

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]; Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	ACE Empower Academy Middle School		
Contact Name and Title	Vu Long Trinh, Principal	Email and Phone	vt Trinh@acecharter.org 408.729.3920

2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

The Mission and Vision

The mission of ACE Empower Academy Middle School and the entire ACE network is as follows:

ACE works with families and communities in the highest-need neighborhoods to create and sustain a middle and high school pathway where students who have been left behind by the traditional school system grow to be ready, by the time they leave high school, to choose to attend and graduate from a four-year college or university.

The ACE motto of **Grow, Everyone, Every Day** places growth as the school's most important outcome, and asserts that everyone - not only those who are statistically more likely to succeed - will grow to personal and academic college readiness. This statement of hope and optimism is at the core of all work at ACE.

Students and Community We Serve

The vast majority of ACE students are low-income Latinos from the highest-need neighborhoods in East San Jose. ACE students represent the demographic subgroups that are most significantly underrepresented in college: 94% are from low-income families, 96% are Latinos, 53% are English Learners, and 15% are students with special needs..

ACE Charter Schools graduated its first class of seniors from ACE Charter High School in June 2016. The achievements of this class speak volumes:

- **95%** completed A-G requirements
- **92%** were accepted to college, with 54% accepted to a four-year college
- **77%** headed off to college, with roughly half of these students going to four-year universities such as UC Davis, San Jose State, Chico State and others, and the other half enrolling in local community colleges

such as Evergreen and De Anza

- **98%** will be first in their family to graduate college

It is the goal of ACE that all students enrolled in ACE Empower Academy Middle School matriculate to an ACE High School and then to college, as part of its three-step pathway to college completion.

Exit Outcomes

ACE develops students who choose to attend a two- or four-year college upon graduation and ultimately graduate from a four-year college or university. In order to go on to succeed in college and in their chosen profession, students need to develop two key attributes:

- A Culture of Optimism
- College-ready Confidence

Social and Emotional Qualities

ACE seeks to instill a Culture of Optimism in students, by supporting students in developing:

- A Knowledge of Self
- A Growth Mindset
- Shared Community Values, such as Respect, Pride, and Ganas

Academic Qualities

ACE seeks to instill College Ready Confidence in students, by supporting students in becoming:

- Fluent readers and writers who can think critically about texts and argue persuasively
- Precise problem-solvers who can handle multi-stage, open-ended problems
- Knowledgeable about the historical, scientific and artistic movements and prominent figures which shape the modern world
- Proficient in the skills and knowledge contained in the Common Core Standards, Next Generation Science Standards, California State Standards, and ACT College Readiness Standards
- Flexible in their application of skills and knowledge in new and evolving settings

Research-based Approach

An extensive body of research decisively shows that the achievement gap for “at-risk” students - mostly low-income children of color - can be bridged if schools and communities focus their attention on a few key tasks. The ACE approach aligns specifically to these tasks by:

1. Having **high expectations** for all students
2. Analyzing **student data** to track progress, identify student needs and improve instruction
3. Providing a **rich curriculum** that is aligned to CCSS, NGSS, CSS, and ACT College Readiness standards
4. Using **purposeful professional development** to improve teachers’ skills.

In addition to these four pillars of school design, the Charter School’s philosophy adds three key elements which are aimed directly at serving low-achieving students:

5. Creating an **optimistic, celebratory school environment** that engages these students and their families, helping them develop habits and attitudes that prepare them for success in college and life
6. Bridging the gap between school and parents by **working closely with families** to support student learning
7. **Leveraging technology** to individualize learning so that students may receive remediation or acceleration based on their specific learning needs

Mission-aligned Program

To achieve its mission, ACE holds two core strategies: 1) Promote and Instill a Culture of Optimism and 2) Develop students' College Ready Confidence. All program elements at ACE are aligned to the mission and support these two core strategies, which are codified in a document called the ACE Cascade. It is called the "Cascade" because it clearly defines how the ACE Mission "cascades" through the entire organization.

To develop a **Culture of Optimism**, the ACE program:

- Instills a Growth Mindset - ACE recruits students who have been underserved and are often pessimistic and disengaged. Developing a mindset focused on growth is essential, not just for students and families but for the ACE staff as well.
- Develops an Optimistic, Celebratory School Environment - ACE utilizes a robust Student Engagement System (SES) to create an optimistic and celebratory environment for students. This begins with engaging and well managed classrooms, then layers on student self-reflection, individual positive incentives for students, celebrations of incremental improvement and growth, and opportunities to explore interests and identity.
- Engages Families - ACE actively engages families, supporting them in developing and independently demonstrating an optimistic mindset.

To develop **College Ready Confidence**, the ACE program:

- Engages Students in a Rigorous Course of Study - Curriculum at ACE is fully aligned to the UC A-G requirements. All students are enrolled in A-G courses, ensuring they graduate with the ability to apply and gain acceptance to a four-year college or university.
- Delivers High Quality Instruction - Curriculum at ACE is designed backwards from the Common Core Standards, Next Generation Science Standards, California State Standards, and ACT College Readiness Standards. Teachers leverage data to inform instruction and utilize varied instructional strategies to meet the needs of all learners. Professional development supports all teachers in growing their practice.
- Supports Students through a College Access Program - All ACE students participate in a daily College Access Class, designed to support their college-going identity and confidence. College Coaches deliver weekly seminars and work individually with students throughout the week. In addition, office hours, extensive college visits, and carefully aligned enrichment opportunities support students in becoming competitive college applicants and graduates.
- Focuses on Rapid Academic Growth - Given the gaps with which students enter, making rapid academic growth is paramount to meeting the ACE mission. Ambitious, reachable academic annual goals allow students to be aspirational about making the academic progress that is necessary to attain college-readiness while also realizing success that in turn breeds confidence.
- Differentiates Instruction and Supports to Serve All Students - ACE utilizes a Response to Intervention (RTI) program to carefully monitor student progress and proficiency, deploying and adjusting tiered interventions based on student need and response to intervention. The RTI program is used to monitor and support proficiency across all students and subgroups, including students with disabilities and English Language Learners. In addition, tailored supports and programmatic services are in place to meet the specialized needs of these subgroups.

LCAP HIGHLIGHTS

Identify and briefly summarize the key features of this year's LCAP.

The ACE Charter High School LCAP is closely aligned to the ACE Strategic Plan, which is in turn aligned to the Eight State Priorities and the California School Dashboard. Work under this plan is organized in two key Strategy Areas: Promoting and Instilling a Culture of Optimism and Developing College-Ready Confidence. In addition, it holds a foundational goal of Ensuring an Operationally Sound Organization.

Strategy 1: Promoting and Instilling a Culture of Optimism

1. Attracting and retaining students who have been served poorly by the traditional system
2. Creating an optimistic, celebratory school environment based on ACE values that inspires growth and promotes learning
3. Engages students and families with the school community and supports them in independently demonstrating an optimistic mindset and college-ready habits and attitudes

Strategy 2: Building College-ready Confidence

1. Delivering rigorous, standards-based instruction based on thoughtful planning and use of data
2. Enabling previously low-achieving students to make rapid academic growth
3. Preparing students for college by attaining proficiency in challenging, standards-based course work

Foundational Goal: Ensuring an Operationally Sound Organization

Actions and expenditures within each of these goal areas will be adjusted on an annual basis, based on a thorough review of data and engagement with stakeholders including students, families, staff, and the Board.

REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

GREATEST PROGRESS

ACE made progress in both core strategy areas, as follows:

Culture of Optimism

- Strategic work on building a celebratory environment and developing a growth mindset in students has supported year-to-year student retention, which increased by +7% from 2015-16 to 2016-17.
- Refinement of the Behavior Intervention Ladder coupled with Professional development on how to pre-empt escalation has reduced the use of suspension by -4.5% from 2014-15 to 2015-16.

College-ready Confidence

- Data-based instruction and ongoing professional development resulted in an increase of 12% for students who met or exceeded in ELA on the SBAC and a

9% in Math. This resulted in a Growth rating of Increased Significantly in both subject areas on the California School Dashboard, overall and in every subgroup.

- As part of a five-year plan, strategies for providing Integrated English Language across content areas were implemented resulting in an increase in English Learners making Annual Progress of 25.5%% and reaching English proficiency of 16% from 2014-15 to 2015-16. As a result, ACE is rated Blue on the California School Dashboard with Growth rated as Increased Significantly and Status rated as High.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

While ACE made progress in both core strategy areas, continued work needs to occur in the following areas:

Culture of Optimism

- ACE realized significant decreases in suspension rates over the past two years. However, this rate needs to continue to decrease. On the California School Dashboard for Suspension, ACE is currently rated Red. In Status, it is rated Very High overall and for all subgroups (with the exception of the Asian subgroup, which was High). In Growth, it was rated as Increased overall and for all subgroups (with the exception of the Students with Disabilities Subgroup that Increased Significantly). With this said, the Dashboard reflects 2014-15 data. There was a decrease of 4.5% from 2014-15 to 2015-16 and a decrease is expected again in 2016-17. ACE will continue its work on increasing student engagement, honing practices for avoiding escalation, and using alternates to suspension for behavior modification to continue decreasing the suspension rate.
- As the state and ACE begin a focus on Chronic Absenteeism, this is an emerging as an area of need. According to internal measures, there was an increase in students who were Chronically Absent between 2015-16 and 2016-17. External measures to validate have yet to be available. ACE will actively monitor absenteeism rates to provide early interventions with students and families when patterns emerge.

