

VOLUME 1 • ISSUE 1 • MAY 2026

# ACELLUS JOURNAL

*INFORM • INSPIRE • UNITE*

## THIS ISSUE

### LE GRAND UNION'S POST-COVID BREAKTHROUGH

One of only two schools in Merced County to achieve positive academic growth in both language arts and math since pre-COVID levels. This is how they did it.



ACELLUS®



## PREMIER ISSUE

- GRADUATE SPOTLIGHT
- THE INVENTIONEERS
- FEATURE ARTICLE:  
Keynote by Dr. Roger Billings

*International Academy of Science*

Welcome to the very first issue of the Acellus Journal — the flagship monthly publication of the Acellus Learning System and the International Academy of Science. Every issue is built for you: the teachers, parents, students, administrators, and staff who make this community extraordinary. Here is what awaits you inside.

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# MASTHEAD & PUBLICATION INFORMATION

# ACELLUS JOURNAL

*Inform · Inspire · Unite*

*The Official Publication of Acellus*

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# FROM THE LEADERSHIP

## INSIGHTS AND PERSPECTIVES



## A NEW COURSE FOR A NEW CHAPTER IN AMERICA'S STORY

By **Joshua Billings** · Executive Director, Acellus Academy

Two hundred and fifty years ago, a group of brave patriots picked up their pens and signed their names to a document that declared something radical and beautiful — that all men are created equal. As America marks the 250th anniversary of that singular moment, Acellus is proud to announce the development of a new course: America: The Forging of a Nation.

This course is unlike anything we have offered before. To bring the story of the American Revolution and our nation's founding to life, we will take students to the very locations where these events unfolded. To guide them through that story and unpack its meaning, we called on the very talented Dr. Todd Edmond. If you haven't yet experienced Dr. Edmond's teaching, he has a rare gift for making historical events feel immediate — as though you were there and experienced them yourself.

As I write this column, Dr. Edmond and our film crew are in Philadelphia, where they will film at twenty-four historical sites in a span of four days. Students will experience some of our nation's most treasured historical landmarks, each holding a piece of the story that gave birth to the American experience.



Filming for New Course "America: The Forging of a Nation"  
Dr. Edmond onsite at historic Independence Hall, Philadelphia

Through the lens of the camera, students will stand in the very room at Independence Hall where the Declaration of Independence was signed and where, years later, the U.S. Constitution was penned. They will walk the towns and fields where the men and women of the founding generation fought for liberty and purchased it through unimaginable sacrifice. They will stand before the Liberty Bell that rang out as a new nation rose into existence.

As students walk in the footsteps of our nation's founders, they will examine the documents that gave shape to the ideas of freedom and self-government, and explore how those ideas were woven into the fabric of our nation's laws. They will consider how these principles have defined the past and how they continue to shape the present.

As our nation celebrates its semiquincentennial — the 250th anniversary of its founding — we hope to contribute a deeper understanding of the gift of freedom and the extraordinary people and events that brought America into being. As in generations before, the torch of freedom is being handed to our youth, and theirs will be the writing of the next chapter in the story of America.

*“As our nation celebrates its 250th anniversary, the torch of freedom is being handed to our youth — and theirs will be the writing of the next chapter.”*

# WELCOME TO SOMETHING WE'VE BEEN BUILDING TOWARD

By **Jackson Hunt** · Editor, *Acellus Journal*

Every publication has a first issue. A moment where something that existed only as an idea — a conversation, a plan, a stack of notes — becomes something you can actually hold in your hands. This is ours. And I'll be honest: getting here took more work, more coordination, and more late nights than I initially anticipated. But flipping through these pages for the first time, I'm glad every bit of it happened.

The theme running through this first issue — even if we never say it out loud — is momentum. It's the word that keeps coming to mind when I look at what's happening inside the Acellus community right now. Schools that were struggling after COVID are not just recovering — they're surpassing where they were before. Students who were told they couldn't keep up are outpacing their peers. And a platform that started as a coding curriculum for one school district has grown into something that is genuinely changing the trajectory of American education. That's not promotional language. That's just what the data shows.



of Science, delivered a keynote address earlier this year that explained — better than anything I've read — exactly why Acellus produces the results it does. We've adapted the core of that address into a feature on Vectors Instruction and PRISM Diagnostics. If you've ever wondered what's actually happening beneath the surface of the platform, this is the article to read.

*“The stories in this journal are real. The numbers are real. The people are real. That's what makes them matter.”*

And much more — including a look at National CyberSchool, platform updates, new courses, and everything coming up on the Acellus calendar in the months ahead.

This journal belongs to the Acellus community — which means it belongs to you. If your school has a story worth telling, if you know a graduate whose journey should be featured, if you've seen something happen in a classroom that made you believe this work matters — I want to hear about it. Every issue starts with a tip from someone in this community, and I hope you'll be that person.

And thank you — genuinely — for picking this up.

**Jackson Hunt**

*Editor, Acellus Journal*

## In this issue, you'll find...

A school profile that stopped me cold. Le Grand Union Elementary in Merced County, California — 96% Hispanic and Latino students, 80% from low-income households — is one of only two schools in the entire county to achieve positive academic growth in both language arts and math since before COVID. Superintendent Scott Borba talks about what changed, what didn't, and what he'd tell any administrator who's still on the fence about Acellus.

A graduate story that's hard to forget. Hudson Joy has ADHD, dyslexia, and dysgraphia. He also traveled to more than 20 countries while completing his Acellus coursework, played varsity golf and hockey, earned a welding certificate, graduated early, and is heading to the University of Wyoming on an academic scholarship. His mom Sharon has a few things to say about it too — and her words are some of the best in this issue.

A deep dive into the science that makes it work. Dr. Roger Billings, President of the International Academy

## LAUNCHING THE ACELLUS NATIONAL CYBERSCHOOL PROGRAM

*We are thrilled to announce the launch of the Acellus National Cyberschool Program — a hybrid learning initiative designed to reconnect homeschooling families with their local public school districts while delivering high-quality, flexible education.*

### WHAT IS ACELLUS NATIONAL CYBERSCHOOL?

Acellus National Cyberschool is a tuition-free hybrid homeschooling option offered through participating public school districts. It combines the power of Acellus Gold with the opportunity for students to remain connected to their local school community.

#### Families can enjoy:

- Flexible at-home learning using engaging, mastery-based Acellus courses across core subjects, AP classes, and career-technical education.
- Parent-controlled curriculum — parents choose and oversee their child's courses.
- Optional participation in local school activities, including sports, band, arts, music, dance, and social events.
- Official district enrollment — students remain enrolled in their district of residency and receive a diploma from the local school upon completion.

This program bridges the gap between traditional homeschooling and public education, giving families the best of both worlds: the convenience and personalization of home-based instruction alongside the community and extracurricular benefits of their neighborhood school.

### BENEFITS FOR FAMILIES, SCHOOLS, AND STUDENTS

- **For Parents:** Full control over daily learning while your child's education is supported and funded by the local district. No out-of-pocket tuition for Acellus Gold courses.

- **For Students:** Expert online instruction paired with the ability to stay socially and athletically connected to peers.
- **For Schools and Administrators:** An effective way to re-engage homeschool families, increase enrollment, and expand hybrid learning options without heavy administrative burden. Districts also gain access to startup grant opportunities to launch or grow their Cyberschool program.

