

<b>LCFF Budget Overview for Parents Mid-year Update: ACES</b>		
<b>Expenditures for High Needs Students in the 2024-25 School Year</b>	<b>2024-25 Adopted Budget</b>	<b>Projected Actual 2024-25</b>
Total LCFF funds	\$7,399,639	\$7,477,158
LCFF supplemental & concentration grants	\$2,066,967	\$2,085,415
All other state funds	\$2,222,833	\$2,251,044
All local funds	\$724,569	\$1,462,547
All federal funds	\$1,141,838	\$1,038,318
<b>Total Projected Revenue</b>	<b>\$11,488,879</b>	<b>\$12,229,067</b>
<b>Total Budgeted Expenditures for the 2024-25 School Year</b>	<b>2024-25 Adopted Budget</b>	<b>Projected Actual 2024-25</b>
Total Budgeted General Fund Expenditures	\$11,841,905	\$11,780,996.00
Total Budgeted Expenditures in the LCAP	\$8,330,442	\$8,312,405.00
Total Budgeted Expenditures for High Needs Students in the LCAP	\$2,066,967	\$2,085,415.00
Expenditures not in the LCAP	\$3,511,463	\$3,468,591.00

**2024-25 LCAP Midyear Update: Accelerated Charter Elementary School (ACES)**

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

## 2024-25 LCAP Midyear Update: Accelerated Charter Elementary School (ACES)

### Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome (Actual)	Year 2 Outcome	Target for Year 1 Outcome	Current Difference from Baseline																																						
1	CAASPP ELA Assessment: Distance from Standard (DFS) Source: <a href="#">CA School Dashboard</a>	<table border="1"> <thead> <tr> <th colspan="2">2022-23 ELA CAASPP</th> </tr> <tr> <th>Student Group</th> <th>DFS</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>-11.6</td> </tr> <tr> <td>Hispanic</td> <td>-12.3</td> </tr> <tr> <td>EL</td> <td>-29.6</td> </tr> <tr> <td>SED</td> <td>-11.9</td> </tr> </tbody> </table>	2022-23 ELA CAASPP		Student Group	DFS	All Students	-11.6	Hispanic	-12.3	EL	-29.6	SED	-11.9	<table border="1"> <thead> <tr> <th colspan="2">2023-24 ELA CAASPP</th> </tr> <tr> <th>Student Group</th> <th>DFS</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>-13.0</td> </tr> <tr> <td>Hispanic</td> <td>-13.3</td> </tr> <tr> <td>EL</td> <td>-33.8</td> </tr> <tr> <td>SED</td> <td>-13.5</td> </tr> <tr> <td>SWD</td> <td>-57.0</td> </tr> </tbody> </table>	2023-24 ELA CAASPP		Student Group	DFS	All Students	-13.0	Hispanic	-13.3	EL	-33.8	SED	-13.5	SWD	-57.0		<table border="1"> <thead> <tr> <th colspan="2">2023-24 ELA CAASPP</th> </tr> <tr> <th>Student Group</th> <th>DFS</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>-18</td> </tr> <tr> <td>Hispanic</td> <td>-18</td> </tr> <tr> <td>EL</td> <td>-60</td> </tr> <tr> <td>SED</td> <td>-18</td> </tr> </tbody> </table>	2023-24 ELA CAASPP		Student Group	DFS	All Students	-18	Hispanic	-18	EL	-60	SED	-18	
2022-23 ELA CAASPP																																												
Student Group	DFS																																											
All Students	-11.6																																											
Hispanic	-12.3																																											
EL	-29.6																																											
SED	-11.9																																											
2023-24 ELA CAASPP																																												
Student Group	DFS																																											
All Students	-13.0																																											
Hispanic	-13.3																																											
EL	-33.8																																											
SED	-13.5																																											
SWD	-57.0																																											
2023-24 ELA CAASPP																																												
Student Group	DFS																																											
All Students	-18																																											
Hispanic	-18																																											
EL	-60																																											
SED	-18																																											
2	CAASPP Math Assessment: Distance from Standard (DFS) Source: <a href="#">CA School Dashboard</a>	<table border="1"> <thead> <tr> <th colspan="2">2022-23 Math CAASPP</th> </tr> <tr> <th>Student Group</th> <th>DFS</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>-40.2</td> </tr> <tr> <td>Hispanic</td> <td>-41.1</td> </tr> <tr> <td>EL</td> <td>-45.7</td> </tr> <tr> <td>SED</td> <td>-40.4</td> </tr> </tbody> </table>	2022-23 Math CAASPP		Student Group	DFS	All Students	-40.2	Hispanic	-41.1	EL	-45.7	SED	-40.4	<table border="1"> <thead> <tr> <th colspan="2">2023-24 Math CAASPP</th> </tr> <tr> <th>Student Group</th> <th>DFS</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>-31.0</td> </tr> <tr> <td>Hispanic</td> <td>-31.0</td> </tr> <tr> <td>EL</td> <td>-53.4</td> </tr> <tr> <td>SED</td> <td>-31.7</td> </tr> <tr> <td>SWD</td> <td>-88.7</td> </tr> </tbody> </table>	2023-24 Math CAASPP		Student Group	DFS	All Students	-31.0	Hispanic	-31.0	EL	-53.4	SED	-31.7	SWD	-88.7		<table border="1"> <thead> <tr> <th colspan="2">2023-24 Math CAASPP</th> </tr> <tr> <th>Student Group</th> <th>DFS</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>-15</td> </tr> <tr> <td>Hispanic</td> <td>-15</td> </tr> <tr> <td>EL</td> <td>-74</td> </tr> <tr> <td>SED</td> <td>-15</td> </tr> </tbody> </table>	2023-24 Math CAASPP		Student Group	DFS	All Students	-15	Hispanic	-15	EL	-74	SED	-15	
2022-23 Math CAASPP																																												
Student Group	DFS																																											
All Students	-40.2																																											
Hispanic	-41.1																																											
EL	-45.7																																											
SED	-40.4																																											
2023-24 Math CAASPP																																												
Student Group	DFS																																											
All Students	-31.0																																											
Hispanic	-31.0																																											
EL	-53.4																																											
SED	-31.7																																											
SWD	-88.7																																											
2023-24 Math CAASPP																																												
Student Group	DFS																																											
All Students	-15																																											
Hispanic	-15																																											
EL	-74																																											
SED	-15																																											
3	% Proficient CAST Source: <a href="#">CAASPP website</a>	<table border="1"> <thead> <tr> <th colspan="2">2022-23 CAST % Proficient</th> </tr> <tr> <th>Student Group</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>26.87%</td> </tr> <tr> <td>Hispanic</td> <td>25.76%</td> </tr> <tr> <td>EL</td> <td>0.00%</td> </tr> <tr> <td>SED</td> <td>25.76%</td> </tr> </tbody> </table>	2022-23 CAST % Proficient		Student Group	%	All Students	26.87%	Hispanic	25.76%	EL	0.00%	SED	25.76%	<table border="1"> <thead> <tr> <th colspan="2">2023-24 CAST % Proficient</th> </tr> <tr> <th>Student Group</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>32.86%</td> </tr> <tr> <td>Hispanic</td> <td>32.86%</td> </tr> <tr> <td>EL</td> <td>0.00%</td> </tr> <tr> <td>SED</td> <td>32.86%</td> </tr> </tbody> </table>	2023-24 CAST % Proficient		Student Group	%	All Students	32.86%	Hispanic	32.86%	EL	0.00%	SED	32.86%		<table border="1"> <thead> <tr> <th colspan="2">2023-24 CAST % Proficient</th> </tr> <tr> <th>Student Group</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>35.0%</td> </tr> <tr> <td>Hispanic</td> <td>35.0%</td> </tr> <tr> <td>EL</td> <td>0.0%</td> </tr> <tr> <td>SED</td> <td>35.0%</td> </tr> </tbody> </table>	2023-24 CAST % Proficient		Student Group	%	All Students	35.0%	Hispanic	35.0%	EL	0.0%	SED	35.0%			
2022-23 CAST % Proficient																																												
Student Group	%																																											
All Students	26.87%																																											
Hispanic	25.76%																																											
EL	0.00%																																											
SED	25.76%																																											
2023-24 CAST % Proficient																																												
Student Group	%																																											
All Students	32.86%																																											
Hispanic	32.86%																																											
EL	0.00%																																											
SED	32.86%																																											
2023-24 CAST % Proficient																																												
Student Group	%																																											
All Students	35.0%																																											
Hispanic	35.0%																																											
EL	0.0%																																											
SED	35.0%																																											
4	% EL who made progress towards English	52.7% Source: 2023 Dashboard	2023-24: 47.8% Source: 2024 Dashboard		2023-24: 54% Source: 2024 Dashboard																																							