College-ready Confidence

- ACE realized an increase in the percent of students meeting or exceeding in ELA and Math on the Smarter Balanced Assessment Consortium (SBAC) between 2014-15 and 2015-16 and is currently Yellow in both subjects on the California School Dashboard. The Growth Rating was Increased Significantly in both subjects overall and for all subgroups. The Status Rating is Low overall and for all subgroups in both subjects overall and for all subgroups (with the exception of Students with Disabilities whose rating was Very Low in both subjects and English Learners whose rating was Very Low in ELA). In order to ensure students are college-ready and that the school moves to a

GREATEST NEEDS

Green rating, ACE will focus on ensuring content is highly aligned to the Common Core State Standards (CCSS) and that teachers are continuously using data to inform instruction and interventions.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

PERFORMANCE GAPS

There were no state indicators in which performance for any student group was two or more performance levels below the “all student” performance at ACE.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

ACE has utilized supplemental and concentration dollars in a school-wide manner, given the extremely high percentage of students from low-income families (94%) and English Learners (53%). The dollars have been spent in alignment with the school’s strategic plan.

Within the Strategic Area of Promoting and Instilling a Culture of Optimism, significant ways that ACE is increasing and improving services for low-income students, English Learners, and foster youth include:

1. Identifying and facilitating **events, experiences, and rewards** that promote an optimistic, celebratory school environment, in the Culture Calendar and through other vehicles
2. Fostering optimism and a growth mindset through structures that support students in taking **ownership of their learning**, including Advisory and Student-led Conferences
3. Supporting students and families in **connecting with community-based mental health providers**, to support social and emotional development

Within the Strategic Area of Building College-ready Confidence, significant ways that ACE is increasing and improving services for low-income students, English Learners, and foster youth include:

4. Supporting all teachers in implementation of standards-aligned and data-informed curriculum, via **Ongoing Professional Development** and an **Academic Coach** for every teacher
5. Providing an extended day, with **additional learning time and built in intervention** in ELA and Math
6. Aligning the academic program with the new ELD Framework to provide **integrated and designated ELD instruction**

Base and Categorical dollars are then used to support the foundational goal of Ensuring an Operationally Sound Organization.

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures for LCAP Year	\$3,232,581 Total LCFF Revenue
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$3,232,581

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

All LCFF Base, Supplemental, and Concentration dollars are allocated within the LCAP. Funding from other revenue sources that is designated for specific services, including Title and SPED Funding, is not included. Fundraising revenue is not included.

\$3,232,581

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

<h2>Goal 1</h2>	<p>STRATEGY 1: Promote and Instill a Culture of Optimism</p> <p>Goal 1: ACE will attract and retain students who have been served poorly by the traditional system.</p>
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State and/or Local Priorities Addressed by this goal:

The traditionally underserved students of San Jose must be served. In order to do so well, they must be provided with a quality education and retained in that setting.

STATE 1 2 3 4 5 6 7 8
COE 9 10
LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- 1a. The percent of students who stay at ACE for the entire year and return the following year will increase from 2015-16 baseline by 1% until goal of 90% is met.
- 1b. The percent of suspensions will decrease from 2015-16 baseline by -1% until goal of being lower than closest district school is reached.
- 1c. The percent of expulsions will decrease from previous year baseline by -0.5% until goal of being lower than closest district school is reached.

ACTUAL

- 1a. The percent of students who stayed at ACE for the entire year and returned the following year increased by 7% meeting the goal of +1%.
- 1b. The percent of suspensions decreased by -4.5% meeting the goal of -1%.
- 1c. The percent of expulsions was 0% meeting the goal of being lower than closest district school.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

1

Actions/Services

Expenditures

PLANNED	ACTUAL
<p>1a. ACE will implement a recruitment plan on an annual basis that attracts students who have been served poorly by the traditional system.</p> <p>1b. ACE will foster a strong sense of community within the student body through the use of structures that enable students to be known well and have ownership of their learning, including Advisory and student-led conferencing.</p> <p>1c. ACE will continue to refine the behavior intervention ladder in addressing challenges within student culture, to ensure consistency, responsiveness, and restoration in order to maintain a strong sense of community.</p> <p>1d. ACE will monitor aspects of student engagement to ensure efficacy of the actions listed and make adjustments as needed.</p>	<p>1a. ACE implemented a recruitment plan that attracted students who have been served poorly by the traditional system.</p> <p>1b. ACE fostered a strong sense of community within the student body through the use of structures that enable students to be known well and have ownership of their learning, including Advisory and student-led conferencing.</p> <p>1c. ACE continued to refine the behavior intervention ladder in addressing challenges within student culture, to ensure consistency, responsiveness, and restoration in order to maintain a strong sense of community.</p> <p>1d. ACE monitored aspects of student engagement to ensure efficacy of the actions listed and made adjustments as needed.</p>
BUDGETED	ESTIMATED ACTUAL
<p>1a. <u>Director of Community Engagement</u> Code 2300 \$9062.50</p> <p>1b. <u>Dean of Students</u> Code 2300 \$29741</p> <p>1b. <u>Advisors</u> Code 1100 \$14804</p>	<p>1a. <u>Director of Community Engagement</u> Code 2300 \$9062.50</p> <p>1b. <u>Dean of Students</u> Code 2300 \$29741</p> <p>1b. <u>Advisors</u> Code 1100 \$14804</p>

1c. **Dean of Students**

Code 2300

\$2380

1c. **Teachers**

Code 1100

\$17509

1d. **Data Manager**

Code 2300

\$2854

1d. **Software Costs**

Code 4403

\$1850

1c. **Dean of Students**

Code 2300

\$2380

1c. **Teachers**

Code 1100

\$17509

1d. **Data Manager**

Code 2300

\$2854

1d. **Software Costs**

Code 4403

\$1850

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFE Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

- **Recruitment Strategy** - Our Director of Community Engagement rolled out a strategic recruitment plan with measurable targets. This included events designed to both increase student retention, as well as attract new students such as a Spring Fling Festival with games, food, and raffle prizes open to current students and students they invited.
- **Sense of Community** - In terms of community, Advisory was used as a place where teachers would connect with each advisee, with a focus on social and emotional well-being and connection. Activities within advisory groups and competitions between advisory groups were implemented weekly to build connection and pride, as well as a celebratory environment. Parent teacher conferences were held twice, to support transparency and build agency between students, families, and the school. In terms of behavior and school culture, dramatics strides have been made. While family focus groups highlighted a need to continue to improve student culture and safety and noted that there were problems with bullying, student focus group students expressly stated that they liked that there was not bullying at the school and that they felt safe. We understand that safety will always be a concern of families and that there are students that do in fact make bad choices. We believe the student input reflects the fact that while incidents may occur, students know that there are always adults to support and that they will take action right away. We don't shy away from this work - it is part of our mission. As a school, we have held PD with teachers on how to encourage students to step forward if they are feeling unsafe or bullied. We also implement restorative practices to address instances that happen, helping students think about why they would do something to another person, how that feels, and what they can learn from the experience. Through this work, we have been able to reduce the number of repeat offenders as seen in our 8th grade behavior data. This is a multi-year process, ultimately ending in our 8th graders mentoring the 5th graders as a way of reinforcing their positive behaviors and building community.
- **Behavior Intervention Ladder** - We continue to work on reducing the use of suspension through both proactive strategies and alternatives. Using our Response to Intervention (RTI) program, we are focusing on early intervention and identifying students who could benefit from proactive and positive interventions including positive behavior contracts that allow them to earn merits for incremental growth (reducing infractions, rather than expecting them to be eliminated), using restorative practices when infractions occur so they become a learning event, providing counseling to students in need, and utilizing alternatives to suspension such as Saturday School.
- **Monitor Student Engagement** - Student engagement was monitored through our Growth Cycle Audit, conducted in the Fall and Spring each year. Adjustments were made prior to second semester based on this data.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

- **Student Body Composition** - We have been effective in recruiting students who have been poorly by the traditional system, as reflected in a student body with between 4 - 7% more students from low-income families, who are Latino, who are ELs, and who have special needs as compared to the local district.
- **Student Retention Rate** - Year-to-year student retention increased from 58% to 65%, but continues to fall short of the 90% goal.
- **Suspension Rate** - Suspensions are decreasing significantly, from 17.5% in 2014-15 down to 13% in the 2015-16, taking us half-way to the goal of being lower than the closest district school (Mathson) whose rate was 7.8% in 2014-15. This said, the lag in publicly reported suspension data makes it difficult to make real time comparisons.
- **Expulsion Rate** - This goal was met. There were no expulsions in 2015-16 and no expulsions in the closest district school (Mathson) in 2014-15.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between the budgeted expenditures and the actuals.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFE Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Adjustments have been made to the Measures, as follows:

- 1a. Low-income families are increasingly being displaced and moving out of the Bay Area. This has a particular impact on the ACE student population. Rather than focus on year-to-year retention of students, where factors may be out of the school's control, the goal has been revised to focus on students who are leaving ACE for reasons of "Dissatisfaction." The revised measure continues to be Measure 1a of Goal 1.
- 1b. In order to align with the new California School Dashboard, both the Target and Growth metrics have been revised. The revised measure continues to be Measure 1b of Goal 1.

Goal 2

STRATEGY 1: Promote and Instill a Culture of Optimism

Goal 2: School staff create an optimistic, celebratory school environment based on ACE values that inspires growth, promotes student learning.

State and/or Local Priorities Addressed by this goal:

Students persist in school when they are engaged in their learning, hold a growth mindset, and feel that they are part of a community.

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

2a. The school culture is scored as proficient by year end (70% or higher) or making movement toward proficiency, as measured by the ACE Culture of Optimism Rubric during scheduled audits.

2b. The percent of students who rate the ACE culture as effective will increase from the 2015-16 by +1% until the goal of 90% is met, as measured by student survey.

2c. The percent of families who rate the ACE culture as effective will increase from the 2015-16 by +1% until the goal of 90% is met, as measured by family survey.

2d. The percent of staff who rate the ACE culture as effective will increase from the 2015-16 by +1% until the goal of 90% is met, as measured by staff survey.

ACTUAL

2a. The school culture was not scored as proficient and did not make movement toward proficiency between Fall and Spring, as measured by the ACE Culture of Optimism Rubric during scheduled audits.

2b. The percent of students who rated the ACE culture as effective decreased by 4% not meeting the goal of increasing by +1%, as measured by student survey.

