

Introduction:**LEA:** ACE Empower Academy**Contact:** Greg Lippman, Executive Director, glippman@acecharter.org, 408 677-1546**LCAP Year:** 2016-17***Local Control and Accountability Plan and Annual Update Template***

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) 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 provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable 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 Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards: *implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only): *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only): *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

Pupil achievement: *performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)*

Other pupil outcomes: *pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)*

C. Engagement:

Parental involvement: *efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)*

Pupil engagement: *school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)*

School climate: *pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)*

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code 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 Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 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?

Involvement Process	Impact on LCAP
<p>2016-17 Annual Update (Involvement from 2015-16):</p> <ol style="list-style-type: none"> 1. Over the course of the 2015-16 school year, the ACE School Network and ACE Empower 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. <ul style="list-style-type: none"> • September 2015 - May 2016 – The Executive Team met monthly to review goals, actions, and progress toward outcomes using a variety of data sets. • September 2015 - May 2016 – 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 29, 2016 – 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 25, 2016 – The Director of Community Engagement in collaboration with the Principal held a student focus group to review goals, actions, progress toward outcomes, and expenditures. Input was solicited for areas of strength, areas for growth, and areas for modification. 26 students attended. • June 8, 2016 – 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 15, 2016 – 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. 3. ACE considered all feedback from all stakeholders in the process of forming 	<p>2015-16 Annual Update (involvement from 2015-16): ACE utilized input and the involvement of its stakeholders in developing the school’s LCAP Update.</p> <p>NEEDS expressed by these stakeholders included but are not limited to the following:</p> <ul style="list-style-type: none"> • Students <ul style="list-style-type: none"> ○ Academic support and tutoring, before, during, and after school ○ More enrichment opportunities (PE, Art, Science) ○ Consistency in implementation of student engagement system, including stricter consequences ○ Increased sports and extracurricular activities ○ Increased and earlier opportunities for college exposure • Families <ul style="list-style-type: none"> ○ Academic support and tutoring for students, before, during, and after school ○ Support for ELLs, especially in reading ○ Response to Intervention (RTI) and Special Education services ○ Increased sports and extracurricular activities, to keep kids at school during after school hours ○ Continued refinement of student engagement system ○ Family workshops on being college-ready and supporting student social-emotional well-being (mental health) • Faculty & Staff <ul style="list-style-type: none"> ○ Support for ELLs ○ Counseling services ○ Response to Intervention (RTI) and Special Education services ○ Consistency in understanding and application of

<p>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.</p>	<p>student engagement system Based on all of this input, reflection and analysis, ACE developed the LCAP Annual Update.</p>
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Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil 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 the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which school sites and

subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

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 defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the school sites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the school sites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupil’s subgroup(s) as defined in Education Code section 52052.

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 Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 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 schoolsite 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 Education Code sections 42238.01 and subgroups as defined in 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 Education Code section 52052?

- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code 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?

Goal 1

GOAL:	STRATEGY 1: Promote and Instill a Culture of Optimism		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____	
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.			
Goal Applies to:	Schools:	ACE		
Goal Applies to:	Applicable Pupil Subgroups:	All, Students from Low-Income Families, Students who are English Language Learners, Students who are Latino		
LCAP Year 1: 2016-17				
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • 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. • The percent of suspensions will decrease from 2015-16 baseline by -1% until goal of being lower than closest district school is reached. • The percent of expulsions will decrease from previous year baseline by -0.5% until goal of being lower than closest district school is reached. 			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service		Budgeted Expenditures
1a. ACE will implement a recruitment plan on an annual basis that attracts students who have been served poorly by the traditional system.	Schoolwide	___ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____		Director of Community Engagement Code 2300 \$9062.5
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.	Schoolwide	___ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____		Dean of Students Code 2300 \$29741 Advisors Code 1100 \$14804
1c. ACE will continue to refine the behavior	Schoolwide	___ALL		Dean of Students

intervention ladder in addressing challenges within student culture, to ensure consistency, responsiveness, and restoration in order to maintain a strong sense of community.		OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	Code 2300 \$2380 Teachers Code 1100 \$17509
1d. ACE will monitor aspects of student engagement to ensure efficacy of the actions listed and make adjustments as needed.	Schoolwide	___ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	Data Manager Code 2300 \$2854 Software Costs Code 4403 \$1850

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • The percent of students who stay at ACE for the entire year and return the following year will increase from 2015-16 baseline by 2% until goal of 90% is met. • The percent of suspensions will decrease from 2015-16 baseline by -2% until goal of being lower than closest district school is reached. • The percent of expulsions will decrease from previous year baseline by -0.5% until goal of being lower than closest district school is reached.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1a. ACE will implement a recruitment plan on an annual basis that attracts students who have been served poorly by the traditional system.	Schoolwide	___ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	Director of Community Engagement Code 2300 \$9062.5
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.	Schoolwide	___ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	Dean of Students Code 2300 \$29741 Advisors Code 1100 \$14804

<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>Schoolwide</p>	<p>___ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Dean of Students Code 2300 \$2380 Teachers Code 1100 \$17509</p>
<p>1d. ACE will monitor aspects of student engagement to ensure efficacy of the actions listed and make adjustments as needed.</p>	<p>Schoolwide</p>	<p>___ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Data Manager Code 2300 \$2854 Software Costs Code 4403 \$1850</p>

LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • The percent of students who stay at ACE for the entire year and return the following year will increase from 2015-16 baseline by 3% until goal of 90% is met. • The percent of suspensions will decrease from 2015-16 baseline by -3% until goal of being lower than closest district school is reached. • The percent of expulsions will decrease from previous year baseline by -.5% until goal of being lower than closest district school is reached.
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<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<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>Schoolwide</p>	<p>___ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Director of Community Engagement Code 2300 \$9062.5</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>Schoolwide</p>	<p>___ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Dean of Students Code 2300 \$29741 Advisors Code 1100 \$14804</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>Schoolwide</p>	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Dean of Students Code 2300 \$2380</p> <p>Teachers Code 1100 \$17509</p>
<p>1d. ACE will monitor aspects of student engagement to ensure efficacy of the actions listed and make adjustments as needed.</p>	<p>Schoolwide</p>	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Data Manager Code 2300 \$2854</p> <p>Software Costs Code 4403 \$1850</p>

Goal 2

GOAL:	STRATEGY 1: Promote and Instill a Culture of Optimism		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____	
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.			
Goal Applies to:	Schools:	ACE		
	Applicable Pupil Subgroups:	All, Students from Low-Income Families, Students who are English Language Learners, Students who are Latino		
LCAP Year 1: 2016-17				
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> 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. 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. 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. 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. 			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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.		Schoolwide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Dean of Students Code 2300 \$29741
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.		Schoolwide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Director of Community Engagement Code 2300 \$1562.5

			College Trips Code 5852 \$18000
			Culture Calendar Expenses Code 5605 \$460
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.	Schoolwide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Advisors Code 1100 \$14804
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)	Schoolwide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Dean of Students Code 2300 \$2974 Teachers Code 1100 \$17509
2e. ACE will monitor aspects of student engagement and learning via an online tool, to build transparency between school, student, and home.	Schoolwide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Data Manager Code 2300 \$2854 Software Costs Code 4403 \$1850
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.	Schoolwide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	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

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • 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. • The percent of students who rate the ACE culture as effective will increase from the 2015-16 by +2% until the goal of 90% is met, as measured by student survey. • The percent of families who rate the ACE culture as effective will increase from the 2015-16 by +2% until the goal of 90% is met, as measured by family survey. • The percent of staff who rate the ACE culture as effective will increase from the 2015-16 by +2% until the goal of 90% is met, as measured by staff survey.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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	Schoolwide	__ALL	Dean of Students Code 2300 \$29741
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

<p>observation and coaching.</p>			
<p>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.</p>	<p>Schoolwide</p>	<p>___ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____</p>	<p>Director of Community Engagement Code 2300 \$1562.5</p> <p>College Trips Code 5852 \$18000</p> <p>Culture Calendar Expenses Code 5605 \$460</p>
<p>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.</p>	<p>Schoolwide</p>	<p>___ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____</p>	<p>Advisors Code 1100 \$14804</p>
<p>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)</p>	<p>Schoolwide</p>	<p>___ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____</p>	<p>Dean of Students Code 2300 \$2974</p> <p>Teachers Code 1100 \$17509</p>
<p>2e. ACE will monitor aspects of student engagement and learning via an online tool, to build transparency between school, student, and home.</p>	<p>Schoolwide</p>	<p>___ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____</p>	<p>Data Manager Code 2300 \$2854</p> <p>Software Costs Code 4403 \$1850</p>
<p>2f. ACE will actively monitor engagement via an online</p>	<p>Schoolwide</p>	<p>___ALL</p>	<p>Principal</p>

tool and the Growth Cycle, analyzing data and making adjustments as necessary to ensure an optimistic, celebratory school environment.