**2024-25 LCAP Midyear Update: Accelerated Charter Elementary School (ACES)**

<b>Metric #</b>	<b>Metric</b>	<b>Baseline</b>	<b>Year 1 Outcome (Actual)</b>	<b>Year 2 Outcome</b>	<b>Target for Year 1 Outcome</b>	<b>Current Difference from Baseline</b>
	Language Proficiency Source: <a href="#">ELPI – CA School Dashboard</a>					
5	% students English Language Proficiency for Summative ELPAC Source: <a href="#">ELPAC website</a>	2022-23: 16.84%	2023-24: 15.64%		2023-24: 18%	
6	Reclassification Rate Source: CALPADS	2022-23: 19%	2023-24: In Progress		2023-24: 10%	
7	Attendance Rate Source: CALPADS	2022-23: 93.9%	2023-24: 95%		2023-24: 94%	

**2024-25 LCAP Midyear Update: Accelerated Charter Elementary School (ACES)**

Metric #	Metric	Baseline	Year 1 Outcome (Actual)	Year 2 Outcome	Target for Year 1 Outcome	Current Difference from Baseline																																										
8	Chronic Absenteeism Rates Source: <a href="#">Dataquest</a>	<table border="1"> <thead> <tr> <th colspan="2">2022-23: Chronic Absenteeism</th> </tr> <tr> <th>Student Group</th> <th>Rate</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>19.0%</td> </tr> <tr> <td>Hispanic</td> <td>18.9%</td> </tr> <tr> <td>EL</td> <td>15.6%</td> </tr> <tr> <td>SED</td> <td>18.5%</td> </tr> <tr> <td>SWD</td> <td>23.2%</td> </tr> </tbody> </table>	2022-23: Chronic Absenteeism		Student Group	Rate	All Students	19.0%	Hispanic	18.9%	EL	15.6%	SED	18.5%	SWD	23.2%	<table border="1"> <thead> <tr> <th colspan="2">2023-24: Chronic Absenteeism</th> </tr> <tr> <th>Student Group</th> <th>Rate</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>14.1%</td> </tr> <tr> <td>Hispanic</td> <td>14.1%</td> </tr> <tr> <td>EL</td> <td>14.7%</td> </tr> <tr> <td>SED</td> <td>14.2%</td> </tr> <tr> <td>SWD</td> <td>13.2%</td> </tr> </tbody> </table>	2023-24: Chronic Absenteeism		Student Group	Rate	All Students	14.1%	Hispanic	14.1%	EL	14.7%	SED	14.2%	SWD	13.2%		<table border="1"> <thead> <tr> <th colspan="2">2023-24: Chronic Absenteeism</th> </tr> <tr> <th>Student Group</th> <th>Rate</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>15%</td> </tr> <tr> <td>Hispanic</td> <td>15%</td> </tr> <tr> <td>EL</td> <td>13%</td> </tr> <tr> <td>SED</td> <td>15%</td> </tr> <tr> <td>SWD</td> <td>18%</td> </tr> </tbody> </table>	2023-24: Chronic Absenteeism		Student Group	Rate	All Students	15%	Hispanic	15%	EL	13%	SED	15%	SWD	18%	
2022-23: Chronic Absenteeism																																																
Student Group	Rate																																															
All Students	19.0%																																															
Hispanic	18.9%																																															
EL	15.6%																																															
SED	18.5%																																															
SWD	23.2%																																															
2023-24: Chronic Absenteeism																																																
Student Group	Rate																																															
All Students	14.1%																																															
Hispanic	14.1%																																															
EL	14.7%																																															
SED	14.2%																																															
SWD	13.2%																																															
2023-24: Chronic Absenteeism																																																
Student Group	Rate																																															
All Students	15%																																															
Hispanic	15%																																															
EL	13%																																															
SED	15%																																															
SWD	18%																																															
9	Suspension Rate Source: <a href="#">Dataquest</a>	2022-23: 0%	2023-24: 0%		2023-24: 0%																																											
10	Expulsion Rate Source: <a href="#">Dataquest</a>	2022-23: 0%	2023-24: 0%		2023-24: 0%																																											
11	% students participating in an enrichment course. Source: Master Schedule CALPADS	2023-24: 100%	2024-25: In Progress		2024-25: 100%																																											
12	% students participating in in all 5 Components of	2022-23: 100%	2023-24: 100%		2023-24: 100%																																											

