAP Goals define the priority areas for Accelerated Charter Elementary School. All actions and services implemented at the school are in support of at least one of the goals.

As a result of SB820 and SB98, the LCAP was eliminated and charter schools that receive Title Funds are required to complete a SPSA for the 2020-21 school year to identify and report how Title Funds will be spent to support the school's goals and improve student and schoolwide outcomes.

The participating stakeholder groups (parents, staff, students) are aware of how federal funds should be used to supplement and enhance programs and services funded with state funds.

The 2020-21 SPSA provides goals, actions/services, annual measurable outcomes, and federal funding (Title funding) amounts which has been shared with stakeholder for input. The SPSA will be approved by the governing board on December 8, 2020; along with the 2020-21 LCAP Federal Addendum (revision).

Both the 2020-21 SPSA and 2020-21 LCAP Federal Addendum will be uploaded to the school's website.

To ensure alignment, ACES LEA Federal Addendum to the LCAP outlines strategies and activities that are based on federal funding that are in addition to ACES overall approach covered in the LCAP. Our Single Plan for Student Achievement (SPSA) discusses the federal funds tied to the strategies and activities in our LEA Federal Addendum. The goals in the SPSA are also aligned to the LCAP to ensure there is alignment throughout the three school plans.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 (<i>as applicable</i>)

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 (<i>as applicable</i>)

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 (<i>as applicable</i>)

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and

(B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 (<i>as applicable</i>)

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (<i>as applicable</i>)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

ACES engaged its stakeholders Principal, Director of Elementary Education, Director of Curriculum & Instruction, SPED Administrator, Lead teachers, parents/guardians including those representing unduplicated pupils and Students with Disabilities, in the development of the school's Title I Parent and Family Engagement Policy.

Normally, this policy is reviewed and evaluated annually by the School Site Council (SSC) and ELAC to measure effectiveness and address any areas of need based on input from stakeholders. However, Per Section 70 of SB820 Charter Schools are not required to have a School Site Council for the 2020-21 school year.

As a result of SB820 and SB98, the LCAP was eliminated and charter schools that receive Title Funds are required to complete a SPSA for the 2020-21 school year to identify and report how Title Funds will be spent to support the school's goals and improve student and schoolwide outcomes. The stakeholder engagement requirements for the SPSA are the same as for the Learning Continuity & Attendance Plan per SB820.

The Title I Parent & Family Engagement Policy is then distributed and discussed in detail with all incoming/continuing families along with the Parent/Student Handbook led by the Director. Interpreter services are provided and also made available upon request.

As a result of the COVID-19 pandemic, instruction has shifted to virtual (distance learning and hybrid instruction); and all meetings take place virtually via Zoom.

ACES believe in partnering with parent/guardians and values their input and feedback on the school's educational program. Our school provides a plethora of opportunities for parents to provide input/feedback in decision-making and involvement. They include:

- Annual Parent/family Survey
- Workshops for parents
- Coffee with the Principal
- Communication with parents via newsletters, Class Dojo, messaging, robocall, etc.
- Assemblies/schoolwide events – an opportunity to recognize student academic achievement, behavioral improvement, and attendance.

Interpreter services are available for all schoolwide events, parent meetings, parent workshops, and upon request. Many of our staff are also bilingual. Materials sent home are translated to Spanish (the language identified by parents in the Home Language Survey; and in the parent survey), which serve to inform family members who have limited English Proficiency; and family of migratory children. Accommodations as appropriate will also be made for family members with disabilities including providing information and school reports in a format (to the extent practicable) in a language that parents understand.

Our school administers a Parent survey at least annually to gather input/feedback on our school's program, LCAP Goals Actions/services, school connectedness, safety, and to assess how well our staff communicate and engage parents in their child's education. The Parent surveys are reviewed and

analyzed by the school's Leadership Team; then presented to the entire staff, governing board; and parents; which also informs our Title I Parent & Family Engagement Policy as well as our school's LCAP.

For the 2020-21 school year, ACES has developed a SPSA to meet federal requirements.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

ACES operates a Schoolwide Title 1 program and uses their Title I funding for supplemental services to close the achievement gap between children meeting the challenging state academic standards and those who are not meeting those standards. The nature of the supports they provide includes both academic and social/emotional strategies that bridge the opportunity gap students may be experiencing.