### HOW IT WORKS

Participating districts partner with Acellus to offer the National Cyberschool to eligible families in their area. Students study from home using the Acellus platform, with progress monitored collaboratively between parents, local educators, and Acellus support teams. This model ensures strong academic outcomes while maintaining important local ties.

We invite all Acellus employees, school administrators, teachers, and parents to learn more about this innovative program. If you are a district leader interested in bringing National Cyberschool to your community, or a family wanting to explore enrollment through your local district, visit the official program pages or contact our team for details.

Together, we continue our mission of empowering students to achieve greatness through accessible, high-quality education that meets families where they are.

Welcome to the future of hybrid learning — welcome to Acellus National Cyberschool!

### Dr. Roger Billings - Featured Speaker at the National Charter School Conference

June 24th-25th, 2026

We are excited to share that Dr. Roger Billings, founder of Acellus and renowned Inventioneer™, will deliver a powerful featured address titled "Why So Many Families Are Insisting on Acellus" at the National Charter Schools Conference (NCSC26) in New Orleans, June 24–26, 2026.

Parents are calling charter schools asking for Acellus by name. If a school doesn't offer it, many families find one that does. The reason is simple: It works. In this address, Dr. Roger Billings, founder of Acellus and high-tech innovator, will reveal the science and technology behind why Acellus is so effective.

Acellus, a Diamond Level Sponsor of this event, will have a major presence on the trade show floor in a beautiful 20x20 foot exhibit.



# BEYOND ACELLUS

## GRADUATE SPOTLIGHT

### FROM FISHING IN 20 COUNTRIES TO FISHING IN ALASKA — ON SCHOLARSHIP



#### QUICK FACTS

##### NAME

Hudson Joy

##### GRADUATED FROM

Acellus Academy

##### CURRENTLY

Fishing Guide, Alaska (Summer) University of Wyoming — Academic Scholarship (Fall)

##### COLLEGE GPA

All A's

##### FAVORITE COURSE

Introduction to Business / Economics

##### ALSO EARNED

Welding Certificate 1 year college credit (county-funded) Varsity Golf & Hockey

##### COUNTRIES VISITED

20+ while completing Acellus

##### FUN FACT

The Joy family has visited 37 countries

#### THE BEGINNING

Hudson Joy knew something was off from early on. Diagnosed with ADHD, dyslexia, and dysgraphia, he spent his early school years in traditional classrooms trying to keep up with students who didn't face the same daily obstacles he did. The pace never matched his needs. The environment never gave him the space he needed to actually learn.

"I always felt like I was behind," Hudson recalls. "I just find it hard to keep up with other students."

Then COVID hit. When schools shut down in March 2020, Hudson's school eventually tried to bring students back — middle schoolers returning two days a week, half a day. His IEP, which had supported him through his strongest year of traditional schooling, had been removed just two weeks before the shutdown. He returned to a smaller classroom, no support, no familiar faces, and no guidance.

"By the fourth day, we were both in tears," says his mother, Sharon Joy. "I drove him to school, pulled into the parking lot, and I just said — forget this. You're going to do the same school your brother is doing. And I turned around and drove home."

That school was Acellus Academy.

*"Acellus gave me a year head start into my future career."*

## WHY ACELLUS

The Joy family had already started Hudson's younger brother on Acellus. Sharon had watched the results and made the call quickly. What she didn't fully anticipate was how dramatically the change would affect Hudson specifically.

"Almost instantly, we saw that he was learning better," she says. "He was progressing through classes faster. He didn't have the distractions of a normal classroom. You could see it in his grades."

His confidence in school went up. Everything changed, drastically."

For Hudson, the shift was just as immediate. Without the pressure of keeping pace with a classroom full of peers, without the fractured attention of a school day constantly interrupted, he found something he'd never quite had before: room to think.

"With Acellus I kind of felt like I was more on my own pace," he says simply.

## THE EXPERIENCE

What Hudson's Acellus experience looked like day to day was unlike anything a traditional school schedule could offer. The Joy family are avid travelers — they've visited 37 countries — and Acellus made it possible for Hudson to keep learning from anywhere on earth.

"Some days it would start at 8am, do two hours of school, hop on a plane, go to another country," he says. "That's something Acellus actually helped me do. That's one of the reasons I switched over."

By the time Hudson reached his junior year, the flexibility of Acellus had opened doors that traditional schooling never could have. His county offered a trade school program for juniors and seniors, and Hudson enrolled in welding — attending in the mornings, doing Acellus in the afternoons, and still playing varsity sports. He had made the varsity golf team as a freshman and the varsity hockey squad as a

sophomore, playing against students from multiple schools and building a social network that Sharon says eclipses that of her daughters who attended traditional school for all twelve years.

Then came the discovery that changed his trajectory entirely. Because Hudson had completed his Acellus coursework ahead of schedule, he qualified to begin taking classes at the local community college — with the county paying for it. He earned a welding certificate, completed a full year of college credits, and graduated from Acellus early with a transcript that opened doors to universities across the country.

"At public school, I wouldn't have been able to do that," Hudson says. "So now I'm going to be able to graduate college a year early. Acellus just gave me a year head start into my future career."

The hardest part? Staying self-motivated without a teacher in the room. "Sometimes it was hard to stay focused to get your work done," he admits. But he did the work — and the results proved it.

## WHERE HE IS NOW

This summer, Hudson Joy is a fishing guide in Alaska. This fall, he starts at the University of Wyoming on an academic scholarship. His college GPA so far: all A's.

The introduction to business and economics course was one of his favorites. His introduction to what's possible — visiting more than 20 countries, playing varsity sports, earning college credits, learning welding, graduating early — happened because a platform gave him the flexibility to build a life on his own schedule.

"It gave me the time to work at my own pace," Hudson says. "If I didn't understand a unit or a lesson, I could always go back and redo it until I really understood it. I never felt like I was slowing anybody else down."

## HIS ADVICE

"Don't just rule it out because it's homeschooling. Give it a try. It helped me and my family a lot. The advantages — graduating early, getting into college, getting to travel — none of that would have happened without it."

Sharon Joy puts it plainly for any parent still on the fence: "There are so many opportunities out there that the public schools aren't telling kids about. Where there's a will, there's a way. Acellus showed us the way."

### FROM HIS MOM

*"I wish I would have known about Acellus even before — because I have three girls already in college. It's been so fantastic for my boys."*

— Sharon Joy

# THE INVENTIONEERS

## ANNOUNCING THE ACELLUS STEM LOGIC LAB

### LOGIC YOU CAN HOLD IN YOUR HANDS

*The new Acellus STEM Logic Lab-1 brings the fundamentals of computing to life — physically, tangibly, and without writing a single line of code.*

#### What It Is

Every IF statement in a JavaScript program, every processor calculation, and every smartphone transistor boils down to simple logic gates: AND, OR, NOT, plus clever latches. The Acellus STEM Logic Lab-1 puts those exact building blocks directly into students' hands.

The board is clean and intuitive. Eight buttons line the bottom, a row of RGB LEDs glows across the top, and motion and light sensors watch for input. A small speaker adds sound. In the center: real AND, OR, NOT gates, latches, and a sequencer ready to be wired together.

Students plug wires from outputs to inputs—the circuit they build is the circuit that runs. Because everything is physical, they can trace signals with a finger to debug instantly. No screen can match that hands-on clarity.

#### Cool Stuff Students Have Already Built With It

Students have created impressive projects using the same logic gates in different arrangements—all without writing a single line of code. This proves real complexity comes from smart thinking, not more parts.

