

2026 - 2031 Charter of

ACCELERATED CHARTER ELEMENTARY

A California Public Charter School

Part of

THE ACCELERATED SCHOOLS

Renewal Petition Submitted: August 21, 2025

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Assurances, Affirmations, and Declarations

Accelerated Charter Elementary (also referred to herein as "ACES" and "Charter School") shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter "Ed. Code") § 47605(e)(1).
- Not charge tuition. (Ed. Code § 47605(e)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status. (Ed. Code § 47605(e)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(e)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(e)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School's capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as "LAUSD" and "District"). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)
- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(e)(3).)

- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(d)(1).)

- Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(d)(2).)

Charter School hereby declares that Charter School, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School's employees for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. Charter School shall comply with all provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

NOTE: This Charter contains specific "Federal, State and District Required Language" (FSDRL), including the *Assurances, Affirmations, and Declarations* section above. The FSDRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the FSDRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the FSDRL for any given section of the Charter. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the FSDRL contained in the addendum, the provisions of the FSDRL addendum shall control.

Element 1 – The Educational Program

"The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners." **(Ed. Code § 47605(c)(5)(A)(i).)**

"The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals." **(Ed. Code § 47605(c)(5)(A)(ii).)**

"If the proposed charter school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the "A" to "G" admissions criteria may be considered to meet college entrance requirements." **(Ed. Code § 47605(c)(5)(A)(iii).)**

LOCAL CONTROL FUNDING FORMULA (LCFF) AND LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Los Angeles County Superintendent of Schools and the Charter Schools Division (CSD) on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(c)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School "shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan." (Ed. Code § 47606.5(d).)

ACADEMIC CALENDAR AND SCHEDULES

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by California Code of Regulations, title 5, section 11960.

MATHEMATICS PLACEMENT

Charter School shall comply with all applicable requirements of the California Mathematics Placement Act of 2015.

TRANSITIONAL KINDERGARTEN

Charter School shall comply with all applicable requirements regarding transitional kindergarten. For purposes of admission to Charter School, transitional kindergarten shall be considered a part of kindergarten, and therefore students enrolled in transitional kindergarten at Charter School shall be considered existing students of Charter School for purposes of Charter School's admissions, enrollment, and lottery.

WASC ACCREDITATION

If Charter School serves students in grades 9-12, before Charter School graduates its first class of students, Charter School shall obtain, and thereafter maintain, Western Association of Schools and Colleges (WASC) accreditation.

ENGLISH LEARNERS

Charter School shall identify potential English Learners in a timely manner in accordance with all applicable legal requirements. Charter School must provide all English Learners with an effective English language acquisition program that also affords meaningful and equitable access to Charter School's core academic curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis, upon request, Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School has adopted and is implementing either the LAUSD Master Plan for English Learners and Standard Engish Learners *or* Charter School's own English Learner (EL) Master Plan. If Charter School chooses to implement its own EL Master Plan, the plan shall provide a detailed description of Charter School's EL program, and shall address the following:

- How Charter School's EL Master Plan provides all of its English Learners, including but not limited to Long Term English Learners (LTELs) with an effective English language acquisition program as well as meaningful and equitable access to Charter School's core academic curriculum
- How English Learners' specific needs will be identified
- What services will be offered

- How, where, and by whom the services will be provided
- How Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

Each year, Charter School shall provide to the CSD a report on its annual evaluation of the effectiveness of its EL program. Upon request, Charter School shall provide a copy of its current EL Master Plan to the CSD.

Charter School shall administer the CELDT/ELPAC annually in accordance with federal and state requirements.

Charter School shall reclassify English Learners in accordance with federal and state requirements.

Charter School shall provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding Charter School matters to the same extent as other parents.

STUDENTS WITH DISABILITIES

Federal Law Compliance

Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004.

Special Education Program

Charter School shall ensure that no student otherwise eligible to enroll in Charter School shall be denied, directly or indirectly, admission due to a disability or to Charter School's inability to provide necessary services. Charter School acknowledges that policies and procedures are in place to ensure the recruitment, enrollment, service, and retention of students with disabilities at LAUSD-authorized charter schools, including Charter School.

Prior to LAUSD Board of Education approval of an initial Charter petition, and if a renewing Charter School intends to operate as a "school of the district" for special education services, Charter School shall execute a Memorandum of Understanding ("MOU") by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with applicable state law and the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education and shall be considered a "public school of the District" for purposes of Special Education pursuant to Education Code section 47641(b). However, Charter School reserves the right to make written verifiable assurances that it may become an independent local educational agency (LEA) and join a SELPA pursuant to Education Code section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium following the requirements of Education Code section 56195.3(b). In this instance, Charter School will execute a MOU with LAUSD on provisions of special education as a member of a non-LAUSD SELPA.

SELPA Reorganization

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code section 56195.1(a). As a single-District SELPA, the District has created two charter school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an option election, all District-authorized charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that had previously executed an Option 3 Memorandum of Understanding ("MOU"), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools do not have LEA status for the purposes of special education but will function in a similar role in that each charter school will be responsible for all special education requirements, including but not limited to services, placement, due process, related services, special education classes, and special education supports. Charter schools that have elected to participate in a District-operated programs option may apply for membership in the Charter-operated Program section of the SELPA. Charter schools accepted for participation in the Charter-operated Programs section receive support from a Special Education Director for the Charter-operated Programs.

Use of District's Special EducationPolicies and Procedures and Data Systems

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of orders imposed upon the District pertaining to special education. All charter schools are required to use the District's Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs ("IEPs") and tracking of related services provided to students during the course of their education.

All charter schools are required to interface with My Integrated Student Information System (MiSiS) via a web based Application Programming Interface (API). MiSiS is a suite of applications which is designed to capture all student data. .

General Information

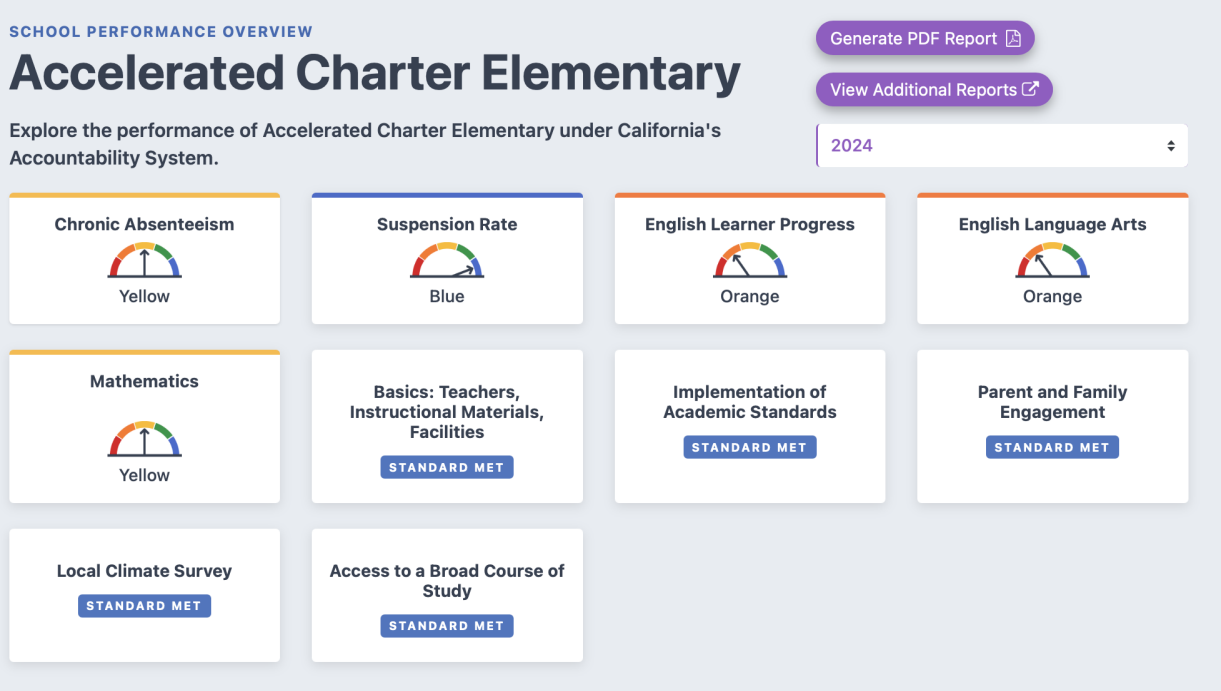
GENERAL INFORMATION	
The name and title of the contact person for the Charter School is:	Jesse Melgares, CEO
The contact address for the Charter School is:	3914 S. Main St., Los Angeles, CA 90037
The contact phone number for the Charter School is:	323-846-6694
The current address of the Charter School is:	3914 S. Main St., Los Angeles, CA 90037
This location is in LAUSD Board District:	5
This location is in LAUSD Region:	East
The grade configuration of the Charter School is:	TK - 6
The number of students in the first year will be:	528
The grade level(s) of the students are:	TK - 6
The total enrollment capacity will be:	528
The type of instructional calendar will be:	Traditional
The regular bell schedule for the Charter School will be:	8:00 a.m. - 3:00 p.m.
The term of this Charter for Middle and High performing schools:	July 1, 2026-June 30, 2031

SELF-REFLECTION FOR CHARTER SCHOOL

California Schools Dashboard Performance Overviews

Accelerated Charter Elementary School, one of three schools within The Accelerated Schools network, is proud of its performance and growth over time, highlighting its commitment to continuing to meet the needs of the community it serves, inclusive of its student groups. Performance Overview snapshots and summaries of California School Dashboard results for ACES, the District, and the State are included below with further analysis to follow further in Element 1:

ACES School Performance Overview: California School Dashboard Snapshot, 2023-24



Source: California School Dashboard

State Performance Overview: California Schools Dashboard Snapshot, 2023-24



Source: California Schools Dashboard

LAUSD CSD Annual Performance-Based Oversight Results

Over the years, ACES has had successful LAUSD charter oversight visits. Most recently, at the March 19, 2025 visit ACES received the following scores:

ACES 2024-25 Annual Performance Based Oversight Visit Report

SUMMARY OF RATINGS *(4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory*			
Governance	**Student Achievement and Educational Performance**	**Organizational Management, Programs, and Operations**	**Fiscal Operations**
4, Accomplished	**3, Proficient**	**4, Accomplished**	**4, Accomplished**

Source: LAUSD Charter Schools Division

Recent Accelerated Schools Network Highlights

Over the course of the charter term, the Accelerated Schools Network and Accelerated Charter Elementary School have received the following accolades:

- High Performing Charter School 2024-2025 - *Based on ACES' academic achievement*

based on the California Dashboard, specifically ACES performing above the state of California in all dashboard categories and for all student subgroups for the 2023-2024 school year

- Dr. Meghan Franke of UCLA selected ACES in mathematics research - *Based on ACES' sustained growth and achievement in standards-based mathematics instruction*
- Paper Mate & Adopt-A-Classroom Awardees

SCHOOL PERFORMANCE OVER CHARTER TERM

Charter Renewal Criteria and Eligibility

Academic Performance Data and Other Absolute and Comparative Performance Indicators: ACES Meets Charter Renewal Criteria Under Education Code Section 47607.2

Per the *LAUSD Independent Charter School Renewal Petition Application Guide for 2025 - 2026, updated May 12, 2025* (LAUSD Renewal Policy), as well as the *LAUSD Policy and Procedures for Charter Schools, June 20, 2023* (LAUSD Charter Policy), and under the amendments to the Charter Schools Act by A.B. 1505, "The renewal criteria prescribed in Education Code sections 47607 and 47607.2 requires a three-pronged analysis:

- **Criterion 1:** Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 15 elements required for petitions, an affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners likely to successfully implement the program set forth in the petition? (Ed. Code, § 47607(b).)

- **Criterion 2:** Is the charter school "high," "middle," or "low" performing? (see Ed. Code, §§ 47607(c), 47607.2(a), and 47607.2(b).) Has the charter school attained measurable increases in academic achievement schoolwide and for numerically significant student groups served by the charter school, and does the charter school have strong postsecondary outcomes, if applicable?

- **Criterion 3:** Is the charter school serving all pupils who wish to attend, or does the charter school have substantial fiscal or governance issues? (Ed. Code, § 47607(e).)[1]

Each criterion will be discussed in depth below.

<u>LAUSD CRITERION 1:</u>

ACES meets criterion 1 for renewal through an analysis of the following elements outlined in LAUSD Renewal Policy:

a) Whether the petition includes a sound educational program;
b) Whether the petition contains a reasonable comprehensive description of the 15 elements

[1] *LAUSD Policy and Procedures for Charter Schools*, August 11, 2020. Last amended June 20, 2023 (LAUSD Charter Policy).

required for petition;

c) Whether the petition contains an affirmation of each of the conditions described in Education Code section 47605(e); and
d) Whether the charter school is likely to successfully implement the program set forth in the petition. Education Code Section 47607(b) provides that renewals are governed by the standards and criteria described in section 47605 applicable to initial petitions.[2]

ACES contends that it has submitted a petition that: 1) contains a reasonably comprehensive description of the 15 required elements (b); and 2) contains all affirmations, assurances, and declarations from Federal, State and District Required Language as required by Education Code section 47605(e) and LAUSD.

Current LAUSD Charter Policy indicated that the soundness of the educational program (a) and the capacity for implementation of said program (d), "are assessed through the past performance of the existing charter school of indicators of likely future performance, including any applicable benchmarks that have been established. The LAUSD Board will examine the Charter School's record in four key areas of charter school performance:

1. Governance
2. Student Achievement and Educational Performance
3. Organizational Management, Programs and Operations
4. Fiscal Operations."[3]

The LAUSD Board has twice approved of the soundness of ACES' educational program and the capacity to implement it through the approval of its charter petition: first with its initial authorization in 2003, and then through subsequent renewal petitions in **2013 and 2018.** Since 2018, the charter has been updated to reflect current LAUSD policies, guidelines, and applicable law.

Furthermore, the four areas indicated above directly correlate to the components of LAUSD's Annual Performance-Based Oversight Visit (APBOV). Findings (specifically areas of demonstrated strength and/or progress) from the most recent March 19, 2025 report[4] are listed below

Governance **[4 - Accomplished]**

- **G1: Governance Structure and Compliance Monitoring -** "The Governing board has fully implemented the organizational structure set forth in the Charter School's charter including all committees/councils; and has a system in place to ensure it consistently complies with the applicable open meeting requirements for local agencies" (ACES APBOV, 2025, p. 4).
- **G3: Responsive and Accountable Governance - Educational Program -** "The

[2] Ibid., p. 28.

[3] Ibid., p. 29.

[4] LAUSD Charter Schools Division. (2025, March 19). *Accelerated Charter Elementary School Annual Performance-Based Oversight Visit (APBOV).*

Governing Board regularly considers school performance data, stakeholder input, and other data to inform decision-making (e.g. approving action plans and/or resources, analysis and discussion, etc.) as evidenced by documentation provided to the district including but not limited to Board meeting minutes" (p. 4).

- **G4: Responsible and Accountable Governance-Staffing and Evaluations -** "The Governing Board regularly monitors staffing to ensure all students are taught by appropriately credentialed and assigned teachers, and has implemented a well-developed system for the evaluation of all school-based staff and executive level leadership staff" (p. 4).

Student Achievement and Educational Performance **[3 - Proficient; High Performing (Criterion 2)]**

- **2024 California Schools Dashboard ("Dashboard") ELA Schoolwide and Student Groups**
  - The schoolwide Dashboard English Language Arts ("ELA") Indicator performance color is Orange, as compared to the state's color of Orange. The Charter School's 2024 ELA distance from standard ("DFS") (-13 DFS) is higher than the state average (-13.2 DFS).
  - All of the Charter School's numerically significant student groups scored higher than their respective student group statewide average (Status/DFS):
    - The 2024 average DFS in ELA for the Charter School's English Learner students (-33.8 DFS) is higher than the state average (-67.6 DFS).
    - The 2024 average DFS in ELA for the Charter School's Latino students (-13.3 DFS) is higher than the state average (-39.3 DFS).
    - The 2024 average DFS in ELA for the Charter School's Socioeconomically Disadvantaged students (-13.5 DFS) is higher than the state average (-40.9 DFS).
    - The 2024 average DFS in ELA for the Charter School's Students with Disabilities (-57 DFS) is higher than the state average (-95.6 DFS).
- **2024 California Dashboard Math Schoolwide and Student Groups**
  - The schoolwide Dashboard Math Indicator performance color is Yellow, as compared to the state's color, Orange. The Charter School's 2024 schoolwide DFS (-31 DFS) is higher than the state average (-47.6 DFS).
    - The 2024 average DFS in Math for the Charter School's English Learner students (-53.4 DFS) is higher than the state average (-93.4 DFS).
    - The 2024 average DFS in Math for the Charter School's Latino students (-31 DFS) is higher than the state average (-79.2 DFS).
    - The 2024 average DFS in Math for the Charter School's Socioeconomically Disadvantaged students (-31.7 DFS) is higher than the state average (-78.2 DFS).
    - The 2024 average DFS in Math for the Charter School's Students with Disabilities (-88.7 DFS) is higher than the state average (-124.3 DFS).
- **2024 English Learner Progress Indicator (ELPI) Schoolwide and Student Groups**
  - The schoolwide Dashboard ELPI performance color is Orange as compared to the state's color of Orange.
  - ACES' 2024 percentage of ELs making progress towards English language

proficiency (47.8%) is higher than the state average (45.7%).
    - ACES' 2024 percentage of LTELs making progress towards English language proficiency (65.6%) is higher than the state's average (45.8%).
- **2024 California Dashboard Chronic Absenteeism**
    - The schoolwide Dashboard Chronic Absenteeism Indicator color is Yellow, as compared to the state's color of Yellow.
    - ACES' 2024 percentage of chronically absent students (14.1%) is lower than the state's average (18.6%).
- **Suspension Rate Schoolwide**
    - ACES' schoolwide Dashboard Suspension Rate Indicator performance color is Blue, as compared to the state's color of Green. The 2024 percentage of students suspended at least one day (0%) is lower than the state average (3.2%).

Organizational Management, Programs and Operations **[4 - Accomplished]**

- **Implementation of the Educational Program**
    - ACES has fully implemented the educational program, including key features, outlined in the Charter School's charter and aligned to the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), History-Social Science Framework, ELD Standards, and the remaining State Content Standards (collectively, the "State Standards") specific to the grade levels served.
- **School Climate and Student Discipline**
    - ACES has a well-developed and effective school climate and student discipline system that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights.
- **Clearances and Credentialing Compliance**
    - The Charter School has implemented and monitors systems and procedures that maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements as evidenced by all supporting documentation submitted to the district.

Fiscal Operations **[4 - Accomplished]**

- Per the ACES 2025 APBOV Report, the "charter school's fiscal condition is positive" (p. 33) and "has been upward trending since the 2021 - 2022 fiscal year" (p. 36).

ACES has MET all of the elements of Criterion 1.

Furthermore, as shown in the analysis to follow of ACES' academic achievement data, and the above LAUSD oversight results, as well as the further analysis in subsequent portions of this petition, ACES believes that its "governing board members and staff have successfully implemented the terms of their charter, addressed deficiencies, and demonstrated capacity to continue to do so in the future based on evidence of past performance" (LAUSD Charter Policy, p. 29). Throughout the years, the staff and governing board of ACES have continued to fully implement all components of the original charter as set forth in 2003 when established by the founders Johnathan Williams and Kevin Sved.

LAUSD CRITERION 2:

ACES is extremely proud to receive a "High" tier rating from the California Department of Education ("CDE") as of the March 14, 2025 release, consistent with the legal definition in statute, identifying Accelerated Charter Elementary School as a "High Performing School" for Criterion 2, as ACES has outperformed the state for the last two years on academic indicators schoolwide and for all subgroups. Thus, ACES is eligible for consideration of a six or seven year term renewal. Per the CDE's *Determining Charter School Performance Category March 2025* informational handout, Criterion 2 is "based on the 'status' (also known as the current year data) for all academic indicators with a performance color for the two previous Dashboard years. Note that per *Education Code* Section 47607(c)(3), academic indicators are defined (relevant to ACES) as:

- ELA,
- Mathematics, and
- ELPI. "[5]

Additionally, for a school to be placed in the High Performing Category, like ACES, "for each academic indicator for each year, the Charter School must have a majority of student groups scoring higher than the statewide average for their respective student group."[6] Academic performance data for ACES will be discussed below and in further detail within Element 1.

Academic Performance Data

California School Dashboard

Below is a table indicating ACES' Dashboard over time for all indicators and following is the specific 2024 school performance overview.

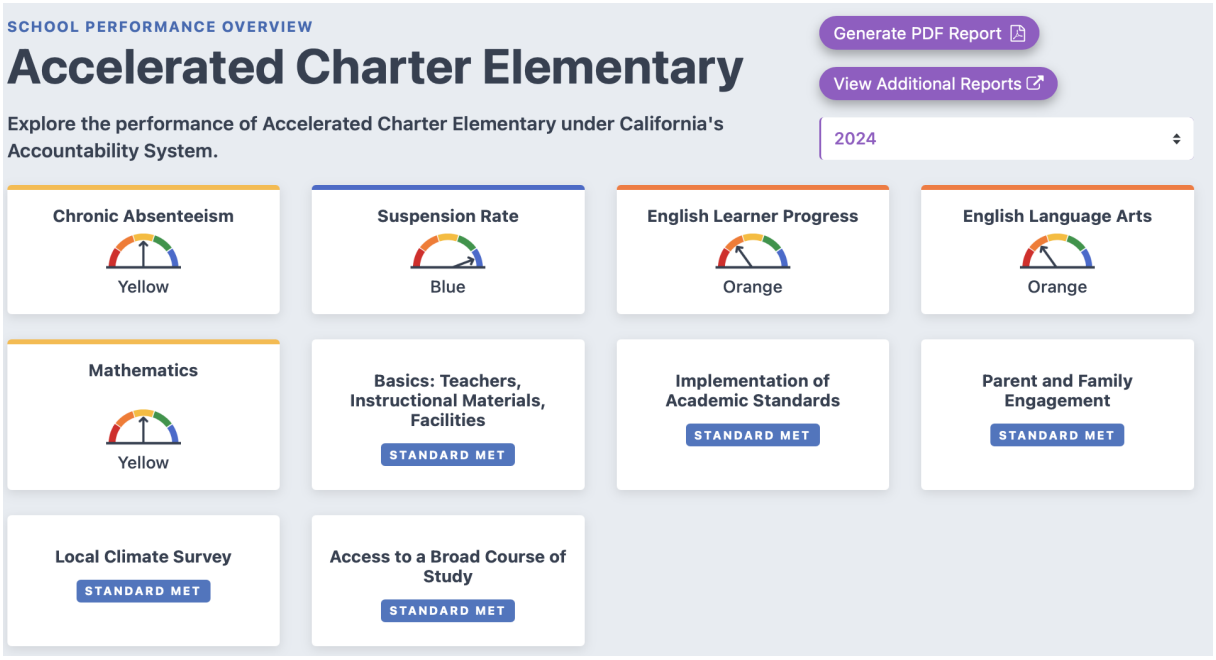
Accelerated Charter Elementary School Dashboard Indicators Over Time							
School Year	ELA	Math	English Learner Progress	College / Career	Chronic Absenteeism	Graduation Grade	Suspension Rate
2021 - 2022	Low	Low	Medium	Not Applicable	High	Not Applicable	Very Low
2022 - 2023	Orange	Orange	Green	Not Applicable	Red	Not Applicable	Blue
2023 - 2024	Orange	Yellow	Orange	Not Applicable	Yellow	Not Applicable	Blue

Data Sources: CA School Dashboard Research Files (https://www.caschooldashboard.org/reports/19647330100743/2024)

[5] California Department of Education. (2025, March). Determining Charter School Performance Category. https://www.cde.ca.gov/sp/ch/documents/categoryflyer.pdf

[6] Ibid., pp. 3-4.

2024 ACES School Performance Overview[7]



Positives of California School Dashboard Data

ACES has made significant progress over the current charter term. Some of the highlights of the 2024 Dashboard are:

- English Language Arts:
  - Schoolwide: 47.19% of students meeting or exceeding standards - maintained Orange performance levels.
  - Students with Disabilities: Yellow performance level (57 points below standard) which is a 10 point gain compared to the district level (Orange: 106.9 points below standard) and the State (Red: 95.6 points below standard).
  - English Learners (33.8 points below) performed better than district (78.7 points below) and state averages (67.6 points below).
- Mathematics:
  - Schoolwide: 34.72% of students meeting or exceeding standards - increased from Orange to Yellow performance level.
  - Students with Disabilities: Orange performance level (88.7 points below standard)

[7] California School Dashboard (California Department of Education). (2024). School Performance Overview : Accelerated Charter Elementary . https://www.caschooldashboard.org/reports/19647330100743/2024

however in prior year, we did not have enough students in this student group to earn a performance color. While we were 88.7 points below standard, we performed higher than the State's average of Red (95.6 points below standard).
    - English Learners: Orange performance level (53.4 points below standard) which is a 42 point gain compared to the district level (Orange: 103.4 points below standard) and the State (Orange: 67.6 points below standard).
- English Learner Progress:
    - 47.5% of English Learners are making progress with 47.8% of ELs who progressed at least one ELPI level.
- Suspension Rates:
    - Blue for all school subgroups.

ACES contributes student progress as reported by the Dashboard to a multitude of factors. We have consistently made strategic, research-aligned shifts to strengthen instruction and promote equitable student outcomes—particularly in ELA. Grounded in the California Framework and guided by a shared vision of instructional excellence, ACES has implemented a multi-faceted approach to teaching and learning that is standards-based, data-driven, and rooted in collaboration.

ACES prioritized ELA instruction by ensuring all educators deeply understood the California content standards and how they translate into rigorous, equitable classroom instruction. At the core of this focus is a school-wide emphasis on comprehension strategies, particularly **Main Idea and Key Details**. Through collaborative planning at weekly professional development (PD) sessions, teachers have unpacked ELA standards, aligned instruction to assessment, and identified high-leverage strategies to support students' reading and analytical skills.

One of the most transformative instructional strategies at ACES has been the use of **microteaching cycles**. This process—where teachers co-plan, observe, teach, and provide peer feedback using evidence-based indicators—has fostered a culture of professional learning and instructional precision. Teachers use a structured feedback tool that focuses on elements such as:

- Student dialogue
- Clear learning outcomes and success criteria
- Use of open-ended questions
- Levels of engagement
- Informal formative assessments

By completing at least five microteaching cycles this year, educators have continuously refined their practice. These cycles are not isolated; they are tied directly to the Charter School's vision for effective instruction, created collaboratively during the August 2024 Curriculum Institute. This vision emphasizes gradual release of responsibility, scaffolded instruction, student voice, and equitable participation, ensuring a consistent instructional experience across classrooms.

ACES has fully embraced the principle of **Assessment as Feedback**, utilizing bi-weekly standards-based ELA assessments to drive instruction. These assessments offer real-time insights into student learning, enabling teachers to quickly respond with targeted re-teaching and support. Through structured data analysis at PD sessions, teachers conduct root cause analysis and develop responsive strategies that address student learning gaps.

In addition to school-wide PD, teachers engage in three individual data chats annually with instructional coaches. These conversations allow teachers to analyze trends in student performance, reflect on instructional strategies, set targeted goals, and plan next steps for intervention. Students who are not yet meeting standards are systematically identified and supported through targeted interventions, ensuring no learner is left behind.

While ELA has been a central focus, ACES has continued to deepen its commitment to **standards-based mathematics instruction**. Teachers are designing conceptual math lessons that challenge students to think critically, explain their reasoning, and engage with high-level tasks. Just as in ELA, math instruction is closely tied to data—teachers use ongoing assessments to monitor progress and adjust instruction. High expectations, clarity of purpose, and attention to student thinking have contributed to steady gains in math achievement across the Charter School.

The instructional shifts at ACES reflect a deep commitment to high-quality, equitable teaching practices. Through intentional focus on standards alignment, professional collaboration, continuous reflection, and data-driven decision-making, ACES educators are creating classrooms where all students are empowered to succeed. This approach not only supports immediate academic gains but also lays a strong foundation for long-term student achievement in both ELA and mathematics.

Areas for Growth based on Dashboard Data

Based on an analysis of dashboard data over the charter term, ACES acknowledges that while its students are outperforming both district and state averages, there is still work to be done in the areas of Mathematics, English Language Arts, English Language Development and supporting subgroup populations.

ACES, based on its specific record of performance, has and will continue to meet the needs of the community it serves. Below is a further analysis of performance indicators over the charter term.

Over the past five years, Accelerated Charter Elementary School has prioritized standards-based mathematics instruction to address the disparity between students' math and ELA performance. Recognizing that math scores lagged behind ELA, we focused on strengthening teachers' delivery of conceptual mathematics lessons that emphasized rigor and high expectations based on grade-level standards. Through targeted professional development and instructional improvements– specifically, as it relates to standards learning, student dialogue, precise academic vocabulary, and mathematics performance tasks– we created a more effective learning environment that fostered deeper mathematical understanding among students. As a result, we observed consistency in student performance and, notably, a 9-point increase in math scores last year, demonstrating the success of our focused efforts.

While ACES has demonstrated success in developing its standards based math program, our greatest area of need currently is English Language Arts. Based on the 2024-2025 California Dashboard, ACES has outperformed the state of California based on key performance data in ELA, demonstrating its commitment to high academic standards and continuous improvement. While ACES has a Distance From Standard of -13 and experienced a slight decline of -1.4 points on the CA Dashboard, it is still categorized as 'maintained.' ACES outperformed the state's overall

performance, which showed a Distance From Standard of -13.2 and a growth of only 0.4 points. ACES nonetheless believes that there is an opportunity to identify the root causes of our decline in ELA and intentionally implement a plan that seeks to address the decline.

Currently, ACES uses the 2017 Wonders curriculum to drive learning in ELA. While this curriculum has supported students' ELA standards mastery, there are notable gaps in the content taught from the curriculum and the work students are expected to produce on the CAASPP, specifically as it relates to performance tasks. As a result, ACES has adopted the updated Wonders Curriculum, Wonders 2023, which includes assessments that are aligned to CAASPP performance tasks. Additionally, ACES launched a committee of teachers in grades 3-6 who met weekly for the 24-25 school year to plan for the intentional use of performance tasks when lesson planning and administering assessments. Tk - 2 grade level teachers implementing small, differentiated reading groups, based on data. Small reading groups are essential to providing students targeted, responsive instruction and, this semester, ACES has launched a focus on ELA by holding one PD that exclusively targeted small reading group instruction. This allowed for the ACES Tk - 2 teachers to calibrate small reading group practices. Specifically, this has supported teachers in leveraging the Wonders grade level texts to plan for small group instruction as well as assigning to students the grade-level standards based tasks when working at centers.

Last year, ACES made a strategic shift toward ELA instruction to provide all students with rigorous and equitable learning opportunities. By studying the California Framework, ACES has ensured that its educators are deeply familiar with the standards that underpin students' understanding and mastery of key concepts in reading and writing. At several PDs this semester, teachers have collaborated to unpack ELA standards and make connections between the standards, instruction, and assessments. One critical focus area this year has been Main Idea and Key Details, where all teachers have worked together at weekly PDs to identify best practices for supporting students' comprehension and analytical skills in these areas. This collaborative approach ensures that the entire staff is aligned with the Charter School's commitment to high-quality, standards-based instruction in English Language Arts.

A key component of ACES' strategy for improving ELA instruction is the use of microteaching, a technique in which teachers from the same grade or content team collaborate at PD to plan a grade-level standards-based lesson; then, in the classrooms, take turns delivering the co-planned lesson to students; and, at a subsequent grade team meeting, provide one another with constructive feedback based on the lesson planning and delivery process. This process helps to enhance instructional effectiveness and strengthens planning practices by allowing teachers to observe and learn from each other in real time. Teachers are encouraged to base their feedback on research and evidence-based practices outlined in our feedback note-taking tool developed by site leadership. Specifically they have been encouraged to provide feedback based on the following evidence-based practices by John Hattie (Visible Learning)–*student dialogue, learning outcomes and success criteria, open-ended questions, student engagement, informal assessment*–making it a valuable professional development tool. Teachers have reported this strategy to be a transformative experience in their practice. This continuous feedback loop allows for ongoing refinement of instructional practices, which in turn directly benefits student learning outcomes across all ACES classrooms. Teachers have undergone the microteaching cycle at least five times this year.

One of the reasons that microteaching has been so effective at improving teachers' practice and students' learning is the intentional creation of the ACES vision of effective instruction in math that occurred at ACES Curriculum Institute, in August 2024. For example, at the beginning of the academic school year, ACES teachers worked together to craft a collective vision of effective instruction, which has guided their approach to teaching ELA and mathematics. This vision includes critical elements such as standards-aligned objectives, the gradual release of responsibility, student-to-student dialogue, open-ended questioning, differentiation, scaffolding, and student presentations. By referencing this shared vision when planning lessons and providing feedback to colleagues, teachers ensure that they remain focused on creating a learning environment that is evidence based, supportive of all learners, and where every student has the opportunity to succeed. This concerted effort exemplifies ACES' commitment to creating equitable learning opportunities across all classrooms that foster student growth and mastery of Mathematics as well as English Language Arts.

Last year, teachers at Accelerated Charter Elementary School intentionally leveraged bi-weekly assessment data in ELA to drive instructional planning and re-teaching, reinforcing our instructional priority of *Assessment As Feedback*. Through the delivery of curricular, standards-based bi-weekly assessments, we gained valuable insights into student performance across a variety of ELA standards. These assessments provide a clear snapshot of student progress, allowing teachers to make informed decisions about instruction. By using this data to guide lesson planning, we ensure that classroom learning remains responsive, high-quality, and student-centered–addressing specific areas where students need additional support or enrichment.

A key component of this work takes place during school-wide professional development, where teachers engage in deep analysis of ELA data and student work. ACES PD sessions provide a collaborative space for educators to examine student performance, conduct root cause analyses, and share best practices with their colleagues. By engaging in these meaningful discussions, teachers refine their instructional strategies and develop targeted interventions to close learning gaps. Additionally, teachers meet with their coach for data chats three times over the course of the school year. During these meetings, teachers analyze their data and student work samples with their coach to identify the highest impact strategies. They set goals for student groups that are not yet at standards and we work with all teachers to identify students for intervention… This ongoing cycle of assessment, analysis, and responsive instruction fosters a culture of continuous improvement, ensuring that all students receive the support they need to succeed in ELA.

California Assessment of Student Performance and Progress (CAASPP)

<u>English Language Arts</u>

Overall, the data for ACES indicates that there is a slight decline in performance, however, in comparison to state averages, ACES has outperformed the state schoolwide and for all student groups. Due to the nature of student achievement reporting on the Dashboard including students at all grade levels (grades 3-8 and 11), a more specific look at student proficiency percentages is also included in the analysis below.

2023 & 2024 ELA Dashboard Status: Accelerated Charter Elementary School vs. State *Distance From Standard*						
	2023			2024		
Student Group	**ACES**	**STATE**	**+ / -**	**ACES**	**STATE**	**+ / -**
All Students	-11.6	-13.6	2.0	-13	-13.2	0.2
Hispanic/Latino	-12.3	-40.2	27.9	-13.3	-39.3	26.0
English Learner	-29.6	-67.7	38.1	-33.8	-67.6	33.8
SED	-11.9	-42.6	30.7	-13.5	-40.9	27.4
SWD	-67.6	-93.3	25.7	-57	-95.6	38.6

2023 & 2024 ELA Performance Levels: ACES vs. State & District *Percent Met or Exceeded Standard*					
		Subgroup	**Students with Score**	**% Met/Exceed Standard**	**DFS**
2023	**ACES**	All Students	258	43.72%	-11.6
	State	All Students	2,979,436	46.66%	-13.6
	LAUSD	All Students	189,952	41.17%	-32.4
2024	**ACES**	All Students	267	47.19%	-13
	State	All Students	2,940,237	47.04%	-13.2
	LAUSD	All Students	185,923	43.06%	-28.2

**Green indicates higher performance than the State or District average.*

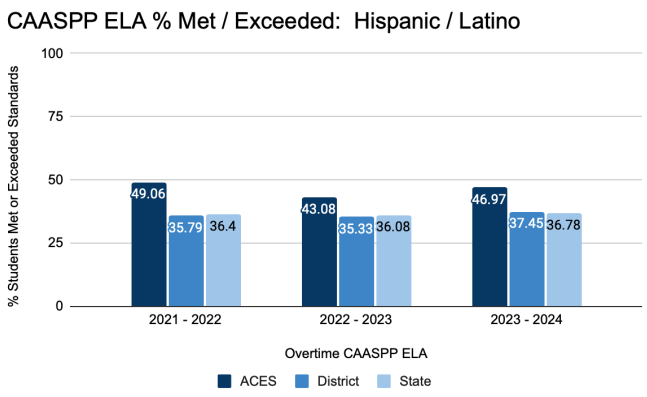
Source: CDE, CA Dashboard

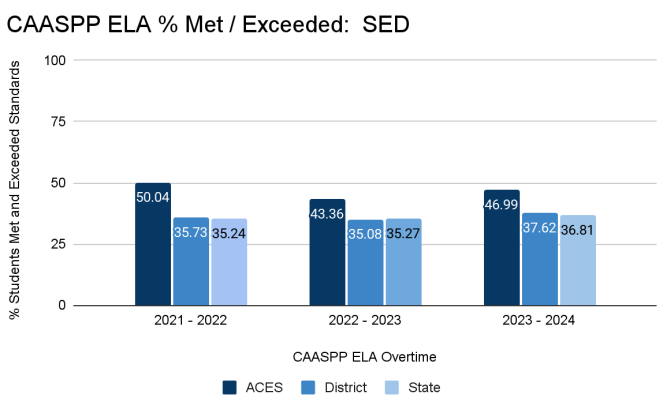
Positives of ELA Data Compared to the State and District *(Schoolwide)*

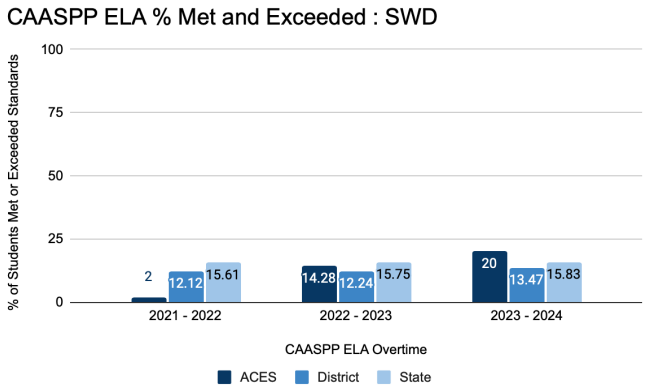
- Based on the 2024 Dashboard, ACES has outperformed the State based on key performance data in ELA, demonstrating its commitment to high academic standards and continuous improvement. This further indicates that ACES is committed to serving the needs of the students in which the Charter School is located.
- Over the last two years, ACES outperformed the State's overall performance, which showed a Distance From Standard of -13.6 DFS in 2023, and -13.2 DFS in 2024 and a growth of only 0.4 points.
- ACES has outperformed the District schoolwide in both 2023 and 2024 for both percentage of students meeting or exceeding standards and Distance from Standard

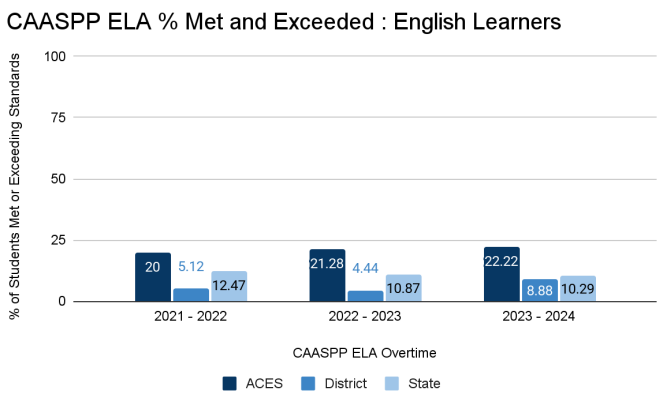
performance measures (2023: +20.8 DFS / +2%; 2024: +15.2 DFS / 4.13%).

CAASPP ELA Over Time % Met / Exceeded: Subgroup Performance









Data Source: CDE, CA Dashboard, TOMS

Positives of ELA Data Compared to the State and District *(Subgroups)*

- ACES has continued to outperform both the state and District for all subgroups while also demonstrating growth over time.

Areas for Growth / Improvement on ELA Data

Over the past five years, Accelerated Charter Elementary School has prioritized standards-based mathematics instruction to address the disparity between students' math and ELA performance. Recognizing that math scores lagged behind ELA, we focused on strengthening teachers' delivery of conceptual mathematics lessons that emphasized rigor and high expectations based on grade-level standards. Through targeted professional development and instructional improvements– specifically, as it relates to standards learning, student dialogue, precise academic vocabulary, and mathematics performance tasks– we created a more effective learning environment that fostered deeper mathematical understanding among students. As a result, we observed consistency in

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Currently, ACES uses the 2017 Wonders curriculum to drive learning in ELA. While this curriculum has supported students' ELA standards mastery, there are notable gaps in the content taught from the curriculum and the work students are expected to produce on the CAASPP, specifically as it relates to performance tasks. For example, Wonders assessments currently have multiple-choice questions as well as open-response questions, they do not necessarily require students to craft multi-paragraph essays, while multi-paragraph essays are the requirement on the CAASPP. In response to this, ACES has launched a committee of teachers in grades 3-6 who meet weekly to plan for the intentional use of performance tasks when lesson planning and administering assessments. Additionally, at the Tk - 2 grade levels, many teachers are implementing small, differentiated reading groups, based on data and are doing so at varying degrees of effectiveness. Small reading groups are essential to providing students targeted, responsive instruction and, this semester, ACES has launched a focus on ELA by holding one PD that exclusively targeted small reading group instruction. This allowed for the ACES Tk - 2 teachers to calibrate small reading group practices. Specifically, this has supported teachers in aligning their use of the Wonders texts to plan for small group instruction as well as aligning the tasks assigned to students who are working at their tables independently.

This year, ACES has made a strategic shift toward focusing on ELA instruction to provide all students with rigorous and equitable learning opportunities. By studying the California Framework, ACES has ensured that its educators are deeply familiar with the standards that underpin students' understanding and mastery of key concepts in reading and writing. At several PD's this semester, teachers have collaborated to unpack ELA standards and make connections between the standards, instruction, and assessments. One critical focus area this year has been Main Idea and Key Details, where all teachers have worked together at weekly PD to identify best practices for supporting students' comprehension and analytical skills in these areas. This collaborative approach ensures that the entire staff is aligned with the Charter School's commitment to high-quality, standards-based instruction in English Language Arts.

A key component of ACES' strategy for improving ELA instruction is the use of microteaching, a technique in which teachers from the same grade or content team collaborate at PD to plan a grade-level standards-based lesson; then, in the classrooms, take turns delivering the co-planned lesson to students; and, at a grade team meeting, provide one another with constructive feedback based on the lesson planning and delivery process. This process helps to enhance instructional effectiveness and strengthens planning practices by allowing teachers to observe and learn from

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Mathematics

ACES is proud to see the continued gains and progress made in Mathematics. It continues to outperform the State schoolwide and for all subgroups, which in addition to ELA, highlights its commitment to improving student outcomes.

2023 & 2024 Math Dashboard Status: Accelerated Charter Elementary School vs. State
Distance From Standard

	2023			2024		
Student Group	**ACES**	**STATE**	**+ / -**	**ACES**	**STATE**	**+ / -**
All Students	-40.2	-49.1	8.9	-31	-47.6	16.6
Hispanic/Latino	-41.1	-80.8	39.7	-31	-79.2	48.2
English Learner	-45.7	-93.4	47.7	-53.4	-93.4	40
SED	-40.4	-80.8	40.4	-31.7	-78.2	46.5
SWD	-82	-127.3	45.3	-88.7	-124.3	35.6

2023 & 2024 Math Performance Levels: ACES vs. State & District Percent Met or Exceeded Standard					
		Subgroup	**Students with Score**	**% Met/Exceed Standard**	**DFS**
2023	**ACES**	All Students	257	32.05%	-40.2
	State	All Students	2,971,540	34.62%	-49.1
	LAUSD	All Students	189,586	30.85%	-67
2024	**ACES**	All Students	265	34.72%	-31
	State	All Students	2,961,543	35.54%	-46.6
	LAUSD	All Students	187,242	32.83%	-60.4

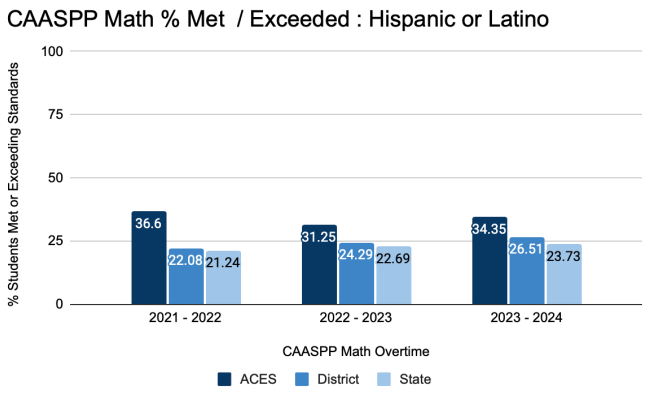
**Green indicates higher performance than the State or District average.*

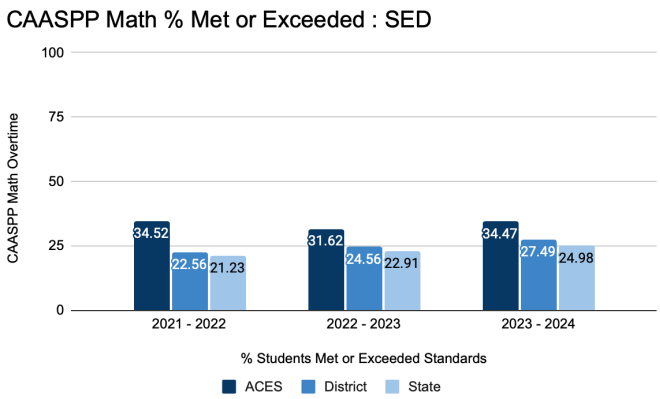
Source: CDE, Dashboard

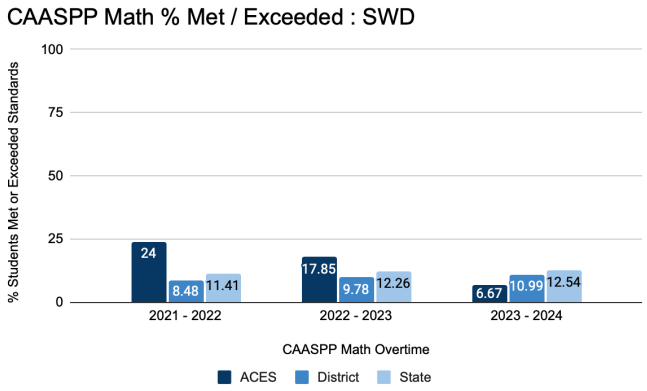
Positives of Math Data Compared to the State and District *(Schoolwide)*

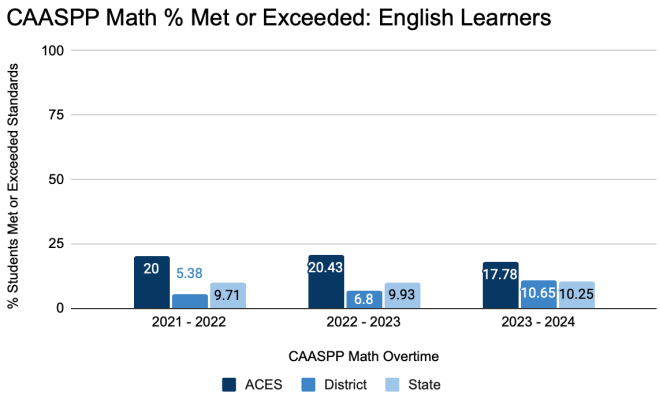
- 23-24 Math data for all students grew 9.2 points (Yellow performance group).
- For both the 2022-2023 and the 2023-2024 academic years, ACES has outperformed the state schoolwide. Further the percentages of students (schoolwide) meeting or exceeding standards on CAASPP Mathematics, while not higher than the overall state average, are above the District levels (2023: + 1.21%; 2024: +1.89%).