The engagement of stakeholders is critical to the charter's decisions regarding expenditures of LCFF and federal funds. The LCAP process includes stakeholders such as teachers (including Special Education and EL), paraprofessionals, students, parents, community and Board members in the data analysis, in developing growth targets, and in reflecting on what is working and where further support is needed. Resource allocation is aligned and maximized to meet the needs of students. The LCAP stakeholder engagement process includes input from ELAC, as well as survey results, to ensure all voices are heard. The process of evaluating the impact of current programs through the Annual Update, which informs revisions to the Goals, Actions and Services, is effective and transparent.

The analysis of the Fall 2019 Dashboard (Fall 2020 Dashboard was suspended due to COVID-19 pandemic and suspension of all state-mandated assessments in Spring 2020) and other data showed there is a need for improvement in both ELA and Math at all grade levels. This information was shared stakeholder groups through scheduled Board meetings, ELAC Meetings with the Principal, and other virtual events. Stakeholder ideas are gathered and added to the data set, along with survey results to help the charter complete a root cause analysis and engage in a process of continuous improvement to address key areas of concern.

For the 2020-21 school year, ACES has used the Learning Continuity & Attendance Plan Stakeholder Engagement Process for the development of the school's SPSA per Section 70 of SB820.

The school's leadership team comprised of the Principal, Director of Elementary Education, Director of Curriculum & Instruction, CEO, CFO, SPED Administrator, Lead Teachers, collected, disaggregated and analyzed multiple types of data, that was shared with stakeholders to develop the **comprehensive needs assessment**. Data analysis included the Fall 2019 California Schools Dashboard (see below), local indicators, LCAP (8 State Priorities metrics), CA state long-term goals, stakeholder survey results (teacher, parent and student), in addition to internal assessment data, SRI for reading.

Specifically our school uses Title I funds for academic support and intervention to support a Multi-tiered System of Support (MTSS).

The California School Dashboard data is used as a starting point for identifying areas where the charter is not making gains or not meeting desired outcomes.

To address the academic needs the school will use **Title I Funds to fund the following actions** as outlined in the school's 2020-21 SPSA:

- **Instructional Aides** (3) will provide targeted Guided Reading instruction for struggling readers performing below grade level. Students will be identified for support based on the SRI Lexile reading levels; iReady reading assessment, and the running records completed by teachers. (Title I)

- **iReady Assessments** are an adaptive and comprehensive evidence-based assessment with an instructional program that empowers educators with actionable insight into student needs. iReady is also a diagnostic tool used to create a personalized learning plan for students, that monitors student progress over time and provides evidence-based intervention differentiated for each student. iReady assessments in reading and math will be administered to all students in grades TK-6 and disaggregated by student group and grade level and shared with teachers to inform instruction and areas for growth and with parents/students to communicate their child's strengths, areas of need and goal setting. (Title I)

- **Scholastic Reading Assessment (SRI)** is an interactive computer adaptive assessment designed to measure how well students read literature and expository text of varying difficulties. This psychometrically valid evidence-based assessment instrument can be used as a diagnostic tool to place students at the most appropriate level in the program in order to excel in reading. SRI Assessments are administered 3 times per year, providing reading Lexile levels for each student and measuring their progress over time. (Title I)

- **Summer School 2020** was provided as an academic intervention to address the learning gaps based on the school's transition to distance learning in Mid-March as a result of COVID-19 school closure and the anticipated summer learning loss. Students were identified based on Spring 2019 CAASPP performance, SRI Lexile Reading Levels and math performance. A total of 132 students were identified and 100% participated; with an addition 6 students (based on parent request) for a total of 138. Students received instruction by our educators in a virtual platform. (Title I)

- **Summer School 2021** will be provided as an academic intervention to address the learning gaps as a result of the impacts of distance learning, to further mitigate learning loss and accelerate student learning. Students will be identified based on SRI Lexile Reading Levels and math performance, iReady assessment, and Spring 2021 CAASPP & ELPAC Summative results. (Title I)

