

# Accelerated Charter Elementary School (ACES): 2023-24 LCAP Mid-year Update – Outcome Data

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24																																																																																				
CAASPP ELA Source: CDE	2018-19: 46.95% met or exceeded standard	2020-21: not administered	2021-22: 47.06% met or exceeded standard	2022-23: 43.72% met or exceeded standard	50%																																																																																				
CAASPP Math Source: CDE	2018-19: 37.02% met or exceeded standard	2020-21: not administered	2021-22: 33.38% met or exceeded standard	2022-23: 32.05% met or exceeded standard	40%																																																																																				
CA Science Test: Gr 5 Source: CDE	2018-19: 27.69% met or exceeded standard	2020-21: not administered	2021-22: 29.45% met or exceeded standard	2022-23: 26.87% met or exceeded standard	30%																																																																																				
Attendance Rate Source: CALPADS	2019-20: 88.4%	2020-21: 88%	2021-22: 87.42%	2022-23: 93.9%	95%																																																																																				
Chronic absenteeism Rate Source: Dataquest	<table border="1"> <thead> <tr> <th colspan="3">2018-19 Chronic Absenteeism</th> </tr> <tr> <th></th> <th>Count</th> <th>Rate</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>68</td> <td>14.0%</td> </tr> <tr> <td>Hispanic</td> <td>67</td> <td>13.9%</td> </tr> <tr> <td>EL</td> <td>18</td> <td>8.1%</td> </tr> <tr> <td>SWD</td> <td>13</td> <td>22.8%</td> </tr> <tr> <td>SED</td> <td>62</td> <td>13.2%</td> </tr> </tbody> </table>	2018-19 Chronic Absenteeism				Count	Rate	Schoolwide	68	14.0%	Hispanic	67	13.9%	EL	18	8.1%	SWD	13	22.8%	SED	62	13.2%	<table border="1"> <thead> <tr> <th colspan="3">2020-21 Chronic Absenteeism</th> </tr> <tr> <th></th> <th>Count</th> <th>Rate</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>165</td> <td>33.3%</td> </tr> <tr> <td>Hispanic</td> <td>160</td> <td>32.7%</td> </tr> <tr> <td>EL</td> <td>61</td> <td>34.3%</td> </tr> <tr> <td>SWD</td> <td>24</td> <td>40.0%</td> </tr> <tr> <td>SED</td> <td>159</td> <td>32.7%</td> </tr> </tbody> </table>	2020-21 Chronic Absenteeism				Count	Rate	Schoolwide	165	33.3%	Hispanic	160	32.7%	EL	61	34.3%	SWD	24	40.0%	SED	159	32.7%	<table border="1"> <thead> <tr> <th colspan="3">2021-22 CHRONIC ABSENTEEISM</th> </tr> <tr> <th></th> <th>Number</th> <th>Rate</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>65</td> <td>12.5%</td> </tr> <tr> <td>Hispanic</td> <td>62</td> <td>12.1%</td> </tr> <tr> <td>EL</td> <td>21</td> <td>10.9%</td> </tr> <tr> <td>SWD</td> <td>10</td> <td>15.4%</td> </tr> <tr> <td>SED</td> <td>62</td> <td>12.3%</td> </tr> </tbody> </table>	2021-22 CHRONIC ABSENTEEISM				Number	Rate	Schoolwide	65	12.5%	Hispanic	62	12.1%	EL	21	10.9%	SWD	10	15.4%	SED	62	12.3%	<table border="1"> <thead> <tr> <th colspan="3">2022-23 CHRONIC ABSENTEEISM</th> </tr> <tr> <th></th> <th>Number</th> <th>Rate</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>96</td> <td>19.0%</td> </tr> <tr> <td>Hispanic</td> <td>94</td> <td>18.9%</td> </tr> <tr> <td>EL</td> <td>30</td> <td>15.6%</td> </tr> <tr> <td>SWD</td> <td>16</td> <td>23.2%</td> </tr> <tr> <td>SED</td> <td>91</td> <td>18.5%</td> </tr> </tbody> </table>	2022-23 CHRONIC ABSENTEEISM				Number	Rate	Schoolwide	96	19.0%	Hispanic	94	18.9%	EL	30	15.6%	SWD	16	23.2%	SED	91	18.5%	10%
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<p>% Of students including Unduplicated Pupils, and Students with Disabilities (SWD) who have access to Broad Course of Study: Source: Master Schedule</p>	2020-21: 100%	2021-22: 100%	2021-22: 100%	2022-23: 100%	100%																																																																																		
<p>% Of students with access to Standards-aligned materials Source: SARC</p>	2020-21: 100%	2021-22: 100%	2022-23: 100%	2022-23: 100%	100%																																																																																		
<p>Implementation of the Academic content &amp; performance Standards – measured using CDE’s Self-Reflection Local Indicator Priority 2 (Source)</p>	<table border="1" data-bbox="380 654 695 1024"> <thead> <tr> <th colspan="2">2020-21: Implementation</th> </tr> <tr> <th colspan="2">Academic Standards</th> </tr> </thead> <tbody> <tr><td>ELA</td><td>4</td></tr> <tr><td>ELD</td><td>4</td></tr> <tr><td>Math</td><td>4</td></tr> <tr><td>NGSS</td><td>2</td></tr> <tr><td>History</td><td>2</td></tr> <tr><td>Health</td><td>2</td></tr> <tr><td>PE</td><td>4</td></tr> <tr><td>World Language</td><td>3</td></tr> </tbody> </table>	2020-21: Implementation		Academic Standards		ELA	4	ELD	4	Math	4	NGSS	2	History	2	Health	2	PE	4	World Language	3	<table border="1" data-bbox="751 654 1056 1024"> <thead> <tr> <th colspan="2">2021-22: Implementation</th> </tr> <tr> <th colspan="2">Academic Standards</th> </tr> </thead> <tbody> <tr><td>ELA</td><td>5</td></tr> <tr><td>ELD</td><td>4</td></tr> <tr><td>Math</td><td>4</td></tr> <tr><td>NGSS</td><td>3</td></tr> <tr><td>History</td><td>3</td></tr> <tr><td>Health</td><td>4</td></tr> <tr><td>PE</td><td>4</td></tr> <tr><td>World Language</td><td>4</td></tr> </tbody> </table>	2021-22: Implementation		Academic Standards		ELA	5	ELD	4	Math	4	NGSS	3	History	3	Health	4	PE	4	World Language	4	<table border="1" data-bbox="1104 654 1398 1024"> <thead> <tr> <th colspan="2">2022-23 Implementation</th> </tr> <tr> <th colspan="2">Academic Standards</th> </tr> </thead> <tbody> <tr><td>ELA</td><td>5</td></tr> <tr><td>ELD</td><td>5</td></tr> <tr><td>Math</td><td>5</td></tr> <tr><td>NGSS</td><td>3</td></tr> <tr><td>History</td><td>3</td></tr> <tr><td>Health</td><td>4</td></tr> <tr><td>PE</td><td>4</td></tr> <tr><td>VAPA</td><td>4</td></tr> <tr><td>World Language</td><td>4</td></tr> </tbody> </table>	2022-23 Implementation		Academic Standards		ELA	5	ELD	5	Math	5	NGSS	3	History	3	Health	4	PE	4	VAPA	4	World Language	4	2023-24: In Progress	<table border="1" data-bbox="1776 683 2045 995"> <thead> <tr> <th colspan="2">2023-24: Implementation</th> </tr> <tr> <th colspan="2">Academic Standards</th> </tr> </thead> <tbody> <tr><td>ELA</td><td>4</td></tr> <tr><td>ELD</td><td>4</td></tr> <tr><td>Math</td><td>4</td></tr> <tr><td>NGSS</td><td>3</td></tr> <tr><td>History</td><td>3</td></tr> <tr><td>Health</td><td>4</td></tr> <tr><td>PE</td><td>4</td></tr> <tr><td>World Language</td><td>4</td></tr> </tbody> </table>	2023-24: Implementation		Academic Standards		ELA	4	ELD	4	Math	4	NGSS	3	History	3	Health	4	PE	4	World Language	4
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<p>% Of Fully credentialed &amp; Appropriately assigned Teachers Source: CALPADS</p>	2020-21: 100%	2021-22: 95%	2022-23: 93%	2023-24: 95%	100%																																																																																		
<p>% Of EL who made progress toward English Proficiency measured by ELPAC Source: CDE</p>	2020-21: 6.94%	2020-21: 6.94%	2021-22: 9.78% Proficient	2022-23: 16.84% Proficient	15%																																																																																		