CAASPP Math Over Time % Met / Exceeded: Subgroup Performance









Data Source: CDE, Dashboard, TOMS

Positives of Math Data Compared to the State and District *(Subgroups)*

- Over the last two years, all significant subgroups have outperformed similar state groups.
- Both the Hispanic/Latino and Socioeconomic Disadvantaged subgroups saw growth from the 2023 to the 2024 testing cycles (+10.1 and +8.7 respectively).

Areas for Growth / Improvement on Math Data

- While ACES is pleased that it has outperformed the state, there is a need for ongoing work around supporting all subgroup populations, specifically English

Learners and Students with Disabilities.

English Learning Progress Indicator

As of the 2024 - 2025 academic year, ACES serves 31% English Learners with 2024 Summative ELPAC reports, historically representing over 36% of the student population. Data trends for ACES' English Learners will be discussed in further detail below.

Reclassification

2023 & 2024 Reclassification Rates: Accelerated Charter Elementary vs. State & District					
2023			2024		
ACES	LAUSD	STATE	ACES	LAUSD	STATE
19%	19.5%	x*	16.9%	10.7%	x*

**The State has not released reclassification data for 2023 or 2024.; ** LAUSD data is for grades 9-12 only.*
Source: CDE, Dashboard

For the 2022-2023 academic year, the reclassification rate at ACES was 19% (above the state average of 6.9% and consistent with the overall district average). For the 2023-2024 academic year, the reclassification rate at ACES was 16.9%. While this is a decline of 2.1%, it is still above both the state and district reclassification percentages (6.9% and 10.7% respectively).

English Learner Progress Indicator

2023 & 2024 ELPI Dashboard Status: Accelerated Charter Elementary School vs. State and District						
	2023			2024		
Student Group	ACES	District	State	ACES	District	State
English Learners (% Change Over Time)	52.7% (6.3%)	48.4% (-3%)	48.7% (-1.6%)	47.8% (-4.9%)	47.5% (-0.9%)	45.7% (-3%)
LTELs (% Change Over Time)	x	X	X	*	50.4% (-2.1%)	45.8% (-3.9%)

Colors represent Dashboard Performance Levels / * Signifies a number that is statistically insignificant and not reported and/or LTELs not at school site for 7+ years.

Data Source: Dashboard (https://www.caschooldashboard.org/reports/19647330100743/2023/academic-performance#english-learner-progress)

2022, 2023 & 2024 Summative ELPAC Results: Accelerated Charter Elementary vs. State and District *% of Current EL Students Who Progressed at Least One ELPI Level*									
	2024			2023			2022		
ELs Who...	ACES	LAUSD	State	ACES	LAUSD	State	ACES	LAUSD	State
Progressed at Least One ELPI Level	47.8%	47.0%	43.8%	52.7%	48.1%	46.4%	44.4%	50.6%	47.5%
Maintained ELPI Level 4	0%	0.6%	1.9%	0.0%	0.4%	2.4%	2.1%	0.9%	2.8%

Maintained ELPI Levels 1, 2L, 2H, 3L, 3H	26.8%	36.7%	34.9%	32.0%	35.1%	32.7%	28.9%	32.2%	31.4%
Decreased at Least One ELPI Level	25.4%	15.7%	19.4%	15.1%	16.5%	18.6%	24.6%	16.3%	18.3%

* Green Indicates higher than State / District Level
Source: CDE, Dashboard

2022, 2023 & 2024 Summative ELPAC Overall Performance: Accelerated Charter Elementary vs. State and District *% of Students at Each ELPAC Performance Level*									
	2024			**2023**			**2022**		
Performance Levels	**ACES (179)**	**LAUSD (84,380)**	**State (1,028,083)**	**ACES (190)**	**LAUSD (88,656)**	**State (1,048,300)**	**ACES (184)**	**LAUSD (89,808)**	**State (1,052,513)**
Level 4	15.64%	16.31%	14.63%	16.84%	16.27%	16.50%	9.78%	14.56%	15.57%
Level 3	41.90%	28.34%	32.78%	38.94%	30.15%	33.77%	37.50%	32.53%	35.23%
Level 2	28.49%	25.45%	28.67%	33.16%	27.54%	29.40%	40.22%	29.98%	30.73%
Level 1	13.97%	29.90%	23.93%	11.05%	26.05%	20.33%	12.50%	22.93%	18.47%

* Green Indicates higher than State / District Level
Source: CAASPP / ELPAC TOMS

Positives of ELPI and Reclassification Data

- English Learners at ACES are making good progress on language acquisition signifying the success of the dual language instructional program as well as the embedded support for English Learners.
- From 2022 to 2023, the percentage of English Learners making progress increased by 6.3%, however, there was a slight decline from 2023 to 2024 (-4.9%).
- While it is noted that the number of English Learners is significantly different at ACES in comparison to the District and State as a whole, English Learners at ACES have summative ELPAC level 3 and 4 score ranges that are higher on average than both the state and district (57.54%, ACES; 47.41% state; and 44.6% LAUSD).
- Furthermore, as discussed in the previous sections on ELA CAASPP data, English Learners at ACES are outperforming both the state and District.
- This is attributed to aligned instructional units and materials across grade levels (K-6) to ensure vertical alignment of ELD instruction as well as tired interventions after school in ELD and literacy. Furthermore, teachers effectively use Total Physical Response ("TPR") strategies during designated ELD instruction to support kinesthetic learning.

Areas for Growth / Improvement

- ACES has identified and embedded the following actionable items into their 25-26 LCAP:
    - Leadership Support and Professional Development: To ensure consistent leadership of the EL program, ACES will assign one administrator to

support instruction during English Language Development. Teachers will meet at least twice per semester for ELD coaching and to set individual goals for students based on demonstrated progress on the Summative ELPAC and collected student work-samples. All teachers will receive PD focused on effective Tier 1 language acquisition strategies - ensuring consistent implementation of language supports across all classrooms.

- Curriculum Implementation: ACES will continue to hold teachers to high expectations through the implementation of at least four ELD instructional units. The focus will be on quality implementation rather than quantity, ensuring students master key language structures and vocabulary before moving on.
- Extended Learning Opportunities (ELOP): ACES will leverage its relationship with ELOP to provide targeted supports to EL during spring Academia and summer school. This will extend learning time for ELs who need additional language development support.

Graduation Rate **- N/A**

College / Career Indicator **- N/A**

Suspension

CA Dashboard Suspension Rate Over Time: ACES vs. State and District			
	2022	**2023**	**2024**
ACES	0.00%	0%	0%
State	3.1%	3.5%	3.2%
LAUSD	0.3%	0.4%	0.4%

Colors Represent Dashboard Performance Levels

Data Source: Dashboard & DataQuest

2023 to 2024 Suspension Rate by Student Group: ACES vs. State and District			
		2023	**2024**
ACES	**English Learners**	0%	0%
	SWD	0%	0%
	SED	0%	0%
State	**English Learners**	3.7%	3.4%
	SWD	5.9%	5.4%
	SED	4.5%	4.0%
District	**English Learners**	0.3%	0.3%

	SWD	0.6%	0.7%
	SED	0.4%	0.4%

Colors Represent Dashboard Performance Levels

Data Source: Dashboard & DataQuest

ACES is proud of its 0% suspension rate which has remained consistent for all students, including student groups, over the last three years. This speaks to its commitment to restorative practices and tiered student supports.

Chronic Absenteeism

ACES promotes school attendance for all students and addresses absenteeism through a tiered approach. The ACES Attendance Committee meets bi-weekly to regularly gather and analyze data as well as determine next steps for students. At the tier 1 level, students are celebrated at monthly attendance assemblies, where they are recognized for perfect attendance records. At the tier 2 level, families connect directly with school leaders in order to share any support needs around absenteeism. Students and family set an individualized goal that will demonstrate attendance improvement. Lastly, tier 3 attendance support includes home visits–as needed–semesterly celebrations for demonstrated improvement, as well as greater leader-led check-ins with a given family.

Chronic Absenteeism Rate Over Time: ACES vs. State and District			
	2022	**2023**	**2024**
ACES	12.50%	19%	14.10%
State	30.0%	24.3%	18.6%
LAUSD	39.80%	31%	23.30%

Colors Represent CA Dashboard Performance Levels

Data Source: CA Dashboard & DataQuest

2023 to 2024 Chronic Absenteeism Rate by Student Group: ACES vs. State and District			
		2023	**2024**
ACES	**English Learners**	15.6%	14.7%
	SWD	23.2%	13.2%
	SED	18.5%	14.2%
State	**English Learners**	26.3%	20.1%

(Grades TK - 8)	**SWD**	33.1%	26.3%
	SED	29.9%	23.4%
District (Grades TK - 8)	**English Learners**	30.0%	23.0%
	SWD	37.4%	30.9%
	SED	32.4%	25.1%

Colors Represent CA Dashboard Performance Levels

Data Source: CA Dashboard & DataQuest

Chronic Absenteeism continues to be an area of growth for ACES as with most schools in the District and State post-pandemic. However, ACES did see improvement over time from 2022 - 2023 to 2023-2024 and its rate is lower than that of both the State and District schoolwide. Per the 2024 CA Dashboard, student group equity reports indicate that ACES also has a lower chronic absenteeism rate for its reported subgroups. Given this data, ACES will continue to leverage the tiered work of the ACES Attendance Committee to promote positive attendance as well as address attendance issues in need of improvement. ACES will continue to regularly gather and analyze data in order to determine students' support needs and leverage family relationships to promote consistent school attendance.

Local Indicators

As mentioned previously, the 2024 Dashboard also indicated that ACES meets all the local indicators: Basics (Teachers, Instructional Materials, Facilities), Implementation of Academic Standards, Parent and Family Engagement, Local Climate Survey, and Access to a Broad Course of Study.

ACES has met all elements of Criterion 2.

As demonstrated by all of the aforementioned data, **ACES considers that it has met all elements of criterion 2 -** referenced from the California Department of Education's "High Performing" school performance status criteria for renewal. CA Dashboard Data and state data points, prove that ACES has and will continue to meet the needs of its student community. Furthermore, it has shown that it is taking active steps to continue to improve student outcomes in all areas both schoolwide and for its significant student groups.

LAUSD CRITERION 3:

Outlined in Education Code Section 47607(e), Criteria 3 analyzes whether "the charter school's enrollment or dismissal practices [are] discriminatory, or does the charter school have substantial fiscal or governance issues[8]" (LAUSD Charter Policy, p. 37).

[8] *LAUSD Policy and Procedures for Charter Schools*, August 11, 2020. Last amended June 20, 2023 (LAUSD Charter Policy)

As discussed in Criterion 1, during the March 2025 APBOV visit, ACES received a 4 - Accomplished rating from LAUSD's Charter School Division in both the areas of Fiscal Operations and Governance**.** ACES' fiscal position is **positive** with a net position of approximately **$34 million** in reserves based on the FY26 Board Adopted Budget.

Governance factors may also include "issues related to the retention of faculty (such as school leadership and teachers) which rise to the level of disruption of delivery of educational programs; conflicts of interest; or, violations of the Brown Act or California Public Records Act" (LAUSD Charter Policy, p. 37). Again, ACES received a rating of 4, Accomplished, for Governance.

Over the course of the charter term, ACES has seen:

- **High Staff and leadership retention rates**
    - For the 2022-2023 and 2023-2024 school years, leader and staff retention rates remained above 90%. The 2024-2025 ACES' staff retention rates remained above 95%. The 2024-2025 leader retention rates remained above 85%. ACES' high rates of staff and leader retention can be attributed to leader and staff satisfaction with coaching, support, and leadership, as measured by the LCAP.
- **High Teacher retention rates**
    - For the 2022-2023 and 2023-2024 school years, teacher retention rates remained above 90%. ACES attributes teacher retention to teachers' satisfaction with professional coaching, instructional purpose, as well as care and leadership, as measured by the LCAP.
- **No violations related to conflicts of interest and/or violations:** No violations reported

Furthermore, this criterion considers whether or not ACES is serving the student population wishing to attend. ACES serves all students, including those in various subgroups. ACES' current enrollment is in range of that of the District and the State.

2024-25 Demographics Comparison

	ACES (Grades TK - 6)	**LAUSD (TK - 12)**	**CA (TK - 12)**
Total # of Students	532	516,685	5,806,221
% SED	100%	82.35%	63.57%
% EL + RFEP	43.61%	18.57%	17.22%
% SWD	14.47%	15.58%	17.22%
% H / FY	0.37%	3.26%	4.4%
% Hispanic / Latino	98.12%	73.6%	56.1%
% Black	0.94%	7.1%	4.9%

% Am. Indian / Alaska Native	0.0%	0.1%	0.4%
% AFPI	0.0%		
% Two + Races	0.0%	2.02%	4.8%
% White	0.94%	9.96%	20.0%
SOURCE: CalPads End of Year Reports (2025) and Fall 1 submission, DataQuest Enrollment (24-25)			

Enrollment Over Time (ACES vs. District vs. State) & Stability Rates (Year over Year)

Enrollment Over Time Comparison: ACES vs. State vs. LAUSD						
Academic Year	**ACES**		**LAUSD**		**State**	
	Total	**% Change**	**Total**	**% Change**	**Total**	**% Change**
2024 - 25	526	1.74%	516,685	-2.49%	5,806,221	-0.54%
2023 - 24	517	3.40%	529,902	-1.56%	5,837,690	-0.25%
2022 - 23	500	-2.72%	538,295	-1.83%	5,852,544	-0.67%
2021 - 22	514	3.84%	548,338	-4.64%	5,892,240	-1.84%
2020 - 21	495	0.20%	574,996	-3.68%	6,002,523	-2.60%
2019 - 20	494	-1.40%	596,937	-1.77%	6,163,001	-0.38%
2018 - 19	501		607,723		6,186,278	

Source: Data Quest

Stability Rates

Stability Rate: ACES vs. State vs. District			
Academic Year	**ACES**	**LAUSD**	**State**
2023 - 24	96.5%	89.3%*	91.0%
2022 - 23	96.9%	87.5%	91.2%

2021 - 22	93.9%	84.6%	89.8%

* Note: Data for Stability rates differs for LAUSD.

Data Source: CDE Data Quest https://dq.cde.ca.gov/dataquest/DQCensus/StbStudentReport.aspx?cds=19647330100743&agglevel=School&year=2023-24&ListReportRows=Yr&charter=All&subgroup=-&ro=1

Once students enroll at ACES, they tend to stay with stability rates staying close to 96%. This is in comparison to District and State average ranges of 89.3% (23-24) and 91% respectively. The minor fluctuation in enrollment and stability rates speak to the quality educational program, student services and opportunities, and family support provided at ACES.

Local Climate Surveys (staff, students, families)

Local climate satisfaction survey data indicates that ACES fosters a strong, supportive school culture where families, staff, and students report high levels of respect, belonging, and positive teacher-student relationships. Teachers are recognized for holding students to high academic expectations, providing meaningful support, and fostering an inclusive environment that values diversity. Leadership is viewed as approachable, fair, and effective in setting a positive school tone, with staff expressing trust and feeling well-supported in their professional growth. Students feel connected to their teachers and believe they are encouraged to do their best. Key opportunities for growth include increasing student engagement and motivation in classrooms, ensuring more consistent behavior management and discipline, enhancing communication and teacher input in decision-making, and expanding professional development opportunities to better meet instructional needs. Overall, ACES is seen as a respectful and nurturing community with opportunities to further strengthen engagement, safety, and collaboration.

Staff

The **Spring 2025 School Climate Survey** for **ACES** reflects a staff that feels deeply connected, well-supported, and respected, while also identifying key areas for growth in student behavior management, communication, and professional learning opportunities.

- **Positive Findings:** Staff reported a strong sense of **belonging and collegial respect**, with high scores for overall belonging (87), understanding among colleagues (70), and respect from peers (83). Leadership is viewed very positively, with staff citing friendliness (96), fairness (87), care and understanding for individuals (91), and a positive tone and culture set by school leaders (91). Trust between staff and leadership is strong (78), and leaders are perceived to prioritize teacher satisfaction (87) and have a positive influence on teaching quality (83). Teachers feel the **evaluation and feedback system is fair and effective**, with high ratings for fairness (83), accuracy (83), objectivity (82), and usefulness of feedback (83). Staff receive feedback frequently (87), find it thorough (83), and believe they learn from the evaluation process (82). Collaboration among teachers is valued (83), professional growth is supported (78), and many staff report learning new teaching strategies (74). Resource quality needs minimal improvement (13), indicating staff feel adequately equipped to support student learning.
- **Areas for Growth:** Despite these strengths, staff identified challenges in **student behavior management**, with low scores for consistency in enforcing rules (13), leadership support

in handling behavioral issues (17), clarity of behavior expectations communicated to students (30) and families (35), and teacher input on behavior policies (26). These ratings suggest the need for a more consistent and collaborative approach to discipline.

Students

The **Spring 2025 Student Climate Survey** for **ACES** shows that students generally feel respected by teachers and experience high academic expectations, while also highlighting opportunities to strengthen engagement, peer behavior, and school safety.

- **Positive Findings:** Students reported feeling a strong sense of belonging (71) and believe teachers encourage them to do their best (68), hold them to high expectations (62), and take time to ensure they understand material (64). Many students expressed they would be excited to have their teachers again (70), and teacher disrespect was rated low (77), indicating positive teacher-student relationships. The overall school climate energy was perceived positively (66), and most students feel their teachers are committed to supporting their learning.
- **Areas for Growth:** The survey indicates lower levels of **student engagement**, with fewer students feeling excited about going to class (49), participating (48), or discussing class ideas outside of school (36). Peer behavior presents challenges, as many students feel it negatively impacts learning (41), and reports of disrespect among students (19), bullying concerns (61), and physical fights (44) suggest the need for stronger behavior management and anti-bullying efforts. Some students also feel it is difficult to get adult help when bullied (44), and teacher concern for upset students scored moderately (52–53), showing room to deepen teacher responsiveness and connections.

Families

The **Spring 2025 School Climate Survey** for **ACES** reflects strong family satisfaction with school culture, respect among staff and students, and preparation for students' academic growth, while highlighting areas for improvement in motivation, discipline, and safety support.

- **Positive Findings:** Families reported that children largely enjoy attending school (81), feel a strong sense of respect from both staff to students and students to staff (both 89), and believe the Charter School values diversity (75). They expressed confidence that administrators foster a learning environment that supports student success (73), and that teachers are preparing students well for their next academic year (76). The Charter School is seen as a good cultural fit (77), with teaching styles generally aligning to student learning needs (72), and activities offered matching student interests (72). Discipline is perceived as working well for many students (76), and overall safety ratings are high, with few families reporting that children feel unsafe (80) or see drugs as a significant problem (72).
- **Areas for Growth:** Opportunities for improvement include enhancing classroom lesson motivation (65) and ensuring that more students feel comfortable asking for help from adults (68). While discipline is generally rated positively, families noted inconsistencies in its effectiveness within the school safety section (33), suggesting that perceptions of safety and discipline vary by context. Support for students experiencing bullying could be strengthened, as getting help from an adult was rated lower (60).

ACES MEETS legal and all of LAUSD's requirements for renewal.

Criteria for Renewal: Accelerated Charter Elementary School			
	Elements	**Evidence Provided**	**Met Y/N**
Criterion 1	(a) Sound Educational Program	LAUSD CSD APBOV Documentation	YES
	(b) Description of the 15 Elements	Charter Petition includes FSDRL and full description of elements	YES
	(c) Affirmation of Each Condition in Education Code Section 47605(e)	Included in Petition	YES
	(d)Successful Implementation of the Program	Organizational Management, Programs and Operations: 4 - Accomplished (March 2025 LAUSD CSD APBOV Report & Documentation) Student Achievement and Educational Performance: 3 - Proficient (March 2025 LAUSD CSD APBOV Report)	YES
Criterion 2	CA Dashboard Accountability Indicators Education Code Section 47607	State Performance Classification of "High Performing" [Criterion 2] Student Achievement and Educational Performance: 3 - Proficient (March 2025 LAUSD CSD APBOV Report)	YES
Criterion 3	Enrollment or Dismissal Practices	No Notices to Cure nor issues of equity and/or access	YES
	Fiscal Operations	Fiscal Operations: 4 - Accomplished (March 2025 LAUSD CSD APBOV Report)	YES

	Governance	Governance 4 - Accomplished (March 2025 LAUSD CSD APBOV Report)	YES

As discussed in the preceding pages, the data analysis, and the further renewal application analysis to follow, ACES is eligible for renewal per the three LAUSD Criterion. Its petition includes a strong educational program (that has and will be successfully implemented at the highest level), a reasonably comprehensive description of all 15 elements, and an affirmation of each of the conditions described in Education Code Section 47605(e). ACES meets high performing renewal criteria under state Criterion 2. For all measurements of academic performance, ACES has received performance levels schoolwide, and for a majority of student groups, that are the same or higher than the state average. Over the past two years, oversight results have remained both consistent and favorable, reflecting the Charter School's ongoing commitment to academic excellence, operational effectiveness, and legal compliance. These results demonstrate that the Charter School continues to meet or exceed expectations in key areas such as governance, fiscal management, instructional quality, and student support services. The consistency of these outcomes reinforces confidence in the Charter School's leadership, systems, and overall performance. Furthermore, ACES has not received any notices to cure. There are currently no identified concerns related to equity and access for families, nor are there issues regarding school culture or climate. The Charter School maintains a welcoming, inclusive environment that supports all students and families equitably. Given this strong foundation and our continued commitment to educational excellence and collaboration, we look forward to partnering with LAUSD for a full 6- or 7-year charter term to further advance our mission and serve our school community effectively.

Success of the Key Features and/or Innovative features of ACES' Educational Program

Dual Language Immersion Program - One key feature of our educational program at the Accelerated Charter Elementary is our distinctive Gomez & Gomez dual language immersion program. For over ten years, ACES has been successfully implementing the Gomez & Gomez Dual Language Enrichment Program at our site. Parents from the community choose our school specifically because they want their children to benefit from our dual language program. The California Department of Education has recently stated that children who are multilingual, have cognitive, economic, social-cultural and educational benefits. At ACES we see this firsthand when our students culminate our program with a deep sense of pride in being fully biliterate in both English and Spanish. To this end, ACES is proud to be in the category of 'green' on the California dashboard's English Learner Progress section, demonstrating that 52.7% of English Learners are making progress–a rate that indicates ACES is outperforming both LAUSD and the state of California in this category. Additionally, ACES has worked to steadily improve its annual reclassification rate, and this is evident in the 22-23 reclassification rate of 19%, an increase of 12 percentage points compared to the year prior. The promising academic outcomes for English language learners and all language learners at ACES is evident, and we know that our bilingual program is one key element to promoting academic achievement and pride.

The Gomez & Gomez model creates the conditions for educators to honor and build-on a student's primary language, with the ultimate goal of developing a second language and gaining access to content in literacy and mathematics. To ensure that we maintain fidelity to the program, new teaching staff participate in a 3-day training that prepares our teachers to implement Gomez &

Gomez in their classrooms. Upon enrolling, our students in Kindergarten and First are administered a language assessment that determines which language is dominant. In grades Kindergarten and First, students are grouped in literacy according to their L1 to gain a strong foundation. This provides a strong foundation for all of our students and prepares them to transfer these skills to L2 as they begin second grade. In addition, we are closely monitoring student progress in literacy in the primary grades with the Developmental Reading Assessment (DRA) for English and Evaluación del Desarrollo de Lecto-escritura (EDL) for Spanish. In grades 2-6 we utilize our curriculum Wonders & Maravillas to monitor and assess student's literacy skills. A unique feature of our program is that beginning in TK all of our students are receiving content knowledge in their L2. For example, mathematics is taught in English and science is taught in Spanish. To support Emergent Bilinguals, our classroom teachers work to provide the necessary scaffolds such as visuals, sentence frames, etc. ACES continues to implement a dual language program that honors students and supports their brilliance and bilingualism.

John Hattie's Visible Learning-Evidenced-Based Strategies[9]- In the 2019-2020 school year, The Accelerated Schools launched organization-wide initiatives that are based on the research of John Hattie. In John Hattie's *Visible Learning,* ten mindframes and evidenced-based strategies are identified as having the greatest impact on student learning. Utilizing this research, ACES has identified the following priorities to guide our instructional program for 2023-2024: High Student Expectations that are Standards Based, Assessment as Feedback to Me, and Leveraging a Collaborative Culture.

1. Assessment as Feedback to Me- The 'Assessment as Feedback to Me' mindframe continues to be an ongoing priority at ACES. This is an evidenced-based practice highlighted by John Hattie as having a 1.09 impact on learning, which indicates that students are making more than one year's growth in one year's time. The Accelerated Schools has developed and instituted board goals to ensure that our students are making necessary academic progress and that progress is measured systematically, throughout the academic year–ultimately supporting our work with Assessment as Feedback to Me. To support these goals, ACES continues to implement a robust school-wide assessment calendar that allows our team to monitor, analyze, and plan for student achievement in both reading and mathematics at least three times a year. We continue to be intentional about designating protected time for teachers to engage in a deep analysis of the assessment results to identify next steps for classroom instruction and focus students during small group instruction.

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

[9] Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses related to achievement*. Routledge

and instruction.

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

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

Math performance tasks have served as drivers of high quality instruction and planning. Teachers have collaborated with grade team members to select and implement performance tasks that are not only complex but also, and to a greater degree of importance, require literacy skills and a mastery of multiple priority standards to solve. We prioritize the utmost important standards for our grade levels, and this is evident in teachers' pacing plans, unit assessments, daily lessons, and performance tasks. At ACES' professional development meetings, teachers have collaborated with colleagues to read research about performance tasks, identify high leverage math tasks, and create a plan for implementing them with students in their classrooms. Teachers have used grade team meetings to analyze student performance on math tasks, identify student groups for re-teaching, and set future dates for re-assessing students.

Learning Outcomes & Success Criteria (.75 of influence on student learning), as we name the Learning Outcomes, Success Criteria, and academic standards work for students. We continue to ensure that, again, these Learning Outcomes are standards based. Student Goal Setting, so that students are aware of the *standards work* they are working toward and have next steps they are pursuing daily. Our team is committed to ensure that all of our students have access to grade level standards and that there is clarity on what they are learning and trying to achieve.

3. Leveraging a Collaborative Culture (1.75 of influence on student learning) - According to Michael Fullan, author of *Coherence*, a collaborative culture at schools builds knowledge and skill amongst teams while reinforcing a culture of growth and collaborative improvement.

Collaborative practices between staff, students, and families lead to optimal outcomes for students; specifically, a collaborative culture can be leveraged to improve the collective agency and performance of a team. For this academic school year, we have been intentional about creating spaces for our grade level teams to engage in collaboration around the study of priority standards, math content and pedagogy. Our teachers get an opportunity to meet with grade level teams at least 3 times a week. Our teams are utilizing this time to engage in planning and designing clear learning outcomes and success criteria for lesson plans, analysis of student work to identify next steps and sharing best practices amongst each other. In addition, ACES is now in its fifth year of implementation of Collaborative Learning Rounds. During these rounds, school leaders, directors and teachers get an opportunity to visit all classrooms with a specific focus. The goal of the collaborative learning rounds is to be able to learn from each other, highlight best practices and identify next steps for the Charter School to move towards positive student outcomes. A school-wide coaching model is one way that ACES continues to leverage a collaborative culture. Beyond instructional strategies that support our best learning, Accelerated Charter Elementary School believes that supporting teachers to be their best enables students to learn their best and as such, we have shifted our practice to reflect a feedback-based model that supports all teachers through coaching, goal setting and weekly observations. Our coaching model is founded in the belief that teachers and administrators are all learners growing together to support high-leverage, evidence-based strategies and practices that will accelerate student learning. Additionally, Accelerated Charter Elementary School continues to support teachers through ongoing instructional coaching.

21st Century Learners -Mathematicians & Sciences - 21st Century learning is at the core of all instruction at ACES, and we are fully committed to preparing our students for success in the 21st century. The Accelerated Schools Profile of a graduate includes students who are curious, critical thinkers, effective communicators and innovative thinkers. Through our dual language program our students are acquiring the 21st century skills they will need to be successful. A key feature of our program is teaching language through content, which is why mathematics is taught in English and science in Spanish. These two particular content areas are of utmost importance for our school community because according to a new Pew Research Center report, *"Latino workers remain underrepresented in science, technology, engineering and math (STEM) workforces, and found that more visible representation of successful Latinos in STEM would make those workforces more attractive to other Latinos."* At ACES we want to be able to prepare our students for success in these fields. That is why over the last few years, ACES teachers have been thinking critically around the Standards for Mathematical Practices and ensure that our daily math lessons have a strong real-world connection. As the California Math Framework states, "Creating, supporting, and sustaining a culture of access and equity requires being responsive to students' backgrounds, experiences, cultural perspectives, traditions, and knowledge when designing and implementing a mathematics program and assessing its effectiveness. In science, we have adopted a new science curriculum, Inspira.", as such ACES strives to develop math and science lessons that our students can relate to. We provide hands-on experiences in the sciences through our partnerships with PS Science and USC Scout Science. Our work in science has become evident in the California Science Test. ACES demonstrated a growth of 10% in students meeting and exceeding the science standards.

Success of ACES' Educational Program in Meeting the Specific Needs of its Student Population

Social Emotional Well-being of Community Members- ACES has been serving the South Los Angeles community for over 10 years, and we understand the challenges that our school community faces on a daily basis. ACES serves a student population of approximately 500 students. We serve a student population that is predominantly Latinx. Our community has historically had to navigate the many impacts ensued by poverty, violence and food insecurity. Now there is an added layer of the collective trauma of the pandemics. That is why a key feature of our educational program is to support the social emotional well-being of our community members. At ACES we strive to be able to support our students not only in academics but also with their social emotional wellbeing. We believe that in order for children to learn they need to be in an environment that is safe. In that same manner we have extended this support to our parents and staff. Part of our school community is our social worker, social emotional learning specialist and external partners: People's Yoga & The Teaching Well. All with the goal of creating spaces and implementing programs to support our community with their social-emotional well-being.

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

Mindfulness- In response to the Covid-19 pandemic, ACES partnered with People's Yoga to bring mindfulness and yoga to our school community. They focus on facilitating and modeling mindfulness, breathwork, and movement with an emphasis on coping skills for anxiety, stress, and trauma. During these sessions, students are focusing on various themes that include: self-esteem, confidence, courage and gratitude. Our mindfulness sessions include our parents. Over the course of the academic school year, our families were welcome to attend sessions on managing stress, yoga and events such as Family Yoga. Mindfulness sessions are especially important for our school community given the many challenges that they face on a regular basis and the impact that pandemic has left behind. In addition, during the 2023-2024 school year, we expanded our mindfulness program to include our teachers. During the 2022-2023 and 2023-2024 school years, ACES partnered with The Teaching Well, a non-profit organization that provides wellness to the adults. They have facilitated professional development for our team of teachers on wellness as well as offer 1-1 coaching for our new teachers and members of the leadership team.

Social Emotional Counseling- ACES has hired one social worker and a social emotional learning specialist. This year they are supporting the social emotional needs of our students. Both support both general education students and students who carry an IEP with their social-emotional and mental health needs through both individual and group counseling. They use evidenced based/informed practices to help students navigate symptoms of anxiety, depression, trauma, and other mental health symptoms that impede on their ability to learn in the classroom. In addition, they provide student and parent

psychoeducation on topics including mental health, trauma, grief, and other social-emotional topics that may impact a student's ability to be successful both socially and academically. They conduct risk-assessments, safety-planning, and crisis intervention as needed.

Areas of Challenge and Improvement

ACES is committed to continuing to improve outcomes for its students schoolwide and specific student groups. Below are areas that we have prioritized as high leverage:

Attendance Rates and Chronic Absenteeism

After the COVID-19 pandemic, student attendance was a persistent challenge. This was reflected in the Dashboard Indicator levels for the past few years (2022 - High; 2023 - Red; 2024 - Yellow). Students and families might have experienced a lot of trauma during the pandemic that undermined the public's confidence in the safety of schools and public gatherings. ACES responded by swiftly implementing safety and testing protocols that sought to minimize the risk to students and their families.

Additionally, the creation of the ACES Attendance Committee directly resulted from the high absenteeism that resulted from the COVID-19 pandemic. A team of leaders and office team members met bi-weekly to begin to address and improve student attendance. The Attendance Committee has implemented a multi-tiered system of accountability and monitoring of student attendance. As ACES has seen a steady improvement in students' attendance for the past three years, we have data and evidence to support our belief that we have established systems in support of future success.

ELA & Math Instruction and Supports

While celebrating significant accomplishments including our High Tier charter designation, ACES remains committed to continuous improvement in regards to academics.

- Both ELA & Math:
    - In looking at both ELA and Math CAASPP data, the Charter School recognizes the need to specifically strengthen the instructional program and implementation in specific grade levels. School leadership has committed to provide intensive coaching and to support ongoing data analysis in order to strengthen instruction, with particular attention to foundational skills that impact later academic success. Additionally, both morning and afterschool tutoring has been implemented to ensure lowest-performing students receive necessary interventions in a timely manner.
- ELA:
    - The 2024 CA Dashboard shows a slight decline in schoolwide ELA performance (-11.6 DFS in 2023 to -13.3 DFS in 2024). Significant student group indicator

performance levels have been maintained at Orange.

- When taking a deeper dive into its greatest needs, ACES has identified that there is inconsistent performance across grade levels. A significant gap exists between curriculum assessments (multiple-choice and short response) and CAASPP requirements (multi-paragraph essays). This has highlighted a gap in curriculum choice (currently using the 2017 Wonders curriculum), which does not fully align with current CAASPP performance expectations. Furthermore, there are varying levels of instructional implementation quality between veteran ACES teachers and those new to the Charter School. As such, ACES has committed to the following:
  - **Instructional Coherence in ELA**: All ELA teachers will identify two lessons quarterly for micro-teaching cycles to create coherence among grade teams. Teachers will receive content learning focused on academic vocabulary and discussion strategies to support ELs and build on prior learning. The Charter School will adopt and implement Wonders 2023 curriculum schoolwide to strengthen alignment with current standards and assessment expectations.
  - **Targeted Interventions**: ACES will implement an Academic Achievement Team to address intensive reading needs of rising fifth graders. The team will review cohort data monthly, plan close reading and comprehension lessons, and assign personalized iReady reading lessons based on diagnostic data. A systematic intervention plan with clear entry/exit criteria and progress monitoring tools will be created and implemented on an individual basis.
  - **Professional Development**: ACES will provide training on the new Wonders 2023 curriculum with emphasis on performance tasks and writing, develop consistent protocols for small group reading instruction across all grade levels, and establish grade level collaboration focused on analyzing student writing and developing grade-appropriate writing strategies.
- Progress of these actionable items will be measured through CAASPP ELA results, iReady ELA assessments administered three times per year (*see Element 2 for complete assessment information)*, Wonders 2023 assessment data, student work analysis, and classroom observation data.

- Math:
  - While ACES overall math performance improved to Yellow status (-31 DFS in 2024, 9.2 points growth), English Learners and Students with Disabilities continue to perform at the Orange level.
  - Thus, data analysis has identified the need to further support ACES' significant student groups in Mathematics - specifically English Learners and Students with Disabilities. Both student groups require additional support to access grade-level mathematics content. Furthermore, these groups need more consistent implementation of scaffolded instruction, vocabulary development, and visual models to support mathematical understanding. Data (CAASPP, iReady, and curriculum-based assessments) indicates that the transition from concrete to more abstract mathematical concepts across grade levels presents challenges for ELs and SWDs.
  - As discussed above in the CAASPP Math data analysis, ACES has identified that

there is inconsistent implementation of mathematics units across classrooms and there are variable levels of implementation of language supports during mathematics instruction. For students with disabilities, there is an inadequate scaffolding and modification of core instruction to provide access while maintaining rigor.

- In order to further develop and expand a coherent, school-wide approach to supporting these subgroups in Mathematics, ACES has identified the following actionable areas:
  - **Mathematics Instruction for English Learners:** All math teachers will receive professional development on integrating language objectives with mathematics content, focusing on academic vocabulary development, structured math discourse, and visual representations. Teachers will identify key vocabulary terms for each unit and implement sentence frames to support mathematical discussions. ELD teachers and math teachers will collaborate to align language development across content areas.
  - **Mathematics Support for Students with Disabilities**: The RST will collaborate with general education teachers to develop appropriate accommodations and modifications for mathematics instruction while maintaining high expectations. Professional development will focus on Universal Design for Learning principles and concrete-representational-abstract instructional sequences in mathematics. Instructional aides will receive training on supporting students with disabilities during math instruction.
  - **Instructional Coherence:** Every math teacher will participate in quarterly micro-teaching cycles focused on mathematics, following the plan- teach-debrief model. Teachers will identify at least two lessons per quarter for this process, with feedback centered on student engagement, scaffolding for diverse learners, and mathematical discourse. Coaching will emphasize consistent implementation of the Engage NY curriculum across all classrooms, with particular attention to meeting the needs of EL and SWDs.
  - **Targeted Interventions**: The Charter School will implement a systematic mathematics intervention program for struggling students, with priority given to English Learners and Students with Disabilities performing significantly below grade level. These interventions will focus on foundational skills gaps while maintaining connection to grade-level content. Progress monitoring will occur biweekly to ensure interventions are effective and adjusted as needed.
- Progress will be measured through CAASPP mathematics results, iReady mathematics assessments administered three times per year, Engage NY mid-module and end-of-module assessments, student work analysis, and classroom observation data with specific focus on EL and SWD performance.

English Learner Progress Indicator

ACES' unique Gomez & Gomez language immersion program allows teachers to honor and build upon a student's primary language in order to develop a second language and gain access to content in literacy and mathematics. Classroom observations show that ACES teachers effectively utilize

Total Physical Response (TPR) strategies during designated ELD instruction.

However, as discussed previously in Element 1, there was a 4.9% decline in ELPI performance levels from 2023 to 2024 (2023: Green, 52.7% of ELs making progress; 2024: Orange, 47.8% of ELs making progress). While ACES does implement instructional units and materials across grade levels (K-6) to ensure vertical alignment of ELD instruction, ACES has identified that there is a lock of consistent instructional coaching for ELD and thus this has created inequitable implementation of effective language acquisition strategies across classrooms.

ACES has determined that there is a need for consistent leadership of the EL program, and moving forward, one administrator will be assigned to supporting instruction during English Language Development. LCAP and school-based actionable items also include: (1) increased professional development for teachers centered around Tier 1 language acquisition strategies; (2) required implementation of at least four ELD instructional units; (3) and a leveraged partnership with Extended Learning Opportunities to bring extended learning time for ELs who need additional language development support.

Leadership will measure the progress of these actions through EL Achieve curricular assessment data, ELPAC Summative results, student work in ELA and ELD classes, and iReady ELA assessment data. Teachers and leaders will analyze assessments and student work samples to identify trends and make instructional adjustments, while also developing targeted interventions for students.

STUDENT POPULATION TO BE SERVED

Accelerated Elementary School serves students in TK - 6th grade. It is located in one of the densest areas in Los Angeles (zip code 90037) with a population of 63,706[10]. Covering 2.888 square miles, this is roughly 13,225 people per square mile. The area has evidence of economic distress abounds: gang activity, active drug dealing, significant numbers of single parent households, lack of affordable housing, large homeless population and abandoned businesses. Set within an urban empowerment zone just south of Downtown Los Angeles, the employment rate is 58.5%. According to the 2020 census data for the 90037 zip code, the median household income is $56,417 with 26.3% of households earning less than $25k annually. The poverty rate is 26.3%, which is above the state rate of 12%. In 2004 - 2025, 100% of ACES' students were classified as socioeconomically disadvantaged. This mirrors the population of ACES which according to Census 2024 updates states that 17% of inhabitants of this area are African American, 77% Hispanic and 13% two or more races. 76.8% of the community speaks a language other than English at home (Spanish 73.8%). ACES current student population is 98% Latino, 0.94% African-American, 0.04% White. Our 2024-25 applications indicate that 100% of the students are eligible for free or reduced-price meals.

As part of The Accelerated Schools, ACES has an expectation of high levels of student achievement for all students and implements a curriculum that meaningfully engages students in their learning. ACES helps address these challenges by preparing its students to have the academic skills necessary for success in middle school, high school, college and beyond. ACES also

[10] United States Census Bureau. (n.d.). Zip Code Tabulation Area 5: 90037. https://data.census.gov/profile/ZCTA5_90037?g=860XX00US90037

provides students with opportunities to participate in clubs such as Soccer Shots, volleyball, basketball and sports activities that support students' educational interests. To foster pride and appreciation for the various cultural backgrounds represented at ACES, we host an annual Art Night where students can work collaboratively to research and prepare artistic pieces with their teachers and classmates to honor their own cultural traditions or the cultural traditions of others. Presentations include technology, oral, and visual components. Parents are invited to attend and it has become one of our most highly anticipated annual events.

ACES is committed to supporting the whole family as partners in student success. ACES offers English as a Second Language (ESL) workshops, providing parents with opportunities to develop their English proficiency and further their path toward bilingualism alongside their children. To ensure families can fully access and engage with essential academic tools, ACES also offers technology support, including laptop distribution and iReady workshops that strengthen understanding of how to support student learning in math and literacy. In preparation for the school year, ACES hosts summer orientation meetings where new families receive a complimentary ACES uniform, and any family expressing financial need is provided with additional uniform assistance, reinforcing our commitment to equity and inclusion.

Five-Year Enrollment Roll-Out Plan

Currently, ACES is fully enrolled with 45 students on the waitlist for the 2025-26 school year.

GOALS AND PHILOSOPHY

Vision

The Accelerated Schools are national models of public schools that comprehensively serve the education and wellness needs of its students in preparation for them to take their rightful place as confident and courageous citizens, eager to achieve and contribute to the global society.

Mission

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

Educational Equity

At The Accelerated Schools, educational equity means continuously creating and implementing practices that are culturally responsive, and honoring voices from all educational and community partners. Through curiosity, inquiry, self and system reflection, we disrupt inequitable systems so that students graduate in four years, college, career and/or life ready.

Guiding Principles and Values

The Accelerated Schools Model, developed by the National Center of the Accelerated Schools Project at Stanford University under the direction of Dr. Henry Levin, describes certain principles and values that guide effective accelerated schools. The guiding principles and values, described below, are applied at ACES to create and sustain a highly supportive educational environment that provides students, parents and community with high expectations of personal achievement and active learning experiences.

Three Central Principles

1. Unity of Purpose refers to a striving among parents, teachers, support staff, students, administrators, the district, and the local community toward a common set of goals for the Charter School that become the focal point of everyone's efforts.

2. Empowerment Coupled with Responsibility refers to the ability of all participants in a school community to (1) make important educational decisions, (2) share responsibility for implementing those decisions, and (3) share responsibility for the outcomes of those decisions.

3. Building on Strengths refers to sharing and utilizing all the human resources that students, parents, school staff, districts, and local communities bring to the educational experience.

Educational Philosophy

At The Accelerated Schools, we nurture and celebrate each child's gifts through powerful learning experiences that are:

- authentic and relevant to students' interests, backgrounds and abilities,
- interactive to allow collaboration and the sharing of knowledge,
- learner-centered to encourage hands-on, project-based inquiry and discovery,
- inclusive to ensure all students equal access in a safe environment, and
- continuous in promoting critical thinking, holistic understanding and independence.

An Educated Citizen of the 21st Century

An educated citizen participates constructively in society. They demonstrate knowledge and appreciation for the arts, diverse cultures, literature, history, social sciences, mathematics, science, technology and career ethics. Skills in reading, writing, speaking, and listening have been acquired. Quantitative reasoning, logic, problem solving, research, and independent study have been integral parts of this person's educational background. An educated person understands and values the connection between strong academics in the foundational years of their academic career and the importance it will play in the transition into college and success in higher education and career thereafter. They value friendship, responsibility, cultural diversity, and respect for self and others. This person has a broad knowledge base and has acquired skills that prepare him or her to enter the economic mainstream. They work cooperatively to achieve constructive answers to tough questions for the benefit of society. They have acquired an acute awareness of global diversity and his responsibility to the global community and how technology plays a vital role in access on all these levels. They see themselves as an integral member of this diverse community and are prepared to take their rightful place within it.

Technology instruction and integration into the curriculum is an important part of the ACES instructional program and will be guided by State content and Common Core standards, as applicable. Students have access to Chromebooks to support a multidisciplinary approach to

technology integration. Our teachers will link digital content to educational objectives, select student outcomes and performance standards, and evaluate student outcomes against these standards to refine and improve our instructional and institutional practices. We believe the use of technology is an essential element in an institutional process of data collection, analysis, and improvement.

How Learning Best Occurs

Guided by the understanding of the student population we serve and building upon the success of The Accelerated Schools, ACES staff utilizes educational approaches that:

- Create an environment of connectedness where all students feel they belong;
- Create an environment that is student-centered and focused on meeting the needs of the students;
- Establish learning groups where teachers work with a group of students to allow for individualized instruction;
- Use an interdisciplinary approach to teaching and learning where the relationships across subject matter content areas are made explicit;
- Allow time for teachers to collaborate on curriculum, instruction, and assessment, as well as the progress of their students;
- Provide regular and frequent opportunities for advisement and counseling that further connect the student with a caring adult;
- Provide opportunities for exposure to and exploration of courses and areas of interest beyond the academic core;
- Create flexible heterogeneous instructional grouping that ensures equal access to rigorous and interesting curriculum;
- Articulate a core of knowledge that is to be mastered by every student;
- Use instructional strategies that focus on active learning, hands-on approaches, and culturally responsive teaching;
- Provide activities that take place beyond the school day that continue to engage the student's mind in ways that promote pro-social behavior and a healthy lifestyle;
- Integrate technology into the curriculum in meaningful ways.

Currently, we are ensuring that these approaches are implemented school-wide and that students will continue to have in-depth interactions with teachers. Additionally, our focus will be to stay attuned to the specific needs of our student population and monitor what we implement for consistency and fidelity to program design and best practices centered on student growth and academic achievement.

Self-motivated, Competent, and Lifelong Learners

When students feel successful and engaged in their academic and social-emotional learning, they become self-motivated, competent, and lifelong learners. ACES students are being prepared as bilingual and bicultural individuals in a global society. Students acquire an acute awareness of global diversity and their responsibility to the global community. Using the Framework for 21st Century Learning as a guide for the skills, knowledge, and expertise students will need to be successful in work and life. Students need to learn skills for success including critical thinking,

problem solving, communication and collaboration. The ACES school community is refining its support systems including assessments, curriculum and instruction, professional development and learning environments so students are more engaged in the learning process and are prepared for our global economy.

Based on the P21 Framework[11],21st century outcomes include English language arts, world languages (Spanish), Arts, Math, Science, Geography, History, Government and Civics. We strive for students at ACES, through Project-Based learning, to understand and address global issues, learn from and work collaboratively with diverse cultures and lifestyles so they can develop mutual respect for other cultures and through using a second language. At ACES we seek opportunities to develop entrepreneurial, civic, health and environmental literacy. Through community partnerships (see below) ACES students will develop and learn life skills, become self-directed learners, interact effectively in teams, and be responsible to others.