- **Bridges Intervention** provides targeted instruction and assessment for essential K–5 mathematics skills within a tiered system of support. The small-group instruction and ongoing progress monitoring are consistent with a Response to Intervention (RTI) or Multi-Tiered System of Support (MTSS) framework. Intended to complement regular math instruction, Bridges Intervention is ideal for small groups and can also be used with individuals. Students work with models that spur thinking and build confidence—starting with manipulatives, moving to two-dimensional representations and then mental images. Organized by content rather than grade, progress monitoring is key to the program. Each focused, 30-minute session is matched to student needs. (Title I)

- **Math Intervention teachers** (2) will provide daily small group differentiated instruction for students struggling in mathematics in grades 3-6 as identified with iReady assessments, formative assessments, and student work. This will take place from January 2021 – June 2021. Effectiveness of this program will be measured using iReady student progress/performance and CAASPP performance on an annual basis. (Title I)

- **Spring Intervention** is an intensive 2-week reading and math intervention for 100 students that continue to be identified as academically low-performing based on SRI, iReady and ICA assessments. (Spring 2020 CAASPP assessments were not administered) Students will participate in daily guided reading and Math intervention using the Bridges Intervention program. (Title I)

ACES does not have any students living in local institutions for neglected or delinquent children or attending school in community day school programs.

TAS: Not applicable

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

ACES ensures that students who are experiencing homelessness have equal access to the same free, appropriate public education that is provided to other students. Students are enrolled immediately and participate fully in the school program allowing them the opportunity to meet rigorous academic standards. The Counselor is the Homeless Liaison and ensures that students experiencing homelessness

are appropriately identified and served. The liaison will also assist the students through the enrollment process, help them register for appropriate classes, and provide additional support with their individual and specific needs, including strategies to optimize their attendance at school. This outreach ensures the students have access to resources, extended day and year interventions, and other supports offered at the school. Additional supports are made available to the families experiencing homelessness.

Services for students who are experiencing homelessness include social-emotional support via counseling, a Parent Coordinator to provide resources and work with the family, and referral to free medical services. Title I funds may support these services or be used for identified needs of the students and their families that will support keeping the students in school.

Students who are experiencing homelessness have access to all the same supports as all students at the school. This includes tutoring, counseling, 1:1 student to laptop ratio, and support for behavior or social/emotional issues.

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Formal Agreements

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

(A) LEA; and

(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Comparable Education Program

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Successful Transitions

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Educational Needs

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

ACES shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment. Professional development will be provided for all staff to make certain that staff is fully equipped to meet the needs of their students.

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

Accelerated Charter Elementary School is committed to providing ongoing support, guidance and resources for all teacher to maintain high quality distance learning programs for students. All teachers participated in 1-week of Summer Professional Development that focused on curriculum, online platforms including zoom, NearPod, Google suites, and how to effectively delivery engaging and rigorous lessons via distance learning. All teachers also participated in training on the SB98 requirements with student attendance and participation; including assessing, designating and certifying student assignments for time value; and documentation on PowerSchool and any other relevant online program.

In addition to IEP snapshot professional development, Welligent and MTSS, the Special Education Administrator will facilitate and lead training for all general education teachers and support staff on trauma informed practices designed to meet the needs of all students during distance learning; and with the expanded roles of non-certificated staff, this is an essential training to ensure the needs of our students are being met. The Social-emotional Counselors, School Psychologist/Special Education Administrator will also facilitate professional development for the entire staff on how to address the mental health and social emotional needs of staff and students.

We have also designated mentor teachers who are providing support for other teachers who struggle with technology during distance learning.

New teachers and teachers new to the school are supported with induction expenses and all teachers are supported with Instructional Coaching.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

ACES is a single school charter and not identified for CSI/TSI so this provision does not apply.

In the future, if ACES was identified for comprehensive support and improvement or targeted support and improvement we would prioritize our Title II funds to provide professional development in support of strategies, identified through data and root cause analysis, that are focused on addressing the needs that triggered the identification. All stakeholders (teachers, administrators, classified staff, students and families) would be involved in this improvement process through ELAC, staff meetings, and surveys. The implementation would be monitored and evaluated quarterly, as part of the continuous improvement process to determine the effectiveness or needed revisions. The focused activities and results would be included in the LCAP and communicated through the LCAP process to all stakeholders, including ELAC.

