



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: ACE Empower Academy

CDS Code: 43 10439 0116814

School Year: 2022-23

LEA contact information:

Vu Long Trinh

Chief Schools Officer

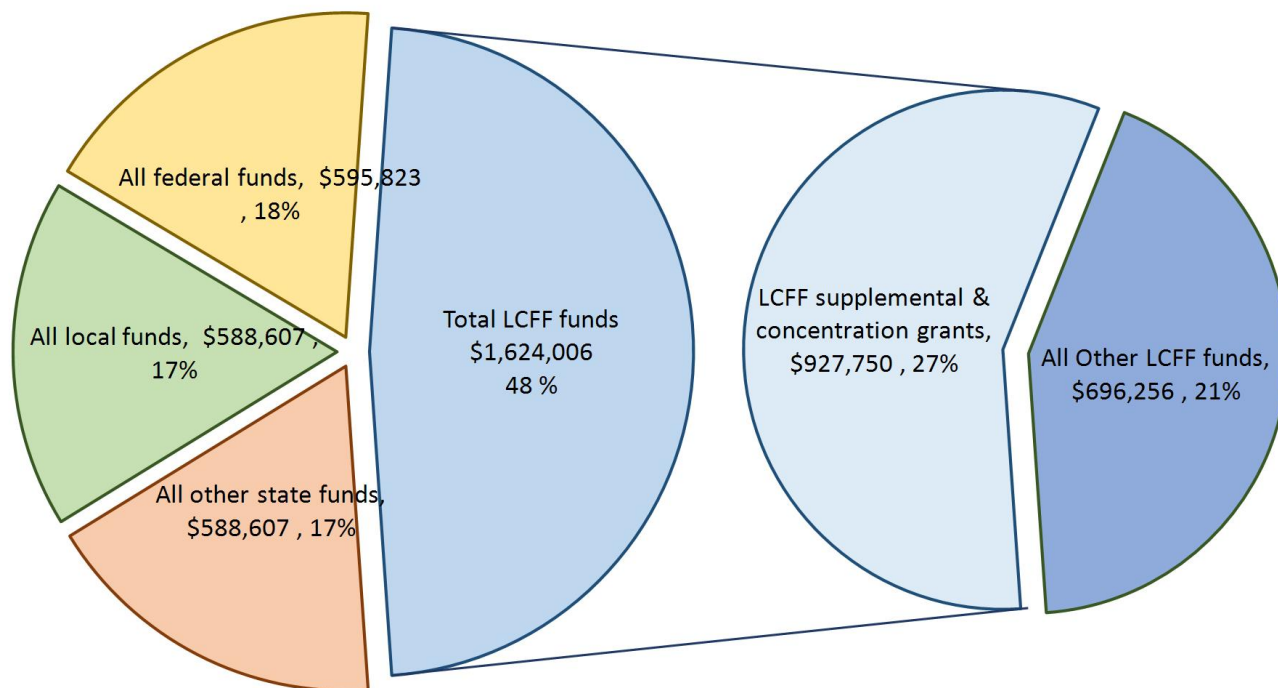
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2022-23 School Year

Projected Revenue by Fund Source

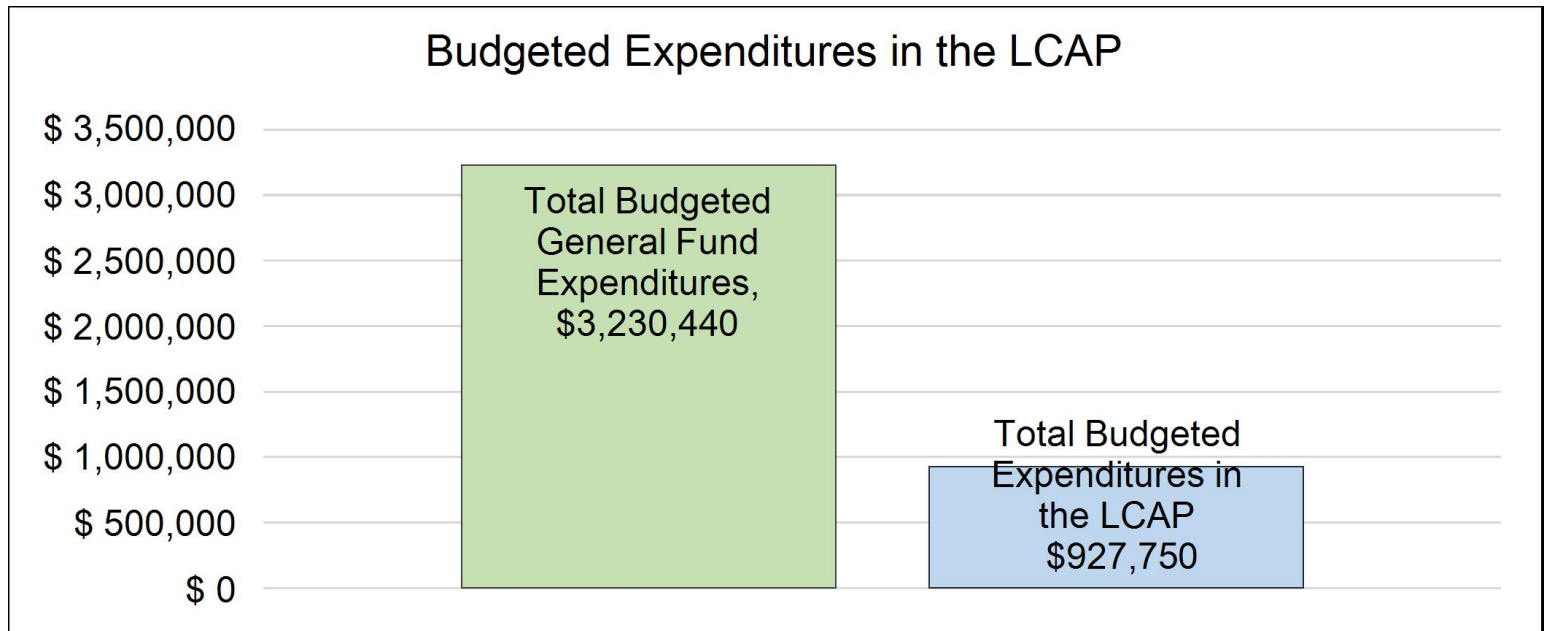


This chart shows the total general purpose revenue ACE Empower Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for ACE Empower Academy is \$3,230,440, of which \$162,4006 is Local Control Funding Formula (LCFF), \$588,607 is other state funds, \$588,607 is local funds, and \$595,823 is federal funds. Of the \$162,4006 in LCFF Funds, \$927,750 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much ACE Empower Academy plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: ACE Empower Academy plans to spend \$3,230,440 for the 2022-23 school year. Of that amount, \$927,750 is tied to actions/services in the LCAP and \$0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

All budgeted expenditures are included in the LCAP.

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, ACE Empower Academy is projecting it will receive \$927,750 based on the enrollment of foster youth, English learner, and low-income students. ACE Empower Academy must describe how it intends to increase or improve services for high needs students in the LCAP. ACE Empower Academy plans to spend \$927,750 towards meeting this requirement, as described in the LCAP.

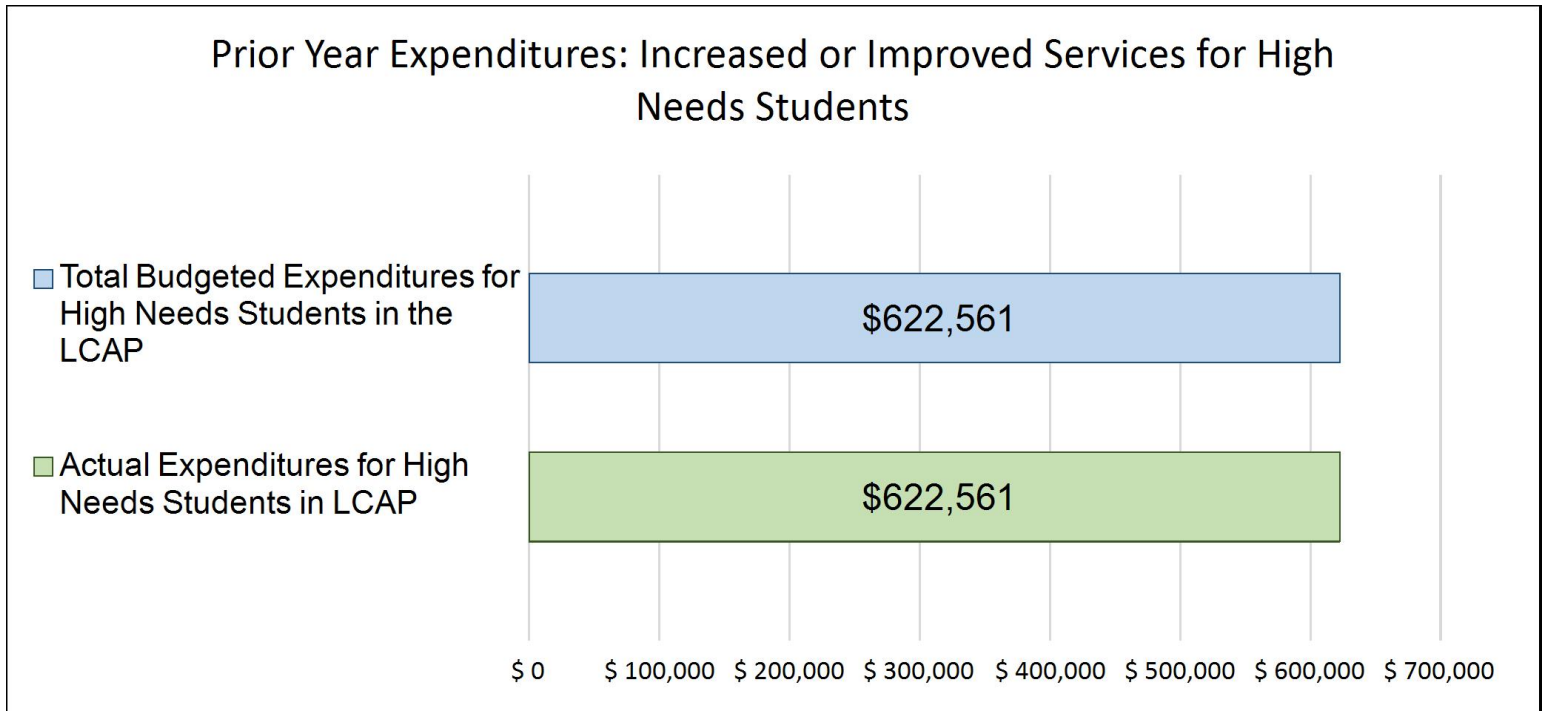
In 2022-23, ACE Empower is projected to receive \$927,750 based on the enrollment of foster youth, English learner, and low-income students. ACE Empower School must describe how it intends to increase or improve services for high needs students in the LCAP. Empower Academy plans to spend the entirety of its concentration monies, \$927,750 towards meeting this requirement, as described in the LCAP.

A Director of Student Services has been hired to create and implement an MTSS plan to systematically intervene on behalf of students who have a higher level of need, specifically those students with IEPS, 504s, SSPs, and English Language Learners. In the 2022-2023 school year all ACE staff will receive Guided Language Acquisition Design (GLAD) focused professional development. GLAD professional development will occur over two days in July and August of 2022. GLAD focus and Tiered intervention design through the ACE MTSS Playbook will be

developed over the twenty professional development days provided to all ACE staff over the course of the 2022-2023. This professional development is in addition to ten days of site based professional development focused on specific classroom strategies and student supports. ACE has committed thirty days of professional development to its staff for training to support the advancement of English Language Development and Tiered support via MTSS. Implementation of will implement Tier I strategies through GLAD professional development. Additionally, ACE Empower will continue providing integrated and designated ELD through its ELD teachers and coaches.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021-22



This chart compares what ACE Empower Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what ACE Empower Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021-22, ACE Empower Academy's LCAP budgeted \$622,561 for planned actions to increase or improve services for high needs students. ACE Empower Academy actually spent \$622,561 for actions to increase or improve services for high needs students in 2021-22.

The difference between the budgeted and actual expenditures of \$0 had the following impact on ACE Empower Academy's ability to increase or improve services for high needs students:

The California Department of Education creates a state level plan to meet the federally mandated Every Student Succeeds Act (ESSA). ACE Charter School will meet ESSA requirements to support academic achievement so that each and every learner, especially English Learners, demonstrate growth toward proficiency on the state of California's academic standards and Dashboard indicators. School goals are intended to influence the entire educational program of the school and are aligned with the goals of the Learning Continuity and Attendance Plan regarding student outcomes. Goals will support the school in improving Dashboard indicators related to: academic achievement, school climate, English Learner Progress and local Dashboard indicators.

- Goals 1, 3, and 4, 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 three core areas that are specifically designed as the foundation of a program meant to serve the specific needs of socio-economically disadvantaged youth. Goal 1: Voice and Choice: 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

- Goal 2, ACE utilized supplemental and concentration dollars specifically focused on English Learners and on students who are academically struggling and/or have special needs, most of whom are also socio-economically disadvantaged. Goal 2: Academic and Personal Growth: MTSS systems support previously low-achieving students in making rapid growth and Integrated and designated ELD programs support ELs in making annual progress toward English proficiency
- Goal 3: College-Readiness: Teachers deliver rigorous, standards-based instruction based on thoughtful planning and use of data, Students prepare for college by attaining proficiency in challenging, standards-based course work
- Goal 4: Family Engagement: Students and families are engaged with the school community and independently demonstrate an optimistic mindset and college-ready habits and attitudes
- Goal 5, ACE Maintains sound management of school site, staffing, budget, materials, and facilities.



Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
ACE Empower Academy	Greg Lippman CEO	glippman@acecharter.org (408) 295-6008

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

Through a combination of funding received from the Coronavirus Aid, Relief, and Economic Security (CARES Act), Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA Act), and the American Rescue Plan (ARP) Act ACE Empower Academy has received the following funding: ESSER I - \$126,778.00, ESSER 2 - \$462,196.00, ESSER 3 - \$831,017.00, ESSER 3 LLR - \$207,754.00, GEER I - \$19,780.00, ELO-G - \$173,478.00, ELO-P - \$89,977.00, and IPI \$69,603.00.

Empower Academy places a high value on the development of relationships with our educational partners, ACE stakeholder groups include students and their families, ACE Board members, and ACE staff; including teachers, administration, classified staff, and central office staff. ACE seeks input from our stakeholders through Panorama Student and Staff Surveys, Family Focus Groups, ACE Community Task Force, and Public Hearings. The ACE team has reached out to stakeholders to receive feedback via student and staff surveys; these surveys have been communicated through ParentSquare, phone calls, and social media, which are the main avenues of communication with families, and through email, which is used to communicate with staff and board members. Our stakeholders were notified of all meetings in Spanish and in a translatable format to reach families that speak languages other than English or Spanish. In recognition of the need for heightened communication during the Covid-19 Pandemic ACE created a Community Task Force in July 2020, this task force was initially implemented for

parents to have a strong voice in the decision making process around the reopening of schools in the 2020-2021 school year. The feedback received through this Community Task Force was invaluable and has continued through the 2021-22 school year as per Priority 1 and Priority 3 of the ACE Academy Strategic Goals.