**2024-25 LCAP Midyear Update: Accelerated Charter Elementary School (ACES)**

Metric #	Metric	Baseline	Year 1 Outcome (Actual)	Year 2 Outcome	Target for Year 1 Outcome	Current Difference from Baseline
	the Physical Fitness Test (PFT): Grade 5 Source: <a href="#">SARC</a>					

**ACTIONS**

#	Action Title	2024-25 Action Description	Implemented: Fully, Partial or Not	What has been the overall Implementation of the Action? Were there any substantive differences?	Total Funds Budgeted	Midyear Expenditures
1	STRENGTHENING EL PROGRAM & SERVICES	<p>ACES received a GREEN Performance level for the English Learner Progress Indicator (ELPI) on the 2023 CA School Dashboard. To further strengthen the delivery of integrated and designated English language Development (ELD), accelerate EL language acquisition and proficiency of English Language, the ELD Instructional Coach will provide all teachers with coaching and training on the ELD standards, and evidence-based pedagogical strategies to address the language and learning needs of ELs.</p> <p>ACES will continue to provide designated ELD instruction to all students using Systematic EL Achieve. Teachers will follow a scope and</p>	Partial	<p>ACES received an “Orange” (Medium) performance level on the 2024 CA School Dashboard for the ELPI for English Learners (EL) where 47.8% of ELs made progress towards English Language Proficiency, a slight decline from 2022-23 of 52.7%</p> <p>On the ELA CAASPP, ELs student performance declined to -33.8 DFS (Distance from standard) compared to prior year -29.6 DFS as noted in the metrics chart #1.</p> <p>On the Math CAASPP, ELs student performance declined to -53.4</p>	\$14,900	\$27,051

**2024-25 LCAP Midyear Update: Accelerated Charter Elementary School (ACES)**

#	Action Title	2024-25 Action Description	Implemented: Fully, Partial or Not	What has been the overall Implementation of the Action? Were there any substantive differences?	Total Funds Budgeted	Midyear Expenditures
		<p>sequence that includes assessment to monitor student progress. In addition, teachers will meet with the assistant principal twice a year to review student data and make any necessary adjustments to instruction.</p> <p>ACES will implement Rosetta Stone online intervention to further support English Learners with language acquisitions and English Language proficiency.</p>		<p>DFS, from -45.7 DFS the prior year, a 7.7-point decline.</p> <p>ACES provides all EL's with designated and integrated English Language Development (ELD) using EL Achieve curriculum.</p> <p>Despite numerous recruitment efforts the ELD Coach and Assistant Principal position remain vacant. The Principal provides ELD Coaching for over 20 teachers. This has impacted the targeted supports ELD teachers are able to receive on a consistent basis.</p> <p>In prior years, the Assistant Principal, oversaw the EL program and provided ELD coaching to all Teachers.</p> <p>This year, teachers have received one ELD training from the site Principal that took place at the start of the school year, aligned to evidence-based strategies and progression of ELD standards based on the EL Achieve curricular units.</p>		

**2024-25 LCAP Midyear Update: Accelerated Charter Elementary School (ACES)**

#	Action Title	2024-25 Action Description	Implemented: Fully, Partial or Not	What has been the overall Implementation of the Action? Were there any substantive differences?	Total Funds Budgeted	Midyear Expenditures
				<p>ACES plans to provide all teachers with an additional ELD Professional development in the spring 2025.</p> <p>As a result in the decline of student performance on CAASPP and ELPAC, ACES has implemented the following Tier 1 and 2 supports for ELs.</p> <ul style="list-style-type: none"> <li>For Tier 1 Support: school-wide, ACES is studying Talk Moves &amp; Talk Tools during professional development and grade-level team meetings. This will serve to promote students' critical thinking and discussion skills—listening, speaking, and writing. Teachers have leveraged school-wide professional development time to plan their use of Talk Moves and Talk Tools in the classroom; and, teachers have observed one another this year implementing these strategies and, ultimately, providing one another feedback on the quality of this.</li> </ul>		



**2024-25 LCAP Midyear Update: Accelerated Charter Elementary School (ACES)**

#	Action Title	2024-25 Action Description	Implemented: Fully, Partial or Not	What has been the overall Implementation of the Action? Were there any substantive differences?	Total Funds Budgeted	Midyear Expenditures
				<ul style="list-style-type: none"> <li>• For Tier 2 Support: ACES plans to implement Rosetta Stone in Spring 2025, that will provide ELs with access to supplemental language support specifically for grades 1, 4-6. Initially, we plan to target grade one as this one grade level did not have any students qualify for reclassification for the 23-24 school year.               <ul style="list-style-type: none"> <li>a. Students in grades 4-6 will be prioritized as they are at risk of becoming LTEL's</li> </ul> </li> </ul> <p>In Spring 2025, ACES will implement Rosetta Stone for EL's as a Supplemental Language Development instructional tool to be implemented during morning tutoring. Currently, we're exploring English subscriptions for our identified highest need students in grades 1 &amp; 4-6. Therefore this action is partially implemented.</p>		
2	MEASURING STUDENT	ACES will continue to administer the following assessment to measure student academic performance, monitor	Fully	ACES has administered the iReady Math and Reading assessment, Reading, curricular assessments,	\$28,000	\$19,412

**2024-25 LCAP Midyear Update: Accelerated Charter Elementary School (ACES)**

#	Action Title	2024-25 Action Description	Implemented: Fully, Partial or Not	What has been the overall Implementation of the Action? Were there any substantive differences?	Total Funds Budgeted	Midyear Expenditures
	PROGRESS – ASSESSMENTS	<p>student progress and measure program effectiveness, in alignment with MTSS:</p> <ul style="list-style-type: none"> <li>• iReady Reading and Math: Grades K-6 (3 times per year)</li> <li>• Curriculum based assessments for ELA and SLA</li> <li>• EDL reading assessments (Spanish) – determine reading level</li> <li>• State-mandated assessments: CAASPP, CAST, ELPAC, &amp; PFT</li> </ul> <p>Performance Matter data management system will be utilized to develop individual level, student group, grade level specific, and schoolwide reports to measure and monitor student performance on assessments.</p> <p>Teachers and leadership will engage in three data dialogues throughout the year to review student data captured in iReady and CAASPP Interims and develop action plans.</p>		<p>and EDL assessments twice this year. ACES is on-track to meet the expected implementation of these assessments for the 2024-25 school year.</p> <p>State mandated assessments will be administered in the Spring semester.</p> <p>Teachers have engaged in a data dialogue, at the beginning of the school year, with the second data dialogue scheduled for January 2025. Data Dialogues have purposefully informed teacher goals and areas of instructional focus for the school.</p> <p>Teachers will engage in data analysis that will inform instruction.</p>		
3	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	To further address learning loss and achievement gaps, teachers will continue to strengthen Tier 2 supports through small group instruction and tutoring during the instructional day, in addition to tier 1 instruction which will	Partial	ACES received an “Orange” performance level for the ELA Academic indicator on the 2024 CA School Dashboard, due to its decline (maintained) in student performance of -13 DFS, a 1.4-	\$1,588,885	\$280,616