- Combination lock
- Motion-triggered haunted house
- Two-tone police siren
- Reaction-timing game

#### Where It Fits in STEM-10

The Logic Lab-1 is a key part of the Acellus STEM-10 journey, bridging early coding all the way to JavaScript and electronics. By experiencing logic gates and memory physically first, students gain an intuitive foundation that makes every later concept—conditionals, variables, circuits—far easier to master.

It doesn't replace the curriculum; it supercharges it. Understanding the "why" behind an AND gate makes writing better code natural. The gap between abstract theory and real hardware disappears.

*"Getting hands on that layer first, physically, gives students a feel for what their programs are actually doing down where the wires are."*

— The Inventioneers

#### QUICK FACTS

##### PRODUCT

Acellus STEM Logic Lab-1

##### PART OF

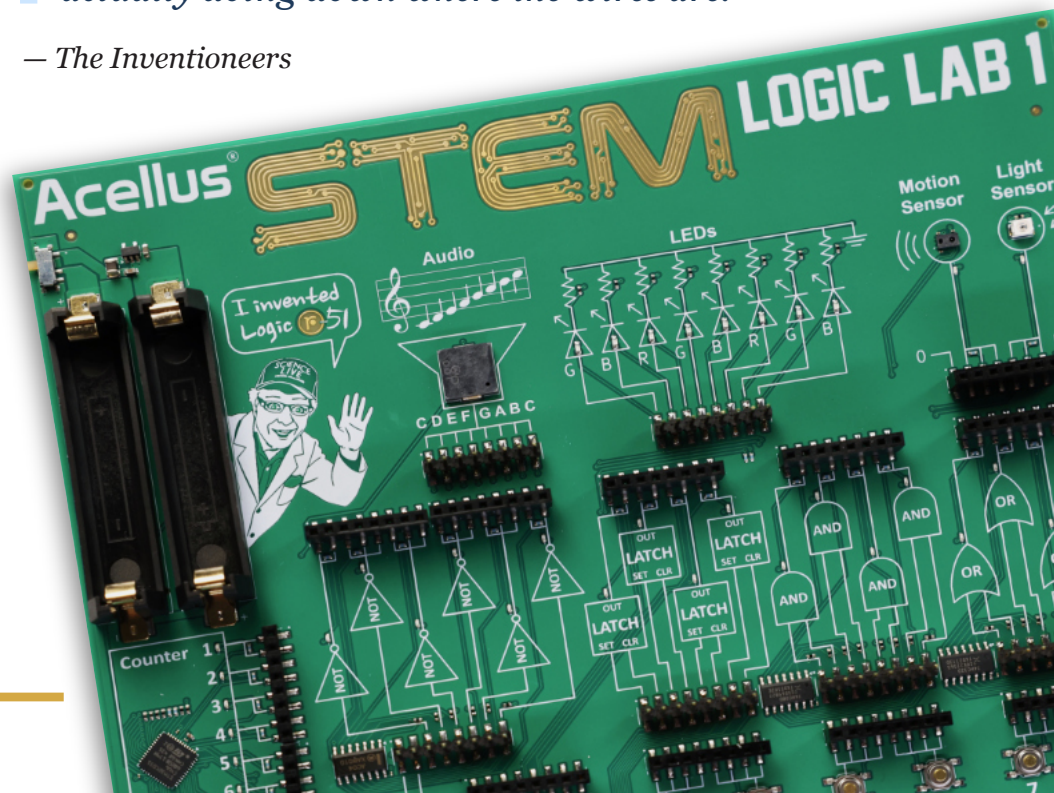
Acellus STEM-10 Initiative

##### GRADE LEVEL

Grades 3 and up

##### NO CODING REQUIRED

Students wire outputs to inputs — the circuit they build is the circuit that runs



# SCHOOLS THAT SHINE

## ACELLUS IN ACTION

### HOW LE GRAND UNION BEAT THE ODDS AFTER COVID

*In one of California's poorest rural farming communities, a K-8 superintendent turned a pandemic into a launching pad — and emerged with some of the strongest academic growth numbers in the county.*

#### THE CHALLENGE

Le Grand Union Elementary sits in a rural farming community in Merced County, California — 96% Hispanic and Latino students, 80% from low-income households, 40% English language learners. It is not the demographic profile that typically appears at the top of academic achievement charts. And coming out of COVID-19, Superintendent Scott Borba was staring at a problem that felt impossible to solve.

“My sixth-grade teachers were trying to teach sixth-grade curriculum, but they couldn’t,” he explains. “They were too busy going back and filling in holes in third, fourth, and fifth grade. They were having to reteach so much content that they weren’t even able to get to their own curriculum.”

The result was a domino effect of academic regression cascading through every grade level. Second and third-grade teachers were reteaching kindergarten and first-grade standards. Fifth-grade teachers were stuck in second and third grade. State test scores reflected it. The school was chasing its tail.

*“Figure out a way to get it. Then sit back and watch your scores go up. It works.”*

#### THE DECISION

Scott’s relationship with Acellus actually predates COVID by several years. He first connected with the platform in 2019, drawn specifically by its coding and robotics curriculum — part of his vision to prepare students in this rural community for STEM careers. He had built the only competitive elementary robotics program in the county, and Acellus’s coding labs were a natural fit.

Then COVID arrived. When schools shut down in March 2020, Le Grand Union was already ahead of the curve. “One of the things my teachers realized was, hey, did you know that Acellus also has language arts, math, history, science — all these other curricular areas?” Scott recalls. “Why don’t we just use Acellus? The kids are already familiar with it.”

Call it serendipity. The school that had adopted Acellus for robotics suddenly had a full academic learning platform ready for distance learning before distance learning became a buzzword.



**Scott Borba**  
Superintendent,  
Le Grand Union  
Elementary

#### QUICK FACTS

##### SCHOOL

Le Grand Union  
Elementary

##### LOCATION

Merced County, California

##### GRADES SERVED

K-8

##### STUDENT POPULATION

96% Hispanic/Latino 80% unduplicated (high poverty) 40% English Language Learners

##### PROGRAMS USED

Acellus Gold, Vectored Instruction

##### YEARS WITH ACELLUS

Since 2019

##### KEY OUTCOME

One of two schools in Merced County with positive academic growth vs. pre-COVID in both ELA and math

## BY THE NUMBERS

**TOP 2**

schools in Merced County for post-COVID academic growth

**ABOVE**

state average in language arts

**3 YEARS**

learning deficit closed for individual students

When Acellus introduced Acellus Gold and its Vectored Instruction® feature, Scott reached out to Dr. Marti Asay, his longtime contact at Acellus. He described the post-COVID gap problem. Her answer was immediate: “That’s exactly what Vectored Instruction is for.”

**THE IMPLEMENTATION**

Scott didn’t go school-wide immediately. Instead he designed a deliberate experiment. He placed Acellus Gold in one classroom per grade level — second through eighth — while the parallel classroom either used the previous Acellus platform or nothing at all. Two variables were held constant for the Acellus Gold classrooms: sufficient instructional minutes on the platform, and teachers actively engaging with the student progress dashboard.

“After maybe a month and a half, two months, the discrepancy between the two classrooms was so evident,” Scott says. By March of that year, his staff was asking a single question: Can we all use Acellus Gold, please?

The answer was yes. The school went fully school-wide and has now been running Acellus Gold for a full year. Acellus became the anchor of a blended learning model — students rotate through small-group direct instruction, project-based work, and Acellus-supported independent practice. Teachers teach grade-level content. Acellus fills the gaps.