The Community Task Force is open to all stakeholders; stakeholders are notified through Parentsquare (community network software), email, calendar invites, and word of mouth from Community Outreach Managers, School Administration, and ACE Leadership. Community Meetings are held monthly to facilitate parent voice in financial decision making. ACE Empower has utilized all possible channels to ensure that its stakeholders are included in decision making processes, inclusive of how to apply additional funds received.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Empower target students are those who have been underserved, and as a result are often disengaged and underachieving. The vast majority of ACE families are socio-economically disadvantaged, have low educational attainment levels themselves, and are often immigrants with limited English. ACE has a “majority minority” student body, composed of predominantly students who are Latino and from low-income households, as well as a larger percentage of ELLs and students with special needs than found in the local district, county, and state. ACE Empower is using the concentration grant add-on funds received consistent with California Education Code Section 42238.02, as amended, to increase the number of certificated staff providing direct services to ACE Empower’s student body. Within the Empower Academy student population 78% meet the criteria for socio-economically disadvantaged students, 78% are English Language Learners and 15% have special needs. The positions added to address the needs of the ACE Empower student body are as follows:

1. Director of Student Services was hired to provide oversight of the ELD and MTSS programs. This position actively supports in the implementation of MTSS and ELD at the Empower school site. This will result in the development of an ELD and MTSS Playbook, stronger alignment of Designated ELD instruction to the ELD Standards and students’ language levels, increased efficacy in the implementation of the English 3D curriculum, and more consistent push-in and pull-out ELD. This will lead to an increase in the percentage of students who are ELLs that are making annual progress in English Proficiency as measured by the ELPAC.
2. Covid Coordinator was hired to support the Empower school site by coordinating daily onsite response to positive Covid-19 Cases.
3. Dean of Culture, The ACE target students are those who have been underserved, and as a result are often disengaged and underachieving. Under the direction of the Dean of Students, ACE will continue to utilize a proactive Culture Calendar of events, experiences, and recognitions to nurture a positive and celebratory school culture and sense of community focused on growth. It will enhance the existing structures of "Ganas" points earned individually and by house and tracked in the Kickboard platform; community building and competitions between inter-age “houses”; and the ability to use points toward rewards individually and by house (PBIS). This will result in a school culture that engages students who have higher rates of absence and suspension, including socio-economically disadvantaged youth and students

with special needs. This will lead to both higher ratings on the sense of optimism as measured by survey and regular attendance, which in turn are correlated to higher academic achievement.

4. Paraprofessionals to support students with IEPs in the general education classroom.

Any additional expenses with the hiring of these employees that exceed the allocation of funds will be covered by other revenue sources.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

ACE regularly consults with our educational partners, which consists of families (including those that speak languages other than English), students, school and Academy administrators (including special education), teachers, principals, school leaders, other educators, and board members for their input and feedback into the direction of Empower, and the use of federal funds, provided to Empower specifically. Throughout the planning and decision-making process we have engaged with our educational partners and this continues to be an on-going process as a part of our annual LCAP planning. The process for seeking input from our community and educational partners is the same for federal and state funds. We use all input when creating all plans. We engaged our educational partners on the use of one time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils, by using an open-ended survey in July of 2021 focused on the priority areas of the ESSER: s

1. Strategies for continuous and safe in-person learning
2. Addressing the impact of lost instructional time, and the use of any remaining funds.

Our educational partners were notified of the survey via multiple avenues, including our website, phone blast and emails. ACE Empower will continue to solicit student and staff feedback via Panorama surveys to gain input into the direction and plans for ACE Empower. The Spring 2022 Panorama survey is scheduled for May of 2022. To further support families in alignment with LCAP Goal 2, and ACE Strategic Plan Priority 1 families will provide feedback on grading systems and access. This will serve to guide future engagement opportunities. Comments made to the Board informally as well as during public comment are taken into consideration. The information from these sources will be paired with data gathered through our LCAP educational partners process, data from school staff (classified and certificated). We also consistently seek feedback from our English Language Advisory Committee.

Empower will continue to seek input on the development of the LCAP during upcoming Board Meetings. Empower will continue to meaningfully engage with its educational partners over the remainder of the year through the LCAP process: community meetings, ELAC, LCAP Advisory Committee, family input, student and staff surveys, and input form on the Academy website. The meeting dates have been provided as an attachment to this document, and can be found as the ACE Empower Culture Calendar.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Empower's implementation of its effort to maintain the health and safety of students, educators, and other staff and ensure the continuity of services as required by the federal American Rescue Plan Act for 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date is as follows:

To safely open and operate Schools for In-Person Learning, Empower has utilized ESSER I funds to purchase Personal Protective Equipment (PPE) to standardize COVID protocols consistent with the Academy's Illness and Injury Prevention Plan (IILP) Covid-19 Addendum. This allows us to provide youth and staff with COVID 19 training, signage, face masks, shields, gloves, and portable air filtration systems. In addition to PPE staff and students are provided scheduled training of COVID-19 in-person learning policies and routines. Empower has not experienced challenges with the ongoing acquisition of PPE. The success is that we have testing routines, PPE, and clear protocols to ensure the safety and well-being of our community members. In addition to PPE, purchasing additional technology has been necessary to address opportunity gaps and the academic needs of students. By allowing each student to have their own Chromebook, Empower Academy is able to minimize exposure to COVID-19 and not have a disruption in services due to lack of technology. The use of technology is also aligned to all LCAP Goals: Academic Achievement, Student Engagement, Educational Partner Engagement and Learning Environments. Challenges this year have been consistent staffing, and community health and its impact on attendance for both students and staff.

The following portion of our ESSER plan is in ongoing implementation and addresses the needs of students identified with a Specific Learning Disability, (SLD or SPED), English Learner (EL) students, low income, and students qualifying for services under the McKinney - Vento Act. ESSER II & III activities to address unique needs of low-income students have included; the purchasing of educational technology, community outreach programs, summer bridge, before and after school program staffing, and additional positions to support student learning. A description of these positions is included:

1. Director of Student Services to provide oversight of ELD and MTSS programs. ACE Empower has hired a Director of Student Services to further refine and develop the MTSS framework. This will result in a clear cycle of inquiry for how students move through the MTSS process, with scaffolded support and interventions. This will result in early intervention, ensuring students receive the small group and individual supports needed in the core classroom prior to potential identification. This will lead to both higher success of students across the school site.
2. Paraprofessionals/Resident teachers, to provide IEP guaranteed FAPE services in the general education classroom for those students with identified learning disabilities.
3. Covid Coordinator, to support the Empower school site by coordinating daily onsite response to a safe school environment through the prevention and mitigation of COVID -19 spread.

4. Dean of Culture, The ACE target students are those who have been underserved, and as a result are often disengaged and underachieving. Under the direction of the Dean of Students, ACE will continue to utilize a proactive Culture Calendar of events, experiences, and recognitions to nurture a positive and celebratory school culture and sense of community focused on growth. It will enhance the existing structures of Ganas points earned individually and by house and tracked in the Kickboard platform; community building and competitions between inter-age “houses”; and the ability to use points toward rewards individually and by house (PBIS). This will result in a school culture that engages students who have higher rates of absence and suspension, including socio-economically disadvantaged youth and students with special needs. This will lead to both higher ratings on the sense of optimism as measured by survey and regular attendance, which in turn are correlated to higher academic achievement.

3. Science Instructor, to provide classroom instruction, utilizing integrated ELD, as per the MTSS Model created this year.

4. Math Instructor, to provide classroom instruction, utilizing integrated ELD, as per the MTSS Model created this year.

5. English Instructor, to provide classroom instruction, utilizing integrated ELD, as per the MTSS Model created this year.

6. Art Instructor, to provide enrichment opportunities for students and enhance block scheduling potential.

7. Physical Education Instructor, to provide physical education and support students in performing the CA PFT.

8. Resident Teacher, teachers in the completion of their service work working under a master teacher as their field supervisor, this has been a success and has allowed classrooms to be fully staffed and serve as models for ELD Instructional to provide oversight of the ELD program and support in the implementation of designated ELD instruction for English Learners using the English 3D curriculum.

This portion of the ESSER Plan is in partial implementation as we are midway through the school year and expect to implement the plan in full as the school year progresses. Approximately \$515,905.00 of the funds allocated have been spent to date. The expenditures associated with this plan will continue as plan or be implemented in the spring and summer of 2022. The Academy has through September 2024 to expend ESSER III funds, which it fully plans to do. The ESSER Plan has been attached for reference.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

During the LCAP process, students, families, and staff expressed appreciation for the existing scaffolds in place to support all students. The multiple scaffolds for intervention, both in class through the workshop model and through College Seminar and Office Hours were appreciated for their ability to meet students where they are and provide additional scaffolds. However, ACE must continue to refine and build consistency

in its MTSS and ELD programs. In conjunction with SCCOE, ACE developed a multi-year plan for refining its integrated and designated ELD programs in alignment with the CA Framework. Core work in this area during this LCAP three-year plan is in ensuring consistent integrated ELD across classrooms and subject areas, through ongoing observation and coaching of teacher practice with this focus. The following positions can be found as LCAP actions in Goals 1, 2, and 4 as well as Priorities 1 - 3 of the ACE Strategic Plan.

1. Manager of Community Engagement, ACE will invest in a Manager of Community Engagement to support student recruitment. This will result in a focus on recruiting the ACE student demographic, while also working to achieve a stronger balance reflective of the community in terms of racial and ethnic diversity, socio-economic diversity, and percent of English Learners and students with identified specific learning disabilities. This will lead to the ACE serving students from low-income families with its targeted program and student demographics becoming more ethnically diverse and include more students with low incidence special needs served by ACE.
2. Program Specialist, ACE will invest in a Program Specialist to develop, implement, and oversee a Positive Behavior Intervention System (PBIS) at the school. This will result in a positive, safe and responsive learning environment, with uniform responses to behavior via a trauma-informed behavior matrix. This will lead to high engagement for students, which will increase attendance and lower chronic absence. The trauma-informed model will also lead to decreases in suspension rates, especially for students with special needs, as well as students who are socio-economically disadvantaged.
3. Dean of Culture, The ACE target students are those who have been underserved, and as a result are often disengaged and underachieving. Under the direction of the Dean of Students, ACE will continue to utilize a proactive Culture Calendar of events, experiences, and recognitions to nurture a positive and celebratory school culture and sense of community focused on growth. It will enhance the existing structures of "Ganas" points earned individually and by house and tracked in the Kickboard platform; community building and competitions between inter-age "houses"; and the ability to use points toward rewards individually and by house. This will result in a school culture that engages students who have higher rates of absence and suspension, including socio-economically disadvantaged youth and students with special needs. This will lead to both higher ratings on the sense of optimism as measured by survey and regular attendance, which in turn are correlated to higher academic achievement.
4. The ACE Office Manager, will ensure active communication between the school and home. This will result in immediate communication regarding student absences, as well as developing support plans with families via home visits and conferences. This will lead to increased attendance and decreased chronic absence for all subgroups that are not meeting state targets for chronic absence, including students who are socio-economically disadvantaged, are ELLs, and have special needs.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and

must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page

[\(https://www.cde.ca.gov/fg/cr/\)](https://www.cde.ca.gov/fg/cr/) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021



Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
ACE Empower Academy	Vu Long Trinh Chief Schools Officer	vtrinh@acecharter.org (408) 326-2155

Plan Summary [2022-23]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

The majority of Empower students are low-income Latinx students from the highest-need neighborhoods in the Alum Rock community of East San Jose. Our students are from demographics that we see as underrepresented in college: 78% are low-income Latinx, 59% are English Learners, and 15% are students with special needs. At the time of this submission there are 222 students enrolled in grades grades 5-8 at Empower Academy: 18 students in 5th Grade, 61 students in 6th Grade, 64 students in 7th Grade, and 70 students in 8th Grade.

The ACE Vision and Mission are, “ACE ensures students who are struggling gain the skills and will to succeed in college and beyond.”

ACE works with families and communities in the highest-need neighborhoods to create and sustain 5th - 12th grade pathways for traditionally “left behind” students to grow to be ready, by the time they leave high school, to choose to attend and graduate from a four-year college or university. The ACE mission is founded on a profoundly felt optimism about children, families, and neighborhoods. This optimism means that teachers and staff at ACE believe that children and families who are not only demographically underrepresented in college, but have a whole array of obstacles between them and a college degree, can learn the confidence and skills they need to thrive at a four-year university. Every element of the school's model is focused on developing this "college-ready confidence" - ACE's demanding yet optimistic

culture permeates every aspect of the academic program, staff training, and parent engagement work, and helps students and families take their first steps toward reaching the goal of college success.

ACE's motto is Grow, Everyone, Every Day, and the motto is the school's expression of its optimism that everyone - not only those who are statistically more likely to succeed - will grow to personal and academic college readiness. To achieve this growth, everything that happens is built on the ACE Culture of Optimism. Culture of Optimism is designed to help students and families not only take the first step, but to keep striving for college success. It is for this reason that the Culture of Optimism is so focused on constant, authentic celebration of incremental growth, both in students' personal demonstration of school values as well as their rapid academic progress. Our Culture of Optimism generates in students a fundamental, sturdy sense that their failures will be noticed and addressed, and that their successes will be recognized and rewarded.

Annually 90-95% of the Empower 8th Grade graduating class decide to move on to the ACE Charter High School to continue their journey of growth and self-efficacy with ACE.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

As a result of the pandemic California Department of Education Dashboard data was not collected for California School in 2019, and was optional in 2020, and as such Empower does not have a year to year growth analysis point for the 2019 school year in Math, ELA , English Language Acquisition, or Attendance.

ACE Empower has the following strengths:

- Monthly, 82% of Students set and monitor one personal school related goal
- 64% of students taking the ELPAC in 2019 and 2021 have demonstrated growth.
- 2020 Spring Survey data indicated a high level of satisfaction with ACE's ability to develop optimism and a growth-mindset within families
- 2019-2021 Growth for English Language Learners demonstrates that 64% of ELLs gained ELPI levels.
- 2019 and 2020 Suspensions and Expulsions were 0%
- 2021-2022 Current Year Attendance is 89.59%

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

ACE Empower has the following areas of need:

- Chronic absenteeism as of May 13, 2022 is 40.4% Chronic Absenteeism is calculated by dividing the number of students absent for 10 percent or more of instructional days by enrollment (year-to-date). Students who have not attended a single day and/or have been enrolled at the school for fewer than 31 instructional days are excluded.
- ELA SBAC Scores in Spring of 2021 were 3.08% Exceeded, 24.62% Met, 23.59% Nearly Met, 48.72% Did Not Meet.
- Math SBAC Scores in Spring of 2021 were 1.97% Exceeded, 10.34% Met, 24.63% Nearly Met, 63.05% Did Not Meet.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The Empower LCAP is aligned to the ACE Strategic Plan, and California State Priorities.