2c. The percent of families who rated the ACE culture as effective decreased by 5% not meeting the goal of increasing by +1%, as measured by family survey.

2d. The percent of staff who rated the ACE culture as effective decreased by 1% not meeting the goal of increasing by +1%, as measured by staff survey.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

PLANNED

2a. ACE will support staff in utilizing strategies and approaches that foster an optimistic, celebratory school environment through summer institute, weekly professional development, data days, and ongoing observation and coaching.

2b. ACE will identify and facilitate events, experiences, and a blend of rewards (earned expected, unearned expected, earned unexpected, unearned unexpected) that promote an optimistic, celebratory environment, within the Culture Calendar and other vehicles.

2c. ACE will foster optimism and a growth mindset through the use of structures that enable students to have ownership of their learning, including Advisory and student-led conferencing.

2d. ACE will continue to refine the behavior intervention ladder in addressing challenges within student culture, to ensure consistency, responsiveness, and restoration in order to maintain a strong sense of community. (Same as Action 1c)

2e. ACE will monitor aspects of student engagement and learning via an online tool, to build transparency between school, student, and home.

2f. ACE will actively monitor engagement via an online tool and the Growth Cycle, analyzing data and making adjustments as necessary to ensure an optimistic, celebratory school environment.

ACTUAL

2a. ACE will supported staff in utilizing strategies and approaches that fostered an optimistic, celebratory school environment through summer institute, weekly professional development, data days, and ongoing observation and coaching.

2b. ACE identified and facilitated events, experiences, and a blend of rewards (earned expected, unearned expected, earned unexpected, unearned unexpected) that promoted an optimistic, celebratory environment, within the Culture Calendar and other vehicles.

2c. ACE fostered optimism and a growth mindset through the use of structures that enabled students to have ownership of their learning, including Advisory and student-led conferencing.

2d. ACE continued to refine the behavior intervention ladder in addressing challenges within student culture, to ensure consistency, responsiveness, and restoration in order to maintain a strong sense of community. (Same as Action 1c)

2e. ACE monitored aspects of student engagement and learning via an online tool, to build transparency between school, student, and home.

2f. ACE actively monitored engagement via an online tool and the Growth Cycle, analyzing data and making adjustments as necessary to ensure an optimistic, celebratory school environment.

Expenditures

BUDGETED

2a. Dean of Students

Code 2300
\$29741

2b. Director of Community Engagement

Code 2300
\$1562.50

College Trips

Code 5852
\$18000

Culture Calendar Expenses

Code 5605
\$460

2c. Advisors

Code 1100
\$14804

2d. Dean of Students

Code 2300
\$2974

Teachers

Code 1100
\$17509

Data Manager

Code 2300
\$2854

2e. Software Costs

Code 4403
\$1850

2f. Principal

Code 1300
\$8922

Teachers

Code 1100
26263

Data Manager

ESTIMATED ACTUAL

2a. Dean of Students

Code 2300
\$29741

2b. Director of Community Engagement

Code 2300
\$1562.50

College Trips

Code 5852
\$5377

Culture Calendar Expenses

Code 5605
\$460

2c. Advisors

Code 1100
\$14804

2d. Dean of Students

Code 2300
\$2974

Teachers

Code 1100
\$17509

Data Manager

Code 2300
\$2854

2e. Software Costs

Code 4403
\$1850

2f. Principal

Code 1300
\$8922

Teachers

Code 1100
26263

Data Manager

Code 2300
\$4282

Academic Operations Manager

Code 2300
\$8564

Managing Director of Academic Operations

Code 1300
\$2591

Executive Director

Code 2300
\$602

Code 2300
\$4282

Academic Operations Manager

Code 2300
\$8564

Managing Director of Academic Operations

Code 1300
\$2591

Executive Director

Code 2300
\$602

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFE Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

- **Professional Development** - ACE staff engaged in significant professional development around Growth Mindset and developing a college-going identity during January PD, which they then applied in developing their classroom culture and advisory curriculum.
- **Events, Experiences, and Rewards** - The school held a variety of cultural events and experiences throughout the year to foster a sense of community and optimism. This includes a weekly "Launch" assembly on Thursdays, in which individual students and classes receive recognition and celebration for growth and students are engaged in Advisory competitions. A Spirit Week was also held, with a focus on developing college knowledge.
- **Ownership of Learning** - Our Advisory program continues to improve and has allowed our students to take ownership of their learning and progress towards graduating college-ready, through weekly conferences with their advisor as well as reflection, goal setting, and learning how to access office hours. This was a significant focus in the second semester.
- **Student Engagement System** - Families were engaged in student goal setting through student-led conferences held twice annually. ACE Family Link also provides a portal for accessing student academic and behavioral data, but technology access has been a barrier for many families. The Student Engagement System continues to be refined, which ensured celebration of student achievements and growth while also supporting students in positively responding to behavioral challenges as needed.
- **Monitor School Culture** - We improved our Growth Cycle process and tools this year to support us in measuring proficiency in specific behavioral and academic habits necessary for students to develop a college-going identity. After each Growth Cycle, we analyze results overall for the school as well as with each teacher to inform his or her practice. Differentiated coaching supports each teacher in leveraging areas of strength and improving in areas for growth.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

- **Culture Audit** - The Culture Audit from the Growth Cycle decreased from 63% in the Fall to 60% in the Spring. This was a decrease from 2015-16, when culture was scored at 69%. ACE Empower experienced significant teacher turnover between 2015-16 and, with two positions still not filled at the beginning of the school year, one of which has had multiple teachers filling the position. One of the two co-Principals also left in March 2017. This turnover impacted school culture, however the school is now stabilizing. This goal area will require targeted work to achieve the desired outcomes.
- **Student Survey** - Students belief that ACE fosters a culture of optimism dropped from 58% in 2015-16 to 54% in 2016-17. As with the Culture Audit, staff turnover has impacted school culture and improvements will be a focus in the coming year.
- **Family Survey** - Families belief that ACE fosters a culture of optimism dropped from 87% in 2015-16 to 85% in 2016-17, which was a decline but still reflects a high level of satisfaction.
- **Staff Survey** - Staff continue to believe that ACE fosters a culture of optimism, with little change between 2015-16 and 2017-18 (80% to 79%). However, this will continue to be a focus area as it still falls short of the 90% goal.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There was a slight decrease in anticipated cost for College Trips, otherwise there were no material differences between the budgeted expenditures and the actuals. As LCFF Supplemental and Concentration revenue was also slightly lower, all dollars received were still allocated within the existing plan.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The goal, actions, metrics, and actions will continue as written in 2017-18.

Goal 3

STRATEGY 1: Promote and Instill a Culture of Optimism

Goal 3: Students and families are engaged with the school community and independently demonstrate an optimistic mindset and college-ready habits and attitudes.

State and/or Local Priorities Addressed by this goal:

Development of specific non-cognitive habits and attitudes are highly correlated with ability to persist and succeed in college and career.

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

3a. The average daily attendance rate will increase from 2015-16 baseline by 1% until goal of 95% is met overall and for all significant subgroups, as measured by attendance audit.

3b. The percent of students absent more than 10% of the school days (chronic absence) will decrease from 2015-16 baseline by -1% until goal of less than 10% is met overall and for all significant subgroups, as measured by attendance audit.

3c. The percent of students who are confident that they will be ready to attend and succeed in college by the time they graduate high school will increase from the 2015-16 by +1% until the goal of 90% is met, as measured by student survey.

3d. The percent of families who are confident that their children will be ready to attend and succeed in college by the time they graduate high school will increase from the 2015-16 by +1% until the goal of 90% is met, as measured by family survey.

ACTUAL

3a. The average daily attendance rate decreased slightly by 1% to 94% overall and for the FRL and Latino subgroups, falling under the goal of 95% or 1% growth. The ELL subgroup decreased by -2% to 93% and the SPED subgroup had no change at 93%, also falling under the goal of 95% or 1% growth.

3b. The percent of students absent more than 10% of the school days (chronic absence) increased by 8% overall and for the FRL and Latino subgroups, not meeting the goal of decreasing by 1%. For the ELL subgroup the rate increased by 9% and for the SPED subgroup the rate increased by 4%, not meeting the goal of decreasing by -1.

3c. 74% of students were confident that they will be ready to attend and succeed in college by the time they graduate high school, which was a decrease of -5% from the previous year and did not meet the goal of increasing by +1 or reaching 90%. This said, the overall percentage was relatively high in relation to the end target.

3e. The percent of staff who rate who are confident that students will be ready to attend and succeed in college by the time they graduate high school will increase from the 2015-16 by +1% until the goal of 90% is met, as measured by staff survey.

3d. 85% of families were confident that their children will be ready to attend and succeed in college by the time they graduate high school, which was a decrease of -1% and did not the goal of increasing by +1 or reaching 90%. This said, the overall percentage was relatively high in relation to the end target.

3e. 26% of staff were confident that students will be ready to attend and succeed in college by the time they graduate high school, which was a decrease of -9% meeting the goal of increasing by +1 or reaching 90%.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

3

Actions/Services

PLANNED

3a. ACE will support staff in learning and implementing strategies and approaches that foster an optimistic mindset and college-ready habits and attitudes through summer institute, weekly professional development, and ongoing coaching as needed.

3b. ACE will support families in deepening understanding of an optimistic mindset and college-ready habits and attitudes via Cafecitos, workshops, and events.

3c. ACE will foster an optimistic mindset and college-ready habits and attitudes through the use of structures that enable students to be known well and have ownership of their learning, including Advisory and student-led conferencing.

3d. ACE will connect students and families with community-based mental health providers to support

PLANNED

3a. ACE will support staff in learning and implementing strategies and approaches that foster an optimistic mindset and college-ready habits and attitudes through summer institute, weekly professional development, and ongoing coaching as needed.

3b. ACE will support families in deepening understanding of an optimistic mindset and college-ready habits and attitudes via Cafecitos, workshops, and events.