Section 70 of SB820 states Charter Schools are not required to have a School Site Council for the 2020-21 school year.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The data from the California School Dashboard provides the starting point for Accelerated Charter Elementary School to determine their needs and priorities. Data analysis and needs assessment is augmented by input from stakeholders and charter level interim/benchmark assessments and surveys. Some of the interim assessments used are SRI, and iReady for Reading and Math, ICA's, and formative/summative assessments. The leadership presents data reports regularly to the Board of Directors at public meetings that include an assessment of the impact of the professional development on actions/services and on the progress toward meeting LCAP goals and student outcomes.

The success of Professional Learning is ultimately evaluated by the success of the students, so improvement in student outcomes will be one measure of the effectiveness of the Professional Learning activities. However, other qualitative measures, such as teacher feedback on both the PD sessions and the ability to implement the strategies taught in the classroom will also be considered. The qualitative

measures will also include observations of the Professional Development itself, and of the implementation in the classroom, by the school leadership team.

Administrators conduct informal classroom observations on a weekly/bi-weekly basis utilizing the Collaborative Consensus Committee (C3) Framework. This newly implemented classroom observation tool is used in collaboration with the teacher, administrator and colleague. There are 3 cycles of observations that take place by the end of the school year. Upon completion of the classroom observation, teachers receive immediate feedback using the Whetstone Program and debriefing takes place virtually via Zoom, as a result of school closure due to the COVID-19 pandemic.

ACES has held two Collaborative Learning Rounds to date, which included the Director, CEO, administrators and teachers.

Major trends include:

- 11 out of 14: TAS & ACES classrooms made use of learning outcomes from the outset of the lesson.
- 13 out of 14: TAS & ACES classrooms leveraged teacher-to-student discourse throughout the lesson.
- 14 out of 14 TAS & ACES teachers used instructional strategies to support cognitive engagement--this included but it not limited to graphic organizers, TPR activities, guided whiteboard activities, hand signals to communicate with the class, songs, echo-repeat routines, visual aids in lessons.
- 9 out of 14 TAS & ACES classrooms demonstrated student-to-content interaction--this includes but it not limited to finding items in the house, using a whiteboard to reflect and share information--leading to higher level of rigor and engagement.
- 5 out of 7 of TAS & ACES classrooms, there were opportunities for students to have a check for understanding and remain focused on learning task.
- All classrooms have demonstrated a notable shift from routines and procedures to quality engagement and learning experiences for students via zoom.

Areas of Focus:

- How might we make use of different distance learning tools in order to promote greater student-to-student interaction and dialogue?
- This year we have made a shift to learning outcomes and success criteria in lessons and planning. How might we make this shift clear for students, explicitly making the connection from 'objectives' to learning outcomes and success criteria in lessons.

Anecdotal data, such as feedback from classroom visits by school administrators is also included in determining the impact of Professional Learning. The SPSA stakeholder engagement process (per section 70 of SB820) is combined with input from ELAC, as well as PD survey results to ensure all voices are heard.

To address the academic needs the school will **use Title II Funds to fund the following actions** as outlined in the school's 2020-21 SPSA:

- **Math Solutions Consultant** (Houghton Mifflin) will continue to provide our educators with a robust evidence-based ongoing professional development on number talks (an area of focus and schoolwide initiative), in order to improve the quality and delivery of instruction and improve student academic outcomes. (Title II)

- **Literacy Consultant** that will provide extensive professional development and coaching for our Kindergarten teachers on evidence-based strategies to improve reading instruction through guided reading structures. (Title II)

- A total of 3 teachers in grades 4-6 will attend the **UCLA Math Project Professional Development** strengthening the delivery of Math instruction including evidence-based strategies to increase rigor and differentiate; conduct classroom observations; co-teach (learn by doing); and will model lessons. The UCLA Math Project is part of a statewide program that strives to make a positive impact on TK-12 educators, students, communities in the Los Angeles basin, in order to provide rich and transformative Mathematical experiences in urban schools. (Title II)

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

ACES will fund a portion of Professional Development to address the needs of English Learners with Title III funds.

ACES provides all teachers, administrators, school leaders and paraprofessionals with coherently focused, sustainable, evidence-based, ongoing professional development to specifically address the academic needs of our English Learners (including Long-term ELs) that includes differentiation and evidence-based EL Strategies based on findings from teacher (classroom observations, feedback from staff and findings from EL student achievement data.