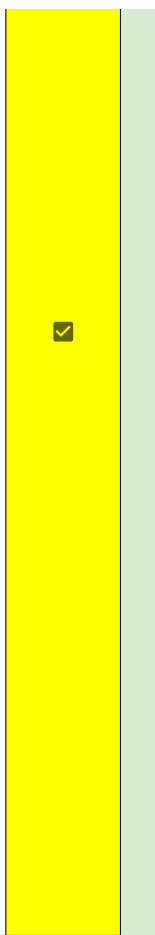
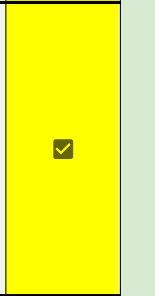
Reclassification Rate Source: Dataquest	2020-21: 16.4%	2021-22: 14.6%	2022-23: 6%	2023-24: In Progress	10%
% EL with access to CCSS & ELD Standards Source: Textbook Inventory & SARC	2020-21: 100%	2021-22: 100%	2022-23: 100%	2023-24: 100%	100%
Facilities in “good” repair as measured by FIT	2020-21: Exemplary	2021-22: Exemplary	2022-23: Good	2023-24: Good	Good
Student Survey: Student Perception of School Safety & Connectedness Source: Panorama	2020-21: 74% Sense of safety 74% School connectedness	2021-22: 55% Sense of safety 68% School connectedness	2022-23: 75% Sense of safety 92% School Connectedness	2023-24: In Progress	>75%
Parent Survey: Sense of safety & school connectedness Source: Panorama	2020-21: Not reported - Sense of safety 83% School connectedness	2021-22: 78% Sense of safety 82% School connectedness	2022-23: 97% Sense of safety 66% School Connectedness	2023-24: In Progress	>75%
Teacher/staff Survey: Sense of safety & school connectedness Source: Panorama	2020-21: Not reported - Sense of safety 96% School connectedness	2021-22: 40% Sense of safety 69% School connectedness	2022-23: 100% Sense of safety 100% School Connectedness	2023-24: In Progress	>75%