3c. ACE will foster an optimistic mindset and college-ready habits and attitudes through the use of structures that enable students to be known well and have ownership of their learning, including Advisory and student-led conferencing.

3d. ACE will connect students and families with community-based mental health providers to support student social and emotional well-being and development.

student social and emotional well-being and development.

3e. ACE will continue to explore and offer sports and club offerings in response to demonstrated student demand, to support student social and emotional well-being and development.

3f. ACE will actively monitor engagement via an online tool and the Growth Cycle, analyzing data and making adjustments as necessary to support an optimistic mindset and college-ready habits and attitudes.

3e. ACE will continue to explore and offer sports and club offerings in response to demonstrated student demand, to support student social and emotional well-being and development.

3f. ACE will actively monitor engagement via an online tool and the Growth Cycle, analyzing data and making adjustments as necessary to support an optimistic mindset and college-ready habits and attitudes.

BUDGETED

3a. Dean of Students

Code 2300
\$13879

Teachers

Code 1100
\$17509

3b. Director of Community Engagement

Code 2300
\$15375

3c. Advisors

Code 1100
\$14804

3d. Dean of Students

Code 2300
\$2974

3e. Sports and Clubs

Code 4305
\$4000

3f. Data Manager

BUDGETED

3a. Dean of Students

Code 2300
\$13879

Teachers

Code 1100
\$17509

3b. Director of Community Engagement

Code 2300
\$15375

3c. Advisors

Code 1100
\$14804

3d. Dean of Students

Code 2300
\$2974

3e. Sports and Clubs

Code 4305
\$0

3f. Data Manager

Expenditures

Code 2300
\$2854

Software Costs

Code 4403
\$1850

Principal

Code 1300
\$8922

Teachers

Code 1100
\$26263

Academic Operations Manager

Code 2300
\$8564

Data Manager

Code 2300
\$4282

Managing Director of Academic Operations

Code 1300
\$2591

Executive Director

Code 2300
\$602

Code 2300
\$2854

Software Costs

Code 4403
\$1850

Principal

Code 1300
\$8922

Teachers

Code 1100
\$26263

Academic Operations Manager

Code 2300
\$8564

Data Manager

Code 2300
\$4282

Managing Director of Academic Operations

Code 1300
\$2591

Executive Director

Code 2300
\$602

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFE Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

- **Professional Development** - At the mid-year point, we began a focus on supporting students with goal setting and how to access academic and social-emotional supports such as office hours and counseling. We also started a focus on developing a stronger understanding of college readiness, based on student survey data. Teachers received a full day of PD focused on this work in January.
- **Family Learning Opportunities** - Monthly Cafecitos were held to support families in understanding core aspects of the program, as well as to develop a culture of optimism and an understanding of college-readiness.
- **Ownership of Learning**- See Goal 2.
- **Mental Health** - The school has developed two key partnerships with Unity Care and Alum Rock Mental health to provide increased counseling on campus, serving two full caseloads of general education students (and a wait list). In addition, there is now a full time counselor on staff to serve students with IEPs (as well as general education students as needed, which previously did not happen). Having this position as a staff member has allowed the counselor to be known better by students, who see her as a resource. She is also able to triage situations when emergency situations occur.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

- **Attendance Rate** - Attendance rate decreased by 1%, falling just under the goal of 95%. This is likely connected to overall school culture, which dropped this year. There weren't significant differences between the overall attendance rate and that for subgroups (94% for FRL, 93% for EL and SPED).
- **Chronic Absenteeism Rate** - The chronic absenteeism rate was high, with 22% of students missing 10% or more of the school year. In addition, while FRL and EL rates were on par with this, the rate was significantly higher for the SPED subgroup at 29%. Getting students to school regularly will be a necessary focus in increasing optimism as well as college-ready confidence.
- **Student Survey** - Students' college-ready confidence decreased from 79% to 74% between 2015-16 and 2016-17, also falling short of our 90% goal. Focused work began in January to develop student agency and ownership, which will continue in 2016-17 to increase this rate.
- **Family Survey** - Families believe that ACE in their children's college-ready confidence declined by 1% from 86% in 2015-16 to 85% in 2016-17, which was a decline but still reflects a high level of satisfaction.
- **Staff Survey** - Teachers' belief in student college readiness decreased from 35% to 26% between 2015-16 and 2016-17, also falling short of our 90% goal. Focused PD began in January and will continue in 2017-18 to support teachers in developing a growth mindset.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between the budgeted expenditures and the actuals.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFE Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The goal, actions, metrics, and actions will continue as written in 2017-18.

Goal 4

STRATEGY 2: Build Students' College-ready Confidence.

Goal 4: Teachers deliver rigorous, standards-based instruction based on thoughtful planning and use of data.

State and/or Local Priorities Addressed by this goal:

Teachers should receive ongoing professional development in planning and delivering standards-based, data-driven instruction, to maximize student achievement and achieve the ACE mission.

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

4a. The College Ready Confidence is scored as proficient by year end (70% or higher) or making movement toward proficiency, as measured by the ACE College Ready Confidence Rubric during Quarterly Audit.

ACTUAL

4a. The College Ready Confidence was 71%, meeting the goal of Proficient (70% or higher).

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

4

Actions/Services

PLANNED

4a. ACE teachers will be supported in thoughtful planning and use of data to design curriculum backwards from standards, via summer institute, data days, weekly professional development, and grade/subject area meetings.

4b. ACE teachers will receive differentiated support in implementing rigorous, standards-based instruction based on thoughtful planning and use of data, through ongoing observation and coaching.

4c. ACE will monitor students' college readiness via mastery of standards, utilizing benchmark assessments (ANet in MS and ACT in HS). Data will analyzed to inform instruction for whole class, small groups, and individual students.

4d. ACE will assess teacher practice and student achievement via an online tool and the Growth Cycle, analyzing data and making adjustments as necessary to ensure rigorous, standards-based instruction based on thoughtful planning and use of data.

ACTUAL

4a. ACE teachers were supported in thoughtful planning and use of data to design curriculum backwards from standards, via summer institute, data days, weekly professional development, and grade/subject area meetings.

4b. ACE teachers received differentiated support in implementing rigorous, standards-based instruction based on thoughtful planning and use of data, through ongoing observation and coaching.

4c. ACE monitored students' college readiness via mastery of standards, utilizing benchmark assessments (ANet in MS and ACT in HS). Data was analyzed to inform instruction for whole class, small groups, and individual students.

4d. ACE assessed teacher practice and student achievement via an online tool and the Growth Cycle, analyzing data and making adjustments as necessary to ensure rigorous, standards-based instruction based on thoughtful planning and use of data.

Expenditures

BUDGETED

4a. **External Professional Development Contracts**
 Code 5850
 \$5000

Manager of Academic Operations
 Code 2300
 \$4146

Executive Director
 Code 2300
 \$1203

Principal
 Code 1300
 \$12887

ESTIMATED ACTUAL

4a. **External Professional Development Contracts**
 Code 5850
 \$5000

Manager of Academic Operations
 Code 2300
 \$4146

Executive Director
 Code 2300
 \$1203

Principal
 Code 1300
 \$12887

Assistant Principal

Code 1300

\$0

Dean of Students

Code 2300

\$4957

4b. **Principal**

Code 1300

\$12887

Assistant Principal

Code 1300

\$0

Lead Teacher Time

Code 1100

\$35125

Lead Teacher

Code 1100

\$40000

4c. **ANET License**

Code 4305

\$3600

4d. **Growth Cycle**

No Additional Cost

Assistant Principal

Code 1300

\$0

Dean of Students

Code 2300

\$4957

4b. **Principal**

Code 1300

\$12887

Assistant Principal

Code 1300

\$0

Lead Teacher Time

Code 1100

\$35125

Lead Teacher

Code 1100

\$40000

4c. **ANET License**

Code 4305

\$3600

4d. **Growth Cycle**

No Additional Cost

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFE Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

- **Professional Development** - Over the summer, teachers received 3 weeks of development and training around unpacking the CCSS in order to deliver rigorous and robust instruction. During this training, teachers were versed in best planning approaches, instructional practices and curriculum usage. Teachers also received continual development through weekly professional development, grade level/subject matter collaborative meetings and one on one coaching. In order to provide another level of differentiated teachers are offered a \$2000 stipend to be used to further their development outside of the network provided supports.
- **Academic Coach** - Throughout the year, teachers received both informal and formal observations that were followed up with coaching sessions.
- **Assessment Practice** - Instructional practices and student performances were regularly assessed and the data from these assessments was analyzed to ensure all student learning needs were being met. In addition to regular informal data analysis and strategic planning, formal quarterly data days were used to do deep dives that informed targeted intervention groupings as well as collaboration time to leverage successes.
- **Monitor Student Achievement** - The Growth Cycle Audit provided us with additional data points around strategically identified best classroom management and instructional practices. We were able to utilize our fall Growth Cycle findings to target specific teacher needs as well as address trends in order to improve culture and instruction.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

- **College-ready Confidence** - College-ready confidence increased from 56% in the Fall to 71% in the Spring. While this was slightly lower than in 2015-16, it exceeded our proficiency target of 70%.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between the budgeted expenditures and the actuals.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFE Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The goal, actions, metrics, and actions will continue as written in 2017-18.

Goal 5

STRATEGY 2: Build Students' College-ready Confidence.

Goal 5: Previously low-achieving students make expected rapid academic growth.

State and/or Local Priorities Addressed by this goal:

ACE students typically come into the school two years below grade level. Rapid academic growth is required to close the gap between these students and their more affluent peers.

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

5a. The percent of students who achieve 1.5 years of growth in ELA as measured by the NWEA will increase from the 2015-16 baseline by +1% until the goal of 85% is met, overall and for all significant subgroups.

5b. The percent of students who achieve 1.5 years of growth in Math as measured by the NWEA will increase from the 2015-16 baseline by +1% until the goal of 85% is met, overall and for all significant subgroups.

