

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

Contact Name and Title

Email and Phone

ACE Empower Academy

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2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

The Mission and Vision

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

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

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

Students and Community We Serve

The vast majority of ACE students are low-income Latinos from the highest-need neighborhoods in East San Jose. ACE students represent the demographic subgroups that are most significantly underrepresented in college: 94% are from low-income families, 96% are Latinos, 57% are English Learners, and 20% are students with special needs.

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

- **95%** completed A-G requirements
- **92%** were accepted to college, with 54% accepted to a four-year college
- **77%** headed off to college, with roughly half of these students going to four-year universities such as UC Davis, San Jose State, Chico State and others, and the other half enrolling in local community colleges such as Evergreen and De Anza
- **98%** will be first in their family to graduate college

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

Exit Outcomes

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

- A Culture of Optimism
- College-ready Confidence

Social and Emotional Qualities

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

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

Academic Qualities

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

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

Research-based Approach

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

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

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

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

Mission-aligned Program

To achieve its mission, ACE holds two core strategies: 1) Promote and Instill a Culture of Optimism and 2) Develop students’ College Ready Confidence. All program elements at ACE are aligned to the mission and

support these two core strategies, which are codified in a document called the ACE Cascade. It is called the “Cascade” because it clearly defines how the ACE Mission “cascades” through the entire organization.

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

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

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

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

LCAP Highlights

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

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

Strategy 1: Promoting and Instilling a Culture of Optimism

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

Strategy 2: Building College-ready Confidence

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

Foundational Goal: Ensuring an Operationally Sound Organization

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

Review of Performance

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

Greatest Progress

ACE is proud of its work in its two core strategy areas, as detailed below.

Culture of Optimism

- **Sense of Community** – Teachers provided individual coaching and attention for all students, to ensure academic and personal growth. Students were supported with goal setting and monitoring to build ownership and agency, with progress reviewed in Student Led Conferences. A partnership with Playworks, an organization whose mission is to improve the health and well-being of children, was established to provide regular training in youth development, group management, safety and leading healthy play and physical activities for students. Evidence of success can be seen in the increased student retention rates, as well as decreased chronic absenteeism and suspension rates. Professional development will support teachers in continuing to develop and refine this work.

- **Student Ownership** – A College-readiness curriculum from UC Berkeley was implemented, supporting both horizontal and vertical alignment of the College Seminar (Advisory) program. Student Goal Setting and Student Led Conferences were initiated, with teachers receiving professional development on how to support students in the goal setting and monitoring process. This work will continue in 2018-19.
- **Mental Health** – The counselor met the mental health needs of all students with IEPs or 504 plans, as well as general education students in crisis. Counseling services will be expanded in 2018-19.

College-Ready Confidence

- **Teacher Practice** - Every teacher was observed and received immediate actionable feedback on a weekly basis from an academic coach. This will continue in 2018-19.
- **Data Driven Instruction** - A designated schedule of standards to be assessed each interval was established, to support planning and inform instruction. Achievement Network (ANet) was used to build standards-based interim assessments in alignment with this schedule. As the school is in its third year of using ANet, trends over time can now be established. This will continue in 2018-19.
- **Differentiated Supports** – A multi-year partnership with SCCOE has supported the school in developing its Integrated and Designated ELD for English Learners, resulting in high levels of ELs making annual progress in English Fluency. This will continue in 2018-19.

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

Greatest Needs

ACE will continue targeted work in the following areas:

Culture of Optimism

- **Sense of Community** – The school will continue to work on engaging the hardest to reach students – those who do not respond to either the positive student engagement system nor the behavior intervention ladder. This work will be necessary to continue to reduce the suspension rate, while strong progress has already been made. Coaching for teachers will be an integral part of this work, with specific support when needed on working with and making connections with the target student and family population.
- **Student Ownership** – The school will continue to refine the Student Goal Setting and Student Led Conferences processes, to support students in deep understanding and ownership of their learning goals, as well as the ability to reflect on and communicate their progress. Teachers will work to ensure consistent reinforcement and celebration of goals when met.
- **Mental Health** – A full time counselor will be hired on staff next year, to support general education students who require counseling services (in addition to those with 504 Plans or IEPs).

College-Ready Confidence

- **Data Driven Instruction** - Develop a student-facing standards map or pathway, to support understanding of the Achievement Network (ANet) standards mastery schedule so students can better assess the progress they are making.
- **Differentiated Supports** – Provide professional development to deepen staff understanding of the RTI model and its purpose, develop clear roles and purpose for what “lead” and “lag” groupings look like and

how they should be implemented, and effectively implement Integrated ELD. Peer to peer observation will also be launched, to support consistency of these shared practices.

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

Performance Gaps

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

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

Increased or Improved services

ACE has utilized supplemental and concentration dollars in a school-wide manner, given the extremely high percentage of students from low-income families (94%) and English Learners (55%). The dollars have been spent in alignment with the school’s strategic plan.