“All of their planning and instruction is grade-level specific now,” Scott explains. “If you teach fifth grade, you’re teaching fifth grade. You’re not going back and filling in holes. We have something doing that for us.”

**THE RESULTS**

The numbers are striking — especially given the student population. Le Grand Union is one of only two schools in all of Merced County to achieve positive academic growth since pre-COVID levels in both language arts and math.

Not post-COVID recovery. Pre-COVID comparison. The learning loss that has paralyzed districts across the country has been not just reversed but surpassed.

“Our kids are above the state average in language arts and creeping up on the state average in math,” Scott says. “With a challenging population. That’s the mindblow.”

Individual student stories reinforce the data. Students entering fourth grade reading at a first-grade level have left fifth grade reading on grade level. Students who might have been referred to special education programs are staying in the mainstream classroom. Three-year learning deficits, closed.

Scott is careful to share the credit. The school runs a robust intervention program, a strong K–2 early literacy initiative, and a staff that has bought in fully to a blended learning philosophy. But he doesn’t shy away from Acellus’s role. “It’s a big piece of why we’re experiencing so much success here.”

The Acellus Gold store — an incentive system where students earn virtual coins and redeem them for creative activities like writing their own stories — has been a particular hit with younger students. “I don’t hear students or families complaining about Acellus like I have with other learning platforms over my career,” Scott says.

**WHAT’S NEXT**

Scott sees a future where Acellus handles the foundational skill-building and gap-filling, freeing teachers to run project-based learning all day. It sounds idealistic, he admits — but less so than it did a year ago. “What I’m starting to see is that could be an absolute reality if we stay on this track.”

His advice to schools considering Acellus is characteristically direct: “Figure out a way to get it. Get your teachers to buy into it. Give it time. Then sit back and watch your scores go up. It works.”

# COURSE CATALOG

NEW & UPDATED

## HISTORY'S BIGGEST MYSTERIES

NOW AN ACELLUS COURSE

Acellus' newest Social Studies offering doesn't just teach history. It asks students to investigate it — and question everything they think they know.



### ABOUT THE COURSE

What really happened in Dealey Plaza the day JFK was assassinated? Where did the Lost Colony of Roanoke disappear to? Is the Ark of the Covenant still hidden somewhere today? These are the kinds of questions most high school curricula sidestep entirely. The new Acellus course Conspiracy Theories asks students to step in.

Designed for grades 9–12, Conspiracy Theories is a Social Studies course built around the intersection of historical research and critical thinking. It starts with the fundamentals: where do conspiracy theories and historical myths come from, how do you distinguish fact from fiction, how do you spot misinformation, and how do you conduct a proper investigation? Students practice comparing competing interpretations of events and forming evidence-based conclusions rather than relying on speculation.

From that foundation, the course moves into a series of in-depth case studies that cover some of history's most debated and enduring mysteries.

### ACCESS THIS COURSE

Available now through Acellus Gold for enrolled high school students. Visit [Acellus.com](https://www.acellus.com) to learn more.

*“In an age when misinformation travels faster than ever, this course helps students become more thoughtful, evidence-based thinkers.”*

### COURSE DETAILS

#### COURSE TITLE

Conspiracy Theories

#### SUBJECT AREA

Social Studies

#### GRADE LEVEL

High School (Grades 9–12)

#### SKILLS DEVELOPED

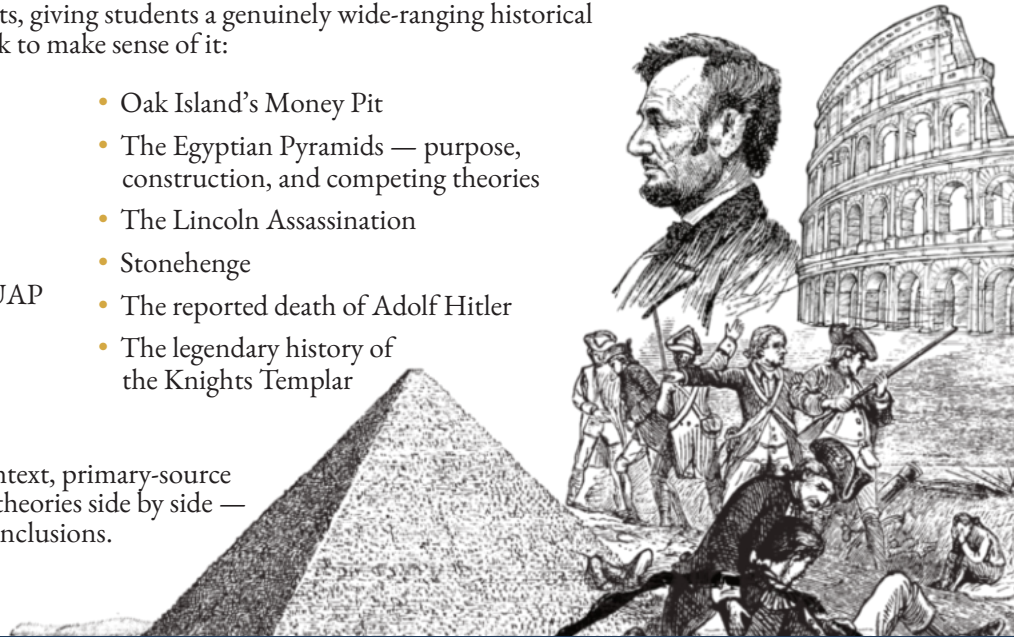
Historical analysis, source evaluation, critical thinking, identifying misinformation, evidence-based reasoning

## WHAT STUDENTS INVESTIGATE

The case studies span centuries and continents, giving students a genuinely wide-ranging historical education alongside the investigative framework to make sense of it:

- The JFK Assassination — one of the most detailed examinations available in any high school curriculum
- The Lost Colony of Roanoke
- The Ark of the Covenant
- UFO sightings from Roswell to the 2021 UAP Report and 2025 Congressional hearings
- The Bermuda Triangle
- The Nazca Lines
- Oak Island's Money Pit
- The Egyptian Pyramids — purpose, construction, and competing theories
- The Lincoln Assassination
- Stonehenge
- The reported death of Adolf Hitler
- The legendary history of the Knights Templar

For each case, students examine historical context, primary-source evidence, official explanations, and competing theories side by side — then weigh the evidence and draw their own conclusions.



## WHY IT MATTERS

The skills this course builds go well beyond history class. In a media environment where misinformation spreads faster than correction, the ability to evaluate sources, identify bias, and reason from evidence is genuinely essential. Conspiracy Theories gives students a compelling reason to develop those skills — because the subject matter is fascinating enough to make the work feel worthwhile.

For educators, it also offers something rare: a course that students actually want to be in. History comes alive when the questions are unresolved and students get to be the investigators.



## INSTRUCTOR SPOTLIGHT

### *Social Studies & History*

Dr. Todd Edmond brings more than 30 years of teaching and administrative experience to the Acellus platform. Known for dynamic storytelling and a gift for making history genuinely engaging, he has created and taught multiple high school and AP courses in history and related subjects through Acellus.

In 2013 he was selected as a Henry Ford Teacher Fellow for his innovative approach to education. In 2025 he received his Doctor of Education degree from the Institute of Science and Technology.



# OPPORTUNITIES TO GET INVOLVED INITIATIVES OF ACELLUS

## ACELLUS ACADEMY



Acellus Academy is a fully accredited online school serving K–12 students who need a flexible, personalized alternative to traditional education. Using the full Acellus curriculum, students learn at their own pace through engaging video-based lessons taught by qualified instructors.