**2024-25 LCAP Midyear Update: Accelerated Charter Elementary School (ACES)**

#	Action Title	2024-25 Action Description	Implemented: Fully, Partial or Not	What has been the overall Implementation of the Action? Were there any substantive differences?	Total Funds Budgeted	Midyear Expenditures
		<p>be embedded in daily lessons. Students will utilize evidence-based intervention instructional online tools for reading and mathematics, including Raz Kids, Brain Pop, Learning A-Z, to drive reading engagement, fluency, and comprehension.</p> <p>The Reading and Math Intervention teachers will provide small group intensive tiered support during the school day for students performing two or more years below grade level. Instructional Aides will provide targeted support with Orton Gillingham reading program during the instructional day and before school as part of the ELOP program. Orton Gillingham approach is a direct, explicit, structured, sequential, and multisensory phonics technique for remedial reading instruction. To further support students academically and accelerate learning all students have access to onsite ASES and/or the expanded learning opportunities program (ELOP) through afterschool programming, intersession (winter &amp; spring); and Summer programming offering academic and social enrichment.</p>		<p>point decline from the prior year of -37.1 DFS. See metric #1.</p> <p>ACES received a “Yellow” performance level for the Math Academic Indicator on the 2024 CA School Dashboard, resulting from a 9.2-point gain, -31 DFS, compared with prior year performance of -40.2 DFS, as evidenced in metric #2.</p> <p>The Socioeconomically Disadvantaged (SED), and Hispanic student groups improved, while Students with Disabilities (SWD), and English Learners (EL) student groups declined. See metric #2.</p> <p>On the CAST assessment, the percentage of students proficient increased for “all students,” SED and Hispanic student groups. No English Learners were proficient. See metric #3.</p> <p>ACES has provided Tier 2 supports through the following services:</p> <ol style="list-style-type: none"> <li>1. The hiring of two full-time tutors and one part-time tutor.</li> </ol>		

**2024-25 LCAP Midyear Update: Accelerated Charter Elementary School (ACES)**

#	Action Title	2024-25 Action Description	Implemented: Fully, Partial or Not	What has been the overall Implementation of the Action? Were there any substantive differences?	Total Funds Budgeted	Midyear Expenditures
				<p>2. A focus on grades 4 - 6 for daily small group tutoring in mathematics, during the afterschool intervention block.</p> <p>3. Morning iReady Learning Lab that supports students' standards-based learning in grades 3-6. This takes place in the morning before the instructional day.</p> <p>Our Instructional Aides Team members provide morning tutoring from 7:00 - 8:00am to identified students using iReady and running record assessment data. Currently, students in grades TK-4 are receiving these services. Our Instructional Aides participated in phonics training through Orton Gillingham. The Principal provides coaching and observations to ensure effective small group instruction is provided. The Instructional Aides have received feedback based on their delivery of these lessons, and engage in bi-weekly team meetings aligned to goal setting, deepening learning in literacy, and planning</p>		

**2024-25 LCAP Midyear Update: Accelerated Charter Elementary School (ACES)**

#	Action Title	2024-25 Action Description	Implemented: Fully, Partial or Not	What has been the overall Implementation of the Action? Were there any substantive differences?	Total Funds Budgeted	Midyear Expenditures
				<p>of school-wide events and celebrations for intervention students.</p> <p>Our ELOP provides our students with enrichment opportunities before/afterschool, Intersession (Thanksgiving, Winter and Spring break).</p>		
4	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	<p>ACES received a RED Performance level for the Chronic Absenteeism indicator on the 2023 CA School Dashboard for the ‘all students,’ and English Learner (EL), Socioeconomically Disadvantaged (SED), Students with Disabilities (SWD) and Hispanic student groups. Members of the ACES Attendance Committee comprised of the Assistant Principal, Dean of Culture, Parent Engagement Coordinator, Data &amp; Intervention Coordinator, and Attendance Clerk, will review, and analyze attendance reports on a daily and weekly basis. To further reduce chronic absenteeism and improve daily attendance, the committee will serve as liaisons to community resources, conduct home visits, identify at-risk students and connect with families to develop individualized plans to address barriers</p>	Fully	<p>ACES received a “Blue” performance level for the Suspension Rate Indicator schoolwide and for all student groups as a result of no suspensions in the 2023-24 school year.</p> <p>ACES received a “Yellow” performance level for the Chronic Absenteeism Indicator on the 2024 CA School Dashboard schoolwide and for all of its student groups: EL, SED, SWD, and Hispanic. Chronic absenteeism rates declined to 14.1% (2023-24) from 19% the previous year. See metric #8.</p> <p>To further reduce chronic absenteeism, the Principal, Dean,</p>	\$596,645	\$184,851

**2024-25 LCAP Midyear Update: Accelerated Charter Elementary School (ACES)**

#	Action Title	2024-25 Action Description	Implemented: Fully, Partial or Not	What has been the overall Implementation of the Action? Were there any substantive differences?	Total Funds Budgeted	Midyear Expenditures
		<p>to learning and attendance, and schoolwide will implement celebrations and recognitions for positive and improved student attendance.</p> <p>The Social Worker and Social-emotional Counselor will continue to collaborate with the Principal and Dean of Culture to support implementation of Second Step SEL curriculum and practices schoolwide. This team will design and plan units of study using the social justice standards to promote sense of belonging for all students. The Social Worker and SEL Counselor will facilitate student groups on social skills and other identified student needs. The Dean of Culture will continue to lead implementation of Restorative Practices and build staff capacity, through additional training. Students will also participate in monthly mindfulness sessions with the Yoga instructor focusing on themes of self and community in alignment with our SEL practices.</p>		<p>Parent Coordinator, Office Manager, and Attendance Coordinator collaborate to track student attendance and monitor progress. This team formed the Attendance Committee, and meet bi-weekly to review, analyze, and address attendance and absenteeism. This work has led to a multi-tiered approach to student absenteeism. ACES has implemented celebrations for improved student attendance (assemblies and awards). ACES also issues letters to households when students are absent and/or tardy, to keep families informed.</p> <p>This school year, the Dean has met with families of at-risk students and developed an attendance improvement plan. Currently, the SEL Counselor and Social Worker deliver Tier 1 Second Step lessons to TK-3 classrooms, while Digital Citizen has been implemented in grades 4-6.</p> <p>Students identified for Tier 2 behavioral support participate in</p>		