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

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

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

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

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

Budget Summary

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	\$ 4,461,000
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$4,400,201

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

The LCFF Revenues are accounted for in full. The General Fund Budget Expenditures as a whole are accounted for, with a small variance for funds contributed to the reserve.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$ 3,169,454

Annual Update

LCAP Year Reviewed: **2017-18**

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

Goal 1

STRATEGY 1: Promote and Instill a Culture of Optimism

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

State and/or Local Priorities addressed by this goal:

State Priorities: **6**

Local Priorities: **Strategy 1, Goal 1**

Annual Measureable Outcomes

Expected

Original Metric: The percent of students who return the following year will increase by +1% annually until the goal of 90% or more is met.

- Baseline 65%

Revised Metric: The percent of students who leave mid-year or do not return the following year due to dissatisfaction will decrease by 1% annually until the goal of 5% or less is met.

- No Baseline

The suspension rate will be reduced by 0.3% annually until the goal of 8% or less is met, overall and for all significant subgroups.

- Baseline Overall 16%
 - FRL – 14%
 - Latino – 16%
 - ELL – 4%
 - SPED – 26%

The percent of expulsions will decrease from previous year by -0.5% until goal of being lower than closest district school is met.

- Baseline 0%

Actual

Original Metric: The percent of students who returned from the previous year was:

- **82%**, and increase of **+17%** meeting the goal as previously written

Revised Metric: The percent of students who leave mid-year or do not return the following year due to dissatisfaction was:

- **3%** (11 of 337), establishing a baseline

The suspension rate was:

- Overall – **9%**, a decrease of **-7%** meeting the goal
 - FRL – **TBD**
 - Latino – **TBD**
 - ELL – **TBD**
 - SPED – **15%**, a decrease of **-11%** meeting the goal

The expulsion rate was:

- **+0.3%**, an increase of **+0.3%**
[Data from the closest district school, Mathson, is not yet available for determining if goal was met]

Actions / Services

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

Action 1a

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1a. ACE will implement a recruitment plan on an annual basis that attracts students who have been served poorly by the traditional system.	1a. ACE implemented a recruitment plan that attracted students who have been served poorly by the traditional system.	\$15456 2300 - Director of Community Engagement LCFF Supplemental & Concentration	\$15456 2300 - Director of Community Engagement LCFF Supplemental & Concentration

Action 1b

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1b. ACE will foster a strong sense of community within the student body through the use of structures that enable students to be known well and have ownership of their learning, including Advisory and student-led conferencing.	1b. ACE fostered a strong sense of community within the student body through the use of structures that enable students to be known well and have ownership of their learning, including Advisory and student-led conferencing.	\$11610 2300 - Dean of Students \$10965 1100 - Advisors LCFF Supplemental & Concentration	\$11610 2300 - Dean of Students \$10965 1100 - Advisors LCFF Supplemental & Concentration

Action 1c

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1c. ACE will continue to refine the behavior intervention ladder in addressing challenges within student culture, to ensure consistency, responsiveness, and restoration in order to maintain a strong sense of community.</p>	<p>1c. ACE continued to refine the behavior intervention ladder in addressing challenges within student culture, to ensure consistency, responsiveness, and restoration in order to maintain a strong sense of community.</p>	<p>\$29025 2300 – Dean of Students \$10965 1100 – Teachers LCFF Supplemental & Concentration</p>	<p>\$29025 2300 – Dean of Students \$10965 1100 – Teachers LCFF Supplemental & Concentration</p>

Action 1d

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1d. ACE will monitor aspects of student engagement to ensure efficacy of the actions listed and make adjustments as needed.</p>	<p>1d. ACE monitored aspects of student engagement to ensure efficacy of the actions listed and made adjustments as needed.</p>	<p>\$3040 2300 – Data Manager \$1650 4403 – Software LCFF Supplemental & Concentration</p>	<p>\$3040 2300 – Data Manager \$1327 4403 – Software LCFF Supplemental & Concentration</p>

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Highlights on the **Implementation of Goal 1** are as follows:

- **Recruitment** - The school received focused support from the Community Recruitment Coordinator, resulting in meeting and exceeding the recruitment targets.
- **Sense of Community** - Teachers provided individual coaching and attention for all students, to ensure academic and personal growth. Students were supported with goal setting and monitoring to build ownership and agency, with progress reviewed in Student Led Conferences
- **Behavior Intervention Ladder** - Trainings supported norming of expectations and increased school to home communication. The Ganas store, where students can redeem merits, has been motivating for students.

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

Highlights on the **Effectiveness of Goal 1** are as follows:

- **Recruitment and Retention** – Targeted work by the Community Recruitment Coordinator, coupled with work in school culture that increased student retention, enabled the school to meet its enrollment targets. The school increased the percentage of students who returned for the previous year, as well as achieved a low percentage of students who left mid-year due to dissatisfaction.
- **School Culture** – Revisions to the Behavior Intervention Ladder, coupled with individual coaching of students by teachers, led to a significant decrease in the suspension rate, overall and within the SPED subgroup that was an area of focus.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The cost of the software programs to support this goal area were slightly lower than forecasted (-\$333).