With features like Vectored Instruction, Acellus identifies learning gaps and provides targeted support to help students achieve mastery before moving forward. Parents can easily monitor progress, while students have the freedom to learn from anywhere — whether at home, traveling, or balancing unique schedules and opportunities.

Acellus is ideal for families seeking a rigorous home-based education option, including students with medical needs, performance athletes, and those in rural areas with limited course access. Acellus students have gone on to earn college scholarships, complete dual enrollment programs, and graduate early.

Enrollment is open year-round. To learn more, visit [acellusacademy.com](https://www.acellusacademy.com) or [acellus.com](https://www.acellus.com), or call (866) 684-6127 to speak with an enrollment advisor.

## ACELLUS FOR SCHOOLS

### CLASSROOM-READY IMPLEMENTATION

Acellus equips public and private schools with a flexible, standards-aligned platform designed for in-classroom and blended learning. Schools use it for core instruction, intervention, credit recovery, special education, gifted programs, or STEM — integrating seamlessly without disrupting schedules.

When your school signs up, you can expect:

- Fast Onboarding — Quick setup, staff training, and dedicated support.
- Flexible Classroom Models — Including Gold Spark, the popular 40/20 blended model (40 minutes adaptive digital instruction + 20 minutes teacher-led collaboration and higher-order activities).
- Teacher Empowerment — Real-time dashboards and automated tools that free educators to focus on mentoring and instruction.
- Proven Outcomes — Strong gains in engagement, mastery, and test scores across diverse populations. Acellus complements strong teaching, helping schools differentiate instruction and keep every student on track for graduation.

To learn more, contact [partnerships@acellus.com](mailto:partnerships@acellus.com) or visit <https://www.acellus.com/schools/>.



## NATIONAL CYBERSCHOOL

National Cyberschool offers families the opportunity to homeschool using Acellus Gold Edition courseware — with tuition fully covered by participating school districts. It is one of the most compelling programs in the Acellus family: a tuition-free, parent-controlled, hybrid homeschooling model that combines the flexibility of home education with the academic rigor of a full K–12 curriculum.



### INFORMATION FOR SCHOOLS & DISTRICTS

In today’s dynamic educational landscape, forward-thinking school districts are turning to innovative solutions that re-engage families and boost enrollment—without sacrificing the heart of community schooling. Enter the National Cyberschool Program from Acellus, a proven hybrid model that empowers public schools to offer the best of both worlds: high-quality, at-home academics paired with the irreplaceable social and extracurricular experiences of traditional school.

Districts across the nation are already seeing remarkable results. With comprehensive startup support—including virtual school grants, Board of Education approval materials, teacher documentation, and expert guidance—launching a Cyberschool program has never been easier. Acellus handles the heavy lifting so your district can quickly recruit homeschool families and bring them back into the fold. The outcome? Stronger enrollment numbers, happier families, and students who remain connected to their local school community.

One standout success story is Acton-Agua Dulce Unified School District in California, which welcomed 180 new students in its very first year—an impressive 18% enrollment increase.

Learn more and explore partnership opportunities: <https://www.acellus.com/schools/cyberschool-program/>

### INFORMATION FOR HOMESCHOOLERS

Imagine a homeschooling experience so complete and flexible that your child thrives academically while still enjoying the sports, band, dances, and friendships of their local public school. Welcome to National Cyberschool—Acellus’s exciting tuition-free hybrid program offered through partnering public school districts nationwide.

Families enrolled in National Cyberschool receive full access to the award-winning Acellus Gold Edition curriculum, featuring engaging video lessons taught by master instructors, Vectored Instruction that automatically fills learning gaps, the powerful Acellus Writing Tutor, and a wide range of core, AP, honors, and career-focused courses. Parents maintain full control over course selection, ensuring alignment with their family’s values and educational goals.

Students learn from the comfort of home with the support of Acellus’s dedicated online teachers, yet they remain eligible to participate in their local district’s extracurricular activities. Upon completion, graduates proudly receive a diploma from their participating public school—giving them every opportunity for college and beyond.

No more choosing between quality academics and community involvement. National Cyberschool delivers the perfect balance: rigorous, personalized learning at home and the full school experience where it matters most.

Discover how to enroll your family today: <https://www.acellus.com/schools/nationalcyberschool/>

#### GETTING STARTED

To check whether your district participates and to begin enrollment, visit [acellus.com/national-cyberschool/enroll](https://www.acellus.com/national-cyberschool/enroll). If your district has not yet joined National Cyberschool, you may join the waitlist. For district partnership inquiries, contact [partnerships@acellus.com](mailto:partnerships@acellus.com).

# JOIN OUR TEAM

## CAREER OPPORTUNITIES

### WORK AT THE HEART OF EDUCATION INNOVATION

The International Academy of Science is a mission-driven organization that believes every student deserves access to an excellent education. Our team is made up of educators, engineers, designers, and support professionals who share that belief and work every day to make it real. Working at IAS means working somewhere where the mission is the reason — not a paragraph in an employee handbook.

Current openings are listed below. For the most up-to-date list of positions and to apply, visit [acellus.com/careers](http://acellus.com/careers) or contact KC Career Makers at [info@kccareermakers.com](mailto:info@kccareermakers.com).

## CURRENT OPEN POSITIONS

*We offer competitive compensation, meaningful work, and the satisfaction of contributing to something that genuinely changes lives. We look forward to hearing from you.*

#### ENVIRONMENTAL SCIENCE TEACHER

##### EDUCATION, ON-SITE

In this role, you will play a key part in developing and refining online course content to ensure it meets high educational standards and inspires learners. This role is ideal for individuals with a degree in environmental science who are eager to take their expertise into the world of digital learning.

#### FRONT END DEVELOPER

##### ON-SITE

Build beautiful, easy-to-use applications and interfaces. Use HTML, CSS, JavaScript, and tools like React to create user-focused, high-performance web applications and work with a creative team on exciting projects.

#### CALL CENTER APPRENTICE

##### SERVICE, ENTRY-LEVEL, ON-SITE

In this role, you'll receive hands on training in a customer service apprenticeship. You will provide encouragement, and resources to parents homeschooling their children.

#### BIOLOGY TEACHER

##### EDUCATION, ON-SITE

In this role, you will play a key part in developing and refining online course content to ensure it meets high educational standards and inspires learners. This role is ideal for individuals with a degree in biology who are eager to take their expertise into the world of digital learning.

#### PHYSICS TEACHER

##### EDUCATION, ON-SITE

In this role, you will play a key part in developing and refining online course content to ensure it meets high educational standards and inspires learners. This role is ideal for individuals with a degree in physics who are eager to take their expertise into the world of digital learning.

# ADVERTISE IN THE ACELLUS JOURNAL

## REACH THE ACELLUS COMMUNITY

The Acellus Journal is the official monthly publication of Acellus — reaching educators, administrators, parents, and students across the country.

Every month, the Acellus Journal lands in the hands of the people who shape education — the teachers choosing curriculum, the administrators evaluating platforms, the parents deciding what's best for their children, and the students building their futures. This is a community that is engaged, mission-driven, and actively looking for tools, resources, and partners that share their values.

If your organization serves this community, we want to hear from you.

## WHO READS THE ACELLUS JOURNAL

01

### Teachers

K–12 educators using Acellus in classrooms across the country — looking for tools, resources, and professional development.