OR:
 Low Income pupils English Learners
 Foster Youth Redesignated fluent English proficient
 Other Subgroups:(Specify)_____

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

LCAP Year 3: 2018-19

Expected Annual
 Measurable
 Outcomes:

- 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.
- The percent of students who rate the ACE culture as effective will increase from the 2015-16 by +3% until the goal of 90% is met, as measured by student survey.
- The percent of families who rate the ACE culture as effective will increase from the 2015-16 by +3% until the goal of 90% is met, as measured by family survey.
- The percent of staff who rate the ACE culture as effective will increase from the 2015-16 by +3% until the goal of

90% is met, as measured by staff survey.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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.	Schoolwide	___ALL	Dean of Students Code 2300 \$29741
		OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	
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.	Schoolwide	___ALL	Director of Community Engagement Code 2300 \$1562.5 College Trips Code 5852 \$18000 Culture Calendar Expenses Code 5605 \$460
		OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	
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.	Schoolwide	___ALL	Advisors Code 1100 \$14804
		OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	
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)	Schoolwide	___ALL	Dean of Students Code 2300 \$2974 Teachers Code 1100 \$17509
		OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	
2e. ACE will monitor aspects of student engagement	Schoolwide	___ALL	Data Manager

<p>and learning via an online tool, to build transparency between school, student, and home.</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Code 2300 \$2854 Software Costs Code 4403 \$1850</p>
<p>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.</p>	<p>Schoolwide</p>	<p><input type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>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</p>

Goal 3

GOAL:	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.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____
Identified Need:	Development of specific non-cognitive habits and attitudes are highly correlated with ability to persist and succeed in college and career.		
Goal Applies to:	Schools:	ACE	
Goal Applies to:	Applicable Pupil Subgroups:	All, Students from Low-Income Families, Students who are English Language Learners, Students who are Latino	
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • 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. • 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. • 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. • 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. • 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. 		
	Actions/Services	Scope of Service	Budgeted Expenditures
	3a. ACE will support staff in learning and implementing	Schoolwide	Pupils to be served within identified scope of service ___ALL Dean of Students

<p>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.</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Code 2300 \$13879 Teachers Code 1100 \$17509</p>
<p>3b. ACE will support families in deepening understanding of an optimistic mindset and college-ready habits and attitudes via Cafecitos, workshops, and events.</p>	<p>Schoolwide</p>	<p>___ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Director of Community Engagement Code 2300 \$15375</p>
<p>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.</p>	<p>Schoolwide</p>	<p>___ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Advisors Code 1100 \$14804</p>
<p>3d. ACE will connect students and families with community-based mental health providers to support student social and emotional well-being and development.</p>	<p>Schoolwide</p>	<p>___ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Dean of Students Code 2300 \$2974</p>
<p>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.</p>	<p>Schoolwide</p>	<p>___ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Sports and Clubs Code 4305 \$4000</p>
<p>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.</p>	<p>Schoolwide</p>	<p>___ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Data Manager Code 2300 \$2854 Software Code 4403 \$1850</p>

			<p>Principal Code 1300 \$8922</p> <p>Teachers Code 1100 \$26263</p> <p>Academic Operations Manager Code 2300 \$8564</p> <p>Data Manager Code 2300 \$4282</p> <p>Managing Director of Academic Operations Code 1300 \$2591</p> <p>Executive Director Code 2300 \$602</p>
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LCAP Year 2: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • The average daily attendance rate will increase from 2015-16 baseline by 2% until goal of 95% is met overall and for all significant subgroups, as measured by attendance audit. • The percent of students absent more than 10% of the school days (chronic absence) will decrease from 2015-16 baseline by -2% until goal of less than 10% is met overall and for all significant subgroups, as measured by attendance audit. • The percent of students who are confident that they will be ready to attend and succeed in college by the time they
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- graduate high school will increase from the 2015-16 by +2% until the goal of 90% is met, as measured by student survey.
- 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 +2% until the goal of 90% is met, as measured by family survey.
- 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 +2% until the goal of 90% is met, as measured by staff survey.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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.	Schoolwide	___ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	Dean of Students Code 2300 \$13879 Teachers Code 1100 \$17509
3b. ACE will support families in deepening understanding of an optimistic mindset and college-ready habits and attitudes via Cafecitos, workshops, and events.	Schoolwide	___ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	Director of Community Engagement Code 2300 \$15375
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.	Schoolwide	___ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	Advisors Code 1100 \$14804
3d. ACE will connect students and families with community-based mental health providers to support student social and emotional well-being and development.	Schoolwide	___ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	Dean of Students Code 2300 \$2974

<p>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.</p>	<p>Schoolwide</p>	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Sports and Clubs Code 4305 \$4000</p>
<p>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.</p>	<p>Schoolwide</p>	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Data Manager Code 2300 \$2854</p> <p>Software Code 4403 \$1850</p> <p>Principal Code 1300 \$8922</p> <p>Teachers Code 1100 \$26263</p> <p>Academic Operations Manager Code 2300 \$8564</p> <p>Data Manager Code 2300 \$4282</p> <p>Managing Director of Academic Operations Code 1300 \$2591</p>

			Executive Director Code 2300 \$602
LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • The average daily attendance rate will increase from 2015-16 baseline by 3% until goal of 95% is met overall and for all significant subgroups, as measured by attendance audit. • The percent of students absent more than 10% of the school days (chronic absence) will decrease from 2015-16 baseline by -3% until goal of less than 10% is met overall and for all significant subgroups, as measured by attendance audit. • 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 +3% until the goal of 90% is met, as measured by student survey. • 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 +3% until the goal of 90% is met, as measured by family survey. • 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 +3% until the goal of 90% is met, as measured by staff survey. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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.	Schoolwide	___ALL	Dean of Students Code 2300 \$13879 Teachers Code 1100 \$17509
		OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	
3b. ACE will support families in deepening understanding of an optimistic mindset and college-ready habits and attitudes via Cafecitos, workshops, and events.	Schoolwide	___ALL	Director of Community Engagement Code 2300 \$15375
		OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	
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.	Schoolwide	___ALL	Advisors Code 1100 \$14804
		OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	

<p>3d. ACE will connect students and families with community-based mental health providers to support student social and emotional well-being and development.</p>	<p>Schoolwide</p>	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Dean of Students Code 2300 \$2974</p>
<p>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.</p>	<p>Schoolwide</p>	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Sports and Clubs Code 4305 \$4000</p>
<p>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.</p>	<p>Schoolwide</p>	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>Data Manager Code 2300 \$2854</p> <p>Software Code 4403 \$1850</p> <p>Principal Code 1300 \$8922</p> <p>Teachers Code 1100 \$26263</p> <p>Academic Operations Manager Code 2300 \$8564</p> <p>Data Manager Code 2300 \$4282</p>

			Managing Director of Academic Operations Code 1300 \$2591 Executive Director Code 2300 \$602
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Goal 4

GOAL:	STRATEGY 2: Build Students' College-ready Confidence.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____	
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.			
Goal Applies to:	Schools:	ACE		
Goal Applies to:	Applicable Pupil Subgroups:	All, Students from Low-Income Families, Students who are English Language Learners, Students who are Latino		
LCAP Year 1: 2016-17				
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> 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. 			
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
	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.	Schoolwide	___ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	External Professional Development Contracts Code 5850 \$5000 Manager of Academic Operations Code 1300 \$4146 Executive Director Code 2300 \$1203

			Principal Code 1300 \$12887 Assistant Principal Code 1300 \$0 Dean of Students Code 2300 \$4957
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.	Schoolwide	___ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	Principal Code 1300 \$12887 Assistant Principal Code 1300 \$0 Lead Teacher Time Code 1100 \$35125 Lead Teacher Code 1100 \$40000
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.	Schoolwide	___ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	ANet License Code 4305 \$3600 Assistant Principal Code 1300 \$0

<p>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.</p>	<p>Schoolwide</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>No Additional Cost</p>
<p>LCAP Year 2: 2017-18</p>			
<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> 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. 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>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.</p>	<p>Schoolwide</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>External Professional Development Contracts Code 5850 \$5000</p> <p>Manager of Academic Operations Code 1300 \$4146</p> <p>Executive Director Code 2300 \$1203</p> <p>Principal Code 1300 \$12887</p> <p>Assistant Principal Code 1300</p>

			<p>\$0</p> <p>Dean of Students Code 2300 \$4957</p>
<p>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.</p>	<p>Schoolwide</p>	<p><input type="checkbox"/> ALL</p>	<p>Principal Code 1300 \$12887</p>
		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Assistant Principal Code 1300 \$0</p> <p>Lead Teacher Time Code 1100 \$35125</p> <p>Lead Teacher Code 1100 \$40000</p>
<p>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.</p>	<p>Schoolwide</p>	<p><input type="checkbox"/> ALL</p>	<p>ANet License Code 4305 \$3600</p>
		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Assistant Principal Code 1300 \$0</p>
<p>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.</p>	<p>Schoolwide</p>	<p><input type="checkbox"/> ALL</p>	<p>No Additional Cost</p>
		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>LCAP Year 3: 2018-19</p>			

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> 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. 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>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.</p>	<p>Schoolwide</p>	<p>___ALL</p> <hr/> <p>OR:</p> <p>___Low Income pupils ___English Learners</p> <p>___Foster Youth ___Redesignated fluent English proficient</p> <p>___Other Subgroups:(Specify)_____</p>	<p>External Professional Development Contracts Code 5850 \$5000</p> <p>Manager of Academic Operations Code 1300 \$4146</p> <p>Executive Director Code 2300 \$1203</p> <p>Principal Code 1300 \$12887</p> <p>Assistant Principal Code 1300 \$0</p> <p>Dean of Students Code 2300 \$4957</p>
<p>4b. ACE teachers will receive differentiated support in</p>	<p>Schoolwide</p>	<p>___ALL</p>	<p>Principal</p>

<p>implementing rigorous, standards-based instruction based on thoughtful planning and use of data, through ongoing observation and coaching.</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Code 1300 \$12887 Assistant Principal Code 1300 \$0 Lead Teacher Time Code 1100 \$35125 Lead Teacher Code 1100 \$40000</p>
<p>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.</p>	<p>Schoolwide</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>ANet License Code 4305 \$3600 Assistant Principal Code 1300 \$0</p>
<p>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.</p>	<p>Schoolwide</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>No Additional Cost</p>

Goal 5

GOAL:	STRATEGY 2: Build Students’ College-ready Confidence. Goal 5: Previously low-achieving students make expected rapid academic growth.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____
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.		
Goal Applies to:	Schools: ACE Applicable Pupil Subgroups:	All, Students from Low-Income Families, Students who are English Language Learners, Students who are Latino	
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • The percent of students who achieve 1.5 years of growth in reading 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. [MS] • 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. [MS] • The percent of students who grow by 2 points on on ACT will increase from 2015-16 baseline by +1% until goal of 85% is met, overall and for all significant subgroups. [HS] • 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. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
5a. ACE will provide focused support in ELA and Math, with built in intervention.	Schoolwide	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Extended ELA and Math No Additional Cost
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	Schoolwide	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Principal Code 1300 \$5155 Assistant Principal

<p>ELLs, services for Foster Youth, and services for students from low-income families).</p>			<p>Code 1300 \$0</p> <p>Teachers Code 1100 \$56028</p> <p>Interventionists Code 1100 \$17509</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>Schoolwide</p>	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Managing Director of Academic Operations Code 1300 \$5182</p> <p>Academic Operations Manager Code 2300 \$7136</p> <p>Assistant Principal Code 1300 \$0</p> <p>Department Lead Teacher Code 1100 \$10200</p>
<p>5d. ACE will leverage differentiated curriculum to ensure all students are developing at their optimal rate of progression.</p>	<p>Schoolwide</p>	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Personalized Curriculum Code 4403 \$12000</p>