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

Analysis of implementation and effectiveness has informed the following **Next Steps for Goal 1**, which are embedded within the existing Actions:

- **Recruitment** - Work strategically within neighborhoods to recruit target student population, enlisting staff to support this effort.
- **Sense of Community** - Ensure that Student Led Conferences are held consistently, with consistent coaching for teachers and specific support when needed on working with and making connections with target student and family population.
- **Behavior Intervention Ladder** - Continue to improve consistency of implementation across classrooms, as well as increase amount and variety of school-wide incentives.

In addition, the school will continue to track both year-to-year retention and the percent of students who leave mid-year due to dissatisfaction to inform this goal area, as reflected in Measure 1a.

The goal, actions, metrics, and actions will continue as written in 2018-19.

Goal 2

STRATEGY 1: Promote and Instill a Culture of Optimism

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

State and/or Local Priorities addressed by this goal:

State Priorities: **1, 5, 6**

Local Priorities: **Strategy 1, Goal 2**

Annual Measureable Outcomes

Expected

Actual

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

- Baseline 63%

The school culture as measured by the ACE Culture of Optimism Rubric during scheduled audits was:

- Fall 57% to Spring **60%**, an increase in movement toward proficiency Fall to Spring of **+3%** meeting the goal

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

- Baseline 54%

The percent of students who rated the ACE culture as effective as measured by student survey was:

- TBD

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

- Baseline 82%

The percent of families who rated the ACE culture as effective as measured by family survey was:

- TBD

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

- Baseline 79%

The percent of staff who rated the ACE culture as effective as measured by staff survey was:

- TBD

Actions / Services

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

Action 2a

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2a. ACE will support staff in utilizing strategies and approaches that foster an optimistic, celebratory school environment through summer institute, weekly professional development, data days, and ongoing observation and coaching.	2a. ACE supported staff in utilizing strategies and approaches that fostered an optimistic, celebratory school environment through summer institute, weekly professional development, data days, and ongoing observation and coaching.	\$11610 2300 – Dean of Students LCFF Supplemental & Concentration	\$11610 2300 – Dean of Students LCFF Supplemental & Concentration

Action 2b

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2b. ACE will identify and facilitate events, experiences, and a blend of rewards (earned expected, unearned expected, earned unexpected, unearned unexpected) that promote an optimistic, celebratory environment, within the Culture Calendar and other vehicles.	2b. ACE identified and facilitated events, experiences, and a blend of rewards (earned expected, unearned expected, earned unexpected, unearned unexpected) that promoted an optimistic, celebratory environment, within the Culture Calendar and other vehicles.	\$2208 2300 – Director of Community Engagement LCFF Supplemental & Concentration	\$2208 2300 – Director of Community Engagement LCFF Supplemental & Concentration

Action 2c

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2c. ACE will foster optimism and a growth mindset through the use of structures that enable students to have ownership of their learning, including Advisory and student-led conferencing.	2c. ACE fostered optimism and a growth mindset through the use of structures that enabled students to have ownership of their learning, including Advisory and student-led conferencing.	\$10965 1100 – Advisors LCFF Supplemental & Concentration	\$10965 1100 – Advisors LCFF Supplemental & Concentration

Action 2d

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2d. ACE will continue to refine the behavior intervention ladder in addressing challenges within student culture, to ensure consistency, responsiveness, and restoration in order to maintain a strong sense of community. (Same as Action 1c)	2d. ACE continued to refine the behavior intervention ladder in addressing challenges within student culture, to ensure consistency, responsiveness, and restoration in order to maintain a strong sense of community. (Same as Action 1c)	\$29025 2300 – Dean of Students \$10965 1100 – Teachers LCFF Supplemental & Concentration	\$29025 2300 – Dean of Students \$10965 1100 – Teachers LCFF Supplemental & Concentration

Action 2e

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2e. ACE will monitor aspects of student engagement and learning via an online tool, to build transparency between school, student, and home.	2e. ACE monitored aspects of student engagement and learning via an online tool, to build transparency between school, student, and home.	\$3040 2300 – Data Manager \$1650 4403 – Software LCFF Supplemental & Concentration	\$3040 2300 – Data Manager \$1327 4403 – Software LCFF Supplemental & Concentration

Action 2f

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>2f. ACE will actively monitor engagement via an online tool and the Growth Cycle, analyzing data and making adjustments as necessary to ensure an optimistic, celebratory school environment.</p>	<p>2f. ACE actively monitored engagement via an online tool and the Growth Cycle, analyzing data and making adjustments as necessary to ensure an optimistic, celebratory school environment.</p>	<p>\$4515 1300 – Principal \$4252 1300 – Assistant Principal \$2903 2300 – Dean of Students \$16448 1100 – Teachers \$16641 2300 Academic Operations Manager \$4560 2300 – Data Manager \$1532 1300 – Manager of Academic Operations \$647 2300 – Executive Director LCFF Supplemental & Concentration</p>	<p>\$4515 1300 – Principal \$4252 1300 – Assistant Principal \$2903 2300 – Dean of Students \$16448 1100 – Teachers \$16641 2300 Academic Operations Manager \$4560 2300 – Data Manager \$1532 1300 – Manager of Academic Operations \$647 2300 – Executive Director LCFF Supplemental & Concentration</p>