**2024-25 LCAP Midyear Update: Accelerated Charter Elementary School (ACES)**

#	Action Title	2024-25 Action Description	Implemented: Fully, Partial or Not	What has been the overall Implementation of the Action? Were there any substantive differences?	Total Funds Budgeted	Midyear Expenditures
				<p>small group learning through SEL Clubs. These clubs engage in arts, crafts, games, and discussion facilitated by the SEL counselor.</p> <p>Students identified for Tier 3 behavioral supports receive individualized student counseling, determined by student need and, parent approval.</p> <p>ACES continues to provide monthly Yoga Instruction through People’s Yoga, for all students supporting their socio-emotional health and needs.</p>		
5	BROAD COURSE OF STUDY	ACES provides all students with access to a broad course of study that includes our core program - ELA, Math, SLA, Science, Social Studies, & PE); and Dance (grades TK-3) and Public School Science Grades 1, 3-6.	Fully	ACES provides all students with a broad course of study that includes Dance and Public School Science (grades 1, 3-6)	\$95,120	\$27,225
6	SERVICES TO SUPPORT SWD	To monitor IEP compliance related to IEP timelines, services, accommodations, and/or modifications, the Program Specialist and the Administrator of Special Education hold weekly meetings with all Resource Teachers and site leadership. During	Fully	SWD received an “Yellow” performance level for the ELA Academic Indicator as reported on the 2024 CA School Dashboard. The SWD student group increased by 10.6 points to -57 DFS,	\$1,329,046	\$420,691

**2024-25 LCAP Midyear Update: Accelerated Charter Elementary School (ACES)**

#	Action Title	2024-25 Action Description	Implemented: Fully, Partial or Not	What has been the overall Implementation of the Action? Were there any substantive differences?	Total Funds Budgeted	Midyear Expenditures
		<p>these meetings, highlights and challenges are discussed, tiers 1-6 are reviewed, pending IEPs are reviewed, and the 200 and 300 Welligent reports are reviewed to provide support for remaining in compliance and identifying next steps for any non-compliance issues that may have surfaced.</p> <p>A “Key Caseload” calendar is created each year, updated throughout the year, and shared with case managers, our Special Education Administrator, our Program Specialist, Site leadership, and our Student Services Coordinator to ensure IEPs are scheduled and held before the IEP due date.</p> <p>In addition, the special education administrator and the 3 program specialists across our schools meet weekly. These meetings serve as an opportunity for collaboration across our schools. During these meetings, we review the implementation of our Instructional Program with a focus on supporting our students with disabilities. We review, discuss, and analyze caseload data, including but not limited to student services/tracking of services, attendance, grades, IEP goal</p>		<p>compared to prior year -67.6 DFS. See metric #1.</p> <p>SWD received an “Orange” performance level for the Math Academic Indicator as reported on the 2024 CA School Dashboard. The SWD student group declined to -88.7 DFS, compared to prior year -82 DFS. See metric #2.</p> <p>The Program Specialist and the Special Education Administrator meet weekly. In addition, weekly compliance meetings take place with the RSTs, Program Specialists, school administrator, and the Special Education Administrator.</p> <p>This year ACES created a Key Caseload Calendar that is updated following each IEP meeting.</p> <p>This year, ACES employs 2 Program Specialists rather than 3, due to changes in caseload. ACES employs an Elementary Program Specialist and a Secondary Program Specialist. Weekly meetings are held.</p>		



**2024-25 LCAP Midyear Update: Accelerated Charter Elementary School (ACES)**

#	Action Title	2024-25 Action Description	Implemented: Fully, Partial or Not	What has been the overall Implementation of the Action? Were there any substantive differences?	Total Funds Budgeted	Midyear Expenditures
		<p>progress, etc. We also identify professional development opportunities for both staff and parents.</p> <p>Accelerated Charter Elementary School site administration also participates in weekly meetings with either the Program Specialist and RSTs or with the Special Education Administrator. These meetings serve as an opportunity for our team to examine how we are supporting students with disabilities. During these meetings, we review RST push-in schedules and analyze, and discuss caseload data and potential professional development opportunities.</p> <p>Moreover, at the beginning of each school year, all general education teachers are provided with Student IEP Snapshots for each student with an Individualized Education Plan (IEP). Student snapshots are updated and redistributed to the appropriate stakeholders after each IEP meeting held throughout the school year.</p> <p>Consistent with the educational program monitoring practices for all students, the Special Education Administrator participates in the Collaborative Learning Rounds (CLRs) for all staff at The Accelerated School.</p>		<p>Currently, the RSP Position remains vacant, which we've staffed with a substitute teacher (contracted – Cross Country), and was onboarded and attends all Special Education team meetings on a bi-weekly basis.</p> <p>The Program Specialists meet with Site Administrators on a weekly basis.</p> <p>Student Snapshots are provided to both General Education Teachers, and the RSTs following each IEP meeting.</p> <p>The Program Specialists, Inclusion Coach, and Special Education Administrator engage in learning rounds with the CEO. The Special Education Collaborative Learning Rounds is scheduled to start in the Spring semester.</p> <p>Professional Development in the areas of LAS, RST Roles/Responsibilities, Performance Matters, Welligent, Effective Instructional Strategies, Strategies</p>		

**2024-25 LCAP Midyear Update: Accelerated Charter Elementary School (ACES)**

#	Action Title	2024-25 Action Description	Implemented: Fully, Partial or Not	What has been the overall Implementation of the Action? Were there any substantive differences?	Total Funds Budgeted	Midyear Expenditures
		<p>The CLRs are the systematic initiative through which the extent of implementation of pre-determined instructional strategies is determined through individual classroom observations, including the RSP program.</p> <p>Our year-long professional development plan emphasizes providing professional development to all staff to truly support meeting the needs of all learners, including students with disabilities. Throughout the school year, different educational partners lead professional development, including our Instructional Coaches, School Site/District Administrators, Special Education administrators, Program Specialists, and Teachers. These PD workshops focus on delivering strategies and tools our teachers need to make the core curriculum accessible to all students, with attention to the unique needs of students with disabilities.</p>		<p>to Enhance Access, and Supporting the General Education Teacher in the Classroom took place in the fall semester.</p> <p>A Special Education Playbook was developed for staff to use as a guide and resource to address SPED needs, concerns, and/or capacity-building.</p> <p>In addition, RST Networking Meetings take place on a monthly basis with the Program Specialist, Inclusion Coach, and the Administrator of Special Education, to support collaboration, data analysis, and professional learning.</p>		

## 2024-25 LCAP Midyear Update: Accelerated Charter Elementary School (ACES)

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

State Priorities addressed by this goal.