Annually, our school uses multiple forms of data including state-mandated assessments (CAASPP ELA/Math, ELPAC), reclassification rates, internal/benchmark data, student work, survey findings (teacher, parent, student), findings from classroom observations, and input from stakeholders (administrators, teachers, paraprofessionals, EL/SPED Specialist, students and parents) to identify professional development needs to design an annual Professional Development plan to improve the instruction and assessment of English Learners; support teachers in implementing curriculum, assessments, and pedagogical strategies, and including English Language Proficiency for English Learners. Professional Development is evidence-based, sustainable, and ongoing in order to ensure a positive lasting impact on the teachers' performance in the classroom with instruction.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable.

ACES did not receive immigrant funds.

Title III Programs and Activities

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

As a result of our annual Comprehensive Needs Assessment, our school identified the need to further academically support with supplemental services English Learners in order to increase their English Language Proficiency and meet the challenging State academic standards. ***Title III Funds are used to fund:***

- ***California Association for Bilingual Conference*** (CABE Conference): A teacher from each grade level will attend the CABE Conference that provides extensive training on a wide range of strategies and supports for English Learners including GLAD Strategies, EL Roadmap, and engaging families of EL to support their child academically with language acquisition.

- ***EL Achieve Symposium***: A total of 4 teachers (2 from the lower grades, 2 upper grades) will attend the EL Achieve Symposium to gain insight and professional development on EL Achieve (Systematic ELD) curriculum that has been adopted at our school to strengthen designated ELD instruction and support our EL with English Language acquisition. Teachers will share strategies learned from the symposium with the entire teaching staff for professional development.

Title III Sub-grant will fund supplemental effective academic support for English Learners through additional language instructional program that supplements the core program to help English Learners increase their English Language proficiency and meet the challenging State Academic Standards.

All English Learners receive integrated ELD instruction across disciplines and designated ELD daily through instruction by a credentialed teacher. Annually the school's English Learner Master Plan is reviewed and revised with the input and consultation of stakeholders (administrators, teachers, EL & SPED Specialists, paraprofessionals, students and parents); in alignment with CDE guidance and requirements. Our school administers multiple forms of assessments in addition to the ELPAC, which are reviewed, and analyzed on a regular basis, to monitor the academic progress of English Learners throughout the academic school year and is shared with stakeholders (administrators, school staff, students, parents - including ELAC, and governing board), as well as reported in the school's LCAP. Findings from this data are used to assess and evaluate the effectiveness of the school's EL Program, use of Title III Funds, and other school funds, that impact EL student achievement.

English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State’s English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State’s long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

ACES monitors EL progress regularly using formative and summative assessments. The assessments are used to determine students' English language proficiency in English as well as academic performance. Student data is disaggregated and reviewed by school administrators and teachers and shared with parents. ELs are expected to show one language proficiency level of growth annually as measured by the ELPAC until they reach English proficiency and then maintain level until reclassified. Data from the annual ELPAC administration is compiled to identify individual students who are not meeting this expectation, and appropriate interventions are planned and implemented. CAASPP ELA & Math results are disaggregated by student groups and grade level.

The school monitors EL students throughout the year to ensure they are progressing in English proficiency and understanding of the State academic standards. Teachers and the Leadership Team review, analyze and disaggregate student achievement data regularly. Teachers collaborate to identify students who require additional intervention/support; and those that are ready to progress to the next level and/or challenged further academically. The emphasis is on measuring growth for each student, student group and grade level and developing next steps.

ACES current student demographics include 25.6% English Learners, 2.1% LtEL.

- Reclassification Rate: 5.6% (2019-20)
- ELPI Indicator: 47.1% (Medium) made progress towards English Language Proficiency
- ELA CAASPP: -22.3 DFS (Spring 2019)
- Math CAASPP: -42.6 DFS (Spring 2019)

Reclassification criteria are based on guidelines from the California Department of Education and approved by the State Board of Education.

Students who struggle academically will have access to additional academic support during synchronous and asynchronous blocks, access to iReady assessments and intervention, Summer School. They will also benefit from the increased knowledge and skills of the teachers who will be expanding their expertise through Professional Development and Coaching. The strategies they learn will improve outcomes for English Learners in English Proficiency and in mastering academic content standards.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

ACES plans to transfer Title IV funds into Title I.