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Highlights on the **Implementation of Goal 2** are as follows:

- **Professional Development** - A partnership with Playworks, an organization whose mission is to improve the health and well-being of children, was established to provide regular training in youth development, group management, safety and leading healthy play and physical activities for students.
- **Events, Experiences, and Awards** - Community meetings were held regularly to celebrate students who exhibit ganas, with the Ganas store open regularly for students to redeem merits. New electives and an after school sports program were offered to engage students.
- **Student Ownership of Learning** - Students set and monitored personal goals during their College Seminar (Advisory) class, then reported on these in Student Led Conferences. A new curriculum from UC Berkeley supported this process.
- **Student Engagement System** - An online platform, Kickboard, was used to track student behavior data. This data was then shared with families through the ACE Family Link portal. Students earned "checks" from their merits, which they used in the Ganas store.

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

Highlights on the **Effectiveness of Goal 2** are as follows:

- **Professional Development** – The partnership with Playworks provided staff with shared language to promote inclusivity across settings and the school day. The new college-readiness curriculum for use in College Seminar (Advisory) has promoted alignment of curriculum both horizontally across classrooms, as well as vertically in grades 6 through 12 of the ACE network of schools.
- **Culture of Optimism** – The school realized improvement in the culture of optimism over the course of the school year. As the school brings on new staff annually, it has been harder to sustain year to year growth.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The cost of the software programs to support this goal area were slightly lower than forecasted (-\$333).

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

Analysis of implementation and effectiveness has informed the following **Next Steps for Goal 2**, which are embedded within the existing Actions:

- **Professional Development** - Continue to develop expertise in the Playworks program, including language that promotes inclusion and the use of Junior Coaches to build student leadership and agency.
- **Events, Experiences, and Awards** - Create a tracker to monitor Ganas award recipients and continue to ensure consistency in Ganas store hours.
- **Student Ownership of Learning** - Support students in deep understanding and ownership of their learning goals, as well as the ability to reflect on and communicate their progress. Ensure consistent reinforcement and celebration of goals when met.
- **Student Engagement System** - Continue to increase the number of merits awarded to students, with teachers sharing best practices in awarding and tracking merits.

The goal, actions, metrics, and actions will continue as written in 2018-19.

Goal 3

STRATEGY 1: Promote and Instill a Culture of Optimism

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

State and/or Local Priorities addressed by this goal:

State Priorities: **3, 5**

Local Priorities: **Strategy 1, Goal 3**

Annual Measureable Outcomes

Expected

Actual

The average daily attendance rate will increase by 1% annually until goal of 95% is met overall and for all significant subgroups, as measured by attendance audit.

- Baseline Overall – 93%
 - FRL – 93%
 - Latino – 93%
 - EL – 93%
 - SPED – 93%

The average daily attendance rate as measured by attendance audit was:

- Overall – **92%**, a decrease of **-1%**, not meeting the goal
- FRL – **94%**, an increase of **+1%**, meeting the goal
- Latino – **92%**, a decrease of **-1%**, not meeting the goal
- EL – **91%**, a decrease of **-2%**, not meeting the goal
- SPED – **94%**, and increase of **+1%**, meeting the goal

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

- Baseline Overall – 22%
 - FRL – 21%
 - Latino – 22%
 - EL – 38%
 - SPED – 29%

The percent of students absent more than 10% of the school days (chronic absence) as measured by attendance audit was:

- Overall – **20%**, a decrease of **-2%**, meeting the goal
- FRL – **20%**, a decrease of **-1%**, meeting the goal
- Latino – **19%**, a decrease of **-3%**, meeting the goal
- EL – **20%**, a decrease of **-18%**, meeting the goal
- SPED – **17%**, a decrease of **-12%**, meeting the goal

Expected

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

- Baseline – 74%

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

- Baseline – 85%

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

- Baseline – 26%

Actual

The percent of students who were confident that they will be ready to attend and succeed in college by the time they graduate high school as measured by student survey was:

- TBD

The percent of families who were confident that their children will be ready to attend and succeed in college by the time they graduate high school as measured by family survey was:

- TBD

The percent of staff who were confident that students will be ready to attend and succeed in college by the time they graduate high school as measured by staff survey was:

- TBD

Actions / Services

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

Action 3a

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>3a. ACE will support staff in learning and implementing strategies and approaches that foster an optimistic mindset and college-ready habits and attitudes through summer institute, weekly professional development, and ongoing coaching as needed.</p>	<p>3a. ACE supported staff in learning and implementing strategies and approaches that foster an optimistic mindset and college-ready habits and attitudes through summer institute, weekly professional development, and ongoing coaching as needed.</p>	<p>\$23220 2300 – Dean of Students \$10965 1100 - Teachers LCFF Supplemental & Concentration</p>	<p>\$23220 2300 – Dean of Students \$10965 1100 - Teachers LCFF Supplemental & Concentration</p>