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:

- The percent of students who achieve 1.5 years of growth in reading as measured by the NWEA will increase from the 2015-16 baseline by +2% until the goal of 85% is met, overall and for all significant subgroups. [MS]
- 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 +2% until the goal of 85% is met, overall and for all significant subgroups. [MS]
- The percent of students who grow by 2 points on on ACT will increase from 2015-16 baseline by +2% until goal of 85% is met, overall and for all significant subgroups. [HS]
- The percent of ELs who reach English proficient level as measured by CELDT will increase from 2015-16 baseline by +2% until the goal of 50% is met.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
5a. ACE will provide focused support in ELA and Math, with built in intervention.	Schoolwide	___ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	Extended ELA and Math No Additional Cost
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).	Schoolwide	___ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	Principal Code 1300 \$5155 Assistant Principal Code 1300 \$0 Teachers Code 1100 \$56028 Interventionists Code 1100 \$17509
5c. ACE will develop an implementation plan for	Schoolwide	___ALL	Managing

<p>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>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Director of Academic Operations Code 1300 \$5182</p> <p>Academic Operations Manager Code 2300 \$7136</p> <p>Assistant Principal Code 1300 \$0</p> <p>Department Lead Teacher Code 1100 \$10200</p>
<p>5d. ACE will leverage differentiated curriculum to ensure all students are developing at their optimal rate of progression.</p>	<p>Schoolwide</p>	<p><input type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Personalized Curriculum Code 4403 \$12000</p>

LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • The percent of students who achieve 1.5 years of growth in reading as measured by the NWEA will increase from the 2015-16 baseline by +3% until the goal of 85% is met, overall and for all significant subgroups. [MS] • 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 +3% until the goal of 85% is met, overall and for all significant subgroups. [MS] • The percent of students who grow by 2 points on on ACT will increase from 2015-16 baseline by +3% until goal of 85% is met, overall and for all significant subgroups. [HS] • The percent of ELs who reach English proficient level as measured by CELDT will increase from 2015-16 baseline by +3% until the goal of 50% is met.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
5a. ACE will provide focused support in ELA and Math, with built in intervention.	Schoolwide	___ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	Extended ELA and Math No Additional Cost
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).	Schoolwide	___ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	Principal Code 1300 \$5155 Assistant Principal Code 1300 \$0 Teachers Code 1100 \$56028 Interventionists Code 1100 \$17509
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.	Schoolwide	___ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	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. ACE will leverage differentiated curriculum to ensure all students are developing at their optimal rate of progression.	Schoolwide	___ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	Personalized Curriculum Code 4403 \$12000

Goal 6

GOAL:	STRATEGY 2: Build Students' College-ready Confidence.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____
Identified Need:			
Goal Applies to:	Schools: ACE		
Applicable Pupil Subgroups:	All, Students from Low-Income Families, Students who are English Language Learners, Students who are Latino		
LCAP Year 1: 2014-15			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • 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. • 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. • 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. • The percent of Year 3 and Year 4 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 the average percent for non-low SES students in CA. • 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 being 80% of the average percent for non-low SES students in CA. • 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 being equal to the 80% of the average percent for non-low SES students in CA. • 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 the 60% of the average percent for non-low SES students in CA. • 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 being 60% of the average percent for non-low SES students in CA. • The percent of students who are on track for UC/CSU eligibility will increase from 2015-16 baseline by +1% until goal of 90% is met, as measured by transcript audit. [HS] • 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. <ul style="list-style-type: none"> • 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. • 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. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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.	Schoolwide	___ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	Principal Code 1300 \$32219 Assistant Principal Code 1300 \$0 Teachers Code 1100 \$70035
6b. ACE students will be supported in setting goals, identifying strategies, and monitoring achievement via Advisory and student-led conferences.	Schoolwide	___ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	Assistant Principal Code 1300 \$2974 Teachers Code 1100 \$70035
6c. ACE will develop student college knowledge through a variety of experiences in the culture calendar, including annual college visits.	Schoolwide	___ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	College Visits Funded in Previous Actions
6d. ACE will monitor students' college readiness via	Schoolwide	___ALL	ANet

mastery of standards, utilizing benchmark.

OR:
 Low Income pupils English Learners
 Foster Youth Redesignated fluent English proficient
 Other Subgroups:(Specify)_____

*Funded in
Previous Actions*

LCAP Year 2: 2015-16

Expected Annual Measurable Outcomes:

- 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 +2% until the goal of 80% is met, overall and for all significant subgroups.
- 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 +2% until the goal of 80% is met, overall and for all significant subgroups.
- 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 +2% until the goal of being equal to the average percent for non-low SES students in CA.
- The percent of Year 3 and Year 4 students who are level 3 or 4 in math as measured by the SBAC will increase from the 2015-16 baseline by +2% until the goal of being equal to the average percent for non-low SES students in CA.
- 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 +2% until the goal of being equal to being 80% of the average percent for non-low SES students in CA.
- 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 +2% until the goal of being equal to the 80% of the average percent for non-low SES students in CA.
- 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 +2% until the goal of being equal to the 60% of the average percent for non-low SES students in CA.
- 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 +2% until the goal of being equal to being 60% of the average percent for non-low SES students in CA.
- The percent of students who are on track for UC/CSU eligibility will increase from 2015-16 baseline by +2% until goal of 90% is met, as measured by transcript audit. [HS]
- 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 +2% until goal of 30% is met.
- 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 +2% until goal of 50% is met.
- 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 +2% until goal of 75% is met.

Actions/Services

Scope of

Pupils to be served within identified scope of service

Budgeted

	Service		Expenditures
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.	Schoolwide	___ALL	Principal Code 1300 \$32219
		OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	Assistant Principal Code 1300 \$0 Teachers Code 1100 \$70035
6b. ACE students will be supported in setting goals, identifying strategies, and monitoring achievement via Advisory and student-led conferences.	Schoolwide	___ALL	Assistant Principal Code 1300 \$2974
		OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	Teachers Code 1100 \$70035
6c. ACE will develop student college knowledge through a variety of experiences in the culture calendar, including annual college visits.	Schoolwide	___ALL	College Visits Funded in Previous Actions
		OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	
6d. ACE will monitor students' college readiness via mastery of standards, utilizing benchmark assessments.	Schoolwide	___ALL	ANet Funded in Previous Actions
		OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	
LCAP Year 3: 2016-17			
Expected Annual Measurable	<ul style="list-style-type: none"> The percent of students who are level 3 or 4 in reading as measured by the SBAC will increase from the 2015-16 		

<p>Outcomes:</p>	<p>baseline by +3% until the goal of 80% is met, overall and for all significant subgroups.</p> <ul style="list-style-type: none"> • 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 +3% until the goal of 80% is met, overall and for all significant subgroups. • 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 +3% until the goal of being equal to the average percent for non-low SES students in CA. • The percent of Year 3 and Year 4 students who are level 3 or 4 in math as measured by the SBAC will increase from the 2015-16 baseline by +3% until the goal of being equal to the average percent for non-low SES students in CA. • 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 +3% until the goal of being equal to being 80% of the average percent for non-low SES students in CA. • 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 +3% until the goal of being equal to the 80% of the average percent for non-low SES students in CA. • 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 +3% until the goal of being equal to the 60% of the average percent for non-low SES students in CA. • 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 +3% until the goal of being equal to being 60% of the average percent for non-low SES students in CA. • The percent of students who are on track for UC/CSU eligibility will increase from 2015-16 baseline by +3% until goal of 90% is met, as measured by transcript audit. [HS] • 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 +3% until goal of 30% is met. • 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 +3% until goal of 50% is met. • 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 +3% until goal of 75% is met. 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<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>Schoolwide</p>	<p>__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Principal Code 1300 \$32219 Assistant Principal</p>

			<p>Code 1300 \$0</p> <p>Teachers Code 1100 \$70035</p>
6b. ACE students will be supported in setting goals, identifying strategies, and monitoring achievement via Advisory and student-led conferences.	Schoolwide	<p><input type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Assistant Principal Code 1300 \$2974</p> <p>Teachers Code 1100 \$70035</p>
6c. ACE will develop student college knowledge through a variety of experiences in the culture calendar, including annual college visits.	Schoolwide	<p><input type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>College Visits Funded in Previous Actions</p>
6d. ACE will monitor students' college readiness via mastery of standards, utilizing benchmark assessments.	Schoolwide	<p><input type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>ANet Funded in Previous Actions</p>

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 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 Education Code 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?