Goal areas are as follows:

- Goal 1 - Voice and Choice, focuses on student attendance, chronic absenteeism, suspension, expulsion, and student and parent feedback and input. The desired outcome of goal 1 is to have students learn and be given ample opportunity to develop resilience, personal agency, and a commitment to their learning and their future.
- Goal 2 - Academic and Personal Growth, focuses on academic indicators and performance measures, specifically looking at growth measures. The desired outcome of goal 2 is for students to make sufficient growth both in terms of their academic skills and knowledge as well as their personal capacity to be successful in school and life.
- Goal 3 - College Readiness, tracks and monitors student college readiness indicators, such as performance on class grades and credits, as well as performance on state assessments, in comparison to the state's dashboard. The desired outcome of goal 3 is for students to gain the academic knowledge and skills necessary to succeed in college and beyond.
- Goal 4 - Student and Family Engagement, ensure ACE continues to seek and address student and family input. The desired outcome is for students and families to be engaged with the school community while ultimately demonstrating, independently, an optimistic mindset and college-ready habits and attitudes.

- Goal 5 - Organizational & Financial Strength, ensures the proper hiring of classified and certificated staff as well as ensuring ACE schools secure both curricular materials, but also proper school site facilities so the implementation of the comprehensive ACE program occurs.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Not applicable

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Not applicable

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Not applicable

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Working with stakeholders, ACE's LCAP outlines actions and services that will lead to attainment of the LEA's goals and priorities for all students. Stakeholder review and input was an integral part of this process. Parent, student, and public input was used in developing the plan and will be used in refining the plan annually. All ACE schools actively engaged stakeholders in monitoring progress toward LCAP goals, including implementation of actions and analysis of interim and final data on measures. The different types of stakeholder engagement were:

- Family Focus Groups
- Student and Staff Surveys
- Two Public Hearings, one Network wide and one at the June Board Meeting

A summary of the feedback provided by specific educational partners.

Common ACE stakeholder feedback on ACE's strengths and areas of work that should continue:

- The ways in which the schools engage students and build their confidence
- Students' agency and optimism are built through teacher interaction. This results in making students feel important as their teachers are attentive to them and as a result students want to go to school and feel positive about being there
- The multiple structures of support, and teacher engagement to help students achieve and grow academically
- The strong sense of community, which makes students feel welcome and valued
- The high level of touch and communication and how this builds trust and elevates families ability to engage with the school
- College Seminar, the Sown to Grow platform, and Office Hours support students in setting, working toward, and reaching personal and academic goals
- Teachers are consistent and persistent in messaging the importance of developing their academic studies and personal mindsets as pathways to college and a strong future

Common ACE stakeholder feedback on ACE's areas of growth and areas to be developed:

- Strengthening student confidence so they feel comfortable seeking help when needed, both in terms of social-emotional and academic needs
- Removing scaffolds at time, to allow for academic struggle and perseverance
- Strengthening the connection and communication between school and home
- Increase training and partnership with families so they can better support and reinforce work at home
- Extending office hours and tutoring to provide more time for students to complete assignments
- Ensuring all teachers' instructional practices aligned with the best practices in classrooms
- Developing opportunities for students to read together
- Finding alternative online programs that align to what students are learning in class
- Increasing frequency of physical education

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

The following Goals contain Actions directly related to this feedback:

- Goal 1 – Voice and Choice
 - o Ensuring that students receive ongoing support through College Seminar program and Sown to Grow
 - o Maintaining high levels of communication between the school and home
- Goal 2 – Academic and Personal Growth
 - o Providing scaffolds and supports to meet each students needs
- Goal 3 – College-Readiness
 - o Ensuring high quality instruction in every classroom
- Goal 4 – Family Engagement
 - o Engaging families as partners in the life of the school
 - o Supporting families in knowing how to support their children

Goals and Actions

Goal

Goal #	Description
1	<p>Maintenance of Progress Goal: Students who are traditionally disengaged and underachieving, with a focus on students who are socio-economically disadvantaged, Latino, are ELs, or have special needs, will receive direct outreach to build both home-to-school connection as well as promote attendance and behavioral patterns that support their academic and social-emotional success. School structures and systems will promote a positive school culture as well as growth-mindset and sense of optimism in students that further promotes engagement, increasing attendance while decreasing chronic absence, suspension, and expulsion rates.</p> <p>This Maintenance of Progress Goal supports the following ACE Strategic Plan Goal: - Goal 1a - Voice and Choice - Students will learn and be given ample opportunity to develop resilience, personal agency, and a commitment to their learning and their future.</p> <p>Aligns with State Priorities; Priority 3: Parental Involvement - Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups Priority 5: Pupil Engagement - School attendance rates, chronic absenteeism rates, middle school dropout rates Priority 6: 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</p>

An explanation of why the LEA has developed this goal.

ACE target students are those who have been underserved, and as a result are often disengaged and underachieving. In addition, the vast majority of ACE families are socio-economically disadvantaged, have low educational attainment levels themselves, and are often immigrants with limited English. ACE has a “majority minority” student body, composed of predominantly students who are Latino and from low-income households, as well as a larger percentage of ELLs and students with special needs than found in the local district, county, and state.

Within ACE Empower’s student body, % are socio-economically disadvantaged, 97% are Latino, 59% are ELLs, and 18% have special needs. Pre-pandemic indicators show that:

Research clearly indicates that regular attendance, building optimism, and developing a growth mindset are key to students’ academic and long-term success. In addition, strong Positive Behavior Intervention Supports (PBIS) and Counseling can support subgroups in addressing disengagement and reducing behaviors that lead to suspension. Furthermore, during the LCAP process families articulated an appreciation

for the systems in place that promote positive attendance, including frequent communication between the school and families. Families also expressed a desire to continue with structures that are clearly supporting their students in developing a growth-mindset, sense of agency, and optimism about their future. Families and staff wish to see even more focus on these elements, leveraging the Sown to Grow platform for goal setting during College Seminar, as well as increased parent training to further the home and school partnership. Students expressed a desire to continue with these supports, as well as ensure consistency.

Actions for this goal reflect both the needs reflected in data and stakeholder input on how to maintain progress and continue to refine ACE’s work in this area.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Average Daily Attendance - Increase by 0.5% annually on average or meet goal of 95% overall and for all significant subgroups, as measured by attendance audit and reported in CALPADS.	2018-2019 <ul style="list-style-type: none"> • Overall - 94% • Latino - 94% • FRL - 95% • SPED - 93% • EL - 94% 	2021-2022 <ul style="list-style-type: none"> • Overall - 90% • Latinx - 90% • SED - 90% • SPED - 86% • EL - 89% 			Overall > 95% Latino > 95% FRL > 95% SPED 94.5 % EL > 95%
Chronic Absence - Decrease by 20% of gap between baseline and goal annually on average until the goal of less than 10% is met overall and for all significant subgroups, as measured by attendance audit and reported on CA Schools Dashboard.	2018-2019 <ul style="list-style-type: none"> • Overall - 16.6% • Latino - 16.9% • FRL - 15.8% • SPED - 24.6% • EL - 16.8% 	2021-2022 <ul style="list-style-type: none"> • Overall - 40% • Latinx - 39% • SED - 34% • SPED - 68% • EL - 43% 			Overall 13.4% Latino 13.5% FRL 14.2% SPED 18.1% EL 13.5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension - Decrease by 1% annually on average until the goal of 8% or less is met, overall and for all significant subgroups, as measured by discipline audit and reported on CA Schools Dashboard.	2018-2019 <ul style="list-style-type: none"> • Overall - 10% • Latino - 10.2% • FRL- 9.1% • SPED - 15.4% • EL - 10.6% 	2021-2022 <ul style="list-style-type: none"> • Overall - 13.7% • Latinx - 13.2% • SED - 15.9% • SPED - 14.7% • EL - 10.4% 			Overall < 8.0% Latino < 8.0% FRL < 8.0% SPED 11.2% EL < 8.0%
Expulsion - Maintain goal of less than 0.5%, as measured by discipline audit and reported on DataQuest.	2018-2019 <ul style="list-style-type: none"> • Overall 0% 	2021-2022 <ul style="list-style-type: none"> • Overall 0% 			Overall < 0.5%
Survey - Percent of students with positive feelings about their school climate will increase by 5% of baseline annually on average until the goal of 100% is met, as measured by student survey	May 2021 (2020-2021) 58%- ACE Specific Questions 72% - Support for Learning 56%- Growth Mind Set 72% Rules are Fair & I know Them 77% School is Safe 42% Self Efficacy 51% Self Management 57% Sense of Belonging, School Connectedness	September 2021 (2021-2022) 82%- ACE Specific Questions 98% - Support for Learning 57%- Growth Mind Set 98% Rules are Fair & I know Them 86% School is Safe 44% Self Efficacy 62% Self Management 92% Sense of Belonging, School Connectedness			Students TBD

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	50% Social Awareness	52% Social Awareness			
Survey - Percent of students, families, and staff who report ACE develops a sense of optimism and hope about students' futures will increase by 5% of baseline annually on average until the goal of 70% is met, as measured by student survey.	Spring 2021 <ul style="list-style-type: none"> Students - 86% Families - 100% Staff - 78% 	Spring 2022 <ul style="list-style-type: none"> Students - % Families - % Staff - % 			Students >70% Families >70% Staff >70%
Annual Audit - Percent of students who complete personal growth goals and reflections on a regular basis will increase by 5% of baseline annually on average until the goal of 70% is met, as measured by annual audit.	2020-2021 Student Reflections - 83% Staff Feedback - 40%	2021-2022 Student- 66% Staff Feedback - 27%			Students TBD 2020-21 Survey Results in Process
Annual Recruitment and Retention - Percent of students returning annually will measure 95% or greater.	2020-2021 % of Students Returning <ul style="list-style-type: none"> Grade 5 - 90% Grade 6 - 84% 	2021-2022 % of Students Returning <ul style="list-style-type: none"> Grade 5 - % Grade 6 - % Grade 7 - % 			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> Grade 7 - 87% 5th-7th Total - 87% 	<ul style="list-style-type: none"> 5th-7th Total - % 			

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Recruitment Campaign	The ACE target students are those who have been underserved, and as a result are often disengaged and underachieving, who predominantly are Latino, from low-income households, are English Learners, and have special needs. ACE will invest in a Manager of Community Engagement and Community Ambassadors, to support student recruitment. This will result in a focus on recruiting this student demographic, while also working to achieve a stronger balance reflective of the community in terms of racial and ethnic diversity, socio-economic diversity, and percent of English Learners and students with Special Needs. This will lead to the ACE serving students from low-income families with its targeted program and student demographics becoming more ethnically diverse and include more students with low incidence special needs served by ACE.	\$17,063.00	Yes
1.2	Attendance Intervention	The ACE Office Manager will ensure active communication between the school and home. This will result in immediate communication regarding student absences, as well as developing support plans with families via home visits and conferences. This will lead to increased attendance and decreased chronic absence for all subgroups that are not meeting state targets for chronic absence, including students who are socio-economically disadvantaged, are ELs, and have special needs. Dean of Culture and Community conducts home visits. The Assistant principal also follows up with.	\$21,250.00	No Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Agency & Resiliency Program	<p>ACE is completing its third year of the Sown to Grow platform, which supports students goal setting, work completion, and reflection with their teachers working as active coaches in this process. Over the next LCAP cycle, ACE will leverage this platform to support students in developing personal agency, a growth mindset, and ownership of their learning and future. It will enhance the existing structures of College Readiness class, Student-Led Conferences, and Office Hours. This will result in a growth mindset and greater sense of optimism about their future for students who are socio-economically disadvantaged, English Learners, have special needs, are homeless, or are foster youth. This will lead to higher rates of goal setting and completion as measured by annual audit, which in turn builds a growth mindset and optimism about students' futures.</p>	\$7,000.00	No Yes
1.4	Community & Culture Program	<p>Under the direction of the culture team ACE will continue to utilize a proactive Culture Calendar of events, experiences, and recognitions to nurture a positive and celebratory school culture and sense of community focused on growth.</p> <p>It will enhance the existing structures of Ganas points earned individually and tracked in the Kickboard platform; community building and competitions, community meetings between grade levels and cohorts; and the ability to use points toward rewards individually and by grade levels.</p> <p>This will result in a school culture that engages students who have higher rates of absence and suspension, including socio-economically disadvantaged youth and students with special needs. This will lead to both higher ratings on the sense of optimism as measured by survey</p>	\$29,950.00	No Yes

Action #	Title	Description	Total Funds	Contributing
		and regular attendance, which in turn are correlated to higher academic achievement.		

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

ACE actively seeks to provide alternatives to suspension of students. This begins with a clearly defined classroom management approach that has evolved with teacher and administrative collaboration. The ACE approach seeks to simultaneously reward positive behaviors when they are seen and understand the root cause of misbehavior to prevent escalation. The development of this work has utilized research from Collaborative and Proactive Solutions (CPS), Teach Like A Champion by Doug Lemov, PRIM (Pre Referral Intervention Manual), and PBIS world. This work has resulted in a 13.7% suspension rate in the 2021-22 school year. Review and evaluation of Tiered supports for behaviors that may lead to suspension is connected to the ongoing MTSS rollout for ACE over the next two years of this LCAP cycle.

In 2021-22, 40% of ACE Empower staff gave feedback regularly to students completing growth goals. In 2020 -21, 40% of Empower staff gave regular (twice monthly) feedback to students on their academic goals. The 2021-22 school year demonstrated a consistent amount of staff participation in providing regular feedback to students, however student reflections decreased from the previous year. In 2020-21 students completed 6,192 in the Sown to Grow platform, to date 4,342 reflections in the Sown to Grow platform. Staff feedback has remained consistent, while student reflections have decreased. The causation of this is unknown at this time. Root cause analysis with staff during weekly staff meetings will be prioritized in the 22-23 school year.

In 2021-22, 66% of students averaged two academic goals monthly, in 2020-21, 83% of students averaged two academic goals monthly. A -17% decrease in student goal setting from 2020-21 - 2021-22 indicates that students need additional accountability measures to increase this core ACE program.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There are no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective the specific actions were in making progress toward the goal.

A comprehensive attestation of root cause analysis is hampered by the sixteen months students spent at home during the COVID-19 Pandemic.

Panorama survey data in the Spring of 2021 demonstrated 86% of students were optimistic about their future, in the Spring of 2022 _____ students indicated a sense of optimism in their future.

Goal 1, Action 1: Annually ACE collects retention data. Retention of 5-8th grade students will be used to assist in assessing the success of this action; the "Annual Recruitment and Retention" metric has been added.