<p>Parent Input in Decision-making including UP &amp; SWD: As measured by CDE's Priority 3: Self-reflection Tool (Source)</p>	<p>2020-21: CDE's Self-reflection Tool (Questions 5-8)</p> <p>5. 2 6. 3 7. 3 8. 2</p>	<p>2021-22: CDE's Self-reflection Tool (Questions 5-8)</p> <p>5. 3 6. 3 7. 3 8. 3</p>	<p>2022-23: CDE's Self-reflection Tool (Questions 5-8)</p> <p>5. 4 6. 4 7. 4 8. 3</p>	<p>2023-24: In Progress</p>	<p>Rating 4+</p>
<p>Parent Participation in Programs for Unduplicated Pupils &amp; SWD: As measured by CDE's Priority 3: Self-reflection Tool (Source)</p>	<p>2020-21: CDE's Self-reflection Tool (Questions 1-4)</p> <p>1. 3 2. 3 3. 2 4. 3</p>	<p>2021-22: CDE's Self-reflection Tool (Questions 1-4)</p> <p>1. 3 2. 3 3. 3 4. 4</p>	<p>2022-23: CDE's Self-reflection Tool (Questions 1-4)</p> <p>1. 4 2. 4 3. 4 4. 4</p>	<p>2023-24: In Progress</p>	<p>Rating 4+</p>

<b>1</b>	<b>Goal Description</b>	Implement a schoolwide Multi-tiered System of Supports (MTSS) utilizing multiple forms of data to identify the academic, social-emotional and/or behavioral needs of our students; inform instructional decisions; to improve academic outcomes for all students (schoolwide & student groups). Develop and establish systems in place for the collection, disaggregation and analysis of student achievement and local school data to inform instruction, that will support student academic outcomes and measure program effectiveness.	<b>State Priority Addressed</b>		
			<input type="checkbox"/> 1. Basic Services		
			<input type="checkbox"/> 2. Implementation of State Standards		
			<input type="checkbox"/> 3. Parent Involvement		
	<b>Goal Explanation</b>	Continue to strengthen implementation of the CA MTSS Frameworks to improve academic outcomes, and prepare all students for success in post-secondary education.	<b>Expenditure Mid-year Update</b>		
			<input checked="" type="checkbox"/> 4. Student Achievement	<input type="checkbox"/>	First Interim
			<input checked="" type="checkbox"/> 5. Student Engagement	<input checked="" type="checkbox"/>	December 31, 2023
			<input checked="" type="checkbox"/> 6. School Climate	<input type="checkbox"/>	Second Interim
		<input checked="" type="checkbox"/> 7. Course Access	<input type="checkbox"/>	Other	
		<input type="checkbox"/> 8. Student Outcomes	<input type="checkbox"/>		