ACES receives \$16,568 in Title IV Allocation. Therefore per CDE guidance - regarding the requirement of Section 4106(d) for a needs assessment - LEAs receiving a Student Support and Academic Achievement (SSAE) program allocation of less than \$30,000 are exempt from this requirement.

ACES is a charter school and is not subject to equitable services for private school requirements.

If for some reason those funds are not transferred the school will use the funds in alignment with the Title IV regulations and with input from all stakeholder groups as part of the LCAP process. Programs will be monitored and evaluated regularly, based on academic, climate and survey data during the annual update process.

For the 2020-21 school year ACES has used the Learning Continuity & Attendance Plan Stakeholder Engagement Process for the development of the school's SPSA per Section 70 of SB820.

Our charter has consulted with parents, community members/partners, students, teachers, administrators and other school personnel as part of our stakeholder engagement process. Special Education and English learner representatives were also included in the planning process.

In order to promote and elicit parent input in decision-making, ACES held ELAC meetings during the school year, along with other family meetings, and obtained input/feedback on the school's LCAP Goals, Actions/Services, and Annual Measurable Outcomes. All parents (including Low Income, EL and Students with Disabilities) had numerous opportunities to engage in these discussions, as partners in their child's education. The engagement of parents is critical to the development of the LCAP and LCAP Federal Addendum, to the identification and analysis of needs, developing annual growth targets, the allocation of public school funds (state and federal), and in the reflection process of what worked and where further support is needed. The outcomes for activities funded through Title IV are included in the LCAP Annual Outcomes. Translation is provided for parent/community meetings, and information is sent home to parents in their preferred language, to the extent possible.

The process of evaluating the impact of current programs through the Annual Update, which informs revisions to the Goals, Actions and Services, is effective and transparent. Programs will be monitored and evaluated regularly, based on academic, climate and survey data during the annual update process. The California School Dashboard, other state data such as the Physical Fitness Test, school surveys and stakeholder input will inform the annual update regarding the success of the programs to meet the desired outcomes, which are included in the LCAP.

Well-Rounded Education

To enhance our school outcomes for developing 21st century learners and our school needs, is to use this funding for Well-Rounded Education activities including physical education.

All Students in grades TK-1 were equipped with tablets; grades 2-6 with a Chromebook. Teachers were provided ThinkPads to support online learning instruction. Students who lack connectivity at home were provided with a Wi-Fi hotspot; and our IT department has shared resources for low-cost internet services for low-income households.

Safe & Healthy Students:

ACES students will engage in daily synchronous instruction and asynchronous learning. Morning Community Circle meetings are designed to establish safe and supportive spaces that increase school connectedness and support students' social-emotional well-being. Students will receive asynchronous Physical Education, Science, and Social Studies. Embedded in the schedule are stretch breaks, mini-lessons for English Language Arts and Math and reviewing class objectives and goal setting which is essential for all students.

Each teacher begins their day with 30 minutes of socioemotional learning. This instructional block was added specifically as a result of Distance Learning as the ACES administration and staff recognized the critical importance of socioemotional learning during distance learning where students are not able to interact as frequently with their peers as they would, Pre-COVID. This is a newly added instructional block, and the delivery will vary across grade levels, and will focus on:

- **Mindfulness** - students are learning new skills such as deep breathing or meditation and spending time practicing that skill. Students may also learn new physical exercises or activities to stimulate their brain or focus.

- **Culture Building Activity** – teachers are utilizing community circles, virtual journaling, world check-ins, story building

School-Based Mental Health: We will continue to provide mental health support to students and staff through the use of our counselor as well as outside licensed therapists. Our counselor will provide one-on-one and small group counseling services. Social-Emotional Learning (SEL) curriculum will be incorporated at all grade levels. Following a Multi-Tiered System of Support (MTSS), school staff will identify and refer via our Multi-tiered System of Supports struggling students, specifically English Learners, Homeless, and Foster Youth. Further, targeted outreach to disengaged and chronically-absent students will occur frequently.

For students suffering from loss due to death in the family, our school has partnered with Our House, that provides grief counseling services for children.

Behavior Support Systems: To promote a positive school climate, on-ground or virtually, students will be given a clear set of behavior expectations to keep them safe, engaged, and on task. Following a multi-tiered approach, Positive Behavior Interventions and Supports (PBIS) and Restorative Practices will be implemented specifically at the secondary level, for prevention and targeted intervention to support students.