Goal 1, Action 2; Attendance Intervention, as measured by Chronic Absenteeism demonstrates a need for further site intervention. A consideration of how to provide this in the tiered response to behavior through MTSS will be considered in MTSS planning for 2022-2023 school year. The goal of decreasing chronic absenteeism by 20% annually was not met, as measured by monthly attendance audits and reported on the CA Schools Dashboard. Chronic Absenteeism increased most dramatically for our students identified with specific learning disabilities, increasing by 43.4%, additionally Chronic Absenteeism for our students with identified learning disabilities was 68%, 20% higher than that of the the overall Chronic Absenteeism for Empower.

Goal 1, Actions 3 & 4 Student/Staff surveys include five response options: strongly disagree, disagree, somewhat agree, agree, strongly agree; the family survey includes 4 response options (excluded "somewhat agree option"); only agree/strongly agree are considered favorable in all three survey respondent groups. Average Daily Attendance rates have maintained an average of approximately 90% throughout the 2021-22 school year, this is a decline of 4% from 2018-19, the year prior to COVID-19 onset. The three year LCAP goal of reaching 94% attendance will not be altered.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Goal 1, Action 1: Annually ACE collects retention data. Retention of 5-8th grade students will be used to assist in assessing the success of this action; the "Annual Recruitment and Retention" metric has been added.

Goal 1, Action 2: No Changes

Goal 1, Action 3: In the Annual Audit of participation in the Sown to Grow Program in 2020-21, the average monthly participation rate in goal setting was 51%. In 2021-22 the average monthly participation rate has not yet been finalized. Through college seminar students review and

monitor; Project Performance, Rubric components, grades, progress reports, test results, and end of quarter or semester grades. No changes to this goal will, or the corresponding metrics will be made for the 2022-2023 school year. The environment of support will be used to garner student feedback on ways in which attendance can be encouraged and rewarded.

Goal 1, Action 4: Will utilize the metric of "Annual Recruitment and Retention", "Participation in Annual Surveys", and qualitative feedback received through Culture Calendar Events, and "Overall Attendance" to assist in determining the success of this action.

Goal 1, Action 5: Tiered intervention for English Learners and Students with specific learning disabilities has been moved to Goal 2, Action 2 in alignment with the tiered support provided through PBIS within the MTSS plan.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	<p>Academic and Personal Growth: Students who are ELLs, have special needs, or are academically under-achieving receive the targeted support necessary to ensure they achieve at their optimal pace and the achievement gap between ELLs and students identified with specific learning disabilities and the general population is reduced, while increasing achievement levels overall.</p> <p>Supports ACE Strategic Plan Goal: Goal 1b - Academic and Personal Growth - Students will make sufficient growth both in terms of their academic skills and knowledge as well as their personal capacity to be successful in school and life.</p> <p>Aligns with State Priorities; Priority 2: State Standards (Conditions of Learning) Implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. Priority 7: Course Access Pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code Section 51210</p>

An explanation of why the LEA has developed this goal.

ACE currently serves a disproportionate percentage of students who are ELs, have special needs, or are academically under-achieving. While overall levels need to be improved, a discreet focus must be held on the EL and SPED subgroups.

Within ACE Empower’s student body, 51% are ELs and 15% have special needs.

- As rated on the CA Schools Dashboard, achievement in ELA is rated Red overall and for each of these subgroups. Math is rated Orange overall, but Red in each of these subgroups.
- ELs making annual progress toward English proficiency is rated Medium.

During the LPAC process, students, families, and staff expressed appreciation for the existing scaffolds in place to support all students. The multiple scaffolds for intervention, both in class through the workshop model and through College Seminar and Office Hours were appreciated for their ability to meet students where they are and provide additional scaffolds. However, ACE must continue to refine and build consistency in its MTSS and ELD programs.

In conjunction with SCCOE, ACE developed a multi-year plan for refining its integrated and designated ELD programs in alignment with the CA Framework. Core work in this area during this LCAP three-year plan is in ensuring consistent integrated ELD across classrooms and

subject areas, through ongoing observation and coaching of teacher practice with this focus. In addition, an ELD teacher will support the continued design, scheduling, and implementation of designated ELD by level and coherent implementation of English 3D curriculum.

In terms of MTSS, ACE is working to further refine and develop the MTSS framework to ensure students receive early intervention. A clear cycle of inquiry for how students move through the MTSS process is in development, with scaffolded supports and interventions. This will ensure students receive the small group and individual supports needed in the core classroom prior to potential identification and once identified.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
MTSS - Percent of ACE students who are receiving tiered support based on academic performance and other individual data is 100%, as measured by annual audit.	100%	MTSS Tiered Support Distribution <ul style="list-style-type: none"> • T3 - 15% - IEP/504 • T2 - 15% - Student Success Plans • T1 - 70% - Generalized Supports 			100 %
ELPAC – Percent of English Learners making annual progress toward English language proficiency will meet the goal of increasing by 5% of baseline annually on average until the goal of 55% (High) is met OR	2019-2020 - 2020-2021 <ul style="list-style-type: none"> • ELPI - 44.6% - ELPI - 36% Decrease of -8.6%	2020-2021 - 2021-2022 <ul style="list-style-type: none"> • ELPI - 36% - ELPI - TBD% 			Medium 51.6% OR Meet or exceed District and State

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
being the same or higher than the local district and state averages, as measured by the ELPAC and reported on the California Schools Dashboard.					
STAR Reading - Percent of students who meet annual reading growth targets will increase by 5% annually on average until the goal of 70% is met overall and for the EL and SPED subgroups, as measured by the Renaissance Star Reading Assessment.	<ul style="list-style-type: none"> • Overall - 27% • SPED - 7.69% • EL - 13.86% • SED - 27% 	<ul style="list-style-type: none"> • Overall - TBD% • SPED - TBD% • EL - TBD% • SED - TBD% 			Overall TBD SPED TBD EL TBD
Survey - Percent of students and families who report awareness of, and satisfaction with, supports that they are receiving increases by 5% of baseline annually on average until the goal of 70% is met, as measured by annual survey.	<p>Fall 2020-2021</p> <ul style="list-style-type: none"> • Student Awareness - 59% • Student Satisfaction - 53% <p>Spring 2021 Family Satisfaction - 81%</p>	<p>Fall 2021-2022</p> <ul style="list-style-type: none"> • Student Awareness - 55% • Student Satisfaction - 62% <p>Spring 2022 Family Satisfaction - TBD</p>			<p>Fall 2021-2022</p> <ul style="list-style-type: none"> • Student Awareness - TBD% • Student Satisfaction - TBD% <p>Spring 2022 Family Satisfaction - TBD%</p>

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	MTSS Program	ACE has invested in a Director of Student Services to continue development of its MTSS framework. This will result in a clear cycle of inquiry for how students move through the MTSS process, with scaffolded supports and interventions. The application of GLAD strategies across all classrooms will be implemented as a Tier I practice in 2022-2023. The Professional Development cost associated school wide development costs is \$40,000.00. This training and will assist in ensuring students receive the small group and individual supports needed in the core classroom prior to potential identification. This will lead to both higher success of students with special needs and those within the MTSS process (most of who are socio-economically disadvantaged), as well as higher engagement.	\$24,463.00	No Yes
2.2	PBIS Program	ACE will invest in a Dean of Students to implement a Positive Behavior Intervention System at the School Site. Specific focus will be placed on students who are struggling, with a focus on students who are socio-economically disadvantaged and have special needs. This will result in a safe, supportive, and responsive learning environment in which students receive uniform responses and supports to their social-emotional and behavioral needs. This will lead to higher engagement and time on task, in turn supporting student achievement for students with special needs and who are socio-economically disadvantaged	\$33,611.00	No Yes
2.3	ELD Program	In collaboration with the ELD Teacher, ACE will utilize instructional coaching to strengthen the Integrated ELD program in alignment with the ELD Playbook through ongoing observation and feedback cycles to support this objective.	\$163,188.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>ACE will invest in an ELD Teacher to provide oversight of the ELD program and support in the implementation of designated ELD instruction for English Learners. This will result in the development of an ELD Playbook, stronger alignment of Designated ELD instruction to the ELD Standards and students' language levels, increased efficacy in the implementation of ELD and more consistent push-in and pull-out ELD. This will lead to an increase in the percentage of students who are ELs that are making annual progress in English Proficiency as measured by the ELPAC.</p> <p>ELD Strategies and PD in GLAD will be implemented in 2022-2023. Math and ELD correlation charts have been created by ELD lead. ELA and ELD correlation charts have been created by ELD lead. These correlation charts are utilized for integrated ELD</p>		

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 2, Action 3: Integrated ELD was provided in all core classes in 2021-2022.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There are no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective the specific actions were in making progress toward the goal.

- Goal 2, Action 1: In 2021-22 an MTSS timeline was introduced with targeted interventions for specific tier of students, Empower has implemented Tier II support with 10% of its students in alignment with the MTSS Network Wide

Rollout. The 2020-2021 Baseline of 100% receiving support did not accurately reflect the tiered support being provided, nor convey meaning to determine the impact of this action. For 2022- 2023 Goal 2, Action 1 metrics have been revised.

- Goal 2, Action 2, An assessment of effectiveness of the 2021-2022 PBIS goal is hampered by the sixteen months students spent in distance learning during the COVID-19 Pandemic.
- Goal 2 Action 3, In 2020-21 ACE did not meet its growth targets for EL students.

Students at Level 4 in CA, 13.98%, the Authorizing District, 21.38%, Empower were 11.86%%.

Students at Level 3 in CA, 33.66%, the Authorizing District, 33.23%, Empower were 33.90%

Students at Level 2 in CA, 32.57%, the Authorizing District, 27.56%, Empower were 35.59%

Students at Level 1 in CA, 19.79%, the Authorizing District, 17.83%, Empower were 18.64%.

Empower's 2018 ELPI was "Medium at 44.6%". Based upon the outcomes of the 2020-21 ELPAC cycle Empower's 2020-2021 ELPI is "Low at 36%", Empower has Declined by 8.6 percentage points from the previous year. Empower demonstrates a need to increase services to address the advancement of English Learner Language Acquisition. Causation of language acquisition delays cannot be attested to any one thing, however it is commonly understood that the impact of the pandemic on an EL student is greater than that of a student who is not acquiring language. In 2022-2023 ACE Empower will be providing GLAD training to all teachers. The integration of GLAD strategies across all content areas will assist in the closure of the noted gap between ACE student achievement and that of the state and Authorizer. While the metrics for Goal 2 Action 2 will not be updated the Action itself has been updated as noted.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Goal 2, Action 1: The MTSS Baseline of 100% has been refined to reflect which tier of support students receive to better provide services according to Goal 2, Action 1.
- Goal 2, Action 2: Funds have been shifted from Goal 1, Action 5 to Goal 2, Action 2 to hone in on tiered support for our English Learners, and students identified with higher levels of need, due to the disproportionate chronic absenteeism presented by these student groups.
- Goal 2, Action 3: is measured by participation in MTSS and ELPAC. The ELPAC Metric Baseline was 44.6% at the time of the 2021-2024 LCAP submission. This metric is described as, "Percent of English Learners making annual progress toward English language proficiency will meet the goal of increasing by 5% of baseline annually on average until the goal of 55% (High) is met OR being the same or higher than the local district and state averages, as measured by the ELPAC and reported on the California Schools Dashboard. The metric will now hold the ELPI ranking, % of students who increased, decreased, and maintained. Detailed analysis of domain results will assist the

development of the GLAD Professional Development rollout in the 2022-2023 school year.

- Goal 2, Action 4 , "ELD Instruction" has been combined with Goal 2, Action 3 "ELD Program", ELD instruction is inherent to ELD Programming and cannot be removed from the Program, nor can the program exist without the instruction.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
3	<p>College Readiness</p> <p>Broad Goal: Students who have traditionally been underserved, and therefore are underachieving, will receive a comprehensive, college and career preparatory education that rapidly accelerates learning and remediates gaps. The instructional program is designed to serve students who are socio-economically disadvantaged, Latinx, are English Language Learners, or have special needs. School structures and systems will provide scaffolds and differentiated instruction based on data, to ensure every student receives the supports to progress at their optimal pace. ACE will focus on strengthening of instructional practice through coaching and the use of robust curriculum and assessment tools to achieve this goal. This Maintenance of Progress Goal supports the following ACE Strategic Plan Goal:</p> <ul style="list-style-type: none"> • Goal 1 - College Readiness - Students will gain the academic knowledge and skills necessary to succeed in college and beyond. <p>Aligns with State Priorities; Priority 2: State Standards (Conditions of Learning) Implementation of academic content and performance standards adopted by the state board for all pupils, including English Learners. Priority 5: Pupil Engagement -School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. Priority 7: 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.</p>

An explanation of why the LEA has developed this goal.

ACE serves a student population who has been traditionally underserved and therefore are underachieving when they enter the school. While ACE has made strong strides in creating a safe and welcoming environment for the students and is competitive in terms of the local landscape in serving these students, further work must happen to ensure they reach the academic achievement levels necessary for college and career success.

Within ACE Empower’s student body, 94% are socio-economically disadvantaged, 97% are Latinx, 51% are English Language Learners, and 15% have special needs. Pre-pandemic indicators show that:

- As rated on the CA Schools Dashboard, achievement in ELA is rated Red overall and for all subgroups. Math is rated Orange overall and for the Latino and socio-economically disadvantaged subgroups, but Red for the EL and SPED subgroups.