5c. The percent of ELs who reach English proficient level as measured by CELDT will increase from 2015-16 baseline by +1% until the goal of 50% is met.

ACTUAL

5a. The percent of students who achieved 1.5 years of growth in ELA as measured by the NWEA decreased by -6% not meeting the goal of increasing by +1% until the goal of 85% is met.

5b. The percent of students who achieved 1.5 years of growth in Math as measured by the NWEA decreased by -7% not meeting the goal of increasing by +1% until the goal of 85% is met.

5c. The percent of ELs who reached English proficient level as measured by CELDT increased by 16% meeting the goal +1%.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

5

Actions/Services

Expenditures

PLANNED	ACTUAL
<p>5a. ACE will provide focused support in ELA and Math, with built in intervention.</p> <p>5b. ACE will utilize a Response to Intervention (RTI) program to identify and serve all students with Tier 1, 2, and 3 academic and social-emotional interventions (including supporting students to close gaps with peers, services under 504 plans and IEPs, services for ELLs, services for Foster Youth, and services for students from low-income families).</p> <p>5c. ACE will develop an implementation plan for aligning the academic program with the new ELD Framework to provide all English Learners with integrated and designated ELD instruction targeted to their proficiency level and designed to move them toward English proficiency.</p> <p>5d. ACE will leverage differentiated curriculum to ensure all students are developing at their optimal rate of progression.</p>	<p>5a. ACE provided focused support in ELA and Math, with built in intervention.</p> <p>5b. ACE utilized a Response to Intervention (RTI) program to identify and serve all students with Tier 1, 2, and 3 academic and social-emotional interventions (including supporting students to close gaps with peers, services under 504 plans and IEPs, services for ELLs, services for Foster Youth, and services for students from low-income families).</p> <p>5c. ACE developed an implementation plan for aligning the academic program with the new ELD Framework to provide all English Learners with integrated and designated ELD instruction targeted to their proficiency level and designed to move them toward English proficiency.</p> <p>5d. ACE leveraged differentiated curriculum to ensure all students are developing at their optimal rate of progression.</p>
BUDGETED	ESTIMATED ACTUAL
<p>5a. <u>Extended ELA and Math</u></p> <p>Code 1100</p> <p>\$0</p>	<p>5a. <u>Extended ELA and Math</u></p> <p>Code 1100</p> <p>\$0</p>

5b. **Principal**

Code 1300
\$5155

Assistant Principal

Code 2300
\$0

Teachers

Code 1100
\$56028

Interventionists

Code 1100
\$17509

5c. **Managing Director of Academic Operations**

Code 1300
\$5182

Academic Operations Manager

Code 2300
\$7136

Assistant Principal

Code 1300
\$0

Department Lead Teacher

Code 1100
\$10200

5d. **Personalized Curriculum**

Code 4403
\$12000

5b. **Principal**

Code 1300
\$5155

Assistant Principal

Code 2300
\$0

Teachers

Code 1100
\$56028

Interventionists

Code 1100
\$17509

5c. **Managing Director of Academic Operations**

Code 1300
\$5182

Academic Operations Manager

Code 2300
\$7136

Assistant Principal

Code 1300
\$0

Department Lead Teacher

Code 1100
\$10200

5d. **Personalized Curriculum**

Code 4403
\$12000

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFE Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

- **Additional Time and Intervention** - Data is being used to differentiate learning experiences for students within the core classroom, rather than through an intervention period. Lexia and Dreambox are both being used to support this work.
- **Response to Intervention (RTI)** - In the spring of 2016, ACE's Special Education Task force developed a Special Education Playbook that outlined processes and procedures for identifying, supporting and evaluating our students with special needs. We have spent this year utilizing these resources, as well as providing PD on how to gather data, differentiate for students, and monitor effectiveness of interventions. We have held a focus on Tier 1 classroom-based interventions in 8 week cycles. Due to our high concentration of students with special needs, we have also brought on a Behavior Intervention Specialist (BIS) to provide behavioral Tier 2 and 3 supports for students who were facing the greatest challenges.
- **Integrated and designated ELD** - We are actively engaged in a five-year plan to implement robust Integrated and Designated ELD at ACE Empower. Teachers engaged in five PD sessions focused on dissecting the ELD framework and implementing core practices to support our EL students across subject areas. The focus has been on using protocols to provide opportunities and support students in interacting with the language (i.e. sentence frames, turn and talks). Because the ELD Framework is still pretty new, we intend to continue to identify how best to provide integrated and designated supports throughout our instructional day and are looking forward to the strategizing about this work for the coming year.
- **Personalized Curriculum** - While there is not an intervention period, all students have 30 minutes a day of personalized literacy support using Lexia. Khan Academy is also leveraged in the core classrooms to provide personalized learning for students in Math.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

- **NWEA in ELA** - Only 44% of students made the desired 1.5 years of growth on the NWEA in ELA, which was a decrease of 6%. We believe this was partially due to a change in how we administer the survey, moving from a Fall and Spring administration to a Winter to Winter administration.
- **NWEA in Math** - Only 41% of students made the desired 1.5 years of growth on the NWEA in Math, which was a decrease of 7%. We believe this was partially due to a change in how we administer the survey, moving from a Fall and Spring administration to a Winter to Winter administration.
- **ELL Reclassification** - There was a substantial increase in reclassification rates from 1.1% to 17.3%, as we tightened both our assessment and reclassification systems and practices. We will be shifting this measure moving forward to focus on annual progress toward English fluency. As written, the goal was meant to capture percent of students reclassified over their time at ACE Empower. Shifting to an annual measure will support alignment and ability to accurately report (i.e. 17.3% is only a single year of reclassification data).

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between the budgeted expenditures and the actuals.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFE Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Adjustments have been made to the Measures, as follows:

5b. ACE revised the measure on English Language Development for English Learners to align to the California State Dashboard, with a focus on making annual progress in English fluency.

Goal 6

STRATEGY 2: Build Students' College-ready Confidence.

Goal 6: Students prepare for college by attaining proficiency in challenging, standards-based course work.

State and/or Local Priorities Addressed by this goal:

The ACE Target Student Population is drastically under-represented in colleges and universities. Students must develop academic proficiencies that build college-ready confidence, in order to become not only college eligible by competitive college applicants and graduates.

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

6a. The percent of students who are level 3 or 4 in reading as measured by the SBAC will increase from the 2015-16 baseline by +1% until the goal of 80% is met, overall and for all significant subgroups.

6b. The percent of students who are level 3 or 4 in math as measured by the SBAC will increase from the 2015-16 baseline by +1% until the goal of 80% is met, overall and for all significant subgroups.

6c. The percent of Year 3 and Year 4 students who are level 3 or 4 in reading as measured by the SBAC will increase from the 2015-16 baseline by +1% until the goal of being equal to the average percent for non-low SES students in CA.

6d. The percent of Year 3 and Year 4 students who are level 3 or 4 in reading as measured by the SBAC will increase from the 2015-16 baseline by +1% until the goal of being equal to the average percent for non-low SES students in CA.

6e. The percent of Year 2 students who are level 3 or 4 in reading as measured by the SBAC will increase from the 2015-16 baseline by +1% until the goal of

ACTUAL

6a. The percent of students who are level 3 or 4 in ELA as measured by the SBAC in 2015-16 was as follows:

- Overall – 23%, an increase of 12%
- FRL – 23%, an increase of 13%
- Latino – 23%, an increase of 14%
- ELL – 8%, an increase of 5%
- SPED – 8%, an increase of 6%

As a result, ACE met the goal of increasing by 1% overall and in all subgroups. 2016-17 results have yet to be reported at the time of this submission.

6b. The percent of students who are level 3 or 4 in Math as measured by the SBAC in 2015-16 was as follows:

- Overall – 19%, an increase of 9%
- FRL – 19%, an increase of 11%
- Latino – 19%, an increase of 10%
- ELL – 7%, an increase of 5%
- SPED - 6%, an increase of 4%

being equal to 80% of the average percent for non-low SES students in CA.

6f. The percent of Year 2 students who are level 3 or 4 in math as measured by the SBAC will increase from the 2015-16 baseline by +1% until the goal of being equal to 80% of the average percent for non-low SES students in CA.

6g. The percent of Year 1 students who are level 3 or 4 in reading as measured by the SBAC will increase from the 2015-16 baseline by +1% until the goal of being equal to 60% of the average percent for non-low SES students in CA.

6h. The percent of Year 1 students who are level 3 or 4 in math as measured by the SBAC will increase from the 2015-16 baseline by +1% until the goal of being equal to 60% of the average percent for non-low SES students in CA.

6i. The percent of Year 1 students who are level 3 or 4 or move up one level in writing, as measured by internal writing assessment using four-point rubric, will increase from 2015-16 baseline by +1% until goal of 30% is met.

6j. The percent of Year 2 who are level 3 or 4 or move up one level in writing, as measured by internal writing assessment using four-point rubric, will increase from 2015-16 baseline by +1% until goal of 50% is met.

6k. The percent of Year 3 or 4 students who are level 3 or 4 or move up one level in writing, as measured by internal writing assessment using four point rubric, will increase from 2015-16 baseline by +1% until goal of 75% is met.

As a result, ACE met the goal of increasing by 1% overall and in all subgroups. 2016-17 results have yet to be reported at the time of this submission.

6c. The percent of Year 3 and Year 4 students who are level 3 or 4 in reading as measured by the 2015-16 SBAC increased by 21% and 15% respectively, meeting the target of increasing by 1%. 2016-17 results have yet to be reported at the time of this submission.

6d. The percent of Year 3 and Year 4 students who are level 3 or 4 in math as measured by the 2015-16 SBAC increased by 15% and 20% respectively, meeting the target of increasing by 1%. 2016-17 results have yet to be reported at the time of this submission.

6e. The percent of Year 2 students who are level 3 or 4 in reading as measured by the 2015-16 SBAC increased by 2%, meeting the target of increasing by 1%. 2016-17 results have yet to be reported at the time of this submission.