Goal 1a

Original GOAL from prior year LCAP:	Goal 1: Ensure that all students have access to equitable conditions of learning through the following initiatives: 1A: Students are taught by teachers with appropriate credentials	Related State and/or Local Priorities: 1X 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____	
Goal Applies to:	Schools: ALL Applicable Pupil Subgroups: ALL		
Expected Annual Measurable Outcomes:	Increase percentage of highly qualified teachers to 100%	Actual Annual Measurable Outcomes:	Increase percentage of highly qualified teachers to 93%
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Continue to ensure all teachers, especially new teachers, are supported in completing their credentialing process and becoming highly qualified	<p>Assistant Principal Funded by Other State Revenue</p> <p>BTSA Coach Funding Source: \$20,000, LCFF</p>	For 2015-16, ACE provided BTSA to all teachers who requested or required it via enrollment in the REACH program. In future years, ACE may elect to have "new to ACE" teachers wait until their second year at ACE before enrolling in BTSA so long as they are able to and maintain credentialing. ACE Empower employs a co-Principal model, in which each co-Principal serves as an Academic Coach for groups of teachers by subject area. This model allows for weekly observation and debriefing of every teacher at ACE Empower - including beginning teachers - in alignment with their individual Professional Growth Plans.	<p>Assistant Principal Funded by Other State Revenue</p> <p>BTSA Coach Funding Source: \$7,500 LCFF</p>

Scope of service:	School-wide		School-wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
On February 1, 2015, the average pay band for credentialed teachers increased by 10%. In addition, teachers were given two additional PTO days and two additional days of sick leave. To continue to recruit and retain high quality teachers, the school will maintain this salary band.	Credentialed Teacher Salary Increases Funding Source: \$145,700, LCFF	On February 1, 2015, ACE increased the average pay band for credentialed teachers at all schools, including ACE Empower, by 10%. In addition, teachers were given two additional PTO days and two additional days of sick leave. To recruit and retain high quality teachers, ACE Empower maintained this salary band in 2015-16.	Credentialed Teacher Salary Increases Funding Source: \$130,123 LCFF	
Scope of service:	School-wide		School-wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Engage a recruitment team specifically to hire credentialed teachers that will ensure the credentialing process is complete prior to hiring	Staff Recruitment Team Funded by Other State Revenue	ACE has established a recruitment team, led by Rodney Taeares, the Talent Acquisition and Development Manager, and supported by an Assistant as well as the network Learning Manager. The team utilizes Jazz recruiting software, which gives the team, tools, best practices, and data to maximize its recruitment efforts on behalf of ACE Empower.	Staff Recruitment Team Funded by Other State Revenue	
Scope of service:	School-wide		Scope of service:	School-wide

<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>ACE has established the systems and structures to ensure that teachers are properly credentialed moving forward, including the establishment of a Talent Acquisition and Development Manager. While ACE will continue to monitor credentialing going forward, this will no longer be an area of focus for LCAP goals, actions, measures, and expenditures.</p>		

Goal 1b

Original GOAL from prior year LCAP:	Goal 1: Ensure that all students have access to equitable conditions of learning through the following initiatives: 1B: Provide Common Core State Standards (CCSS)-aligned materials and assessments to all teaching staff		Related State and/or Local Priorities: 1 X 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____	
Goal Applies to:	Schools: ALL Applicable Pupil Subgroups: ALL			
Expected Annual Measurable Outcomes:	100% of teachers have access to CCSS-aligned materials	Actual Annual Measurable Outcomes:	100% of teachers have access to CCSS-aligned materials	
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
Throughout the year, the school leader will communicate the school’s multiyear plan for math to all staff		School Leader No additional cost	ACE hired an external consultant, Jessie Robinson, to support in the multi-year plan for math at ACE network schools. ACE Empower Co-Principal, Vu Long Trinh, worked with the consultant to create a vision for math at ACE Empower, how we would move toward this vision in 2015-16, and then communicate this with staff. Using data on both student achievement and teacher practice, this vision and the corresponding next steps have been adjusted as needed to move practice forward. Central in this vision has been the move toward a blended learning model to support greater personalization of learning.	
Scope of service:	School-wide		Scope of service:	School-wide

<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Align the school’s pacing guide with the pacing guide of Engage New York (math)		Achievement Network Contract Funding Source: \$35,000, LCFF Math Consultant Funding Source: \$5,000, LCFF	ACE utilizes ANet (Achievement Network) across all middle school sites. ANet provides a Schedule of Assessed Standards (SAS) and corresponding Benchmark Assessments, both of which are aligned to the Common Core standards. The SAS serves as a Pacing Guide for the year, which teachers then use to develop the scope and sequence utilizing Engage NY for initial instruction as well as re-teaching for each set of standards.		Achievement Network Contract & Math Teacher Planning Time Funding Source: \$32,530, LCFF Math Consultant Funding Source: \$6,200, LCFF
Scope of service:	School-wide		Scope of service:	School-wide	
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Continue implementation of The Write Tools		Write Tools Consultants Funding	ACE hired an external consultant, Alice Waters, to train all teachers at ACE Empower in the Write Tools. This included three days of training at the		Write Tools Consultants & ELA

		Source: \$20,000, LCFF	beginning of the year, as well as eight days when she was on school sites throughout the year observing and providing feedback to teachers on implementation.		Teacher Planning Time Funding Source: \$32,530, LCFF
Scope of service:	School-wide		Scope of service:	School-wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		ACE Empower engaged in significant work around CCSS implementation in 2015-16, including contracting with external experts to support in implementation. ACE Empower will continue to support teachers in designing and implementing CCSS aligned curriculum in 2016-17. This work is found in Goal 4, "Teachers deliver rigorous standards-based instruction based on thoughtful planning and use of data. Measures will be changed to ensure they are quantifiable, with a focus on outcomes for students.			

Goal 1c

<p>Original GOAL from prior year LCAP:</p>	<p>Goal 1: Ensure that all students have access to equitable conditions of learning through the following initiatives: 1C: School leaders, teachers and other key staff have access to professional development to ensure successful implementation of CCSS-based curricula</p>		<p>Related State and/or Local Priorities: 1X 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____</p>	
<p>Goal Applies to:</p>		<p>Schools: ALL Applicable Pupil Subgroups: ALL</p>		
<p>Expected Annual Measurable Outcomes:</p>	<p>100% of teachers have access to CCSS-aligned professional development</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>100% of teachers have access to CCSS-aligned professional development</p>	
<p>LCAP Year: 2015-16</p>				
<p>Planned Actions/Services</p>			<p>Actual Actions/Services</p>	
		<p>Budgeted Expenditures</p>	<p>Estimated Actual Annual Expenditures</p>	
<p>Provide teachers with collaboration/planning time to create CCSS-aligned Math pacing guides that are consistent across grades 5-8</p>		<p>Summer Professional Development Days Funded by Other State Revenue</p>	<p>ACE utilizes ANet (Achievement Network) across all school sites. ANet provides a Schedule of Assessed Standards (SAS) and corresponding Benchmark Assessments, both of which are aligned to the Common Core standards. The SAS serves as a Pacing Guide for the year, which teachers then use to develop the scope and sequence utilizing Engage NY. Prior to the school year and during the "Data Day" after each Benchmark, teachers at ACE Empower are provided with collaborative time and support in reviewing assessment data, developing reteaching plans, and previewing the next pacing guide to inform instruction.</p>	

Scope of service:	School-wide		Scope of service:	School-wide	
<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Provide teachers with collaboration/planning time to create a pacing guide for writing strategies, based on the CCSS-aligned The Write Tools curriculum, that they may use at different points throughout the year		Summer Professional Development Days Funded by Other State Revenue	Teachers had three days of training at the beginning of the year, to dive into The Write Tools strategies and developing pacing guides for the school year. This included focused development within the Humanities team, as well as common strategies that were to be implemented across all content areas (i.e. vocabulary development). Teachers have weekly common planning by department on Thursdays to support this implementation. In addition, mini-PD sessions were held with the Humanities teachers at ACE Empower to support implementation. In addition, the writing consultant was on site throughout the year observing and providing feedback to all teachers on implementation. Teachers have common planning.		Summer Professional Development Days Funded by Other State Revenue
Scope of service:	School-wide		Scope of service:	School-wide	
<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Provide external coaches for all school leaders to support implementation of CCSS-based curricula		External Coaches	ACE has partnered with Innovate Public Schools to support the implementation of CCSS-based		External Coaches

		Funding Source: \$16,000, LCFF	curriculum across the network schools. Innovate Senior Advisor Amanda Gardner, creates "playbooks" in each subject area for the schools. Innovate Senior Manager of Leadership Development, Sarah Tucker, then coached the ACE Empower Co-Principals to support implementation.	Funding Source: \$21,000, LCFF
Scope of service:	School-wide		Scope of service:	School-wide
<input checked="" type="checkbox"/> ALL			<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
Provide teachers with professional development re strategies for addressing needs of ELLs		Write Tools Consultants Funding Source: \$20,000, LCFF	ACE utilizes a sheltered immersion model for ELD across its network of schools. In this model, teachers use SDAIE strategies across all subject areas and setting to support ELLs in accessing content and expressing understanding. Within core classrooms, as well as in Advisory, small groups of students receive targeted support aligned to their need to further advance development. During "Data Days" after each benchmark assessment, teachers are supported in analyzing student assessment results, identifying needs, planning re-teaching and interventions, and then reassessments. These data cycles support tailored instruction for ELLs at ACE Empower, as well as all students.	Write Tools Consultants Funding Source: \$0, LCFF
Scope of service:	School-wide		Scope of service:	School-wide
<input checked="" type="checkbox"/> ALL			<input type="checkbox"/> ALL	

<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>ACE Empower engaged in significant work around CCSS implementation in 2015-16, including contracting with external experts to support in implementation. ACE Empower will continue to support teachers in designing and implementing CCSS aligned curriculum in 2016-17. This work is found in Goal 4, “Teachers deliver rigorous standards-based instruction based on thoughtful planning and use of data. Measures will be changed to ensure they are quantifiable, with a focus on outcomes for students.</p> <p>In addition, ACE will be piloting an implementation plan for aligning the academic program to the new ELD framework. This work is found in Goal 5, “Previously low-achieving students make expected rapid academic growth.”</p>		

Goal 1d

Original GOAL from prior year LCAP:	Goal 1: Ensure that all students have access to equitable conditions of learning through the following initiatives: 1D: School will collaborate with District to ensure high quality facilities	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____	
Goal Applies to:	Schools: ALL	Applicable Pupil Subgroups: ALL	
Expected Annual Measurable Outcomes:	Site is fully equipped and offers students a clean, welcoming campus	Actual Annual Measurable Outcomes:	Site is fully equipped and offers students a clean, welcoming campus, as demonstrated by an 81% on the Culture Rubric (Proficient is 70%)
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures
The school leader will inform parents at orientation of all resources site has to offer		School Leader No additional cost	School Leader No additional cost
Scope of service:	School-wide	Scope of service:	School-wide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Secure quality furnishings and equipment to support learning environment		Furnishings and Equipment Funded by	ACE Empower purchased 100 new ChromeBooks for the 2015-16 school year, bringing our Humanities classrooms up to a 1:1 ratio of students to computers. Furnishings and Equipment Funded by

		Other State Revenue			Other State Revenue
Scope of service:	School-wide		Scope of service:	School-wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____			OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		ACE has established the systems and structures to ensure an appropriate facility. While ACE will continue to monitor facility going forward via the Growth Cycle, this will no longer be a stand-alone goal. Instead it will be measured as part of overall school climate, under the 2016-17 Goal 2, "School staff create an optimistic, celebratory school environment based on ACE values that inspires growth, promotes student learning."			