During the LCAP process, stakeholders consistently appreciated the scaffolded supports provided through College Seminar, Office Hours, and embedded differentiation within the core classroom and wanted these to continue. Stakeholders also wanted to ensure consistency across classrooms, with all teachers able to effectively support students - a goal ACE holds as well as the primary driver for increasing achievement levels for students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBAC in ELA - The distance from meeting proficiency at Level 3 in ELA (DF3) overall and for each significant subgroup will be decreased by 10% of the gap annually on average, overall and for all subgroups.	2020-2021 ELA SBAC Overall -77.2 Latino -79 FRL -78.1 SPED -128.2 EL -89.2	2021-2022 ELA SBAC Overall -TBD Latino -TBD FRL -TBD SPED n/a EL n/a			Overall -56.3 Latino -57.6 FRL -56.9 SPED -93.5 EL -65
SBAC in Math - The distance from meeting proficiency at Level 3 in ELA (DF3) overall and for each significant subgroup will be decreased by 10% of the gap annually on average, overall and for all subgroups.	2020-2021 Math SBAC Overall -86.7 Latino -89.4 FRL -86.2 SPED -163.2 EL -97.2	2020-2021 Math SBAC Overall -TBD Latino -TBD FRL -TBD SPED n/a EL n/a			Overall -63.2 Latino -65.2 FRL -62.8 SPED -118.9 EL -70.8
Survey - Percent of students, families, and staff who report ACE	Spring 2021 Students - 62%	Spring 2022 Students - TBD			Students > 70% Families > 70% Staff > 70%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
develops college-readiness will increase by 5% of baseline annually on average until the goal of 70% is met, as measured by student survey.	Families - 81% Staff - 75%	Families - TBD Staff - TBD			

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Scaffold Curriculum	<p>ACE will strengthen scaffolds within its core curriculum model, through use of technology that allows for embedded supports and monitoring (PearDeck, I-Ready, Myon). This will result in differentiated learning experiences within the adopted curriculum based on student need, with scaffolds for grade level material and supplemental material provided at students' level. This will lead to higher levels of student achievement for subgroups who are currently not meeting the ELA, Math, and CCI indicators on the CA Schools Dashboard.</p> <p>"Alcance Academico" is ACE Empower's Intervention/Enrichment Block. These blocks of student specific targeted instruction occur Mon, Tue, Thr, and Friday. Alcance Academico is provided to all Empower students by Empower two staff members in each classroom, these are focused on two competencies; 1) Pre-requisite standards, so that students are able to access grade level standards, 2) Grade level standards that students have struggled with are retaught so that students are able to master current grade level standards. The ratio of student to staff ratio is low, this allows instructors to provide targeted small group instruction.</p>	\$19,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.2	Strengthen Instruction	ACE will develop strength in instructional practice and consistency across classrooms and subject areas, under the supervision of the Administrative team. This occurs through initial summer onboarding and then observation and coaching by a dedicated Instructional Coach at least every other week and in weekly data meetings to inform instruction. Coaches will use the Relay “Get Better Faster” Scope and Sequence, which they are each trained in to support this work. All teacher observation and feedback will be tracked in Whetstone to provide “bite sized” actionable feedback to promote rapid progress. This will result in implementation with fidelity of the core and supplemental curriculum aligned to the CCSS and NGSS, differentiated learning experiences within the adopted curriculum based on student need, and utilization of high-leverage instructional practices that place the cognitive load on students. This will lead to higher levels of student achievement for subgroups who are currently not meeting the ELA, Math, and CCI indicators on the CA Schools Dashboard including students who are socio-economically diverse, English Learners, and/or have special needs.	\$159,487.00	No Yes
3.3	Assessment	ACE will contract with Core Collaborative. This will result in centralization of data from across internal and external data sources, making it more accessible by teachers and school leaders for informing program and instruction, and for students and families in monitoring progress. This will lead to more targeted and rapid response to student needs within subgroups who are not meeting achievement standards both academically, social-emotionally, and behaviorally with a focus on students who are socio-economically disadvantaged, are ELs, or have special needs. It will also lead to increased student and family agency, as a result of having on demand access to all data. ACE will invest in a Data Director to gather, store, and disseminate data from multiple partners via an online platform. This will include the core assessments from STAR Renaissance and Achievement Network, as well as the Surveys and Progress Monitoring from the	\$28,200.00	No Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Core Collaborative. This will result in a robust Common Core and SEL aligned assessment practice that provides ongoing data on student mastery of standards and preparation for college as well as development of social-emotional and behavioral mindsets, which teachers will then actively use to inform instruction and address whole class, small group, and individual needs. Support will be provided from their instructional coach as detailed above. This will lead to more targeted and rapid response to student needs, especially for subgroups who are not meeting achievement standards academically, social-emotionally, and behaviorally including those who are socio-economically disadvantaged, are ELs, or have special needs.</p>		
3.4	College Seminar Program	<p>ACE will invest in a College Seminar program for all students specifically designed to meet the needs of youth who are socio-economically disadvantaged and therefore are traditionally underserved and achieving below grade level.</p> <p>"Sown to Grow" Curriculum is utilized to develop goal setting and monitoring during college seminar courses. This program assists students in developing knowledge and awareness of college necessary skills. This will lead to increased levels of college and career readiness as measured by the SBAC.</p> <p>The alumni team, lead by the Director of College Completion provides seminars on study skills, and work habits, necessary to succeed in High School and beyond.</p> <p>Annually all students receive 10 week session for life skill development. The Optimal Health group via the " Real Options" clinic gives students life skills that they are able to apply in real world situations.</p>	\$61,062.00	No

Action #	Title	Description	Total Funds	Contributing
		The college preparation courses offered at ACE Empower have resulted in a tailored curriculum that develops the knowledge, skills, and mindsets necessary to become college and career ready through active goal setting, action planning, and reflection.		

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

It is expected that the COVID-19 Pandemic will have an impact on the metrics/indicators used to measure this goal.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There are no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective the specific actions were in making progress toward the goal.

It is expected that the COVID-19 Pandemic will have an impact on the metrics/indicators used to measure this goal.

- Goal 3, Action 1: Will continue as planned through the pilot of ELA/ELD materials. The indicators of success on this goal are in their final stages of completion, SBAC associated indicators will be updated within the LCAP when this information is available.
- Goal 3, Action 2: Will continue as planned through the pilot of ELA/ELD materials. The indicators of success on this goal are in their final stages of completion, SBAC associated indicators will be updated within the LCAP when this information is available.
- Goal 3, Action 3: Will continue as planned through the pilot of ELA/ELD materials. The indicators of success on this goal are in their final stages of completion, SBAC associated indicators will be updated within the LCAP when this information is available.
- Goal 3, Action 4: Has been combined with Goal 3, Action 3
- Goal 3, Action 5, "A college seminar curriculum tailored to the development of necessary skills, and mindsets needed to become college and career ready through active goal setting,

action planning, and reflection." The ability to measure this action is challenged by staffing shortages experienced throughout the year, as well as chronic absenteeism, due to COVID-19.

This goal is now Goal 3, Action 4.

In 2020-2021

- ELA SBAC Scores in Spring of 2021 were 3.08% Exceeded, 24.62% Met, 23.59% Nearly Met, 48.72% Did Not Meet.
- Math SBAC Scores in Spring of 2021 were 1.97% Exceeded, 10.34% Met, 24.63% Nearly Met, 63.05% Did Not Meet.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Goal 3, Action 1: Will continue as planned through the pilot of ELA/ELD materials.
- Goal 3, Action 2: Will continue as planned, no changes at this time.
- Goal 3, Action 3: "Assessment Program" has been updated to reflect the practices within the program, previously Goal 3, Action 4 "Assessment Practice".
- Goal 3, Action 4: "Assessment Practice" has been combined with Goal 3, Action 3 "Assessment Program" These two actions are synonymous and function together.
- Goal 3, Action 5: Will become Goal 3 Action 4 due to the combination of Goal 3, Action 3 and Goal 3, Action 4.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
4	<p>Family Engagement & Empowerment</p> <p>Maintenance of Progress Goal: ACE Families are empowered through structures that recognize and support them in being full partners in their children’s education, and promote their agency and voice in the life of the school.</p> <p>Aligns with State Priorities;</p> <p>Priority 3: Parental Involvement - Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups as relates to:</p> <p>Priority 5: Pupil Engagement -School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates.</p> <p>Priority 6: 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.</p>

An explanation of why the LEA has developed this goal.

The vast majority of ACE families have low socio-economic status and limited educational attainment, which traditionally inhibits their ability to have voice and agency in supporting their children. ACE will continue to develop and implement an annual family engagement program to elevate voice and agency.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Survey - Percent of students, families, and staff who report ACE develops a sense of optimism and hope about students’ futures will increase by 5% of baseline annually on average	Spring 2021 Panorama Survey Students 67% Families 82% Staff 75%	Spring 2022 Panorama Survey Students TBD% Families TBD % Staff TBD %			Students >70% Families >70% Staff >70%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
until the goal of 70% is met, as measured by student survey.					
Survey - Percent of students, families, and staff who report ACE develops college-readiness will increase by 5% of baseline annually on average until the goal of 70% is met, as measured by student survey.	Spring 2021 Panorama Survey Students 62% Families 81% Staff 75%	Spring 2022 Panorama Survey Students TBD% Families TBD % Staff TBD %			Students >70% Families >70% Staff >70%

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Family Engagement & Involvement Program	<p>ACE will invest in a broad program to engage and involve families, under the direction of a Director and Manager of Community Engagement, the AP of Culture, and with the support of a Parent Organizer.</p> <p>This will result in Cafécitos, student-led conferences, college readiness workshops, parent panels, family inclusion on hiring and decision-making committees (i.e. the Community Task Force focused on COVID-19 response), and continued development of the parent lead team and the community ambassador programs.</p> <p>This will lead to families being empowered and being full partners in their child’s education, resulting in higher levels of optimism and college-readiness as expressed in the annual survey.</p>	\$58,150.00	No

Action #	Title	Description	Total Funds	Contributing
4.2	Parent Lead Team Program	ACE will develop and invest in the Parent Lead Team. This will result in the development of family leaders, who will have voice and agency in ensuring the ACE program directly meets student and family needs. Cafécitos and other programming will be designed by families, aligned to both ways of supporting their students as well as basic needs such as food and housing security, immigration rights, and ELD. This will lead to families being empowered and being full partners in their child's education, resulting in higher levels of optimism and college-readiness as expressed in the annual survey	\$28,000.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

There were no substantive differences in planned actions and actual implementation of these actions in 2021-2022.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There are no Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services in 2021-2022.

An explanation of how effective the specific actions were in making progress toward the goal.

It is expected that the COVID-19 Pandemic will have an impact on the metrics/indicators used to measure this goal.

- Goal 4, Action 1: The indicators of success on this goal are in their final stages of completion.
- Goal 4, Action 2: The indicators of success on this goal are in their final stages of completion.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The 2021 Spring survey had not fully closed at the time of the LCAP submission in 2021, this metric now holds the entirety of the data collected in the Spring of 2021. In 2022-2023 the Parent Survey will be sent in April so that it can be included in the LCAP and planning for the subsequent year.

- Goal 4 Action 1, now encompasses the entirety of funding allocated to parent outreach and community support, primarily the role of AP of Culture.
- Goal 4, Action 2, has been combined with Goal 4, Action 1 to provide a more complete picture of the focus ACE places on Parent Engagement and support.
- Goal 4, Action 3, has shifted to Goal 4, Action 2 for the purpose of continuity between goals. The language associated with the Community Ambassador program has been updated to reflect the title used at the school site; Community Ambassadors, are known as the PLT or Parent Lead Team.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
5	<p>ACE is an operationally-sound organization with the capacity to carry out Goals 1-4.</p> <p>Aligns with State Priorities; State Priority 1: Basic (Conditions of Learning) - Rate of teacher mis-assignment as relates to: Equity, Professional Learning, Resource Alignment, Teachers Student access to standards-aligned instructional materials as relates to: Curriculum, Instruction, Resource Alignment, Facilities in good repair as relates to: Culture and Climate, Resource Alignment</p>

An explanation of why the LEA has developed this goal.

The ACE program is a bold initiative to serve the most underserved students in San Jose. Implementation of the program requires an operationally-sound organization able to ensure students are at the center of all decision-making.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Credentialing - Percent of teachers who are appropriately credentialed for their assignment will be 100%, as measured by annual audit and reported on the SARC.	100%	100%			100%
Facility - Facility will be rated as Good, as measured by annual inspection using the	Good	Good			Good

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
FIT and reported on the SARC.					

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Staffing	<p>ACE will hire, develop, and retain a certificated and classified staff (including benefits) to support implementation of the goals and actions. This will result in a staff that is aligned to the ACE Mission and Vision and equipped for their assignment. This will lead to 100% of staff appropriately credentialed for their assignment.</p> <p>Chief of Schools Academic Director</p>	\$1,186,340.00	No
5.2	Curriculum and Materials	<p>ACE will acquire and maintain books, materials, and supplies necessary to support classroom instruction and school operations. This will result in high quality, standards-aligned, and grade-level curricular materials. This will lead to a quality instructional program.</p>	\$8,514.00	No
5.3	Contracting, Equipment, & Facility	<p>ACE will contract professional services to support instructional program; contract professional services to support operations, including student recruitment, records, and annual audit; and purchase and maintain equipment necessary to support program, including furniture, office equipment, hardware, and software; and contract a facility. This will result in a strong organization and physical site for learning. This will lead to the the organization’s longevity</p>	\$727,667.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

This goal describes the general day to day fiscal integrity of the ACE Facilities, Williams Compliance, including the hiring of highly qualified staff.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

If material differences between Budgeted Expenditures and Estimated Actual Expenditures have been experienced this has been noted in the corresponding Goal and Action. These adjustments have been due to staffing shortage, transportation cost, and concerns due to COVID 19.

An explanation of how effective the specific actions were in making progress toward the goal.

The FIT form has not traditionally been used on ACE campuses. Empower, is collocated in a long term lease. Through this agreement spaces that are shared are maintained by the Authorizing school district. The space that is dedicated to Empower is maintained by ACE. Due to COVID, ACE has invested over 400K in facilities improvements. Annually through our close out process there is a checklist and deep cleaning process in place.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Specific staffing positions have been removed from Goal 5 and placed within Goals 1-4 to increase transparency of expenditures. Staffing shortages have impacted schools nationwide. In some instances where full time, credentialed staff were not available substitute teachers, or resident teachers served in this capacity.

Goal 5, Action 3: The California department of education FIT tool will be used to beginning 2022-2023

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
	0.00%	\$0.00	

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For Goals 1, 3, and 4, 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 three core areas that are specifically designed as the foundation of a program meant to serve the specific needs of socio-economically disadvantaged youth:

Voice and Choice

- 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

College-Readiness

- Teachers deliver rigorous, standards-based instruction based on thoughtful planning and use of data.
- Students prepare for college by attaining proficiency in challenging, standards-based course work

Family Engagement

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

For Goal 2, ACE utilized supplemental and concentration dollars specifically focused on English Learners and on students who are academically struggling and/or have special needs, most of whom are also socio-economically disadvantaged.