Action 3b

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>3b. ACE will support families in deepening understanding of an optimistic mindset and college-ready habits and attitudes via Cafecitos, workshops, and events.</p>	<p>3b. ACE supported families in deepening understanding of an optimistic mindset and college-ready habits and attitudes via Cafecitos, workshops, and events.</p>	<p>\$26496 2300 – Director of Community Engagement LCFF Supplemental & Concentration</p>	<p>\$26496 2300 – Director of Community Engagement LCFF Supplemental & Concentration</p>

Action 3c

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3c. ACE will foster an optimistic mindset and college-ready habits and attitudes through the use of structures that enable students to be known well and have ownership of their learning, including Advisory and student-led conferencing.	3c. ACE fostered an optimistic mindset and college-ready habits and attitudes through the use of structures that enabled students to be known well and have ownership of their learning, including Advisory and student-led conferencing.	\$10965 1100 - Advisors LCFF Supplemental & Concentration	\$10965 1100 - Advisors LCFF Supplemental & Concentration

Action 3d

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3d. ACE will connect students and families with community-based mental health providers to support student social and emotional well-being and development.	3d. ACE connected students and families with community-based mental health providers to support student social and emotional well-being and development.	\$5805 2300 – Dean of Students LCFF Supplemental & Concentration	\$5805 2300 – Dean of Students LCFF Supplemental & Concentration

Action 3e

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3e. ACE will continue to explore and offer sports and club offerings in response to demonstrated student demand, to support student social and emotional well-being and development.	3e. ACE continued to explore and offer sports and club offerings in response to demonstrated student demand, to support student social and emotional well-being and development.	\$0 4305 – Sports and Clubs No Additional Cost	\$0 4305 – Sports and Clubs No Additional Cost

Action 3f

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>3f. ACE will actively monitor engagement via an online tool and the Growth Cycle, analyzing data and making adjustments as necessary to support an optimistic mindset and college-ready habits and attitudes.</p>	<p>3f. ACE actively monitored engagement via an online tool and the Growth Cycle, analyzing data and making adjustments as necessary to support an optimistic mindset and college-ready habits and attitudes.</p>	<p>\$3040 2300 – Data Manager \$1650 4403 – Software \$4515 1300 – Principal \$4252 1300 – Assistant Principal \$2903 2300 – Dean of Students \$16448 1100 – Teachers \$16641 2300 Academic Operations Manager \$4560 2300 – Data Manager \$1532 1300 – Manager of Academic Operations \$647 2300 – Executive Director LCFF Supplemental & Concentration</p>	<p>\$3040 2300 – Data Manager \$1327 4403 – Software \$4515 1300 – Principal \$4252 1300 – Assistant Principal \$2903 2300 – Dean of Students \$16448 1100 – Teachers \$16641 2300 Academic Operations Manager \$4560 2300 – Data Manager \$1532 1300 – Manager of Academic Operations \$647 2300 – Executive Director LCFF Supplemental & Concentration</p>

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Highlights on the **Implementation of Goal 3** are as follows:

- **Professional Development** - A middle school college readiness curriculum was purchased for the Advisory program, which is now called College Seminar in alignment with the high school practice. Teachers received professional development to support implementation in the summer, as well as once a month during the school year.
- **Family Learning Events** - The Strengthening Families Program (SFP) was implemented, which is an evidence-based parent, youth, and family skills-building curriculum that helps prevent teen substance abuse and other problem behaviors while improving parent/child relationships.
- **Student Ownership of Community** - Three percent of the student body participated as a school leader in leading tours for future families and funders. Tour guides were given the opportunity to talk about how they improved as a student when they first arrived at Empower.
- **Mental Health** - Counseling services were effectively administered to students who have 504 Plans or IEPs that require them, with general education students who are in crisis served as well.
- **Sports and Clubs** - Sports programming is offered by the City of San Jose through the after school program, including football, soccer, and basketball. Electives are rotated every six weeks to provide a variety of opportunities aligned to student interest, such as Zumba, Art, Board Games, and a School Newspaper.

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

Highlights on the **Effectiveness of Goal 3** are as follows:

- **Student Engagement** – The school has continued a multi-pronged effort to build student engagement at the school, resulting in a relatively stable attendance rate. Targeted work leveraging the Family Link portal and individual conferencing as led to significantly decreased chronic absenteeism rates for the two subgroups of English Learners and SPED.
- **Family Engagement** – The Strengthening Families Program (SFP) was well received by families that attended.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The cost of the software programs to support this goal area were slightly lower than forecasted (-\$333).