6f. The percent of Year 2 students who are level 3 or 4 in math as measured by the 2015-16 SBAC increased by 2%, meeting the target of increasing by 1%. 2016-17 results have yet to be reported at the time of this submission.

6g. The percent of Year 1 students who are level 3 or 4 in reading as measured by the 2015-16 SBAC increased by 13%, meeting the target of increasing by 1%. 2016-17 results have yet to be reported at the time of this submission.

6h. The percent of Year 1 students who are level 3 or 4 in reading as measured by the 2015-16 SBAC increased by 9%, meeting the target of increasing by 1%. 2016-17 results have yet to be reported at the time of this submission.

6i. The percent of Year 1 students who are level 3 or 4 or move up one level in writing was not measured. This indicator has been replaced with the SBAC ELA, which includes the Writing Claim.

6j. The percent of Year 2 who are level 3 or 4 or move up one level in

writing was not measured. This indicator has been replaced with the SBAC ELA, which includes the Writing Claim.

6k. The percent of Year 3 or 4 students who are level 3 or 4 or move up one level in writing was not measured. This indicator has been replaced with the SBAC ELA, which includes the Writing Claim.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

6

Actions/Services

Expenditures

PLANNED	ACTUAL
<p>6a. ACE teachers will be supported in creating Advisory curriculum and a mentoring practice that prepares students for college, via summer institute, data days, weekly professional development, and grade/subject area meetings.</p> <p>6b. ACE students will be supported in setting goals, identifying strategies, and monitoring achievement via Advisory and student-led conferences.</p> <p>6c. ACE will develop student college knowledge through a variety of experiences in the culture calendar, including annual college visits.</p> <p>6d. ACE will monitor students' college readiness via mastery of standards, utilizing benchmark assessments.</p>	<p>6a. ACE teachers were supported in creating Advisory curriculum and a mentoring practice that prepares students for college, via summer institute, data days, weekly professional development, and grade/subject area meetings.</p> <p>6b. ACE students were supported in setting goals, identifying strategies, and monitoring achievement via Advisory and student-led conferences.</p> <p>6c. ACE developed student college knowledge through a variety of experiences in the culture calendar, including annual college visits.</p> <p>6d. ACE monitored students' college readiness via mastery of standards, utilizing benchmark assessments.</p>
BUDGETED	ESTIMATED ACTUAL
<p>6a. <u>Principal</u> Code 1300 \$32219 <u>Assistant Principal</u></p>	<p>6a. <u>Principal</u> Code 1300 \$32219 <u>Assistant Principal</u></p>

Code 1300
\$0

Teachers

Code 1100
\$70035

6b. **Assistant Principal**

Code 1300
\$2974

Teachers

Code 1100
\$70035

Code 1300
\$0

Teachers

Code 1100
\$70035

6b. **Assistant Principal**

Code 1300
\$2974

Teachers

Code 1100
\$70035

ANALYSIS

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFE Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

- **Professional Development** - In response to our Fall Growth Cycle Audit and Student Survey, teachers were engaged in a full day of Professional Development in January designed to support them in developing a Growth Mindset and understanding of college readiness with their students. Work on goal setting and strategy implementation was completed as a way to build student agency.
- **Student Goal Setting** - In response to our Fall Growth Cycle Audit, we began a focus mid-year on supporting students with goal setting and how to leverage strategies such as accessing office hours and counseling to support their academic and social-emotional growth and well-being.
- **College Knowledge** - In response to our Fall Growth Cycle Audit and Student Survey, we began a focus mid-year on deepening students understanding of college-readiness. This included explorations during Advisory of the application process, requirements, and acceptance rates of colleges and universities. It also included activities such as college chants and competitions during Launch (weekly assembly).
- **Assessment** - ACE Empower has a data driven culture that is used to drive instruction. Teachers use exit tickets daily across classrooms to gather just-in-time data on student understanding, that guides the following day’s lesson. Teachers also meet regularly in department groups to analyze data to inform instruction and curriculum. Writing is being leveraged across content areas to help students in developing their written communication as well as expressing understanding.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

- **SBAC in ELA** - TBD
- **SBAC in Math** - TBD
- **Writing** – No longer assessed in this manner

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between the budgeted expenditures and the actuals.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Adjustments have been made to the Measures, as follows:

6c-h. ACE revised measures that compared ACE students to statewide non-SES students, shifting the comparison to students in 8th and 11th grade to the 8th and 11th grade students at the closest district schools.

6i-k. ACE removed the internal writing assessment as a measure, as writing is a part of the the annual SBAC assessment and captured in that measure.

Stakeholder Engagement

LCAP Year 2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

1. Over the course of the 2016-17 school year, the ACE School Network and ACE Charter High School continued to actively involve staff, families, students, and community partners in a process of reviewing goals, implementing actions, and evaluating data on outcomes. The result of this work informed the development of the school's Local Control Accountability Plan (LCAP) Update, which is aligned to the ACE Strategic Plan.
 - **September 2016 - May 2017** – The Executive Team met monthly to review goals, actions, and progress toward outcomes using a variety of data sets.
 - **September 2016 - May 2017** – The Director of Community Engagement in collaboration with the Principal held regular meetings with families to build family engagement and support families in understanding and holding the school accountable to strategic goals.
 - **March 16 – 31, 2017** – The Director of Community Engagement in collaboration with the Principal held family focus groups to review goals, actions, progress toward outcomes, and expenditures. Input was solicited for areas of strength, areas for growth, and areas for modification.
 - **April 11 – 21, 2017** – The Director of Community Engagement in collaboration with the Principal held student focus groups to review goals, actions, progress toward outcomes, and expenditures. Input was solicited for areas of strength, areas for growth, and areas for modification.
 - **June 7, 2017** – The LCAP Plan and LCCF Budget were presented as separate action items to the ACE Board of Directors and public for review and input as a public hearing.
 - **June 14, 2017** – The LCAP Plan and LCCF Budget were presented as separate action items to the ACE Board of Directors and public for review and input as a public hearing.
2. ACE administered surveys addressing the state priorities to staff, families, and students as a method of soliciting both qualitative and quantitative data on areas of strength and challenge at ACE within each of the LCAP goals.
 - **November 2016 and April 2017** – The Student Survey was administered
 - **April 2017** – The Family Survey was administered
 - **November 2016 and April 2017** – The Staff Survey was administered
3. ACE considered all feedback from all stakeholders in the process of forming the LCAP Update.

In subsequent annual updates, ACE will continue to actively seek the involvement of all stakeholders to support improved outcomes for all pupils related to the state priorities.

How did these consultations impact the LCAP for the upcoming year?

ACE utilized input and the involvement of its stakeholders in developing the school's LCAP Update. **NEEDS** expressed by these stakeholders included but are not limited to the following:

- **Families**
 - **Safety** - Families would like to see increased supervision to increase safety. They felt that bullying was an issue the school needed to address. (2 of 2 groups)
 - **Tutoring** - Families would like more intervention available for students who are struggling with content, in school and especially in the after school program where they felt there needed to be more structure or personnel. (2 of 2 groups) More support for students in Special Education was desired by some. (1 of 2 groups)
 - **Extra-curricular Activities** - Families would like to see more art and music programming, as well as sports teams, as a way to engage students. (2 of 2 groups)
 - **Counseling** - Families would like more counseling services available, to build self-esteem and confidence as well as address bullying. (2 of 2 groups)
 - **Teacher Turnover** - Some families wanted proactive work to reduce teacher turnover. (1 of 2 groups)
- **Students**
 - **Safety** - Students feel safe at school, express that bullying does not occur, and that there are not students who make other students feel unsafe.
 - **Tutoring** - Students feel that teachers differentiate for them through blended learning (Lexia, Reading Plus, Khan Academy), though some students expressed desiring less time on computer and more time working with teacher to remediate. Students feel teachers offer support during office hours after school, as well as multiple opportunities to revise work to meet mastery.
 - **Extra-curricular Activities** - Students would like to see more sports teams and activities.
 - **Campus** - Students would like an improved campus, both in terms of facility (gym, library, park, classroom size, murals) and classroom materials (technology, furniture, materials).
 - **Nutrition and Health** - Students would like better food.
- **Faculty & Staff**
 - **Professional Development** – Increased frequency of observations and debriefs from coaches, with actionable feedback.
 - **College-readiness** – A continued focus on increasing academic achievement of students to develop core academic skills, as well as a college-going identity.

Analysis of the outcomes to date and expressed needs by stakeholders informed the development of the LCAP Annual Update and LCAP for the upcoming year.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New
 Modified
 Unchanged

Goal 1

STRATEGY 1: Promote and Instill a Culture of Optimism

Goal 1: ACE will attract and retain students who have been served poorly by the traditional system.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

Identified Need

The traditionally underserved students of San Jose must be served. In order to do so well, they must be provided with a quality education and retained in that setting.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
The percent of students who leave mid-year or do not return the following year due to dissatisfaction will decrease by 1% annually until the goal of 5% or less is met.	65%			
The suspension rate will be reduced by 0.3% annually until	13%			

<p>the goal of 8% or less is met, overall and for all significant subgroups.</p>				
<p>The percent of expulsions will decrease from previous year by -0.5% until goal of being lower than closest district school is met.</p>	<p>0%</p>			

Action **1a**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

1a. ACE will implement a recruitment plan on an annual basis that attracts students who have been served poorly by the traditional system.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount \$15456

Amount _____

Amount _____

Source LCFF Supplemental & Concentration

Source _____

Source _____

Budget Reference 2300 - Director of Community Engagement

Budget Reference _____

Budget Reference _____

Action **1b**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

1b. ACE will foster a strong sense of community within the student body through the use of structures that enable students to be known well and have ownership of their learning, including Advisory and student-led conferencing.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$11610 \$10965
Source	LCFF Supplemental & Concentration
Budget Reference	2300 - Dean of Students 1100 - Advisors

Amount	
Source	
Budget Reference	

Amount	
Source	
Budget Reference	

Action **1c**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
1c. ACE will continue to refine the behavior intervention ladder in addressing challenges within student culture, to ensure consistency, responsiveness, and restoration in order to maintain a strong sense of community.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<p>Amount</p> <p>\$29025</p> <p>\$10965</p>	<p>Amount</p> <p></p>	<p>Amount</p> <p></p>
<p>Source</p> <p>LCFF Supplemental & Concentration</p>	<p>Source</p> <p></p>	<p>Source</p> <p></p>
<p>Budget Reference</p> <p>2300 – Dean of Students</p> <p>1100 – Teachers</p>	<p>Budget Reference</p> <p></p>	<p>Budget Reference</p> <p></p>

Action **1d**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

1d. ACE will monitor aspects of student engagement to ensure efficacy of the actions listed and make adjustments as needed.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$3040 \$1650
Source	LCFF Supplemental & Concentration
Budget Reference	2300 – Data Manager 4403 - Software

Amount	
Source	
Budget Reference	

Amount	
Source	
Budget Reference	

New Modified Unchanged

Goal 2

STRATEGY 1: Promote and Instill a Culture of Optimism

Goal 2: School staff create an optimistic, celebratory school environment based on ACE values that inspires growth, promotes student learning.