Academic and Personal Growth

- MTSS systems support previously low-achieving students in making rapid growth
- Integrated and designated ELD programs support ELs in making annual progress toward English proficiency

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Additional services are provided within the ACE program to meet the needs of the ACE target students, who are predominantly socio-economically disadvantaged and English Learners. These additional supports and scaffolds are embedded into the program to ensure these students graduate college-ready.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students		

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$2,573,445.00				\$2,573,445.00	\$1,687,502.00	\$885,943.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Recruitment Campaign	English Learners Low Income	\$17,063.00				\$17,063.00
1	1.2	Attendance Intervention	All Students with Disabilities	\$21,250.00				\$21,250.00
1	1.3	Agency & Resiliency Program	All Students with Disabilities	\$7,000.00				\$7,000.00
1	1.4	Community & Culture Program	All Students with Disabilities	\$29,950.00				\$29,950.00
2	2.1	MTSS Program	All Students with Disabilities	\$24,463.00				\$24,463.00
2	2.2	PBIS Program	All Students with Disabilities	\$33,611.00				\$33,611.00
2	2.3	ELD Program	English Learners	\$163,188.00				\$163,188.00
3	3.1	Scaffold Curriculum		\$19,500.00				\$19,500.00
3	3.2	Strengthen Instruction	All Students with Disabilities	\$159,487.00				\$159,487.00
3	3.3	Assessment	All Students with Disabilities	\$28,200.00				\$28,200.00
3	3.4	College Seminar Program	All Students with Disabilities	\$61,062.00				\$61,062.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	4.1	Family Engagement & Involvement Program	All Students with Disabilities	\$58,150.00				\$58,150.00
4	4.2	Parent Lead Team Program	English Learners Low Income	\$28,000.00				\$28,000.00
5	5.1	Staffing	All Students with Disabilities	\$1,186,340.00				\$1,186,340.00
5	5.2	Curriculum and Materials	All Students with Disabilities	\$8,514.00				\$8,514.00
5	5.3	Contracting, Equipment, & Facility	All Students with Disabilities	\$727,667.00				\$727,667.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
			0.00%		\$531,712.00	0.00%		Total:	\$531,712.00
								LEA-wide Total:	\$531,712.00
								Limited Total:	\$28,000.00
								Schoolwide Total:	\$45,063.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Recruitment Campaign	Yes	LEA-wide Schoolwide	English Learners Low Income	All Schools	\$17,063.00	
1	1.2	Attendance Intervention	Yes	LEA-wide			\$21,250.00	
1	1.3	Agency & Resiliency Program	Yes	LEA-wide			\$7,000.00	
1	1.4	Community & Culture Program	Yes	LEA-wide			\$29,950.00	
2	2.1	MTSS Program	Yes	LEA-wide			\$24,463.00	
2	2.2	PBIS Program	Yes	LEA-wide			\$33,611.00	
2	2.3	ELD Program	Yes	LEA-wide	English Learners	All Schools	\$163,188.00	
3	3.1	Scaffold Curriculum	Yes	LEA-wide			\$19,500.00	
3	3.2	Strengthen Instruction	Yes	LEA-wide			\$159,487.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.3	Assessment	Yes	LEA-wide			\$28,200.00	
4	4.2	Parent Lead Team Program	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Low Income		\$28,000.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$0.00	\$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Recruitment Campaign	Yes		
1	1.2	Attendance Intervention	Yes		
1	1.3	Agency & Resiliency Program	Yes		
1	1.4	Community & Culture Program	Yes		
1	1.5	PBIS and Counseling Program	Yes		
2	2.1	MTSS Program	Yes		
2	2.2	PBIS Program	Yes		
2	2.3	ELD Program	Yes		
2	2.4	ELD Instruction	Yes		
3	3.1	Scaffold Curriculum	Yes		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.2	Strengthen Instruction	Yes		
3	3.3	Assessment Platform	Yes		
3	3.4	Assessment Practice	Yes		
3	3.5	College Seminar Program	Yes		
4	4.1	Family Engagement & Involvement Program	Yes		
4	4.2	Family Programming	Yes		
4	4.3	Community Ambassador Program	Yes		
5	5.1	Staffing	No		
5	5.2	Curriculum and Materials	No		
5	5.3	Contracting, Equipment, & Facility	No		

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
	\$0.00	\$0.00	\$0.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Recruitment Campaign	Yes				
1	1.2	Attendance Intervention	Yes				
1	1.3	Agency & Resiliency Program	Yes				
1	1.4	Community & Culture Program	Yes				
1	1.5	PBIS and Counseling Program	Yes				
2	2.1	MTSS Program	Yes				
2	2.2	PBIS Program	Yes				
2	2.3	ELD Program	Yes				
2	2.4	ELD Instruction	Yes				
3	3.1	Scaffold Curriculum	Yes				
3	3.2	Strengthen Instruction	Yes				
3	3.3	Assessment Platform	Yes				

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.4	Assessment Practice	Yes				
3	3.5	College Seminar Program	Yes				
4	4.1	Family Engagement & Involvement Program	Yes				
4	4.2	Family Programming	Yes				
4	4.3	Community Ambassador Program	Yes				

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
			0.00%	\$0.00	0.00%	0.00%	\$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC Section 52064[e][1]*). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

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

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022

Empower Culture Calendar

Month	Date	Owner	Event	Frequency	Category	Location	Did event occur?	Agenda	Sign-In	Video?
June	6/11/2021	Martha	PLT	Monthly	Parent Engagement	Off Campus	YES			
July	7/7/2021	Martha	PLT	Monthly	Parent Engagement	Off Campus	YES			
July	7/30/2021	Danny	NSW	Yearly	Parent Engagement	Empower	YES			
August	8/4/2021	Martha	PLT	Monthly	Parent Engagement	Empower	YES		Attendance	
August	8/10/2021	Admin	Orientation	Yearly	Parent Engagement	Empower	YES			
August	8/26/2021	Admin	Cafecito	Monthly	Parent Engagement	Empower	YES			
August	8/31/2021	Danny	DC/NY Trip Meeting	Quarterly	Student Engagemen	Empower	YES			
September	9/1/2021	Martha	PLT	Monthly	Parent Engagement	Empower	YES	Agenda	Attendance	
September	9/1/2021	Culture Team	Community Meeting	Weekly	School Pride	Empower	YES			
September	9/7/2021	Danny + Culture Team	Student Council Apps	Yearly	Student Engagemen	Empower	YES			
September	9/8/2021	Culture Team	Community Meeting	Weekly	School Pride	Empower	YES			
September	9/15/2021	Culture Team	Community Meeting	Weekly	School Pride	Empower	YES			
September	9/17/2021	Danny + Culture Team	Hispanic Heritage Celebratio	Yearly	Student Engagemen	Empower	YES			
September	9/22/2021	Culture Team	Community Meeting	Weekly	School Pride	Empower	YES			
September	9/30/2021	Admin	Cafecito- ESSER Plan	Monthly	Parent Engagement	Empower	YES			
September	9/27/2021	Danny + Culture Team	Student Council Elections	Yearly	Student Engagemen	Empower	YES			
October	10/11/2021	CE Team	Computer Literacy WS #1	Quarterly	Parent Engagement	Empower	YES			
September	9/29/2021	Culture Team	Community Meeting	Weekly	School Pride	Empower	YES			
September		Admin + Culture Team	Back to School Night	Yearly	Student Engagemen	Empower	NO			
October	10/4/2021	CE Team	Computer Literacy WS #2	Quarterly	Parent Engagement	Empower	YES			
October	10/6/2021	Martha	PLT	Monthly	Parent Engagement	Empower	YES	Agenda	Attendance	
October	10/8/2021	Culture Team	Fall Ball	Yearly	Student Engagemen	Empower	YES			
October	10/21/2021	Admin	Interim 1 Brunch	Quarterly	Student Engagemen	Empower	YES			
October	10/25/2021	Culture Team	Spirit Week	Quarterly	Student Engagemen	Empower	YES			
October	10/25/2021	CE Team	Computer Literacy WS #3	Quarterly	Parent Engagement	Empower	YES			
October	10/28/2021	Admin	Cafecito	Monthly	Parent Engagement	Empower	YES			
October	10/29/2021	Culture Team	Fall Movie Night	Quarterly	Student Engagemen	Empower	YES			
November	11/1/2021	CE Team	Computer Lireacy WS #4	Quarterly	Parent Engagement	Empower	YES			
November	11/3/2021	Martha	PLT	Monthly	Parent Engagement	Empower	YES	Slide 74	Attendance	
November	11/8/2021	CE Team	Computer Literacy WS #5	Quarterly	Parent Engagement	Empower	YES			
November	11/18/2021	Admin	Cafecito	Monthly	Parent Engagement	Empower	YES			
November	11/18/2021	Culture Team	Thanksgiving Raffle	Yearly	ALL	Empower	YES			
December	12/1/2021	Martha	PLT	Monthly	Parent Engagement	Empower	YES	Slide 89	Attendance	
December	12/15/2021	Martha	PLT-Focus Group New CEO N	Other	Parent Engagement	Inspire				
December	12/16/2021	Admin	Cafecito	Monthly	Parent Engagement	Empower	YES			
December	12/17/2021	Culture Team	Winter Potluck	Monthly	ALL	Empower				
January	1/20/2022	Admin	Interim 2 Brunch	Quarterly	ALL	Empower	YES			
January	1/27/2022	Admin	Cafecito	Monthly	Parent Engagement	Empower	YES			
February	2/14/2022	Culture Team	Candy Grams	Yearly	Student Engagemen	Empower	YES			
February	2/23/2022	CE Team	Covid Presentation	Other	Student Engagemen	Empower	YES		ALL	
February	2/24/2022	Admin	Cafecito	Monthly	Parent Engagement	Empower	YES			
February	2/24/2022	CE Team	8th Grade presentation	Quarterly	ALL	Empower				
February	2/25/2022	Culture Team	Black History Month	Yearly	ALL	Empower				
February	2/2/2022	Martha	PLT: Reseach Meeting	Monthly	Student Engagemen	Empower	NO			
February	3/1/2021	Deans	Open House	Yearly	Parent Engagement	Empower				
March	3/31/2022	Admin	Cafecito - LCAP #2	Monthly	Parent Engagement	Empower				
March	3/2/2022	Martha/Danny	PLT: SCCOE visit	Monthly	Parent Engagement	Empower	YES			

Empower Culture Calendar

Month	Date	Owner	Event	Frequency	Category	Location	Did event occur?	Agenda	Sign-In	Video?
March	3/15-3/19	CE Team	Banfield	Other	Student Engagemen	Empower				
March	3/21-3/25	ESB	Spirit Week	Yearly	Student Engagemen	Empower				
March	3/7,3/8,3/14	Martha/Danny	CEO Town Halls	Other	Parent Engagement	Empower	YES			
March	3/21-3/22	CE Team	Women's Day Celebration	Yearly	Student Engagemen	Empower				
March	3/23/22	Martha/Danny	PLT: SCCOE visit prep	Yearly	Parent Engagement	Empower	YES	slide 120	PLT SCCOE prep	
March	3/28/22	Martha/Danny	PLT: SCCOE virtual visit	Yearly	Parent Engagement	Empower	YES			
April	4/28/2022	Admin	Cafecito	Monthly	Parent Engagement	Empower				
April	4/8/2021	ESB	Spring Dance	Yearly	Student Engagemen	Empower				
April	4/6/2022	Martha	PLT	Monthly	Student Engagemen	Empower				
April	4/18/2022	Danny	Retention Calls Begin	Other	ALL	Empower				
April	4/22/2021		Earth Day	Yearly	ALL	Empower				
May	5/26/2022	Admin	Cafecito - LCAP #3	Monthly	Parent Engagement	Empower				
May	5/1-5/6		Teacher Appreciation Week	Yearly		Empower				
May	5/4/2022	Martha	PLT	Monthly	Student Engagemen	Empower				
June	6/2/2022	Admin	Cafecito	Monthly	Parent Engagement	Empower				
June	6/1/2022	Martha	PLT	Monthly	Student Engagemen	Empower				
June	TBD	Admin	Promotion	Other	ALL	Empower				
June	TBD	CE Team	8th Grade Great America	Other	Student Engagement	Empower				
May	5/6/2022	Danny	Retention Calls End	Other	ALL	Empower				



ACE Panorama Student Survey Results - January 2022

This report was generated from responses to ACE’s fall 2021 student survey administered via Panorama. The table below shows the number of responses received and the overall response rate for this survey as well as two similar student surveys administered during the 2020-21 school year. Please note, respondents did not always respond to all questions, so some averages included in this report may only be from a subset of the number of respondents indicated.

Metric	Winter 20-21 Network Total	Spring 20-21 Network Total	Fall 21-22				
			Network Total	ACE HS	Empower	Esperanza	Inspire
Responses Received	695	460	590	46	153	187	204
Response Rate ¹	61%	40%	56%	11%	72%	87%	89%

The results below are organized by survey topic description. And results are presented in terms of the percent of respondents who selected a “favorable” answer choice. Typically, the top one or two answer choices are favorable, but the number of answer choices and the number of choices considered favorable vary by question. ²

¹ As calculated by Panorama

² Survey questions, question response choices, and how they were coded with regards to favorability in Panorama was not always consistent between surveys. For consistency between, some response favorability coding was modified in this report. Unfortunately it is not currently possible to retroactively correct these errors or discrepancies in Panorama. Therefore, averages in this report may vary somewhat from averages that appear in Panorama.



Summary & Highlights

Topic Description	20-21 CORE Data Collaborative Comparison	Winter 20-21 Network Average	Spring 20-21 Network Average	Fall 21-22 Network Average	ACE HS	Esperanza	Empower	Inspire
ACE Specific Questions ³	NA	61%	65%	59%	63%	58%	58%	59%
Climate of Support for Academic Learning	83%	80%	85%	72%	70%	76%	72%	70%
Growth Mindset	68%	56%	61%	57%	55%	59%	56%	58%
Knowledge and Fairness of Discipline, Rules and Norms	85%	79%	81%	68%	62%	70%	72%	65%
School Safety	76%	75%	78%	74%	80%	76%	77%	67%
Self-Efficacy	51%	42%	47%	44%	38%	47%	42%	43%
Self-Management	66%	56%	62%	55%	59%	57%	51%	57%
School Climate/ Sense of Belonging (School Connectedness)	77%	64%	66%	59%	53%	63%	57%	58%
Social Awareness	65%	52%	55%	55%	58%	58%	50%	55%

- Most topics’ results were comparable to those from last Winter. However, there were **modest declines** in:

³ For consistency, only ACE-Specific Questions that were asked in the Fall 2021-22 survey are included in calculations for 2020-21 surveys. 2020-21 surveys included a range of questions related to distance learning, which have been excluded from this report.