#	Action Title	Action Description	Implementation Level	Overall Implementation Action & Substantive Difference	Total Funds Budgeted	Mid-year Expenditures	Contributing
1	Admin. & Educators that support the Educational Program	Accelerated Charter Elementary School (ACES) will employ a principal and 20 appropriately credentialed teachers for students in grades TK-6 to provide instruction in ELA, math, Science, Social Studies, and Physical Education as part of the educational program. ACES will provide all students with an extended school year of 180 instructional days – that exceed the CA state 175 instructional day requirement. Substitute Teachers will be employed to maintain continuity of instruction and prevent further interruptions to learning. To prepare for the upcoming school year, teachers will participate in 5 days of intensive summer professional development focusing on designated ELD, EL Strategies, SEL Support in the classroom, using data to inform instructional decision-making; and the new Math Framework. New teachers to ACES will participate in an additional 5 days of training during the summer. All educators will also participate in professional learning for an additional 5 non-instructional days during the academic school year, and weekly during the year.	<input type="checkbox"/> Fully Implemented <input checked="" type="checkbox"/> <b>Partially Implemented</b> <input type="checkbox"/> Not Implemented	ACES currently employs a principal and classroom teachers, and substitute teachers to fill in for vacant positions and teacher absences, in an effort to maintain continuity of learning. ACES is on track to provide 180 instructional days, exceeding the CA state requirement of 175 instructional days. Teachers participated in 1-week of summer professional development, in the areas outlined in this action, and are on track to participate in 5 non-instructional days and weekly PD during the school year.	\$2,397,608.00	\$1,356,476.00	<input checked="" type="checkbox"/>
2	Measuring Student Progress - Assessments	In order to measure student academic performance, monitor student progress and identify learning and achievement gaps and as part of the MTSS Framework - all students will be administered the following assessments: <ul style="list-style-type: none"> <li>• Illuminate Assessments</li> <li>• i-Ready Reading &amp; math assessments (K-6) 3 times/year</li> <li>• State mandated assessments</li> </ul> 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.	<input checked="" type="checkbox"/> <b>Fully Implemented</b> <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented	ACES has fully implemented this action. ACES has administered the Fall and Winter NWEA MAP assessments with the final round is scheduled for Spring 2024. Our Data Analyst is actively engaged in using a variety of data sources. This year we are utilizing Performance Matters, a data management system, to consistently oversee and analyze student progress across a variety of assessments. Our goal at ACES is to support students towards grade level proficiency in both English Language Arts, Math and Spanish Language Arts.	\$60,168.00	\$48,889.00	<input type="checkbox"/>
		Our internal assessments and review of student assessment data has identified learning and achievement gaps. Our educational partners expressed the need for increased academic intervention in reading and math during the instructional day and expanding to after school. Intervention teachers (ELA & Math) will provide Tier 2 support for students performing below grade level; and for students performing 2 or more years below grade level in Math. Instructional Aides and Academic Tutors will provide struggling learners with high dosage evidence-based tutoring in reading and/or math (under the guidance of the Intervention teachers). An Academic Tutor will provide small group instruction in literacy and math during	<input checked="" type="checkbox"/> <b>Fully Implemented</b> <input type="checkbox"/> Partially Implemented	ACES received an ORANGE Performance Level for the ELA and Math Academic Indicator for the all students category and the EL, SED and Hispanic student groups. This year, we're providing Tier 2 Small group instruction and tutoring during the instructional day; all teacher embed Tier 1 support during their lesson, in addition to tutoring as part of the ELOP programming. We identify students for academic			<input type="checkbox"/>

<p>3</p>	<p>Addressing Academic Needs to Accelerate Learning</p>	<p>Teachers and Academic Tools will provide small group instruction in literacy and math during the instructional day.</p> <p>ACES will also provide the following academic intervention program and services:</p> <ul style="list-style-type: none"> <li>• Spring intersession: TK-8 academic &amp; social enrichment</li> <li>• ARC after school academic &amp; social enrichment (ASES)</li> <li>• Summer School academic and social enrichment</li> <li>• Raz Kids</li> <li>• Nearpod</li> <li>• Brainpop</li> <li>• Learning A-Z</li> <li>• NewsELA</li> <li>• Scholastic Pro</li> </ul>	<p><input type="checkbox"/> Not Implemented</p>	<p>the LCAP 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.</p> <p>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.</p>	<p>\$857,810.00</p>	<p>\$521,860.00</p>	<p><input checked="" type="checkbox"/></p>
		<p>Our school community like many of the surrounding schools have had to navigate the many challenges of a global pandemic the trauma that it has left behind. ACES has been serving the South Los Angeles community for over 10 years, and we understand the challenges that our school community faces on a daily basis.</p> <p>Through our MTSS framework, we identified SEL supports and strategies that will be implemented and/or expanded as a result of the analysis of data since the return of in-person instruction and feedback provided by our educational partners.</p> <p>The Dean of Culture will lead implementation and training of PBIS and Second Step SEL Curriculum, address student behavioral issues, and lead schoolwide initiatives to promote a positive school climate and bilingual culture. The Dean of Culture and the Social Worker will provide services for identified students who have experienced significant trauma to address those needs which impact student learning and classroom instruction. The PBIS team will participate in the LACOE PBIS Cohort Community of Practice (COP); and implement PBIS rewards.</p>	<p><input checked="" type="checkbox"/> Fully Implemented</p>	<p>ACES received a BLUE Performance level for the Suspension Rate Indicator for all student groups since there were no suspensions in the 2023-24 school year. ACES is in its fourth year of implementing 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 coine skills</p>			