Goal 2a

Original GOAL from prior year LCAP:	Goal 2: Ensure that all students have access to an academic and co-curricular program that supports them in the timely mastery of Common Core State Standards and helps them succeed on all state assessments as well as school level standards based on benchmark and other assessments		Related State and/or Local Priorities: 1__ 2_X 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__	
	2A: School will successfully transition to CCSS-aligned curricula and teaching/assessment practice, along with development of habits of work and mind necessary for students to succeed in CCSS standards-based course work		Local: Specify _____	
Goal Applies to:		Schools: ALL		
		Applicable Pupil Subgroups: ALL		
Expected Annual Measurable Outcomes:	100% of classrooms will have CCSS-aligned curricula, assessments and instruction	Actual Annual Measurable Outcomes:	100% of classrooms will have CCSS-aligned curricula, assessments and instruction	
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
Provide time, coaching for school leaders to design teacher and staff professional development to support development of CCSS-based curricula		School Leader Coach Funding Source: \$16,000, LCFF	ACE has partnered with Innovate Public Schools to support the implementation of CCSS-based curriculum across the network schools. Innovate Senior Advisor Amanda Gardner, creates "playbooks" in each subject area for the schools. Innovate Senior Manager of Leadership Development, Sarah Tucker, then coached the ACE Empower Co-Principals to support implementation via professional development, observation, and coaching.	
			School Leader Coach Funded in Goal 1c	

Scope of service:	School-wide		Scope of service:	School-wide	
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Engage consultant to work with teachers either as a whole staff or during one on ones to give more individualized instruction to teachers regarding the needs of English Language Learners		Achievement Network Funding Source: \$35,000, LCFF Write Tools Funding Source: \$20,000, LCFF	ACE Empower has not engaged in this work this year. It is a goal for 2016-17.		Achievement Network Funding Source: \$36,600, LCFF Write Tools Funding Source: \$0, LCFF
Scope of service:	School-wide		Scope of service:	School-wide	
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Provide teachers with a prep period every day to support implementation of CCSS-aligned curricula, assessments, and instruction. Prior to 2015-16, teachers did not have a prep period.		Teacher Salaries Funding Source: \$144,960, LCFF	All teachers at ACE Empower were provided with a prep period every day to support implementation of CCSS-aligned curricula, assessments, and instruction.		Teacher Salaries Funding Source: \$151,200, LCFF

Scope of service:	School-wide		Scope of service:	School-wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Develop a master schedule that allows teachers from the same subject area to have the same prep period in order to facilitate collaboration time and support implementation of CCSS-aligned curriculum, assessments, and instruction		No additional cost	All teachers of the same subject have common planning time on a weekly basis, on Thursdays.		No additional cost
Scope of service:	School-wide		Scope of service:	School-wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
On-going weekly department meetings and grade level meetings to support implementation of CCSS-aligned curriculum, assessments, and instruction		Department Meetings Funded by Other State Revenue	All teachers of the same grade have common planning time on a weekly basis, on Thursdays. In addition, some grade level teams meet more frequently in the afternoon.		Department Meetings Funded by Other State Revenue
Scope of service:	School-wide		Scope of service:	School-wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		

<p>CCSS-focused summer professional development for all teaching staff</p>	<p>CCSS Summer Professional Development Funding Source: \$103,000, LCFF</p>	<p>ACE utilizes ANet (Achievement Network) across all school sites, including ACE Empower. ANet provides a Schedule of Assessed Standards (SAS) and corresponding Benchmark Assessments, both of which are aligned to the Common Core standards. ANet consultants provided summer professional development on the CCSS, understanding the standards and how to backwards map and plan the scope and sequence for curriculum based on the SAS and utilizing Engage NY curriculum. They then reinforced and supported implementation throughout the years on the "Data Day" following each benchmark, in which teachers analyzed results, tracked student progress toward standards, and planned forward both in terms of re-teaching and the next set of standards.</p>	<p>CCSS Summer Professional Development Funding Source: \$76,140, LCFF</p>
<p>Scope of service: School-wide</p>		<p>Scope of service: School-wide</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	
<p>On-going professional development for teachers and school leaders in the use of CCSS-based external assessments to track student progress toward mastery of CCSS</p>	<p>Achievement Network Contract Funding Source: \$35,000, LCFF</p>	<p>ACE utilizes ANet (Achievement Network) across all school sites, including ACE Empower. ANet provides a Schedule of Assessed Standards (SAS) and corresponding Benchmark Assessments, both of which are aligned to the Common Core standards. ANet consultants provided summer professional development on the CCSS, understanding the standards and how to backwards map and plan the scope and</p>	<p>Achievement Network Contract Funded in Previous Action under Goal 2a</p>

		sequence for curriculum based on the SAS and utilizing Engage NY curriculum. They then reinforced and supported implementation throughout the years on the "Data Day" following each benchmark, in which teachers analyzed results, tracked student progress toward standards, and planned forward both in terms of re-teaching and the next set of standards.	
Scope of service:	School-wide	Scope of service:	School-wide
<u>X</u> ALL		<u>X</u> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
On-going professional development for teachers and school leaders in the development of CCSS-based course- and grade level-specific assessments	Achievement Network Contract Funding Source: \$35,000, LCFF	All teachers at ACE schools, including ACE Empower, utilize Exit Tickets as a form on formative assessment on a daily basis and receive ongoing coaching to support effective implementation and utilization of the data to inform instruction. In addition, ANet includes a variety of tools that can be used for formative, classroom based assessments in between formal benchmarks. Teachers and school leaders receive coaching and support on "Data Days" following each Benchmark, in which they analyze data from the previous assessment, develop re-teaching plans, and also develop assessments to complete after re-teaching.	Achievement Network Contract Funded in Previous Action under Goal 2a
Scope of service:	School-wide	Scope of service:	School-wide
<u>X</u> ALL		<u>X</u> ALL	

<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>ACE Empower has engaged in significant work around CCSS implementation in 2015-16, including contracting with external experts to support in implementation. ACE Empower will continue to support teachers in designing and implementing CCSS aligned curriculum in 2016-17. This work is found in Goal 4, “Teachers deliver rigorous standards-based instruction based on thoughtful planning and use of data.</p> <p>In addition, ACE will be piloting an implementation plan for aligning the academic program to the new ELD framework. This work is found in Goal 5, “Previously low-achieving students make expected rapid academic growth.”</p>		

Goal 2b

<p>Original GOAL from prior year LCAP:</p>	<p>Goal 2: Ensure that all students have access to an academic and co-curricular program that supports them in the timely mastery of Common Core State Standards and helps them succeed on all state assessments as well as school level standards based on benchmark and other assessments</p> <p>2B: School will bring students who have fallen below grade level in Reading and Math up to grade level in a timely fashion to ensure student success on grade-level standards-based assessments</p>		<p>Related State and/or Local Priorities: 1__ 2__ 3__ 4 <u>X</u> 5__ 6__ 7__ 8__ COE only: 9__ 10__</p> <p>Local: Specify _____</p>
<p>Goal Applies to: Schools: ALL Applicable Pupil Subgroups: ALL</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>Student grade-level proficiency rates in English and Math will rise by 10% over previous year baseline.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>Percent of students who were proficient in English as measured by SBAC was:</p> <ul style="list-style-type: none"> • 2014-15 11% • 2015-16 TBD <p>Percent of students who were proficient in Math as measured by SBAC was:</p> <ul style="list-style-type: none"> • 2014-15 9% • 2015-16 TBD <p>Percent of students who were proficient in English as measured by NWEA was:</p> <ul style="list-style-type: none"> • 2014-15 22% • 2015-16 26.3% <p>Percent of students who were proficient in Math as measured by NWEA was:</p> <ul style="list-style-type: none"> • 2014-15 16% • 2015-16 20.2%
<p style="text-align: center;">LCAP Year: 2015-16</p>			

Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services		Estimated Actual Annual Expenditures
The after school program will have an academic component to support student learning		After School Program Funded by ASES Grant	The after school program at ACE Empower includes an hour block for homework support, to advance student learning.		After School Program Funded by ASES Grant
Scope of service:	School-wide		Scope of service:	School-wide	
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
The school day will include additional time for students to receive academic support from their teachers		No additional cost	The school day at ACE Empower includes time for academic support, via the Advisory class. During this time, students receive differentiated support through two blended learning platforms: Achieve3000 in ELA and Revolution Prep in Math.		No additional cost
Scope of service:	School-wide		Scope of service:	School-wide	
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Students will be provided with more instruction – two blocks of ELA and 2 blocks of Math		No additional cost	The school day at ACE Empower includes two blocks of ELA and two blocks of Math.		No additional cost
Scope of service:	School-wide		Scope of service:	School-wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Continue implementation of Personal Learning Plan so students, families, and teachers can track student growth		No additional cost	Personal Learning Plans are developed with each student at ACE Empower within Advisory, to support student ownership of key data around their learning and gauging growth toward mastery. The PLP is the primary vehicle for driving student-led conferences.		No additional cost
Scope of service:	School-wide		Scope of service:	School-wide	
X ALL			X ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Continue to collaborate with external experts, consultants to provide school leaders with support in his/her efforts to meet school-wide targets and effectively support staff in implementation of CCSS-based curricula		School Leader Coach Funding Source: \$16,000, LCFF Write Tools Funding Source: \$20,000, LCFF Achievement Network	ACE has contracted with external experts from ANet, Innovate Public Schools, and The Write Tools to provide the ACE Empower Co-Principals with support in their efforts to meet school-wide targets and effectively support staff in implementation of CCSS-based curricula.		School Leader Coach Funded in Goal 1c Write Tools Funded in Goal 1b Achievement Network Contract Funded in Goal 2a

		Contract Funding Source: \$35,000, LCFF			
Scope of service:	School-wide		Scope of service:	School-wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____			OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		ACE Empower has completed significant work in developing data systems and cycles that allow for real-time monitoring of student achievement, to support differentiation and rapid growth for students who are below grade level. In alignment with the school mission, this work will continue in 2016-17 as Goal 5, "Previously low-achieving students make expected rapid academic growth."			