- USC SCout - Science Outreach for students in first grade, second grade, and third grade.
- People's Yoga - Mindfulness strategies that promote awareness, reflection, and self-regulation
- Soccer Shots - Character development program through teamwork in soccer

Requirements of Ed. Code § 47605(c)(5)(A)(ii)/ LCFF State Priorities

Accelerated Charter Elementary School will pursue schoolwide and student group outcome goals each year, aligned to the state priorities detailed in Education Code Section 52060(d).

The tables below summarize the Charter School's goals (and the respective annual actions to achieve each of the identified goals) as of this renewal petition submission, for all pupils pursuant California Education Code § 52052, for each of the eight (8) state priorities identified in California Education Code § 52060(d).

[11] 21st Century Skills, T. P. for. (2009, December). *P21 Framework Definitions*. 21st Century Skills: Framework Definitions. https://files.eric.ed.gov/fulltext/ED519462.pdf

LCFF STATE PRIORITIES
(Charter Term Commencing July 1, 2026)

GOAL #1

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

Related State Priorities:

☐ 1	☑ 4	☑ 7
☐ 2	☑ 5	☑ 8
☐ 3	☑ 6	

Local Priorities:
☐:
☐:

Specific Annual Actions to Achieve Goal

1. Strengthening EL Program and Services:

- **Professional Development**: All teachers will receive comprehensive professional development focused on effective Tier 1 language acquisition strategies, including partnership talk, SIOP (Sheltered Instruction Observation Protocol) strategies, integration of visuals and sentence stems, and implementation of open-ended questioning techniques.
- **High Academic Expectations**: ACES will maintain high expectations for EL achievement through the implementation of at least four rigorous ELD instructional units throughout the academic year.
- **Extended Learning Opportunities**: ACES will leverage its partnership with the Expanded Learning Opportunities Program (ELOP) to provide targeted language supports to English Learners during spring Academia and summer school programs.

2. Measuring student progress - assessments:

- **Assessment Framework:** ACES will continue to administer a comprehensive assessment system to measure student academic performance, monitor student progress, and evaluate program effectiveness in alignment with the MTSS. This includes:
  - iReady Reading and Math assessments for grades K-6 administered three times per year
  - curriculum-based assessments for English Language Arts (ELA) and Spanish Language Arts (SLA)
  - EDL reading assessments in Spanish to determine reading levels
  - state-mandated assessments including CAASPP, CAST, ELPAC, and Physical Fitness Test (PFT).
- **Data Analysis Process:** Our leadership will engage teachers in bi-weekly ELA data and student work analysis sessions to plan instructional next steps. The Wonders 2023 curriculum will serve as the foundation for this analytical work. In mathematics, teachers will review mid-module and end-of-module assessments from Engage NY to inform instructional adjustments and interventions.
- **Support Systems:** School leaders will develop and implement curricular data trackers to support teachers' data collection processes and ensure consistent monitoring of student achievement across all grade levels and subject areas.

3. Addressing academic needs to accelerate learning: ACES will leverage Tier 1, Tier 2, and Tier 3 supports to drive student learning. Assessment will help teachers and leaders determine academic needs to support and accelerate learning.

- **Assessment Strategy** Assessment tools including iReady, unit assessments, and CAASPP will determine rigor of learning in classrooms. ACES will maximize the use of iReady by using the data to set student goals and communicating them with families during student goal setting. Student progress towards stretch goals will be monitored via iReady, and professional development will be provided for teachers to backwards plan from these stretch goals. iReady and SBAC data will be utilized to set teacher goals that align with school- wide priorities in mathematics, ELA, and ELD.
- **Instructional Team Approach** ACES will leverage all instructional team members to accelerate learning at every level. Instructional Aides in grades K-4 will provide students direct, small group instruction in phonics based on the Orton-Gillingham approach. These Instructional Aides will engage in bi-weekly team meetings to plan lessons with administrative staff. Tutors will be leveraged to provide intensive literacy support to the fifth-grade cohort which presents significant literacy needs. Tutors will provide after-school instruction in close reading and reading comprehension strategies. Teachers in grades 4-6 will engage in bi-weekly planning meetings with the principal to plan for performance task administration and student work analysis in Literacy and Writing.

4. Addressing social - emotional & behavioral student needs:

- **Attendance Promotion Strategies:** ACES will continue leveraging its Dean of Culture and Attendance Committee Members to promote consistent school attendance and support high-needs families. Attendance promotion strategies include Monthly Attendance Assemblies, Tier 2 student check- ins with the Dean, Attendance Team goal setting and data monitoring, home visits, and semester attendance celebrations for at-promise students.
- **Attendance Accountability System:** ACES will maintain a system of attendance accountability through parent letters, phone calls, data-based reports to families, and parent-leader meetings to create personalized plans for improved attendance.
- **Social-Emotional Support:** ACES will employ one school counselor and one Social-Emotional Learning (SEL) specialist to support students' socio-emotional needs. The SEL specialist will collaborate with the Dean to implement Digital Citizen (grades 4-6) and Second

Step (grades TK-3) curricula to promote healthy relationships and problem-solving skills among students.

5. Broad course of study

- ACES provides all students with access to a comprehensive academic program that includes core subjects (English Language Arts, Mathematics, Spanish Language Arts, Science, Social Studies, and Physical Education), supplemented by Dance for grades TK-3 and Public School Science for grades 1 and 3-6.

6. Services to support SWD:

- **Strengthen instructional program**: ACES administrators and Program Specialists will engage in weekly meetings to strengthen the implementation of our Instructional Program, with a targeted focus on supporting students with disabilities. These meetings will serve as structured opportunities to:
    - Review and analyze caseload data
    - Monitor student services and service tracking
    - Assess student attendance, academic performance, and IEP goal progress
    - Identify professional development (PD) opportunities
    - Analyze and discuss assessment data
- **IEP Snapshot Distribution and Updates:** At the start of each school year, all general education teachers will receive IEP Snapshots for students with an Individualized Education Plan. These snapshots will be updated and redistributed to the appropriate staff after every IEP meeting to ensure accurate, up-to-date information.
- **Ongoing Professional Development:** Throughout the school year, professional development sessions will be facilitated by Instructional Coaches, Administrators, the Director of Access, Equity, and Compliance, Program Specialists, and Teachers. These PD workshops will focus on equipping educators with the strategies and tools necessary to make the core curriculum accessible to all learners, particularly students with disabilities. Topics will include, but are not limited to:
    - Effective Instructional Strategies
    - Strategies to Enhance Access
    - Co-Planning
    - ELA and Math Support
    - Supporting Instructional Aides (IAs) and General Education Teachers
    - AI Resources and Support
    - SSPT, 504, and IEP Protocols
    - LAS Support and Referral Process
    - IA and BII Training
- **Collaboration Structures:** There will be a focused effort on co-planning. RSP and general education teachers will meet regularly to strengthen their practice. Meetings will address:
    - Appropriate accommodations and supports for lessons
    - Strategies to ensure students with disabilities have access and master grade-level standards

  Additionally, RSTs and general education teachers will participate in weekly collaboration meetings to:
    - Plan for effective implementation of accommodations in ELA and Math
    - Develop academic and behavioral supports
    - Monitor and adjust instruction based on data analysis

  For students falling behind, a targeted support plan will be developed and monitored through student goal-setting and weekly teacher check-ins.
- **Multi-Tiered Collaboration and Coaching:** Collaborative meetings will include RSTs, general education teachers, Program Specialists, Inclusion Coach, and the Director of Access, Equity, and Compliance. These forums will:
    - Offer small-group, needs-based professional development
    - Ensure that all teachers are equipped to deliver high-quality instruction in ELA and Math
- **Attendance and Family Engagement Support:** Attendance Clerks and Family Engagement Coordinators will:
    - Make attendance calls and send home letters
    - Work with families to improve attendance
    - Utilize the SSPT process for additional support

  Site administrators will conduct home visits when necessary.
- **Oversight and Monitoring by the DAEC:** The Director of Access, Equity, and Compliance (DAEC) will serve as the Special Education Administrator, ensuring:
    - IEP compliance
    - Effective instruction
    - Annual goal-setting in collaboration with site leaders and Program Specialists
    - Ongoing progress monitoring through meetings with RSTs, Program Specialists, Inclusion Coach, and service providers
- **Leveraging District and COP Resources:** The Charter School will continue to benefit from:
    - District bulletins (e.g., 504s, Alternate Curriculum, EL Reclassification)
    - Charter Digest updates
    - Charter Operated Programs (COP) Coordinating Council Meetings
    - Outreach emails and the Special Education Self-Review Checklist

  These resources guide accurate compliance and provide access to District services and best practices.
- **SPED (including all related services) IEP Compliance Monitoring:** Weekly meetings led by the Program Specialist, Student Services

Coordinator, and DAEC will cover:
    - Highlights and challenges
    - Tier reviews (1-6)
    - Pending IEPs
    - Welligent 200 and 300 report reviews

A shared "Key Caseload" calendar will be maintained to ensure IEP timelines are met.

- **RST/SPED Networking and PD:** Monthly meetings will focus on:
    - Key date and deadline reviews
    - Professional development (e.g., Welligent, AI tools, testing accommodations)
    - Classroom observation and feedback (BIIs, IAs, RSTs)

This comprehensive approach ensures that students with disabilities receive consistent, high-quality instruction and support aligned with legal and educational standards.

Expected Annual Measurable Outcomes

Outcome #1: ACES will improve the academic performance of all student subgroups on the CAASPP ELA Assessment, as measured by Distance from Standard (DFS), by increasing the average DFS by 4 points annually

Metric/Method for Measuring: CA School Dashboard / Annual CAASPP ELA Assessment

APPLICABLE STUDENT GROUPS	Baseline[12]	2026 - 2027	2027 - 2028	2028 - 2029	2029 - 2030	2030 - 2031
All Students (Schoolwide)	-13	-9	-5	-1	3	7
English Learner Students	-33.8	-29.8	-25.8	-21.8	-17.8	-13.8
Long-Term English Learner Students	*[13]	*	*	*	*	*
Socioeconomically Disadvantaged Students	-13.5	-9.5	-5,5	-1.5	2.5	6.5
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	-57	-53	-49	-45	-41	-37
African American Students	*	*	*	*	*	*
American Indian / Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	-13.3	-9.3	-5.3	-1.3	2.7	6.7
Native Hawaiian / Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #2: ACES will improve the academic performance of all student subgroups on the CAASPP Math Assessment, as measured by Distance from Standard, by reducing the average DFS by 10 points annually.

Metric/Method for Measuring: CA School Dashboard / Annual CAASPP Math Assessment

APPLICABLE STUDENT GROUPS	Baseline	2026 - 2027	2027 - 2028	2028 - 2029	2029 - 2030	2030 - 2031
All Students (Schoolwide)	-31	-21	-11	-1	11	21
English Learner Students	-31	-21	-11	-1	11	21
Long-Term English Learner Students	*	*	*	*	*	*

[12] Unless otherwise noted, Baseline data taken from 2024 CA Dashboard.

[13] NOTE: In the chart, an asterix "*" symbol is defined as "student group not numerically significant at this time."

Socioeconomically Disadvantaged Students	-31.7	-21.7	-11.7	-1.7	11.7	21.7
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	-88.7	-78.7	-68.7	-58.7	-48.7	-38.7
African American Students	*	*	*	*	*	*
American Indian / Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	-31	-21	-11	-1	11	21
Native Hawaiian / Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #3: % Proficient CAST
Metric/Method for Measuring: CA School Dashboard

APPLICABLE STUDENT GROUPS	Baseline	2026 - 2027	2027 - 2028	2028 - 2029	2029 - 2030	2030 - 2031
All Students (Schoolwide)	32.86%	35%	37%	39%	41%	43%
English Learner Students	0%	5%	10%	15%	20%	25%
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	32.86%	35%	37%	39%	41%	43%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian / Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	32.86%	35%	37%	39%	41%	43%
Native Hawaiian / Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #4: % EL who made progress toward English Language Proficiency
Metric/Method for Measuring: ELPI - CA School Dashboard

APPLICABLE STUDENT GROUPS	Baseline	2026 - 2027	2027 - 2028	2028 - 2029	2029 - 2030	2030 - 2031
All Students (Schoolwide)	N/A	N/A	N/A	N/A	N/A	N/A
English Learner Students	47.8%	49%	51%	53%	55%	57%
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*

African American Students	*	*	*	*	*	*
American Indian / Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian / Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #5: % students English Language Proficiency for Summative ELPAC
Metric/Method for Measuring: ELPAC

APPLICABLE STUDENT GROUPS	Baseline	2026 - 2027	2027 - 2028	2028 - 2029	2029 - 2030	2030 - 2031
All Students (Schoolwide)	N/A	N/A	N/A	N/A	N/A	N/A
English Learner Students	15.64%	18%	20%	22%	24%	26%
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	15.64%	18%	20%	22%	24%	26%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	3.57%	6%	9%	12%	15%	18%
African American Students	*	*	*	*	*	*
American Indian / Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	15.64%	18%	20%	22%	24%	26%
Native Hawaiian / Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #7: Attendance Rate
Metric/Method for Measuring: CALPADS

APPLICABLE STUDENT GROUPS	Baseline	2026 - 2027	2027 - 2028	2028 - 2029	2029 - 2030	2030 - 2031
All Students (Schoolwide)	94.8%	95%	96%	97%	98%	≥ 98%
English Learner Students	93%	94%	95%	96%	96%	97%
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	94%	95%	96%	97%	98%	≥ 98%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	94%	95%	96%	97%	98%	≥ 98%
African American Students	*	*	*	*	*	*
American Indian / Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*

Filipino Students	*	*	*	*	*	*
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian / Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #8: Chronic Absenteeism Rate

ACES will decrease the chronic absenteeism rate of all student subgroups, by implementing strategic interventions to support student attendance and root causes of absences.

Metric/Method for Measuring: Dataquest

APPLICABLE STUDENT GROUPS	Baseline	2026 - 2027	2027 - 2028	2028 - 2029	2029 - 2030	2030 - 2031
All Students (Schoolwide)	14.10%	10%	10%	9%	9%	9%
English Learner Students	14.7%	13.7%	12.7%	11.7%	11.7%	10.7%
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	14.2%	13.2%	13.2%	12.2%	11.2%	11.2%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	13.2%	12.2%	12.2%	11.2%	11.2%	10.2%
African American Students	*	*	*	*	*	*
American Indian / Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	14.1%	10%	10%	9%	9%	9%
Native Hawaiian / Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #9: Suspension Rate

ACES will maintain a 0% suspension rate of all student subgroups, by implementing strategic interventions with Positive Behavior Intervention System and a comprehensive behavior support plan.

Metric/Method for Measuring: Dataquest

APPLICABLE STUDENT GROUPS	Baseline	2026 - 2027	2027 - 2028	2028 - 2029	2029 - 2030	2030 - 2031
All Students (Schoolwide)	0%	0%	0%	0%	0%	0%
English Learner Students	0%	0%	0%	0%	0%	0%
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	0%	0%	0%	0%	0%	0%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	0%	0%	0%	0%	0%	0%
African American Students	*	*	*	*	*	*
American Indian / Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*

Filipino Students	*	*	*	*	*	*
Latino Students	0%	0%	0%	0%	0%	0%
Native Hawaiian / Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #10: Expulsion Rate

ACES will maintain a 0% expulsion rate of all student subgroups by implementing proactive, equity-driven behavioral supports and restorative practices, monitoring discipline data monthly, and providing staff with ongoing training in positive behavior interventions and culturally responsive classroom management.

Metric/Method for Measuring: DataQuest

APPLICABLE STUDENT GROUPS	Baseline	2026 - 2027	2027 - 2028	2028 - 2029	2029 - 2030	2030 - 2031
All Students (Schoolwide)	0%	0%	0%	0%	0%	0%
English Learner Students	0%	0%	0%	0%	0%	0%
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	0%	0%	0%	0%	0%	0%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	0%	0%	0%	0%	0%	0%
African American Students	*	*	*	*	*	*
American Indian / Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	0%	0%	0%	0%	0%	0%
Native Hawaiian / Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #11: % students participating in an enrichment course

Metric/Method for Measuring: Master Schedule / CALPADS

APPLICABLE STUDENT GROUPS	Baseline	2026 - 2027	2027 - 2028	2028 - 2029	2029 - 2030	2030 - 2031
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learner Students	NA	NA	NA	NA	NA	NA
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	NA	NA	NA	NA	NA	NA
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	NA	NA	NA	NA	NA	NA
African American Students	*	*	*	*	*	*
American Indian / Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*

Latino Students	NA	NA	NA	NA	NA	NA
Native Hawaiian / Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #12: % students participating in all 5 Components of the Physical Fitness Test (PFT): Grade 5
Metric/Method for Measuring: SARC

APPLICABLE STUDENT GROUPS	Baseline	2026 - 2027	2027 - 2028	2028 - 2029	2029 - 2030	2030 - 2031
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learner Students	*	*	*	*	*	*
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian / Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian / Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

GOAL #2

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

Related State Priorities:

☑ 1	☐ 4	☐ 7
☑ 2	☐ 5	☐ 8
☐ 3	☐ 6	

Local Priorities:

☐:

☐:

Specific Annual Actions to Achieve Goal

1. Admin & Educators that support the ED program:

- **Recruitment, Hiring & Training/Retention**: ACES will employ one Principal, one Assistant Principal, and approximately 21 credentialed teachers for students TK-6 to provide instruction in English Language Arts, Mathematics, Science, Social Studies, and Physical Education as part of the core educational program.

  ACES will engage in extensive recruitment and teacher training efforts to increase and maintain the percentage appropriately credentialed teachers schoolwide.
- **Instructional Calendar:** ACES's academic calendar includes 180 instructional days, exceeding California's state requirement of 175 instructional days for charter schools.
- **Continuity of Instruction:** Two in-house Substitute Teachers will be employed to maintain continuity of instruction and prevent interruptions to learning.

2. Professional Development - ACES professional development will serve to deepen teacher capacity in ELA, mathematics, and ELD. Teachers will engage in shared learning that is grounded in standards, the California frameworks, evidence-based strategies and the adopted curricula.

- **School-Wide Priorities:** Professional development will drive the following school-wide priorities:
  - High Expectations Based On Standards through student-to-student dialogue and standards-based microteaching; Assessment As Feedback by systematizing math and literacy data sources to plan lessons that are responsive to data; and Collaborative Culture by leveraging teachers' evidence-based practices in order to create coherence and strengthen teaching practice across the Charter School.
- **Instructional Coaching Structure:** The Principal will provide instructional coaching based on these priorities to Teachers TK - 3; the Assistant Principal will provide instructional coaching to RSP Teachers and Teachers in grades 4-6; the Literacy Coach will provide coaching to teachers in grades 3 - 6. Additionally, one part- time ELA Instructional Coach will be employed to provide intensive literacy coaching to teachers in grades 2 - 6. Specifically, the ELA Coach will provide intensive support to rising fifth graders, as they present the highest needs in literacy. The ELA Coach will leverage grade level performance tasks and curricular resources to accelerate student learning.
- **Professional Learning Focus Areas:** The schoolwide professional learning areas of focus will include comprehension strategies in ELA and Mathematics through the use of open-ended questions and discussion groups as well as partnerships, talk moves and tools in mathematics, analysis of student writing tasks, analysis of student performance on text-based questions that require substantiating a claim and providing evidence, ELD, Gomez and Gomez dual language methodology, PBIS, and English Language Development strategies. These focus areas ensure comprehensive support for our dual language immersion program while addressing the diverse learning needs of all students and building teacher capacity across all content areas.

3. Core Curricular Program Needs- ACES will implement the state-board adopted ELA/SLA curriculum, Wonders 2023, to ensure students are engaging in rigorous learning from TK - 6. ACES ensures all students have access to standards-aligned curricular and instructional materials. Purchases are made annually to ensure sufficient supply of materials including consumables:

- **Annual Curriculum Purchases:** ACES anticipates purchasing the following materials to support comprehensive instruction across all grade levels. The Wonders/Maravillas 2023 curriculum will serve grades TK - 6, providing consistent dual language literacy instruction that aligns with our Gomez & Gomez dual language immersion model. Engage NY mathematics curriculum will support grades TK-6, ensuring rigorous standards-based mathematics instruction across all grade levels.
- **Supplemental Instructional Materials:** Science Inspire consumables will provide hands-on learning experiences
- that complement our science instruction delivered in Spanish as part of our dual language program. EL Achieve Units will offer additional support for English Language Development, addressing the specific needs of our 31% English Learner population and supporting the language acquisition goals of our dual language immersion program.
- **Resource Allocation :** These curricular investments ensure that all students, regardless of their language proficiency level or academic needs, have access to high- quality, standards-aligned materials that support both English and Spanish language development while maintaining rigorous academic expectations across all content areas.

4. Closing the Digital Divide: Accelerated Charter Elementary School's IT Team will ensure all students are equipped with a technology device to access instructional and supplemental online materials, including testing, and will continue to utilize Zoom for virtual meetings. Annual purchases are made to ensure adequate supply for all students, guaranteeing equitable access to digital learning resources that support both in-person and remote learning opportunities.

- **Device Distribution and Family Support:** Laptops were provided based on family need and dependent upon the family parent or guardian attending a laptop workshop. This approach ensures that families receive comprehensive support alongside the technology, creating sustainable usage patterns and responsible device stewardship. Students and families learned how to use the laptops, access learning applications, as well as take care of the laptop through structured training sessions.
- **Educational Technology Integration:** Students are using technology to support their learning across multiple platforms and applications, with particular emphasis on programs that complement our dual language immersion model. Technology integration supports both English and Spanish language development while providing access to differentiated learning through platforms such as iReady, which has received strong endorsement from both parents and the EL-PAC committee.
- **Digital Learning Support:** The IT Team provides ongoing technical support to ensure continuous access to digital learning resources, maintaining devices and troubleshooting connectivity issues that could impact student learning. This comprehensive approach to technology support ensures that all students can fully participate in digital learning opportunities regardless of their home technology environment or prior experience with educational technology.

Expected Annual Measurable Outcomes

Outcome #1: ACES will maintain 100% of teachers fully credentialed and appropriately assigned by ensuring all teaching staff meet state credentialing requirements and are placed in positions aligned with their credentials.

Metric/Method for Measuring: CDE TAMO

APPLICABLE STUDENT GROUPS	Baseline	2026 - 2027	2027 - 2028	2028 - 2029	2029 - 2030	2030 - 2031
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learner Students	NA	NA	NA	NA	NA	NA
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	NA	NA	NA	NA	NA	NA
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	NA	NA	NA	NA	NA	NA
African American Students	*	*	*	*	*	*
American Indian / Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	NA	NA	NA	NA	NA	NA
Native Hawaiian / Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #2: ACES will ensure that 100% of students have access to standards-aligned instructional materials in all core subject areas by verifying materials during annual curriculum audits.

Metric/Method for Measuring: Textbook Inventory / Classroom Observations

APPLICABLE STUDENT GROUPS	Baseline	2026 - 2027	2027 - 2028	2028 - 2029	2029 - 2030	2030 - 2031
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learner Students	100%	100%	100%	100%	100%	100%
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	100%	100%	100%	100%	100%	100%

Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	*	*	*	*	*	*
American Indian / Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian / Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #3:.

ACES will ensure the Implementation of the State Academic content & performance standards for all students and enable ELs access through annual curriculum alignment reviews, ongoing professional development for teachers, and quarterly monitoring of EL instructional supports to ensure consistent standards-based teaching across all classrooms

Metric/Method for Measuring[14]: Priority 2 - Self Reflection Tool - Local Indicator (CA School Dashboard)

APPLICABLE STUDENT GROUPS	Baseline	2026 - 2027	2027 - 2028	2028 - 2029	2029 - 2030	2030 - 2031
All Students (Schoolwide)	ELA: 4 ELD: 4 Math: 4 Social Science:3 Science: 3 CTE: N/A Health: 4 PE: 5 VAPA: 4 World Language: 4	ELA: 4 ELD: 4 Math: 4 Social Science:3 Science: 3 CTE: N/A Health: 4 PE: 5 VAPA: 4 World Language: 4	ELA: 4 ELD: 4 Math: 4 Social Science:4 Science: 4 CTE: N/A Health: 5 PE: 5 VAPA: 5 World Language: 5	ELA: 5 ELD: 5 Math: 5 Social Science:4 Science: 4 CTE: N/A Health: 5 PE: 5 VAPA: 5 World Language: 5	ELA: 5 ELD: 5 Math: 5 Social Science:5 Science: 5 CTE: N/A Health: 5 PE: 5 VAPA: 5 World Language: 5	ELA: 5 ELD: 5 Math: 5 Social Science:5 Science: 5 CTE: N/A Health: 5 PE: 5 VAPA: 5 World Language: 5
English Learner Students	N/A	N/A	N/A	N/A	N/A	N/A
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	*	*	*	*	*	*
American Indian / Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian / Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*

[14] Rating Scale: 1-Exploration & Research Phase; 2 - Beginning / Development; 3 - Initial Implementation; 4 - Full Implementation; 5 - Full Implementation & Sustainability

White Students	*	*	*	*	*	*

GOAL #3

Engage parents as partners through education, communication, and collaboration, to ensure all students are college and career ready. Provide students with a safe, welcoming, and inclusive, positive learning environment that exudes a culture of high expectations.

Related State Priorities:

☑ 1	☐ 4	☐ 7
☐ 2	☐ 5	☐ 8
☑ 3	☑ 6	

Local Priorities:
☐:
☐:

Specific Annual Actions to Achieve Goal

1. Promoting positive school climate, student engagement & safe learning environment - ACES will center students' bilingual identities through a robust, celebratory culture that promotes student achievement as well as ACES' behavior expectations of safety, responsibility, respectfulness, and kindness. This comprehensive approach recognizes and honors the linguistic and cultural assets that students bring to our learning community while maintaining high academic and behavioral standards.

- **Student Recognition and Engagement Activities** ACES will implement multiple celebration initiatives to foster positive school culture and academic motivation. Student-led perfect attendance assemblies will celebrate both classroom perfect attendance and individual student achievement, promoting the importance of consistent school engagement. Weekly iReady lesson celebrations will utilize Extraordinary Eagles award certificates and school-wide recognition for recipients, acknowledging academic progress and effort in literacy and mathematics.

  Spirit Week activities will promote positive culture while seeking to improve student attendance through engaging, community-building experiences. The annual ACES Got Talent Show will celebrate the diverse gifts and voices of our student and staff community, providing opportunities for creative expression and cultural sharing. Each grade level will participate in 1-2 field trips that serve to enrich student learning and socio-emotional well-being, extending classroom learning into real-world experiences.
- **Academic Excellence Recognition:** iReady All Stars assemblies will celebrate student growth based on academic improvement in literacy and mathematics, reinforcing the value of continuous learning and progress. Roses and Ribbons Formal Celebrations will honor and recognize students for their academic excellence in mathematics, English Language Arts and Spanish Language Arts, acknowledging achievement across both languages of instruction in our dual language immersion program.
- **Social-Emotional Learning Assessment:** Panorama SEL surveys will be administered to students, staff, and parents to assess school connectedness, safety, satisfaction, and engagement. Results will be reported in the LCAP and local indicators report, providing data-driven insights into the effectiveness of our school climate initiatives and identifying areas for continued growth and improvement.
- **Safety and Security Infrastructure:** ACES strives to provide all students and staff with a safe and welcoming learning environment through comprehensive security measures. This includes Campus Aides for supervision, Security staff, and Raptor Security system to monitor and track visitors, ensuring controlled access to campus facilities. The Charter School nurse conducts student health screenings including vision and hearing assessments, supporting overall student wellness and early identification of health needs.
- **School Safety Plan Development:** The School Safety Plan will be reviewed and revised annually by the Operations Manager, Principal, Security Staff/Campus Aides, and Dean of Culture, ensuring comprehensive input from all stakeholders responsible for campus safety. The plan will be shared with the ELAC and PAC for input, incorporating family and community perspectives into safety planning and maintaining transparent communication about safety protocols and procedures.

2. Parent input in decision making - Parent input in decision-making will take place through established committees that include parents representing Unduplicated Pupils (UP) and Students with Disabilities (SWD), ensuring comprehensive representation of our diverse student population. This inclusive approach guarantees that the voices of families from all demographic groups are heard and considered in school governance and program development**:**

- **Required Advisory Committees**
- The English Learner Parent Advisory Committee (EL-PAC), ELAC, and DELAC will provide specific input on programs and services for English Learners who comprise 31% of our student body. These committees play a critical role in reviewing and providing feedback on the effectiveness of our dual language immersion program and English Language Development services. The ELAC will focus on the specific needs of ELs at the Charter School while the DELAC will work to address the broader needs at the network level, ensuring a consistent approach to supporting ELs across all schools. The Parent Advisory Committee (PAC) will offer broader input on school-wide policies, programs, and the Local Control and Accountability Plan. This committee ensures that all families have opportunities to participate in educational decision-making processes that affect their children's academic and social- emotional development.
- **Language Access and Inclusivity:** Interpreter services will be available for all committee meetings, ensuring that language is not a barrier

to meaningful participation in school governance. This commitment to language accessibility aligns with our school's mission to honor and support our multilingual community, recognizing that effective parent engagement requires removing linguistic barriers to participation.

- **Educational Partner Engagement Process :**These committees will provide regular input on LCAP goals, program effectiveness, resource allocation, and school policies, ensuring that family perspectives inform educational decision-making at all levels. The feedback collected through these committees will be documented and incorporated into school improvement planning, creating a transparent process for community input and response.

3. Opportunities provided to support parent engagement and participation - ACES provides all parents including those representing unduplicated students and Students with Disabilities with multiple opportunities and methods to engage as partners in their child's education. Parents of ACES students will be integrated in the school community through a culture of celebration for their parent involvement, recognizing the critical role families play in student success within our dual language immersion program:

- **Family Engagement Infrastructure:** The Family Engagement Coordinator (FEC) will serve as the primary liaison to communicate with families, facilitate parent workshops, strengthen parent outreach, and recruit parent volunteers. This dedicated position ensures consistent and culturally responsive family engagement that honors the linguistic and cultural diversity of our community while building strong home-school partnerships.
- **School-Wide Engagement Events:** Family integration will take place through multiple venues including ACES school-wide assemblies that celebrate student achievement and community involvement, ACES Coffee with the Leadership sessions that provide informal opportunities for dialogue between families and school leaders, and ACES Parent Workshops that address specific topics relevant to student success and family needs.
- **Educational Workshop Series:** ACES will host a series of workshops on topics essential to support student outcomes and on topics as requested by families. These workshops will include sessions on the impact of chronic absenteeism on student outcomes with strategies to improve daily attendance, a series of workshops on literacy and mathematics that align with our dual language program, diversity awareness sessions, ESL classes for parents to support their own language development, and training on accessing PowerSchool Parent Portal to monitor their child's attendance, academic progress, grades and communicate with staff.
- **Targeted Attendance Support:** The Attendance Committee will coordinate parent meetings to establish attendance contracts for students who need to improve attendance rates and will conduct home visits for students who are disengaged and at-risk for truancy or chronic absenteeism. This proactive approach recognizes that consistent attendance is fundamental to academic success in our rigorous dual language immersion program.
- **Leadership Team Initiatives:** The Leadership Team will continue to host monthly Coffee with the Leadership Team sessions, providing regular opportunities for informal communication and feedback. Academic engagement events including Literacy Night and Math Night will help families understand and support their children's learning in both English and Spanish, while traditional events such as Open House and Back-to-School Night will maintain essential communication about academic programs and expectations.
- **Communication and Information Access:** The Charter School's website has been redesigned to be parent-friendly and serves to keep families updated on schoolwide events and provide access to important resources. Monthly newsletters will be distributed using Class Dojo and ParentSquare, ensuring families receive timely information through multiple communication channels that accommodate different technology preferences and accessibility needs.

4. Maintaining safe & clean school facilities- 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. This commitment ensures that our learning environment supports the health, safety, and well-being of our entire school community while maintaining compliance with all regulatory requirements.

- **Annual Facility Assessment and Reporting:** The Facility Inspection Tool (FIT) report is completed annually to systematically evaluate the condition and safety of all school facilities. This comprehensive assessment covers critical areas including structural systems, external conditions, electrical systems, heating and ventilation, interior surfaces, and cleanliness to ensure optimal learning conditions for students and working conditions for staff.
- **Maintenance and Repair Protocol:** When findings are identified through the FIT assessment, appropriate repairs are made promptly to address any deficiencies and maintain safe facility conditions. This proactive approach to facility maintenance ensures that potential safety or health concerns are addressed before they impact the learning environment or pose risks to students and staff.
- **Transparency and Accountability:** FIT report findings are reported annually on the School Accountability Report Card (SARC) and Local Control and Accountability Plan (LCAP), providing transparent communication to families and the community about facility conditions and maintenance efforts. This reporting ensures accountability and demonstrates the Charter School's ongoing commitment to maintaining high-quality facilities that support student learning and safety.
- **Ongoing Facility Management:** ACES maintains regular cleaning schedules, preventive maintenance programs, and facility improvements to ensure that our campus continues to provide a welcoming and conducive environment for learning. These efforts support our mission of creating a safe, inclusive space where students can focus on their academic growth and bilingual development without concerns about facility-related distractions or safety issues.

Expected Annual Measurable Outcomes

Outcome #1: Facility Inspection Tool (FIT) Report Score
Metric/Method for Measuring: SARC

APPLICABLE STUDENT GROUPS	Baseline	2026 - 2027	2027 - 2028	2028 - 2029	2029 - 2030	2030 - 2031
All Students (Schoolwide)	Exemplary	Exemplary	Exemplary	Exemplary	Exemplary	Exemplary
English Learner Students	N/A	N/A	N/A	N/A	N/A	N/A
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	*	*	*	*	*	*
American Indian / Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian / Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #2: Parent input in decision making for UP & SWD
Metric/Method for Measuring: Score - CDE Priority 3 Self-Reflection Tool (Questions 9-12)[15]

APPLICABLE STUDENT GROUPS	Baseline [Spring 2025]	2026 - 2027	2027 - 2028	2028 - 2029	2029 - 2030	2030 - 2031
All Students (Schoolwide)	9. 4 10. 4 11. 4 12. 3	9. 4 10. 4 11. 4 12. 4	9. 4 10. 4 11. 4 12. 4	9. 4 10. 4 11. 4 12. 4	9. 5 10. 5 11. 5 12. 5	9. 5 10. 5 11. 5 12. 5
English Learner Students	N/A	N/A	N/A	N/A	N/A	N/A
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	*	*	*	*	*	*
American Indian / Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian / Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

[15] Rating Scale: 1-Exploration & Research Phase; 2 - Beginning / Development; 3 - Initial Implementation; 4 - Full Implementation; 5 - Full Implementation & Sustainability

Outcome #3: Parent participation in programs for UP & SWD
Metric/Method for Measuring: CDE Priority 3 Self-Reflection Tool (Questions 1-4)

APPLICABLE STUDENT GROUPS	Baseline [Spring 2025]	2026 - 2027	2027 - 2028	2028 - 2029	2029 - 2030	2030 - 2031
All Students (Schoolwide)	1. 4 2. 4 3. 4 4. 4	1. 4 2. 4 3. 4 4. 4	1. 4 2. 4 3. 4 4. 4	1. 4 2. 4 3. 4 4. 4	1. 5 2. 5 3. 5 4. 5	1. 5 2. 5 3. 5 4. 5
English Learner Students	N/A	N/A	N/A	N/A	N/A	N/A
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	*	*	*	*	*	*
American Indian / Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian / Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #4: Other Local Measure - Accelerated Charter Elementary School will strive to maintain or exceed an 80% **student satisfaction** rating in the domains of Sense of Safety and School Connectedness as measured by annual school climate surveys.
Metric/Method for Measuring: Panorama

APPLICABLE STUDENT GROUPS	Baseline [Spring 2025]	2026 - 2027	2027 - 2028	2028 - 2029	2029 - 2030	2030 - 2031
All Students (Schoolwide)	50% School Safety 55% School Connectedness	52% School Safety 57% School Connectedness	54% School Safety 59% School Connectedness	60% School Safety 65% School Connectedness	65% School Safety 70% School Connectedness	70% School Safety 75% School Connectedness
English Learner Students	N/A	N/A	N/A	N/A	N/A	N/A
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	*	*	*	*	*	*
American Indian / Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A

Native Hawaiian / Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #5: Other Local Measure - Accelerated Charter Elementary School will strive to maintain or exceed an 80% **parent satisfaction** rating in the domains of Sense of Safety and School Connectedness as measured by annual school climate surveys.

Metric/Method for Measuring: Panorama

APPLICABLE STUDENT GROUPS	Baseline [Spring 2025]	2026 - 2027	2027 - 2028	2028 - 2029	2029 - 2030	2030 - 2031
All Students (Schoolwide)	65% School Safety 74% School Connectedness	67% School Safety 76% School Connectedness	69% School Safety 78% School Connectedness	73% School Safety 80% School Connectedness	77% School Safety 82% School Connectedness	80% School Safety 84% School Connectedness
English Learner Students	N/A	N/A	N/A	N/A	N/A	N/A
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	*	*	*	*	*	*
American Indian / Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian / Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #6: Other Local Measure - Accelerated Charter Elementary School will strive to maintain or exceed an 80% **staff satisfaction** rating in the domains of Sense of Safety and School Connectedness as measured by annual school climate surveys.

Metric/Method for Measuring: Panorama

APPLICABLE STUDENT GROUPS	Baseline [Spring 2025]	2026 - 2027	2027 - 2028	2028 - 2029	2029 - 2030	2030 - 2031
Schoolwide	27% School Safety 77% School Connectedness	30% School Safety 79% School Connectedness	33% School Safety 81% School Connectedness	35% School Safety 83% School Connectedness	40% School Safety 85% School Connectedness	45% School Safety 87% School Connectedness
English Learner Students	N/A	N/A	N/A	N/A	N/A	N/A
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A

African American Students	*	*	*	*	*	*
American Indian / Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian / Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

INSTRUCTIONAL DESIGN

Educational Program's Overall Curricular and Instructional Design: Key Educational Theories and Research

Innovative Components and Key Features of the Educational Program

ACES is dedicated to the idea that every child can accelerate their progress and achieve at high levels through powerful learning. Powerful learning depends on a rigorous curriculum that is interdisciplinary and thematic, where learning is related to the personal and background experience of the students and calls for higher order thinking skills. To effectively compete in the global arena, ACES strives to have students who enter at Kindergarten achieve *linguistic biliteracy* and *content-area biliteracy* by the end of sixth grade. While this is a challenging goal to attain, ACES will continue to explore ways in which to successfully accomplish this through quality instruction and through our unique dual language enrichment model not found currently at other schools in California.

The Gómez & Gómez Dual Language Enrichment (DLE) model[16] supports the academic and linguistic developmental growth of children by using their first language as a foundation and simultaneously learning a second language. This model has several key research-based components, which support the full development of content-area biliteracy. In addition, all student demographics, at ACES are able to participate in a dual language immersion program as an alternative to a traditional elementary public school program. Most diverse learners thrive in DLE programs and English Learners in particular. Attributes of DLE programs such as: learner-centered instruction, primary language learning and increased cognitive development all contribute to a rigorous and enriched learning environment for all children and supports diverse learners.

Unlike most 50/50 and 90/10 DLE models, this model does not call for instruction in all subject areas in both languages. Instead, it requires that all learners regardless of language background learn certain subjects only in L1, while others are learned only in L2. The model's philosophy is that children can indeed learn subject matter effectively in either their L1 or L2, given the use of appropriate instructional strategies and other activities that support, in particular, the L2 learner in the respective subject area. Note that TK-6th grade mathematics is learned in English by all participants, while Science and Social Studies is learned in Spanish. Language Arts is formally taught in the child's native language in TK/Kindergarten and 1st grade and in both languages in 2nd - 6th grades.

[16] Gómez, R. (2006). *Promising practices: Dual language enrichment for ELL students K–12.*

"Both one-way and two-way bilingual programs lead to grade-level and above-grade-level achievement in second language, the only programs that fully close the gap. With the stimulus of native-English-speaking peers in two-way bilingual classes, groups of English learners typically reach grade level achievement in second language by 5th or 6th grade, reaching an average of the 61st Normal Curve Equivalent (NCE) or the 70th percentile by the eleventh grade. This is truly astounding achievement when you consider that this is higher achievement than that of native-English speakers being schooled through their own language, and who have all the advantages of nonstop cognitive and academic development and sociocultural support." (Collier & Thomas, 2004, p. 11)[17]

Key Elements of Gomez & Gomez Dual Language Enrichment Model

Language of Instruction (LOI)	**TK, K, 1st Grade**	**2nd - 6th Grade**
Language Arts	Primary Language Spanish or English (Only time students are separated by L1)	Spanish and English* *Equal instruction time daily in both languages
Science & Social Studies	Spanish	Spanish
Mathematics	English	English
Language of the Day	Physical Education, Music, Art, Health, Recess, Lunch, Transitions	

Language of the Day (LOD):
Monday, Wednesday, and Friday: Spanish / Tuesday and Thursday: English

- Validates both languages; followed throughout the campus to the extent staff speaks Spanish/English, during recess, lunch, special events, etc.
- Consistent review of vocabulary in LOD from classroom labels, student-generated alphabets, and Interactive word walls
- Morning activities, Read-Alouds; Expressive Journal Writing; DEAR/SSR, reading buddies is conducted daily in LOD

Conceptual Refinement (CR):

- 10-15 minutes at end of each lesson for Math, Science & Social Studies for concept refinement of L2 content learners (reteach, intervention, pre-teach)
- Inclusive of content block and conducted in the Language of Instruction
- Ensures high academic rigor

Curriculum and Instruction

The ACES instructional program is grounded in the California Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), California English Language Development (ELD) Standards, the California History–Social Science Framework, and the remaining State

[17] Collier, V., & Thomas, W. (2004*). The Astounding Effectiveness of Dual Language Education for All.* NABE Journal of Research and Practice, 2(1) 1-20. The Astounding Effectiveness of Dual Language Education for All

Content Standards (collectively referred to herein as, the "State Standards"). Our mission is to deliver a rigorous, developmentally appropriate education that is engaging, culturally relevant, and equitable. The curriculum is designed to build critical thinking, curiosity, collaboration, and communication across all content areas.

ACES students learn how to learn. Instruction is rooted in real-world relevance, interdisciplinary connections, and purposeful practice. Students explore core concepts through collaborative tasks, literacy-rich experiences, and inquiry-driven projects. We believe that a well-rounded education includes academic rigor alongside social-emotional and cultural learning, preparing students to succeed in both college and life.

Curricular and Instructional Materials

Subject Area	Curriculum Materials	Grade Levels	Label
English Language Arts	World of Wonders (McGraw-Hill, 2023)	TK	Core and College Preparatory
	Wonders (McGraw-Hill, 2023)	K–5	Core and College Preparatory
	Expeditionary Learning (EL Education, Grades 6–8 Language Arts, Second Edition, 2019)	6	Core and College Preparatory
English Language Development	Systematic ELD (E.L. Achieve, 2016)	TK–6	Core and College Preparatory
Spanish Language Arts	Maravillas (McGraw-Hill, 2020)	TK–6	Core and College Preparatory
Mathematics	Eureka Math (Great tMinds, 2021)	TK–4	Core and College Preparatory
	IM 6–8 Math v.360 (Illustrative Mathematics, 2024)	5-6	Core and College Preparatory
Science	Inspire Science (McGraw-Hill)	TK–6	Core and College Preparatory
Social Studies	Impacto (McGraw-Hill)	TK–6	Core and College Preparatory
Physical Education	OpenPhysEd and Standards-aligned lessons	TK–6	Non-Core and Non-College Preparatory

Instructional Materials and Methods

ACES uses evidence-based instructional materials aligned to State Standards and benchmarks. The

curriculum is implemented through high-leverage instructional methods, which include:

Instructional Methods:

- Gradual Release of Responsibility (I Do, We Do, You Do)
- Cooperative Learning & Collaborative Groups
- Tiered Lessons and Differentiated Instruction
- Conceptual Mathematics and Problem-Based Learning
- Specially designed academic instruction in English (SDAIE) strategies for English Learners
- Learning Centers and Literacy Stations

Language Development Strategies:

- Clear content and language objectives
- Academic discourse routines (e.g., Think-Pair-Share, Structured Debate)
- Student-to-student dialogue
- Choral Reading and Shared Reading

Assessment and Progress Monitoring

ACES uses multiple measures to assess student progress, guide instruction, and inform interventions. The assessment systems include:

Diagnostic Assessments:

- i-Ready Diagnostics (Reading and Math)

Formative Assessments:

- Wonders and EL Education bi-weekly/unit assessments
- Eureka Math topic tickets, module and mid-module checks and IM cool downs and unit assessments
- Performance Tasks in ELA and Math
- Teacher-created checks for understanding

Interim Assessments:

- Smarter Balanced Interim Assessments (Grades 3–6)

Summative Assessments:

- SBAC (ELA/Math, Grades 3–6)
- ELPAC (for English Learners)
- i-Ready Diagnostics (Reading and Math)

Collaboration and Data Use:

- Weekly grade-level data meetings
- Summative Assessment Data Chats
- Peer/administrator observations and coaching

Intervention and Enrichment Programs:

Multi-Tiered System of Supports

- Before & After school tutoring provided by teachers
- Behavior support plans
- Counseling services (Shields for Families)
- Special Education Program
- Mentoring
- Saturday Academic Intervention
- Parenting classes
- Reading Horizons Intervention

Student Support and Progress Team

Students at ACES are referred to the Student Success & Progress Team ("SSPT") to develop an intervention plan for specific identified needs related to academics or behavior. The team is composed of the classroom teacher, an administrator, the SSPT coordinator, and the parent. The purpose of this team is to develop and implement an action plan that will target the specific academic or behavior needs of the student and to ensure students receive targeted, individualized support with Tier 1 or Tier 2 interventions that have not sufficiently addressed their academic, behavioral, attendance, or social-emotional needs.

SSPT Referral Process

If initial classroom-based interventions prove unsuccessful, any teacher, staff member, or parent/guardian may initiate a referral to the SSPT. Referrals are typically based on patterns of concern–such as persistent academic struggles, repeated behavioral incidents, attendance issues, or barriers to engagement.

The SSPT is composed of the student's classroom teachers, an administrator, the counselor, other relevant support staff (e.g. RST, Psychiatric Social Worker (PSW), ELD lead), and the student's parent/guardian. Students themselves may also be included, when appropriate.

SSPT Meeting and Action Planning

The administrator or their designee coordinates and schedules the SSPT meeting, notifies all participants, and prepares materials including academic and behavioral data, prior interventions, and notes from the referring individual. During the meeting, the team:

- Reviews the student's strengths, areas of need, and relevant data
- Identifies root causes or barriers to success
- Develops a clear, SMART goal-aligned intervention plan, with designated responsibilities and a 6-8 week monitoring timeline

Strategies may include targeted academic support, behavior contracts, individual counseling, parent communication plans, or additional scaffolds in the classroom.

Monitoring and Follow-up

At the 6-8 week follow-up meeting, the SSPT reconvenes to assess the student's progress and

determine next steps:

- If the student shows improvement, the team may continue or taper supports, celebrate progress with the family, and conclude the SSPT cycle if appropriate
- If progress is limited, the plan is adjusted or intensified, and the team may explore new strategies, including consultation with additional specialists

Documentation is maintained and monitored, ensuring continuity and communication across staff and support systems. Additional follow-up meeting as scheduled as needed.