Priority 1: Basic

Priority 2: Implementation of the State Standards

An explanation of why the LEA has developed this goal.

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

### Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome (Actual)	Year 2 Outcome	Target for Year 1 Outcome	Current Difference from Baseline
13	% teachers – fully credentialed & appropriately assigned. Source: <a href="#">CDE TAMO</a>	2021-22: 68.2%	2022-23: 100%		2022-23: 96%	

**2024-25 LCAP Midyear Update: Accelerated Charter Elementary School (ACES)**

Metric #	Metric	Baseline	Year 1 Outcome (Actual)	Year 2 Outcome	Target for Year 1 Outcome	Current Difference from Baseline
14	% students with access to standards-aligned materials. Source: Textbook Inventory/classroom observations	2023-24: 100%	2024-25: In Progress		2024-25: 100%	
15	Implementation of the State Academic content & performance standards for all students & enable ELs access. <u>Rating Scale:</u> 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 -Full Implementation & Sustainability  Source: <a href="#">Priority 2 Self Reflection Tool</a> - Local Indicator CA School Dashboard)	2023-24: ELA: 4 ELD: 4 Math: 4 Social Science: 2 Science: 3 CTE: NA Health: 3 PE: 4 VAPA: N/A World Language: 4	2024-25: In Progress		<u>2024-25:</u> ELA: 4 ELD: 4 Math: 4 Social Science: 3 Science: 4 CTE: NA Health: 4 PE: 4 VAPA: N/A World Language: 4	

**ACTIONS**

**2024-25 LCAP Midyear Update: Accelerated Charter Elementary School (ACES)**

#	Action Title	2024-25 Action Description	Implemented: Fully, Partial or Not	What has been the overall Implementation of the Action? Were there any substantive differences?	Total Funds Budgeted	Midyear Expenditures
1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	<p>Accelerated Charter Elementary School (ACES) will employ a principal and 20 appropriately credentialed teachers for students in grades TK-6 to provide instruction in ELA, math, Science, Social Studies, and Physical Education as part of the core educational program. ACES will engage in rigorous and extensive teacher recruitment efforts to increase the percentage of appropriately credentialed teachers schoolwide.</p> <p>ACES's academic calendar includes 180 instructional days, exceeding the CA state requirement for charter schools of 175 instructional days.</p> <p>ACES will employ Substitute Teachers to maintain continuity of instruction and prevent further interruptions to learning. All teachers will participate in 5 days of intensive summer professional development focusing on designated ELD, evidence-based strategies to support EL, SEL Support in the classroom, using</p>	Partial	<p>ACES employs a principal and teachers. A teacher (6<sup>th</sup> grade) is currently not appropriately credentialed. Teachers and substitute teachers have participated in 5 days of summer professional development as planned in this action.</p> <p>The current sixth grade teacher attends weekly professional development and receives daily coaching by the administrative support team member. Instructional coaching is focused on curriculum implementations, student engagement, and mastery of the standards.</p> <p>Teachers and substitutes also participate in cycles of microteaching, to deepen content knowledge and instructional capacity.</p> <p>Our teachers are on track to participate in 5 non-instructional days during the school year in addition to weekly professional learning.</p> <p>Currently, ACES has two full-time in-house substitutes, who are providing stability and continuity in the</p>	\$2,866,532	\$526,101

**2024-25 LCAP Midyear Update: Accelerated Charter Elementary School (ACES)**

#	Action Title	2024-25 Action Description	Implemented: Fully, Partial or Not	What has been the overall Implementation of the Action? Were there any substantive differences?	Total Funds Budgeted	Midyear Expenditures
		<p>data to inform instructional decision-making; and the new Math Framework. Our PLC will include a teacher from each grade level.</p> <p>In addition, newly hired teachers will participate in 5 additional days of training during the summer. All educators will also participate in weekly professional learning during the year, in addition to five non-instructional days.</p>		<p>instructional program as well as in classroom management.</p> <p>A curriculum institute, professional development, was provided to all ACES teachers and in-house substitutes at the start of the school year, which grounded our teachers' work in standards, curriculum, and instructional learning.</p>		
2	PROFESSIONAL DEVELOPMENT	<p>Providing our educators and administrators with robust professional learning will reciprocate in positive student outcomes, higher staff retention rates and build capacity and knowledge base among our staff. In preparation for the 2024-25 school year, all teachers will participate in 5 days of intensive summer professional development focusing on designated ELD, evidence-based strategies to support EL, SEL Support in the classroom, using data to inform instructional decision-making; and the new Math Framework. Our</p>	Partial	<p>At the beginning of the 24-25 school year, teachers received professional development during the Curriculum Institute Week. During this professional development, teachers studied evidence-based practices by John Hattie and engaged in collaborative lesson planning to launch team microteaching. Teams unpacked their own visions for effective instruction in math to ground their lessons in research-based practices.</p> <p>During this week of learning, teachers created assessment plans that included assessment previews, assessment implementation, and a date for team analysis and planning based on results.</p>	\$1,082,455	\$304,731

**2024-25 LCAP Midyear Update: Accelerated Charter Elementary School (ACES)**

#	Action Title	2024-25 Action Description	Implemented: Fully, Partial or Not	What has been the overall Implementation of the Action? Were there any substantive differences?	Total Funds Budgeted	Midyear Expenditures
		<p>PLC will include a teacher from each grade level.</p> <p>For Professional Development – the Organization-wide focus areas include:</p> <ul style="list-style-type: none"> <li>• Assessment as feedback</li> <li>• Goal setting</li> <li>• C3 Coaching: Teacher Effectiveness Framework</li> <li>• Student Dialogue</li> </ul> <p>The principal will provide instructional coaching to teachers in grades 3-6); Literacy Coach (K-6) and the Assistant Principal to grades TK-2. The schoolwide professional learning areas of focus include:</p> <ul style="list-style-type: none"> <li>• Conceptual mathematics</li> <li>• Math Standards &amp; Domain Specific PD</li> <li>• Leveraging &amp; Collaborative Culture</li> <li>• Assessment as feedback: analyzing student work</li> </ul>		<p>The aforementioned priorities areas of student aligned assessment as feedback, team goal setting, student dialogue, and overall teacher effectiveness.</p> <p>The Assistant Principal position remains vacant since September 2024. Currently, the principal provides Instructional Coaching for K-5 teachers.</p> <p>The administrative support is coaching one 5<sup>th</sup> grade, 6<sup>th</sup> grade teacher, PE coach and TK teacher.</p> <p>To date, Professional development for the 24-25 school year has covered the following topic:</p> <ul style="list-style-type: none"> <li>• Bilingual partnerships, in alignment with the Gomez and Gomez dual immersion model</li> <li>• Math Talk Moves &amp; Talk Tools, in support of students’ conceptual understandings of math</li> <li>• The study of standards based on unit assessment results</li> </ul>		