4	Addressing Social-emotional & Behavioral Student Needs	<p>As part of the schoolwide initiative to embrace mindfulness, and curb discipline issue, the Yoga teacher and Mindfulness Coach will implement mindfulness-based interventions to address behavioral issues, while also assisting in fostering a positive school environment to further address discipline.</p>		<p>network, and movement with an emphasis on coping skills for anxiety, stress, and trauma                  ACES also provides Tier 2 Individual &amp; 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.</p> <p>ACES received a RED Performance level for the Chronic Absenteeism Indicator for all students category and all student groups. This is our third year of our attendance committee made up of administrators, dean of culture, and parent engagement coordinator to set goals and actions to address the chronic absenteeism rates. Our goal is to improve 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.</p>	\$388,869.00	\$202,960.00	
5	Broad Course of Study	<p>Accelerated Charter Elementary School will provide all students with a broad course of study beyond core subjects (ELA, Math, Science, Social Studies, &amp; PE) that include the following:</p> <ul style="list-style-type: none"> <li>• Dance (TK-3)</li> <li>• Public School Science: Gr 1, 3-6</li> </ul>	<p><input checked="" type="checkbox"/> Fully Implemented</p> <p><input type="checkbox"/> Partially Implemented</p> <p><input type="checkbox"/> Not Implemented</p>	<p>ACES provides all students with a broad course of study that includes the following enrichments: Dance and Public School Science.</p>	\$95,120.00	\$32,800.00	
		<p>In an effort to monitor IEP compliance related to IEP timelines, services, accommodations and/or modifications, the Program Specialist and the Administrator of Special Education hold weekly meetings with all Resource Teachers and site leadership. During these meetings, the 200 and 300 Welligent reports are reviewed in order to provide support for remaining in compliance and identifying next steps for any non-compliance issues that may have surfaced. A "Key Caseload" calendar is created each year, updated throughout the year, and shared with</p>	<p><input checked="" type="checkbox"/> Fully Implemented</p> <p><input type="checkbox"/> Partially Implemented</p>	<p>WAHS received a RED Performance Level for the Chronic Absenteeism Indicator and BLUE Performance Level for the Suspension Rate Indicator for SWD. This year we've struggled to fill the RST positions due to a resignation prior to the start of the school year, and another on maternity leave. To fill this gap, we've contracted RST services in addition to other</p>			

<p>6</p>	<p>Services to Support Students with Disabilities (SWD)</p>	<p>Our yearly calendar is created each year, updated throughout the year, and shared with case managers, our Special Education Administrator, our Program Specialist, Site leadership and our Student Services Coordinator in order to ensure IEPs are scheduled and held in advance of the IEP due date. Having access to internal calendars is crucial to ensuring IEPs are held in a timely manner and include all necessary participants.</p> <p>In addition, the special education administrator and the 3 program specialists across our school meet weekly. These meetings serve as an opportunity for collaboration across our schools. During these meetings we review implementation of our Instructional Program with a focus on supporting our students with disabilities. We review, discuss, and analyze caseload data including but not limited to student services/tracking of services, attendance, grades, IEP goal progress, etc. During school closures, a major focus has been to improve online student attendance and student engagement. We also identify professional development opportunities and analyze student assessment data.</p> <p>Accelerated Charter Elementary School's site administration also participates in weekly meetings with either the Program Specialist and RSTs, or with the Special Education Administrator. These meetings serve as an opportunity for our team to examine how we are supporting students with disabilities.</p> <p>During these meetings, we review RST push-in schedules, and analyze, and discuss caseload data and potential professional development opportunities.</p> <p>Moreover, at the beginning of each school year, all general education teachers are provided with Student IEP Snapshots for each student with an Individualized Education Plan (IEP). Student Snapshots are a summary of each student's IEP, which includes a student's eligibility, services, accommodations, and goals. Student snapshots are updated and redistributed to the appropriate stakeholders after each IEP meeting held throughout the school year.</p> <p>Consistent with the educational program monitoring practices for all students, the Special Education Administrator participates in the Collaborative Learning Rounds (CLRs) for all staff at The Accelerated School. The CLRs are the systematic initiative through which the extent of implementation of pre-determined instructional strategies is determined through individual classroom observations, including the RSP program.</p> <p>ACES Special Education Department will ensure that Students with Disabilities will be provided access to the general education curriculum to close academic achievement gaps.</p> <p>Our year-long professional development plan emphasizes providing professional development to all staff to truly support meeting the needs of all learners, including students with disabilities. Throughout the school year, different educational partners lead professional development, including our Instructional Coaches, School Site/District Administrators, 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.</p>	<p><input type="checkbox"/> Partially Implemented</p> <p><input type="checkbox"/> Not Implemented</p>	<p>gap, were considered not services in addition to core services for SWD.</p> <p>Our ongoing strategy includes regular meetings involving RSTs, Program Specialists, LAS and other related service providers, the principal, and the Director of Access, Equity, and Compliance (DAEC) who oversees the special education department. These meetings are crucial for maintaining compliance, reviewing our calendar, and discussing instructional and programming design. They provide an opportunity to review, analyze, and discuss various aspects of our program, ensuring a cohesive and effective approach to special education.</p> <ul style="list-style-type: none"> <li>- Administrator Training</li> <li>- All TAS administrators: 504s and Welligent with Cross Country</li> <li>- All TAS administrators: MTSS with Cross Country</li> <li>- ACES leadership team: Bright Morning Coaching</li> <li>- Dr. Albin: SpEd Talk - AALRR</li> <li>- Dr. Albin: Special Education Leadership Fellowship (SELF)</li> </ul> <p><b>The following is a list of staffwide training on strategies to support our SWD:</b></p> <ul style="list-style-type: none"> <li>- Special Education &amp; IEP Basics</li> <li>- Interventions vs Accommodations vs Modifications</li> <li>- Special Education Staff Training:</li> <li>- Accommodations &amp; PowerSchool</li> <li>- Supporting General Education Teachers</li> </ul>	<p>\$1,166,604.00</p>	<p>\$572,418.00</p>	<p><input type="checkbox"/></p>
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<b>2</b>	<b>Goal Description</b>	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.	<b>State Priority Addressed</b>		
			<input checked="" type="checkbox"/> 1. Basic Services		
			<input checked="" type="checkbox"/> 2. Implementation of State Standards		
			<input type="checkbox"/> 3. Parent Involvement		
	<b>Goal Explanation</b>	Continue to provide robust professional learning opportunities for teachers, leadership and administrators to improve the delivery of instruction, build capacity and improve overall staff retention.	<b>Expenditure Update</b>		
			<input checked="" type="checkbox"/> 4. Student Achievement	<input type="checkbox"/>	First Interim
			<input type="checkbox"/> 5. Student Engagement	<input checked="" type="checkbox"/>	December 31, 2023
			<input type="checkbox"/> 6. School Climate	<input type="checkbox"/>	Second Interim
		<input type="checkbox"/> 7. Course Access	<input type="checkbox"/>	Other	
		<input type="checkbox"/> 8. Student Outcomes	<input type="checkbox"/>		