02

### Administrators

Superintendents, principals, and curriculum directors evaluating programs and making purchasing decisions.

03

### Parents

Families enrolled in Acellus Academy, Power Homeschool, and National CyberSchool — actively invested in their children's education.

04

### Students

Current Acellus students motivated by their education and building toward college, careers, and beyond.

05

### Education Professionals

Courseware developers, ed-tech specialists, and education industry professionals connected to the Acellus ecosystem.

## WHY ADVERTISE WITH US

### TARGETED, ENGAGED READERSHIP

Every reader has a direct connection to the Acellus Learning System — teachers, administrators, and parents who are actively invested in education and open to relevant products and services.

### PRINT AND DIGITAL REACH

Distributed in print to subscribers nationwide and available digitally at [Journal.Acellus.com](http://Journal.Acellus.com) — giving your message both lasting physical presence and broad online visibility.

### MISSION-ALIGNED CONTEXT

Your message appears alongside content about educational innovation and student success. The context elevates your brand and signals shared values to every reader.

## LET'S START A CONVERSATION

We welcome organizations that serve the K–12 education community — ed-tech companies, curriculum providers, homeschool resources, college prep services, and more. All partner content is reviewed for relevance and alignment with Acellus values. Reach out and we'll get back to you promptly.

Email: [partnerships@acellus.com](mailto:partnerships@acellus.com)  
Phone: 816-235-3500

# ACELLUS CALENDAR

## UPCOMING EVENTS

# SPRING & SUMMER 2026

## ACELLUS WORLD

**MAY 23-24**

**Kansas City, MO  
IAS Campus**

The flagship annual gathering of the Acellus community. Two days of platform training, educator networking, breakout sessions, and the official launch of the Acellus Journal. Complimentary copies of Issue 1 distributed to all attendees.

Registration:  
[acellus.com/world](https://acellus.com/world)

## SPRING GRADUATION CEREMONIES

**MAY 23-24**

**Kansas City, MO  
Acellus Conference Center  
Virtual**

Celebrating Acellus's largest graduating class at Acellus World.

Virtual ceremony streamed live at  
[acellusacademy.com/live/](https://acellusacademy.com/live/)

## SCIENCE FAIR WINNERS ANNOUNCED

**MAY 23**

**Kansas City, MO  
Virtual**

The Science Fair winners are scheduled to be announced during the live broadcast of Science Live at Acellus World on May 23, 2026 at 7:00 pm (CST).

Watch in-person at Acellus World or join virtually at [sciencelive.com](https://sciencelive.com).

## NATIONAL CHARTER SCHOOL CONFERENCE

**JUNE 22-24**

**New Orleans, LA**

Dr. Roger Billings, founder of Acellus and high-tech innovator, will reveal the science and technology behind why Acellus is so effective at the National Charter School Conference in New Orleans on June 24th.

You can review the program details here:  
[acellus.com/schools/cyberschool-program](https://acellus.com/schools/cyberschool-program)

# HOW ACELLUS IS WAKING UP EDUCATION

### KEYNOTE ADDRESS:

**Dr. Roger Billings, Acellus Chairman**

*Acellus National Administrator Conference  
Kansas City, Missouri, 2026*

### The Intro: A Fishing Story

When I moved to Missouri about a million years ago, I took my five daughters fishing on Lake Taneycomo. Now, Lake Taneycomo is some of the finest trout fishing in America. And I was raised in Provo, Utah, so I knew about catching trout. Or so I thought.

All around us, people were reeling in fish left and right. But us? We couldn't get a single bite. Not one. You can imagine my feelings when my number three daughter looked up at me and said, "Dad... are we ever going to catch something?"

Nothing in my life could have made me more determined. Early the next morning, before the girls were up, I was out on the lake with the man they said was the best fishing guide in the state. Before I even dipped my line in the water, he stopped me. He said, "With that eight-pound test line, you will never get a bite." See, on the Provo River where I learned to fish, there were so many rapids it didn't matter. But Lake Taneycomo's water flows from the bottom of a 300-foot dam — crystal clear and perfectly still. The fish could see my line. I was doing what I had always done, and it wasn't working... because the conditions had changed.

He gave me two-pound test. Invisible. That same afternoon, every one of my girls caught fish. And I was a proud dad again.

Now, if I tried to use that little fishing story to explain what's happening in education today, it would be too small. The problem we face in education is not a "change your line" kind of problem. So instead, I'm going to tell you a story about a woman named Pajet Monet. And I'll warn you up front — this time, my story is just a story. It never really happened. But it sure makes my point.

In this story, Pajet went fishing down at Lake Taneycomo. Now, there's a limit of four trout per person, and only one of those can be a German Brown. On the day of our story, Pajet was coming in from the lake, her boat loaded with beautiful German Brown lunkers — that means really big fish. Waiting for her on the dock was the Conservation Agent.

When he saw all those fish, he became outraged. That's not *sotional*. He was shaking his fist. But Pajet just looked up at him,



smiling, and said, "I bet you'd love to know my secret — how I caught so many big fish."

Well, she had him. He had never in his life seen that many large German Browns. And as an avid angler himself, the temptation was more than he could resist. "Be here at ten o'clock tomorrow morning," Pajet said, "and I will teach you my secret."

The next morning, the Conservation Agent took the day off. He was there by 9:30 — loaded down with fishing poles, waders, tackle box, even a fish net. Then Pajet pulled up in her white Mercedes — that part of the story is true — and climbed out all dressed up, hair done, carrying nothing but a fancy gold lunch pail. She stepped into the boat in her dress and they headed out onto the lake.

The Agent baited up and made his first cast. Pajet opened her lunch pail and took out a gourmet sandwich. From the corner of his eye, the Agent watched her every bite. Finally, after a sip of Kombucha, he heard her say: "It is time to fish."

She reached back into that lunch pail and pulled out a stick of dynamite. She lit the fuse. The Agent's eyes went wide as she tossed it out over the water. A massive explosion — and stunned fish came floating up all around the boat. "Just net the big Browns," she said calmly, as the Agent began to fume.

Now at this point in the story, I need to bleep a few of the words coming out of the Conservation Agent's mouth, because he was really upset. He went on and on about every law she was breaking, every charge he was going to file, everything he was going to do — because you cannot fish with dynamite. It is illegal.

Meanwhile — Agent still yelling, Pajet perfectly calm, perfectly composed, perfectly *sotional* — she opened that lunch pail one more time and pulled out a second stick of dynamite. She lit the fuse. She held it out to the Conservation Agent and said:

**"Are you going to fish... or are you just going to talk?"**

Ladies and gentlemen, that is the question I came here to ask you.

*For decades, we have been standing on the dock arguing about education. We have debated policies. We have passed legislation. We have held summits and written white papers and formed committees. Meanwhile, a generation of children has been floating by.*

Twenty-two percent. That is the percentage of American high school seniors who are proficient in math. That means nearly four out of five will walk across a graduation stage this spring unprepared for the world waiting for them. If this were an airline, we would ground every plane. If this were a hospital, we would shut it down. But because it's our schools... we just keep talking.

Well, I didn't come here to talk.

Eighteen years ago, I got into Acellus because education was broken. From my training as an engineer, I knew that if I could get inside the problem, I could figure out what was wrong — and then we could fix it. The deeper we went, the more complicated it got. And then came the thing that changed everything — not because it fixed education, but because it broke it so completely that it could never be put back together the same way again. Covid.