**2024-25 LCAP Midyear Update: Accelerated Charter Elementary School (ACES)**

#	Action Title	2024-25 Action Description	Implemented: Fully, Partial or Not	What has been the overall Implementation of the Action? Were there any substantive differences?	Total Funds Budgeted	Midyear Expenditures
		<p>and use of iReady &amp; interim assessments</p> <ul style="list-style-type: none"> <li>• Gomez &amp; Gomez Dual Language</li> <li>• PBIS</li> <li>• English Language Development (ELD)</li> <li>• Literacy</li> <li>• Special Education PD (strategies)</li> </ul> <p>To support teacher effectiveness, credential clearance, and teacher retention, ACES will reimburse teacher induction expenses.</p> <p>The Director of Elementary Education will provide administrative coaching, support new teachers, and provide professional development for teachers focusing on student discipline and classroom management.</p>		<ul style="list-style-type: none"> <li>• ELD curricular units and their alignment to standards progression</li> </ul> <p>The Director of Elementary Education position remains vacant. This year, the Principal received coaching from a leadership coach, with extensive experience in leading successful schools</p>		
3	CORE CURRICULAR	ACES ensures all students have access to standards-aligned curricular and instructional	Partial	ACES continues to provide all students with standards-aligned curricular and instructional materials. Annually our	\$63,017	\$99



**2024-25 LCAP Midyear Update: Accelerated Charter Elementary School (ACES)**

#	Action Title	2024-25 Action Description	Implemented: Fully, Partial or Not	What has been the overall Implementation of the Action? Were there any substantive differences?	Total Funds Budgeted	Midyear Expenditures
	PROGRAM NEEDS	<p>materials. Purchases are made annually to ensure sufficient supply of materials including consumables. We anticipate purchasing the following:</p> <ul style="list-style-type: none"> <li>• Engage NY: Grades TK-6</li> <li>• Science Inspire consumables</li> <li>• EL Achieve Units</li> </ul>		<p>team conducts a textbook inventory, and purchases are made to ensure all students have access.</p> <p>In addition, IM Math is being implemented in 6<sup>th</sup> grade.</p> <p>The Science Inspire consumables will be purchased and implemented in the 2024-25 school year.</p>		
4	CLOSING THE DIGITAL DIVIDE	<p>Accelerated Charter Elementary School's IT Team will ensure all students are equipped with a technology device to access instructional &amp; supplemental online materials, including testing; and will continue to utilize Zoom for virtual meetings. Annually purchases are made to ensure adequate supply for all students.</p>	Fully	<p>All students have access to a technology device which they can take home to access curricular, instructional, and supplemental online platforms. The IT Team ensures devices are maintained, and updated for student and staff use including state testing.</p>	\$131,830	\$22,106

## 2024-25 LCAP Midyear Update: Accelerated Charter Elementary School (ACES)

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

State Priorities addressed by this goal.

<p>Priority 1: Basic</p> <p>Priority 3: Parental Involvement &amp; Family Engagement</p> <p>Priority 6: School Climate</p>
--

An explanation of why the LEA has developed this goal.

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

### Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome (Actual)	Year 2 Outcome	Target for Year 1 Outcome	Current Difference from Baseline
16	Facility Inspection Tool (FIT) Report Score Source: <a href="#">SARC</a>	2023-24: Good	2024-25: In Progress		2024-25: Good	

**2024-25 LCAP Midyear Update: Accelerated Charter Elementary School (ACES)**

Metric #	Metric	Baseline	Year 1 Outcome (Actual)	Year 2 Outcome	Target for Year 1 Outcome	Current Difference from Baseline
17	Parent input in decision-making for UP & SWD. (Questions 9-12) <u>Rating Scale:</u> 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability  Source: Score - <a href="#">CDE Priority 3 Self-reflection tool</a> .	<u>2023-24:</u>  9. 4 10.4 11.3 12.4	2024-25: In Progress		<u>2024-25:</u>  9. 4 10.4 11.4 12.4	
18	Parent participation in programs for UP & SWD. (Questions 1-4) <u>Rating Scale:</u> 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation;	<u>2023-24:</u>  1. 4 2. 4 3. 4 4. 4	2024-25: In Progress		<u>2024-25:</u>  1. 4 2. 4 3. 4 4. 4	

**2024-25 LCAP Midyear Update: Accelerated Charter Elementary School (ACES)**

Metric #	Metric	Baseline	Year 1 Outcome (Actual)	Year 2 Outcome	Target for Year 1 Outcome	Current Difference from Baseline
	5 - Full Implementation & Sustainability  Source: Score - <a href="#">CDE Priority 3 Self-reflection tool</a>					
19	Other Local Measure - Student Survey: Sense of safety & school connectedness Source: Panorama	<u>2023-24:</u> 78% Sense of Safety 73% School connectedness	2024-25: In Progress		<u>2024-25:</u> 80% Sense of Safety 75% School connectedness	
20	Other Local Measure - Parent Survey: Sense of safety & school connectedness. Source: Panorama	<u>2023-24:</u> 92% Sense of Safety 94% School connectedness	2024-25: In Progress		<u>2024-25:</u> >90% Sense of Safety >90% School connectedness	
21	Other Local Measure - Staff Survey: Sense of safety & school connectedness Source: Panorama	<u>2023-24:</u> 95% Sense of Safety 89% School connectedness	2024-25: In Progress		<u>2024-25:</u> >90% Sense of Safety 90% School connectedness	