#	Action Title	Action Description	Implementation Level	Overall Implementation Action & Substantive Difference	Total Funds Budgeted	Mid-year Expenditures	Contributing
<b>1</b>	Professional Development	<p>Providing our educators and administrators with robust professional learning will reciprocate in positive student outcomes, higher staff retention rates and build capacity and knowledge base among our staff.</p> <p>To prepare for the upcoming school year, teachers will participate in 5 days of intensive summer professional development focusing on designated ELD, EL Strategies, SEL Support in the classroom, using data to inform instructional decision-making; and the new Math Framework.</p> <p>New teachers to ACES participate in an additional 5 days of training during the summer. All educators will also participate in professional learning for an additional 5 non-instructional days during the academic school year, and weekly during the year.</p> <p>Organization-wide areas of focus for PD include:</p> <ul style="list-style-type: none"> <li>• Goal setting &amp; feedback</li> <li>• Assessment as feedback</li> <li>• C3 Coaching; and Teacher Effectiveness Framework</li> <li>• Student dialogue &amp; student feedback</li> </ul> <p>Areas of focus for schoolwide professional learning:</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</li> <li>• Gomez &amp; Gomez Dual Language</li> <li>• PBIS</li> <li>• English Language Development (ELD)</li> <li>• Special Education PD (strategies)</li> </ul> <p>The Assistant Principal will provide instructional Coaching. The Director of Elementary Education will provide administrative coaching, support new teachers, and provide professional development for teachers on discipline and classroom management. To support teacher effectiveness and credential clearance, ACES will reimburse teacher induction expenses.</p>	<input checked="" type="checkbox"/> <b>Fully Implemented</b>  <input type="checkbox"/> Partially Implemented  <input type="checkbox"/> Not Implemented	<p>ACES provides its teachers and leadership with robust professional development designed to address student and teacher needs, schoolwide priorities, in addition to build teacher capacity.</p> <p>We provide our teachers with instructional coaching, observations, and feedback cycle, and monitoring of student progress towards mastery of standards.</p>	\$409,137.00	\$180,436.00	<input checked="" type="checkbox"/>