If, after multiple SSPT cycles, the student continues to show insufficient progress, the team may consider initiating a referral for special education evaluation in accordance with state and federal timelines and procedures.

Enrichment Programs

Enrichment opportunities have evolved over time at ACES to meet the ever changing needs and requests from students and families. Currently, ACES offers the following:

- After school enrichment classes (After School Education and Safety)
    - **Program Overview**: In order to promote the well-being of all students in the Accelerated Schools (TAS, ACES, & WAHS), we will launch a robust menu of enrichment workshops, with the intention of serving all students across the Accelerated Schools network. These workshops will take place both during the traditional school day and after school.
    - The program is designed to meet the following **objectives**:
        - Experience enrichment opportunities and collaborate with other students to build relationships and basic interpersonal communication skills.
        - Build skills and talent through professional enrichment learning, such as learning an instrument or organized sports.
        - Build Opportunities for students to broaden their experience and understanding of the world through field trips, community activism and cultural events.
        - Provide additional time for academic tutoring opportunities
    - **Program Offerings**: Through our afterschool programs, students will have the opportunity to participate in various enrichment activities, including:
        - **Skill-based workshops**, in areas such as music, drama, dance, STEM, gaming/esports, and athletics, taught by professional practitioners.
        - **Tutoring and Academic Support**
- **Extended Learning Opportunities**, including field trips, college trips, and special events.
- Community partnerships (e.g., USC Viterbi School of Engineering, USC Troy Camp LAPD, El Fondo de Cultura Económica, Hitachi (Japan America Society of Southern California), All Peoples Community Center, KPMG, LLP, USC Science Outreach)
- Robotics
- **After School Program - Sports:** The mission of the ARC After Schools Sports Program Athletic Department is to coordinate, supervise, and direct interscholastic activities that enhance and protect the total educational process of all student participants.

- The Athletic Department believes that this program can assist in the academic, emotional, and physical development of our students through the promotion of teamwork, sportsmanship and athletic competition.
- All activities programs shall be formulated to promote citizenship and the academic mission of the Charter School. Our programs offer competitive league play in a variety of sports such as: soccer, basketball, volleyball, flag football, cooking, dancing, cheerleading, etc.

Independent Study

The Accelerated Schools maintains an Instructional Continuity Plan[18] (ICP) to ensure that students continue to receive quality instruction and support when in-person schooling is disrupted, whether due to emergencies, natural disasters, or other unforeseen circumstances. It provides a framework for teachers, administrators, and other stakeholders to adapt and deliver instruction remotely or in alternative settings, minimizing learning loss and ensuring equitable access to education.

Background

Independent Study (IS) is a voluntary alternative instructional program by which pupils may access Charter School curriculum objectives, master state standards, and fulfill graduation requirements outside of the traditional classroom setting. The teacher(s) assigned to oversee a student's independent study are responsible for determining the time value of completed assignments (number of attendance days). IS is individualized instruction based on an independent study written agreement governing the expectations, requirements, and other programmatic details applicable to the pupil's independent study program.

The Governing Board recognizes its responsibility for the education of all students enrolled in ACES. The Board authorizes the CEO to establish an Independent Study program as an alternative educational process that allows a student to remain continuously enrolled in school when the student cannot attend school daily. The Charter School will not offer independent study programming to the extent doing so would cause the Charter School to claim in excess of 20% of its ADA as nonclassroom-based instruction.

The CEO or designee shall annually report to the Board the number of students participating in independent study, the average daily attendance (ADA) generated, for apportionment purposes, the quality of these students' work as measured by standard indicators, and the number and proportion of independent study students who graduate or successfully complete independent study. The CEO or designee shall establish regulations to implement this policy in accordance with the law.

[18] The Accelerated Schools. (2025). *Instructional Continuity Plan*. The Accelerated Schools. https://www.accelerated.org/wp-content/uploads/2025/08/Instructional-Continuity-Plan.docx.pdf

Written Agreement

The CEO or designee shall ensure that each participating student has an executed written independent study agreement with The Accelerated Schools as prescribed by law. This agreement shall be maintained on file and include, but not be limited to, all of the following:

1. The manner, time, frequency, and place for submitting a pupil's assignments, for reporting the pupil's academic progress, and for communicating with a pupil's parent or guardian regarding a pupil's academic progress.
2. The objectives and methods of study for the pupil's work, and the methods utilized to evaluate that work.
3. The specific resources, including materials and personnel, that will be made available to the pupil. These resources shall include confirming or providing access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work.
4. A statement of the policies adopted pursuant to subdivisions (a) and (b) of Education Code Section 51747 regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed before an evaluation of whether or not the pupil should be allowed to continue in independent study.
5. The duration of the independent study agreement (not to exceed one school year), including the beginning and ending dates for the pupil's participation in independent study under the agreement.
6. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.
7. A statement detailing the academic and other supports that will be provided to address the needs of pupils who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the pupil's individualized education program or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils in foster care or experiencing homelessness, and pupils requiring mental health supports.
8. The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class, or program pursuant to Education Code Section 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.
9. Each written agreement shall be signed, prior to the commencement of independent study, by the pupil; the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age; the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable.

<u>Overview</u>

The primary purpose of IS is to provide an alternative program to meet the academic needs of pupils outside of the traditional classroom setting. The Charter School shall not use IS as an alternative program for pupils displaying behavioral challenges. Pupils participating in IS must meet the District's requirements and be likely to succeed in IS as well as or better than in the regular classroom setting.

IS is a voluntary instructional program and a choice made by the pupil, Parent, teacher(s), and other certificated school staff. No pupil shall be required to participate in IS. All pupils must have the option of a full program in a traditional classroom setting at the time IS is made available, and should the pupil decide to transfer from IS at any time, the option of a traditional classroom setting must be available within five instructional days of the parent/guardian's request.

Educational opportunities offered through IS may include, but shall not be limited to, the following:

- Special assignments extending the content of regular courses of instruction.
- Individualized study in a particular area of interest or in a subject not currently available in the regular school curriculum.
- Individualized alternative education designed to teach the knowledge and skills of the core curriculum. IS shall not be provided as an alternative curriculum. Note: Individualized Education Program (IEP) teams may determine that IS is appropriate for a pupil on the alternate curriculum if the pupil is able to make satisfactory educational progress in IS.
- Continuing and special study during travel.
- Volunteer community service activities and leadership opportunities that support and strengthen pupil achievement.
- Individualized study for a pupil whose health would be put at risk by in-person instruction, as determined by the Parent of the pupil, or a pupil who is unable to attend in-person instruction due to, e.g., a quarantine due to exposure to, or infection with, COVID-19, pursuant to local or state public health guidance.

IS courses shall be in alignment with State Standards. IS content shall be aligned to grade-level standards and substantially equivalent to in-person instruction. For high schools, this shall include access to all courses offered by the Charter School for graduation and approved by the University of California or the California State University as creditable under the a-g admissions criteria. No course included among the courses required for high school graduation shall be offered exclusively through IS.

<u>Supporting Diverse Populations</u>

The following provides information/guidelines for supporting pupils with IEPs, pupils with 504 plans, English learners, and pupils in entertainment and allied industries seeking enrollment in an IS program.

A. English Learner:
   All English Learners need to be provided a comprehensive ELD program, comprised of Designated ELD (dELD) and Integrated ELD (iELD). During this instructional time, ELs

develop listening, speaking, reading, and writing skills in English. According to the California ELA/ELD Framework, dELD and iELD are defined as follows:

1. Integrated ELD: Instruction provided to ELs throughout the school day and across all subjects by all teachers of ELs. The CA ELD Standards are used in tandem with the content standards to ensure pupils strengthen their abilities to use English as they simultaneously learn content through English.
2. Designated ELD: Instruction provided by teachers during a protected time in the school day. Teachers use the CA ELD Standards as the focal standards that build into and from content instruction to develop the critical language ELs need for content learning in English.

Elementary ELs must receive a daily designated time for Designated ELD, and Secondary ELs must have an appropriate ELD/Long-Term EL course in their schedule.

Moreover, the Parent must receive meaningful communication in a language they can understand about the available instructional programs and services, including the right to decline or opt their children out of a school's EL program or out of particular EL services within an EL program.

B. Pupils with IEPs:

An individual with exceptional needs, as defined in Section 56026, may participate in independent study if the pupil's individualized education program specifically provides for that participation. If a parent of an individual with exceptional needs requests independent study, the pupil's individualized education program team shall make an individualized determination as to whether the pupil can receive a free appropriate public education (FAPE) in an independent study placement. An IEP team meeting is required to determine if placement in IS is appropriate as FAPE. As part of the IEP meeting, IEP teams, including all relevant related services providers, will determine accommodations and how related services may be provided to pupils. A pupil's inability to work independently, the pupil's need for adult support, or the pupil's need for special education or related services shall not preclude the individualized education program team from determining that the pupil can receive a free appropriate education in an independent study placement. A pupil with an IEP may not be enrolled in IS unless the IEP specifically provides for such enrollment, even for a Short-Term or limited time frame or for Part-Time IS.

The information regarding the placement, accommodations, and services in IS must be entered in the IEP FAPE 1 and 2 Part 4.

The Education Code provides all students, including students with IEPs, the right to return to in-person learning from IS in no less than 5 instructional days. In connection with a return to in-person learning, the Charter School will schedule an IEP team meeting within 30 days, not including school breaks of more than 5 days.

C. Pupils with Section 504 Plans

If the pupil has a Section 504 Plan, the plan should be updated in a meeting to reflect any changes in accommodations as a result of the IS placement.

D. Temporarily Disabled Pupil

A temporarily disabled pupil may receive individual instruction through IS instead of instruction through Carlson Home, if the pupil's Parent or if the pupil is over 18 years of age and the District agrees. If a pupil's disability initially appears temporary, but later appears to be ongoing, consider whether referrals for evaluation for special education or under Section 504 are warranted.

Transitional Kindergarten

ACES's Transitional Kindergarten (TK) program is designed to align with the California Department of Education's Universal Pre-Kindergarten (UPK) implementation framework and LAUSD policy requirements, while integrating the latest research on early learning and development. The TK program provides a developmentally appropriate, standards-based bridge between preschool and kindergarten, serving students who will have their fourth birthday by September 1.

The purpose of TK is to ensure students are ready to thrive in an increasingly rigorous kindergarten setting. California's kindergarten curriculum now includes academic expectations once taught in first grade (CDE, 2023), making TK a critical option for families who want to provide their children with additional time to develop cognitively, socially, emotionally, and physically. TK is voluntary and structured to support foundational growth through intentional, play-based, and language-rich experiences.

Program Design and Implementation

TK students are placed in either a standalone TK classroom or a combination TK/Kindergarten class based on enrollment and student needs. In all cases, TK classrooms or TK/K combination classrooms comply with the ratio requirements described in Education Code Section 48000(g). All TK classrooms are led by fully credentialed multiple-subject teachers with early childhood education training, or otherwise qualified in compliance with Education Code Section 48000(g)(4). These educators receive targeted professional development and regularly collaborate with Kindergarten and Special Education staff to ensure alignment of routines, instructional practices, and expectations (CDE, 2023; LAUSD UPK Policy Guide, 2023).

Curriculum and Instruction

Instruction in TK is guided by the California Preschool Learning Foundations and the California Preschool Curriculum Framework, covering key domains including social-emotional development, language and literacy, early math, physical development, and approaches to learning. Core curriculum materials include:

- **World of Wonders** (McGraw-Hill): Aligned to the Preschool Learning Foundations and includes embedded social-emotional learning, language development, and culturally responsive texts.
- **Eureka Math Pre-K** (Great Minds): Focuses on number sense, patterns, and spatial reasoning through hands-on activities and visual modeling.
- **Maravillas** (McGraw-Hill): Adapted for Spanish language development in TK as part of ACES's 50/50 dual language model.
- Thematic science and social studies units using inquiry, storytelling, art, and student

exploration.

Instructional Approach

Teachers employ a whole-child, developmentally appropriate instructional model that includes:

- Small-group and whole-group instruction
- Structured and unstructured play
- Daily learning centers that promote creativity, collaboration, and choice
- Songs, storytelling, dramatic play, and movement
- Gross and fine motor skill development
- Oral language development in both English and Spanish

Instruction is intentionally designed to build executive functioning, communication skills, emotional regulation, and school readiness. Classrooms are bilingual print-rich environments with color-coded supports and partner language strategies.

Assessment and Monitoring

Student growth is monitored using observational tools aligned with the Desired Results Developmental Profile (DRDP) and Preschool Learning Foundations. Teachers maintain student portfolios and conduct ongoing formative assessments to inform instruction and small-group support. TK data is used to track readiness benchmarks and inform placement decisions for Kindergarten (WestEd, 2022).

Family Engagement

Families are essential partners in student development. Parents and caregivers participate in a TK orientation, receive regular progress updates, and engage in conferences and school activities throughout the year. Home-school connections are fostered through culturally affirming communication and goal-setting conversations.

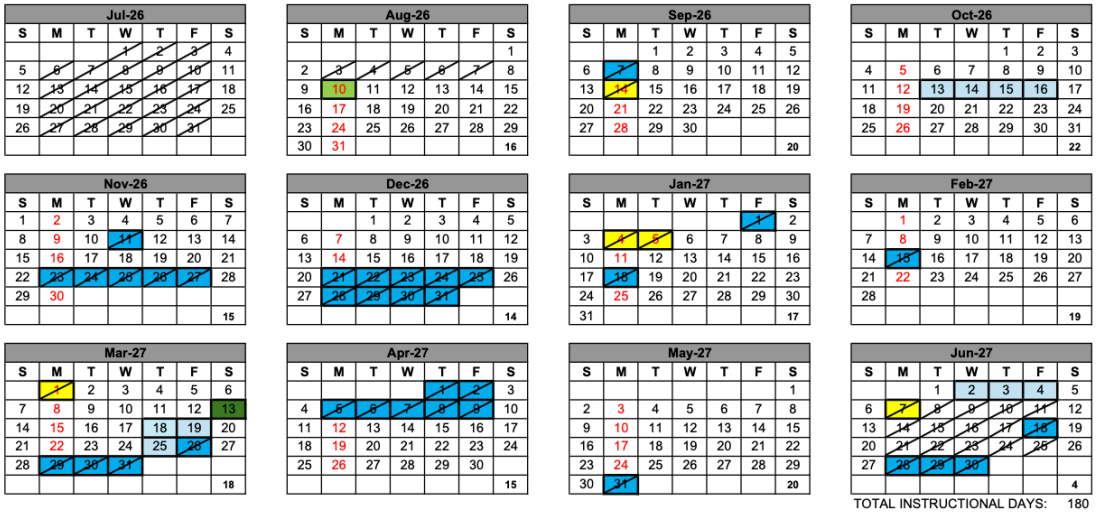
By integrating California's UPK implementation guidance, LAUSD policy, and the latest research in child development, ACES's Transitional Kindergarten program offers a nurturing, intentional, and academically sound foundation for young learners.

Academic Calendar and Schedules

Academic Calendar

The following is the draft 2026-2027 calendar for The Accelerated Schools.

The Accelerated Schools
2026-2027 Student Academic Calendar_DRAFT



FIRST SEMESTER

Aug. 10	First Day of School for Students
Sept. 7	Labor Day
Nov. 11	Veteran's Day
Nov. 23-27	Thanksgiving Break
Dec. 21-Jan. 1	Winter Holiday Break

SECOND SEMESTER

Jan. 18	Martin Luther King Jr. Day
Feb. 15	Presidents' Day
Mar. 26	Cesar Chavez Day Observed
Mar. 29-Apr. 9	Spring Break
May 31	Memorial Day
June 4	Graduation
June 4	Last Day of School

CODING CATEGORIES

- First Day of School (August)
- Holiday - School not in Session (Throughout the year)
- District Professional Development Days/Pupil Free Days
- Minimum Days:
  - *Oct. 13-16 - Fall Family Conferences
  - *Mar. 18-19 - Spring Family Conferences (as needed)
  - *Mar. 25 - Student Showcase
- Enrollment Day (March)
- Numbers in Red = Early Dismissal or Staff PD Days
- Students not in Session

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Sample Daily Schedules

The bell schedule for ACES will be: 8:00 a.m. - 3:00 p.m. School begins daily at 8:00 a.m. Mondays are early dismissal days with staggered 10-minute interval dismissal times: TK and Kinder at 1:00 p.m., 1st - 3rd grades at 1:10 p.m., and 4th - 6th grades at 1:20 p.m. Tuesday through Friday, TK and K students are dismissed at 2:40 p.m., 1st - 3rd grades at 1:50 p.m., and 4th - 6th grades at 3:00 p.m. After school programming begins immediately after the end of the instructional day.

Below is a comprehensive set of daily schedules for ACES. Sample bell schedules have been consolidated as more than one grade level shares the same schedule.

TK/K Bell Schedule

TK and Kinder

Early Release		Regular Day		Minimum Day	
Time Block	Content	Time Block	Content	Time Block	Content
8:00:00 AM		8:00:00 AM		8:00:00 AM	
8:10:00 AM		8:10:00 AM		8:10:00 AM	
8:20:00 AM		8:20:00 AM		8:20:00 AM	
8:30:00 AM		8:30:00 AM	ELD	8:30:00 AM	
8:40:00 AM		8:40:00 AM		8:40:00 AM	
8:50:00 AM		8:50:00 AM	Second Step (Socio-Emotional Learning)	8:50:00 AM	
9:00:00 AM	ELA	9:00:00 AM		9:00:00 AM	ELA
9:10:00 AM		9:10:00 AM		9:10:00 AM	
9:20:00 AM	Recess	9:20:00 AM	Recess	9:20:00 AM	Recess
9:30:00 AM		9:30:00 AM		9:30:00 AM	
9:40:00 AM		9:40:00 AM		9:40:00 AM	
9:50:00 AM		9:50:00 AM		9:50:00 AM	
10:00:00 AM		10:00:00 AM		10:00:00 AM	
10:10:00 AM		10:10:00 AM		10:10:00 AM	
10:20:00 AM		10:20:00 AM		10:20:00 AM	
10:30:00 AM		10:30:00 AM		10:30:00 AM	
10:40:00 AM		10:40:00 AM		10:40:00 AM	
10:50:00 AM		10:50:00 AM	ELA/SLA	10:50:00 AM	
11:00:00 AM	ELA/SLA	11:00:00 AM		11:00:00 AM	ELA/SLA
11:10:00 AM		11:10:00 AM		11:10:00 AM	
11:20:00 AM		11:20:00 AM		11:20:00 AM	
11:30:00 AM		11:30:00 AM	Lunch	11:30:00 AM	Lunch
11:40:00 AM	Lunch	11:40:00 AM		11:40:00 AM	
11:50:00 AM		11:50:00 AM	Read Aloud	11:50:00 AM	
12:00:00 PM		12:00:00 PM		12:00:00 PM	
12:10:00 PM		12:10:00 PM		12:10:00 PM	
12:20:00 PM	PE	12:20:00 PM		12:20:00 PM	Math
12:30:00 PM		12:30:00 PM		12:30:00 PM	Dismissal
12:40:00 PM		12:40:00 PM		Total Instructional Minutes	200
12:50:00 PM	ELA & HW	12:50:00 PM			
1:00:00 PM	Dismissal	1:00:00 PM			
Total Instructional Minutes	240	1:10:00 PM	Math		
		1:20:00 PM			
		1:30:00 PM	Afternoon Recess		
		1:40:00 PM			
		1:50:00 PM			
		2:00:00 PM	Science/Social Studies/PE		
		2:10:00 PM			
		2:20:00 PM			
		2:30:00 PM	ELA/Clean up/ Dismissal		
		2:40:00 PM			
		Total Instructional Minutes	310		

1st – 3rd Grade Bell Schedule

1st - 3rd Grade					
Early Release		Regular Day		Minimum Day	
Time Block	Content	Time Block	Content	Time Block	Content
8:00:00 AM		8:00:00 AM		8:00:00 AM	
8:10:00 AM		8:10:00 AM		8:10:00 AM	
8:20:00 AM	ELA iReady	8:20:00 AM		8:20:00 AM	
8:30:00 AM		8:30:00 AM	ELA iReady	8:30:00 AM	
8:40:00 AM		8:40:00 AM	English Language Development	8:40:00 AM	
8:50:00 AM		8:50:00 AM		8:50:00 AM	
9:00:00 AM	SLA	9:00:00 AM		9:00:00 AM	ELA
9:10:00 AM		9:10:00 AM		9:10:00 AM	
9:20:00 AM		9:20:00 AM	Spanish Language Arts	9:20:00 AM	Recess
9:30:00 AM		9:30:00 AM		9:30:00 AM	
9:40:00 AM	Recess	9:40:00 AM		9:40:00 AM	
9:50:00 AM		9:50:00 AM	Recess	9:50:00 AM	
10:00:00 AM		10:00:00 AM		10:00:00 AM	
10:10:00 AM		10:10:00 AM		10:10:00 AM	
10:20:00 AM		10:20:00 AM		10:20:00 AM	
10:30:00 AM		10:30:00 AM		10:30:00 AM	
10:40:00 AM		10:40:00 AM		10:40:00 AM	
10:50:00 AM		10:50:00 AM		10:50:00 AM	
11:00:00 AM		11:00:00 AM		11:00:00 AM	ELA/SLA
11:10:00 AM		11:10:00 AM	Math	11:10:00 AM	
11:20:00 AM		11:20:00 AM		11:20:00 AM	
11:30:00 AM	Math	11:30:00 AM		11:30:00 AM	Lunch
11:40:00 AM		11:40:00 AM		11:40:00 AM	
11:50:00 AM		11:50:00 AM		11:50:00 AM	
12:00:00 PM		12:00:00 PM		12:00:00 PM	
12:10:00 PM	Lunch	12:10:00 PM	Dance	12:10:00 PM	
12:20:00 PM		12:20:00 PM		12:20:00 PM	Math
12:30:00 PM		12:30:00 PM		12:30:00 PM	Dismissal
12:40:00 PM		12:40:00 PM		Total Instructional Minutes	200
12:50:00 PM		12:50:00 PM	Lunch		
1:00:00 PM	ELD	1:00:00 PM			
1:10:00 PM	Dismissal	1:10:00 PM			
Total Instructional Minutes	240	1:20:00 PM			
		1:30:00 PM			
		1:40:00 PM			
		1:50:00 PM	ELA		
		2:00:00 PM			
		2:10:00 PM			
		2:20:00 PM			
		2:30:00 PM	Science		
		2:40:00 PM	Dismissal		
		Total Instructional Minutes	330		

4th - 6th Grade Bell Schedule

4th - 6th Grade					
Early Release		Regular Day		Minimum Day	
Time Block	Content	Time Block	Content	Time Block	Content
8:00:00 AM		8:00:00 AM		8:00:00 AM	
8:10:00 AM		8:10:00 AM		8:10:00 AM	
8:20:00 AM	ELA iReady	8:20:00 AM		8:20:00 AM	
8:30:00 AM		8:30:00 AM	ELA iReady	8:30:00 AM	
8:40:00 AM		8:40:00 AM	English Language Development	8:40:00 AM	
8:50:00 AM	SLA	8:50:00 AM		8:50:00 AM	
9:00:00 AM		9:00:00 AM		9:00:00 AM	ELA
9:10:00 AM		9:10:00 AM		9:10:00 AM	
9:20:00 AM		9:20:00 AM	Spanish Language Arts	9:20:00 AM	Recess
9:30:00 AM		9:30:00 AM		9:30:00 AM	
9:40:00 AM	Recess	9:40:00 AM		9:40:00 AM	
9:50:00 AM		9:50:00 AM	Recess	9:50:00 AM	
10:00:00 AM		10:00:00 AM		10:00:00 AM	
10:10:00 AM		10:10:00 AM		10:10:00 AM	
10:20:00 AM		10:20:00 AM		10:20:00 AM	
10:30:00 AM		10:30:00 AM		10:30:00 AM	
10:40:00 AM		10:40:00 AM		10:40:00 AM	
10:50:00 AM		10:50:00 AM		10:50:00 AM	
11:00:00 AM		11:00:00 AM		11:00:00 AM	ELA/SLA
11:10:00 AM		11:10:00 AM	Math	11:10:00 AM	
11:20:00 AM		11:20:00 AM		11:20:00 AM	
11:30:00 AM	Math	11:30:00 AM		11:30:00 AM	Lunch
11:40:00 AM		11:40:00 AM		11:40:00 AM	
11:50:00 AM		11:50:00 AM		11:50:00 AM	
12:00:00 PM		12:00:00 PM		12:00:00 PM	
12:10:00 PM	Lunch	12:10:00 PM	Dance	12:10:00 PM	
12:20:00 PM		12:20:00 PM		12:20:00 PM	Math
12:30:00 PM		12:30:00 PM		12:30:00 PM	Dismissal
12:40:00 PM		12:40:00 PM		Total Instructional Minutes	200
12:50:00 PM		12:50:00 PM	Lunch		
1:00:00 PM		1:00:00 PM			
1:10:00 PM	ELD	1:10:00 PM			
1:20:00 PM	Dismissal	1:20:00 PM			
Total Instructional Minutes	250	1:30:00 PM			
		1:40:00 PM			
		1:50:00 PM	ELA		
		2:00:00 PM			
		2:10:00 PM			
		2:20:00 PM			
		2:30:00 PM			
		2:40:00 PM			
		2:50:00 PM	Science		
		3:00:00 PM	Dismissal		
		Total Instructional Minutes	350		

Instructional Days and Minutes Calculator

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/ Below State Req't.
TK/K	Yes	139	310	31	240	10	200			180	36000	52530	16530
1	Yes	139	330	31	240	10	200			180	50400	55310	4910
2	Yes	139	330	31	240	10	200			180	50400	55310	4910
3	Yes	139	330	31	240	10	200			180	50400	55310	4910
4	Yes	139	350	31	250	10	200			180	54000	58400	4400
5	Yes	139	350	31	250	10	200			180	54000	58400	4400
6	Yes	139	350	31	250	10	200			180	54000	58400	4400
7	Select Y/N									0	54000	0	-54000
8	Select Y/N									0	54000	0	-54000
9	Select Y/N									0	64800	0	-64800
10	Select Y/N									0	64800	0	-64800
11	Select Y/N									0	64800	0	-64800
12	Select Y/N									0	64800	0	-64800

PROFESSIONAL DEVELOPMENT

ACES is committed to being a professional learning community rooted in the principles of the Accelerated Schools Model and aligned with state priorities under the LCAP. The school-wide professional development PD model is built on three guiding principles:

- **Unity of Purpose**: All professional learning is aligned with ACES's mission to prepare each student to meet rigorous academic standards and succeed in college and beyond.
- **Empowerment Coupled with Responsibility**: Educators actively participate in selecting and shaping PD aligned to student needs, and are responsible for demonstrating its impact.
- **Building on Strengths**: ACES views the school as the center of instructional expertise. Ongoing PD is central to the continuous improvement of academic and social-emotional outcomes for students.

Since its founding in 2003, ACES has continuously refined its professional development model in response to schoolwide data, stakeholder feedback, and leadership transitions. Under new leadership beginning in 2024, ACES adopted a network-wide shift toward evidence-based practices grounded in John Hattie's Visible Learning research. This shift emphasized high-impact instructional strategies such as timely feedback, teacher clarity, and modeling. In alignment with these strategies, ACES has prioritized equity, differentiation, and instructional coherence to ensure all students, including English learners and students with disabilities, have access to high-quality teaching and learning.

In 2025, ACES further evolved its PD model with the implementation of the Arcs of the Year, a strategic framework that defines the instructional focus for each phase of the school year. Each Arc is tied to a research-aligned set of teacher actions, student outcomes, and leadership moves

designed to build instructional momentum over time. The four arcs – Strong Start, Deepen & Transfer, Assess & Act, and Finish Strong – serve as anchor points for professional learning and instructional alignment across classrooms, grade levels, and school sites. PD sessions, coaching, and planning time are aligned to the focus of the current arc, supporting strategic pacing and purposeful layering of instructional skills.

As documented in the LCAP, the revised PD model centers on:

- Embedding Visible Learning strategies and instructional routines into daily instruction
- Using the Arcs of the Year to sequence and scaffold PD content, coaching cycles, and walkthrough focus areas
- Building internal capacity for evidence-based practice through instructional leadership development
- Aligning PD content with student performance data, including formative and summative assessments, classroom walkthroughs, and stakeholder surveys
- Designing PD that reflects the principles of equity and differentiation to ensure that all students are engaged, supported, and challenged

Ongoing Professional Development Structures

ACES ensures ongoing, job-embedded PD across multiple structures:

- **Summer Institute**: Annual multi-day training before the school year focuses on curriculum internalization, instructional priorities, and launching the first Arc of the Year (Strong Start).
- **Weekly Professional Development**: Each Monday is reserved for staff-wide PD aligned to academic, behavioral, or instructional goals and Arc-aligned focus areas.
- **Grade-Level Common Planning Time**: Protected during the school day to facilitate data-driven lesson planning, co-teaching design, and instructional reflection.
- **Instructional Coaching**: Provided by site-based and network instructional leaders through observation cycles, real-time feedback, and co-planning.
- **Teacher–Principal 1:1s**: Individual development conversations aligned with professional growth plans, Arcs of the Year priorities, and student outcomes.
- **Network-Wide PD Days**: Periodic cross-site training sessions foster collaboration and consistency across the Accelerated Schools network.

Arcs of the Year Scope and Sequence

	Arc 1: Strong Start	Arc 2: Rigor	Arc 3: Feedback	Arc 4: Refresh	Arc 5: Discourse	Arc 6: Crescendo	Arc 7: Strong Finish
DATES	August 11 - September 19 28 Instructional Days 6 Weeks	September 22 - October 31 30 Instructional Days 7 Weeks	November 3- December 19 29 Instructional Days 6 Weeks	January 7 - January 23 12 Instructional Days 3 Weeks	January 26 - March 6 28 Instructional Days 6 Weeks	March 9 - May 1 29 Instructional Days 6 Weeks	May 4 - June 5 24 Instructional Days 5 Weeks
FOCUS	Classroom culture, routines, expectations, and strong instructional foundations	Intellectual prep, lesson planning, and student engagement.	Feedback, data use, and reteach strategies.	Classroom culture, routines, expectations, and strong instructional foundations	Participation ratio, depth and quality of student communication, thought ratio	Response to data, High-quality work, Feedback is specific, urgent, and aligned to CFS	Review, spiraling content, and assessment preparation.
TEACHERS	Master classroom routines (entry, transitions, independent work) Build strong relationships with students.	Internalize lessons. Create exemplars. Use clear Criteria for Success (CFS) for all lessons.	Use data to guide instruction. Provide clear, actionable feedback to students.	Master classroom routines (entry, transitions, independent work) Build strong relationships with students.	Respond and use data to guide instruction. Support student to high-quality work Deliver feedback that is specific, urgent, and aligned to CFS	Use student data to plan strategic reteach. Prepare students for end-of-year assessments including student motivation and testing conditions	Differentiated by network/school need
LEADERS	Support teachers in establishing routines. Conduct walkthroughs focused on classroom environment.	Support teachers in lesson internalization. Conduct walkthroughs focused on instructional quality.	Support teachers in data analysis and feedback techniques. Conduct walkthroughs focused on data-driven instruction.	Support teachers in establishing routines. Conduct walkthroughs focused on classroom environment.	Ensure high quality student work analysis meetings.	Support teachers in spiraling content. Conduct walkthroughs focused on mastery and review.	Gathering input and managing change

Sample Professional Development Plan

The PD scope is informed by:

- Quantitative and qualitative data (e.g., benchmark assessments, walkthrough data, surveys, student work)
- Schoolwide goals tied to LCAP priorities (e.g., Priority 2 – Standards Implementation, Priority 4 – Pupil Achievement)
- The instructional focus of the current Arc of the Year

Teacher leaders, site administrators, and the instructional leadership team collaborate to design, deliver, and iterate on PD sessions. Follow-up support includes classroom modeling, peer walkthroughs, and data-driven refinements.

By ensuring that professional development is sustained, coherent, evidence-based, and responsive to equity and differentiation needs, ACES builds teacher capacity to deliver a rigorous educational program that meets the needs of all students.

Accelerated Charter Elementary School Sample Professional Development Plan	
Month	**Topic**
August	Start of the Year Prep: planning, ELD for 25 - 26 (Rosters & Pacing Plan), AOTY #1)
September	Wonders Bi- Weekly Assessment Analysis, Lesson Internalization & Microteaching #1, District PD, AOTY Rigorous Instruction Learning
October	Wonders Bi- Weekly Assessment Analysis, Lesson Internalization & Microteaching #2, Planning for Conferences, District PD, ACES PD: AOTY Feedback + Listening & Talking Across Literacy and Math Topic #2

November	Wonders Bi- Weekly Assessment Analysis, Lesson Internalization & Microteaching #3, Teacher Planning, District PD, ACES PD: ICA Prep; Literacy Planning, Wonders with Lesson Internalization Tool
December	ACES PD: Winter Symposium (Reflection, Sharing Best Practices, Data Analysis); Teacher Planning; ACES PD: ICA in ELA Analysis and Planning
January	Welcome Back Team Building, CA ELA/ELD Framework, iReady Math and ELA Data Analysis; Wonders Bi-Weekly Assessment Analysis + Lesson Internalization + Microteaching # 4 (Planning, Internalization and Role Playing)
February	Teacher Planning; Site PD: Differentiated; Site PD: ICA Analysis and Wonders/Marvavillas bi-weekly assessment analysis
March	Site PD: Planning Microteaching Lesson #5 + Role Playing, Teacher Awards; Assessment Analysis Protocol; Teacher Planning
April	District PD: Test Prep ELA & Microteaching K - 2 Lesson #7; Site PD: Test Prep for math & bi-weekly assessment analysis for Grades K-2
May	Site PD: Symposium & Planning; Teacher Planning; District PD: Planning Summer School Standards-Based Instruction; Next Year Prep
June	Site PD: ACES Celebration

Teacher Recruitment

At ACES, we seek professionals who are deeply committed to educational equity and the success of all students. Aligned with the guiding principles of The Accelerated Schools model, our staff collaborates to create rich and meaningful learning experiences that promote lifelong learning. Every member of our team is actively involved in the planning, delivery, and evaluation of the instructional program and school operations.

The Human Resources (HR) Department is responsible for managing the recruitment, selection, onboarding, and compliance processes for all ACES employees. All hiring practices are conducted in accordance with applicable federal and state employment laws and the terms of the collective bargaining agreement. Employment decisions are made without regard to race, ethnicity, national origin, religion, sex, age, disability, sexual orientation, gender identity, or any other protected category.

All instructional staff must possess the appropriate credentials, permits, or documents issued by the California Commission on Teacher Credentialing (CTC) for their teaching assignment.

Human Resources recruits talent through multiple channels to ensure a diverse and qualified applicant pool, including:

- EdJoin.org
- Annual California Charter Schools Association Job Fair (hosted on-site)
- University Schools of Education (e.g., UCLA, CSULA, USC)
- Employee referrals, internal communications, and inter-office postings

Job qualifications are reviewed and posted by HR following approval of position needs. HR ensures all job postings clearly outline required credentials, qualifications, and essential duties.

Selection and Interview Process

1. **Paper Screening**
    - HR screens each application to verify minimum qualifications and credential status via the CTC. Additionally, HR and at least two school administrators review applications to ensure they meet the required experience and qualifications outlined in the job posting including alignment with the position's essential duties.
2. **Interview & Performance Task**
   Qualified candidates are invited to participate in a multi-step process:
        - Panel interview with administrators, instructional leaders, and parent representatives
        - Demonstration lesson or performance task observed by the panel
        - Feedback collection from student participants
        - Panel debrief with the candidate

The hiring process will help ensure that candidates are a good fit for the Charter School and that the Charter School is a good fit for the candidate.

3. **Reference Checks**
    - HR conducts reference checks for all positions.
4. **Candidate Selection**
    - The panel recommends top candidate(s) based on qualifications, demonstration of core competencies, and alignment with the ACES mission.
    - Final candidate(s) are reviewed and approved by HR, the Principal and the CEO.
5. **Offer and Onboarding Process**

   Tentative Offer

   Pre-Hire Requirements
    - DOJ Live Scan Fingerprinting (criminal background clearance)
    - AB 2534 due diligence to seek disclosure from prior employers of egregious misconduct
    - TB Clearance (within 60 days of start date)
    - Child Abuse Mandated Reporter acknowledgment
    - Employment eligibility verification (Form I-9)
    - Credential and statewide educator identifier (SEID) verification
    - Medical clearance as applicable

   Onboarding Meeting
    - In-person meeting scheduled after clearances are received
    - Review and collection of signed employment documents (contract, calendar)
    - Overview of health benefits and open enrollment
    - Completion of annual HR-mandated trainings, e.g.,:
        - Mandated Reporter
        - Sexual Harassment Prevention
        - Suicide Prevention

- Bullying Prevention
- Bloodborne Pathogens
- Workplace Violence Prevention
- Title IX

Once hired, new teachers will participate in a five day New Teacher Orientation (NTO) designed to prepare them to deliver the ACES instructional model with confidence and clarity. NTO sessions are aligned to ACES's professional development priorities, the Arcs of the Year, and the Charter School's mission of fostering rigorous, inclusive, and student-centered learning environments. Training focuses on curriculum internalization, high-impact instructional strategies drawn from Visible Learning, and core classroom systems that promote consistency, equity, and student engagement.

New teachers engage in:

- Curriculum walkthroughs and exemplar lesson modeling
- Sessions on differentiation, multilingual learner supports, and inclusive practices
- Practice with foundational routines for launching the school year (Strong Start arc)
- Collaborative planning time with grade-level teams and instructional leaders
- Relationship-building and culture-setting aligned with ACES's vision for professional learning

Teachers also receive coaching support throughout their first year, including regular observation-feedback cycles, individualized development plans, and peer collaboration opportunities to ensure they can implement the educational program with fidelity and responsiveness.

MEETING THE NEEDS OF ALL LEARNERS

English Learners

From the 2024 - 2025 Accelerated Charter Elementary School English Learner Master Plan:

At ACES, our school-wide goal is for English Learners to meet high academic expectations and be successful. As a school community, it is important to understand the role language plays in academic achievement as well as preparing our students to take their rightful place as confident and courageous citizens eager to achieve and contribute to a global society. We will have a clear and systematic approach to support our students' English language development so they can attain a level of English proficiency before five years. This approach will be well understood and actively supported at our school by all instructional staff members.[19]

[19] The Accelerated Schools. (2024). English Learner Master Plan. https://www.accelerated.org/wp-content/uploads/2021/10/ACES-2021-22-EL-Master-Plan.pdf

Accelerated Charter Elementary School, under federal law and district mandates, like all public and charter schools, must identify English learner students who have limited proficiency in reading, writing, speaking, or comprehending English in a timely manner. Additionally, it is the expectation that ACES provides an individualized program for each English Learner "that is designed and implemented to overcome language barriers and provide access to the core curriculum."[20]

Per LAUSD Policy, on an annual basis, ACES shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies if the Charter School will either adopt and implement LAUSD's English Learner Master Plan or implement Charter School's own EL plan. **ACES has developed and will implement its own EL Master Plan ("Master Plan")** that adheres to all applicable federal, state, and judicial mandates for English Learners.

The ACES Master Plan outlines five goals that guide the program:

- Goal 1: Implementation
    - ACES English Learner plan will be implemented and show evidence of academic achievement and the acquisition of English for English Learner students as measured by ELPAC, CAASPP, ELD portfolios, curricular, and local assessments.
- Goal 2: Reclassify English Learners
    - Reclassify English Learners who meet established criteria; establish follow-up procedures to monitor and support reclassified fluent English proficient students (R-FEPs) as well as assure all English Learners show yearly progress towards meeting the criteria to become English proficient.
- Goal 3: Staff Development and Appropriate Instruction
    - Ensure that students, including Special Education, receive appropriate instruction and assist staff in the implementation of EL teaching strategies through a staff development plan based on identified student needs with differentiated instructional strategies. Ensure all teachers are CLAD certified and/or have Bilingual authorizations.
- Goal 4: Parent Involvement
    - Parents will gain increased knowledge of language and policies related to the support of ELs and SELs as well as opportunities and strategies to assist in their own language development and those of their children. Ensure that written notification is given to parents regarding the English Learners' program at ACES, Dual-Language Immersion, also referred to as a Two-Way Immersion. Establish an ELAC.
- Goal 5: Monitoring Plan & Staff Development
    - Develop a monitoring evaluation plan for determining program effectiveness for English Learners; monitor growth and use data to improve academic programs.

<u>English Language Identification</u>

Overview

[20] California Department of Education (2014). *ELA / ELD Framework.* https://www.cde.ca.gov/ci/rl/cf/

At ACES, the process for initial identification, parent notification, assessment, and program placement of ELs and SELs is aligned with that of LAUSD and is standardized for consistency and equity.

Enrollment Process

The enrollment process begins when a parent brings his/her child to ACES. The main office is designed to be a warm and welcoming place for parents and children. The office always has a staff member available to provide consistent information about the instructional program offered to ELs. All information is provided in a language that parents understand. Every effort is made to ensure the enrollment process is as convenient and efficient as possible for parents. Included with the enrollment packet is an explanation of the Uniform Complaint Process to ensure that all parents understand how to address any potential concerns with staff.

Home Language Survey

Upon initial enrollment in a California public school, parents complete the Home Language Survey (HLS) section on the Charter School's Student Enrollment Packet, as required by state and federal law. The purpose of the HLS is to determine if a language other than English is used in the student's home. Prior to completing the HLS, parents are to receive an explanation regarding its purpose and uses, as well as the possibility that their child may be given an assessment to measure their English language proficiency level. In particular, it should be made clear that the HLS is not used to determine a student's language classification. The parent or guardian upon the student's initial enrollment in the Charter School completes the survey. The information provided on the initial HLS takes precedence over any information provided on subsequent surveys completed. The information provided on the HLS is maintained thereafter in the Charter School's Student Information System (SIS) – PowerSchool - and in the student's cumulative record.

The Home Language Survey consists of the following four questions:

1. What language did the student learn when he or she first began to talk?
2. What language does this student most frequently use at home?
3. What language do you use most frequently to speak to this student?
4. Which language is most often used by adults at home?

These questions are used to determine a student's home language status as follows:

- English Only (EO) - If the answers to the four questions on the HLS are "English", the child is classified as English Only.
- Possible English LearnerE - if the answers to any of the first three questions on the HLS indicate a language other than English, or a combination of English and another language, the child is assessed to measure his or her level of English proficiency.

However, if the parent's response to the first three questions on the HLS is English, and the response to the fourth question is other than English, then reasonable doubt may exist as to the student's home language. The Charter School's administrator/designee must research the student's home language background using the following indicators, as well as consultation with the student's parent:

- Parent/guardian requires an interpreter to communicate in English.
- Parent/guardian speaks to their child in a language other than English.
- The HLS is completed in a language other than English (including spelling the word "English" in another language, e.g. ingles)
- Student initiates interaction with their parents/guardians in a language other than English
- It is revealed that the child, while their parent/guardian is at work, is under the care of a person(s) who speaks a language other than English.
- Student, after having been enrolled in the Dual Language Program (Two-way Immersion Program) demonstrates a lack of comprehension regarding instruction and classroom/school routines conducted in English.

If there is evidence of significant non-English exposure, then the pupil must be administered the state ELPAC. The parent will be consulted by a certificated or qualified staff member regarding the need to administer the assessment, the results, and the subsequent program placement of the child.

NOTE: When reasonable doubt is established, the Charter School must annotate the HLS to document the reasons for ELPAC administration. The school administrator/designee must sign and date the annotations provided. The parent has the right to amend the HLS at any time. However, if the student has already been. administered the first Summative ELPAC, any changes to the HLS will not affect the student's official language classification. If the parent amends the HLS prior to Initial ELPAC administration, the Charter School must honor the changes made while continuing to take reasonable doubt into consideration, given the probable. impact of the change relative to the parent's or student's observed linguistic behavior. If the parent amends the HLS after the Initial ELPAC administration but before the Summative ELPAC administration, then the Charter School Administrative team must meet with the parent to come to an agreement regarding the language designation of the student.

Parents who enroll their child in a state-funded Pre-Kindergarten may complete the HLS as part of the enrollment process. The first HLS (e.g., Pre-K, TK, or K) on file for a student supersedes all HLS forms completed at later times.

Transitional Kinder - Initial Identification

Prior to the beginning of the school year and during the school year, ACES will hold orientation and informational meetings for parents of newly enrolling Transitional Kindergarten and Kindergarten students. The purpose of these orientation meetings is to provide parents with information that will assist them in making meaningful decisions about our dual language instructional program for their children, with translation/interpretation services provided as needed. These meetings are to provide families an opportunity to receive information that describes the instructional program, the minimum progress expectations benchmarks, and the curricular materials used. ACES will ensure that parents of Transitional Kindergarten/Kindergarten transfer students and newcomers who were not able to attend the kindergarten orientation receive comparable information.

English Language Proficiency Assessment - Initial Identification

State and federal regulations require that if the student's HLS indicates a language other than English is used at home, the student's English language proficiency level must be assessed. Students will be assessed within 30 calendar days at the beginning of the school year and if a student enrolls during the school year. In addition, parents must be notified of program placement within 30 calendar days of initial enrollment.

NOTE: In accordance with the Education Code 313, initially enrolling students identified by the HLS as potential ELs may not be exempted from taking the state-adopted English language proficiency assessment. The purpose of the English language proficiency assessment is to officially determine a student's language proficiency level in English. In California, the Initial ELPAC is the state-adopted language proficiency assessment. ACES, an LEA, will locally produce the official score for an initial assessment using the Initial ELPAC. Based on this initial assessment, the student may be classified as an EL or an Initial Fluent English Proficient (IFEP). Once a student is identified as an EL, the student must be assessed annually with the Summative ELPAC in the spring, until he/she meets the eligibility criteria and is reclassified to Fluent English Proficient (RFEP). Prior to ELPAC administration, all test examiners must obtain annual certification through ELPAC professional development. Classroom teachers are responsible for administering the ELPAC or portions of the ELPAC. When this is not possible, the EL coordinator or Assistant Principal, or other fully trained staff will administer the ELPAC.

ACES will provide support to teachers during testing for the individually administered Speaking (K-6) and Listening (K-1) components of the ELPAC that require one-to-one administration. Initial ELPAC assessments must be locally scored at the school site so that an official language classification can be identified for each student assessed. This score is used to determine appropriate instructional placement for students identified as ELs within our Dual Language Program. The language acquisition program must be communicated to the parent within 30 calendar days of initial enrollment. The locally scored results are to be accurately and permanently recorded in each students' cumulative record and the Charter School's SIS (PowerSchool).

NOTE: ELs with disabilities must be assessed with the initial ELPAC. ELs with disabilities may be tested using the CDE-approved Testing Variations, Accommodations, and Modifications, which is updated annually. The IEP team must document in the student's IEP any accommodations or modifications as needed, and these must not deviate from those approved by CDE. All ELs with disabilities will be assessed with the Initial and Summative ELPAC annually after they have been identified as ELs. ELs with moderate-to-severe disabilities are to be assessed in accordance with their IEP.

English Language Proficiency - Annual Summative Assessment

State and federal guidelines require each EL to be assessed annually to determine their progress in acquiring English language proficiency. This assessment is given within a test window prescribed by Education Code. ACES ensures that each EL is assessed annually. The official Summative ELPAC assessment results are provided to parents in a language they understand when the results become available from the test publisher. Information on how to interpret the Summative ELPAC results is available in various languages. Parents may request a meeting to discuss the Summative

ELPAC assessment results.