**2024-25 LCAP Midyear Update: Accelerated Charter Elementary School (ACES)**

**ACTIONS**

#	Action Title	2024-25 Action Description	Implemented: Fully, Partial or Not	What has been the overall Implementation of the Action? Were there any substantive differences?	Total Funds Budgeted	Midyear Expenditures
1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	<p>ACES will provide all students with opportunities to engage in learning opportunities outside of the classroom to further enhance the learning process, deepen student engagement and motivation.</p> <p>ACES will host schoolwide events including student-led monthly perfect attendance assemblies to celebrate perfect attendance, Spirit Week, perfect attendance incentive awards (free dress day on Fridays), showcase student leadership, talent to promote a positive school climate. ACES will provide field trips and extended learning opportunities for students to learn standards through real world experiences. Panorama SEL surveys will be administered to students, staff, and parents to assess school connectedness, safety, satisfaction, and engagement. Results will be reported in the</p>	Fully	<p>ACES has a multi-tiered approach to student safety.</p> <p>ACES has leveraged school-wide monthly assemblies to celebrate and recognize students for positive attendance and to promote a culture of high achievement. ACES has implemented free dress day on Fridays, to promote positive school attendance.</p> <p>Currently, each grade level team is planning at least one field trip this school year aligned to students’ learning.</p> <p>Currently the IA &amp; CA Teams, Nurse, and security guard provide supervision and student safety within and outside of the campus.</p> <p>The School Safety Plan will be reviewed and revised by March 2025.</p>	\$271,269	\$91,228

**2024-25 LCAP Midyear Update: Accelerated Charter Elementary School (ACES)**

#	Action Title	2024-25 Action Description	Implemented: Fully, Partial or Not	What has been the overall Implementation of the Action? Were there any substantive differences?	Total Funds Budgeted	Midyear Expenditures
		<p>LCAP and local indicators report.</p> <p>ACES strives to provide all students and staff with a safe, and welcoming, learning environment including Campus Aides for supervision, Security staff, and Raptor Security to monitor and track visitors. The school nurse conducts student health screenings (vision and hearing).</p> <p>The School Safety Plan will be reviewed and revised by the Operations Manager, Principal, Security Staff/Campus Aides, and Dean of Culture and shared with the ELAC and PAC for input</p>				
2	PARENT INPUT IN DECISION-MAKING	<p>Parent input in decision-making will take place through the following committees (that includes parents representing Unduplicated Pupils (UP) and Students with Disabilities (SWD).</p>	Partial	<p>Currently, ACES is struggling with parent participation in the ELAC election process. The Principal will continue to reach out to families to seek parent engagement in ELAC.</p> <p>ACES hosted the Title 1 parent meeting, on September 23, 2024. Interpretation was provided.</p>	\$0	\$0

**2024-25 LCAP Midyear Update: Accelerated Charter Elementary School (ACES)**

#	Action Title	2024-25 Action Description	Implemented: Fully, Partial or Not	What has been the overall Implementation of the Action? Were there any substantive differences?	Total Funds Budgeted	Midyear Expenditures
		<ul style="list-style-type: none"> <li>● English Language Advisory Committee (ELAC), DELAC, EL-PAC, per CA EC 52062(a)(2)</li> <li>● Parent Advisory Committee (PAC) per CA EC 52062(a)(1)</li> </ul> <p>Interpreter services will be available for all committee meetings.</p>		<p>The Principal will ensure the PAC and EL-PAC participate in the LCAP engagement process starting with the LCAP Midyear update.</p> <p>ACES provides interpreter services for all school meetings and committee meetings.</p>		
3	<p align="center">OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT &amp; PARTICIPATION</p>	<p>ACES provides all parents including those representing unduplicated students, and Students with Disabilities with multiple opportunities and methods to engage as partners in their child’s education.</p> <p>The Family Engagement Coordinator (FEC) will communicate with families, facilitate parent workshops, strengthen parent outreach, and recruit parent volunteers.</p> <p>ACES will host a series of workshops on topics essential to support student outcomes, and on topics as requested by</p>	Fully	<p>ACES implemented a series of ESL parent workshops during the fall semester. Parents that participated were recognized and received recognition.</p> <p>The FEC facilitates parent workshops including Coffee with the Leadership team meetings.</p> <p>ACES provides all families with access to their child’s performance and attendance on PowerSchool.</p> <p>In addition, Zoom has been leveraged for all parent meetings, which has positively impacted parent attendance.</p>	\$91,247	\$34,328

**2024-25 LCAP Midyear Update: Accelerated Charter Elementary School (ACES)**

#	Action Title	2024-25 Action Description	Implemented: Fully, Partial or Not	What has been the overall Implementation of the Action? Were there any substantive differences?	Total Funds Budgeted	Midyear Expenditures
		<p>families which include but are not limited to:</p> <ul style="list-style-type: none"> <li>● Impact of chronic absenteeism on student outcomes: strategies to improve daily attendance</li> <li>● Series of workshops on Literacy and math</li> <li>● Diversity</li> <li>● ESL for parents</li> <li>● Accessing PowerSchool Parent Portal – to access their child’s attendance, academic progress, grades and communicate with staff.</li> </ul> <p>The Attendance Committee (Goal 1, Action 4) will coordinate parent meetings to establish contracts for students who need to improve attendance rates and will conduct home visits for students who are disengaged</p>				



## 2024-25 LCAP Midyear Update: Accelerated Charter Elementary School (ACES)

#	Action Title	2024-25 Action Description	Implemented: Fully, Partial or Not	What has been the overall Implementation of the Action? Were there any substantive differences?	Total Funds Budgeted	Midyear Expenditures
		<p>and/or at-risk for truancy/chronic absenteeism.</p> <p>Additionally, the Leadership Team will continue to host:</p> <ul style="list-style-type: none"> <li>● Monthly Coffee with the Leadership Team</li> <li>● Literacy Night, Math Night</li> <li>● Open House, Back-to-School Night</li> </ul> <p>Our school’s website has been redesigned and is parent-friendly and serves to keep family updated on schoolwide events and access resources. Monthly newsletters will be distributed using Class Dojo and ParentSquare.</p>				
4	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	Fully	ACES administers the FIT Report annually and the results are reported on the school's LCAP, SARC, and Local Indicators Report. The FIT Report is currently in progress.	\$171,496	\$89,083

**2024-25 LCAP Midyear Update: Accelerated Charter Elementary School (ACES)**

#	Action Title	2024-25 Action Description	Implemented: Fully, Partial or Not	What has been the overall Implementation of the Action? Were there any substantive differences?	Total Funds Budgeted	Midyear Expenditures
		<p>state and local county health department guidelines.</p> <p>Annually, the Facility Inspection Tool (FIT) report is completed. If findings are identified, appropriate repairs are made. FIT report findings are reported annually on the SARC and LCAP.</p>				