Goal 2c

<p>Original GOAL from prior year LCAP:</p>	<p>Goal 2: Ensure that all students have access to an academic and co-curricular program that supports them in the timely mastery of Common Core State Standards and helps them succeed on all state assessments as well as school level standards based on benchmark and other assessments</p> <p>2C: Students will meet internal ACE proficiency targets on schoolwide writing assessment</p>		<p>Related State and/or Local Priorities: 1__ 2__ 3__ 4X 5__ 6__ 7__ 8__ COE only: 9__ 10__</p> <p>Local: Specify _____</p>	
<p>Goal Applies to:</p>	<p>Schools: ALL</p> <p>Applicable Pupil Subgroups: ALL</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>Student writing proficiency rates will increase by 10% from beginning of year baseline to end of year assessment.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>Student writing proficiency rates increased by 28% from beginning of year baseline to end of year assessment in 2014-15. There was no internal writing assessment implemented in 2015-16.</p>	
<p>LCAP Year: 2015-16</p>				
<p>Planned Actions/Services</p>			<p>Actual Actions/Services</p>	
	<p>Budgeted Expenditures</p>		<p>Estimated Actual Annual Expenditures</p>	
<p>Continue implementation of The Write Tools curriculum, a CCSS-aligned writing curriculum, complete with professional development modules and exemplars</p>	<p>Write Tools Funding Source: \$20,000, LCFF</p>	<p>ACE hired an external consultant, Alice Waters, to train all teachers in the Write Tools. Teachers had three days of training at the beginning of the year, to dive into The Write Tools strategies and developing pacing guides for the school year. This included focused development within the ELA classes, as well as common strategies that were to be implemented across all content areas (i.e. vocabulary development). In addition, the consultant was on the school site throughout the year observing and providing feedback to teachers on implementation.</p>	<p>Write Tools Funding Source: \$22,400, LCFF</p>	

Scope of service:	School-wide		Scope of service:	School-wide	
<u>X</u> ALL			<u>X</u> ALL		
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____			OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____		
Ongoing professional development for teachers in implementation of The Write Tools and assessment of student work		Write Tools Funding Source: \$20,000, LCFF	ACE hired an external consultant, Alice Waters, to train all teachers in the Write Tools. Teachers had three days of training at the beginning of the year, to dive into The Write Tools strategies and developing pacing guides for the school year. This included focused development within the ELA classes, as well as common strategies that were to be implemented across all content areas (i.e. vocabulary development). In addition, the consultant was on the school site throughout the year observing and providing feedback to teachers on implementation.		Write Tools Funded in previous action in Goal 2c
Scope of service:	School-wide		Scope of service:	School-wide	
<u>X</u> ALL			<u>X</u> ALL		
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____			OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		ACE Empower has engaged in significant work around CCSS writing implementation in 2015-16, including contracting with an external expert to support in implementation. ACE Empower will continue to support teachers in designing and implementing CCSS aligned writing curriculum in 2016-17. This work is found in Goal 4, "Teachers deliver rigorous standards-based instruction based on thoughtful planning and use of data."			

Goal 2d

<p>Original GOAL from prior year LCAP:</p>	<p>Goal 2: Ensure that all students have access to an academic and co-curricular program that supports them in the timely mastery of Common Core State Standards and helps them succeed on all state assessments as well as school-level standards-based benchmark and other assessments</p> <p>2D: Students will meet proficiency targets on all state tests as well as school-based benchmark and other assessments</p>	<p>Related State and/or Local Priorities: 1__ 2__ 3__ 4 <u>X</u> 5__ 6__ 7__ 8__ COE only: 9__ 10__</p> <p>Local: Specify _____</p>	
<p>Goal Applies to: Schools: ALL Applicable Pupil Subgroups: ALL</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>Establish student proficiency rates.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>Percent of students who were proficient in English as measured by SBAC was:</p> <ul style="list-style-type: none"> • 2014-15 11% • 2015-16 TBD <p>Percent of students who were proficient in Math as measured by SBAC was:</p> <ul style="list-style-type: none"> • 2014-15 9% • 2015-16 TBD <p>Percent of students who were proficient in English as measured by NWEA was:</p> <ul style="list-style-type: none"> • 2014-15 22% • 2015-16 26.3% <p>Percent of students who were proficient in Math as measured by NWEA was:</p> <ul style="list-style-type: none"> • 2014-15 16% • 2015-16 20.2%
<p style="text-align: center;">LCAP Year: 2015-16</p>			

Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services		Estimated Actual Annual Expenditures
Establish proficiency baseline once state releases proficiency rates		No additional cost	The 2014-15 Baseline for Proficiency in ELA and Math was set, as detailed in the Actual Outcomes for Goal 2D.		No additional cost
Scope of service:	School-wide		Scope of service:	School-wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		<p>ACE Empower has engaged in significant work around CCSS implementation in support of student achievement in 2015-16. Benchmark data was established in 2014-15, 2015-16 data is pending.</p> <p>ACE Empower will continue this work in Goal 5, "Previously low-achieving students make expected rapid academic growth." Measures for this goal will be re-written, to align with the ACE Cascade Strategic Plan. These measures will focus on aggressive growth, rather than simple levels of proficiency.</p>			

Goal 3a

<p>Original GOAL from prior year LCAP:</p>	<p>Goal 3: Develop and sustain a school program that provides rich opportunities for all stakeholders, especially students and their families, to engage with the school, and take part in the on-going improvement and enrichment of the school culture and academic program.</p> <p>3A. Increase parent involvement in decision-making at board and school level</p>		<p>Related State and/or Local Priorities: 1__ 2__ 3X 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__</p> <p>Local: Specify _____</p>		
<p>Goal Applies to:</p>		<p>Schools: ALL</p>	<p>Applicable Pupil Subgroups: ALL</p>		
<p>Expected Annual Measurable Outcomes:</p>	<p>Ensure parent representation on the ACE Board of Directors, on hiring committees for school leaders/teachers, on school culture audit committees, student recruitment committee, etc.</p>		<p>Actual Annual Measurable Outcomes:</p>	<p>Two parents from ACE network schools, including one from ACE Empower, are slated to join ACE Board of Directors. Parents participate on school culture audit committees and student recruitment committee.</p>	
<p>LCAP Year: 2015-16</p>					
<p>Planned Actions/Services</p>			<p>Actual Actions/Services</p>		
		<p>Budgeted Expenditures</p>			<p>Estimated Actual Annual Expenditures</p>
<p>School leaders will recruit a pool 2-3 potential parent candidates to serve on the ACE Board of Directors.</p>		<p>New Position: Community Engagement Manager Funding Source: \$10,000, LCFF</p>	<p>The Director of Community Engagement attended parent meetings during the first three months of the school year at each school site, to develop understanding and agency in the parent community around school accountability. From these meetings, a small group of parents were interested in pursuing Board membership. This group met with the Board President as well as attended Board Meetings. Two parents are set to join the Board for the next school year, one of whom is a parent of an ACE Empower student.</p>		<p>New Position: Community Engagement Manager Funding Source: \$5,000, LCFF</p>

Scope of service:	School-wide		Scope of service:	School-wide	
X ALL			X ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
School leaders will recruit a diverse pool of parent candidates to serve on hiring committees for school leaders/teachers, on school culture audit committees, student recruitment committee, etc.		New Position: Community Engagement Manager Funding Source: \$10,000, LCFF	The ACE Empower Co-Principals have recruited parents and welcomed proactive parents to serve in a variety of roles across the campus and year. These have largely been in the area of event planning, and have yet to include formal committee memberships. In addition, ACE developed a new central office role to support each school site in the development of family leadership and engagement. A student recruitment committee was created in which families met together, were trained in best practices, and supported in telling their story as they reach out into the community. In addition, families were actively engaged in the Growth Cycle work that audits the school culture. In this process, parents and outside leaders come into the school and receive a training on how to utilize the rubric and gather evidence. After gathering evidence, they then come back to the larger group to share their findings with the other auditors. In terms of hiring, this has been an area that was more difficult to build family engagement due to the high volume of hires.		New Position: Community Engagement Manager Funding Source: \$5,000, LCFF
Scope of service:	School-wide		Scope of service:	School-wide	

<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>ACE Empower will continue to involve families in the life of the school, including participation on recruitment committees and in the Growth Cycle audits. Work on supporting family engagement will shift in 2016-17 to Goal 3, “Students and families are engaged with the school community and independently demonstrate an optimistic mindset and college-ready habits and attitudes.”</p>		

Goal 3b

Original GOAL from prior year LCAP:	Goal 3: Develop and sustain a school program that provides rich opportunities for all stakeholders, especially students and their families, to engage with the school, and take part in the on-going improvement and enrichment of the school culture and academic program.		Related State and/or Local Priorities: 1__ 2__ 3 <u>X</u> 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__	
	3B: Further strengthen parent committees		Local: Specify _____	
Goal Applies to:	Schools: ALL	Applicable Pupil Subgroups: ALL		
Expected Annual Measurable Outcomes:	Grow membership on parent committees.	Actual Annual Measurable Outcomes:	This measure was not tracked.	
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Strengthen site-based parent committees by providing more coaching, training for parent leaders	No additional cost	There is a parent leadership group at each school site, which meets once per month. These are families that want to be heavily involved with decision-making at the school site, including the SSD plan and LCAP. The agendas for these meetings are responsive to family needs, feedback is gathered on what families want to see in these meetings. The goal has been to build transparency and agency.	No additional cost	
Scope of service:	School-wide	Scope of service:	School-wide	
<u>X</u> ALL		<u>X</u> ALL		

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Include parent leaders in further development, refinement of school “culture calendar,” to ensure leadership role for parent committees in community-wide events, schoolwide meetings, etc.		No additional cost	The culture calendar is developed each summer and includes a variety of social and fundraising events, as well as workshops and trainings during the first semester. While parents play leadership roles in planning different events on the calendar, the calendar itself was not developed by a parent committee.		No additional cost
Scope of service:	School-wide		Scope of service:	School-wide	
X ALL			X ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		ACE Empower will continue to involve families in the life of the school, including participation on recruitment committees and in the Growth Cycle audits. Work on supporting family engagement will shift in 2016-17 to Goal 3, “Students and families are engaged with the school community and independently demonstrate an optimistic mindset and college-ready habits and attitudes.”			