2	Strengthening English Learner (EL) Program & Services	<p>Accelerated Charter Elementary School will continue to strengthen the delivery of integrated and designated ELD, to accelerate learning, mitigate further learning loss and increase EL proficiency of the English Language. The Assistant Principal/ELD Instructional Coach (See Goal 2, Action 1) will provide all teachers with training on integrated/designated ELD, standards, and evidence-based pedagogical strategies to address the language needs of ELs.</p> <p>In addition, a designated ELD Intervention teacher will be hired to improve EL student performance, address identified long-term EL language acquisition needs, improve EL proficiency to improve reclassification rates and EL performance on ELPAC Summative assessment.</p> <p>ELs will also have access to Rosetta Stone online intervention program to support with language proficiency.</p>	<input type="checkbox"/> Fully Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented	<p>ACES received a GREEN Performance level for the ELPI Indicator; and an ORANGE Performance Level for the ELA and Math Academic Indicator on the 2023 CA School Dashboard.</p> <p>ACES provides its ELs with designated and integrated ELD. One teacher per grade level is assigned to provide designated ELD.</p> <p>Our reclassification rate for the 2022-23 school year was 19%. We provide our teachers with coaching and feedback for designated ELD led by the Assistant Principal.</p>	\$14,900.00	\$0.00	<input checked="" type="checkbox"/>
3	Core Curricular Program Needs	<p>Accelerated Charter Elementary School will purchase the following standards aligned curriculum and consumables:</p> <ul style="list-style-type: none"> <li>Engage NY: Gr. TK-6</li> <li>Science Inspire Consumables</li> <li>EL Achieve Units</li> </ul>	<input checked="" type="checkbox"/> Fully Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented	<p>ACES provides all students with access to standards-aligned curriculum and instructional materials including supplemental online applications. ACES makes annual purchases to ensure adequate inventory of curriculum and consumables.</p>	\$45,150.00	\$11,051.00	<input type="checkbox"/>
4	Closing the Digital Divide	<p>Accelerated Charter Elementary School's IT Team will ensure all students are equipped with a technology device to access instructional &amp; supplemental materials, testing; and will continue to utilize Zoom for virtual meetings.</p>	<input checked="" type="checkbox"/> Fully Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented	<p>ACES provides all students with access to technology devices to access curricular, instructional and supplemental instructional platforms. The IT Team ensures devices are maintained, and updated for student and staff use including state testing.</p>	\$176,202.00	\$89,164.00	<input type="checkbox"/>

<b>3</b>	<b>Goal Description</b>	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.	<b>State Priority Addressed</b>		
			<input checked="" type="checkbox"/> 1. Basic Services		
			<input type="checkbox"/> 2. Implementation of State Standards		
			<input checked="" type="checkbox"/> 3. Parent Involvement		
	<b>Goal Explanation</b>	There is a need to further strengthen home-school collaboration to improve overall student outcomes, including attendance and academic achievement.	<b>Expenditure Update</b>		
			<input type="checkbox"/> 4. Student Achievement	<input type="checkbox"/>	First Interim
			<input type="checkbox"/> 5. Student Engagement	<input checked="" type="checkbox"/>	December 31, 2023
			<input checked="" type="checkbox"/> 6. School Climate	<input type="checkbox"/>	Second Interim
		<input type="checkbox"/> 7. Course Access	<input type="checkbox"/>	Other	
		<input type="checkbox"/> 8. Student Outcomes	<input type="checkbox"/>		

#	Action Title	Action Description	Implementation Level	Overall Implementation Action & Substantive Difference	Total Funds Budgeted	Mid-year Expenditures	Contributing
<b>1</b>	Promoting Positive School Climate, Student Engagement & Safe Learning Environment	<p>Accelerated Charter Elementary School will provide all students with opportunities to engage in learning opportunities outside of the classroom to further enhance the learning process, deepen student engagement and motivation. Our school will implement the following to provide all students and staff with a safe, welcoming, and positive learning environment that will promote student academic growth and SEL needs:</p> <ul style="list-style-type: none"> <li>• Campus Aides for supervision</li> <li>• Security Guard</li> <li>• Raptor Security, RFIDs – visitor software monitoring</li> <li>• Panorama school climate surveys</li> <li>• School Nurse – health screenings (vision, hearing, etc.)</li> <li>• Host schoolwide events</li> </ul> <p>ACES will provide field trips and extended learning opportunities allow for students to learn standards through real world experiences. 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. ACES will administer Panorama SEL surveys to students, staff, and parents to assess school connectedness, safety, satisfaction and engagement which will be reported in the school’s LCAP and local indicators report.</p>	<input checked="" type="checkbox"/> Fully Implemented	<p>ACES has fully implemented this Action We provide its students with a learning environment that is inclusive, builds community, sense of belonging, culture identity, with schoolwide expectations, and PBIS. We’ve implemented PBIS Rewards to recognize students for exuding positive behavior, perfect attendance. We also host schoolwide events – Literacy Night, Honor Roll Ceremony, i-Ready All-Stars Ceremony, and Math Night to name a few. ACES will administer the Panorama school climate survey to students, staff and parents in the Spring 2024.</p> <p>ACES has reviewed and revised its Comprehensive School Safety Plan in conjunction with the safety plan of the organization which has been presented staffwide.</p>	\$486,333.00	\$249,198.00	<input checked="" type="checkbox"/>
			<input type="checkbox"/> Partially Implemented				
			<input type="checkbox"/> Not Implemented				
<b>2</b>	Parent Input in Decision-making	<p>Parent input in decision-making will take place through the following committees (that includes parents representing Unduplicated Pupils (UP) and Students with Disabilities (SWD)).</p> <ul style="list-style-type: none"> <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>	<input type="checkbox"/> Fully Implemented	<p>ACES solicits input in decision-making with the following parent committees: PAC, and ELAC.</p>	\$0.00	\$0.00	<input type="checkbox"/>
			<input checked="" type="checkbox"/> Partially Implemented				
			<input type="checkbox"/> Not Implemented				