Initial Language Classification / Status

A student's initial language classification or status is determined by their overall performance on the initial English language proficiency assessment. Based on the performance level, a student may be classified as follows:

- **English Learner** - The classification based on the Initial ELPAC using the Local Scoring Tool (LST) identifies the student as an EL.
- **Initial Fluent English Proficient** - The classification based on the Initial ELPAC using the LST identifies the student as initial fluent English Proficient (IFEP). This result can occur when the student enters school already fluent in English and the home language(s) or when the student has had minimal exposure to the other language(s) spoken in the home.

Classification of EL or IFEP based on the official score, will be entered into our student information system (SIS) which will feed into the California Longitudinal Pupil Achievement Data System (CALPADS).

NOTE: Students classified as IFEP are not eligible to receive EL services and will receive grade-level instruction in an instructional program designed for native-English and fluent-English speakers.

Annual Language Classification / Status

Parents of ELs will be notified each year of their child's current language classification along with the annual assessment results. A student will remain an EL until he or she has met the criteria for reclassification.

Parental Notification of Initial Assessment Results and Program Placement

Parents of students (ELs and IFEPs) who are administered the initial ELPAC must receive official notification, within 30 calendar days of enrollment, informing them of their child's:

- Language acquisition program
- Official language classification
- Instructional program placement

In addition to the above, parents must also receive information regarding the:

- Instructional program, educational strategies, and educational materials to be used in each program.
- Reclassification, or program exit, criteria
- Instructional program for ELs with a disability (with an IEP) and how such a program will meet the objectives of the IEP.

Parents of ELs and IFEP students are informed of the above information via the Charter School's Initial Parent Notification of Language Test Results letter and the Parent Notification of Reclassification Criteria. Parents are advised to contact the Charter School if they should need

additional information.

At this point the parent/guardian or LEA may request a classification review prior to Summative ELPAC administration. Please see California Code of Regulations, Title 5, Section 11518.20(a) for specific ELPAC procedural details that will be followed. The regulations can be found at https://www.cde.ca.gov/ta/tg/ep/documents/elpacregs.doc.

Parental Notification of Annual Assessment Results and Program Placement

Parents of EL students who are administered the annual Summative ELPAC should receive official notification within 30 calendar days of the Charter School receiving the results or 15 days after the beginning of the school year if the results were received after the last day of instruction for the school year, informing them of their child's:

- Annual English language proficiency level and how it was assessed
- Official language classification
- Instructional program placement (dual language program)

In addition to the above, parents must also receive information regarding the:

- English language proficiency level from annual assessment, and how it was assessed.
- Instructional program, educational strategies, and educational materials to be used in each program.
- Progress expectations for the student's program option
- Reclassification criteria
- Instructional program for ELs with a disability (IEP) and how such a program will meet the objectives of the IEP.

Parents of ELs and IFEP students are informed of the above information via the Charter School's *Initial Parent Notification of Language Test Results* letter and the Parent Notification of Reclassification Criteria. Parents are advised to contact the Charter School if they need additional information.

Parent Notification of Program Placement

After parents have been informed of the Initial ELPAC results and the parent does not agree with the program placement or has questions regarding the assessment results, he/she may request a conference with the Charter School administrator or administrative coordinator to discuss the information contained in the letter.

<u>English Language Program</u>

Overview

The Charter School provides an instructional program tailored to meet the diverse needs of ELs. The program guarantees access to a comprehensive curriculum with scaffolds and support for students at different English language proficiency levels. The program also ensures that ELs with disabilities have an equal opportunity to participate in a program consistent with their IEP.

The following pages briefly describe the components of our dual language instructional program option, and summarize the following in table format: Related goals; Program models (if applicable); Students served; Key program components; Staff credential requirements; and Relevant parent information.

Elementary Instructional Program

Researchers Describing the Benefits of Dual Language Programming
(Massachusetts Association for Bilingual Education 2012)

- **In addition to cognitive benefits, there are added benefits of family cohesion, student self-esteem and identity development that can result from bilingual instruction.**
- **Ethnic and linguistic diversity in bilingual education programs can promote positive inter-group relations when both languages and both groups of students are valued equally in the classroom.**
- **The multilingual and multicultural environment of bilingual and dual immersion programs can reduce prejudice and promote cross-cultural awareness and friendships.**

Source: Gandara, Patricia and Hopkins, Megan, editors. (2010) Forbidden Language, English Learner and Restrictive Language Policies. Multicultural Education Series, Teachers College, Columbia University

"…students (and teachers) feel more affirmed in their linguistic, cultural, and intellectual identities and more confident in their ability to succeed in school."

Source: Jim Cummins, Dual Language Education Pioneering a Global Breakthrough in Second Language Education, NABE News, March April 2008)

"There is a critical national requirement for skilled speakers of languages other than English…As a result of 21st Century economic globalization and international terrorism, it has never been more urgent to develop American citizens who fully understand and can communicate effectively with people of other cultures."

Source: Jackson & Malone, 2009, Building the foreign language capacity we need: Toward a comprehensive strategy for a national language framework, CAL, in K. Mitchell Synthesis of Research for Advocacy SIG, MATSOL, 2009

Research evidence indicates that bilingual programs where biliteracy is the goal and where bilingual instruction is sustained promote literacy in English, as well as in the primary language (August and Shanahan 2006; CDE 2010a; Genesee, Lindholm-Leary, Saunders and Christian 2006; Goldenberg 2008). The enhanced metalinguistic and metacognitive benefits of bilingualism have been demonstrated in multiple studies. These benefits include better working memory, abstract reasoning skills, attentional control, and problem solving skills (Adesope, Lavin, Thompson, and Ungerleider 2010). Other research has shown that an additional benefit of bilingualism is the delay of age-related cognitive decline (Bialystok, Craik, and Freedman 2007).

For all students, bilingualism is a cognitive and linguistic asset. Developing the language used in the home by parents, grandparents, or other relatives also promotes healthy self-image, pride in one's heritage, and greater connection with one's community. This cultural awareness and appreciation for diversity is, in fact, critical for all students to develop in order to prepare to be global-minded individuals. (Source: CA SBE-adopted ELA/ELD Framework, 2014).

Dual Language Enrichment Program (Program and Goals for English Learners)

Students at ACES acquire English language proficiency and grade-level academic content through a combination of core content instruction via ELD and differentiated instruction in English and the use of appropriate supports. Students in TK, K, and 1st grades receive language arts in their primary language as determined by the HLS and other assessment criteria following our dual language enrichment program.

Program Goals

The goals of our Dual Language Two-Way Immersion program are acquisition of language proficiency and academic achievement in English and Spanish, as well as positive cross-cultural competencies for ELs and English-proficient students. Students are expected to meet grade level content standards in both languages based on when (what grade level) they entered the program. Students typically continue in this program option after attaining basic proficiency in their second language. Ideally students enter the program in TK, K or 1st and continue through Grade 6. Through our dual language program we seek the attainment of bilingualism and biliteracy in grade level content, grade-level academic achievement, and positive cross-cultural competencies for ELs, SELs and English-proficient students. Instruction is delivered in both English and Spanish (target language) using the Gómez and Gómez model. The Gómez & Gómez DLE Model was originally developed in 1995 and first implemented in 1996 in the Pharr-San Juan-Alamo ISD in South Texas. The implementation of this model has since expanded to over 671 schools across 11 states. Today, it continues to demonstrate its effectiveness based on successful short and long-term student achievement.

Program Model: 50/50—50% instruction in Spanish, the target language, 50% instruction in English beginning in 2nd grade to 6th grade. English and Spanish are used in Transitional Kinder, Kindergarten, and First grades based on content areas and primary language of the student for Language Arts.

Students Served	Program Components	Staffing & Credentialing	Parent Information
• ELs TK-6 who speak the target language • EOs, IFEPs, RFEPs from diverse backgrounds may enter the program at any time in TK, Kindergarten and 1st grade and continue in the program • Students entering the program after grade 1 must demonstrate literacy in the target language comparable to students in the program or in English • Target student composition is 50% EL and 50% EO/FEP; no more than 2/3 of either language classification • On an individual basis, parents may request entry for TK-1 EL who speaks a language other than the target language, given sufficient English proficiency as determined by the school.	1. Standards-based instruction provided to all students in both languages 2. One teacher and two teacher models 3. Purposeful and strategic separation of languages during the instructional day 4. At least 50% of the day in target language (Spanish) 5. Literacy Instruction: 50/50 Children learn to read and write in their primary language in TK, Kindergarten and 1st grade; grades2-6 students learn to read and writein both languages 6. Math instruction is in English grades TK-6; Social Studies and Science instruction is in Spanish unless integrated with the ELA curricular program; other curricular areas are taught in Language of the Day (M-W-F: Spanish; T-Th: English) 6. Daily second language development for all students: ELs in ELD, EOs/FEPs in SLD (Language of the Day activities, other curricular areas) 7. Differentiated instruction in all content areas using sheltered instructional strategies for second language learners of each language, utilizing state-adopted core and supplemental materials	• Multiple Subject Teaching Credential • For teachers instructing in Spanish: BCLAD or Bilingual Authorization or equivalent • For teachers instructing in English only: CLAD or equivalent • In a two teacher model, minimum CLAD required for the teacher providing instruction in English, BCLAD, Bilingual Authorization or equivalent in grades TK, K, & 1st if teaching in Spanish • Preference given to authorized teachers with specialized professional development on Dual Language Programs • Teachers must demonstrate native-like fluency in English and the target language (Spanish)	• Articulate program design upon student entry to program • Parents of ELs whose primary language is not the target language (Spanish) are given individual counseling to ensure that they understand and approve of their child's learning in two new languages. These children may require additional support at home. • Parent Workshops and parent meetings held throughout the year to provide support and understanding of our program model • Information provided at Parent conferences about our program and progress of their student in primary and target language

ACES will ensure EL students continue to progress toward meeting ELD and content standards, via ELD and content instruction using SDAIE strategies. ACES will also ensure RFEP students' linguistic and academic skills are comparable to those of native English-proficient peers. This program is appropriate for ELs at all levels.

- 30-45 minutes of daily ELD instruction at the students' assessed level of English language Proficiency focused on academic language development.
- Platooning for ELD as needed within or across grade levels to provide ELD at the appropriate student proficiency.
- Access to instruction in all curricular areas aligned to content standards.
- Standards-based instruction in all curricular areas.
- Differentiated instruction in reading, writing, math, science and social science, delivered through SDAIE methodology, utilizing state-adopted, Standards-based and other supplemental materials.

The goal of this program is to ensure that ELs continue to progress linguistically and academically to meet ELD and grade-level content standards. These students receive appropriately differentiated ELD instruction and scaffolded academic content instruction and support. This program also meets

the needs of reclassified students to ensure that their linguistic and academic skills are comparable to the performance of their native English-proficient peers.

ELs are expected to meet reclassification criteria within 5 full years of instruction. ELs not meeting reclassification criteria at the beginning of their 4th or 5th year are considered At-Risk ELs and 6th year ELs are considered Long-Term ELs.

EL Monitoring / ELPAC

Monitoring progress of the acquisition of English is essential. During each reporting period throughout the year, the ACES site administrators in conjunction with the teachers, must ensure that monitoring is done to identify students who may be incurring academic deficits in language and core content areas while learning English. This will occur at least three times during the course of the academic school year through ACES Data Dialogues. Assessments that measure English language proficiency above and beyond curriculum embedded assessments (e.g., iReady), and those assessments included with the adopted curriculum – are administered regularly to all elementary ELs. EL student development is monitored by using any of the following as applicable:

- Summative ELPAC Scores
- ELD curricular unit assessments or other progress monitoring system
- iReady Assessments
- Interim Comprehensive Assessments (CAASPP)
- Curriculum Unit Assessments

The Administrators and Teachers will collaborate to review EL students' progress during site Data Dialogue meetings, strategically at the beginning of each grading period to ensure accurate and current information on the English language proficiency progress of their students. The results of their progress are analyzed to determine additional resources and interventions, alongside the instructional program. When students have not yet made adequate progress, interventions are provided. These interventions can include additional ELD instruction, ELD tutoring, and other content instructional supports to help the student quickly accelerate to the expected level of English proficiency.

Elementary school teachers will receive feedback on their EL student progress monitoring throughout the year for all of their EL students and they will meet with site administrator to discuss:

- Progress toward Minimum Progress Expectations by instructional program
- Summative ELPAC results for current and previous years
- CAASPP/SBA scores in ELA and in Mathematics for current and previous years
- Current iReady Scores for ELA/SLA/Mathematics
- Current ELD grades for all domains including ELD data gathering and analysis
- Additional risk factors such as attendance, suspensions, below grade-level report card marks, etc.

Regular coaching meetings serve to remind teachers of their students' status and progress toward the expected achievement benchmarks. While some of these data do not change over the school year, it is imperative that teachers review and monitor this information closely in order to intervene

in a timely manner if adequate progress is not being made. Periodic walkthroughs by site administrators must be done to ensure that ELD instruction is occurring in each designated ELD classroom in the manner described in this document. At least twice yearly, the Administrator will meet to review the progress of each EL who is not making adequate progress, according to the expectations outlined. This review includes the administrators or designee, classroom teacher(s), and others, including specialist teachers, intervention teachers, or other personnel.

Providing Access to the Full Curriculum to ELs at all Language Proficiency Levels

Student mastery of content area subject matter is a primary objective of educators charged with facilitating the mastery of Standard English. ACES is committed to ensuring that all ELs have full and equitable access to the core academic content necessary for college and career readiness. Aligned with state and federal requirements, the Charter School will implement instructional practices that support simultaneous language development and content mastery.

To achieve this, the ACES will:

- **Provide Access to Grade-Level Curriculum:**
  All EL students will be enrolled in rigorous, standards-based academic courses alongside their English-proficient peers. Core instruction will be delivered using SDAIE strategies to make content comprehensible while maintaining high expectations for learning outcomes.

- **Integrate English Language Development:**
  Teachers will deliver Integrated ELD within all core subjects, ensuring language development is embedded in instruction. This includes purposeful attention to vocabulary, syntax, language functions, and discourse specific to each content area.

- **Offer Designated ELD Instruction:**
  ELs will also receive Designated ELD as a separate, protected time focused on building academic language aligned with ELD standards and tailored to students' English proficiency levels.

- **Utilize Data to Inform Instruction:**
  Teachers will use multiple data sources—including ELPAC, classroom assessments, and formative language data—to plan differentiated instruction and provide appropriate scaffolds that allow ELs to access and engage meaningfully with core content.

- **Ensure Teacher Capacity and Professional Development:**
  All educators will receive ongoing training in culturally and linguistically responsive instruction, SDAIE strategies, Universal Design for Learning (UDL), and effective integration of language and content objectives.

- **Monitor and Support EL Progress:**
  The Charter School will regularly monitor academic and linguistic progress to ensure ELs are on track to meet both content and language proficiency goals. Interventions will be provided as needed to support both academic achievement and language acquisition.

Process for Annual Evaluation of the EL Program

Standards, Assessments and Accountability)

As members of the school community at ACES, teachers, staff, administrators and parents will be accountable for ensuring that EL Programs are optimally effective.

The ACES School Based Council serves as the decision making body and will conduct an annual review of programs and services for English Language Learners. A PAC meeting will focus on the analysis of these results and make recommendations for improvement.

As applicable, the ACES EL program will undergo Categorical Program Monitoring conducted by the CDE. The CDE monitors for compliance with requirements of each categorical program including fiscal requirements. In preparation for this review, ACES will develop ways to self-monitor the EL program with support of the PAC and input from the ELAC .

The monitoring process will establish high expectations for all students, promote full involvement of all stakeholders (administrators, teachers, parents, and students), involve guidelines set forth by the CDE for Program monitoring under federal law as applicable and ensure that program evaluation is an integral part of school improvement activities.

Purposes of EL Program Monitoring, Evaluation and Accountability

ACES is committed to monitoring the implementation of its EL policies, programs and services, and to evaluating their implementation as well as their effectiveness in order to continuously improve them and to hold itself accountable. EL program monitoring, evaluation, and accountability practices will address the following purposes:

- Monitor implementation of instructional program services, educator/stakeholder roles and duties, and administrative processes as defined in the English Learner Master Plan
- Determine effectiveness of programs, services processes in promoting EL linguistic and academic success, and college and career readiness
- Provide useful, timely feedback and identify needed modifications and actionable information to all educators and stakeholders in the system
- Support continuous improvement in the implementation of instructional and support services, program designs and approaches, and administrative policies and processes, and identify needed modifications
- Foster internal accountability of all educators and stakeholders for implementation, outcomes, and continuous improvement of both.

EL Program Goals and Related Evaluation Questions and Measures

ACES Administrators will evaluate the following related to EL programs:

- Implement the English Learner Master Plan fully and consistently
- Ensure steady progress toward and attainment of academic English language development per expected timeframes.
- Ensure steady progress toward and attainment of grade level academic proficiency per

expected timeframes.
- Decrease risks of linguistic and academic failure, low English language proficiency, grade retention, and dropping out.
- Increase access to and participation in advanced academic program opportunities.
- Strengthen parent/guardian participation and engagement in students' academic development.
- Reduce disproportional referral to and identification of ELs for special education services.

Using Program Monitoring and Effectiveness Information to Improve Implementation and then Strengthen Programs

To ensure that program implementation, monitoring and evaluation of program effectiveness leads to continuous improvement, administrators and staff at all levels will examine data:

- Review outcomes of EL and SEL student performance relative to expected linguistic and academic progress. In grade level or subject matter teams, they will discuss student work, and identify areas of instructional practice that need strengthening based on student performance evidence. Key points of discussion will include effective feedback to students, and the effective use of observational protocols (e.g., The Accelerated Schools CAASPP rubrics, ELD observation tools, SDAIE/access to core instructional observation tools) as a way to continually strengthen instructional practice. Priorities for professional development will be identified.
- Examine patterns of EL and SEL student performance relative to expected linguistic and academic progress, as well as findings regarding program implementation. Instructional leadership will together determine professional development and other program support priorities, and develop and provide PD and program support focusing on the needs identified by English Learner Master Plan monitoring and evaluation.

Administrators will:

- Review school EL program implementation and evaluation findings, and work with the Leadership Committee, grade level teams, and SSC/ELAC committees to identify key school-wide priorities for professional development, budget priorities and program support and, where necessary, program modification. If significant numbers of ELs are unable to meet reclassification criteria, the Charter School will identify additional measures if appropriate, to address this issue. Administrators will support the Leadership Committee and SSC/ELAC committee members in prioritizing and addressing key issues and areas of improvement identified by English Learner Master Plan monitoring/evaluation.
- Review findings of annual English Learner Master Plan monitoring/evaluation reports using the ELSSA or other progress indicators as well as address issues of policy related to key issues and areas of improvement identified by Master Plan monitoring/evaluation.

<u>Process and Specific Criteria for Reclassification</u>

ACES is aligned with the CDE academic criterion for reclassification and reclassifies EL students to Reclassified English Fluent Proficient (RFEP) at the point when specialized language and academic support services are deemed no longer needed for ELs to be successful in the mainstream educational program at a level commensurate to non-ELs. Once ELs are reclassified, they retain

RFEP status for the rest of their educational careers. However, the academic progress of RFEP students must be monitored for a minimum of two years, as required by state and federal guidelines, and if their continued linguistic and academic performance declines or stalls, interventions are provided to ensure that these students reach and maintain grade level academic proficiency. A full description of the reclassification process is detailed below. ELPAC proficiency level, in addition to grade-level standards-based assessments and ELD assessments are examined to determine if the student is able to function at a level commensurate with his or her English-speaking peers.

Criteria Used for Reclassification

ELs are reclassified to fluent English proficient based on the criteria are identified in the Education Code and recommended by the State Board of Education (SBE). The minimum criteria to be considered for reclassification are:

- Assessment of English language proficiency, using an objective assessment instrument, including, but not limited to, the state test of English language development; and
- Teacher evaluation, including, but not limited to, a review of the student's curriculum mastery; and
- Parent opinion and consultation; and
- Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age.

The following will be considered the reclassification criteria at The Accelerated Charter Elementary School:

Criteria	The Accelerated Schools
#1 - Assessment of Language Proficiency	Overall score of **4** on **ELPAC**
#2 - Teacher Evaluation	**Elementary School:** Overall passing score of **3** or higher in English Language Arts and/or English Language Development on report cards. **Middle and High Schools** **C** or higher.
#3 - Comparison of Student in basic skills to English proficient students	**Reading Lexile Level** Basic Reading Level compared to native English speakers.
#4 - Parental Opinion & Consultation	Parent attends meeting & agrees to reclassification

Source: ACES EL Master Plan

Reclassifying English Learners with Disabilities

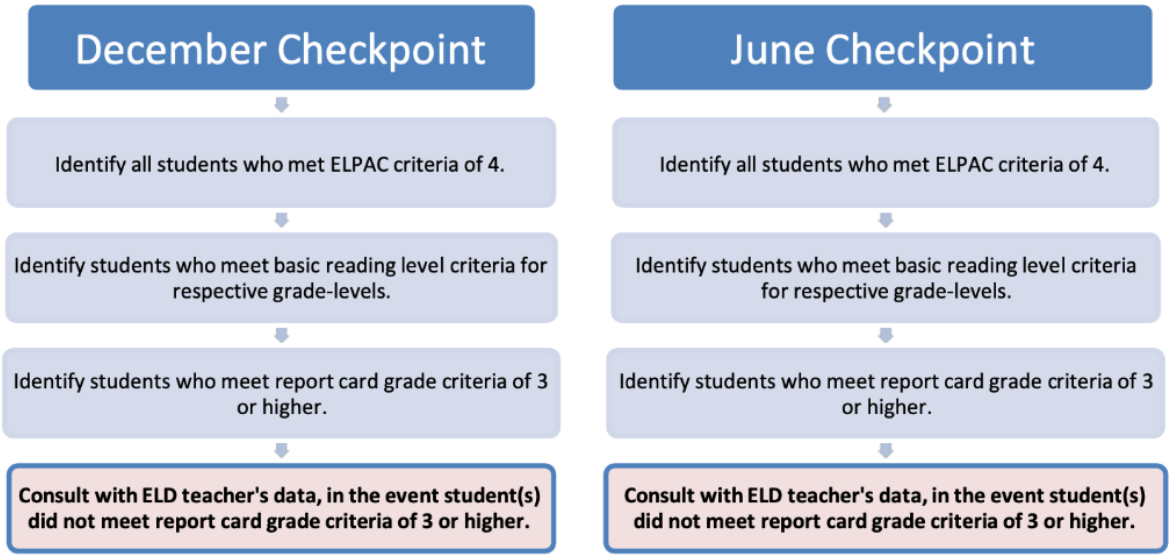
The reclassification criteria above also applies to English Learners with disabilities. The ELPAC is used to support reclassification for students with disabilities who participate in the general education curriculum. The *Alternate English Language Proficiency Assessments for California* (Alternate ELPAC) is a language assessment for students who are on the alternate curriculum.

The Special Education Administrator is involved in reviewing reclassification criteria for students

with disabilities.

- A Sp.Ed. RFEP meeting can be requested by the Special Education Administrator or designee in order to recommend reclassification for an English Learner student with a disability, but may be impacted by their disability, preventing them from meeting the standard reclassification criteria.
- During an IEP meeting, if it is determined that reclassification is appropriate for a student, a separate meeting will be scheduled to formally recommend reclassification. During the meeting, the team will complete the "IEP Team Worksheet to Determine Reclassification." The document will be uploaded into Welligent as documentation for reclassification.

Reclassification Process
The administrator/designee at each school site is responsible for ensuring that ELs who meet the eligibility criteria are reclassified in a timely manner. This process begins when the official results of the ELPAC are released, as well as at the end of each reporting period. The reclassification checkpoints below reflect the process for identifying students who met reclassification criteria.



Parents must review and sign the Notification of Reclassification.

Process for Monitoring Progress of ELs and RFEP Students

The ELD Committee (administrators and related staff) meets to review the performance and progress of RFEP students. The committee members include the principal or designee or Assistant Principal, Administrative Coordinator, classroom teacher(s), and other personnel as appropriate, such as specialist teachers, and/or parents of the student being reviewed. The review of students who have met reclassification criteria takes place two times throughout the school year: after official Summative ELPAC scores have been received, at the end of the school year and after the 1st semester when mid-year report card and Lexile levels/literacy skills are determined. In addition to monitoring the progress of students not meeting proficiency benchmarks, the committee will maintain a report to keep an ongoing record of RFEP student progress that will include, but is not limited to, data on CAASPP/SBA scores, periodic assessment and benchmark results, curriculum embedded assessments and other teacher evaluation reports.

The site administrator/designee coordinates the monitoring of reclassified students. All RFEP students while attending ACES are monitored at the end of each reporting period for a minimum of three years following reclassification.

If a student is not making satisfactory progress after reclassification, the committee must meet with the classroom teacher(s) to develop an instructional intervention plan with specialized support. Appropriate intervention measures may include, but are not limited to, any of the following:

- Student/teacher/parent conference
- After-school tutoring/academic support
- Targeted reading, writing, or math instruction
- Content-based language development instruction
- Intervention/Intersession classes

Process for monitoring progress and effectiveness of supports for LTELs and for students "At-Risk" of Becoming LTELs.

Yearly, ACES administrators analyze student ELPAC data and provide individual student data to general education teachers and ELD teachers. At the beginning of each year, teachers are provided an ELD professional development that focuses on students' present levels, ELD standards, and curricular units that will drive student achievement. Additionally, ELD teachers have engaged in ELD coaching with the Assistant Principal, zooming-into LTELs' ELA and ELPAC data to determine classroom needs and supports. During these coaching sessions, teachers and the coach study the California ELA & ELD Framework to guide adult learning and inform classroom practices. Lastly, parents receive data reports as well as a letter informing them about students' ELAS, including their potential designation as an LTEL, if appropriate.

Gifted and Talented (GATE) Students and Students Achieving Above Grade Level

Using the guiding principles and values of The Accelerated Schools Model, faculty and staff at ACES treat all students as gifted; ACES does not implement a separate program for gifted students. Accordingly, faculty and staff differentiate instruction based upon the individual needs of the students and will push all students to achieve at high levels. Teachers will differentiate in the forms of acceleration, depth, complexity, and creativity. They will make a distinction between the process, content, or product to meet the needs of all students.

Throughout the entire ACES academic program, the faculty and staff emphasize a series of key thinking skills which research says students need to have to be ready for college. In each class, students are expected to make inferences, interpret results, analyze conflicting explanations of phenomena, support arguments with evidence, solve complex problems that have no obvious answer, reach conclusions, offer explanations, conduct research, engage in the give-and-take of ideas, and generally think deeply about what they are being taught.

Students who show consistent high academic achievement either in specific academic areas or across academic areas will be referred for identification for GATE eligibility through LAUSD on a fee-for-service basis to afford them access to GATE programs should they transfer to another

school or district. They will be identified across these categories:

- Intellectual
- High Achievement and Specific Academic Ability (both performance-based)
- Leadership

High Achievement, Specific Academic, and Leadership ability will be identified beginning in the second semester of 3rd grade through 6th grade. Referrals for the Intellectual category can begin as early as Kindergarten and are not achievement dependent. Students may have multiple exceptionalities, including having an IEP, or be an English language learner. Students will not be placed in a special program but teachers will differentiate in the features of acceleration, depth complexity, and creativity.

Upon enrollment at ACES, any student identified from another school or district as Gifted, will be identified in PowerSchool so that teachers and staff are aware of the student on their roster. A Gifted Facilitator (Administrator or ACES teacher) will help to support teachers with ongoing professional development and ensure that students are referred, identified, and assessed. Through training and ongoing support, teachers will be able to recognize GATE students and provide appropriate instruction. Parents of Gifted students will be provided with workshops and meetings (1 per semester) as well as special events, as interest and opportunities are presented. A yearly survey will be given to parents to ensure they are informed of gifted services and any other needed supports. Participation in GATE conferences as well as membership with organizations such as California Association for Gifted (CAG) is important to support staff and develop GATE students to their fullest potential.

Parents and/or Guardians that have any questions regarding Gifted and Talented may contact ACES Leadership.

Students Achieving Below Grade Level

ACES uses data from a variety of sources, including CAASPP/SBAC, ELPAC, and i-Ready assessments to identify students performing below grade level. Students performing below grade level in each of the content areas as measured by informal and formal classroom assessments using McGraw-Hill Wonders ELA and Maravillas SLA assessments (K-6), Scholastic Reading Inventory (SRI), i-Ready Mathematics & Reading assessments, Eureka Math assessments, classroom observations, teacher-created tests and Exit Tickets, will receive individual and flexible small group instruction to target their individual needs. During whole class instruction, the teacher will differentiate instruction based upon students' needs, interests, readiness, and learning profile.

The progress of all students, especially those who are achieving below grade level, is monitored bi-weekly by the principal and assistant principal at instructional leadership team meetings. Coaching and instructional support is provided to teachers, based on the instructional areas with the greatest need. Additionally, curricular assessments are analyzed and discussed in grade level meetings between teachers and site administrators, so that data is leveraged to craft instructional next steps. ACES Teachers begin each academic year with a Data Dialogue meeting that identifies students' academic strengths, needs, and resources for intervention supports. Below are additional types of instructional strategies and interventions which are utilized to support students achieving

below grade level:

- Before & After school tutoring
- Mentoring by teachers and administrators
- Daily Academic Intervention (Math, ELA & ELD)
- Individual and small group intervention targeting specific standards
- More time to increase the learning opportunities through peer and teacher support in the classroom
- Scaffolding in classroom instruction with language and content support
- Technology instructional supports such as iPads, laptops, document readers, Promethean boards
- Valuing strengths and building self-confidence
- Monitoring students' progress and providing feedback to parents during parent conferences in September, fall and spring Student Led Conferences, and informal parent conferences
- Facilitating effective and consistent communication between parent, student and/or teacher
- Recognizing growth and achievement (ACES Awards, The Accelerated Schools High Fives, Achievement Awards, Attendance, Reclassification)
- Reading Horizons Intervention with support from instructional aides

If after implementing the instructional support and intervention strategies, no significant growth is shown, students achieving below grade level may be referred by the principal, assistant principal, teacher or the parent/guardian for a Student Success and Progress Team (SSPT) meeting. In these meetings, the classroom teachers, the parent/guardian, an administrator and any other relevant party (School Psychologist, Counselor, etc.) will convene to discuss the child's strengths and areas of concern. In this meeting interventions and action steps will be decided to further assist this child in academic and/or behavioral growth. Follow-up meetings will be scheduled to reconvene and discuss the student's growth and progress. Possible interventions and supports that may be implemented after the SSPT process may include one or more of the following:

- Behavior Support Plan
- Counseling services
- Accommodations for classwork, homework assignments, tests/quizzes, shortened assignments, extended time to complete tasks
- Opportunities to retake assessments
- Reduce difficulty of tasks
- Repetition and additional practice
- Change of seating/grouping to reduce distractions
- Use of calculator, computer, books on tape, visual aids
- Retention

If considerable progress has not been made as measured by assessments and observations, the student may be referred for assessment to determine if the child is eligible for special education services under the IDEA if appropriate. The Charter School will make efforts to ensure an exhaustive list of interventions is utilized to avoid overidentification of students in Special Education. The principal and assistant principal are responsible for monitoring and documenting the progress of students performing below grade level.

Socioeconomically Disadvantaged / Low Income Students

ACES seeks to serve a population composed in most part with students who are socioeconomically disadvantaged as identified as qualifying for the Free or Reduced Price Meal Program (FRPM). Research indicates that children from socioeconomically disadvantaged households and communities develop academic skills more slowly compared to children not from Economically Disadvantaged groups (Morgan, Farkas, Hillemeier, & Maczuga, 2009). The Charter School's program is designed to meet the needs of students with this designation and is based on research driven curriculum and practices that work best with this targeted population. In addition, the Charter School's mission, vision, and instructional programs are designed to provide and ensure equal access for all students, particularly those students who are designated as socioeconomically disadvantaged based upon the poverty index. At its core, ACES believes in high expectations for each of its students regardless of background. Students will be monitored by administrators and teachers through monthly grade level meetings as well as other supports such as the SSPT.

ACES has designed its instructional program to support students from socioeconomically disadvantaged backgrounds in each of the following ways:

- Early identification of struggling students (academic and social-emotional)
- More time to increase the learning opportunities and literacy experiences, including supplemented day or Saturdays
- Real life experiences embedded into curriculum to have learning be meaningful
- "College Bound" culture with parent meetings, college field trips, and developing a college awareness among students, college mentors
- Working with the families to create supportive learning environments at home and during the required monthly parent meetings and workshops
- Flexible meeting times with families, before and after school hours or phone conferences, home visits
- Providing opportunities within the Charter School such as access to technology, physical education, visual and performing arts
- Tutoring and homework support
- Incorporating technology into lessons and student work to enhance learning
- Using co-teachers or instructional aides to provide support with specific needs and provide additional support to teachers during instruction
- Counseling services (Shields for Families or DIS)
- Daily or weekly informal check-in with mentor staff or administrator
- Parent workshops on topics such as nutrition, computers, and parenting skills
- Additional extra-curricular activities that include robotics, dance, music, engineering, tennis, arts & crafts and cooking

Students with Disabilities

Please refer to the FSDRL at the beginning of Element 1 which contains the provisions necessary to address matters related to students with disabilities including special education and other federal requirements.

Students in Other Student Groups

Foster Youth

ACES will comply with applicable California law which provides that California schools need to include foster youth in the school accountability and funding systems to focus on the educational outcomes of foster youth. Foster youth will have access to the educational and other services they need to ensure that they are able to meet the same high expectations for all students.

Enrollment

Accelerated Charter Elementary School is committed to providing immediate and equitable access to all students, including those in foster care, in accordance with Education Code Sections 48850–48859 and all applicable laws governing the educational rights of foster youth.

When a student in foster care seeks to enroll, Accelerated Charter Elementary School will:

1. **Enroll Immediately:**
   Foster youth shall be enrolled immediately, even if they are unable to produce records normally required for enrollment, such as proof of residency, immunization records, school transcripts, or IEP/504 documentation. The Charter School will work in coordination with the foster family, social worker, educational rights holder, and the previous school to obtain necessary records.

2. **Assign a Foster Youth Liaison:**
   A designated Foster Youth Liaison will support the enrollment process and ensure that the student's educational rights are upheld. The liaison will serve as the primary point of contact for the student, caregivers, and relevant agencies.

3. **Ensure Least Disruption:**
   If the student is transferring from another school, every effort will be made to ensure a smooth transition with minimal disruption to the student's education. ACES will make best interest determinations in collaboration with the student's education rights holder and involved agencies when necessary.

4. **Provide Access to Services and Supports:**
   Foster youth will be provided full access to all academic programs, extracurricular activities, and educational services available to other students, including mental health support, special education services (if applicable), and transportation assistance when required by law or best interest determinations.

5. **Monitor and Support Progress:**
   ACES will regularly monitor the academic progress of foster youth and provide appropriate supports and interventions to promote educational success and stability.

Charter School will, upon enrollment, identify Foster Youth in the Charter School's student information system (PowerSchool) to ensure appropriate services and supports. The Charter School's Foster Youth Liaison ensures that each student's academic history, special needs, and support services are reviewed promptly. Foster youth academic performance is monitored on a bi-

weekly basis, using formative assessments, report cards, attendance, and behavioral data. Any signs of academic difficulty or disengagement will trigger a review and coordinated intervention.

Based on ongoing monitoring, foster youth may receive targeted supports such as tutoring, counseling, case management, mentoring, or referral to community-based services. These supports are designed to address academic, social-emotional, and behavioral needs. The charter school also works in collaboration with caregivers, social workers, educational rights holders, and county child welfare agencies to ensure that foster youth receive coordinated, wraparound support. Educational progress is shared during data meetings, when appropriate.

FOSTER YOUTH LIAISON
Current Foster Youth Liaison:
ACES Assistant Principal
(323) 846-6694
3914 South Main Street, Los Angeles CA 90011

Homeless Youth

The McKinney-Vento Homeless Assistance Act for Homeless Children and Youth (42 United States Code § 11431-11435) entitles all homeless school-aged children to the same free and appropriate public education that is provided to non-homeless students.

A homeless student is defined as a person between the ages of six to eighteen who lacks a fixed, regular, and adequate nighttime residence and may:

- Live in an emergency or transitional shelter; abandoned building, parked car, or other facility not designed as a regular sleeping accommodation for human beings.
- Live "doubled-up" with another family, due to loss of housing stemming from financial problems (e.g., loss of job, eviction or natural disaster);
- Live in a hotel or motel.
- Live in a trailer park or campsite with their family.
- Have been abandoned at a hospital.
- Be awaiting foster placement in limited circumstances; Reside in a home for school-aged, unwed mothers or mothers-to-be if there are no other available living accommodations.
- Be a migratory or abandoned, runaway, or pushed out youth that qualifies as homeless because they are living in circumstances described above.

The charter requires the immediate enrollment of homeless students if they are selected through the lottery. Schools cannot delay or prevent the enrollment of a student due to the lack of school or immunization records. It is the responsibility of the Charter School to request all necessary documents from the previous school and refer parents to all programs and services for which the student is eligible. Referrals may include, but are not limited to: free nutrition, special education services, tutoring, preschool, before and after school services and any other services needed. Unaccompanied youth have these same rights.

ACES Assistant Principal will monitor the progress of homeless youth to ensure they receive timely academic interventions, targeted tutoring, and ongoing support, so they remain on track for grade-level mastery and graduation.

Accelerated Charter Elementary School is committed to supporting the academic achievement and well-being of foster youth through consistent progress monitoring and individualized supports. In alignment with the Education Code and best practices for vulnerable student populations, the Charter School will implement a comprehensive system to monitor the educational progress of all enrolled foster youth.

The Manner in Which ACES Will Share Promising Practices with Other Traditional and Charter Public Schools Serving Similar Grade Levels

As part of its commitment to advancing educational equity and excellence beyond its own student body, the Charter School will actively identify, document, and share promising practices with other charter and traditional public schools serving similar grade levels.

Accelerated Charter Elementary School will:

- **Collaborate with Educational Partners:** Engage in collaborative networks with local educational agencies (LEAs), charter organizations, and educational consortia to exchange effective instructional strategies, intervention models, and data-informed practices.
- **Host School Visits and Learning Walks:** Open classrooms and professional learning sessions to visiting educators to observe instructional models, co-teaching frameworks, inclusive practices, and schoolwide systems that support academic achievement and student well-being.
- **Present at Conferences and Convenings:** Share insights and outcomes through participation in regional and statewide conferences, webinars, and professional learning communities focused on best practices in curriculum, instruction, equity, and student support.
- **Publish and Disseminate Resources:** Develop and disseminate toolkits, case studies, and guides highlighting the Charter School's most effective strategies for improving student outcomes, particularly for historically underserved populations.
- **Engage in Reciprocal Learning:** Invite feedback from partner schools and remain open to learning from others to continuously refine and strengthen practices across the broader educational community.

By sharing what works, the Charter School aims to contribute to a culture of continuous improvement, strengthen public education, and help accelerate student success across school systems.

Element 2 – Measurable Pupil Outcomes and Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured

"The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school." **(Ed. Code § 47605(c)(5)(B).)**

"The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card." **(Ed. Code § 47605(c)(5)(C).)**

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

Charter School shall meet all statewide content and performance standards and targets. (Ed. Code §§ 47605(d)(1), 60605.)

Charter School shall comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

STANDARDIZED TESTING

Charter School agrees to comply with state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain complete, accurate, and up-to-date California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California Code of Regulations, title 5, section 861. Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School. Upon request, Charter School shall submit, in the requested format (e.g., CD), a copy of the results of all state-mandated tests to the District.

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

The goals and objectives of Accelerated Charter Elementary School's educational program for each of the eight state priorities are in **Element 1** of this petition. The "Annual Goals for Pupils and Subgroups" section of Element 1 includes an **"LCFF State Priorities" table** which outlines our school goals for all students as well as the following subgroups: English Learners, Latino students, Socioeconomically disadvantaged students, and Students with Disabilities.

Please see Element 1, *The Requirements Of California Education Code § 47605(B)(5)(A)(ii)* and the completed LCFF State Priorities Table.

MEASURABLE PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

Performance Targets Aligned to State Priorities

Please see Element 1, *The Requirements Of California Education Code § 47605(c)(5)(A)(ii)* and the completed LCFF State Priorities Table.

OTHER PERFORMANCE TARGETS

Please see Element 1, *The Requirements Of California Education Code § 47605(c)(5)(A)(ii)* and the completed LCFF State Priorities Table.

METHOD FOR MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT

Academic progress at ACES is through various weekly, modular, and unit assessments agreed upon by teachers and administration as an effective means of measuring academic growth as well as informing instruction. When students do not demonstrate adequate growth, interventions are planned for both the classroom and/or before or after school and at Saturday academy.

To ensure academic progress occurs we:

- Allow time for teachers to collaborate on curriculum, instruction, and assessment, as well as the progress of their students.
- Engage teachers in Data Dialogue meetings that are focused on student data in mathematics, ELA, and ELD. Teachers and administrators analyze students' present levels and identify next steps for all learners.
- Create flexible heterogeneous instructional grouping that ensures equal access to rigorous and interesting curriculum.
- Use instructional strategies that focus on engagement, standards-based learning, hands-on approaches, and culturally responsive teaching.
- Support a multidisciplinary approach to technology integration, our teachers will link digital content to educational objectives, select student outcomes and performance standards, and evaluate student outcomes against these standards to refine and improve our instructional and institutional practices. We believe the use of technology is an essential element in an institutional process of data collection, analysis, and improvement.
- Ensure weekly teacher collaboration by grade level or successive grade levels facilitated by grade team teachers using student achievement data.
- Meet bi-weekly as an Instructional Leadership team to discuss challenges and successes in the classroom, plan for professional development to meet the needs of individuals and groups of teachers, gather input from all teachers, share best practices with all staff, help to develop a positive school culture where students can be academically and socially successful.

Students who are performing below grade level in each of the content areas as measured by informal and formal classroom assessments receive individual and flexible small group instruction to target their individual needs. During whole class instruction, the teacher may differentiate instruction based upon students' needs, interests, readiness, and learning profile including students who are identified as ELs, SELs, Gifted, and SWD. SWD are monitored not only in the General Education class through formal and informal observations but also by the RST through collaboration and input between Gen Ed and SPED programs. The iReady Toolbox in Reading and Mathematics is used for both general education and special education students, further developing their vocabulary, phonics skills, reading comprehension, as well as engagement with mathematics and reading standards, as well as

In addition, other types of instructional support utilized to support students achieving below grade level include:

- SSPT
- MTSS
- Individual and small group intervention targeting specific standards
- More time to increase the learning opportunities through peer and teacher support in the classroom
- Scaffolding in classroom instruction with language and content support
- Technology instructional supports such as iPads, laptops, document readers. Promethean interactive boards
- Valuing strengths and building self-confidence
- Monitoring students' progress and providing feedback to parents
- Recognizing growth and achievement (ACES awards and High Fives)
- After-school enrichment and homework support (ASES)
- Using instructional aides to support students with identified objectives
- Using the student's primary language as an asset to build upon
- Building on a student's strengths and understandings in his/her primary language in order to foster transfer and application of academic skills in English.
- Differentiating instruction based upon the individual needs (ELs, GATE, SELs, SWD) of the students, which pushes all students to achieve at high levels.
- Differentiate for gifted students in the forms of acceleration, depth, complexity, and creativity. They will make a distinction between the process, content, or product to meet the needs of all students.
- SWD are encouraged to read books at their Lexile level or higher using Scholastic Reading Counts to monitor their reading ability and progress with comprehension.

Schedule of ACES Assessments

ACES Adopted / Developed Measurement	Frequency
ELA/SLA/Math CCSS assessments	*Weekly/Module/Unit*
Curriculum Writing Assessment	*Unit (2-4 wks.)*
DRA (Developmental Reading Assessment) TK/K	*4x/year*
DRA (Developmental Reading Assessment) 1st grade	*3x/year*
iReady Reading and Math Assessment (Curriculum Associates)	*3x/year*
Smarter Balanced Interim Assessments Gr. 3-6	*1x/year*

Grade	Metric	Score	Achievement Indicator	
K ELA/SLA	Developmental Reading Assessment 2 **(DRA2)**	6 and Above	4	Above Grade Level
		4	3	At Grade Level
			2	Approaching Grade Level
			1	Below Grade Level
1 ELA/SLA	Developmental Reading Assessment 2 **(DRA2)**	18 and Above	4	Above Grade Level
		16	3	At Grade Level
			2	Approaching Grade Level
			1	Below Grade Level
2 ELA	Scholastic Reading Inventory **(SRI)**	500 and Above	4	Above Grade Level
		300-499 Lexile	3	At Grade Level
			2	Approaching Grade Level
			1	Below Grade Level

Grade	Metric	Score	Achievement Indicator	
K	**Eureka Math Curriculuar Assessments**	90% - 100%	4	Above Grade Level
		70% - 89%	3	At Grade Level
			2	Approaching Grade Level
			1	Below Grade Level
1		90% - 100%	4	Above Grade Level
		70% - 89%	3	At Grade Level
			2	Approaching Grade Level
			1	Below Grade Level
2		90% - 100%	4	Above Grade Level
		70% - 89%	3	At Grade Level
			2	Approaching Grade Level
			1	Below Grade Level

iReady Reading and Math Assessments

iReady, an online research-based platform through Curriculum Associates, is used by ACES leadership and teachers to improve student outcomes in the following ways:

- Diagnostic assessments in reading and math are given to students as an initial measure of achievement and are used by teachers to identify student needs and to tailor instruction.
- The adaptive platform allows students to learn at their own pace by providing personalized instruction.
- Professional Development for teachers is tailored specifically to meet the need of students based on data analysis.

DATA ANALYSIS AND REPORTING

Teachers will analyze data collected bi-weekly and monthly utilizing using a data reflection protocol. It is expected that at each meeting teachers will analyze their weekly formative assessments and inform the teacher of the progress of students towards meeting grade level standards. Teachers will adjust lessons and reteach as necessary. The principal will also analyze data and meet with staff monthly to analyze and provide feedback and support with facilitation at the grade level meetings. Through analysis and dialogue of data results, teams will better understand the diverse needs and challenges our students face. With consultation with the principal, professional development will be customized to meet the diverse needs of the staff such

as curriculum training or effective interventions. Professional development activities will also center around how to utilize universal access time more effectively to meet the needs of selected focus groups based on areas of need indicated through assessment results.

Listed below are some additional examples of how data/assessments are used to guide instruction at ACES:

- Mini-lessons (review/re-teach) specific skills/strategies
- Refer students for pull-out intervention (Reading Horizons)
- Peer support (bilingual pairs)
- SSPT (Student Success and Progress Team)/IEP/ELD /SLD (Spanish Language Development) data
- Providing additional support/intervention in class, conceptual refinement
- Conferences and informal meetings with parent(s)
- Results show if students need extended review lessons
- Homework assigned for practice and review or modified

Each teacher maintains a comprehensive gradebook/portfolio for each student. Portfolios include teacher-selected and student-selected work. With both informal and formal assessments, teachers at ACES work to make instructional decisions based on student needs.

Twice a year, Student-Led Conferences are held to highlight student work and set goals in a collaborative setting with the student, teachers, and family members. This is an opportunity to review student work, ask questions, highlight areas of strength, and areas for improvement.

Parent conferences are held in September to build a relationship with parents/guardians and to learn more about the student and how they best learn. Parents also attend workshops during the school year so they can understand grade level curriculum and how to best support their children as well as communicate their needs to the teachers.

GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION

Grades are used for communicating student achievement, performance, and progress. Criteria to be considered in assigning grades shall include but not be limited to the following: achievement, homework, attendance, effort, ability, test scores, and participation.