Covid didn't just set students back. It shattered the illusion that the old system was working. It proved — beyond any doubt — that doing the same thing, the same way, with the same tools, was never going to be enough.

So today, I am not here to have another conversation about what's wrong with education. You already know what's wrong. I am here to hand you the dynamite.

The question is — are you going to fish... or just talk?

### Vectored Instruction®: Finding the Hole and Filling It

Let me tell you something most people in education already know but almost nobody wants to say out loud.

When a student fails a math lesson, we do what we've always done. We reteach it. We slow down. We say it again, louder, maybe with different words. And when that doesn't work, we say it again. And the student still doesn't get it. So we label them. We say they're "behind." We say they "lack motivation." We say they have a "learning gap." And then we move on — because the curriculum says it's time for the next lesson.

But here is what we discovered when we got inside the problem. The student didn't fail because the lesson was bad. The student didn't fail because they aren't smart enough. The student failed because somewhere — maybe a year ago, maybe three years ago — they missed something. A foundational concept. A building block. And without that piece, nothing built on top of it will ever make sense.

Think of it this way. Imagine you are building a house. You get to the second floor and the floor sags. Something is wrong. Now, what does our traditional education system do? It says, "Let's reteach you second-floor construction." They go over the framing again. They hand you the same blueprints. They try a different teacher. But the floor still sags. Because the problem was never the second floor.

The problem is a crack in the foundation.

And until you go down, find that crack, and fix it — nothing you do on the second floor is going to matter.

Now let me show you how it works,

*That is what Vectored Instruction® does. It doesn't reteach the same lesson. It goes down to the foundation. It finds the crack. And it fixes it. Then the student comes back up to the second floor — and this time, the floor holds.*

because this is where it gets extraordinary.

When a student answers a question wrong, most systems just mark it wrong and move on. Acellus does something completely different. It looks at which wrong answer the student chose. Because every wrong answer tells a story.

We discovered, through years of research, that when students get a problem wrong, large percentages of them give the same wrong answers. Not random guesses — predictable, patterned errors. And when you study those patterns, they reveal the specific foundational concept the student is missing.



We call this technology Prism Diagnostics. Think of it like a prism. When you pass white light through a prism, it separates into a spectrum of distinct colors based on different wavelengths. In the same way, Prism Diagnostics takes a group of students who all got the same question wrong and splits them into distinct groups — each group revealing a different underlying deficiency. Same wrong answer on the surface. Completely different reasons underneath.

And here is the breakthrough: once the system identifies the specific hole in a student's understanding, it responds instantly — right at that moment — with a customized lesson designed for that precise deficit. Not a generic review. Not a one-size-fits-all remediation. A targeted intervention, built to fill that one crack in that one student's foundation.

And Vectored Instruction doesn't just look at the current lesson. When a foundational deficiency is diagnosed, it goes as far back as necessary. If a tenth grader is struggling with algebra because of something they missed in fifth-grade fractions, Vectored Instruction reaches back to fifth grade, builds a targeted bridge of instruction to close that gap, and then brings the student forward again — all while keeping them enrolled in their grade-level course, on track for credit, on track for graduation.

This is critical. In the traditional system, if you're behind, you stay behind. You get pulled out. You get put in a remedial class. You lose your place. And the message the student hears is: you are not good enough to be where you're supposed to be.

Vectored Instruction sends a completely different message. It says: we know exactly what you're missing, we're going to fix it right now, and you're going to keep moving forward.

Now think about what this means for the teacher. Picture a seventh-grade math class. Half the students are performing at a fourth-grade level. The other half are at a sixth-grade level. The curriculum says: teach seventh-grade math. What does that teacher do?

She teaches to the middle — and loses everyone. The top students are bored. The bottom students are lost. And the teacher goes home exhausted, demoralized, feeling like a failure. But she didn't fail. The system failed her. It put her in an impossible situation and told her to make it work.

With Vectored Instruction, every student in that classroom is getting instruction at

exactly the level they need — not where the curriculum says they should be, but where they actually are. The gaps get filled in real time. The students move forward at their own pace. And the teacher is finally free to do what only a human teacher can do — mentor, inspire, lead discussions, and give attention where it matters most.

Now, I know what some of you are thinking. This sounds good in theory. Does it actually work?

Let me tell you about the Community School of Holy Angels. Holy Angels is a school dedicated to students in special education — students with severe learning challenges. The students that everyone else had given up on. They were selected as one of the first schools in the nation to pilot Acellus Gold with Vectored Instruction.

In one school year — one year — math scores rose by up to forty percent. English scores improved by twenty-four percent. These are students in special education. The ones the system said couldn't keep up.

**40%** gain in math scores

**24%** improvement in English scores

One student at Holy Angels came from a non-English-speaking household. She was on the autism spectrum and struggled to communicate. After working with Acellus Gold and Vectored Instruction, she began speaking fluently in English. That is not a statistic. That is a child whose life was changed.

That is what happens when you stop guessing where a student is struggling and start knowing. That is what happens when you find the hole and fill it.

For eighteen years, the question that has driven everything we do at Acellus is this: Why can't this child learn? And what we discovered — over and over and over again — is that the child can learn. The child wants to learn. But somewhere along the way, a piece went missing, and nobody went back to find it.

Vectored Instruction goes back and finds it.

You know, I started this talk with a fishing story. I told you about a man from Utah who couldn't catch fish in Missouri because he was using the wrong line. The conditions had changed, and he had to change with them.

Education is no different. The conditions have changed. The students sitting in classrooms today are not the same students who sat there twenty years ago. The gaps are deeper. The challenges are greater. And the old tools — the old line — cannot catch these fish.

Vectored Instruction is not an incremental improvement. It is not a new textbook or a new teaching method or a new policy. It is a fundamentally different way of reaching students — one that starts by understanding exactly where each child is, goes back as far as necessary to build what was missing, and then brings them forward.

**This is the dynamite.**

## The Gold Store: Making Learning Feel Like Winning

Now I want to talk about something that every teacher, every parent, and every superintendent in this room has wrestled with. Motivation.

You can have the most brilliant curriculum ever designed. You can have Vectored Instruction finding every gap and filling it perfectly. But if the student doesn't want to sit down and do the work, none of it matters. And this is the honest truth about where we are today: we are competing for our students' attention against some of the most sophisticated engagement systems ever built.

Think about it. Video games. Social media. Streaming platforms. These are multi-billion-dollar industries with armies of engineers whose entire job is to make sure your child cannot look away. They use reward loops, achievement systems, points, levels, streaks — everything designed to trigger that feeling of I did something. I earned something. I want to keep going.

And then we send that same child to school and say, "Work hard for a letter grade you won't see for six weeks." Is it any wonder they check out?

So we asked ourselves a question: what if school felt more like winning? Not dumbed down. Not turned into a game. But what if

the same psychology that makes those apps so addictive — the feeling of earning, achieving, and being rewarded for effort — could be harnessed for learning?

That is the Acellus Gold Store.

Here is how it works. In Acellus Gold, students earn Gold Credits for mastering concepts, completing assignments, and demonstrating real academic achievement. The harder they work, the more they earn. And those credits are not abstract. They are not a number on a screen that means nothing. Those credits can be spent in the Gold Store — a real store, right there in their school, stocked with things students actually want. Hoodies. Backpacks. STEM robots. School supplies. Acellus gear they can wear with pride.

Now, I want you to picture this. A student walks into school wearing an Acellus hoodie she earned by mastering her math course. Her friend sees it and says, “How did you get that?” And she says, “I earned it.”