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

Analysis of implementation and effectiveness has informed the following **Next Steps for Goal 3**, which are embedded within the existing Actions:

- **Professional Development** - Continue professional development and coaching supports in implementation of college readiness curriculum
- **Family Learning Events** - Increase the number of families attending the Strengthening Families Together program from 8 to 10-12 families, to gain the skills to feel confident to resolve everyday issues that take place within the household. Engage more parents to participate in the LCAP decision process in order for them to help their student be successful in their educational future.
- **Student Ownership of Community** - Continue opportunity for students to serve as Tour Guides. Leverage additional student leadership opportunities, such as Junior Coaches in the Playworks program.
- **Mental Health** - A full time counselor will be hired on staff next year, to support general education students who require counseling services (in addition to those with 504 Plans or IEPs)
- **Sports and Clubs** - Continue to provide opportunities for students in sports and clubs, to build engagement and explore interests

The goal, actions, metrics, and actions will continue as written in 2018-19.

Goal 4

STRATEGY 2: Build Students' College-ready Confidence.

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

State and/or Local Priorities addressed by this goal:

State Priorities: **1, 2**
Local Priorities: **Strategy 2, Goal 4**

Annual Measureable Outcomes

Expected

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

- Baseline 71%

Actual

The College Ready Confidence as measured by the ACE College Ready Confidence Rubric during Quarterly Audit was:

- Fall 59% to Spring **63%**, an increase in movement toward proficiency Fall to Spring of **+4%** meeting the goal

Actions / Services

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

Action 4a

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>4a. ACE teachers will be supported in thoughtful planning and use of data to design curriculum backwards from standards, via summer institute, data days, weekly professional development, and grade/subject area meetings.</p>	<p>4a. ACE teachers were supported in thoughtful planning and use of data to design curriculum backwards from standards, via summer institute, data days, weekly professional development, and grade/subject area meetings.</p>	<p>\$2451 2300 – Managing Director of Operations and Vision</p> <p>\$1294 2300 – Executive Director</p> <p>\$9030 1300 – Principal</p> <p>\$8504 1300 – Assistant Principal</p> <p>\$18060 1300 – Principal</p> <p>\$17007 1300 – Assistant Principal</p> <p>LCFF Supplemental & Concentration</p>	<p>\$2451 2300 – Managing Director of Operations and Vision</p> <p>\$1294 2300 – Executive Director</p> <p>\$9030 1300 – Principal</p> <p>\$8504 1300 – Assistant Principal</p> <p>\$18060 1300 – Principal</p> <p>\$17007 1300 – Assistant Principal</p> <p>LCFF Supplemental & Concentration</p>

Action 4b

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4b. ACE teachers will receive differentiated support in implementing rigorous, standards-based instruction based on thoughtful planning and use of data, through ongoing observation and coaching.	4b. ACE teachers received differentiated support in implementing rigorous, standards-based instruction based on thoughtful planning and use of data, through ongoing observation and coaching.	\$27090 1300 – Principal \$25511 1300 – Assistant Principal \$19563 1100 – Lead Teachers LCFF Supplemental & Concentration	\$27090 1300 – Principal \$25511 1300 – Assistant Principal \$19563 1100 – Lead Teachers LCFF Supplemental & Concentration

Action 4c

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4c. ACE will monitor students' college readiness via mastery of standards, utilizing benchmark. Data will analyzed to inform instruction for whole class, small groups, and individual students.	4c. ACE monitored students' college readiness via mastery of standards, utilizing benchmark assessments (ANet in MS and ACT in HS). Data was analyzed to inform instruction for whole class, small groups, and individual students.	\$2050 4403 – Software LCFF Supplemental & Concentration	\$3670 4403 – Software LCFF Supplemental & Concentration

Action 4d

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4d. ACE will assess teacher practice and student achievement via an online tool and the Growth Cycle, analyzing data and making adjustments as necessary to ensure rigorous, standards-based instruction based on thoughtful planning and use of data.	4d. ACE assessed teacher practice and student achievement via an online tool and the Growth Cycle, analyzing data and making adjustments as necessary to ensure rigorous, standards-based instruction based on thoughtful planning and use of data.	\$0 Funded in Goal 3f n/a	\$0 Funded in Goal 3f n/a

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Highlights on the **Implementation of Goal 4** are as follows:

- **Professional Development** - Teachers worked with data during weekly professional development and data days to analyze student mastery of standards and determine re-teaching needs. Through this process, teachers deepened their understanding of the Common Core standards.
- **Academic Coach** - Every teacher is observed and receives immediate actionable feedback on a weekly basis from an academic coach.
- **Assessment Practice** - A designated schedule of standards to be assessed each interval has been established, to support planning and inform instruction. Achievement Network (ANet) is used to build standards-based interim assessments in alignment with this schedule.
- **Monitoring Student Achievement** - A Response to Intervention model is in place, to provide tiered interventions to students based on observed need. Teachers analyze data to inform differentiation for students, with student progress monitored and reported through Student Led Conferences.

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

Highlights on the **Effectiveness of Goal 4** are as follows:

- **College-Ready Confidence** – The school realized improvement in college-ready confidence over the course of the school year. As the school brings on new staff annually, it has been harder to sustain year to year growth.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The cost of the software program to support this goal area was slightly higher than forecasted (+\$1620).