ACES uses the following grading scale in grades TK - 6:

4 = Exceeding Grade Level Standards
3 = Meeting Grade Level Standards
2 = Approaching Grade Level Standards
1 = Below Grade Level Standards

A student's graded work is recorded in grade books and the Charter School's data management system PowerSchool. ACES uses Standards Based Report Cards in all grade levels TK-6th. Report cards for TK are based not only on State Standards for beginning Kindergarten but also on students' social-emotional development. For grades K-6 the report card is based on the Content Standards published by the California Department of Education and provides specific feedback on students' progress in each of the key content standards. Report cards are issued every semester,

providing grades for instructional periods of approximately 80-90 days. Report cards are distributed twice a year in January and June. Progress reports are distributed twice per year to parents in the fall and winter during student-led conferences.

The following data/assessments/observations are used at ACES to determine report card and progress report scores:

- Language Arts: iReady ELA diagnostic assessments, curricular unit assessments, as well as reading comprehension, vocabulary, and fluency tests
- Math: iReady Mathematics diagnostic assessments, mid and end of module assessments, fluency quizzes
- Writing: Published writing with rubrics/checklists based on CAASPP performance task rubrics
- Participation, social cooperation
- DRA2, Scholastic Reading Inventory (SRI), Wonders/Maravillas Curricular Assessments
- ELD - EL Achieve weekly quizzes and curricular unit assessments based on grade level ELD Standards, unit checklists, observations of oral language
- Effort (separate grade from academics)
- Homework
- Curricular Projects

Retention Process: Retention is considered only as a last resort and only after a series of measures have been taken including early identification, intervention plan, progress monitoring, SSPT meetings and school/parent team agreement. Documented exceptions to this process may be made in special situations with the approval of the Principal or Assistant Principal and the Coordinator of Special Education.

Process is as follows:

1. If the student is failing to make normal progress, the parents must be notified of concerns early, so that the Charter School and home may work collaboratively in helping him/her achieve greater success.
2. Most retentions should be at the primary level. However, older students may be considered if it is strongly felt retention will help the student.
3. No student shall be retained more than one year.
4. The teacher shall utilize the SSPT in attempting to help a student who is not progressing at a normal pace before any consideration of retention. The SSPT data-gathering process may serve to guide decisions to retain.
5. The teacher is to discuss possible retention with the school principal or assistant principal prior to discussion with the parent.
6. Light's Retention Scale must be completed prior to teacher notification to parents that retention is a possibility.
7. An SSPT process must have been implemented and a signed parent letter must be on file at the Charter School for each student retained.
8. Parent notification of the recommendation to retain or promote is to be given as early as possible in the school year, but no later than the second week in May of the second semester and is done formally through the SSPT process (#8).

Promotion Process: At ACES, promotion to the next grade level is based on a comprehensive review of student achievement and growth across multiple measures. Teachers, school leaders, and families work together to ensure students are meeting grade-level standards and are prepared for continued success. Students demonstrating readiness are promoted, while those needing additional support receive targeted interventions and monitoring to guide their progress. Final promotion decisions are made by school administration in consultation with teachers and, when appropriate, the School-Site Student Support and Progress Team (SSPT).

Element 4 – Governance

"The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement." (Ed. Code § 47605(c)(5)(D).)

GENERAL PROVISIONS

As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School.

Charter School shall not be operated as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. (Ed. Code § 47604.)

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

Charter School shall comply with the Ralph M. Brown Act ("Brown Act"). All meetings of the Charter School's governing board shall be called, held and conducted in accordance with the terms and provisions of Education Code section 47604.1 and the Brown Act including, but not limited to, those related to meeting access and recording, notice, agenda preparation, posting and reporting.

Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on Charter School's website will satisfy this requirement.

The District reserves the right to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(c).

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.

Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.

Charter School shall comply with the Brown Act and the California Public Records Act.

The Charter School shall comply with Government Code Section 1090, et seq., as set forth in Education Code section 47604.1.

Charter School shall comply with the Political Reform Act of 1974. (Gov. Code § 81000 et seq.)

Charter School and all employees and representatives of Charter School, including members of Charter School's governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. Charter School shall enter into all transactions and conduct business with all persons and entities at arm's length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm's length.

Charter School shall notify parents, guardians, and teachers in writing within 72 hours of the issuance of a Notice of Violation, Notice of Intent to Revoke, Final Decision to Revoke, Notice of Non-Renewal, or equivalent notice, by the LAUSD Board of Education.

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

Charter School shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and section 504 of the Rehabilitation Act of 1973 ("Section 504"), including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School shall notify all of its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School shall adopt and publish complaint procedures providing for prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX or Section 504.

Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Charter School, that Charter School does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including but not limited to all applicable requirements of California Code of Regulations, title 5, section 4600 et seq.

Charter School shall adhere to all applicable federal and state laws and regulations regarding

pupil fees, including Education Code sections 49010 - 49013, and extend its uniform complaint procedure to complaints filed pursuant to Education Code section 49013.

Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the Local Control Funding Formula legislation provisions set forth in Education Code section 52075.

RESPONDING TO INQUIRIES

Charter School, including its nonprofit corporation shall promptly respond to all reasonable inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School acknowledges that Charter School, including but not limited to its nonprofit corporation, is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Charter School shall provide the District with current, complete, and accurate contact information for Charter School, Charter School administrators, and Board members.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of the Charter, is received or discovered by the District, Charter School, including but not limited to its nonprofit corporation, employees, and representatives, shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

Charter School acknowledges and agrees that persons and entities that directly exercise control over the expenditure of Charter School's public funds shall be subject to all necessary and appropriate District charter school oversight.

NOTIFICATION OF THE DISTRICT

Charter School shall notify the Charter Schools Division (CSD) in writing of any citations or notices of workplace hazards, investigations by outside governmental regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g., loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

STUDENT RECORDS

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068 and all student confidentiality and privacy laws including compliance with the Family Educational Rights and Privacy Act (FERPA). Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., which include

provisions regarding rights to access student records and transfer of records for youth in foster care.

PARENT ENGAGEMENT

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant students and currently enrolled students that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. (Ed. Code § 47605(n).)

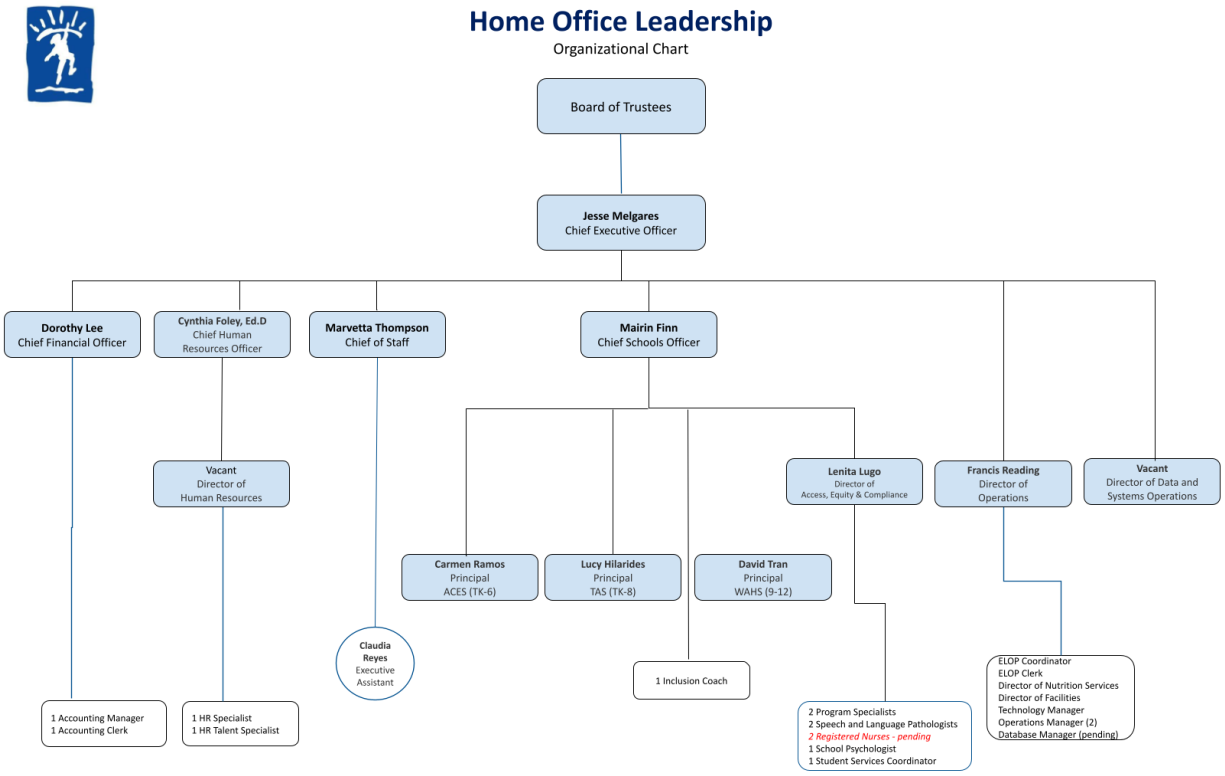
FEDERAL PROGRAM COMPLIANCE

As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESEA and other applicable federal programs. Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

GOVERNANCE STRUCTURE

The Accelerated Schools Governance Structure

The Accelerated Schools' governance structure is depicted in the organizational chart below:



The governance structure is organized to serve the educational vision of the Charter School by ensuring that decision-making is responsive to school needs and that staff are held accountable for student outcomes. Additionally, the governance structure is designed to:

- Assure that every member of the staff shares decision-making responsibility;
- Include parents in the process of decision-making;
- Avoid domination by any select individual or group;
- Develop increased organizational capacity and assure the viability of local school control and accountability.

To accomplish this, The Accelerated Schools, the nonprofit corporation operating Accelerated Charter Elementary School, implements a governance structure that has been successfully implemented at The Accelerated Schools since 1994.

The Board of Trustees will provide external accountability, oversight and guidance to ensure ACES ongoing success. It will meet a minimum of six times a year (every other month) to review

ACES achievements and provide support in achieving short-term and long-term goals set by the Board.

One of the key roles of the Board of Trustees is to oversee and evaluate the Chief Executive Officer who is responsible for managing the day-to-day affairs of the organization. To effectively support and guide the CEO, the President of the Board will meet monthly with the CEO for review of the work plan and priorities in carrying out the objectives of the organization. Additionally, the evaluation process of the CEO will include survey results from school staff and parents to help ensure that the needs of the Charter School are being met. This process of evaluation of the CEO has been in place at The Accelerated Schools and has helped to create a safe environment in which difficult issues can be discussed openly to the benefit of the organization's continuous growth and improvement. The Chief Executive Officer and Principal shall be responsible for day-to-day management of ACES.

Description of Major Roles

Chief Executive Officer –The CEO serves as the strategic and operational leader for TAS (TK–8), ACES, and Wallis Annenberg High School. Reporting to the Board of Trustees, the CEO is responsible for ensuring a high-quality educational environment, strong student performance, and the financial and legal viability of the schools. The CEO oversees and supports school principals and Central Services staff, implements policies and procedures that ensure compliance with state, federal, and charter authorizer requirements, and approves purchases and contractual agreements under $10,000. Additional responsibilities include supervising principals, leading fundraising efforts, overseeing facilities development, managing community partnerships, and serving as the primary spokesperson for The Accelerated Schools. The CEO also conducts weekly school visitations and observations, delivers monthly presentations to staff, parents, and students, and manages the hiring process for school principals. Through transparent, collaborative, and equity-driven leadership, the CEO advances The Accelerated School's mission that all students can excel when held to high expectations and supported in a caring, community-centered environment.

Chief Financial Officer – The CFO will report to the CEO and assume a strategic role in the overall management of The Accelerated Schools. The CFO will have primary day-to-day responsibility for planning, implementing, managing and controlling all financial-related activities of the organization.

Principal - The principal is responsible for establishing a positive school culture and high levels of student achievement. The principal's duties will include facilitating curriculum development; teacher selection, supervision and evaluation; facilitating parent involvement in school governance, volunteering at school, and supporting student learning at home; monitoring and supporting professional development for all staff; the implementation of student support programs; weekly visits of each class; managing school discipline; and supervising other support staff as assigned. Additionally, the principal manages the teacher selection and curriculum development process.

GOVERNING BOARD COMPOSITION AND MEMBER SELECTION

The Accelerated Schools Board of Trustees

The Accelerated Schools Board of Trustees makes all policy and business decisions regarding ACES legal and fiscal viability. The Accelerated Schools Board of Trustees will serve as the Board of ACES. The Accelerated School Board of Trustees is fully committed to the establishment and sustenance of ACES and has the necessary charter school experience as well as the necessary business, educational, facilities, philanthropic and managerial expertise to do so. The Board is comprised of a minimum of 5 members and no more than 21.

The Board of Trustees meets six times a year, usually on an every other month basis, and as needed. Dates and times are published in the Charter School's weekly parent reminders, which are published and distributed weekly by the main office personnel and are also posted and available to the public. Agendas will be posted in areas that are convenient to staff, students, and parents for viewing, including, but not limited to: the Charter School website, on doors to the Charter School, and main office. The charter school posts its agendas in physical locations that are freely accessible to the public, which includes the street side wall of the school building, as well as on the Charter School's website. The Board will allocate the first portion of each meeting for public speakers (staff, parents, students, community members, etc.) to address the Board. Every speaker will have two minutes to address the board on every matter, regardless of whether their item is on the agenda.

Board Duties

The Board of Trustees is fully responsible for the operation and fiscal affairs of the Charter School. It will maintain active and effective control of the charter school, through the exercise of the following duties, including but not limited to:

- Hire and evaluate the Chief Executive Officer
- Approve all contractual agreements and purchases over $10,000
- Approve and monitor the implementation of general policies of ACES
- Develop and monitor an operational business plan that focuses on student achievement
- Approve and monitor ACES' annual budget.

Criteria and Process for Selecting Board Members

The Board of Trustees will be composed of highly qualified individuals who have demonstrated a passion for advancing educational opportunities for children, particularly children that have historically been underserved.

Terms of Board Members

All trustees (and alternates) shall hold office for a term of one (1) to three (3) years, unless the trustee resigns or is otherwise removed from office, and until a qualified successor is appointed. All trustees (and alternates) may serve as many terms as they are appointed and qualified to serve.

If the number of trustees is hereafter changed, such change will be accomplished so as to ensure that the initial staggered terms are maintained with approximately one-third (1/3) of the trustees nominated under Section 5.c. expiring each year.

Process and Potential Considerations for Determining a Need to Select/Add Board Member

Resignation and Removal

a. Subject to the provisions of Section 5226 of the California Nonprofit Public Benefit Corporation Law, any trustee may resign by giving written notice to the President of the Board, the Chief Executive Officer, the Secretary, or the Board. Such a written resignation will be effective on the later of (i) the date it is delivered or (ii) the time specified in the written notice that the resignation is to become effective. No trustee may resign if the Corporation would then be left without a duly appointed trustee or trustees in charge of its affairs, except upon notice to the California Attorney General (the "Attorney General"). If the resignation is effective at a future time, a successor may be nominated and appointed before such time, in accordance with the procedures set forth in Sections 5 and 6 of this Article, to take office when the resignation becomes effective.

b. Any trustee may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Trustees at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and such removal are given in compliance with the provisions of the Ralph M. Brown Act (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code) as said chapter may be modified by subsequent legislation ("Brown Act"). Any vacancy caused by the removal of a trustee shall be filled as provided in Section 9 ("Vacancies") of the current bylaws.

Vacancies

a. Board vacancy or vacancies shall be deemed to exist if any trustee dies, resigns, is removed, no longer meets the applicable requirements for serving, or if the authorized number of trustees is increased. A vacancy in the alternates shall be deemed to exist if an alternate dies, resigns, is removed, or if the alternate no longer meets the applicable requirements for serving.
b. Notwithstanding Section 8 of the current bylaws ("Resignation and Removal"), the Board may by resolution declare vacant the office of any trustee who has been declared of unsound mind by an order of court, or convicted of a felony, or found by final order or judgment of any court to have breached a duty under California Nonprofit Corporation Law.
c. A vacancy on the Board (or of the alternates) shall be filled using the applicable nominating and appointment process set forth in Sections 5 and 6 of the bylaws. Each trustee (or alternate) so appointed shall hold office for the remainder of the unexpired term, unless the trustee resigns or is otherwise removed from office, and until a qualified successor is appointed.
d. No reduction of the authorized number of trustees shall have the effect of removing any trustee prior to the expiration of the trustee's term of office.

Board Member Qualifications

The Board of Trustees will be composed of highly qualified individuals who have demonstrated a passion for advancing educational opportunities for children, particularly children that have historically been underserved. The Accelerated Schools considers "highly qualified" to be someone who is an expert in their field, one that relates to one of the core functions of a charter management organization.

Selection Criteria and Process

One (1) trustee may be nominated by ACES parents, voting at a meeting of such parents that has been duly held and noticed (generally, in September of each year), and each nominee shall be a parent of one or more children who are actively enrolled in ACES during such parent's entire term as a trustee, provided that each such parent shall not be an employee, or an immediate family member (as defined in Article IV, Section 25 of the bylaws) of an employee of the Corporation.

If there is no parent nominee(s) at one or more of the above schools, then the Nominating Committee may, but shall not be required to, nominate an individual of its choosing who meets the requirements for serving as a trustee that apply to such school.

LAUSD, at its option, may appoint a representative to serve as a voting member of the Board in accordance with Education Code Section 47064(c).

The remaining trustees shall be nominated by a Nominating Committee appointed by the Chair of the Board, with approval of the Board in accordance with the bylaws.

The Board shall conduct elections of trustees at its annual meeting and at the first regularly scheduled meeting after a vacancy occurs on the Board. Each nominee shall be elected to serve as a trustee upon a majority vote by the Board. If the Board does not elect a particular nominee, then the applicable nominating entity may select successive alternate nominees, until the Board elects an alternate nominee.

GOVERNANCE PROCEDURES AND OPERATIONS

Meeting Requirements and Procedures

The Board of Trustees will meet a minimum of six times a year. Meetings generally begin in August, right after school starts, with the last in June, right after school ends. Subcommittees (which include Finance, Nominations, and Operations committees) will meet regularly and report to the entire Board at each Board meeting. Meetings of the Board shall be held at the principals office of the Charter School or at any other place within the physical boundaries of the County of Los Angeles which has been designated in the notice of the meeting. A two-way teleconference location shall be established at each schoolsite. All Board meetings and meetings of advisory and standing committees will be conducted in accordance with the Brown Act and Education Code Section 47604.1.

Annually the Board shall meet for the purpose of organization, election of trustees, appointment of officers and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held in October, or as soon thereafter as practicable as determined by the Board, at a time, date and place as may be specified and noticed by resolution of the Board.

All Board members shall also comply with the requirements of AB 2158 (2022) by receiving two-hours of specified ethics training (inclusive of conflicts of interest and Brown Act training) by January 1, 2026 and two-years of every two-years thereafter. The Board shall maintain appropriate records of compliance with the same.

Process and timeline for setting annual calendar

At the beginning of each fiscal year, the Board will create a schedule of the annual and regular Board meetings for that year that contains the date, time and place of each meeting. The regular Board meeting schedule may be revised as necessary by the Board of Trustees. The President shall have the authority to reschedule a regular meeting as necessary to establish a quorum of trustees.

Special meetings of the Board for any purpose may be called at any time by the President of the Board or a majority of the Board of Trustees. The party calling such a special meeting shall determine the place, date and time thereof. In accordance with the Brown Act, special meetings of the Board of Trustees may be held only after twenty-four (24) hours-notice is given to the public through the posting of an agenda. Notice of the meeting will be provided in compliance with the Brown Act.

Public Notification of Meetings

At least 72 hours before a regular meeting, the Board of Trustees, or its designee, shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting. Agendas will be posted in areas that are convenient to staff, students, and parents for viewing, including, but not limited to: the Charter School's website, on doors to the Charter School and main office. Agendas are also posted and available to the public. The Charter School posts its agendas in physical locations that are freely accessible to the public, which includes the street side wall of the school building as well as on the Charter School's website. Notice of the meeting will be provided in compliance with the Brown Act.

Special meetings of the Board of Trustees may be held only after twenty-four (24) hours' notice is given to each Director and to the public through the posting of an agenda.

The Secretary is responsible for taking minutes at every meeting. Minutes for regular and special meetings will record all actions taken by the Board of Trustees. Minutes of the previous meeting will be included in the agenda for the next meeting and all recorded minutes will be archived and available to the public upon request.

Governing Board's Decision-Making Procedures

Quorum and Board Action Requirements

A majority of the trustees in office (but no fewer than two trustees or one-fifth of the authorized number in Article IV, Section 15 of bylaws, whichever is greater) shall constitute a quorum for the transaction of business, except to adjourn as provided in Section 18 of bylaws. Every act taken or decision made by a majority vote of the trustees present at a meeting duly held at which a quorum is present is an act of the Board, unless a greater number is expressly required by California Nonprofit Corporation Law, the Articles of Incorporation or Bylaws. A meeting at which a quorum is initially present may continue to transact business notwithstanding the withdrawal of trustees

from the meeting, if any action taken is approved by at least a majority of the required quorum for such meeting. Trustees may not vote by proxy. The vote or abstention of each Board member present for each action taken shall be publicly reported. Any action required or permitted to be taken by the Board must be taken during a meeting held in compliance with the Brown Act.

A meeting at which a quorum is initially present may continue to transact business notwithstanding the withdrawal of trustees from the meeting, if any action taken is approved by at least a majority of the required quorum for such meeting. Trustees may not vote by proxy. The vote or abstention of each Board member present for each action taken shall be publicly reported.

Teleconference Participation

Members of the Board may participate in a meeting through the use of conference telephone, electronic video screen communication, or other communications equipment, to the extent permitted by law. Participation in a meeting through use of conference telephone constitutes presence in person at that meeting as long as all members participating in the meeting are able to hear one another. Participation in a meeting through use of electronic video screen communication or other communications equipment (other than conference telephone) constitutes presence in person at that meeting if (i) each member participating can communicate with all other members concurrently, (ii) each member is provided the means of participating in all matters before the Board including, without limitation, the capacity to propose, or to interpose an objection to, specific action to be taken, and (iii) the Corporation has adopted and implemented some means of verifying both that the person participating in the meeting is a trustee or other person entitled to participate in the meeting and that all actions of, or votes by, the Board are taken or cast only by the trustees and not by persons who are not trustees. Meeting agendas shall identify all location(s) from which members of the Board are participating in the meeting. The agenda shall provide an opportunity for members of the public to address the legislative body directly pursuant to Government Code Section 54954.3 at each teleconference location.

According to Brown Act (Gov't Code § 54953(b)(2)) requirements for teleconference participation:

- At a minimum, a quorum of the members of the Board of Trustees, whether participating in person or by teleconference, shall participate in the teleconference meeting from locations within the jurisdictional boundaries of the County of Los Angeles;

- All votes taken during a teleconference meeting shall be by roll call;

- If the Board of Trustees elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;

- All locations where a member of the Board of Trustees participates in a meeting via teleconference must be fully accessible to members of the public, shall be listed on the agenda, and members of the public shall be provided with an opportunity to address the Board of Trustees directly at each teleconference location ;

- Members of the public must be able to hear what is said during the meeting; and

- Members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.

Compliance with Education Code Section 47604.1

Meetings of the Board shall be held at the principal office of the Corporation or at any other place within the physical boundaries of the County of Los Angeles which has been designated in the notice of the meeting. A two-way teleconference location shall be established at each school site.

STAKEHOLDER INVOLVEMENT

ACES is committed to engaging parents as active partners in their child's education. Parents are their child's first and life-long teachers and play a powerful role in shaping educational outcomes. This belief—that parents are essential partners—is the foundation for ACES' policy on parent engagement and is reinforced through its Title I Parent Involvement Policy.

The Parents as Equal Partners in the Education of their Children (PAEP) policy created a taskforce to further explore and define a framework for parent engagement tools and programs. The PAEP Taskforce, with the participation of over 100 stakeholders, including parents from Title I schools, developed a common definition of parent engagement:

> "Meaningful parental engagement is when schools see parents/guardians as equal partners in promoting student achievement and recognize parents' talents and skills as resources to promote children's educational development." --Parents as Equal Partners Taskforce

This definition of parent engagement fully embraces and supports all Title I mandates regarding parent involvement and reaffirms that effective parent engagement occurs at the school-level. The PAEP policy is in alignment with the California Framework for Parent Engagement (2012) as well as with the Title I Parent Involvement Policy herein.

A. Parent Involvement in the Policy Development Process

The Accelerated Schools Title I Parent and Family Engagement Policy was developed jointly with and approved by parents of Title I students at all three schools and adopted by the The Accelerated Schools Governing Board. It is annually reviewed by Title I parents and distributed.

Parents participate in the policy development and approval process through meetings that take place at the school site. The meetings yield important feedback on ways schools can improve parent involvement practices and identified how the schools can strengthen both school and parent capacity to foster trusting relationships that result in positive outcomes for students.

The following overarching recommendations were expressed by parents:

- Parents want help in strengthening their knowledge, understanding and navigation of the educational system and how they can better support their children's achievement and

performance at school and at home.

- Parents recognize the key role that administrators and teachers play in ensuring effective parent engagement and recommend staff training to ensure successful implementation and accountability for parent engagement plans.
- Parents want school staff to be respectful, create a welcoming environment and value and acknowledge their contributions to their child's learning by inviting them into schools as visitors, volunteers, and equal partners in supporting their child's academic achievement.
- Parents want to receive information from schools on a timely, ongoing basis. They particularly want information impacting their child's learning, including the Charter School's Title I program, expectations for ELs and students with special needs, volunteer opportunities, workshops/trainings and community resources available to their families.
- Parents want accessible parent centers that operate on a regular schedule; that have well-equipped facilities and quality staff that is welcoming of all parents, including working parents, disabled parents and newly-arrived immigrant parents; and that provide them with learning opportunities to assist them in supporting classroom and home learning (math, reading, homework, etc.).
- Parents want improved communication with schools. They seek timely information from schools that is clear and comprehensible, in the language that they understand and delivered in a variety of ways using both technology (phone, text, email, websites) and traditional modes of communication (letter, phone calls, etc.).

These recommendations above are integrated throughout this Title I Parent Involvement Policy and reinforce ACES' core belief that parents are our equal partners in ensuring the success of all students.

B. Title I Parent Involvement Policy Requirements
Title I, Part A, Section 1118(a), requires that The Accelerated Schools Title I Parent Involvement Policy address six key mandates that describe the programs, trainings and practices ACES will provide to ensure meaningful parent involvement at all Title I schools.

Mandate 1: Involve parents in the joint development of its plan [the annual LCAP] and the process of school review and improvement.

ACES will involve parents in the joint development of The Accelerated Schools' Program Improvement Plan by:

- Utilizing the PAC and ELAC as vehicles for parent participation in the annual development and review of ACES' Program Improvement Plan.
- ACES will issue the following directives, tools and trainings to ensure the Charter School has the necessary information it need to effectively involve parents in the process of school review and improvement:
    - Provide the Charter School with operating guidelines and federal requirements for ACES and other school advisory committees. (e.g. PAC, ELAC, Safety Committee)
    - Provide the Charter School with direction and guidance on school-level parent involvement mandates, including the involvement of parents in the decision-making process for the allocation of parent engagement funds, as required by Title

I.
    - Assist the Charter School and parents in identifying allowable school expenditures to support/bolster parent involvement in the school review and improvement process.
    - Assist parents in understanding the academic performance of their child's school and increase their ability to participate fully in the school improvement process.
    - Provide school staff with tools and training to support meaningful and balanced parent participation on the School Based Council.

Mandate 2: Provide the coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance.

To meet this mandate, ACES will provide technical assistance/training to school staff in the following areas:

- School Goals for Parent Engagement: Describe ACES' vision and establishes ACES' expectations for parent engagement.
- School-based teams (SBC and ELAC), comprised of parents, teachers, principals/administrators, other staff, and students that lead the Charter School's effort in creating school-wide parent engagement plans, including the development of School-Parent Compacts, the Charter School's Title I Parent Involvement Policy, Single Plan for Student Achievement, and other parent involvement activities linked to learning.
- Targeted support provided to schools undergoing periodic state and/or federal review of their parent engagement planning process.
- Training and tools provided to school staff to increase their capacity to engage, support and provide necessary information to parents of students with documented achievement gaps, ELs and students with special needs.

Mandate 3: Build the schools' and parents' capacity for strong parental involvement.

ACES will make available the following training, tools and programs:

- Parent Workshops: A collection of workshops/trainings that comprise the essential knowledge and skills all parents must have to support their child's learning in high school. Possible training areas include: o Preparing for school
    - Master Plan for ELs
    - Literacy/math home-based support
    - State Standards
    - A-G college preparatory requirements
    - Student Academic Performance Data
    - Transition to middle and high school
    - Parents as advocates and leaders
    - Special Education programs
    - Creating learning environments at home
    - Supporting good attendance habits (includes promoting literacy, regulating TV time, supporting homework completion)

- Training that provides school staff, including but not limited to principals, teachers, front

office staff, parent center staff and others, with knowledge and understanding that fosters meaningful and sustainable parent involvement. Key areas include:

- Parent involvement research and best practices
- Creating welcoming environments
- Engaging and expanding meaningful school volunteer programs
- Informing parents of their rights and responsibilities and categorical/special programs such as Title I, EL and Special Education
- Establishing effective advisory committees and councils at schools
- Addressing parent concerns
- Engaging parents to support homework completion, good attendance habits, and creating learning environments at home that reinforce classroom learning
- Engaging and effectively communicating with parents, including working parents, disabled parents, newly arrived parents and non-English speaking parents

Mandate 4: Coordinate and integrate the parental involvement strategies described in this policy with parental involvement strategies under other programs, including the various 0-5 federal programs that prepare children for school and parents for their role in supporting their children's learning.

To address this mandate, ACES will coordinate and integrate its parent engagement programs and trainings with those of other programs, including:

- Multilingual Academic Support, centered on informing parents of EL students of the ACES Master Plan for English Learners. Parents provide input on this plan.
- Special Education Department Support: This integration ensures the coordination of parent engagement strategies, programs, and goals among parents of Title I, EL and students with special needs.
- Technology Department: Coordination is centered on the technology department to develop, promote and train schools on web-based tools for parents that help support student achievement. Examples include PowerSchool, access to the ACES website, Free and Reduced Lunch applications, and school volunteer programs.
- Student Information Systems Department: Coordination is centered on ensuring the inclusion of parents in the development of and participation in key school performance indicators.
- Federal and State Education Programs: Coordination is centered on ensuring that federal and state parental involvement requirements, including the School-Parent Compact, School Parent Involvement Policy, and annual LCAP, are met.

Mandate 5: Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of ACES.

Title I schools, including identifying barriers to greater parent participation in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background), and use the findings of such evaluation to design strategies for more effective parental involvement and to revise, if necessary, the parental involvement policies described in this section.

To address this mandate, ACES will:

- Utilize parent involvement groups and the PAC and ELAC Committees to examine the effectiveness of the parent engagement strategies and programs described in this policy on student achievement at Title I schools.
- Provide training and coaching to the PAC and ELAC committees to identify specific policy issues to be studied, design effective evaluation processes and utilize various data collection tools including surveys, site observations, interviews, etc.
- Use the findings and recommendations from surveys and committees to determine any necessary revisions of the policy annually.
- Consult with Title I parent involvement policy participants in determining how parent engagement funds are allotted to support the parent engagement programs, practices, and strategies contained in the policy.
- Promote the completion and results of the annual Parent Involvement Survey to capture parent feedback on school-level parent engagement experiences, programs and practices.

Mandate 6: Involve parents in the activities of Title I schools.

To address this mandate, The Accelerated Schools will:

- Ensure effective parent involvement at schools by growing schools' capacity to do the following:
    - Communicate effectively with parents
    - Create welcoming, respectful environments for all parents
    - Provide learning opportunities for parents that grow their ability to support classroom learning, particularly in math and reading, homework completion and attendance
- Ensure parents are knowledgeable about the following:
    - Parents' Bill of Rights and Responsibilities
    - Student and school performance data
    - School policies including the visitation policy, attendance policy and homework policy

The Accelerated Schools have demonstrated its commitment to parent involvement at the Charter School and central levels through its policy for parent involvement and the School Goals for Parent Engagement in the LCAP, the Parent Compact, and various surveys. The programs and practices described in this policy provide further affirmation of this commitment, and adherence to it will build school and parent capacity in fostering meaningful school-home partnerships to bolster student achievement.

Role of parents and staff in the governance of the Charter School

One parent from ACES has a seat on the Accelerated Schools Board of Trustees, three ACES parents have voting positions on the ACES School Based Council (PAC), at least two parents have voting positions on the ACES ELAC, and at least one ACES parent is a member of the School Safety Committee.

Note that the ACES PAC serves akin to the School Site Council for ACES.

Parents and staff have an open invitation to the board meetings, PAC meetings, and ELAC meetings. To inform parents and staff, board meeting agendas and PAC agendas are posted inside and outside of the Charter School as well as on the Charter School's website at least 72 hours in advance of the meeting. The board meeting, PAC meeting, ELAC meeting, and Safety Committee meeting dates and times are also provided to parents in the Charter School's Parent Reminder.

Consultation of Stakeholders in developing LCAP and Mid-Year and Annual Update
Parents and teachers are given an LCAP educational partner survey at least twice per year. Students are given an LCAP survey at least once a year. The parents, students, and teachers on the PAC and ELAC committees provide input throughout the school year and provide feedback to help direct the goals, actions and services included on the LCAP. The mid-year and annual update is reviewed and discussed throughout the year with the PAC and ELAC committees as well as during bi-monthly parent meetings. Parents will also have the opportunity to review and discuss the LCAP during PAC meetings every other month. The Charter School shall present a report on the annual update to the LCAP and the local control funding formula budget overview for parents on or before February 28 of each year as part of a nonconsent item at a regularly scheduled Board meeting. Parents will also have the opportunity to review and discuss the LCAP during Coffee with the Principal every other month.

Consultation of parents and teachers regarding the Charter School's educational program
LCAP documents are reviewed and discussed through the PAC committee with parents, students, teachers, and administration. Surveys are provided to parents, students, teachers, and other staff to gain input regarding the educational programs at the school site.

School Website
Key documents and information are shared on the Charter School's website for all stakeholders to access including: the Charter School's parent involvement policy, PAC and ELAC meeting agendas and meeting minutes, board meeting agendas and meeting minutes, and the Parent/Student handbook.

Composition of Committees
PAC: Principal, 1 Classified Staff member, 4 teachers, 3 parents, 3 students

ELAC: Parents of English Learners (must compose at least the same percentage on the committee as percentage of Els at the Charter School), other staff members (teachers, administrators, other parents, students, etc.) as long as the minimum percentage of English Learner parents is met.

Safety Committee: at least one parent, one instructional staff member, one classified staff member, and an administrator.

Element 5 – Employee Qualifications

"The qualifications to be met by individuals to be employed by the charter school." **(Ed. Code § 47605(c)(5)(E).)**

EQUAL EMPLOYMENT OPPORTUNITY

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including but not limited to recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

EMPLOYEE POSITIONS AND QUALIFICATIONS

Major Executive Positions: CEO, Chief Financial Officer (CFO), Chief of Human Resource Officer (CHRO) , Chief Schools Officer (CSO), Chief of Staff (CoS)
Administrative/Managerial Staff: Principal, Assistant Principal, Office Manager, Program Director, Operations Manager
Certificated Staff: Teacher, Substitute Teacher, Dean of Culture, Socio-Emotional Learning Specialist, Social Worker
Instructional Support Staff: Instructional Aide, Academic Tutor
Classified Staff: Office Clerk, Campus Aide, Custodian, Family Engagement Coordinator, Attendance Clerk

The Accelerated Schools CEO
Qualifications
Education:

- Bachelor's degree required
- MBA or other advanced degree(s) strongly preferred
- Doctorate preferred

Leadership & Management Experience:

- Demonstrated success as a CEO or in a top leadership position within a school system or organization focused on innovative teaching and learning Proven ability to lead, motivate, and inspire high-performing teams
- Skilled in organizational management, strategic planning, and cross-departmental leadership
- Ability to effectively prioritize, delegate, and oversee multiple departments

Fundraising & Strategic Partnerships:

- Develop and lead 's overall fundraising strategy.
- Cultivate and maintain relationships with donors, foundations, and partners. Secure new funding streams, including grants and philanthropic support.
- Engage the Board in fundraising and donor outreach.

Government & Community Relations:

- Ability to manage relationships and navigate processes with the City of Los Angeles, School District, and California Department of Education
- Experience working with community organizations, advocacy groups, and bargaining units/unions

Education Sector Knowledge:

- Deep understanding of public education, particularly in urban school systems
- Knowledgeable in education policy, practice, and issues of diversity, equity, and access
- Demonstrated success improving academic outcomes and supporting educational excellence
- Previous teaching and administrative experience preferred
- Technology literate with an understanding of instructional technology integration

Communication & Public Presence:

- Strong verbal and written communication skills
- Comfortable with public speaking and representing the organization externally
- Highly articulate in discussing educational initiatives, policy, and strategic vision

Personal Attributes:

- Visionary and forward-thinking leader
- Results-driven, decisive, and able to solve problems quickly and effectively
- Committed to educational excellence and equity
- Skilled in managing time and resolving both internal and external conflicts
- Superior interpersonal skills with the ability to collaborate with a board of trustees and diverse stakeholders

Job Description

The Accelerated School's CEO is responsible for the effective operation of The Accelerated Schools Community of Schools, general administration of all instructional, business or other operations of the Schools, and for advising and making recommendations to The Accelerated Schools Board with respect to such activities. They shall perform all the duties and accept all the responsibilities as prescribed below, by the Board.

1. Primary Activities

The CEO shall possess the following powers and be charged with the following duties:

A. To be the principal representative of, with the right to speak on all matters before the Board, but not to vote
B. To enforce all provisions of law and all rules and regulations relating to the management of the schools and other educational, social and recreational activities under the direction of the Board.

2. Responsibilities

A. Keep the Board informed of the condition of ACES' educational program(s), assure effective communication between the Board and the staff of the school system. Relay all communications by the Board regarding personnel to ACES employees and receive from all school personnel any communications directed to the Board.
B. Prepare the agenda for Board meetings, in consultation with the Board President. Prepare and submit recommendations to the Board relative to all matters requiring board action, placing before the Board such necessary and helpful facts, information, and reports as are needed to insure the making of informed decisions.
C. Submit to the Board a clear and detailed explanation of any proposed procedure that would involve either departure from established policy or the expenditure of substantial sums.
D. Develop and recommend to the Board objectives of the ACES' educational program(s) and see to the development of internal objectives which support those of the Board.
E. Develop and recommend to the Board long-range plans consistent with population trends, cultural needs, and the appropriate use of ACES facilities, and see to the development of long-range plans which are consistent with Board objectives.
F. See to the development of specific administrative procedures and programs to implement the intent established by Board policies, directives and formal actions.
G. Oversee the execution of all decisions of the Board.
H. Ensure that sound plans of organization, educational programs and services are developed and maintained for the Board.
I. Maintain adequate records for the schools, including a system of financial accounts, business and property records, personnel records, school population and scholastic records. Act as custodian of such records and all contracts, securities, documents, title papers, books of records, and other papers belonging to the Board.
J. Be directly responsible for news releases and/or other items of public interest emanating from all ACES employees that pertain to educational matters, policies, procedures, school related incidents or events. Approve media interviews of this nature with ACES employees.
K. Provide for the optimum use of ACES staff. See that ACES is staffed with competent staff who are delegated authority commensurate with their responsibilities. Define the duties of all personnel.
L. Ensure that staff training is conducted. Summon employees of to attend such regular and occasional meetings as are necessary to carry out the educational programs of .
M. Prior to action by the Board, recommend the appointment, discipline or termination of employment of ACES administrators.
N. Prior to action by the Board, recommend the appointment, discipline or termination of employment of teaching and non-teaching ACES personnel.
O. Oversee the development of high standards of performance in educational achievement, use and development of personnel, public responsibility, and operating efficiency.
P. Maintain effective relationships with employee organizations and assume ultimate

responsibility for collective negotiations with employees.

Q. Oversee the development, authorization, and the maintenance of an appropriate budgetary procedure is properly administered. Prepare the annual proposed budget and submit it to the Board by March 1 or at such earlier date as is necessary to provide an adequate opportunity for the Board's discussion and deliberation.
R. See that all funds, physical assets, and other property of the District are appropriately safeguarded and administered.
S. File, or cause to be filed, all reports, requests and appropriations as required by various governing bodies and/or Board policies.
T. Establish and maintain liaison with community groups which are interested or involved in educational program(s).
U. Establish and maintain liaison with other schools, Los Angeles Unified School District, colleges and universities, the California Department of Education, and the U.S. Department of Education.
V. Act on own discretion in cases where action is necessary on any matter not covered by the Board policy or directive. Report such action to the Board as soon as practicable and recommend policy in order to provide guidance in the future.

3. Primary Relationships

The CEO observes and conducts the following relationships:

A. The Accelerated Schools Board
    i. As chief executive officer, be accountable to the Board for the administration of the educational system and for the interpretation and fulfillment of the aforesaid functions, primary activities and responsibilities.
    ii. Attend, or have a representative attend, all meetings of the Board.
    iii. Represent ACES as the chief executive officer in dealings with other school systems, professional organizations, business firms, agencies of government and the general public.
    iv. The CEO reports directly to the TAS Board of Trustees who has the ultimate responsibility for developing strategies for financial balance in making policy level decisions. The CFO in conjunction with the CEO drive this process on a daily basis and must constantly focus on financial sustainability, balance and maintaining a long-term perspective.

B. Administrators

    i. Hold regular meetings with ACES Principals and all other administrators to discuss progress and educational problems facing ACES.
    ii. Direct the operations and activities of administrators; see that they effectively guide and coordinate ACES operations and activities; secure their assistance in formulating internal objectives, plans and programs; evaluate their job performance; and stand ready at all times to render them advice and support.
    iii. Approve the vacation schedules for administrators; and be personally responsible for all evaluations of administrators.

C. Others

i. Work with other ACES employees and advisors, including auditors, architects, attorneys, consultants and contractors.
ii. Hold such meetings with teachers and other employees as is necessary for the discussion of matters concerning the improvements and welfare of the schools. Represent in collective negotiations with recognized or certified employee organizations.
iii. Attend, or delegate a representative to attend, all meetings of municipal agencies or governmental bodies at which matters pertaining to ACES and/or charter schools appear on the agenda.
iv. Represent ACES before the public, and maintain, through cooperative leadership, both within and without ACES , such a program of public relations as may keep the public informed as to the activities, needs and successes of ACES.
v. Receive all complaints, comments, concerns and criticisms regarding the operation of ACES from the public, employees of , students and Board members.

Chief Financial Officer

The CFO is a key member of the Executive Management team and reports directly to the CEO. The CFO plays a strategic leadership role in supporting the development, sustainability, and success of our high-performing charter schools. This position is responsible for managing and overseeing all business and financial operations, including budgeting, accounting, payroll, purchasing, facilities, nutrition services, information technology (IT), risk management, compliance, and financial reporting.

The CFO is a hands-on, experienced, and detail-oriented professional who brings a strong commitment to educational excellence, a collaborative spirit, and a systems-oriented mindset. The CFO is a strategic thinker and problem solver, capable of leading complex financial operations while ensuring transparency, efficiency, and alignment with the organization's mission. The CFO will also lead financial compliance efforts, oversee data reporting, and participate in labor and vendor negotiations as needed.

Qualifications

- MBA/CPA preferred
- At least seven years of overall professional experience in financial and operations management
- Understanding of GAAP guidelines and internal controls
- Demonstrated leadership and skills in strategic thinking/planning, as well as ability to step in and perform all required tasks
- Experience in all facets of the accounting cycle from the transactional level to month-end and annual close and a track record of building sustainable financial systems and processes, as well as demonstrated experience in financial planning and analysis
- Strong analytical problem solving and organization skills
- Interest and commitment to high-quality education servicing disadvantaged communities

Job Description

- Leadership and Advisory Role

    - Board Reporting & Presentations: Translates financial data into clear, actionable insights for educational partners; oversees the Board's Audit and Finance Committees.
    - Legal & Regulatory Knowledge: Stays current on Education Code amendments and new laws, charter renewal finance criteria, and financial policies.
    - Strategic Financial Decision-Making: Aligns fiscal operations with the schools' mission and long-term sustainability.
    - Oversight of Operations Departments: Provides strategic leadership for Business, Facilities, Technology, and Nutritional Services.
- Financial Management and Reporting
    - Charter School Funding Models: Manages revenue streams, including LCFF, in-lieu property taxes, categorical funding, local funding, and state/federal grants.
    - Multi-Year Budget Planning: Develops 3-5 year financial projections to ensure long-term financial stability.
    - Restricted vs. Unrestricted Funds: Ensures proper allocation and tracking of funds such as Title I, II, III, IV, and Special Education.
    - Cost Analysis & Financial Forecasting: Conducts financial data analysis to project future revenues, expenses, and cash flow.
    - General Ledger & Fund Accounting: Maintains accurate financial records with proper expenditure coding in compliance with state and federal regulations.
    - Internal Controls Development and Maintenance: Implements and evaluates internal controls.
    - Relationship Management with Banks and Financial Institutions:
    - Oversight of investment activities and results by the Foundation
- Audit and Compliance
    - State & Federal Reporting Requirements: Oversees compliance with financial reporting, including SACS, and other grant reporting.
    - Local Oversight Agency Compliance: Ensures compliance with fiscal and operational reporting requirements from LAUSD and CDE.
    - California School Accounting Manual (CSAM): Applies state accounting principles to financial operations.
- Other related duties as assigned

Chief Schools Officer

Qualifications

- Bachelor's degree required. Master's degree in Education, Educational Leadership, or a related field preferred.
- Valid Clear Administrative Credential issued by the CTC
- Minimum of ten years in K-12 educational leadership roles, including as a principal, principal manager, or similar, including experience managing and mentoring school leaders and administrative teams.
- Proven track record of improving academic outcomes in a K-12 setting.
- Experience with the development and implementation of curriculum and instructional programs.
- Demonstrated success in strategic planning and change management in an educational environment.

- Deep understanding of K-12 educational standards, including state and federal regulations.
- Expertise in data-driven decision-making and performance analytics.
- Knowledge of best practices in instructional leadership, curriculum development, and teacher evaluation.

Job Description

Academic Program

- Develop and implement a comprehensive academic strategy aligned with the charter network's mission, vision, and goals.
- Oversee curriculum, instruction, assessment, professional development, and pedagogy, ensuring a comprehensive and coherent academic model that supports student success.
- Analyze student achievement data to inform instructional practices and drive continuous academic improvement.

School Management

- Oversee, coach and evaluate school principals to drive strong academic, whole child and school culture results.
- Conduct regular site visits to schools to assess leadership effectiveness, school culture, and instructional quality.
- Facilitate professional development opportunities for school leaders, promoting a culture of continuous learning and growth.
- Ensure all schools within the network adhere to state and federal education laws, regulations, and charter authorizer requirements.

Executive Team

- Work collaboratively with the entire executive team to develop and implement a comprehensive strategic plan and budget, with academic excellence and equity at the center of the plan.
- Represent the charter network at public events, meetings, and in the broader educational community.
- Collaborate with the Chief Business Officer and school leaders to develop and manage school budgets, ensuring financial sustainability.
- Collaborate with the Chief HR Officer and school leaders to determine annual hiring goals aligned to each school's instructional program.