That is a completely different conversation than anything that happens with a report card. That hoodie is visible. It is tangible. It is a badge of honor. And suddenly, the culture shifts.

Working hard in school becomes something to be proud of. It becomes something your peers notice. It becomes cool.

I have watched this happen in school after school. Students who were disengaged, who had given up, who saw no point in trying — they start earning Gold Credits and something changes.

*It is not just the reward. It is the recognition. For the first time, the system is telling them: your effort matters. Your hard work has value. And here is the proof.*

But here is what really matters about the Gold Store. It is not about hoodies and backpacks. It is about teaching students a fundamental life lesson: effort produces results.

In the real world, when you work hard, you get rewarded. When you develop a skill, opportunities open up. When you show up and give your best, good things happen. That is how life works. But school — traditional school — has never taught that lesson. You work hard for twelve years and what do you get? A piece of paper at graduation. Maybe a handshake.

The Gold Store creates what the apps and the games have always understood: a real economy of achievement. The currency is effort. The reward is immediate. And the lesson — that what you put in determines what you get out — stays with that student for the rest of their life.

Some people hear about the Gold Store and think it sounds like bribery. Let me tell you what bribery looks like: bribery is paying someone to do something they would never do on their own. What we are doing is recognition. We are telling students that their work has worth. That they have earned something real. And if you think that’s bribery, I’d ask you: do you go to work without a paycheck?

## Gold Spark: The 40/20 Revolution

Now, everywhere I go, I hear the same question: “Is Acellus going to replace teachers?”

Let me be very clear. No. And that was never the point.

There is a false choice being presented in education today. On one side, you have people saying technology is the future — put every kid in front of a screen and let the software handle it. On the other side, you have people saying technology is the enemy — get back to basics, get back to the chalkboard, and let teachers teach.

*They are both wrong. The answer is not technology or teachers. The answer is technology and teachers, working together in a way that has never been possible before. And that is what Gold Spark is.*

Gold Spark Learning is built on a simple, powerful structure: forty minutes of personalized digital instruction through Acellus, followed by twenty minutes of live, teacher-led Special Lessons. Every class. Every day. We call it the 40/20 model.

In the first forty minutes, every student in the classroom is learning at their own level, at their own pace. Vectored Instruction is finding gaps and filling them. Prism Diagnostics is identifying deficiencies in real time. The Gold Credits system is keeping them engaged and motivated. Every child is getting a truly personalized education — something that has never been possible in a traditional classroom with one teacher and thirty students.

Then the teacher steps in for twenty minutes. But here is what makes this different: those twenty minutes are not the same twenty minutes the teacher used to have. In a traditional sixty-minute class, the teacher lectures for forty minutes to the whole group — one speed, one level, take it or leave it — and then has twenty minutes left over for individual help. Twenty minutes for thirty students. That is forty seconds per child.

In Gold Spark, the equation is flipped. The technology handles the personalized instruction for forty minutes. Then the teacher steps in for twenty minutes of what we call Special Lessons — and those twenty minutes are powerful. Because now the teacher is not trying to deliver content to thirty students at thirty different levels. The content has already been delivered. Individually. Personally. The teacher is free to do what only a human teacher can do.

Lead a discussion. Run a project. Do a hands-on experiment. Look at a struggling student in the eye and say, “I see you working hard and I’m proud of you.” Facilitate debate, build critical thinking, spark curiosity, model what it means to be a thoughtful human being. That is what teachers were born to do. And for too long, the system has buried them under content delivery and test prep and paperwork.

*Gold Spark doesn’t take teachers away from students. It gives teachers back to students.*

These twenty-minute Special Lessons are designed to go deeper. The teacher uses Acellus-provided resources — lesson outlines, projected videos, discussion guides — to lead collaborative learning experiences. Project-Based Learning. Peer discussions. Hands-on demonstrations. The kind of higher-order thinking that you simply cannot get from a screen.

And because the teacher has real-time data from the digital phase — she knows exactly what her students understood and where they struggled — those Special Lessons are not one-size-fits-all. They are targeted, informed, and effective.

Let me put it plainly. In a traditional classroom, every student gets the same instruction whether they're ready for it or not. In Gold Spark, every student gets forty minutes of instruction tailored exactly to their level — plus twenty minutes of the best thing in education: a real, live, caring teacher giving them her full attention.

That is not replacing teachers. That is honoring them. It is saying: you are too valuable to waste on tasks a machine can do better. We are going to free you up to do the things that no machine will ever do.

Teachers are not the problem in education. Teachers are the answer. But they need the right tools. Gold Spark gives them those tools.

### Why I Do This: The 1966 Moment

I want to take you back sixty years. 1966. A high school senior in Utah is working in his garage. He has an idea — an idea that everyone around him says is impossible. He wants to build a car that runs on hydrogen.

Now, his father is not a rich man. But his father believes in him. And his father does something extraordinary: he gives his son a Model A Ford. Not a new car. A broken-down Model A. And he says, essentially: if you believe you can do this, then show me.

That teenager took that Model A, rebuilt the engine to run on hydrogen, entered it in the International Science Fair, and won the Gold and Silver Award. A kid from Utah with a big idea and a father who believed in him.

That teenager was me.

I tell you that story not to talk about hydrogen or science fairs. I tell you that story because it explains everything that has happened since.

From hydrogen to computers. From computers to cryptography. From cryptography to education. The through-line of my entire life has been a single conviction: knowledge is the most powerful force on earth, and every child deserves access to it.

In 1966, a father gave his son the tools and the belief to do something extraordinary. That is what education is supposed to do. It is supposed to take a young person, hand them the tools, and say: I believe you can do something great. Now show me.

But for millions of children in America today, that is not what is happening. They are sitting in classrooms where nobody knows what they're missing. They are falling further behind every day and being told it is their fault. They are losing faith — in school, in themselves, in the idea that education can change their life.

I am a father and grandfather. Every single one of my children matters more to me than any business, any invention, any award I have ever received.

I know what it means to worry about whether your child is getting the education they need. I know what it means to sit at a kitchen table at midnight helping with homework. I built Acellus because I wanted something better for my kids — and then I realized that every kid deserves the same thing.

When I fight for education, I am not fighting for a product. I am not fighting for a company. I am fighting for the same thing every parent in this room is fighting for: a future for our children.

Every day a child falls behind, the gap grows wider. Every semester a student is disconnected, the window for reaching them narrows. We do not have the luxury of waiting for the system to fix itself.

The bureaucrats who write letters from their offices about programs they have never seen are not going to save these children. The institutions that care more about protecting their market share than educating kids are not going to save them.

We are going to save them. And we are going to do it now.

Sixty years ago, a teenager in a garage believed that science could change the world. He still believes it.

Today I have shown you the tools. Vectored Instruction that finds the hole and fills it. Prism Diagnostics that sees what no teacher can see alone. The Gold Store that makes hard work feel like winning. Gold Spark that puts the power of personalized learning and the irreplaceable value of a great teacher together in the same classroom.

These are not ideas on a whiteboard. They are working. Right now. In schools across this country. Changing lives. One student at a time.

I started today with a question Pajet Monet asked the Conservation Agent. Now I am going to ask it one last time — not as a joke, not as a story, but as a challenge from one person who loves children to a room full of people who feel the same way:

**Because I am handing you the dynamite. And the fuse is already lit.**

*“Are you going to fish...  
or are you just going to talk?”*



**Dr. Roger Billings**

*President,  
International  
Academy of Science*

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