- **Climate of Support for Academic Learning** (8% points)
- **Knowledge and Fairness of Discipline, Rules and Norms** (11% points)
- **School Climate/Sense of Belonging (School Connectedness)** (5% points)
- Current network averages for all topic descriptions are **less favorable** when compared to the 20-21 **CORE Data Collaborative** results

ACE Specific Questions

Questions	Percent Favorable Ratings						
	Winter 20-21 Network Average (n=695)	Spring 20-21 Network Average (n=460)	Fall 21-22				
			Network Average (n=590)	ACE HS (n=46)	Empower (n=153)	Esperanza (n=187)	Inspire (n=204)
I believe that I will be ready to attend and succeed in college by the time I graduate from high school.	60%	63%	54%	44%	59%	52%	54%
ACE helps me feel optimistic and hopeful about my education and future.	62%	66%	57%	61%	57%	56%	58%
I have a staff member at ACE that I trust and can go to for support	NA	NA	64%	78%	59%	61%	67%
I am aware of all the supports I should be receiving	NA	NA	56%	65%	55%	54%	55%
I am satisfied with all the supports that I am receiving	NA	NA	63%	65%	62%	65%	63%



Climate of Support for Academic Learning

Questions	Percent Favorable Ratings						
	Winter 20-21 Network Average (n=695)	Spring 20-21 Network Average (n=460)	Fall 21-22				
			Network Average (n=590)	ACE HS (n=46)	Empower (n=153)	Esperanza (n=187)	Inspire (n=204)
Do adults at school encourage you to work hard so you can be successful?	74%	83%	68%	72%	67%	71%	65%
Do your teachers work hard to help you with your schoolwork when you need it?	82%	87%	75%	70%	79%	78%	70%
Do teachers give students a chance to take part in classroom discussions or activities?	82%	84%	70%	76%	68%	73%	69%
Do teachers go out of their way to help students?	81%	84%	74%	63%	72%	80%	74%



Growth Mindset

Questions	Percent Favorable Ratings						
	Winter 20-21 Network Average (n=695)	Spring 20-21 Network Average (n=460)	Fall 21-22				
			Network Average (n=590)	ACE HS (n=46)	Empower (n=153)	Esperanza (n=187)	Inspire (n=204)
I can change my intelligence with hard work	61%	67%	64%	60%	67%	64%	64%
I can increase my intelligence by challenging myself.	61%	62%	61%	65%	57%	64%	61%
I am capable of learning anything	55%	63%	56%	54%	51%	58%	60%
I can do well in a subject even if I am not naturally good at it.	43%	50%	48%	41%	50%	50%	46%

Knowledge and Fairness of Discipline, Rules and Norms

Questions	Percent Favorable Ratings						
	Winter 20-21 Network Average (n=695)	Spring 20-21 Network Average (n=460)	Fall 21-22				
			Network Average (n=590)	ACE HS (n=46)	Empower (n=153)	Esperanza (n=187)	Inspire (n=204)
Does this school clearly tell students what	78%	82%	78%	74%	84%	75%	78%



Questions	Percent Favorable Ratings						
	Winter 20-21 Network Average (n=695)	Spring 20-21 Network Average (n=460)	Fall 21-22				
			Network Average (n=590)	ACE HS (n=46)	Empower (n=153)	Esperanza (n=187)	Inspire (n=204)
would happen if they break school rules?							
Are rules in this school made clear to students?	80%	80%	67%	59%	73%	67%	64%
Do students know how they are expected to act?	79%	78%	58%	59%	59%	61%	53%
Do students know what the rules are?	80%	82%	68%	54%	70%	75%	64%

Safety

Questions	Percent Favorable Ratings						
	Winter 20-21 Network Average (n=695)	Spring 20-21 Network Average (n=460)	Fall 21-22				
			Network Average (n=590)	ACE HS (n=46)	Empower (n=153)	Esperanza (n=187)	Inspire (n=204)
Do other kids hit or push you at school when they are not just playing around?	79%	85%	74%	91%	77%	78%	64%
Do other kids at school spread man rumors or lies about you?	73%	78%	69%	74%	70%	71%	65%
Do other kids at school ever tease you	71%	73%	75%	80%	73%	78%	71%



Questions	Percent Favorable Ratings						
	Winter 20-21 Network Average (n=695)	Spring 20-21 Network Average (n=460)	Fall 21-22				
			Network Average (n=590)	ACE HS (n=46)	Empower (n=153)	Esperanza (n=187)	Inspire (n=204)
about what your body looks like?							
Do other kids steal or damage your things, like your clothing or your books?	NA	NA	84%	98%	89%	82%	78%
How safe do you feel when you are at school or in online school session?	75%	76%	66%	57%	75%	70%	57%

Self-Efficacy

Questions	Percent Favorable Ratings						
	Winter 20-21 Network Average (n=695)	Spring 20-21 Network Average (n=460)	Fall 21-22				
			Network Average (n=590)	ACE HS (n=46)	Empower (n=153)	Esperanza (n=187)	Inspire (n=204)
I can earn an A in my classes	52%	64%	60%	50%	55%	68%	58%
I can do well on all my tests, even when they are difficult.	36%	41%	38%	26%	41%	37%	40%
I can master the hardest topics in my classes.	29%	32%	30%	30%	28%	35%	27%
I can meet all the learning goals my	46%	50%	47%	46%	44%	49%	46%



Questions	Percent Favorable Ratings						
	Winter 20-21 Network Average (n=695)	Spring 20-21 Network Average (n=460)	Fall 21-22				
			Network Average (n=590)	ACE HS (n=46)	Empower (n=153)	Esperanza (n=187)	Inspire (n=204)
teachers set.							

Self-Management

Questions	Percent Favorable Ratings						
	Winter 20-21 Network Average (n=695)	Spring 20-21 Network Average (n=460)	Fall 21-22				
			Network Average (n=590)	ACE HS (n=46)	Empower (n=153)	Esperanza (n=187)	Inspire (n=204)
I came to class prepared	65%	75%	61%	72%	55%	60%	64%
I remembered and followed directions	74%	84%	66%	80%	66%	63%	66%
I got my work done right away instead of waiting until the last minute	43%	45%	54%	39%	51%	57%	57%
I paid attention, even when there were distractions	52%	50%	46%	46%	40%	48%	48%
I stayed calm even when others bothered or criticized me	56%	54%	50%	59%	41%	56%	49%



School Climate/Sense of Belonging (School Connectedness)

Questions	Percent Favorable Ratings						
	Winter 20-21 Network Average (n=695)	Spring 20-21 Network Average (n=460)	Fall 21-22				
			Network Average (n=590)	ACE HS (n=46)	Empower (n=153)	Esperanza (n=187)	Inspire (n=204)
Do you feel close to people at school?	38%	47%	54%	59%	56%	57%	50%
Are you happy to be at this school?	69%	66%	56%	52%	53%	59%	57%
Do you feel like you are part of this school?	64%	66%	53%	41%	51%	57%	54%
Do teachers treat students fairly at school?	84%	84%	71%	59%	66%	77%	70%

Social Awareness

Questions	Percent Favorable Ratings						
	Winter 20-21 Network Average (n=695)	Spring 20-21 Network Average (n=460)	Fall 21-22				
			Network Average (n=590)	ACE HS (n=46)	Empower (n=153)	Esperanza (n=187)	Inspire (n=204)
How carefully did you listen to other people's points of view?	59%	65%	65%	65%	57%	72%	65%



Grow. Everyone. Every Day.
 Crecer. Todos. Cada Día.

Questions	Percent Favorable Ratings						
	Winter 20-21 Network Average (n=695)	Spring 20-21 Network Average (n=460)	Fall 21-22				
			Network Average (n=590)	ACE HS (n=46)	Empower (n=153)	Esperanza (n=187)	Inspire (n=204)
How often did you compliment others' accomplishments?	42%	47%	52%	57%	50%	50%	53%
How well did you get along with students who are different from you?	56%	60%	69%	76%	63%	74%	66%
How clearly were you able to describe your feelings?	32%	35%	30%	22%	28%	38%	27%
When others disagreed with you, how respectful were you of their views?	67%	66%	59%	70%	53%	58%	63%



Believe. Belong. Become.
Creer. Pertenecer. Lograr.

Resumen de Metas y Acciones de LCAP

Overview of LCAP Goals & Actions

ACE Charter Schools

Objetivos

1. Repasar lo que es el LCAP y lo que requiere
2. Revisar las metas, acciones y medidas en alineación con nuestro plan estratégico

Objectives

1. Review what the LCAP is and what it requires
2. Review goals, and measures in alignment with our strategic plan

¿Qué es la LCAP?

- El Plan de Contabilidad de Control Local (LCAP) es un plan de estrategia con un presupuesto
- Escuelas tienen flexibilidad en determinar cómo servir mejor a estudiantes aprendices de Inglés, jóvenes con guardianes temporales y las jóvenes/niños que viven en la pobreza.
- Escuelas reciben fondos adicionales para apoyar estos objetivos y acciones

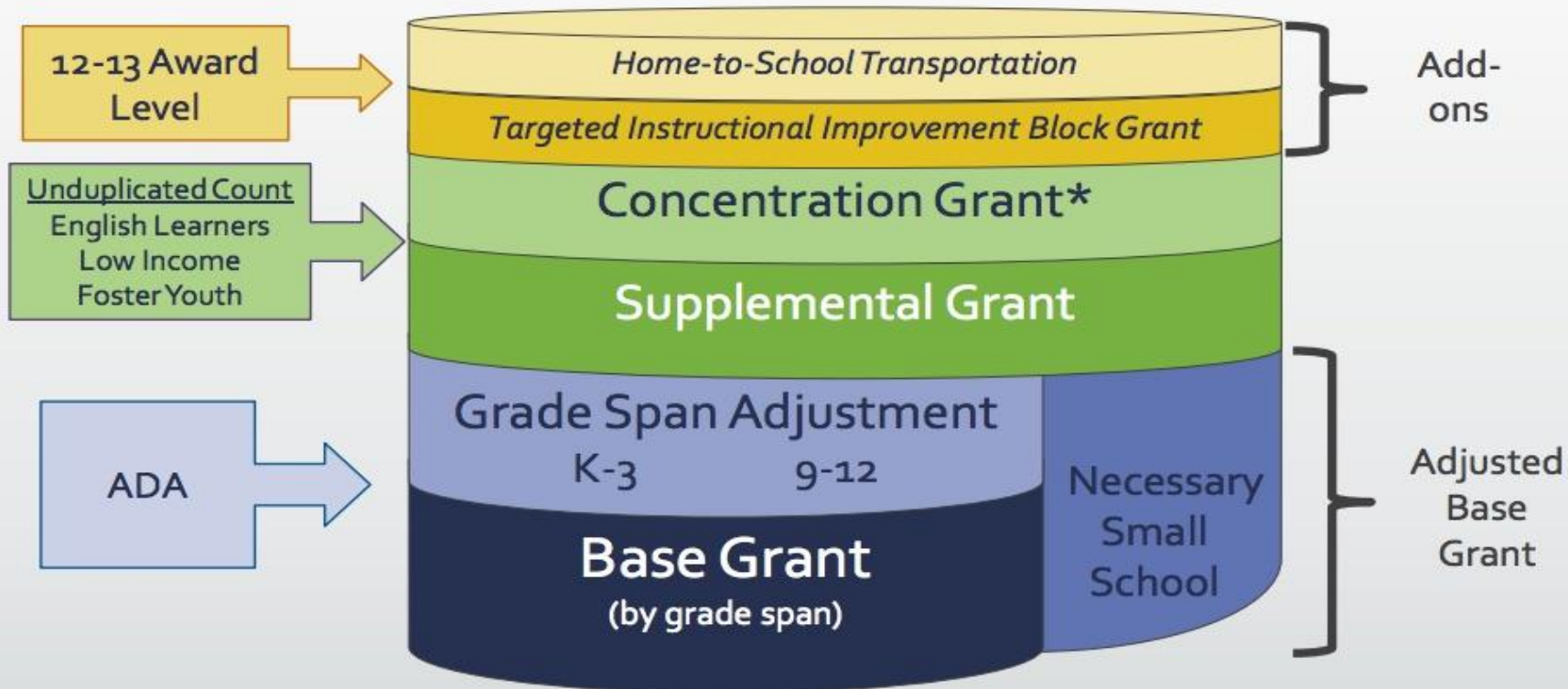
What is the LCAP?

- The Local Control and Accountability Plan (LCAP) is a strategic plan that is required for all schools in California.
- Schools have flexibility in determining how best to serve their language learners, foster youth, and children living in poverty.
- Schools receive extra funding to support these goals and actions

La Fórmula de Control Local de Fondos (LCFF)

Local Control Funding Formula (LCFF)

Local Control Funding Formula (LCFF) *Target Entitlement*

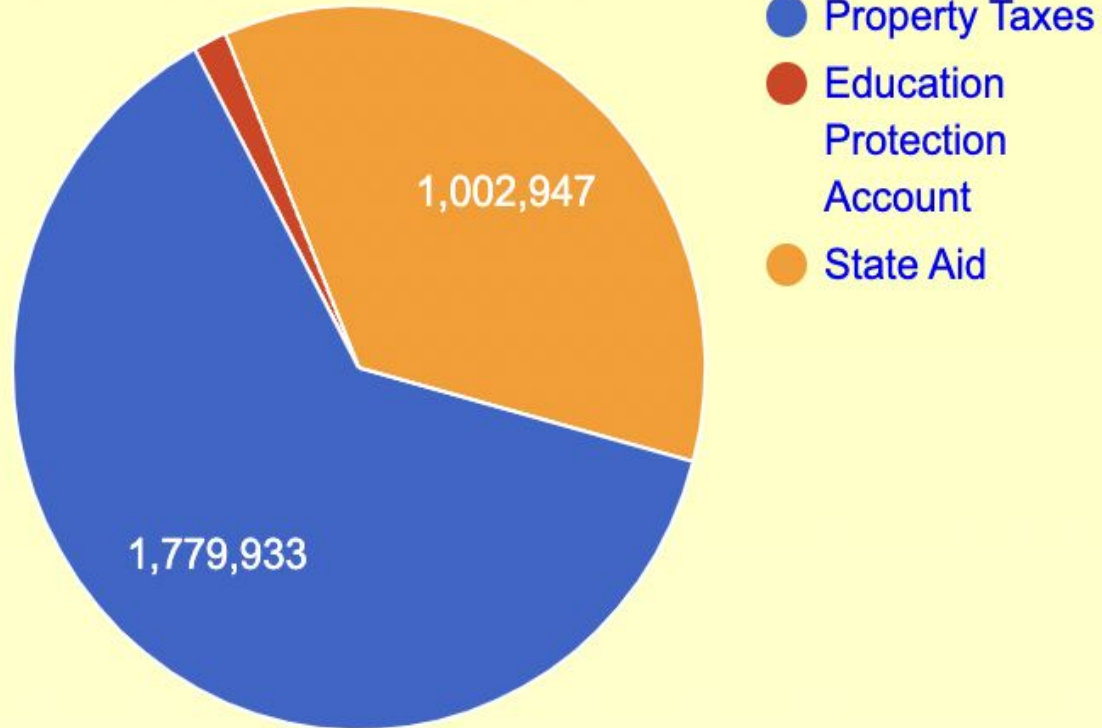


*Unduplicated Pupil Percentage (UPP) must be above 55%

LCFF Fondos Actuales

LCFF Actual Funding

Funding Sources | 2022-23



2022-23 Funding Sources

Component	Amount	Percentage
Property Taxes	1,779,933	62.95%
Education Protection Account	44,720	1.58%
State Aid	1,002,947	35.47%
Total Funding	2,827,600	100%

Ambiente de Optimismo

ACE Charter Schools

Metas

1. ACE reclutará y retendrá estudiantes que han recibido pobre servicio en el sistema tradicional.
2. El personal de la escuela crea un ambiente de optimismo y celebración basado en los valores de ACE que invita al crecimiento y promueve el aprendizaje. **El objetivo 2 se está convirtiendo en parte del objetivo 1 y 3**
3. Los estudiantes y las familias están comprometidos con la comunidad escolar y de manera independiente demuestran optimismo, actitud y hábitos de estar listos para asistir al colegio.

Acciones

- Proveer un **desarrollo profesional continuo para maestros**
- Identificar y ofrecer **eventos, experiencias y premios**
- Desarrollo e implementación continua de **oportunidades y eventos de aprendizaje familiar**
- Fomentar una optimista actitud de estar listos para el colegio a través de estructuras que apoyen el **sentido de ser dueños de su aprendizaje**, incluyendo **Seminario Universitario/Advisory y Conferencias dirigidas por Estudiantes.**
- Apoyar a estudiantes y familias **con acceso a servicios de salud mental.**
- Continuar la **oferta de clubes y deportes**

Culture of Optimism

ACE Charter Schools

Goals

1. ACE will attract and retain students who have been served poorly by the traditional system.
2. School staff create an optimistic, celebratory school environment based on ACE values that inspires growth, promotes student learning. **Goal 2 will move into Goal 1 and 3 this coming year.**
3. Students and families are engaged with the school community and independently demonstrate an optimistic mindset and college-ready habits and attitudes.