Description of an ACES Staff

The employees of ACES will be a group of professionals committed to the education of all children. The guiding principles of the Accelerated Schools Model demand that we involve students in rich, meaningful learning experiences which will encourage them to become lifelong learners. To fully implement this program, all staff members must be equally committed and actively involved in the planning, performance, implementation, and evaluation of the instructional program and school operations.

Key Job Descriptions

Teacher Qualifications

All teachers must hold a valid California teaching credential authorizing instruction in the assigned grade level and subject area, including authorization to provide instruction for English Learners (ELs). This may include a Multiple Subject Teaching Credential with an English Learner Authorization (such as CLAD or equivalent).

- Out-of-State Prepared Teachers: Teachers prepared outside of California who do not hold a CTC-approved English Learner authorization must either:
    - Obtain a CLAD authorization through examination or approved coursework prior to employment, or
    - Apply for an Emergency CLAD Permit (issued under specific CTC guidelines and with employer support).
- California Multiple Subject Teaching Credential with EL Authorization

In addition to English Learner authorization, teachers assigned to a Spanish dual immersion classroom must hold one of the following authorizations to provide primary language instruction in Spanish:

- BCLAD (Bilingual Crosscultural, Language and Academic Development) Authorization in Spanish,
- BASP (Bilingual Authorization in Spanish), or
- BCC (Bilingual Certificate of Competence) – although this is no longer issued, it may still be valid if previously earned.

The Charter School will meet all requirements for teacher employment as set forth in applicable provisions of California law and the Education Code. For the avoidance of doubt, teachers at the Charter School shall hold the CTC certificate, permit, or other document required for the teacher's certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in accordance with all of the requirements of the applicable statutes or regulations in the same manner as a governing board of a school district.

Teacher Job Description

- Participates in a collaborative curriculum development process
- Implements curricula and activities to meet academic standards
- Collaboratively designs and implements assessments that measure progress towards academic standards
- Uses assessment data to refine curricula and inform instructional practices
- Reinforces school-wide rules and expectations in and outside of the classroom
- Accountable for students' mastery of academic standards
- Uses a variety of instructional strategies and resources to respond to students' diverse needs and interests, including prescribed educational software and intervention curriculum
- Facilitates learning experiences that promote autonomy, interaction, and choice; engages students in problem solving, critical thinking, and other activities that make subject matter meaningful
- Establishes and maintains standards for student behavior to ensure a safe, secure, and effective learning environment by providing structure, clear expectations, and consistency; implements expectations and consequences in alignment with the behavior management plan

- Implements the established school-wide and classroom Positive Behavior Intervention Support (PBIS) program, including reinforcement systems, behavioral expectations, consequence guidelines, and prescribed level system program; supporting data collection and record-keeping systems
- Establishes a classroom climate that promotes a firm, fair, and respectful environment with a focus on social development and group responsibility by modeling and reinforcing positive behaviors
- Maintains student safety through close observation and "line of sight" supervision; using physical proximity, remaining alert, and anticipating potentially volatile or unsafe situations to intervene proactively
- Ensures the rights of all students are protected through appropriate and respectful communication, proper de-escalation techniques, and the use of nonviolent crisis intervention strategies when necessary
- Produces weekly lesson plans to share with administrators and parents
- Communicates regularly with parents, including through 9-week progress reports, parent-teacher conferences, and student-led conferences
- Participates actively in grade-level meetings, faculty meetings, PLC meetings, and other school meetings
- Engages in staff development, including participation in a one-week Curriculum Institute held prior to the start of the school year
- Meets with co-teachers daily or weekly to reflect on instruction, share best practices, analyze data, and improve teaching strategies

Principal Qualifications

- Knowledge of research findings and recent trends in education.
- Demonstrated success in improving student academic data.
- Proven results using restorative practices with students.
- Ability to lead and develop teams as well as work across teams.
- Excellent communication skills, bi-literate in Spanish and English.
- Commitment to collaborate as a systems player across the organization with all leaders.
- A track record as a successful educator and administrator.
- Interest/background in Charter School Education and School Reform.
- Master's degree in education administration or education leadership.
- Valid California administrative services credential.
- Valid California teaching credential.
- Three to five (3-5) years of proven successful leadership experience in urban education is preferred.
- Three to five (3-5) years of successful teaching or pupil personnel services experiences.

Principal Job Description

Systems Leadership & Vision

- Facilitate the development of an organizational-wide vision with measurable goals and a positive school culture.
- Align the school vision with the organizational vision for school improvement with staff, including direct planning activities and programs to ensure the attainment of the school's mission.

- Create a culture of high expectations with a relentless focus on student achievement, college and career readiness, operational efficiency, and self-improvement.
- Demonstrate a commitment to achieving consistently outstanding results for students and staff through goal-setting.
- Manage daily school operations effectively, including crisis management, maintaining discipline, and ensuring overall school safety and security in accordance with organizational policy.
- Oversee and support compliance-related reporting for categorical programs, Civil Rights Compliance, Federal Meal Program, and other requirements.
- Serve as a steward of the Accelerated Home Office to secure and allocate the resources and support necessary to maintain the Charter School's organizational health.

Instructional Leadership and People Development

- Promote innovative teaching methods and continuous improvement practices within the school community.
- Ensure students develop into confident, courageous citizens ready to succeed in the university of their choice upon high school graduation.
- Train and evaluate high-quality talent.
- Create a positive work environment where teachers feel enthusiastic about the Charter School and their roles.
- Create and implement a professional development plan for faculty that is aligned with organizational priorities based on the Standards of English-Language Arts, Literacy, Mathematical Practices, and Next Generation Science Standards (NGSS).
- Provide targeted coaching and professional development opportunities to help teachers meet instructional goals.
- Establish clear performance expectations and provide regular feedback to staff. ○ Recognize and value the individuality and experiences of all students, responding to their unique academic, emotional, psychological, and social needs.

Community Engagement

- Engage parents and community members to participate and contribute to the Charter School's vision.
- Build strong relationships with local businesses, organizations, and community leaders to support the Charter School's mission and goals.
- Promote a safe, respectful, and inclusive school culture where all students feel valued and supported.

Assistant Principal Qualifications:

- Minimum 3-5 years teaching experience
- Minimum of 1-2 years site administrator or equivalent experience preferred
- Administrative Services Credential: Must possess, be currently enrolled in, or have a demonstrated plan to obtain a valid California Administrative Services Credential.
- Master's in Education preferred
- Excellent communication skills, bi-literate in Spanish and English preferred
- Proven success in moving student academic data
- Strong computers skills
- Commitment to collaborate with organization's leaders, teachers, and parents to facilitate student's academic, social, and emotional success

- A track record as a successful educator and interest/background in Charter School Education and School Reform

Assistant Principal Job Description

The Assistant Principal serves as a key instructional leader, focusing on coaching teachers in their daily practice to enhance classroom pedagogy and improve student outcomes. They are responsible for delivering professional development to support teacher growth and instructional effectiveness. In partnership with the Principal, the Assistant Principal plays a critical role in staff evaluations, supervision and support, data analysis and reporting, as well as curriculum and instructional leadership. They foster a positive and inclusive culture for students, staff, and families, ensuring a supportive and collaborative environment throughout the school community.

Instructional Leadership

- Lead teachers and teacher leaders in dramatically improving scholar outcomes through the implementation of a rigorous data-driven instructional cycle, high-quality professional development aligned to identified gaps, and ongoing observation and feedback.
- Coach, manage, evaluate, support, and inspire a set of teachers and staff via observations with feedback that accurately captures strengths and growth areas and supports measurable progress.
- Set high standards for achievement so that students are on track to be college-ready.
- Ensure that school-wide curriculum, assessments, differentiated instruction, and detailed instructional strategies are aligned to the State Standards.
- Lead in collaboration with the Leadership Team, including curriculum, instruction, and assessment in all core subjects and other broad courses of study.
- Plans, develops, and provides leadership to school instructional programs toward 21st century student outcomes for graduates to succeed in college and career.
- Provides timely, meaningful, growth-oriented, just-in-time feedback for pedagogy in all content/discipline areas.
- Regularly collect, analyze, and share data to drive student achievement and inform school programs, including master scheduling, cross-curricular articulation, student access to a broad course of study, socio-emotional counseling, etc.
- Supports the development of a master schedule that provides access, rigor, and a broad course of study toward acceleration, intervention, and English Language Development.
- Creates, implements, and measures the alignment and effectiveness of school plans such as the LCAP and EL Master Plan.
- Oversees school's specialized programs such as English Language Development, Special Education, and others.
- Supervises the coordination and ongoing implementation of Academic and Behavioral Interventions for students.

Vision and Cultural Leadership

- Project and encourage a positive, cooperative atmosphere within the Charter School.
- Oversee systems and supports that ensure a positive school climate in which students can develop a love for learning and a sense of responsibility, self-worth, and good citizenship.
- Build and maintain strong relationships with families, students, and colleagues at the school site and the Home Office.

- Build a productive, positive staff culture in which staff members grow, learn, collaborate, thrive, and feel supported in achieving high expectations.
- Lead non-instructional school functions that vary by school site, but potentially include testing coordination, compliance reporting, student activities/enrollment, etc.

Dean of Culture

Qualifications

- Bachelor's Degree
- California Teaching Credential or Counseling Credential (Pupil Personnel Services credential)

Job Description

The individual in this role is responsible for leading the development and implementation of the Charter School's Positive Behavior Support Plan and system of Restorative Practices. Serving as the primary point of contact for student behavior, they guide the Charter School's efforts to foster a safe, respectful, and inclusive learning environment through proactive supports, data-informed decision-making, and collaborative problem-solving. This position works closely with teachers, staff, students, families, and administrators to build school-wide capacity in implementing positive behavior systems, reinforcing consistent expectations, and strengthening school culture. The individual also supports staff through coaching and professional learning, contributes to student and family engagement, and provides leadership in creating a strong sense of community and belonging across the Charter School.

- Lead the development and implementation of the Charter School's Positive Behavior Support Plan and Restorative Practices.
- Serve as the school's lead contact for responding to student behavior, applying incentives and consequences aligned with school policies.
- Monitor student behavior data and implement appropriate interventions based on trends and patterns.
- Provide professional learning for teachers and staff through workshops, modeling, and 1:1 coaching.
  Facilitate workshops and learning opportunities for students and parents related to behavior support and Restorative Practices.
- Lead the implementation of Talking Circles as a school-wide community-building practice.
- Support the development and implementation of a school-wide advisory program focused on mentoring and community-building.
- Provide classroom instruction, as needed, to model best practices aligned with behavior support initiatives.
- Collaborate with students, families, and staff to create and monitor individualized student behavior support plans.
- Reinforce school-wide expectations inside and outside of classrooms, ensuring consistent and respectful communication.
- Utilize appropriate de-escalation strategies and nonviolent crisis intervention techniques when necessary.
- Communicate proactively and frequently with students' families to support behavior and academic success.

- Advise school and district leadership on issues related to positive behavior supports and school culture.
- Promote and reinforce the Charter School's mission and values with all stakeholders.
- Provide campus supervision as needed, including before and after school and during special events.
- Perform additional duties as assigned by school administrators.

Social Worker

Qualifications

- A pupil personnel services credential authorizing service in social work OR Services credential with specialization in health designating social work service
- An earned master's degree in social work from an accredited college or university accredited by the Council on Social Work Education (CSWE).
- A valid license as a clinical social worker issued by the California Board of Behavioral Sciences OR immediate registration as an Associate Clinical Social Worker upon date of hire.
- Must remain in good standing with the California Board of Behavioral Sciences for the duration of the waivers permitted by law, not to exceed six years.
- At least one year of employment in the field of psychiatric social work while under supervision and working with school-age children, or a one-year field placement in a mental health setting working with school-age children

Job Description

- Designs and implements a comprehensive Tier I, II, and III PBIS system that includes restorative practices.
- Works closely with all faculty and staff to implement a Tiered system of support.
- Provides individual, group and family treatment targeting students who are at risk of school failure due to social, behavioral, and emotional problems utilizing evidence based and/or evidence informed practices.
- Provides student and parent psycho-education on topics that include mental health, trauma awareness, social skills, conflict mediation, grief, drug prevention, and other social emotional issues that impact learning.
- Promotes parent engagement in the educational process.
- Provides parent education programs.
- Utilizes electronic health records for documentation pertaining to programmatic requirements, and to comply with federal, state and Department of Mental Health regulations.
- Conducts staff development to address barriers to learning and restore and maintain a safe and healthy learning environment for students, staff, and parents, including: Impact of Trauma and Learning, Psychological First Aid, Crisis Intervention, Threat Assessment and Management, and Suicide Prevention Services.
- Collaborates with teachers and school staff providing mental health consultation to develop strategies for classroom management, designing and monitoring behavior contracts, and positive behavior support planning and implementation.

- Implements evidence-based interventions for individuals, groups and families to address clinical symptoms of trauma, depression, anxiety and other clinical issues with fidelity and measurable outcomes.
- Provides community referrals, linkages, and collaborations with school and community resources to address student and family needs.
- Plans, coordinates, and participates in multidisciplinary teams, including: Student Success Teams (SST), School Wide Positive Behavior Support (PBS), and other activities.
- Participates in school Crisis Teams and Threat Assessment Teams.

Provides support recovery programs for students and staff in the event of a natural disaster or act of violence/terrorism.

Social and Emotional Learning Specialist

Qualifications

- Valid California Pupil Personnel Services credential in School Counseling
- Masters or specialist degree
- Bilingual preferred – Spanish

Job Description

The following duties are typical of this classification:

- Provides behavioral, social and emotional support and training to individuals and groups of students.
- Assists students in understanding and seeking solutions to social, emotional, or academic problems and issues.
- Offers prevention and intervention activities at classroom, small group, individual, and family level.
- Provides and conducts home visits as appropriate Responds to crisis situations as necessary.
- Develops and maintains a written plan for efficient delivery of social, emotional support services.
- Prepares records and reports related to the assignment; prepares letters to parents, reports, referrals, and related documents.
- Communicates with support staff, administrators, teachers and parents about student progress.
- Serves as a resource on student behavior management strategies, welfare and attendance problems and concerns.
- Collaborates with peers, aides, teachers, and administrators to develop school-wide efforts to enhance school climate and build positive behavior supports.
- Makes referrals to other community resources, support groups, and social service agencies as appropriate Participates in staff development and faculty meetings.
- Participates in 504 and IEP meetings for assigned students.
- Other duties as assigned.

Office Manager

Qualifications

- High School Diploma or equivalent and two (2) years of school office experience (required)
- Bachelor's Degree preferred
- Ability to read, write and speak in both English and Spanish in a professional setting
- Knowledge of grammar, spelling, punctuation and idioms used in both English and Spanish
- Computer literate
- Basic clerical skills such as answering phones and operating office machines
- Excellent customer service skills; must have a courteous and positive attitude
- Ability to work with others as a team
- Great multitasking and organizational skills

Job Description
The Office Manager performs a variety of staff duties to relieve an administrator of details relative to clerical procedures and methods or other areas of the business operations of the organization. Plans, organizes, directs, and reviews a variety of clerical activities and exercises independent judgment in making decisions pertaining to the Main Office. Fosters a positive and welcoming atmosphere at the Main Office.

- Communicate and manage staff attendance (attendance cards, time sheets, leaving early form, daily attendance email).
- Coordinate school events and activities (need specifics from principals).
- Schedule school facilities usage.
- Maintain the master calendar.
- Clerical services (answering phones, copying, distributing communications, typing and computer use).
- Provide accurate and timely communication to all school stakeholders. Dispense pertinent information and direction to students, parents, staff, and visitors.
- Plan, organize, and review the work of clerical staff engaged in the preparation of a variety of communications.
- Manage and oversee lottery/enrollment waiting list.
- Oversee processing of supply requests.
- Translate various forms of communication.
- Arrange substitute coverage.
- Collaborate with administrators regarding forms that will be useful to streamline office procedures.
- Welcome and direct visitors to the appropriate department/person.
- Supervise and support the office staff who help support these functions.
- Serve as the Charter School's administrative assistant.
- Perform other related duties as assigned

Office Clerk
Performs a variety of staff duties to support the Office Manager relative to clerical procedures of the organization.

Qualifications
High School Diploma or equivalent. Must have the ability to read/write/speak in Spanish. Must maintain good verbal/written communication amongst staff and customers.

Job Description

- Data entry into various databases including PowerSchool; print reports from various databases
- Creates, maintains, reviews, and organizes files, forms, reports, etc. for various school functions including student records and attendance.
- Assists with translation/interpretation (English/Spanish).
- Participates in training/workshops and professional development.
- Prepares and mails form letters to parents notifying them of their child's excessive absences and/or lateness.
- Distributes letters regarding absences to appropriate departments or teachers and maintains copies in office.
- Retrieves data and compiles information from manual and automated files for the preparation of routine reports and correspondence regarding attendance.
- Prepares daily, weekly and/or monthly attendance reports and submits to designated administrators or school district personnel.
- Calls parents to notify about and determine reason for student's absence; Uses telephone to request and give routine information to parents and school district personnel.
- Issues and processes all requests for early dismissal and ensures parental consent. Maintains files of school district attendance records.
- Uses computer applications or other automated systems such as spreadsheets, word processing, calendar, e-mail, and database software in performing work assignments.
- May perform other incidental tasks, as needed.

Instructional Aide

Instructional Aides provide in classroom support to teachers. All instructional aides will meet any requirements as made necessary by state or federal legislation. All Instructional Aide positions are reflected in the budget.

Qualifications

- Instructional Aides must have a high school diploma or GED and have the following requirements:
- An associate of arts degree, Bachelor's degree; or two years of college; or demonstrated, through a state or local academic assessment, knowledge of, and the ability to assist in the instruction of reading and writing.
- Correct oral and written usage of English; reading and composition skills
- Ability to learn, understand, and apply knowledge of the reading process and how it is developed; implement the provided curriculum and instructional techniques; realize when curriculum modifications are necessary for meeting the students' needs and provide appropriate modifications
- Bilingual-Spanish/English Preferred

Job Description

- Provide instructional English Language Development to students
- Provide instructional support to students in a specialty area of expertise under the guidance and direction of the Assistant Principal.
- Use provided core-curriculum materials and lesson plans as directed and provided by teacher
- Use knowledge of reading, the reading process and mathematics to support individual and small groups of students in areas such as oral language development, phonemic awareness, phonics, fluency, vocabulary, comprehension, math, etc.
- Work with individual students one-on-one or in small groups and assist them with reading lessons and instructions using provided core-curriculum materials and explicit systematic phonemic awareness and phonics lesson plans as directed and according to teacher's lesson plans.
- Conduct guided reading sessions and guide students through comprehension and writing activities to reinforce strategies and skills.
- Participate in regularly scheduled collaborative planning sessions and continuously review assessment data.
- Correct student papers and/or advise students regarding improvement of work products.
- Provide interpretation services for parent meetings
- Incorporate behavior modification methods and school's Positive Behavior Support plan when needed.
- Provide an educationally motivating environment.
- Organize and maintain instructional materials and files.
- Provide detailed feedback about student progress to the Assistant Principal and teacher.
- Attend meetings and trainings as required.
- Perform other related duties as assigned.

Campus Aide

Assists in the supervision of the campus. Establishes and maintains cooperative and positive working relations with students, teachers, administrators and parents.

Qualifications

- Experience in working in early childhood and racially diverse communities.
- Inspire, counsel and instruct students to facilitate academic, social and emotional success.
- Ability to supervise campus areas.
- Knowledge of health and safety aspects of playground supervision.
- Establish and maintain cooperative and positive working relations with students, teachers, administrators and parents.
- Understand and follow oral and written instructions.
- Be consistent in application of school policies.
- Must be First Aid and CPR certified.
- Employment contingent upon clearance of background check and TB.
- Bi-literate in Spanish and English preferred.

Job Description

- Provide a caring and constructivist learning environment for inner city students that enables students to master the California Common Core Standards and develop as confident, courageous citizens prepared to succeed at the university of their choice upon high school graduation.
- Supervise hallways, walkways, restrooms and all playground areas.
- Supervise students during recess, lunch and free play times.
- Supervise main entrance during student pick up and monitor sign in and out area.
- Distribute newsletter and weekly school information during student pick-up times.
- Assist in the supervision of students in the classroom as needed.
- Assist in the distribution of snacks and direct students during snack time.
- Responsible for all equipment, supplies, and cleanliness of program areas including special projects and lunch/snack areas.
- Check and re-stock bathroom supplies throughout the day as needed.
- Involve children in all program activities.
- Exhibit respectful, positive, and helpful behavior to children, staff, parents/guardians, and community members.
- Report to the Assistant Principal any behavioral concerns and/or incidents involving children in the program.

Custodian

Qualifications

Performs custodial tasks efficiently. Ability to follow written and oral instructions. Work effectively alone or as a team.

Job Description

- Assist with the setup of facilities for meetings, classrooms, events, etc.
- Arrange furnishings and equipment for the purpose of providing adequate preparations for meetings, classroom activities and special events.
- Clean, dust, and wipe furniture; sweep, mop, or vacuum floors; empty/clean wastebaskets and trash containers; empty and refill restroom dispensers in assigned school facilities (e.g. classrooms, offices, restrooms, multipurpose rooms, grounds, etc.) for the purpose of maintaining a sanitary, safe and attractive environment.
- Wash accessible interior and exterior windows. Clean blinds.
- Use and maintain assigned power equipment and hand tools: vacuums, brooms, mops, and squeegees for the cleaning and general maintenance of floors, walls, carpets, furniture, etc.
- Wash walls and equipment; use ladders when required in work assignments.
- Lock and unlock assigned buildings/classrooms: secure building when facilities are not in use checking for unlocked doors and windows, report any unauthorized occupants, turn off lights.
- Significant lifting, carrying, pushing, and/or pulling; some climbing and balancing; significant stooping, kneeling, crouching, and/or crawling; and significant fine finger dexterity.
- Follow instructions regarding the use of chemicals and supplies; use as directed.
- Attend in service training (e.g. blood borne pathogens, cleaning solvents, floor care, first aid, etc.) for the purpose of receiving information on new and/or improved procedures.
- Attend safety meetings and other related meetings.

- Handle recycling materials.
- Call in work orders.
- Safely operate all job-related equipment.

Day-to-Day Substitute Teachers

ACES will establish and maintain a list of qualified substitutes who will be contacted as needed and pull from vendors as necessary. All substitute teachers of core and college-preparatory classes will, at a minimum, have passed all CBEST sections and a valid 30-Day Substitute Teaching Permit.

Element 6 – Health and Safety Procedures

"The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:
(i) That each employee of the charter school furnish it with a criminal record summary as described in Section 44237
(ii) For all schools, the development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (K), inclusive, of paragraph (2) of subdivision (a) of Section 32282. For schools serving pupils in any of grades 7 to 12, inclusive, the development of a school safety plan shall also include the safety topic listed in subparagraph (L) of paragraph (2) of subdivision (a) of Section 32282
(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school." (Ed. Code § 47605(c)(5)(F).)

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

Charter School shall comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness.

If Charter School occupies and/or operates on a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District's Facilities Services Division, Office of Environmental Health and Safety, and other District offices in the same manner as other LAUSD campuses.

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan ("Plan"), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School's requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. Charter School shall ensure that all staff members receive annual training on Charter School's health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

Comprehensive School Safety Plan

The Charter School shall adopt a Comprehensive School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include, but not be limited to: (1) an assessment of the current status of school crime committed on Charter School facilities and at Charter School-related functions; and (2) identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with

applicable laws related to school safety, which shall include the development of all of the following pursuant to Education Code section 32282(a)(2)(A)-(J):

- Child abuse reporting procedures
- Routine and emergency disaster procedures
- Policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers of dangerous students pursuant to Education Code section 49079
- A discrimination and harassment policy consistent with Education Code section 200
- Provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel" if applicable
- Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- A safe and orderly environment conducive to learning at the Charter School
- The rules and procedures on Charter School discipline
- Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on Charter School campus(es) and at school-related functions.

CHILD ABUSE AND NEGLECT MANDATED REPORTER TRAINING

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of Education Code section 44691.

Medication in School

The Charter School will adhere to Education Code section 49423 regarding administration of medication in school. Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

ATHLETIC PROGRAMS

Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code section 49475) offered by or on behalf of Charter School.

If the Charter School offers an interscholastic athletic program, it shall develop and post a written emergency action plan that describes procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, acquire and regularly test and maintain at least one automated external defibrillator (AED) for the Charter School, and make the AED available at on-campus athletic activities or events according to the requirements of Education Code sections 35179.4 and 35179.6.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Charter School, including its employees, officers, and representatives, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of school site services and/or any contact with students, and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

All teachers in Charter School shall obtain a certificate of clearance and satisfy the requirements for professional fitness pursuant to Education Code sections 44339, 44340, and 44341.

TRANSPORTATION SERVICES

Effective July 1, 2025, Charter School shall comply with the requirements of Education Code Section 39875(c), if applicable, relating to background checks and testing for individuals providing transportation services for students.

WORKPLACE VIOLENCE PREVENTION PLAN

Effective July 1, 2024, Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan, consistent with the requirements of Labor Code Section 6401.9.

HOMICIDE THREATS

Charter School shall comply with all requirements under Education Code sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All Charter School employees and governing board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determine to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, or otherwise meet the requirements of Education Code section 49406. Charter School shall maintain TB clearance records and certificates on file.

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis pursuant to Education Code section 49450 et seq, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

MENTAL HEALTH EDUCATION

If Charter School offers one or more courses in health education to students in middle or high school, Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code section 51925, et seq.

MENTAL HEALTH INFORMATION

Charter School shall create and post a poster at the school site identifying approaches and resources addressing student mental health in compliance with Education Code section 49428.5.

The poster shall be displayed in English and any primary language spoken by 15 percent or more of students enrolled at the school site as determined pursuant to Education Code section 48985. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the school site. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

SAFE PLACE TO LEARN ACT

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

GUN SAFETY NOTICE

Pursuant to Education Code section 49392, at the beginning of the first semester of each school year, Charter School shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.

SUICIDE PREVENTION POLICY

If Charter School serves students in any grades Transitional Kindergarten/Kindergarten through 12, Charter School shall comply with the requirements of AB 2246 (2016) and AB 1767, codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community

stakeholders, school-employed mental health professionals, and suicide prevention experts and adopted at a regular public hearing. The Charter School shall review, at a minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

HUMAN TRAFFICKING PREVENTION RESOURCES

If the Charter School serves students in any grades 6-12, it shall identify and implement the most appropriate methods of informing parents/guardians of human trafficking prevention resources as required by Education Code section 49381.

FEMININE HYGIENE PRODUCTS

If the Chater School maintains any combination of classes in grades 6-12 that meets the 40% pupil poverty threshold required to operate a schoolwide program pursuant to Section 6314(a)(1)(A) of Title 20 of the United States Code, then it shall stock at least 50% of its restrooms with feminine hygiene products at all times, and shall not charge students for these products, as required by Education Code section 35292.6.

ALL GENDER RESTROOMS

Pursuant to Education Code section 35292.5, on or before July 1, 2026, Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its school sites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

NUTRITIONALLY ADEQUATE FREE OR REDUCED-PRICE MEAL

The Charter School shall provide each needy student, as defined in Education Code section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code section 49553(a), during each school day.

RECESS

Except where a field trip or other educational program is taking place, if the Charter School provides recess, to the extent required by Education Code section 49056, Charter School shall provide supervised and unstructured recess, distinct from physical education courses and mealtimes, for at least 30 minutes on regular instructional days and at least 15 minutes on early release days. Charter School shall not restrict a student's recess unless there is an immediate threat to the physical safety of the student or one or more of their peers.

CALIFORNIA HEALTHY YOUTH ACT

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act. (Ed. Code § 51930, et seq.)

BULLYING PREVENTION

Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying, and shall annually make available the online training module developed by the California Department of Education pursuant to Education Code section 32283.5(a) to certificated school site employees and all other school site employees who have regular interaction with pupils.

LGBTQ RESOURCES TRAINING

Charter School recognizes that it is encouraged to use school site and community resources developed by the State Department of Education for the support of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) pupils to provide training at least once every 2 years to teachers and other certificated employees at each Charter School school site that serves pupils in grades 7 to 12, to increase support for LGBTQ pupils and thereby improve overall school climate. (Ed. Code § 218.)

TRANSPORTATION SAFETY PLAN

The Charter School shall develop and maintain a transportation safety plan that includes procedures to ensure that a student is not left unattended on a school bus, student activity bus, youth bus, or child care motor vehicle and procedures and standards for designating an adult chaperone, other than the driver, to accompany students on a school activity bus. In addition, the Charter School shall ensure that each school bus, student activity bus, youth bus, or child care motor vehicle is equipped with a child safety alert system that requires the driver to either manually contact or scan the device, thereby prompting the driver to inspect the entirety of the interior of the vehicle before exiting, unless the student activity bus is exempted by law. (Ed. Code § 39831.3; Veh. Code § 28160.)

SAFETY Act
Pursuant to AB 1955 (2024), employees of the Charter School shall not be required to disclose any information related to a pupil's LGBTQ+ identity to any other person without the pupil's consent unless otherwise required by state or federal law. This provision shall not limit a parent's ability to request school records on behalf of their child.

Extreme Weather Policy
On or before July 1, 2026, the Charter School will develop, adopt, and implement a weather policy that includes protocols for extreme weather conditions, and incorporate the standardized guidelines developed by the CDE.

Element 7 – Means to Achieve Racial and Ethnic, Special Education, and English Learner, including Redesignated Fluent English Proficient Pupils Balance

"The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted." (Ed. Code § 47605(c)(5)(G).)

COURT-ORDERED INTEGRATION

Charter School shall comply with all requirements of the *Crawford v. Board of Education, City of Los Angeles* court order and the LAUSD Integration Policy adopted and maintained pursuant to the Crawford court order by the District's Student Integration Services (collectively the "Court-ordered Integration Program"). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD's Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (*Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW*)). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District's Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary throughout the term of the Charter to achieve the District's goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. The District may receive the Targeted Instructional Improvement Block Grant (TIIBG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIBG funding, where available, and cannot guarantee the availability of this funding.

COURT-ORDERED INTEGRATION

Outreach Efforts and Student Recruitment

ACES makes diligent efforts to recruit students of various racial and ethnic groups so as to achieve a balance that is reflective of the general population residing within the territorial jurisdiction of the District in order to achieve and maintain the LAUSD Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. Recruitment includes publicizing our instructional program, hosting Open House and Orientation each year from January to March, providing tours of the school, and speaking to interested parents.

ACES will actively seek to achieve a racial and ethnic balance among its pupils that reflects the general population residing within the district/county jurisdiction. Outreach meetings will be held through collaborative work with local organizations, such as neighborhood churches, youth programs, community groups, park and recreation departments, playgrounds, and small

businesses, each of which will be approached to gain informal feedback and interest in the Charter School's mission. Recruitment includes publicizing our instructional program, providing tours of the Charter School, and speaking to interested parents. Open houses and Back to School nights will be conducted on a regular basis during the school year as well.

The Charter School will develop promotional and informational materials (i.e. school brochure, flyers, and advertisements for local media) that are easily transmittable to all of the various racial and ethnic groups represented in the district. Promotional and informational materials will be distributed in a variety of community settings to a broad range of community groups, agencies, neighborhood youth organizations, social service providers, churches, grocery stores, public libraries, and legislators that serve the various racial, ethnic and interest groups represented in the district. ACES will maintain a web site that allows parents and students to learn about the Charter School. The Charter School will also maintain a presence on various lists of charter schools that prospective parents utilize, including those provided by the California Charter Schools Association and the Los Angeles Unified School District. The Charter School will maintain a web site that allows parents and students to learn about the Charter School. ACES will also maintain a presence on various lists of charter schools that prospective parents utilize, including those provided by the California Charter Schools Association and the Los Angeles Unified School District.

ACES will maintain an accurate accounting of ethnic and racial balance of students enrolled in the Charter School. It will also keep on file documentation on the efforts the Charter School made to achieve racial and ethnic balance.

Outreach Timeline

Outreach Initiative	Month Range
Publicizing instructional program and developing promotional and informational materials (brochures, flyers, ads)	June - July
Hosting Open House and Orientation	July
Providing school tours	January and July
Speaking to interested families	All year as needed
Outreach meeting with local organizations, (churches, youth programs, community groups, parks, playgrounds, small businesses)	November - March
Conducting Open Houses (during school year)	September and May
Conducting Back to School Nights (during school year)	September
Distributing promotional/informational materials in community setting (churches, libraries, grocery stores, legislators, etc.)	December - March
Maintain school website with updated information	Monthly and on daily bases as needed
Maintaining presence on charter school list (California Charter School Association, LAUSD)	October - September
Documenting outreach efforts to achieve racial/ethnic balance	October - September

Outreach Languages
ACES currently produces recruiting materials in English and Spanish. These are the two major representative languages of the Charter School's target area.

ACES is committed to serving a student population that reflects the diversity of the community and the general population residing within LAUSD, including students with disabilities, English Learners, and Redesignated Fluent English Proficient (RFEP) students. The Charter School will achieve this by implementing inclusive outreach and enrollment practices that ensure equitable access for all families. Recruitment efforts will include community-based information sessions, bilingual materials, and targeted outreach in neighborhoods that mirror the demographics of LAUSD. The school's non-discriminatory lottery and admissions process ensures all students have an equal opportunity to enroll. Once enrolled, students receive appropriate supports, services, and programs aligned to their individual needs, with the goal of promoting access, equity, and academic success. The Charter School will monitor enrollment patterns annually and adjust outreach strategies as needed to maintain ratios of Special Education, English Learners, and RFEP students that are reflective of the broader LAUSD student population.

Element 8 – Admission Policies and Procedures

"Admission policies and procedures, consistent with subdivision (e)." (Ed. Code § 47605(c)(5)(H).)

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

HOMELESS AND FOSTER YOUTH

Charter School shall adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School will enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment.

Charter School shall comply with all applicable federal and state laws regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time. Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.

NON-DISCRIMINATION

Charter School shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Charter School shall not request or require submission of a student's IEP, Section 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

Charter School shall not discourage a student from enrolling or seeking to enroll in the Charter School, nor encourage a current student from disenrolling, for any reason, including, but not limited to, the student's academic performance, nationality, race, ethnicity, or sexual orientation or because the student is a student with disabilities, academically low achieving, an English learner, neglected or delinquent, homeless, economically disadvantaged, or a foster youth. The Charter School shall not request or require a student's records to be submitted before enrollment. The Charter School shall post on its web site the California Department of Education notice of these requirements and shall provide the notice to parents/guardians or students age 18 and older when the parent/guardian or student inquiries about enrollment, before conducting an enrollment lottery, and before disenrollment of a student. (Ed. Code §§ 47605, 47605.6)

Charter School shall adopt policy that is consistent with the model policy developed by the California Attorney General addressing the Charter School's response to immigration enforcement, notify parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, prohibit the collection of information or documents regarding the immigration status of students or their family members, and fulfill other requirements of Education Code section 234.7.

PREGNANT AND PARENTING STUDENT ACCOMMODATIONS

Charter School shall provide specified accommodations to pregnant and parenting students, including, but not limited to, the provision of parental leave and reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. The Charter School shall notify pregnant and parenting students

and parents/guardians of the rights and options available to pregnant and parenting students. (Ed. Code §§ 222, 222.5, 46015.)

SEXUAL HARASSMENT POLICY NOTICE

The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at each schoolsite and in public areas at each schoolsite.

If the charter school offers competitive athletics, annually post on the school's web site or on the web site of the charter operator the total enrollment of the school classified by gender, the number of students who participate in competitive athletics classified by gender, and the number of boys' and girls' teams classified by sport and by competition level. If Charter School operates multiple school sites, this information shall be disaggregated by school site. (Ed. Code § 221.9.)

ADMISSION REQUIREMENTS

ACES does not implement any special requirements for student admission and/or enrollment beyond compliance with age and California residency requirements.

The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition or discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or their parent or legal guardian within the state, unless required by Education Code Section 51747.3. In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In accordance with Education Code Section 47605(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the

academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents.

Admission and Enrollment Procedures

The Charter School is a free public school open to all residents of the State of California who are of age qualifying them for admission. The Charter School is nonsectarian in programs and admission policies. The Accelerated Schools do not discriminate against any student based on ethnicity, national origin, gender, or disability or any other protected category.

Preference for Admission

Parents interested in enrolling their child in our schools must complete a Pre-Enrollment Lottery Form and submit it to the appropriate main office if they wish to place their child on our lottery list. Preference for admissions is given to applicants with siblings currently enrolled at Accelerated Charter Elementary School. Parents will need to indicate this information on the boxed portion of the Pre-Enrollment Form to place their child on the sibling waiting list.

STUDENT RECRUITMENT

ACES primarily recruits students from the neighborhood in which it is located. The student population is largely socio-economically disadvantaged (as defined by eligibility for free or reduced-price meals). There are also a significant number of ELs in the local community. The traditional public schools in the surrounding area have low achievement profiles. ACES welcomes all students including those with disabilities. Recruitment includes publicizing our instructional program, providing tours of the Charter School and speaking with parents.

LOTTERY PREFERENCES AND PROCEDURES

Admission Priorities

In the event there are more youth seeking enrollment at ACES than there is space available, students will be admitted according to the following priorities:

Lottery Exemptions

Students currently enrolled at ACES are exempt from the lottery.

Lottery Preferences

1. Students living within LAUSD boundaries are given first preference in the lottery as required by Ed. Code §47605(e)(2)(B).
2. Second preference is given to siblings of children currently enrolled at ACES.
    a. Rationale: The California Department of Education recognizes sibling preference as an equitable and family-centered policy, designed to keep families together and reduce barriers for families with multiple children. Courts and authorizers have

long accepted sibling preference as consistent with equal access because it does not exclude outside applicants—it only provides continuity for existing families. This preference fosters family engagement, retention, and community.

3. Third preference is given to children of ACES staff or of members of the TAS Board of Trustees (not to exceed 10% of enrollment).
    a. Rationale: State and federal guidance permit staff/board member preference so long as it is reasonable and does not constitute a significant portion of total enrollment. The cap at 10% of enrollment ensures the preference is narrowly tailored and compliant with federal non-regulatory guidance on charter admissions (U.S. Department of Education Charter Schools Program, 2014), which allows such preferences when they promote recruitment and retention of high-quality staff and governance stability. Extending preference to children of staff supports recruitment and retention of qualified educators by reducing barriers for their families. Extending preference to children of governing board members ensures stability of volunteer leadership and commitment to the school's mission. Importantly, limiting the combined staff/board preference to 10% preserves broad access for the general applicant pool and prevents any perception of exclusivity or nepotism.

Public Random Lottery

If the number of applicants exceeds the number of openings available in the Charter School, students are selected for admission by a public random drawing in accordance with Education Code Section 47605(e)(2). The process for notifying potential students about the Charter School's admissions process will approximately begin in March, based on the predicted number of openings for the upcoming school year. If there is a need to conduct a Random Public Lottery, we will do the following:

- Pre-Enrollment applications to be included in the lottery have a submission deadline at the end of February every year.
- The Board of Trustees will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (Principal or the principal's designee who is a non-interested party). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.
- All students and families on the waitlist for the Charter School are notified by mail to attend an optional open house and informational meeting. The meeting will focus on the lottery

process, school expectations of students and families, and the general make-up of student life at the Charter School. Two separate meetings are scheduled so that families have ample opportunity to attend the informational sessions.

- A letter will be sent to the address provided on the students' Pre-Enrollment Form advising them of our lottery date, time and location.
- All families will be notified by phone or mail of their child's lottery outcome. During the lottery process, two lists will be created: a selected list of students who have secured a seat and a waitlist of students pending a seat in the order of their drawn number. If a student on the selected list declines their seat or does not respond by the predetermined deadline, the next student on the waitlist will be moved up to the selected list, ensuring that every available seat is filled in the order determined by the lottery.
- Public Lotteries will be announced on our school website, in site parent newsletters, and throughout the community in places such as local libraries and clinics.

After the openings are filled, the Charter School continues to randomly select names from the pool of applicants, assigning a wait list number to each student. In the event that a selected student declines their seat at The Accelerated Schools, another student will be selected from the wait list.

Admission Process

1. Parents who are seeking to enroll a new student in the Charter School submit a lottery application. Lottery applications for the upcoming year are available throughout the year in the Main Office and on the Charter School's website. Enrollment is open all year until the last Friday of March.
2. The lottery application asks for the student name, parent contact information, the grade level for which admission is sought, the birth date of the student and information that would indicate whether the student is eligible for preference in the lottery.
3. At least fifteen days before the lottery draw, parents of students who are currently enrolled are asked if they plan to have their children return in the following year. If they say "yes," or fail to return the form, those students are counted as returning for purposes of calculating the number of available seats.
4. The lottery draw is held in March of each school year. The specific date, time and location are noted on the lottery application. The lottery is held at ACES in its Multipurpose Room (MPR). Attendance at the lottery is not required for admission to the Charter School.
5. The lottery draw is conducted by the principal or the principal's designee who is a non-interested party.
6. ACES shall ensure that the lottery process is transparent and accessible to the public: because the lottery itself is open to the public; by the use of technology (including projection of names as they are pulled and seats are filled/waitlist established); and by the availability of staff to verify applicant information prior to the start of the public drawing (ensuring name, grade and preferences are correct to ensure an accurate lottery), answer questions during and after the lottery and provide information.
7. Interpretation services (Spanish or English) will be available and the date/time of the lottery will be set to accommodate the greatest portion of lottery applicants as possible.
8. If the number of applicants exceeds the available seats on the lottery date, a lottery is conducted by the principal or principal's designee by randomly drawing names of applicants with preferences, in the order of priority listed above. The names drawn first are

accepted for admission until all seats are filled. The remainder of the names are drawn to create the waiting list.

9. Once the waiting list of students with lottery preferences is established, the principal or principal's designee randomly draws names from the remaining applicant pool and places them on the waiting list in the order the names are drawn.
10. Once all seats are filled and a waiting list established, the Charter School shall fill open seats through the waitlist.

Admissions Calendar

1. Early February – Identify possible openings for next school year.
2. Mid-February – Send out notices for admissions informational meetings to all wait-listed students. Post public notices with admissions information.
3. March & April – Lottery drawing.
4. End of March – Hold enrollment orientations and informational meetings on two separate nights.
5. All Year – open enrollment for students to add their name to the Charter School's waitlist.

Admissions Timeline

- All Year: Open enrollment of students to add their name to the Charter School's waitlist. (A new waitlist is generated each year in March.)
- End of Fall Semester through early February: identify possible openings for next school year
- March: Lottery Drawing
- Summer:
    - Contact new students for next school year based on the results of the lottery.
    - Hold informational meetings on two separate nights to inform parents of enrolled students about the academic and extracurricular activities at ACES

Public notice of admission process

1. All applicants to ACES are given a written description of the rules governing the admission process when they submit a lottery application including the date, time, and place of the lottery (which is articulated on the annual public lottery notice).
2. The lottery application notes the lottery application deadline (last Friday in February). This information is also posted in a prominent place near the entrance to the Charter School most commonly used by the public and on the ACES website.
3. The lottery draw occurs 1 week after the open enrollment period closes. Notification of the lottery date, time, and location is provided to all lottery applicants two (2) weeks prior as a reminder.
4. Within twenty-four hours after the lottery, names of those selected by lottery are available in the Main Office to the public and letters are mailed out to selected applicants.
5. As noted above under "Admission Process", attendance at the lottery is not required for admission to ACES. Parents may contact ACES main office to learn the outcome of their child's lottery application, i.e., admission or place on a waiting list.

Enrollment

1. Before a student attends ACES for the first time, but only after the student has been admitted, the family is asked to complete an enrollment form by which the Charter School obtains additional information about the student and family.
2. A member of the Charter School's office staff notifies those selected for admission to notify them of admission and begin the enrollment process. If the staff member is unable to reach a parent directly, they will leave a message asking the parent to contact the Charter School in order to confirm their intent to enroll. If the parent fails to respond within three business days, that student loses his/her place and is moved to the end of the waiting list.
3. After a parent accepts the offered seat, an enrollment appointment is scheduled for the parent to meet with ACES staff to complete the enrollment form. Appropriate accommodations are made for parents/guardians who cannot attend an appointment during regular office hours, including extended office hours and the opportunity to submit the enrollment form by mail. ACES staff offers assistance to parents, in person or on the telephone, who need help filling out the form. If the parent fails to keep the appointment or does not appear for a rescheduled appointment date, or fails to submit the enrollment form within five business days then that student loses their place and is moved to the end of the waiting list.

Waiting List

1. The waiting list governs the order in which openings are filled.
2. If a seat becomes available at a later date, the office staff will contact parents according to the order on the waiting list. Parents are directed to contact the Charter School within three business days by telephone or in person to accept the available position.
3. Lottery forms are kept for the duration of the school year. These are kept as backup to the electronic waiting list. The electronic waiting list is kept and managed by Charter School staff for the duration of the school year. The wait list is cleared at the end of the academic year for which the lottery was drawn. Therefore, the wait list does not carry over from one year to the next.
4. Applications submitted after the lottery deadline are still accepted; however, they will not be part of the initial lottery. Instead, these applications are added to the original waitlist in the order they are received and organized by the student's grade level. If a seat becomes available, students on the original waitlist are offered placement in sequence, ensuring that all late applications are considered fairly and in alignment with grade-level openings.

Lottery records

After the lottery draw has concluded, a document is created by the Office Manager summarizing the lottery process as well as the results of the lottery which includes: the students who are being offered a seat, the students who are on the waitlist, the students who were given priority based on one or more of the criteria listed above, and the numbers and tallies of these and all other pertinent facts and figures related to the lottery. This document is sent to the Charter School principal within 24 hours of the lottery.

The Charter School maintains in the cumulative files of admitted students and records of how they were selected for admission (e.g., a sibling of a current student or lottery) for as long as the student is enrolled at the Charter School.

The Charter School maintains a file for three years with the lottery applications. Filed lottery applications indicate the date the application was received, the date of lottery and the waiting list number if one was assigned. A copy of any admission-related correspondence between a family and the Charter School is appended to the filed application.

Parent induction program

After the student has been admitted, parents are offered the opportunity to meet with ACES School's principal or designee or attend a Parent Orientation Meeting. In the conference or Parent Orientation meeting ACES expectations for both the student and parent are outlined as well as providing information about our Dual Language Program. Information about our school program and supports are provided to incoming families.

Although parents and students are invited to participate in the Orientation meeting or conference and to better understand our DLE program and Charter School, neither students nor parents are required to participate as a condition of any student's admission, continued enrollment, attendance, or participation in ACES educational program or activities.

Element 9 – Annual Financial Audits

"The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority." **(Ed. Code § 47605(c)(5)(I).)**

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(c)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:

a. Provisional Budget – Spring prior to operating fiscal year
b. Final Budget – July of the budget fiscal year
c. First Interim Projections – November of operating fiscal year
d. Second Interim Projections – February of operating fiscal year
e. Unaudited Actuals – July following the end of the fiscal year
f. Audited Actuals – December 15 following the end of the fiscal year
g. Classification Report – monthly according to Charter School's Calendar
h. Statistical Report – monthly according to Charter School's Calendar of Reports
   In addition:
   - P1, first week of January
   - P2, first week of April
i. Instructional Calendar – annually five weeks prior to first day of instruction
j. Other reports as requested by the District

ANNUAL AUDIT PROCEDURES

Selecting the Auditor Approved by the State Controller

The CFO meets every three years with the Audit Committee to determine whether the auditor engaged for the past three years should be contracted for another three year term. If the auditor previously engaged is determined to be satisfactory and eligible, the Audit Committee reports that determination to the Board of Trustees for its approval. If a new auditor is to be engaged, the CFO proposes two or more auditors with experience in education finance from the California State Controller's list of Certified Public Accountants Directory Service for K-12 Local Education Agency Audits as posted at https://cpads.sco.ca.gov/ or otherwise promulgated by the controller. The Audit Committee reviews the qualifications of the auditors, verifies that they are on the state controller's list of approved auditors, interviews prospective auditors and reviews references as needed. The Audit Committee submits its recommendation to the Board for approval.