[State and/or Local Priorities Addressed by this goal:](#)

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

[Identified Need](#)

Students persist in school when they are engaged in their learning, hold a growth mindset, and feel that they are part of a community.

[EXPECTED ANNUAL MEASURABLE OUTCOMES](#)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
The school culture is scored as proficient by year end (70% or higher) or making movement toward proficiency, as measured by the ACE Culture of Optimism Rubric during scheduled audits.	60%			
The percent of students who rate the ACE culture as effective will increase by +1% until the goal of 90% is met, as	54%			

measured by student survey.				
The percent of families who rate the ACE culture as effective will increase by +1% until the goal of 90% is met, as measured by family survey.	82%			
The percent of staff who rate the ACE culture as effective will increase by +1% until the goal of 90% is met, as measured by staff survey.	79%			

Action **2a**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
2a. ACE will support staff in utilizing strategies and approaches that foster an optimistic, celebratory school environment through summer institute, weekly professional development, data days, and ongoing observation and coaching.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$11610	Amount	Amount
Source LCFF Supplemental & Concentration	Source	Source
Budget Reference 2300 – Dean of Students	Budget Reference	Budget Reference

Action **2b**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
2b. ACE will identify and facilitate events, experiences, and a blend of rewards (earned expected, unearned expected, earned unexpected, unearned unexpected) that promote an optimistic, celebratory environment, within the Culture Calendar and other vehicles.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$2208	Amount	Amount
Source LCFF Supplemental & Concentration	Source	Source
Budget Reference 2300 – Director of Community Engagement	Budget Reference	Budget Reference

Action **2c**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
2c. ACE will foster optimism and a growth mindset through the use of structures that enable students to have ownership of their learning, including Advisory and student-led conferencing.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$10965	Amount:	Amount:
Source: LCFF Supplemental & Concentration	Source:	Source:
Budget Reference: 1100 - Advisors	Budget Reference:	Budget Reference:

Action **2d**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2d. ACE will continue to refine the behavior intervention ladder in addressing challenges within student culture, to ensure consistency, responsiveness, and restoration in order to maintain a strong sense of community. (Same as Action 1c)

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount

\$29025
\$10965

Source

LCFF Supplemental & Concentration

Budget Reference

2300 – Dean of Students
1100 - Teachers

2018-19

Amount

Source

Budget Reference

2019-20

Amount

Source

Budget Reference

Action **2e**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
2e. ACE will monitor aspects of student engagement and learning via an online tool, to build transparency between school, student, and home.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$3040 \$1650	Amount	Amount
Source LCFF Supplemental & Concentration	Source	Source
Budget Reference 2300 – Data Manager 4403 - Software	Budget Reference	Budget Reference

Action **2f**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

2f. ACE will actively monitor engagement via an online tool and the Growth Cycle, analyzing data and making adjustments as necessary to ensure an optimistic, celebratory school environment.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount

\$4515
\$4252
\$2903
\$16448
\$16641
\$4560

Amount

Amount

	\$1532
	\$647
Source	LCFF Supplemental & Concentration
Budget Reference	1300 – Principal 1300 – Assistant Principal 2300 – Dean of Students 1100 – Teachers 2300 Academic Operations Manager 2300 – Data Manager 1300 – Manager of Academic Operations 2300 – Executive Director

Source	
Budget Reference	

Source	
Budget Reference	

New Modified Unchanged

Goal 3

STRATEGY 1: Promote and Instill a Culture of Optimism

Goal 3: Students and families are engaged with the school community and independently demonstrate an optimistic mindset and college-ready habits and attitudes.

[State and/or Local Priorities Addressed by this goal:](#)

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

[Identified Need](#)

Development of specific non-cognitive habits and attitudes are highly correlated with ability to persist and succeed in college and career.

[EXPECTED ANNUAL MEASURABLE OUTCOMES](#)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
The average daily attendance rate will increase by 1% annually until goal of 95% is met overall and for all significant subgroups, as measured by attendance audit.	94%			
The percent of students absent more than 10% of the school days (chronic absence) will decrease by -1% annually until	22%			

<p>goal of less than 10% is met overall and for all significant subgroups, as measured by attendance audit.</p>				
<p>The percent of students who are confident that they will be ready to attend and succeed in college by the time they graduate high school will increase by +1% annually until the goal of 90% is met, as measured by student survey.</p>	<p>74%</p>			
<p>The percent of families who are confident that their children will be ready to attend and succeed in college by the time they graduate high school will increase by +1% annually until the goal of 90% is met, as measured by family survey.</p>	<p>85%</p>			
<p>The percent of staff who rate who are confident that students will be ready to attend and succeed in college by the time they graduate high</p>	<p>26%</p>			

school will increase by +1% annually until the goal of 90% is met, as measured by staff survey.



Action **3a**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
3a. ACE will support staff in learning and implementing strategies and approaches that foster an optimistic mindset and college-ready habits and attitudes through summer institute, weekly professional development, and ongoing coaching as needed.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$23220 \$10965	Amount	Amount
Source LCFF Supplemental & Concentration	Source	Source
Budget Reference 2300 – Dean of Students 1100 - Teachers	Budget Reference	Budget Reference

Action **3b**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
3b. ACE will support families in deepening understanding of an optimistic mindset and college-ready habits and attitudes via Cafecitos, workshops, and events.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$26496	Amount:	Amount:
Source: LCFF Supplemental & Concentration	Source:	Source:
Budget Reference: 2300 – Director of Community Engagement	Budget Reference:	Budget Reference:

Action **3c**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
3c. ACE will foster an optimistic mindset and college-ready habits and attitudes through the use of structures that enable students to be known well and have ownership of their learning, including Advisory and student-led conferencing.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$10965	Amount:	Amount:
Source: LCFF Supplemental & Concentration	Source:	Source:
Budget Reference: 1100 - Advisors	Budget Reference:	Budget Reference:

Action **3d**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
3d. ACE will connect students and families with community-based mental health providers to support student social and emotional well-being and development.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$5805	Amount:	Amount:
Source: LCFF Supplemental & Concentration	Source:	Source:
Budget Reference: 2300 – Dean of Students	Budget Reference:	Budget Reference:

Action **3e**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

3e. ACE will continue to explore and offer sports and club offerings in response to demonstrated student demand, to support student social and emotional well-being and development.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount \$0

Amount

Amount

Source No Additional Cost

Source

Source

Budget Reference 4305 – Sports and Clubs

Budget Reference

Budget Reference

Action **3f**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
3f. ACE will actively monitor engagement via an online tool and the Growth Cycle, analyzing data and making adjustments as necessary to support an optimistic mindset and college-ready habits and attitudes.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<p>Amount</p> <p>\$3040</p> <p>\$1650</p> <p>\$4515</p> <p>\$4252</p> <p>\$2903</p> <p>\$16448</p> <p>\$9191</p>	<p>Amount</p>	<p>Amount</p>

	\$4560
	\$2774
	\$647
Source	LCFF Supplemental & Concentration
Budget Reference	2300 – Data Manager 4403 – Software 1300 – Principal 1300 – Assistant Principal 2300 – Dean of Students 1100 – Teachers 2300 – Academic Operations Manager 2300 – Data Manager 1300 – Managing Director of Operations and Vision 2300 – Executive Director

Source	
Budget Reference	

Source	
Budget Reference	

New Modified Unchanged

Goal 4

STRATEGY 2: Build Students' College-ready Confidence.

Goal 4: Teachers deliver rigorous, standards-based instruction based on thoughtful planning and use of data.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

Identified Need

Teachers should receive ongoing professional development in planning and delivering standards-based, data-driven instruction, to maximize student achievement and achieve the ACE mission.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
The College Ready Confidence is scored as proficient by year end (70% or higher) or making movement toward proficiency, as measured by the ACE College Ready Confidence Rubric during Quarterly Audit.	71%			

Action **4a**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
4a. ACE teachers will be supported in thoughtful planning and use of data to design curriculum backwards from standards, via summer institute, data days, weekly professional development, and grade/subject area meetings.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount	Amount	Amount
\$2451 \$1294 \$9030 \$8504 \$18060		

	\$17007			
Source	LCFF Supplemental & Concentration	Source		Source
Budget Reference	2300 – Managing Director of Operations and Vision 2300 – Executive Director 1300 – Principal 1300 – Assistant Principal 1300 – Principal 1300 – Assistant Principal	Budget Reference		Budget Reference

Action **4b**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
4b. ACE teachers will receive differentiated support in implementing rigorous, standards-based instruction based on thoughtful planning and use of data, through ongoing observation and coaching.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<p>Amount</p> <p>\$27090</p> <p>\$25511</p> <p>\$19563</p>	<p>Amount</p> <p></p>	<p>Amount</p> <p></p>
<p>Source</p> <p>LCFF Supplemental & Concentration</p>	<p>Source</p> <p></p>	<p>Source</p> <p></p>
<p>Budget Reference</p> <p>1300 – Principal</p> <p>1300 – Assistant Principal</p>	<p>Budget Reference</p> <p></p>	<p>Budget Reference</p> <p></p>

1100 – Lead Teachers



Action **4c**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

4c. ACE will monitor students' college readiness via mastery of standards, utilizing benchmark. Data will analyzed to inform instruction for whole class, small groups, and individual students.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount \$2050

Amount

Amount

Source LCFF Supplemental & Concentration

Source

Source

Budget Reference 4403 - Software

Budget Reference

Budget Reference

Action **4d**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

4d. ACE will assess teacher practice and student achievement via an online tool and the Growth Cycle, analyzing data and making adjustments as necessary to ensure rigorous, standards-based instruction based on thoughtful planning and use of data.