Actions

- Provide ongoing **professional development for teachers**
- Identify and facilitate **events, experiences, and rewards**
- Develop and implement ongoing **family learning opportunities and events**
- Foster optimism and a growth mindset through structures that support students in taking **ownership of their learning**, including **College Seminar/Advisory and Student-led Conferences**
- Support students and families **with access to mental health services**
- Continue **sports and club offerings**

A decorative graphic consisting of a light blue rounded rectangle on the left and an orange rounded rectangle on the right, both overlapping a central dark green rectangle. The text is centered within the green rectangle.

Cultura de Optimismo
Culture of Optimism

Cultura de Optimismo - Meta #1

Culture of Optimism - Goal #1

1: ACE will attract and retain students who have been served poorly by the traditional system. 1: ACE atraerá y retendrá a los estudiantes que han sido mal atendidos por el sistema tradicional.		2019-2020	2020-2021	Change Cambio
Results to Date: Resultados hasta la fecha:				
1a	90% of students stay at ACE for the entire year and return the following year <i>El 90% de los estudiantes se quedan en ACE durante todo el año y regresan el año siguiente</i>	95%	85%	-10%
1b	Suspension rate is less than 8% <i>La tasa de suspensión es menos de 8%</i>	0	0	-
	<ul style="list-style-type: none"> - FRL Subgroup - <i>Grupo de almuerzo gratis o reducido</i> 	0	0	-
	<ul style="list-style-type: none"> - Latino 	0	0	-
	<ul style="list-style-type: none"> - ELL Subgroup - <i>Grupo de estudiantes aprendiendo inglés como segunda idioma</i> 	0	0	-
	<ul style="list-style-type: none"> - SPED Subgroup - <i>Grupo de estudiantes de educación especial</i> 	0	0	-
1c	Expulsion rate is lower than closest district school [ACE data from 2018-19; District School data from 2017-18]	0	0	-
	<i>Tasa de expulsión es menos que de la escuela más cercana</i>	0	0	-

Cultura de Optimismo - Meta #3

Culture of Optimism - Goal #3

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

3: Los estudiantes y las familias están comprometidos con la comunidad escolar y demuestran de manera independiente una mentalidad optimista y hábitos y actitudes preparadas para la universidad.

Results to Date

		2019-20	2020-21	Change
3a	Average daily attendance rate is 95%	NA	NA	-
	- FRL Subgroup	NA	NA	-
	- Latino	NA	NA	-
	- ELL Subgroup	NA	NA	-
	- SPED Subgroup	NA	NA	-
3b	Less than 10% of students are absent more than 10% of the school days (chronic absence)	NA	NA	-
	- FRL Subgroup	NA	NA	-
	- Latino	NA	NA	-
	- ELL Subgroup	NA	NA	-
	- SPED Subgroup	NA	NA	-
3c	90% of students are confident they will be ready to attend and succeed in college by the time they graduate HS	SPR 2021 61%	Fall 2021 73%	+ 12%
3d	90% of families are confident their children will be ready to attend and succeed in college by the time they graduate HS	100 %	-	-
3e	90% of staff are confident students will be ready to attend and succeed in college by the time they graduate HS	63%	22%	-41%

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Confianza de ir al Colegio
College-Ready Confidence

Confianza de ir al Colegio

ACE Charter Schools

Metas

4. Los maestros imparten de manera rigurosa instrucciones basadas en planes estructurados usando información.
5. Estudiantes que previamente han tenido bajo rendimiento, tienen un rápido crecimiento académico
6. Los estudiantes se preparen para el colegio siendo competentes en retos basados en estándares del curso escolar.

Acciones

- Apoyar a todos los maestros con **uno-a-uno como entrenador**
- Implementar una práctica de **evaluación** de todo la escuela.
- Apoyar a los estudiantes en **crear metas, implementar estrategias y monitorear su progreso**
- Involucrar a los estudiantes en actividades que desarrollen **el conocimiento de colegio**
- Utilizar el marco **de Respuesta a la Intervención (RTI)**
- Proporcionar una **instrucción integral y designada** de ELD
- Ofrecer cursos de **Colocación Avanzada** para estudiantes de High School

College-Ready Confidence

ACE Charter Schools

Goals

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

Actions

- Support all teachers with **one-on-one coaching**
- Implement a **system-wide assessment practice**
- Support students in **setting goals, implementing strategies, and monitoring achievement**
- Engage students in activities that **build college knowledge**
- Utilize the **Response to Intervention (RTI)** framework
- Provide **integrated and designated ELD instruction**
- Offer **Advanced Placement courses** for High School students

Confianza de ir al Colegio - Meta #5 & #6

College-Ready Confidence - Goal #5 & #6

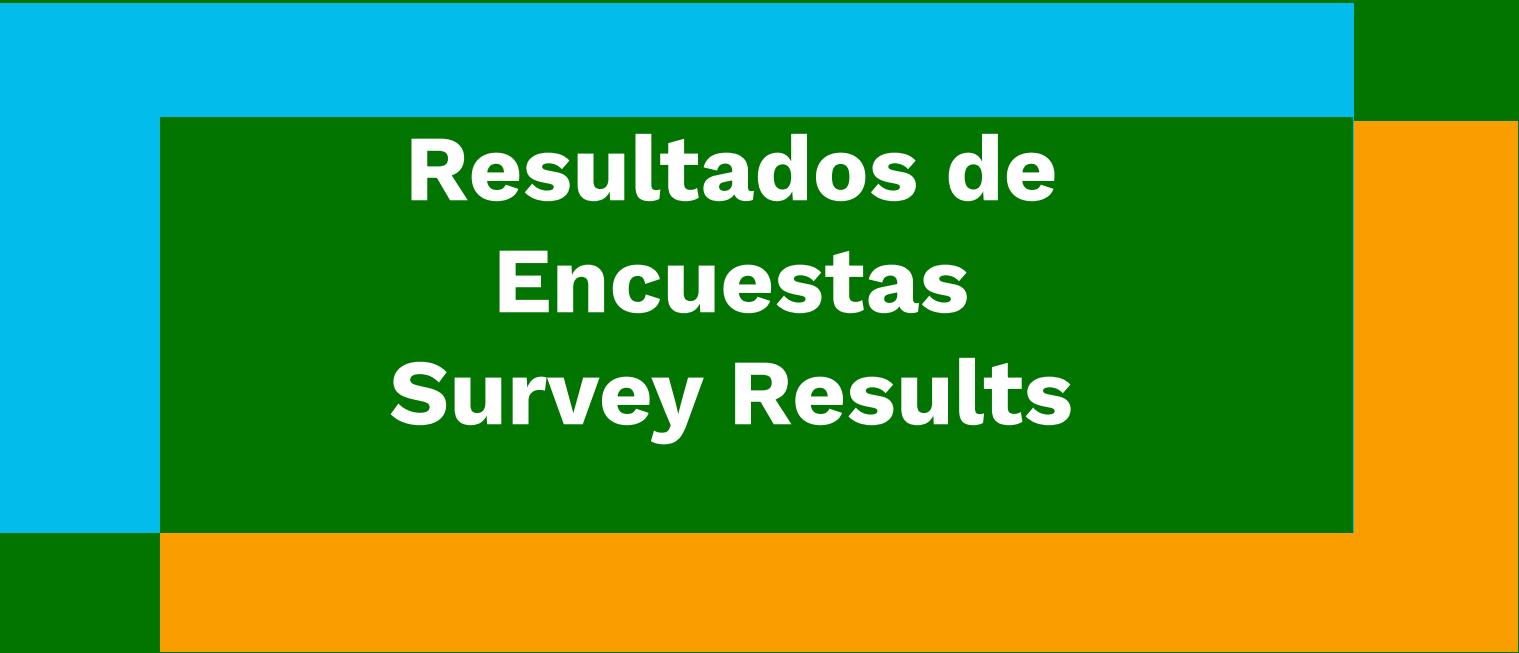
6: Students prepare for college by attaining proficiency in challenging, standards-based course work. 6: Los estudiantes se preparen para el colegio siendo competentes en retos basados en estándares del curso escolar.		2019–20	2020-21	Change
Results to Date				
6a	80% of students are level 3 or 4 in ELA on SBAC - Overall	NA	20.36%	-
	- FRL Subgroup	NA	19.2%	-
	- ELL Subgroup	NA	2.85%	-
	- SPED Subgroup	NA	0%	-
6b	80% of students are level 3 or 4 in Math on SBAC - Overall	NA	11.4%	-
	- FRL Subgroup	NA	11.3%	-
	- ELL Subgroup	NA	1.88%	-
	- SPED Subgroup	NA	0%	-
6c	Percent of 8th grade students who are level 3 or 4 in ELA will be higher than closest district school, as measured by the SBAC	NA	NA	-
		NA	NA	
6d	Percent of 8th grade students who are level 3 or 4 in Math will be higher than closest district school, as measured by the SBAC	NA	NA	-
		NA	NA	

Discusión - Confianza de ir al Colegio

1. ¿Dónde están nuestras fortalezas?
2. ¿Dónde podemos mejorar? ¿Y cómo?

Discussion - Culture of Optimism

1. Where are our strengths?
2. Where can we improve? And how?



**Resultados de
Encuestas
Survey Results**

Encuestas de Estudiantes de Otoño

Septiembre 2021 (2021-2022)

88%- Preguntas específicas de ACE
99% - Apoyo al aprendizaje
67%- Mentalidad de crecimiento
100% Las reglas son justas y las conozco
87% La escuela es segura
52% Autoeficacia
68% Autogestión
95% Sentido de Pertenencia, Conectividad Escolar
53% Conciencia Social

Fall Student Surveys

September 2021 (2021-2022)

88%- ACE Specific Questions
99% - Support for Learning
67%- Growth MindSet
100% Rules are Fair & I know Them
87% School is Safe
52% Self Efficacy
68% Self Management
95% Sense of Belonging, School Connectedness
53% Social Awareness

Discusión - Cultura de Optimismo

1. ¿Dónde están nuestras fortalezas?
2. ¿Dónde podemos mejorar? ¿Y cómo?

Discussion - Culture of Optimism

1. Where are our strengths?
2. Where can we improve? And how?

Encuestas de Familias de Primavera

No hay resultados en este momento.

Spring Parent Surveys

No results at this time

**¿Preguntas?
Questions?**

Cycle One - October 14 - January 7

Oct. 14 - 22 Onboarding and Preparing	Oct. 25 - Dec. 17 (30 Days) Supporting	Jan. 6 - 7 Reflecting
<p><u>Student Success Team (SST)</u> = Grade Level Staff + Admin + Learning Specialist + Support Staff + Other Stakeholders (if appropriate)</p> <ul style="list-style-type: none"> - Learn about process for identifying students and resources for supporting/tracking/communicating outcomes for students - Review data to identify <u>~ 15% of grade level students</u> in need of a support plan - Collaboratively create support plans and assign a College Seminar Advisor to Case Manage <p><u>Case Managers</u></p> <ul style="list-style-type: none"> - Finalize support plans 1:1 w/students - Ensure all support resources and personnel needed to implement plans with fidelity are in place - Communicate with Guardians via letter (an in person meeting might be part of the support plan, but is not required) - Begin to implement/monitor supports - Solicit feedback/support as needed 	<p><u>SST:</u></p> <ul style="list-style-type: none"> - Implement supports and track effectiveness - Grade level teams meet biweekly to discuss student progress towards plan goals - Case Managers communicate weekly with students on progress relative to plan goals - Case Managers communicate with other stakeholders as needed 	<p><u>SST:</u></p> <ul style="list-style-type: none"> - Review data outcomes from support plans - Decide whether to escalate or deescalate - Communicate with Guardians and any other stakeholders about next steps

Cycle Two - January 6 - March 25

January 6 - 14 Onboarding Continued and Preparing	Jan 18 - March 23 (45 Days) Supporting	March 24 - 25 Reflecting
<p><u>Student Success Team (SST)</u> = Grade Level Staff + Admin + Learning Specialist + Support Staff + Other Stakeholders (if appropriate)</p> <ul style="list-style-type: none"> - Review outcomes/data from Cycle One and learn how to escalate/de-escalate support - Using data, identify any new students who need support, create SST 1 plans and assign a Case Manager (same process as Cycle One) - Using data, revamp any continuing support plans from Cycle One (SST 2) - Using data, exit/celebrate any students who have demonstrated desired outcomes <p><u>Case Managers</u></p> <ul style="list-style-type: none"> - Finalize support plans 1:1 w/students - Ensure all support resources and personnel needed to implement plans with fidelity are in place - Communicate with Guardians of students enrolled/exiting/new to MTSS 	<p><u>SST:</u></p> <ul style="list-style-type: none"> - Implement supports and track effectiveness - Grade Level teams meet biweekly to discuss progress towards plan goals - Case Managers communicate weekly with student on progress relative to intervention Plan - Case Managers communicate with other stakeholders as needed 	<p><u>SST:</u></p> <ul style="list-style-type: none"> - Review data and outcomes from support plans - Decide whether to escalate or deescalate - Communicate with Guardians other stakeholders about next steps

- Begin to implement/monitor supports
- Solicit feedback/support as needed

Cycle Three - March 24 - June 10

March 24 - 31 Onboarding Continues and Preparing	April 4 - June 9 (58 Days)- Supporting	June 10 Reflecting
<p>Student Success Team (SST) = Grade Level Staff + Admin + Learning Specialist + Support Staff + Other Stakeholders (if appropriate)</p> <ul style="list-style-type: none"> - Review outcomes/data from Cycle Two and review how to escalate/de-escalate support - Using data, identify any new students who need support, create SST 1 plans and assign a Case Manager (same process as Cycle One and Two) - Using data, revamp any continuing support plans from Cycle One/Two (SST 3 or SST 2) - Using data, exit/celebrate any students who have demonstrated desired outcomes <p>Case Managers</p> <ul style="list-style-type: none"> - Finalize support plans 1:1 w/students - Ensure all support resources and personnel needed to implement plans with fidelity are in place - Communicate with Guardians of students enrolled/exiting/new to MTSS - Begin to implement/monitor supports - Solicit feedback/support as needed 	<p>SST:</p> <ul style="list-style-type: none"> - Implement supports and track effectiveness - Grade Level teams meet biweekly to discuss progress towards plan goals - Case Managers communicate weekly with student on progress relative to intervention Plan - Case Managers communicate with other stakeholders as needed 	<p>SST:</p> <ul style="list-style-type: none"> - Review data and outcomes from support plans - Decide whether to escalate or deescalate - Communicate with Guardians other stakeholders about next steps