Conducting the Annual Audit
With the assistance of a back-office service provider, the CFO prepares a draft financial statement for the auditor's review, prepares all schedules requested by the auditor and provides all documents and records requested by the auditor. ACES staff provides information to the CFO or to the auditor as requested. The CEO is available to meet with the auditor to ensure that all necessary information is provided. The Audit Committee has the opportunity to meet with the auditor to review the draft audit before it is finalized.

Correcting Issues Identified in the Audit
Upon completion of the annual audit the final audit report is submitted to the Audit Committee. The Audit Committee reviews the report for any deficiencies, findings, material weaknesses, or audit exceptions. The Audit Committee reports such issues to the entire Board of Trustees. The Audit Committee supervises the CFO in the correction of such issues and provides such support as may be needed. All recommended changes are to be implemented within thirty days of the Audit Committee's review of the final audit report or within a reasonable time period in light of the complexity of the recommended changes. All deficiencies, findings, material weaknesses, or audit exceptions are to be resolved to the satisfaction of LAUSD.

Submitting the Audit to Required Agencies
The CFO is responsible for ensuring the submission of the completed annual audit to the Los Angeles Unified School District, the California State Controller, the California Department of Education, and the Los Angeles County Office of Education. The submission of the annual audit is to be on the timeline required by state law or regulation.

Element 10 – Suspension and Expulsion Procedures

"The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:
(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.
(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:
(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.
(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.
(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform the pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).
(iv) A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information." **(Ed. Code § 47605(c)(5)(J).)**

GENERAL PROVISIONS

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District's Discipline Foundation Policy and/or current equivalent policy.. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein,"involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated in this section.

HOMEWORK TO SUSPENDED STUDENTS

For any student who has been suspended from school for two or more schooldays, Charter School shall provide student with the homework the student would otherwise have been assigned if requested by the student or student's parent/guardian. If a homework assignment is requested and turned in to the student's teacher either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, but it is not graded before the end of the academic term, then that assignment shall not be included in the calculation of the pupil's overall grade in the class. (Ed. Code § 48913.5)

STUDENTS WITH DISABILITIES

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special

education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School's administrator will convene a Link Determination meeting to ask the following two questions:

A. Was the misconduct caused by, or directly and substantially related to the student's disability?
B. Was the misconduct a direct result of the Charter School's failure to implement Section 504?

NOTIFICATION OF THE DISTRICT

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed "Notification of Charter School Expulsion" [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School's policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
  A. Was the misconduct caused by, or directly and substantially related to the student's disability?
  B. Was the misconduct a direct result of Charter School's failure to implement Section 504 Plan?

Notwithstanding and apart from the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

OUTCOME DATA

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, involuntary removals, and reinstatements, and make such outcome data readily available to the District upon request.

REHABILITATION PLANS

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

READMISSION

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

REINSTATEMENT

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

GUN-FREE SCHOOLS ACT

Charter School shall comply with the federal Gun-Free Schools Act.

SCHOOL CLIMATE AND STUDENT DISCIPLINE SYSTEM

Student Discipline Philosophy and Overview

At The Accelerated Schools, and at ACES specifically, we believe that positive behavior support is rooted in helping students develop personal responsibility, self-awareness, and social-emotional skills. Discipline is not about punishment; it is about guiding behavior and fostering a supportive learning environment. We recognize that students are growing through various developmental stages, and it is our responsibility as a learning community to understand and respond to age-appropriate behaviors with empathy and consistency.

To promote personal responsibility and positive social interactions, The Accelerated Schools have established a proactive, schoolwide plan for behavior support. Together, students, staff, and families build the foundation needed to create a safe, respectful, and inclusive learning environment where everyone can thrive. The success of this plan requires active participation and collaboration from all members of our school community, including support and consistency at home.

In the case of a student who has an IEP, or a student who has a 504 Plan, The Accelerated Schools will ensure that it follows the correct disciplinary procedures to comply with the mandates of state and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973.

Prior to recommending expulsion for a student with an IEP or 504 Plan, The Accelerated Schools administrator will convene a Manifestation Determination IEP/504 meeting to ask the following two questions: A) Was the misconduct caused by, or directly and substantially related to the student's disability? B) Was the misconduct a direct result of The Accelerated Schools' failure to implement the 504 Plan?

Students with identified physical, emotional, learning, or developmental disabilities have the right to placement in the least restrictive environment and may receive special education services according to a written Individualized Education Program (IEP). Questions regarding special education services may be directed to the Special Education Administrator or to the site Principals.

Students may be referred for assessment by a parent, teacher, friend, or by self-referral, however, the referral must be screened, and the recommendation must be made by school certificated personnel supported by school records. No single test, score or measure may be the determining factor. Students referred for identification will be provided with a multi-dimensional assessment that reflects a broad range of abilities as well as the significance of cultural, linguistic, and socioeconomic background. Evidence may include, but is not limited to, test results (such as standardized, norm-referenced and criterion-referenced), subjective indicators (such as teacher checklist, parent inventories, and anecdotal records), and professional judgment by an expert in the given field (such as talented assessment, product review, and evaluation of student experience).

A 45-Day Interim Placement**,** also referred to as an Interim Alternative Educational Setting (IAES), may be used as a temporary educational placement that allows a student to continue participating in the general curriculum, work toward their IEP goals, and receive support to address inappropriate behavior. This placement can last for up to 45 school days and is typically used when a student with a disability has engaged in specific severe misconduct, such as carrying a weapon,

knowingly possessing illegal drugs, or inflicting serious bodily injury. Within 10 school days of initiating the removal, the school must conduct a Manifestation Determination Review (MDR) to determine whether the student's conduct was a manifestation of their disability or if the IEP was not properly implemented. Based on these findings, the IEP team decides on the most appropriate placement for the student, which may include returning to their prior placement or moving to another interim setting. Parents also have the right to request a due process hearing to challenge the decision to place their child in an IAES.

Statement Of Purpose

"We at The Accelerated Schools commit to create a safe school where behavioral expectations are understood and followed. We foster a community of trust and mutual respect for self and others so that powerful learning will take place."

School-Wide Positive Behavior Intervention and Support (SWPBIS)

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

- Guiding Principles and Clear Expectations for student behavior
    - Administration communicates, monitors and holds students accountable for high and clear behaviors school-wide
    - Teachers are trained on providing Tiered Behavioral Interventions in the classroom
- Effective Classroom Management and teaching of social skills
    - Teachers are trained in creating positive classroom environments which include communicating behavioral expectations and interventions
- Interventions with partnerships between of faculty, students, and families
- Reasonable and Appropriate consequences for negative behaviors
    - School Staff are committed to providing interventions for behaviors that are restorative in nature (i.e., they help teach students how to heal the harm their actions have caused to themselves and the school community)
- Consistent Acknowledgement of appropriate Behaviors

School-Wide Expectations for Behavior

The Accelerated Schools embrace the guiding theme: **"Do the Right Thing!"** This theme reflects our belief that each person contributes to a safe, responsible, and respectful community. Specifically at ACES, we encourage students to model the following values: Be Respectful, Be Responsible, Be Safe, Be Kind. Respect, responsibility, kindness, safety underpin our structures for positive behavior reinforcement throughout the day.

ACES Positive Behavior School-Wide Reward Matrix

Name of Incentive	Criteria	Award	Presented at…	Given by…	Rewards
High Five	Following behavioral expectations on the yard, cafeteria, lunch shelter areas	High Five ticket	Immediately presented by support staff to students	Campus Aides and Supervision support	Exchange for Free Dress Pass on Fridays (5 High Fives for Gr. TK-2) (10 High Fives for Gr. 3-6)
Golden Ticket	Entire Classroom lining up promptly and safely, Sitting in line in correct area, Keeping hands, feet and objects to themselves	Golden Ticket	Playground line up area	Campus Aides and Supervision support	Teachers determine quantity to earn classroom incentive
ACES Scholar Card	Following behavioral expectations in class	Stamps on Scholar Card	Classrooms	Teachers, substitutes	Able to purchase items in Scholar Store (Monthly)
ACES Awards for Arts/Character/ Effort/Scholarship	Meeting academic/social goals (fluency/math/ writing/collaboration/etc.)	Certificates and Pencils	Assemblies or in classrooms	Teachers	End of Year Recognition Pencils with erasers
Attendance Awards	Monthly Perfect Attendance	Certificates and Star Pencils	Assemblies or in classrooms	Teachers	End of Year Green Ribbon, medal, trophy for Outstanding, or Perfect Attendance

To put this philosophy into practice, Charter School implements a School-wide PBIS model that provides tiered systems of proactive support and intervention. These systems ensure that expectations are clear, students are recognized for positive contributions, and interventions are applied fairly and consistently when challenges arise.

Tier 1: Universal Supports (All Students)

- Explicit teaching and modeling of schoolwide expectations and routines.
- Schoolwide incentives and recognition systems (e.g., Panther Points, shout-outs, recognition events).
- Social-emotional learning and state-adopted violence-prevention curriculum.
- Consistent classroom management strategies reinforced through professional development.
- Daily positive reinforcement from teachers and staff.

Tier 2: Targeted Supports (Some Students)

- Restorative practices such as circles, mediation, and structured reflection assignments.

- Targeted interventions including loss of privileges, community service, or parent shadowing.
- Counselor and support staff check-ins with students who show recurring challenges.
- Behavior contracts and interventions developed in collaboration with families.
- Small-group SEL or academic interventions embedded within MTSS.

Tier 3: Intensive Supports (Few Students)

- Student Success and Progress Team (SSPT) meetings with administrators, parents, teachers, and sometimes the student to develop individualized intervention plans.
- Individualized Behavior Support Plans, including accommodations for students with disabilities as needed.
- Restorative conferences to address major incidents and repair harm.
- Wraparound support services, including external referrals for counseling or mental health needs.
- Suspension or expulsion as a last resort, in compliance with California Education Code and LAUSD's Discipline Foundation Policy.

Monitoring and Equity Systems

- Daily tracking of positive and negative behavior incidents.
- Weekly administrative review of data to ensure consistency and fairness across classrooms.
- Analysis of trends by subgroup (EL, SWD, SED, etc.) to prevent disproportionality and ensure equity.
- Continuous refinement of interventions and supports based on data and student outcomes.

Additionally, ACES provides students direct guidance about the behavior that contributes to a positive school climate.

Safety: Move safely through all areas of campus; engage in safe and respectful play; avoid bringing prohibited items such as drugs or weapons.

Ready to Learn/Be Prepared: Arrive at school on time and prepared; bring necessary materials; use learning time productively.

Responsible: Eat only in designated areas; refrain from using personal electronic devices during instructional time; cell phone use is allowed before and after school only.

Good Citizenship: Follow staff directions and activity guidelines; help keep our environment clean; demonstrate fairness, academic integrity, and responsible decision-making.

Respect: Use appropriate voice levels in shared spaces; keep hands, feet, and personal belongings to yourself; show kindness and respect toward others; avoid harassment, bullying, or intimidating behavior.

Students who need additional support to meet behavior expectations will be provided with interventions that help restore positive behavior and maintain a safe learning environment for all.

Tiered Behavior Intervention / Progressive Responses to Behavior

To maintain a productive and supportive environment, clear policies and responses to behavior are necessary. Interventions are designed to guide positive behavior and include:

- Verbal Redirection or Warnings
- Restorative Practices
- Loss of Privileges (e.g., time-outs, restricted participation in activities)
- Community Contribution (e.g., helping to clean shared spaces)
- Parent/Guardian Notifications
- Parent/Guardian Conferences
- Development of Behavior Support Plans through the SSPT
- In cases of ongoing or severe behavior, Suspension or Expulsion as outlined by school policy.

Addressed By Staff			
Behavior	**Low Severity or First Offense**	**Moderate or Second Offense**	**Severe or Third Offense**
Minor Fighting (pushing, shoving)	Adult counseling conference w/ student; Restorative Circle w/Students *written warning sent home and/or phone call	Parent/Teacher counseling conference	Parent/Administrator counseling conference
Classroom Disruption	Adult counseling conference w/ student	*Note or call home	Parent/Teacher counseling conference
Teasing / Harassment	Adult counseling conference w/ student, Restorative Circle w/Students	*Note or call home or parent/teacher counseling conference	Parent/Administrator counseling conference
Property Damage (Peers) – excludes accidental damage	Adult counseling conference w/ student, *note home; restitution depending on circumstances	*Note or call home; restitution depending on circumstances; parent/teacher conference	Parent/Administrator counseling conference
Theft			
Inappropriate Language	Verbal Warning	Adult counseling conference w/student, Restorative Circle w/Students	*Note or call home or parent/teacher counseling conference
Running or Rough play in Common Areas			
Not Completing Assigned Tasks	Adult conference w/ student; *assignments are completed during recess/lunch	*Note or call home; assignments are completed during recess/lunch	Parent/Teacher counseling conference

Addressed By Administrator ***All offenses can be followed-up with Community Service or Alternatives to Suspension		
Behavior	**First Offense**	**Second Offense or Severe Behavior**
Major Fighting or Threatening Bodily Harm	Parent / Administrator Counseling Conference, Restorative Circle w/Students	See **School Parent/Student Handbook** for guidelines Severe behaviors warrant out of classroom suspension, school suspension and possible expulsion at the discretion of the Administrators.
Severe Harassing or Bullying		
Property Damage (Teacher / School)		

Weapons, Drugs, or Alcohol on Campus		
Improper Touching		

If a student's behavior does not improve, parents will be asked to participate in the SSPT process. The Student Success and Progress Team, including a school administrator, parent(s), General Education Teacher, any other staff member deemed relevant to the progress of the student, and the student (ONLY if the parent, teacher(s), and administrator mutually agree it is appropriate) will work together to develop an appropriate Behavior Intervention Contract that includes modifications and intervention strategies that support the student.

Student Success & Progress Team

Students are referred to the SSPT to develop an intervention plan for specific identified needs related to academics or behavior. The team is composed of the classroom teacher, an administrator, the SSPT coordinator, and the parent. The purpose of this team is to develop and implement an action plan that will target the specific academic or behavior needs of the student.

Restorative Justice Practices

ACES implements restorative justice practices as a proactive and responsive approach to building community and addressing conflict. Circles, facilitated by trained staff, provide opportunities for students to share experiences, build relationships, and address harm in a constructive manner. In situations where harm has occurred, conferences and mediation sessions allow students to take responsibility for their actions, understand the impact on others and collaboratively develop solutions to repair relationships. These practices focus on accountability, empathy, and reintegration rather than exclusion, aligning with our commitment to equity and belonging.

Alternatives to Suspension

Teachers will be trained during professional development meetings to use effective classroom management strategies to maximize instruction and minimize student misbehavior, including all elements of the Charter School discipline policy, and there will be school-wide systems for assigning both positive and negative consequences.

At The Accelerated Schools, we believe that positive behavior support is rooted in helping students develop personal responsibility, self-awareness, and social-emotional skills. Discipline is not about punishment; it is about guiding behavior and fostering a supportive learning environment. We recognize that students are growing through various developmental stages, and it is our responsibility as a learning community to understand and respond to age-appropriate behaviors with empathy and consistency.

To promote personal responsibility and positive social interactions, The Accelerated Schools have established a proactive, schoolwide plan for behavior support. Together, students, staff, and families build the foundation needed to create a safe, respectful, and inclusive learning environment where everyone can thrive. The success of this plan requires active participation and collaboration from all members of our school community, including support and consistency at home.

Statement Of Purpose

"We at The Accelerated Schools commit to create a safe school where behavioral expectations are understood and followed. We foster a community of trust and mutual respect for self and others so that powerful learning will take place."

Components of School-Wide Plan for Proactive Behavior Support

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

- Guiding Principles and Clear Expectations for student behavior
- Effective Classroom Management and teaching of social skills
- Interventions with partnerships between of faculty, students, and families
- Reasonable and Appropriate consequences for negative behaviors
- Consistent Acknowledgement of appropriate Behavior

School-Wide Expectations for Behavior
The Accelerated Schools embrace the guiding theme: **"Do the Right Thing!"** This theme reflects our belief that each person contributes to a safe, responsible, and respectful community.

Safety: Move safely through all areas of campus; engage in safe and respectful play; avoid bringing prohibited items such as drugs or weapons.

Ready to Learn/Be Prepared: Arrive at school on time and prepared; bring necessary materials; use learning time productively.

Responsible: Eat only in designated areas; refrain from using personal electronic devices during instructional time; cell phone use is allowed before and after school only.

Good Citizenship: Follow staff directions and activity guidelines; help keep our environment clean; demonstrate fairness, academic integrity, and responsible decision-making.

Respect: Use appropriate voice levels in shared spaces; keep hands, feet, and personal belongings to yourself; show kindness and respect toward others; avoid harassment, bullying, or intimidating behavior.

Students who need additional support to meet behavior expectations will be provided with interventions that help restore positive behavior and maintain a safe learning environment for all.

Progressive Responses to Behavior
To maintain a productive and supportive environment, clear policies and responses to behavior are necessary. Interventions are designed to guide positive behavior and include:

- Verbal Redirection or Warnings
- Loss of Privileges (e.g., time-outs, restricted participation in activities)
- Community Contribution (e.g., helping to clean shared spaces)
- Parent/Guardian Notifications
- Parent/Guardian Conferences
- Development of Behavior Support Plans through the Student Success and Progress Team (SSPT)
- In cases of ongoing or severe behavior, Suspension or Expulsion as outlined by school policy.

Professional development at Charter will include ongoing classroom management sessions and training provided by the Principal and/or Dean of Culture to help classroom staff meet the challenge of fully educating students, while teaching and modeling appropriate behavior.

Professional development topics may include:

- Support the different responsibilities of staff members, including the provision of mandatory training for all staff involved in discipline.
- Address preventive plans including strategies for ensuring that social-emotional skills are taught consistently and with fidelity through state-adopted violence prevention curriculum, as well as strategies for classroom management, behavioral expectations and individual and group support.
- Provide sufficient training and resources for school staff to understand the function of behavior and how to best support appropriate behavior.
- Address how to develop and implement effective, individual, tailored behavior support plans for all students, with or without disabilities.
- Embed policy information and create alignment with all other professional development and training offered to administrators, teachers, support staff and parents.

The Charter School's Discipline Policy ("the policy") has been established in order to promote learning and protect the safety and well-being of all students at the Charter School. In creating the policy, the Charter School has reviewed Education Code Section 48900 et seq., which describes the non-charter schools' list of offenses and procedures, to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq. The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion. Any modification is submitted to the District for review through the Charter Amendment or Material Revision process.

Using Data
By using data to guide decision-making, the Student Success & Progress Team fosters a proactive and collaborative environment among educators, families, and support staff, ensuring that every student receives the appropriate level of help to thrive in their learning journey. ACES strategically monitors student behavior data. Data is tracked daily by teachers using the referral process and all of the information is reviewed weekly by administration. This data includes: teacher observations, in-class intervention matrix and the behavior is consistent and a student the intervention has not been successful. Rewards and restorative practices are assigned based on trends identified by each grade level in coordination with data each month and whenever there may be an uptake in non-positive referrals.

Student Recognition We believe in celebrating and reinforcing positive behaviors and contributions to our school community. Incentive programs will be implemented to recognize students who consistently demonstrate responsible behavior, good citizenship, and a commitment to our shared values.

GROUNDS FOR SUSPENSION AND EXPULSION

Suspension and Expulsion Process
Consistent with our preference for intervention over consequences, ACES implements a discipline structure that, when student behavior requires removal from the classroom, favors the least severe sanction necessary to maintain school safety and maximize student learning.

Except where suspension and recommended expulsion are mandatory, as described by law, the Principal or their designee (Dean of Culture or Assistant Principal) may authorize an in-school or out-of-school suspension following the process described. Regarding recommendations for expulsion, only the Principal is authorized to expel students in accordance with the provisions below. Because the goal of the discipline policy is to address infractions with as little disruption to the learning process as possible. ACES prefers in-school to out-of-school suspensions when safety permits. Students assigned to in-school suspension are removed from their regular class and placed in another learning environment such as with the Dean of Culture or Administrator. In addition to the regular classwork, they are provided an opportunity to reflect on the actions leading to their suspension and how those actions contravene the core values. They are given an opportunity and assistance to develop a plan to make amends and restore the good order of the community. Procedures for suspension as well as expulsion are described below.

The decision to recommend suspension or expulsion of a student will be at the discretion of the Principal or their designee (Dean of Culture or Assistant Principal). A student may be suspended or expelled for any of the acts that are enumerated in this section and that are related to school activities of any kind on or off the main campus. These acts may occur:

- While on school grounds
- While going to or coming from school
- During, or while going to or coming from, a school-sponsored activity

The Accelerated Schools will follow all applicable California laws in regards to the administration of our suspension and expulsion policies using Section 48900, which applies to traditional public

schools and not charter schools, as a guide and for purposes of designating the offenses subject to suspension and expulsion.

1. Grounds for Suspension and Expulsion (Mandated)

The following offenses are those which mandate immediate suspension and recommendation for expulsion if committed at school or at a school activity off school grounds:

a) Possessed, sold, or otherwise furnished any firearm explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
b) Brandished a knife at another person.
c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq*.
d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code or committing a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Disciplinary Action Committee (see description below) that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
- The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm
- The term "destructive device" means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

2. Grounds for Suspension and Expulsion (Limited Discretion)

The following offenses are subject to Limited Discretion; the Principal shall make a recommendation to expel a student if it is determined that the student committed one or more of the following acts at school or at a school activity off school grounds unless the Principal also

determines that expulsion is inappropriate, in which case the principal or designee may initiate suspension procedures:

a) Caused, attempted to cause, or threatened to cause serious physical injury to another person.
b) Willfully used force or violence upon the person of another, except self-defense.
c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
d) Committed or attempted to commit robbery or extortion.
e) Assault or battery upon any school employee.

Note: A serious physical injury includes, but is not limited to: "loss of consciousness, concussion, bone fracture, protracted loss or impairment of function of any bodily member or organ, wound requiring extensive suturing, and serious disfigurement." (California Penal Code Section 243)

In determining whether an offense warrants expulsion or a lesser sanction, the Principal or Designee considers:

a) Whether other means of correction are not feasible or have repeatedly failed to bring about proper conduct, and
b) Whether due to the nature of the violation, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

3. Grounds for Suspension or Expulsion (Broad discretion)

The Principal has maximum discretion whether to recommend expulsion when he or she determines that a student has committed any of the following offenses at any time, including but not limited to while on the premises of ACES; while going to or coming from school; during the lunch period whether on or off campus; and during, or while going to or coming from, a school-sponsored activity:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.
b) Willfully used force or violence upon the person of another, except in self-defense.
c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind. Students who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended solely for that disclosure.
d) Offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material represented as a controlled substance, alcoholic beverage, or intoxicant.
e) Caused or attempted to cause damage to school or private property or private property, which includes but is not limited to, electronic files and databases.
f) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

g) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student. Students who voluntarily disclose their use of a tobacco product in order to seek help through services or supports shall not be suspended solely for that disclosure.
h) Committed an obscene act or engaged in habitual profanity or vulgarity.
i) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
j) Knowingly received stolen school or private property, which includes but is not limited to, electronic files and databases.
k) Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
l) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. (applicable to grades 9 through 12 only).
m) Caused, attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in Education Code Section 233(e). (applicable to grades 9 through 12 only).
n) Intentionally harassed, threatened, or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. (applicable to grades 9 through 12 only).
o) Made terroristic threats against school officials or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
p) Offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
q) Engaged in, or attempted to engage in, hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which

is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.

r) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

    i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

    ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.

    iii. Causing a reasonable student to experience substantial interference with their academic performance.

    iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2. "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

    i. A message, text, sound, video, or image.

    ii. A post on a social network Internet Web site including, but not limited to:

        a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

        b. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student

would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii. An act of cyber sexual bullying.

a. For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

b. For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

s) A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a)-(b).

In determining whether an offense warrants expulsion or a lesser sanction, the Principal considers:

a. Whether other means of correction are not feasible or have repeatedly failed to bring about proper conduct, and
b. Whether due to the nature of the violation, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

Suspension Procedures

General

The Accelerated Schools will follow all applicable California laws in regard to the administration of our suspension and expulsion policies. Any time a student is referred to the office for alleged student actions that can merit a suspension or expulsion, an impartial process is implemented to investigate the action, all students are given due process during this investigation. Only the principal or their designee can implement the investigation, which may include the questioning of staff and students, as well as reviewing all specifics of the allegation. Collection of statements or evidence is a pertinent part of the investigation. Upon review and investigation of the alleged student action, authorized staff (principal, assistant principal, principals' designee) will determine if the course of administrative action includes suspension or possible expulsion of the student. The Principal or Designee (Dean of Culture or Assistant Principal) has the authority to suspend and the Principal has the authority to recommend expulsion subject to the due process rights of students and parents/guardians.

The maximum consecutive number of school days for in school and out-of-school suspension for a single incident is five (5). For suspensions exceeding five days, a second conference will be scheduled with the parent/guardian upon completion of the fifth day of suspension to discuss the progress of the suspension. The total number of days for which a student may be suspended shall not exceed 20 school days in any school year unless the student transfers in from another school and already has a suspension record for the year. In that case, the total number of school days may be increased by 10 days for a total of 30 suspension days in that school year. The maximum number of suspension days for a student with disabilities in a school year is ten (10) per school year.

At all steps during the suspension and expulsion process, necessary translation or interpretation services are provided to ensure parents/guardians are able to understand and participate in the process. Reasonable accommodations are made to ensure parents/guardians who wish to attend a conference or hearing are able to do so.

Suspension in Emergency Situations

An "emergency situation" involves a danger to the lives, safety or health of students or school personnel. When the Principal or the Designee determines that a student must be removed to ameliorate an emergency situation, the student may be suspended without a conference.

In the case of an emergency suspension without a conference, both the parent/guardian and the student are notified of the student's right to return to school, no later than the next school day, for purposes of a conference with the Principal or designee (Assistant Principal). The notice includes the anticipated length and conditions of the emergency suspension, the specific reasons for it, and an invitation to attend the conference with or without counsel or other advisor. Parents/guardians are assured that reasonable accommodations and language support will be available. They are also informed that a conference with the student is required for the student to return to school, but that they are not required to attend the conference and that no penalty will be imposed on the student if they do not attend. If information presented at the conference proves the suspension was in error, the suspension shall be removed from the student's record.

Suspension in Non-Emergency Situations

In all non-emergency situations that appear to warrant suspension, the Principal/Assistant Principal/Dean/Office staff will attempt to contact, by telephone or in person, the student's parent, guardian, or educational rights holder to explain the situation and to schedule a pre-suspension conference. A written notice is also sent that explains the behavior or events that appear to warrant the suspension, whether it will be an in-school or out-of-school suspension, and the length of the anticipated suspension. The notice either confirms the conference details scheduled orally or, if no contact has been made, details the right to a pre-suspension conference and the time and place it will be held. Whenever practical, the conference will include the teacher, supervisor or other school employee who referred the student for disciplinary action. Unless the student waives the right to a conference or is physically unable to attend, the student's presence is required. Parents, guardians and educational rights holders are encouraged but not required to attend. No penalty, including non-reinstatement, may be imposed on the student for the failure of a parent or guardian to attend the conference.

In the event a suspension is imposed, whether a pre-suspension conference is held or waived, written notice is given to the student and to the parent/guardian for him or her to indicate the reason suspension was imposed and the date and time the student may return to school (or, for in-school suspensions, return to the regular classroom).

Activities During Suspension

During a period of suspension the student is given assignments and homework by the student's teacher(s) to minimize the loss of schooling. Upon return to school, the student is given an opportunity to make up any missed tests. The assignments are listed on PowerSchool, which the student and parent have access to at home or in school. This gives the student and parent(s) the knowledge of all classroom and homework assignments that are assigned during the days of suspensions. The Principal or Designee meet with the suspended student upon return to ensure that assignments have been completed.

Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

Appeal of Suspension

The Accelerated Schools have a fair and impartial process for investigating and confirming the appropriateness of the suspension or expulsion of any student. This process will preserve due process rights of students and parents.

Parents may first appeal the suspension by meeting with the designated site Assistant Principal/Principal within 24 hours of the suspension. The appeal will be made to an administrator (i.e. Principal or Designee (Assistant Principal)) different from the administrator who suspended the student. The Assistant Principal/Principal will hear the appeal and the parent may also recommend an alternative fair punishment for the infraction. The appeal can also be delivered in writing, in which case an Assistant Principal/Principal will review the document and make a determination within two-hours upon receipt, between the times of 7:45 am to 4:30 pm. With the approval of the assistant principal/principal, the suspension can be removed from the student's record and the student can return to the classroom.

If the Principal or Designee (Assistant Principal) denies the appeal and enforces the suspension, the parent can appeal to the Chief Executive Officer by meeting with him or her within 24 hours of the denial. The Chief Executive Officer will hear the appeal. The appeal can also be also delivered in writing, in which case the CEO will review the document and make a determination within 2 hours of receipt between the times of 7:45 am to 4:30 pm. In reviewing the appeal, the CEO may remove the suspension from the student's records.

In-School Suspension

ACES may utilize in-school suspension as an alternative to out-of-school suspension, as described in this section. This alternative to out-of-school suspension allows the student to continue receiving educational services at the Charter School site, in addition to any behavioral or counseling support that may be needed to restore the student back to class. As mentioned previously, an attempt to contact the student's parent, guardian or educational rights holder will be made to explain the situation, and whether or not the suspension will be in-school or out-of-school. Written notice will also be sent.

A student may be assigned to in-school suspension, at the discretion of the Principal or his/her designee, for actions that violate the Charter School's code of conduct or the enumerated offenses for suspension and expulsion set forth below, if the student poses no danger or threat to the Charter School campus, students and/or staff. Students assigned to in-school suspension will be supervised by a credentialed member of the administrative team and will serve their in-school suspension at a supervised suspension classroom.

Students will receive written assignments and/or tests from their teachers during the duration of their in-school suspension to ensure they receive continued instruction. Students will serve their in-school suspension in a designated room not being used for instruction, with supervision provided by a member of the administrative team who is credentialed. Students with disabilities will continue to be provided with all supports and services by a SPED-credentialed teacher or other appropriate staff as described in their IEP.

Parents/guardians of students assigned to in-school suspension will be notified by a Charter School staff member by phone and written notice, outlining the reason for and duration of the in-school suspension.

In-school suspensions will be no more than five (5) consecutive school days per incident, and no more than twenty (20) school days in one school year for general education students. The Charter School will follow all applicable laws governing discipline for special education students.

To ensure the safety of all students, staff, and visitors to ACES, students who violate the following enumerated offenses: caused, attempted to cause, threatened to cause, or participated in an act of hate violence (as defined herein and under Ed. Code Section 48900.3), engaged in harassment, threats, or intimidation against a student or group of students or school district personnel (as defined herein and under Ed. Code Section 48900.4), and/or made terrorist threats against school officials or school property, or both (as defined herein and under Ed. Code Section 48900.7) are precluded from in-school suspensions.

Due Process

The discipline policy is not discriminatory, arbitrary, nor implemented in a capricious manner. The Accelerated Schools will follow all applicable California laws in regard to the administration of our suspension and expulsion policies. Any time a student is referred to the office for alleged student actions that can merit a suspension or expulsion, an impartial process is implemented to investigate the action, all students are given due process during this investigation. Only the principal or their designee can implement the investigation, which may include the questioning of staff and students, as well as reviewing all specifics of the allegation. Collection of statements or evidence is a pertinent part of the investigation. Upon review and investigation of the alleged student action, authorized staff (principal, assistant principal, principals' designee) will determine if the course of administrative action includes suspension or possible expulsion of the student.

Informal Conference

When a situation involving a student arises that calls for possible suspension, an informal conference will be attempted (by phone or in person) by the principal or their designee and will include the student's parents/guardians. In the case of an emergency situation, where a clear and present danger exists that threatens the health and safety of students or school personnel, the student may be suspended without a conference. Should a student be suspended without a conference, the parent/guardian will be notified of the suspension and a conference will be held as soon thereafter as reasonably possible.

Notice to Parents/Guardians

At the time a suspension is recommended, the principal/assistant principal/office staff will make reasonable attempts to contact the parent/guardian immediately via telephone. If the parent cannot be reached immediately by telephone, staff will continue to follow up throughout the day or attempt to contact the parent in person (For Example: when the parent picks the student up from school). In addition, a written office referral and notice of suspension will be sent home promptly. The written notice will detail the incident and specify the grounds for suspension, including the recommended date(s) of suspension. The notice may request a conference with the parents/guardians, if one has not already been conducted or set up, and will require parents/guardians to respond to this request immediately

Length of Suspension

The maximum number of consecutive suspension days for general education students is five (5) consecutive school days, although this can be extended to a total of 20 days in a school year for a single incident. However, a longer, consecutive suspension can be imposed if a student is recommended for expulsion, with a meeting to discuss the extension taking place within the initial

five (5) days. The maximum number of days of suspension for a single incident is ten (10) consecutive school days for a student with an IEP, unless the administration and parents/guardians agree to a longer term or under the circumstances set forth in the expulsion procedure. For suspensions exceeding five days, a second conference will be scheduled with the parent/guardian upon completion of the fifth day of suspension to discuss the progress of the suspension. The total number of days for which a student may be suspended shall not exceed 20 school days in any school year unless the student transfers in from another school and already has a suspension record for the year. In that case, the total number of school days may be increased by 10 days for a total of 30 suspension days in that school year.

Suspension Pending Expulsion Hearing

A student who is suspended for an offense likely to lead to expulsion may only return to school if the Principal determines that the suspension should not be continued pending the expulsion hearing. The student and/or parent will be given an opportunity to be heard as part of this determination. The suspension and, if necessary, interim placement, will be continued until the expulsion hearing if:

i. The student's presence will likely be disruptive to the educational process, and/or
ii. The student poses a threat or danger to others.

The total number of days for which a pupil may be suspended from ACES shall not exceed twenty (20) school days in any school year, unless a pupil enrolls in or is transferred to another regular school, an opportunity school or class, or a continuation education school or class, in which case the total number of school days for which the pupil may be suspended shall not exceed thirty (30) days in any school year. ACES will offer a suitable interim placement, such as at a grade-appropriate opportunity school or class, continuation school, or off-site supervised suspension classroom where the student will have meaningful access to education during the term of the suspension pending the outcome of the expulsion process.

For suspension periods not requiring an interim placement, the suspended student's teachers will continue to provide the student with classroom material and current assignments to be completed at home during the length of the suspension. The assignments are also listed on PowerSchool, to which the student and parents have access. Completed student work sent or delivered to ACES main office are graded in a timely manner by the teacher and returned to the student on a regular basis, either at ACES main office or by mail if parents so request. Completed assignments are given credit toward semester grades. When completion of regular assignments would otherwise depend on classroom attendance or participation (e.g., group projects), alternative, comparably challenging assignments are accepted.

Students with Special Education Services

In the case of a student who has an IEP, or a student who has a 504 Plan, The Accelerated Schools will ensure that it follows the correct disciplinary procedures to comply with the mandates of state and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973.

Prior to recommending expulsion for a student with an IEP or 504 Plan, The Accelerated Schools administrator will convene a Manifestation Determination IEP/504 meeting to ask the following

two questions: A) Was the misconduct caused by, or directly and substantially related to the student's disability? B) Was the misconduct a direct result of The Accelerated Schools' failure to implement the 504 Plan?

Students with identified physical, emotional, learning, or developmental disabilities have the right to placement in the least restrictive environment and may receive special education services according to a written Individualized Education Program (IEP). Questions regarding special education services may be directed to the Special Education Administrator or to the site Principals.

Students may be referred for assessment by a parent, teacher, friend, or by self-referral, however, the referral must be screened, and the recommendation must be made by school certificated personnel supported by school records. No single test, score or measure may be the determining factor. Students referred for identification will be provided with a multi-dimensional assessment that reflects a broad range of abilities as well as the significance of cultural, linguistic, and socioeconomic background. Evidence may include, but is not limited to, test results (such as standardized, norm-referenced and criterion-referenced), subjective indicators (such as teacher checklist, parent inventories, and anecdotal records), and professional judgment by an expert in the given field (such as talented assessment, product review, and evaluation of student experience).

Recommendations for Expulsion

Students will be recommended for expulsion if the principal or their designee finds that at least one of the following findings may be substantiated:

- Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
- Due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

Expulsion Hearing

Students recommended for expulsion by the Principal are entitled to a hearing to determine whether the student should be expelled. The hearing will be held within 30 days of the initial suspension. The hearing will be presided over by a neutral Disciplinary Action Committee (DAC), which will consist of an administrator (i.e., an Assistant Principal or Dean), one teacher (that the student does not currently have), one counselor (that the student does not work directly with, if possible), and a member of Executive Leadership Team (i.e., Chief of Schools). This team is designed to be impartial, with considerations taken to minimize the chances that each staff member on the DAC is familiar with the student and potential prejudice or bias related to the incident. The DAC hearing will occur in a confidential setting, unless the parent requests an open hearing in writing up to three (3) days before the hearing. After hearing all evidence, the DAC will make a decision whether or not to expel the student.

Written notice of the DAC hearing will be forwarded to the student and the student's parent/guardian at least 7 calendar days before the date of the hearing. This notice will include:

- The date and place of the hearing.

- A statement of the specific fact(s), charge(s) and offense(s) upon which the proposed expulsion is based.
- A copy of ACES disciplinary rules, which relate to the alleged violation.
- Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment.
- An explanation of the opportunity for the student or the student's parent/guardian to appear in person at the hearing.
- Notice that the student will be permitted to bring witnesses and present evidence on his or her behalf.
- Notice that the student will be permitted to be represented by legal counsel or by a non-attorney advisor, to inspect and obtain copies of all documents to be used at the hearing, to confront and question all witnesses who testify at the hearing, to question all other evidence presented, and to present oral and documentary evidence on the pupil's behalf.

A reasonably accurate and complete record of the hearing shall be made and may be maintained by any means, including electronic recording or minutes taken of the proceeding. If electronic recording is used, it must permit a reasonably accurate and complete transcription of the proceedings. Minutes or transcripts are provided to parents/guardians.

The Accelerated Schools have a fair and impartial process for investigating and confirming the appropriateness of the expulsion of any student. This process will preserve due process rights of students and parents. As set forth above, the student/parent(s)/guardian shall be granted appropriate time to prepare a response and to participate in the hearing with the Disciplinary Action Committee or the Board of Trustees prior to any final decision regarding the expulsion being made.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The DAC may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the DAC. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) days notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian, or legal counsel; and (c) elect to have the hearing closed while testifying.

2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

3. At the discretion of DAC, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.

4. The DAC may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The DAC may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the DAC presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The DAC may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.

7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The DAC hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official of DAC shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the DAC from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the hearing room during that testimony.

9. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Notice of Decision

Based on its investigation and considering all the evidence introduced by the student, parent/guardian, and counsel or advisor, the DAC decides whether there is enough evidence to support the assertion that the student committed an infraction warranting expulsion. The DAC will prepare a written summary of its findings of fact and its conclusions concerning expulsion or non-expulsion.

After the DAC delivers its decision, as well as findings of fact and conclusions to the Principal, the Assistant Principal or Designee will attempt to notify the parents/guardians by telephone or in

person of the decision. Whether or not such oral notice is accomplished, if a decision to expel is made, Charter School Principal will send the parents/guardians written notice of the decision, including the findings and conclusions within 48 hours of the decision. This notice also includes the following: notice of the specific offense committed by the student; notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with ACES; notice of any appeal information and process and information about alternative placement options, such as Community Day Schools, Opportunity Schools or Independent Study School, other charter schools, and placements suggested by the District.

Appeal of Expulsion

Expulsion Appeals shall be brought to The Accelerated Schools Board of Trustees.

In the event of a decision to expel a student from ACES, the parent can appeal to the Accelerated Schools Board of Trustees. A written request for an appeal should be sent to the CEO within 7 school days of the DAC's decision to expel. The written request must specify the grounds for the appeal. The Board of Trustees will hear the appeal within 10 school days and render a decision within 5 school days of hearing the appeal. The decision of the Board is final. The Charter School will work cooperatively with schools of residence, county, and/or private schools to assist with the appropriate educational placement of the student who has been expelled. Any incident of violent and/or serious behavior shall be communicated to the school to which the student matriculates in accordance with applicable law.

Rehabilitation Plans

Pupils who are expelled from The Accelerated Schools shall be given a rehabilitation plan upon expulsion as developed by the charter school's governance council at the time of the expulsion order, which may include, but is not limited to, period review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the charter school for readmission.

The plan may also set out a schedule for periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

Readmission

When the term of expulsion has expired and the student is presented for reinstatement, the Principal or Designee reviews compliance with the conditions of the rehabilitation plan and recommends to the Board of Trustees that the student be reinstated, or explains why he or she does not find reinstatement is warranted. The Board decides whether to authorize reinstatement.

The decision to readmit a pupil or to admit a previously expelled pupil from another school shall be in the sole discretion of the Board of Trustees to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment.

Suspension and Expulsion Periodic Review

The Accelerated Schools Board of Trustees will hold a review of the Suspension and Expulsion Procedures to make sure that the policies and procedures are in the best interest of the Charter School and the Individuals with Disabilities Education Act (IDEA). During the review, the Board of Trustees will make any necessary modifications to the list of offenses for which students are subject to suspension or expulsion. The Accelerated Schools agree to collect suspension and expulsion data which would be made available for review. Outcome data maintained includes:

- Suspensions
- Expulsions & Expulsion Placements
- Reinstatements
- Out of The Accelerated Schools Expellees

Element 11 – Employee Retirement Systems

"The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security." (Ed. Code § 47605(c)(5)(K).)

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School's participation in, and/or coverage of its staff members by, the State Teachers' Retirement System (CalSTRS), the Public Employees' Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a "government plan" governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan's requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School's existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

CERTIFICATED STAFF MEMBERS

California State Teachers' Requirement Systems (CalSTRS)

All eligible certificated employees participate in CalSTRS. All eligible certificated employees shall participate in CalSTRS throughout the duration of the Charter School's existence under the same CDS code. The Human Resources Department is responsible for ensuring that appropriate arrangements for CalSTRS have been made.

CLASSIFIED STAFF MEMBERS

Social Security

All non-certificated employees contribute to Social Security according to Federal and State laws, with The Accelerated Schools matching at the rates prescribed by law.

Element 12 – Public School Attendance Alternatives

"The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools." (Ed. Code § 47605(c)(5)(L).)

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil's school district of residence in accordance with applicable law and that school district's policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school's charter. If LAUSD is the pupil's school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

Parent Notification

As a public charter school authorized to operate within the boundaries of the Los Angeles Unified School District, Accelerated Charter Elementary provides a quality alternative to attending District schools. Students may choose to attend other public schools in the district of residence or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of LAUSD.

Accelerated Charter Elementary is a school of choice; no student is required to attend. This information is communicated to families through informational meetings.

Element 13 – Rights of District Employees

"The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school." (Ed. Code § 47605(c)(5)(M).)

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

Element 14 – Mandatory Dispute Resolution

"The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter." (Ed. Code § 47605(c)(5)(N).)

GENERAL PROVISIONS

Any claim, controversy or dispute between the District and Charter School arising out of, or relating to, this Charter, except for any claim, controversy or dispute related to the authorization, non-renewal, revision, and/or revocation of this Charter, ("Dispute") shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys' fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party's attorneys' fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys' fees, costs and/or expenses, or mediator's or arbitrator's fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

PROPOSITION 39 DISPUTES

Any Dispute related to or arising out of Education Code section 47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 et seq. ("Proposition 39"), shall be resolved in accordance with the procedures set forth below:

1) Any Dispute shall be communicated in writing ("Written Notification"). The Written Notification must identify the nature of the Dispute and all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

To District: LAUSD
Attn: Director, Charter Schools Division
Charter Schools Division
Los Angeles Unified School District

333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

To Charter School: Accelerated Charter Elementary School
% Director of Access, Equity, and Compliance
3914 S. Main Street
Los Angeles, CA 90037

2) A written response ("Written Response") shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

1) Any Dispute shall be communicated in writing ("Written Notification"). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

   Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

   To District: LAUSD
   Attn: Director, Charter Schools Division
   Charter Schools Division
   Los Angeles Unified School District
   333 South Beaudry Avenue, 20th Floor
   Los Angeles, California 90017

   To Charter School: Accelerated Charter Elementary School
   % Director of Access, Equity, and Compliance
   3914 S. Main Street
   Los Angeles, CA 90037

2) A written response ("Written Response") shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the

date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

Element 15 – Charter School Closure Procedures

"The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records." (Ed. Code § 47605(c)(5)(O).)

REVOCATION OF THE CHARTER

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

Prior to revocation, and in accordance with Education Code section 47607(g) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution provisions set forth in this Charter.

Pursuant to Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

CLOSURE ACTION

The decision to close Charter School, by the governing board of Charter School must be documented in a "Closure Action". A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(f)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(k) and 47607(j), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on "Charter Schools Closure - Requirements and Recommendations" posted on the California Department of Education website. All references to "Charter School" apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.

2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.

3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.

6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.

7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.

8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School

2. The name(s) and contact information for the person(s) handling inquiries regarding the closure

3. The students' school districts of residence

4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure

2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school

2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results

3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School

2. The name(s) and contact information for the person(s) handling inquiries regarding the closure

3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.

2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.

3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.

4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.

5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).

7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.

8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.

9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.

2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.

3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.
Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will

cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.

2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.

3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.

4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.

b. Make final federal tax payments (employee taxes, etc.)

c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

The CEO will serve as the Charter School's closure agent in the event the Charter School closes.

Additional Provisions

FACILITIES

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.

- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.

- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors:

    (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term "instructional program" is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on "average daily attendance" and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.

    (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

- Minimum Payments or Charges to be Paid to District Arising from the Facilities:

(i) Pro Rata Share: The District shall collect, and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

(ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.

- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.

  (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

  (ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an

appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

INSURANCE

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of $5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above $15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of $1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be $1,000,000 per occurrence/$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.

5. Cyber Liability insurance coverage with minimum limits of $500,000 per occurrence and $500,000 general aggregate.

6. Professional Educators Errors and Omissions liability coverage with minimum limits of $5,000,000 per occurrence and $5,000,000 general aggregate.

7. Sexual Molestation and Abuse coverage with minimum limits of $5,000,000 per occurrence and $5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy. Whether this coverage is separately issued or included by endorsement to another policy, such coverage shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

8. Employment Practices Legal Liability coverage with limits of $5,000,000 per occurrence and $5,000,000 general aggregate.

9. Excess/Umbrella Liability insurance with limits of not less than $10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. Where specifically required above, and with respect to any other coverage for which such endorsements and/or provisions are available, each policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 at the outset of the Charter agreement and within 30 calendar days of the inception or effective date of any new policies, renewals, or changes, certificatesof insurance evidencing such coverage and signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

> "Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed."

With respect to the coverages for which additional insured status is required as set forth above, the certificate(s) of insurance shall reflect Los Angeles Unified School District's and Its Board of Education's status as named additional insureds thereunder, and shall attach a copy of the endorsement(s) extending such coverage.

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any

person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

FISCAL MATTERS

District Oversight Costs

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any

fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.

- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.

- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School's financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days' notice to Charter School. When 30 days' notice may defeat the purpose of the audit, the District may conduct the audit upon 24-hours' notice.

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). (Ed. Code § 47606.5(b).)