Goal 3c

Original GOAL from prior year LCAP:	Goal 3: Develop and sustain a school program that provides rich opportunities for all stakeholders, especially students and their families, to engage with the school, and take part in the on-going improvement and enrichment of the school culture and academic program.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6 <input checked="" type="checkbox"/> 7__ 8__ COE only: 9__ 10__	
	3C: Improve school culture by increased time in class (reduced suspensions, referrals)		Local: Specify _____	
Goal Applies to:	Schools: ALL	Applicable Pupil Subgroups: ALL		
Expected Annual Measurable Outcomes:	Reduce suspensions by 5% over previous year baseline.	Actual Annual Measurable Outcomes:	Suspensions were reduced from 18.8% in 2014-15 to 11.4% in 2015-16, for an overall reduction of 7.4% .	
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
Revisit behavior system and modify based on student needs		No additional cost	No additional cost	
Scope of service:	School-wide		Scope of service:	School-wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: __ Low Income pupils __ English Learners			OR: __ Low Income pupils __ English Learners	

<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Market counseling services offered at school		No additional cost	Counseling services at ACE Empower are provided on a referral basis, rooted in student data. Each cycle, school staff analyze the "Empower Student Success Index." which looks at all aspects that may be affecting a student's progress and learning. If data indicates a possible need for counseling services as an intervention, a referral is made. That student may exit out of those services in a later cycle, based on new data. In addition, all students who require counseling services as part of their 504 plan or IEP receive those services.		No additional cost
Scope of service:	School-wide		Scope of service:	School-wide	
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Continue professional development for all staff around implementation of Student Engagement System		Professional Development Funding Source: \$17,000, LCFF	All staff received training in the Kickboard student engagement system, which is detailed above.		Professional Development Funding Source: \$4,420, LCFF
Scope of service:	School-wide		Scope of service:	School-wide	
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners			<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners		

<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Continue audits of the school’s student engagement system.		No additional cost	During "Data Days" teachers are led by the ACE Empower Dean of Students in analyzing data from Kickboard, the student engagement system. They look for patterns, strengths, and areas for growth whole school, by class, as well as by individual students. This data is used to make a plan for the next cycle. An audit of the effectiveness of the system itself, however, is not currently in place.		No additional cost
Scope of service:	School-wide		Scope of service:	School-wide	
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Involve parents in audits of student engagement system.		No additional cost	Utilizing Kickboard, students earn merits and demerits, which contribute to a weekly "paycheck." This paycheck is shared with and signed off by families on a weekly basis. An audit of the effectiveness of the Kickboard system itself by families, however, is not currently in place.		No additional cost
Scope of service:	School-wide		Scope of service:	School-wide	
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Inform families regarding changes to Student Engagement System and/or changes to		No additional cost	The student engagement system, Kickboard, is detailed in the Student and Family Handbook.		No additional cost

implementation of Student Engagement System			Families receive weekly notification regarding their child's performance throughout the school year. Changes are communicated on an annual basis via the Handbook and Open House. Mid-year changes have not been made that require family notification at this time. However, changes to the interface are being made based on family input and what data families want to be able easily access about their child. The new interface will be reviewed with families prior to the 2016-17 school year.	
Scope of service:	School-wide		Scope of service:	School-wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		The online tool, Kickboard, has been highly successful. Changes to the interface are being made based on family input and what data families want to be able easily access about their child. The new interface will be reviewed with families prior to the 2016-17 school year. In addition, expansion of counseling services will continue to be explored. This work will continue in 2016-17 under Goal 2, "School staff create an optimistic, celebratory school environment based on ACE values that inspires growth, promotes student learning."		

Goal 3d

<p>Original GOAL from prior year LCAP:</p>	<p>Goal 3: Develop and sustain a school program that provides rich opportunities for all stakeholders, especially students and their families, to engage with the school, and take part in the on-going improvement and enrichment of the school culture and academic program.</p> <p>3D: Refine, improve Advisory Program to support students in meeting academic goals</p>		<p>Related State and/or Local Priorities: 1__ 2__ 3__ 4 <u>X</u> 5__ 6__ 7__ 8__ COE only: 9__ 10__</p> <p>Local: Specify _____</p>
<p>Goal Applies to:</p>	<p>Schools: ALL</p>	<p>Applicable Pupil Subgroups: ALL</p>	
<p>Expected Annual Measurable Outcomes:</p>	<p>Student grade-level proficiency rates will rise by 10% over previous year baseline</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>Percent of students who were proficient in English as measured by SBAC was:</p> <ul style="list-style-type: none"> • 2014-15 11% • 2015-16 TBD <p>Percent of students who were proficient in Math as measured by SBAC was:</p> <ul style="list-style-type: none"> • 2014-15 9% • 2015-16 TBD <p>Percent of students who were proficient in English as measured by NWEA was:</p> <ul style="list-style-type: none"> • 2014-15 22% • 2015-16 26.3% <p>Percent of students who were proficient in Math as measured by NWEA was:</p> <ul style="list-style-type: none"> • 2014-15 16% • 2015-16 20.2%
<p>LCAP Year: 2015-16</p>			
<p>Planned Actions/Services</p>		<p>Actual Actions/Services</p>	

		Budgeted Expenditures			Estimated Actual Annual Expenditures
Provide all staff with professional development that revisits the purpose of the Advisory Program		No additional cost	ACE Empower conducted initial professional development at the beginning of the year to revisit the purpose of the Advisory program. Teachers then have a flexible open period each week within which they design Advisory curriculum based on the needs of their cohort. These are often thematic in nature, for example, celebrating Black History Month and/or Cesar Chavez Day.		No additional cost
Scope of service:	School-wide		Scope of service:	School-wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Ensure implementation of WAR (weekly academic reflection) document during Advisory		No additional cost	The WAR (weekly academic reflection) is no longer used by ACE. Rather, students utilize the Personal Learning Plan (PLP) during Advisory to track progress toward goals, as well as Kickboard to monitor both individual and class movement toward goals.		No additional cost
Scope of service:	School-wide		Scope of service:	School-wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Develop a protocol for measuring the		No additional	There is not currently a protocol in place to		No additional

effectiveness of the Advisory Program and align protocol with culture audit protocol		cost	measure the effectiveness of the Advisory program. This said, the administration works with grade level teams to look at student data as a cohort, determine what is working, and where adjustments are warranted.	cost
Scope of service:	School-wide		Scope of service:	School-wide
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Provide new teachers with professional development around implementation of Personal Learning Plans		No additional cost	New teachers received summer professional development training around the Personal Learning Plan (PLP) and use this during Advisory to track student progress toward goals.	No additional cost
Scope of service:	School-wide		Scope of service:	School-wide
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Advisory was an essential component of the ACE Empower model and will continue in 2016-17. The focus will continue to be on supporting students in tracking growth across academic, social and emotional indicators and making this data transparent between students, families, and staff. This work will take place in Goal 1, "ACE will attract and retain students who have been served poorly by the traditional system," Goal 2, "School staff create an optimistic, celebratory school environment based on ACE values that inspires growth, promotes student learning," and Goal 3, "Students and families are engaged with the school community and independently demonstrate an optimistic mindset and college-ready habits and attitudes."		

Goal 3e

Original GOAL from prior year LCAP:	Goal 3: Develop and sustain a school program that provides rich opportunities for all stakeholders, especially students and their families, to engage with the school, and take part in the on-going improvement and enrichment of the school culture and academic program. 3E: Increase in co-curricular activities		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ X COE only: 9__ 10__ Local: Specify _____	
Goal Applies to:	Schools: ALL Applicable Pupil Subgroups: ALL			
Expected Annual Measurable Outcomes:	Establish baseline for students participating in co-curricular activities	Actual Annual Measurable Outcomes:	This measure was not tracked	
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
Begin to collect data regarding the number of students participating in co-curricular activities		No additional cost	ACE Empower kept a roster of students who participated in various co-curricular activities.	
Scope of service:	School-wide		Scope of service:	School-wide
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Continue to develop, expand co-curricular activities for all students		Improve and Increase Co-Curricular	ACE Empower continued to develop and expand its co-curricular offerings, including clubs and organizations such as coding, Techbridge, GSA,	
			Improve and Increase Co-Curricular	

		Offerings Funding Source: \$50,000, LCFF	and YES.	Offerings Funding Source: \$400, LCFF
Scope of service:	School-wide		Scope of service:	School-wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____			OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	
Increase opportunities for teachers, other staff to lead co-curricular activities		No additional cost	All co-curricular activities were led by ACE Empower teachers and staff.	
Scope of service:	School-wide		Scope of service:	School-wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____			OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		ACE Empower will continue to explore and expand its sports and club offerings in response to demonstrated student demand in 2016-17. This work will live in Goal 3, “Students and families are engaged with the school community and independently demonstrate an optimistic mindset and college-ready habits and attitudes.”		

Goal 4a

Original GOAL from prior year LCAP:	Goal 4: Ensure that the particular goals and targets of the school which help the school achieve its mission by successfully serving students and families who have not found success in traditional comprehensive schools.		Related State and/or Local Priorities: 1__ 2__ 3_X 4__ 5__ 6__ 7__ 8_X COE only: 9__ 10__	
	4A: Reach a score of “Proficient” on the ACE schoolwide Culture Rubric		Local: Specify _____	
Goal Applies to:	Schools: ALL	Applicable Pupil Subgroups: ALL		
Expected Annual Measurable Outcomes:	School scores proficient on year-end culture audit	Actual Annual Measurable Outcomes:	School scored 69% on year-end culture audit, coming close to proficiency (Proficient is 70% or above)	
LCAP Year: 2015-16				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Professional development for all staff on elements of rubric, as well as key techniques and teaching strategies to enhance schoolwide, individual student performance in meeting school culture standards	Professional Development Funded by Other State Revenue	Professional development was held for all ACE staff on elements of rubric, as well as key techniques and teaching strategies to enhance schoolwide, individual student performance in meeting school culture standards. Staff then self-assessed against the rubric.	Professional Development Funded by Other State Revenue	
Scope of service:	School-wide	Scope of service:	School-wide	
<u>X</u> ALL		<u>X</u> ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient		

__Other Subgroups:(Specify)_____			__Other Subgroups:(Specify)_____		
Development of “look and feel” elements of campus that reflect priorities of school culture rubric and track schoolwide performance on quarterly audits		Culture Rubric Funded by Other State Revenue	A Culture Rubric was developed and implemented that reflects the priorities of ACE. The rubric includes specific descriptors on the “look and feel” for each of the elements of campus. The Culture Rubric is implemented three times per year to track school and network performance, as part of the Growth Cycle.		Culture Rubric Funded by Other State Revenue
Scope of service:	School-wide		Scope of service:	School-wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		A Culture Rubric was developed and implemented in 2015-16 that reflects the priorities of ACE. The rubric is a component of the Growth Cycle. Professional development was held to align practice in support of these priorities. Both the Growth Cycle and Culture Rubric will continue in 2016-17, under Goal 1, “ACE will attract and retain students who have been served poorly by the traditional system,” Goal 2, “School staff create an optimistic, celebratory school environment based on ACE values that inspires growth, promotes student learning,” and Goal 3, “Students and families are engaged with the school community and independently demonstrate an optimistic mindset and college-ready habits and attitudes.”			