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount \$0

Source Funded in Goal 3f

Budget Reference n/a

2018-19

Amount

Source

Budget Reference

2019-20

Amount

Source

Budget Reference

New Modified Unchanged

Goal 5

STRATEGY 2: Build Students' College-ready Confidence.

Goal 5: Previously low-achieving students make expected rapid academic growth.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

Identified Need

ACE students typically come into the school two years below grade level. Rapid academic growth is required to close the gap between these students and their more affluent peers.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
The percent of students who are high growth or high achieving in ELA as measured by the NWEA will increase by +1% annually until the goal of 85% is met, overall and for all significant subgroups.	44%			
The percent of students who are high growth or high achieving in Math as measured by the NWEA will increase by +1% annually until the	41%			

goal of 85% is met, overall and for all significant subgroups.				
The percent of English Learners making annual progress will increase by 1.5% annually until the goal of 75% is met, as measured by the CELDT/ELPAC.	50%			

Action **5a**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

5a. ACE will provide focused support in ELA and Math, with built in intervention.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount \$0

Amount

Amount

Source No additional cost

Source

Source

Budget Reference n/a

Budget Reference

Budget Reference

Action **5b**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
5b. ACE will utilize a Response to Intervention (RTI) program to identify and serve all students with Tier 1, 2, and 3 academic and social-emotional interventions (including supporting students to close gaps with peers, services under 504 plans and IEPs, services for ELLs, services for Foster Youth, and services for students from low-income families).		

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	\$3612 \$3401 \$21930 \$54825		
Source	LCFF Supplemental & Concentration		

Budget Reference

1300 – Principal
1300 – Assistant Principal
1100 – Teachers
1100 – Teachers (Intervention)

Budget
Reference

Budget
Reference

Action **5c**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

5c. ACE will develop an implementation plan for aligning the academic program with the new ELD Framework to provide all English Learners with integrated and designated ELD instruction targeted to their proficiency level and designed to move them toward English proficiency.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount

\$5547
\$3064
\$17007
\$15650

Amount

Amount

Source

LCFF Supplemental & Concentration

Source

Source

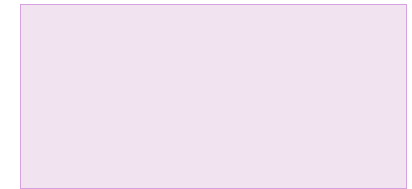
Budget
Reference

2300 – Managing Director of Operations and Vision
2300 – Academic Operations Manager
1300 – Assistant Principal
1100 – Lead Teachers

Budget
Reference



Budget
Reference



Action **5d**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

5d. ACE will leverage differentiated curriculum to ensure all students are developing at their optimal rate of progression.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount \$12250

Amount

Amount

Source LCFF Supplemental & Concentration

Source

Source

Budget Reference 4403 - Software

Budget Reference

Budget Reference

New Modified Unchanged

Goal 6

STRATEGY 2: Build Students' College-ready Confidence.

Goal 6: Students prepare for college by attaining proficiency in challenging, standards-based course work.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

Identified Need

The ACE Target Student Population is drastically under-represented in colleges and universities. Students must develop academic proficiencies that build college-ready confidence, in order to become not only college eligible by competitive college applicants and graduates.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
The percent of students who are level 3 or 4 in ELA as measured by the SBAC will increase by +1% annually until the goal of 80% is met, overall and for all significant subgroups.	TBD			
The percent of students who are level 3 or 4 in Math as measured by the SBAC will increase by +1% annually until the goal of 80% is met, overall	TBD			

and for all significant subgroups.				
The percent of 8th Grade students who are level 3 or 4 in ELA as measured by the SBAC will increase by +1% until the goal of being higher than that of the closest district school is met, overall and for all significant subgroups.	TBD			
The percent of 8th Grade students who are level 3 or 4 in Math as measured by the SBAC will increase by +1% until the goal of being higher than that of the closest district school is met, overall and for all significant subgroups.	TBD			

Action **6a**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
6a. ACE teachers will be supported in creating Advisory curriculum and a mentoring practice that prepares students for college, via summer institute, data days, weekly professional development, and grade/subject area meetings.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$9030 \$17007 \$43860	Amount 	Amount
Source LCFF Supplemental & Concentration	Source 	Source

Budget Reference

1300 – Principal
1300 – Assistant Principal
1100 – Teachers (Summer)

Budget
Reference

Budget
Reference

Action **6b**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

6b. ACE students will be supported in setting goals, identifying strategies, and monitoring achievement via Advisory and student-led conferences.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount \$0

Amount

Amount

Source Funded in Previous Actions

Source

Source

Budget Reference n/a

Budget Reference

Budget Reference

Action **6c**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
6c. ACE will develop student college knowledge through a variety of experiences in the culture calendar, including annual college visits.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$2050	Amount:	Amount:
Source: LCFF Supplemental & Concentration	Source:	Source:
Budget Reference: 4403 - Software	Budget Reference:	Budget Reference:

Action **6d**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
6d. ACE will monitor students' college readiness via mastery of standards, utilizing benchmark assessments.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$0	Amount:	Amount:
Source: No additional cost	Source:	Source:
Budget Reference: n/a	Budget Reference:	Budget Reference:

New

Modified

Unchanged

Goal 7

ACE is an operationally-sound organization with the capacity to carry out Goals 1-6.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

Identified Need

ACE must be an operationally-sound organization with the capacity to support achievement of Goals 1 – 6.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Annual LCFF budget revenue and expenses are aligned and accounted for on an annual basis, as measured through annual submission of the LCAP Annual Update	TBD			

Action **7a**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
7a. ACE will hire, develop, and retain a certificated and classified staff to support implementation of the goals and actions. 7b. Acquire and maintain books, materials, and supplies necessary to support classroom instruction and school operations.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$1568151 \$280588	Amount	Amount
Source LCFF Base	Source	Source
Budget Reference 1000 – Certificated Personnel	Budget Reference	Budget Reference

2000 – Classified Personnel
3000 – Benefits



Action **7b**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

7b. Acquire and maintain books, materials, and supplies necessary to support classroom instruction and school operations.

BUDGETED EXPENDITURES

2017-18

Amount \$50000

Source LCFF Base

Budget Reference 4000 – Books and Supplies

2018-19

Amount

Source

Budget Reference

2019-20

Amount

Source

Budget Reference

Action **7c**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services

LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
7c. Purchase and maintain equipment necessary to support program, including furniture, office equipment, hardware, and software.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$39450	Amount:	Amount:
Source: LCFF Base	Source:	Source:
Budget Reference: 4000 – Equipment	Budget Reference:	Budget Reference:

Action **7d**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

7d. Contract professional services to support instructional program, including regular year, extended year, and extended day.

BUDGETED EXPENDITURES

2017-18

Amount \$380250

Source LCFF Base

Budget Reference 500 – Professional Services (Instructional)

2018-19

Amount

Source

Budget Reference

2019-20

Amount

Source

Budget Reference

Action **7e**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

7e. Contract professional services to support operations, including student recruitment, records, and annual audit

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount \$2600

Amount

Amount

Source LCFF Base

Source

Source

Budget Reference 5000 – Professional Services (Administrative)

Budget Reference

Budget Reference

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds:

\$ 668,086

Percentage to Increase or Improve Services:

26.05 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

ACE has utilized supplemental and concentration dollars in a school-wide manner, given the extremely high percentage of unduplicated pupils. The dollars have been spent in alignment with the school's strategic plan, across six core goals in two strategic areas:

STRATEGY 1: Promote and Instill a Culture of Optimism

- ACE attracts and retains students who have been served poorly by the traditional system
- School staff create an optimistic, celebratory school environment based on ACE values that inspires growth, promotes student learning
- Students and families are engaged with the school community and independently demonstrate an optimistic mindset and college-ready habits and attitudes

STRATEGY 2: Build Students' College-Ready Confidence

- Teachers deliver rigorous, standards-based instruction based on thoughtful planning and use of data.
- Previously low-achieving students make expected rapid academic growth
- Students prepare for college by attaining proficiency in challenging, standards-based course work

The one area in which dollars were targeted for support of a single subgroup is in the area of English Language development for English Language Learners.

Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fq/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local

bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is checked, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see [Demonstration of Increased or Improved Services for Unduplicated Students](#) section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either

would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Check “New” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check “Modified” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Check “Unchanged” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check “Unchanged” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the “Demonstration of Increased or Improved Services for Unduplicated Students” table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster

children, including educational status and progress information that is required to be included in court reports;

- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

- (a) “Chronic absenteeism rate” shall be calculated as follows:
 - (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (b) “Middle School dropout rate” shall be calculated as set forth in 5 *CCR* Section 1039.1.
- (c) “High school dropout rate” shall be calculated as follows:
 - (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (d) “High school graduation rate” shall be calculated as follows:
 - (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (e) “Suspension rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (f) “Expulsion rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001.; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?