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

Analysis of implementation and effectiveness has informed the following **Next Steps for Goal 4**, which are embedded within the existing Actions:

- **Professional Development** - Prior to Data Day, hold a school site meeting in which departments review data so that during Data Day the staff can dig deeper into standards that are going to be taught, with prior knowledge of where students struggle. Analyze student SBAC scores before the school year starts, to develop background knowledge on the standards in which students lead and lag.
- **Academic Coach** - Engage teachers in peer-to-peer observation, in which teachers use one prep period a week to observe another teacher and debrief a lesson.
- **Assessment Practice** - Develop a student-facing standards map or pathway, to support understanding of the standards mastery schedule so students can better assess the progress they are making.
- **Monitoring Student Achievement** - Deepen staff understanding of the RTI model and its purpose. Develop clear roles and purpose for what “lead” and “lag” groupings look like and how they should be implemented.

The goal, actions, metrics, and actions will continue as written in 2018-19.

Goal 5

STRATEGY 2: Build Students' College-ready Confidence.

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

State and/or Local Priorities addressed by this goal:

State Priorities: **2, 4**

Local Priorities: **Strategy 2, Goal 5**

Annual Measureable Outcomes

Expected

Actual

The percent of students who are high growth or high achieving in ELA as measured by the NWEA will increase by +1% annually until the goal of 85% is met, overall and for all significant subgroups.

- Baseline Overall – 44%
 - EL – 33%
 - SPED – 30%

The percent of students who are high growth or high achieving in ELA as measured by the NWEA was:

- Overall – **40%**, a decrease of **-4%**, not meeting the goal
- EL – **28%**, a decrease of **-5%**, not meeting the goal
- SPED – **31%**, an increase of **+1%**, meeting the goal

NOTE: Validation of data is in progress, to ensure calculations are consistent year to year. Initial results should be interpreted with caution.

The percent of students who are high growth or high achieving in Math as measured by the NWEA will increase by +1% annually until the goal of 85% is met, overall and for all significant subgroups.

- Baseline Overall – 41%
 - EL – 33%
 - SPED – 33%

The percent of students who are high growth or high achieving in Math as measured by the NWEA was:

- Overall – **44%**, an increase of **+3%**, meeting the goal
- EL – **35%**, an increase of **+2%**, meeting the goal
- SPED – **35%**, an increase of **+2%**, meeting the goal

NOTE: Validation of data is in progress, to ensure calculations are consistent year to year. Initial results should be interpreted with caution.

The percent of English Learners making annual progress will increase by 1.5% annually until the goal of 75% is met, as measured by the CELDT/ELPAC.

- Baseline – 92.6%

The percent of English Learners making annual progress as measured by the CELDT/ELPAC was:

- TBD

Actions / Services

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

Action 5a

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
5a. ACE will provide focused support in ELA and Math, with built in intervention.	5a. ACE provided focused support in ELA and Math, with built in intervention.	\$0 No additional cost n/a	\$0 No additional cost n/a

Action 5b

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
5b. ACE will utilize a Response to Intervention (RTI) program to identify and serve all students with Tier 1, 2, and 3 academic and social-emotional interventions (including supporting students to close gaps with peers, services under 504 plans and IEPs, services for ELLs, services for Foster Youth, and services for students from low-income families).	5b. ACE utilized a Response to Intervention (RTI) program to identify and serve all students with Tier 1, 2, and 3 academic and social-emotional interventions (including supporting students to close gaps with peers, services under 504 plans and IEPs, services for ELLs, services for Foster Youth, and services for students from low-income families).	\$3612 1300 – Principal \$3401 1300 – Assistant Principal \$21930 1100 – Teachers \$54825 1100 – Teachers (Intervention) LCFF Supplemental & Concentration	\$3612 1300 – Principal \$3401 1300 – Assistant Principal \$21930 1100 – Teachers \$54825 1100 – Teachers (Intervention) LCFF Supplemental & Concentration

Action 5c

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>5c. ACE will develop an implementation plan for aligning the academic program with the new ELD Framework to provide all English Learners with integrated and designated ELD instruction targeted to their proficiency level and designed to move them toward English proficiency.</p>	<p>5c. ACE developed and executed an implementation plan for aligning the academic program with the new ELD Framework to provide all English Learners with integrated and designated ELD instruction targeted to their proficiency level and designed to move them toward English proficiency.</p>	<p>\$5547 2300 – Managing Director of Operations and Vision \$3064 2300 – Academic Operations Manager \$17007 1300 – Assistant Principal \$15650 1100 – Lead Teachers LCFF Supplemental & Concentration</p>	<p>\$5547 2300 – Managing Director of Operations and Vision \$3064 2300 – Academic Operations Manager \$17007 1300 – Assistant Principal \$15650 1100 – Lead Teachers LCFF Supplemental & Concentration</p>

Action 5d

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>5d. ACE will leverage differentiated curriculum to ensure all students are developing at their optimal rate of progression.</p>	<p>5d. ACE leveraged differentiated curriculum to ensure all students are developing at their optimal rate of progression.</p>	<p>\$12250 4403 – Software LCFF Supplemental & Concentration</p>	<p>\$33030 4403 – Software LCFF Supplemental & Concentration</p>