<p><b>3</b></p>	<p>Opportunities provided to support Parent Engagement &amp; Participation</p>	<p>Accelerated Charter Elementary School will provide all parents including those representing unduplicated students, and Students with Disabilities with multiple opportunities to engage as partners in their child education.</p> <p>The Family Engagement Coordinator (FEC) will communicate with families, facilitate parent workshops and outreach, including volunteer opportunities, to increase parent engagement and provide interpreter services (Spanish/English) and provide training on accessing PowerSchool Parent Portal – where parents can view their child’s attendance, academic progress, grades, and communicate with staff, using Class Dojo for communication.</p> <p>Additional workshops that will be provided to families include:</p> <ul style="list-style-type: none"> <li>• Mental Health: Parent Ed</li> <li>• Parenting Adolescents: Parent Ed</li> <li>• Mindfulness for parents</li> <li>• Series of workshops on Literacy, Math &amp; Literacy</li> </ul> <p>The Leadership Team will continue to host:</p> <ul style="list-style-type: none"> <li>• Coffee with the Leadership Team</li> <li>• Literacy Night, Math Night</li> <li>• Open House, Back-to-School Night</li> </ul> <p>To keep families up to date on school events, promote parent engagement and participation, the school’s website will be designed to be parent friendly, and a monthly newsletter will be published (SMORES) and distributed.</p>	<p><input checked="" type="checkbox"/> Fully Implemented</p> <p><input type="checkbox"/> Partially Implemented</p> <p><input type="checkbox"/> Not Implemented</p>	<p>Our Parent Engagement Coordinator collaborates with the Principal to develop a year-long calendar of parent workshops that empowers parents with strategies to support their child at home.</p> <p>ACES has established a Parent Center a welcoming environment where parents can go for support, volunteer and to access resources.</p> <p>Math Workshop: This year we had a total of 13 parents attend a 10 week workshop series. This in person workshop provided parents with the tools know and understand the Math Common Core Standards from TK-Pre-Algebra to better support their child at home with their math goals.</p> <p>ACES has partnered with Abriendo Puertas facilitated by the Parent Engagement Coordinator to provide parents with a 10-week course to build parent leadership skills and knowledge. This course teaches parents to gain the capacity and confidence to advocate and support their children prepare to enter school ready to learn and be able to succeed in life.</p> <p>These workshops have been well attended and we have received positive feedback from participants. We have a full calendar for spring and look forward to continuing to support our parents at ACES.</p>	<p>\$108,240.00</p>	<p>\$12,784.00</p>	<p><input checked="" type="checkbox"/></p>
<p><b>4</b></p>	<p>Maintaining Safe &amp; Clean School Facilities</p>	<p>Accelerated Charter Elementary School strives to provide all students and staff with a safe and clean school facility site and adhere to all state and local county health department guidelines in the prevention of COVID, which includes janitorial services, and purchase of PPE supplies.</p> <p>Annually, our school completes the Facility Inspection Tool (FIT) report and if any findings are identified, appropriate repairs are made. FIT report findings are reported annually on the SARC and LCAP.</p>	<p><input checked="" type="checkbox"/> Fully Implemented</p> <p><input type="checkbox"/> Partially Implemented</p> <p><input type="checkbox"/> Not Implemented</p>	<p>ACES administers the FIT Report annually and the results are reported on the school’s LCAP, SARC, and Local Indicators Report.</p> <p>This year, we updated and added additional security cameras, added monitors for communication as part of the school’s campus wide security; updated parking protocols We hired a new facilities manager to supervise the nighttime custodial crew. Our campus was painted and we replaced/updated the surface of the quad playground.</p>	<p>\$334,739.00</p>	<p>\$224,813.00</p>	<p><input type="checkbox"/></p>

<b>LCFF Budget Overview for Parents Mid-year Update: ACES</b>		
<b>Expenditures for High Needs Students in the 2023-24 School Year</b>	<b>2023-24 Adopted Budget</b>	<b>Projected Actual 2023-24</b>
Total LCFF funds	\$7,128,232.00	\$7,212,788.00
LCFF supplemental & concentration grants	\$2,005,289.00	\$2,026,892.00
All other state funds	\$915,130.00	\$877,787.00
All local funds	\$668,220.00	\$752,216.00
All federal funds	\$646,528.00	\$859,414.00
<b>Total Projected Revenue</b>	\$9,358,110.00	\$9,702,205.00
<b>Total Budgeted Expenditures for the 2023-24 School Year</b>	<b>2023-24 Adopted Budget</b>	<b>Projected Actual 2023-24</b>
Total Budgeted General Fund Expenditures	\$9,236,891.00	\$9,906,703.00
Total Budgeted Expenditures in the LCAP	\$6,540,879.00	\$6,945,445.00
Total Budgeted Expenditures for High Needs Students in the LCAP	\$2,005,289.00	\$2,026,892.00
Expenditures not in the LCAP	\$2,696,012.00	<b>\$2,961,258.00</b>