Goal 4b

Original GOAL from prior year LCAP:	Goal 4: Ensure that the particular goals and targets of the school which help the school achieve its mission by successfully serving students and families who have not found success in traditional comprehensive schools.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__	
	4B: All students have active Personal Learning Plans to ensure that they are growing toward college and career readiness		Local: Specify _____	
Goal Applies to:	Schools: ALL	Applicable Pupil Subgroups: ALL		
Expected Annual Measurable Outcomes:	100% of students have active, complete Personal Learning Plans	Actual Annual Measurable Outcomes:	100% of students have active, complete Personal Learning Plans. This said, Personal Learning Plans are no longer a required approach within the ACE Network.	
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
Provide new teachers with professional development around implementation of Personal Learning Plans so that students, families, and teachers can track student growth		Professional Development Funded by Other State Revenue	New teachers receive professional development around college and career competencies, which are the foundation of the Advisory program. An ACE "Playbook" has been developed to document this best practice. Advisors then work with students and their families within the Advisory program to develop student PLPs and track growth.	
Scope of service:	School-wide		Scope of service:	School-wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	

__Other Subgroups:(Specify)_____			__Other Subgroups:(Specify)_____		
Provide all staff with professional development that revisits the purpose of the Advisory Program		Professional Development No additional cost	All teachers at ACE Empower receive professional development around college and career competencies, which are the foundation of the Advisory program. An ACE "Playbook" has been developed to document this best practice. Advisors then work with students and their families within the Advisory program to develop student PLPs and track growth.		Professional Development No additional cost
Scope of service:	School-wide		Scope of service:	School-wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Develop a protocol for measuring the effectiveness of the Advisory Program that aligns with the school culture audit		Network Learning Manager Funded by Other State Revenue	There is not a protocol currently in place to measure the effectiveness if the Advisory Program itself. However, there is a robust tool for auditing school culture and Advisory is one of the "actions" that contributes to a healthy school culture.		Network Learning Manager Funded by Other State Revenue
Scope of service:	School-wide		Scope of service:	School-wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Professional development for teachers around teaching, curriculum development strategies to enhance student habits of mind and work that		Professional Development Funding	All teachers receive professional development around college and career competencies. An ACE "Playbook" has been developed to document best		Professional Development Funding

promote college, career readiness		Source: \$105,000, LCFF	practice for teaching and developing curriculum that enhances student’s habits of mind and promotes college and career readiness.		Source: \$54,200, LCFF
Scope of service:	School-wide		Scope of service:	School-wide	
X ALL			X ALL		
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		ACE will continue to provide professional development to teachers in strategies to enhance student habits of mind and work that promote college, career readiness. However, Personal Learning Plans will no longer be a required component in all ACE schools.			

Goal 4c

Original GOAL from prior year LCAP:	Goal 4: Ensure that the particular goals and targets of the school which help the school achieve its mission by successfully serving students and families who have not found success in traditional comprehensive schools. 4C. All interested parents participate in parent leadership training	Related State and/or Local Priorities: 1__ 2__ 3X 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____	
Goal Applies to:	Schools: ALL Applicable Pupil Subgroups: ALL		
Expected Annual Measurable Outcomes:	All interested parents/families at school participate in leadership training	Actual Annual Measurable Outcomes:	This goal was not tracked
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide on-going parent leadership seminars for existing, new leader during school year	Parent Leadership Seminars Funded by Other State Revenue	On-going parent leadership seminars were held, including trainings on budget, testing measures, data analysis, and how the school measures its growth. Specific tools are addressed including the LCAP and the internal Cascade.	Parent Leadership Seminars Funded by Other State Revenue
Scope of service:	School-wide	Scope of service:	School-wide
X ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		X ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	

Professional development for school leaders, staff around encouraging, supporting parents in leadership development		Professional Development Funded by Other State Revenue	The ACE network supported school leaders and staff by providing training and leadership development for families at each school site, rather than training the school staff to do so.	Professional Development Funded by Other State Revenue
Scope of service:	School-wide		Scope of service:	School-wide
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?			Increasing access and agency for parents in the life of the school will continue to be a focus of ACE Empower, incorporated for 2016-17 under Goal 3, "Students and families are engaged with the school community and independently demonstrate an optimistic mindset and college-ready habits and attitudes."	

Goal 4d

Original GOAL from prior year LCAP:	Goal 4: Ensure that the particular goals and targets of the school that help the school achieve its mission by successfully serving students and families who have not found success in traditional comprehensive schools. 4D: Development of measurement system for “non-cognitive skills” (e.g., college/ career readiness)		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ X COE only: 9__ 10__ Local: Specify _____	
Goal Applies to:	Schools: ALL	Applicable Pupil Subgroups: ALL		
Expected Annual Measurable Outcomes:	100% of students participate in curricula explicitly designed to improve non-cognitive skills	Actual Annual Measurable Outcomes:	100% of students participate in curricula explicitly designed to improve non-cognitive skills	
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
Provide all staff with professional development that revisits the purpose of the Advisory Program.		Professional Development No additional cost	Professional Development No additional cost	
Scope of service:	School-wide		Scope of service:	School-wide
X ALL			X ALL	
OR: __ Low Income pupils __ English Learners			OR: __ Low Income pupils __ English Learners	

__ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			__ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		
Provide new teachers with professional development around implementation of Personal Learning Plans.		Professional Development No additional cost	New teachers receive professional development around college and career competencies, which are the foundation of the Advisory program. An ACE "Playbook" has been developed to document this best practice. Advisors then work with students and their families within the Advisory program to develop student PLPs and track growth.		Professional Development No additional cost
Scope of service:	School-wide		Scope of service:	School-wide	
X ALL			X ALL		
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		
Inclusion of non-cognitive skills development and goals in revised Personal Learning Plan		Personal Learning Plans No additional cost	Non-cognitive skills development and goals are included in student Personal Learning Plans at ACE Empower. Both individual and group progress in their development are monitored and supported during Advisory and through Student-led Conferences.		Personal Learning Plans No additional cost
Scope of service:	School-wide		Scope of service:	School-wide	
X ALL			X ALL		
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		
Develop a protocol for measuring the effectiveness of the Advisory Program that is		Protocol No additional	There is not a protocol currently in place to measure the effectiveness if the Advisory		Protocol No additional

aligned with the school culture audit		cost	Program itself. However, there is a robust tool for auditing school culture and Advisory is one of the "actions" that contributes to a healthy school culture.		cost
Scope of service:	School-wide		Scope of service:	School-wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Building non-cognitive skills in students will continue to be a focus of ACE Empower, incorporated for 2016-17 under Goal 3, "Students and families are engaged with the school community and independently demonstrate an optimistic mindset and college-ready habits and attitudes."			

Goal 4e

Original GOAL from prior year LCAP:	Goal 4: Ensure that the particular goals and targets of the school which help the school achieve its mission by successfully serving students and families who have not found success in traditional comprehensive schools. 4E: Increase college ambition among students, families	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7X 8__ COE only: 9__ 10__ Local: Specify _____	
Goal Applies to:	Schools: ALL Applicable Pupil Subgroups: ALL		
Expected Annual Measurable Outcomes:	100% of students participate in curricula designed to improve college readiness, knowledge.	Actual Annual Measurable Outcomes:	100% of students participate in curricula designed to improve college readiness, knowledge.
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Ensure all students have at least one college field trip each year	College Field Trips Funding Source: \$20,000, LCFF	All 8th Grade students at ACE Empower conduct two college visits as part of their Spring field trip.	College Field Trips Funding Source: \$15,000, LCFF
Scope of service:	School-wide	Scope of service:	School-wide
X ALL		X ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	

Include activities explicitly designed to increase college ambition in “Culture Calendar” events		Culture Calendar Funded by Other State Revenue	College ambition is built during the Advisory block. In addition, all 8th Grade students at ACE Empower conduct two college visits as part of their Spring field trip.	Culture Calendar Funded by Other State Revenue
Scope of service:	School-wide		Scope of service:	School-wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Building college ambition in students and families will continue to be a focus of ACE Empower, incorporated for 2016-17 under Goal 3, “Students and families are engaged with the school community and independently demonstrate an optimistic mindset and college-ready habits and attitudes.”		

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

- A. In the box below, 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 pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$ 599,108
<p>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:</p> <p>STRATEGY 1: Promote and Instill a Culture of Optimism</p> <ul style="list-style-type: none"> • 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 <p>STRATEGY 2: Build Students’ College-Ready Confidence</p> <ul style="list-style-type: none"> • 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.

- B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

26.24	%
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For 2016-17, ACE Empower calculates its Minimum Proportionality Percentage (MPP) to be 26.24% for its unduplicated student count of Low-Income, English Learner, and Foster Youth students. Given the high percentage of unduplicated students, the MPP serves as the benchmark that the school will use to demonstrate whether its plan is increasing and/or improving services to unduplicated students as compared to services for all students. Based on the services outlined in Section 3, Part A, ACE Empower will exceed the MPP. In fact, ACE Empower is planning to exceed this spending to increase and/or improve services for its low-income students.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, 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 California Code of Regulations, title 5, 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).