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Highlights on the **Implementation of Goal 5** are as follows:

- **Additional Learning Time** - "Lag" classes provide a period of intervention in ELA and math, enabling teachers to focus on instruction that targets different needs.
- **Response to Intervention (RTI)** - A system of tiered supports is in place. Teachers meet to review data and determine students who are in need of Tier 2 interventions; students receiving these interventions have successfully accelerated to the level where they no longer need that tiered support.
- **English Language Development (ELD)** - Established partnership with SCCOE to provide professional development in ELD. Teachers were trained in the use of Integrated ELD strategies to augment their practice. The County ELD Coordinator made observations, worked with faculty members, and modeled practices through demonstration lessons.
- **Personalized Curriculum** - Blended learning tools are used to provide differentiated supports, including LEXIA Program, Reading Plus, & Khan Academy.

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

Highlights on the **Effectiveness of Goal 5** are as follows:

- **Closing Gaps** – Students enter the school routinely two or more grade levels behind in ELA and Math. Compounding this, most students are also English Learners. Strategic work to close incoming gaps resulted in accelerated growth for students in Mathematics, overall and in all subgroups. Similar growth needs to be realized in Reading.
- **English Language Development** – The school has a strong percentage of English Learners making annual progress in English fluency.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The cost of the software programs (Lexia, Reading Plus) to support this goal area was higher than forecasted, to provide increased access to blended learning tools for students (+\$20,780).

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

Analysis of implementation and effectiveness has informed the following **Next Steps for Goal 5**, which are embedded within the existing Actions:

- **Additional Learning Time** - Collaborations between lead and lag teachers can be strengthened to better align the curricula to include high-leverage lessons that support each student.
- **Response to Intervention (RTI)** - Develop and implement an RTI tracker to monitor implementation of tiered interventions and progress for students over time. Provide teachers with designated time to meet and discuss the levels of their students and tiered interventions required.
- **English Language Development (ELD)** - Reinstate push-in support for Integrated ELD, coupled with more Designated ELD time for students in daily academic schedule.
- **Personalized Curriculum** - Identify and implement programs using various strategies that meet the optimal pace of each student.

The goal, actions, metrics, and actions will continue as written in 2018-19.

Goal 6

STRATEGY 2: Build Students' College-ready Confidence.

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

State and/or Local Priorities addressed by this goal:

State Priorities: **4, 7**

Local Priorities: **Strategy 2, Goal 6**

Annual Measureable Outcomes

Expected

The percent of students who are level 3 or 4 in ELA as measured by the SBAC will increase by +1% annually until the goal of 80% is met, overall and for all significant subgroups.

- Overall Baseline – 21%
 - FRL – 20%
 - Latino – 21%
 - EL – 10%
 - SPED – 11%

The percent of students who are level 3 or 4 in Math as measured by the SBAC will increase by +1% annually until the goal of 80% is met, overall and for all significant subgroups.

- Overall Baseline – 20%
 - FRL – 19%
 - Latino – 20%
 - EL – 8%
 - SPED – 4%

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

- ACE Empower Overall – 24%
 - FRL – 26%
 - Latino – 24%
 - EL – 13%
 - SPED – 5%
- Mathson Overall – 30%
 - FRL – 28%
 - Latino – 24%
 - EL – 3%
 - SPED – 0%

Actual

The percent of students who were level 3 or 4 in ELA as measured by the SBAC was:

- Overall – TBD
 - FRL – TBD
 - Latino – TBD
 - EL – TBD
 - SPED – TBD

The percent of students who were level 3 or 4 in Math as measured by the SBAC was:

- Overall – TBD
 - FRL – TBD
 - Latino – TBD
 - EL – TBD
 - SPED – TBD

The percent of 8th Grade students who were level 3 or 4 in ELA as measured by the SBAC was:

- ACE Empower Overall – TBD
 - FRL – TBD
 - Latino – TBD
 - EL – TBD
 - SPED – TBD
- Mathson Overall – TBD
 - FRL – TBD
 - Latino – TBD
 - EL – TBD
 - SPED – TBD

Expected

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

- ACE Empower Overall – 27%
 - FRL – 27%
 - Latino – 27%
 - EL – 15%
 - SPED – 10%
- Mathson Overall – 19%
 - FRL – 17%
 - Latino – 29%
 - EL – 3%
 - SPED – 0%

Actual

The percent of 8th Grade students who were level 3 or 4 in Math as measured by the SBAC was:

- ACE Empower Overall – TBD
 - FRL – TBD
 - Latino – TBD
 - EL – TBD
 - SPED – TBD
- Mathson Overall – TBD
 - FRL – TBD
 - Latino – TBD
 - EL – TBD
 - SPED – TBD

Actions / Services

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

Action 6a

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>6a. ACE teachers will be supported in creating Advisory curriculum and a mentoring practice that prepares students for college, via summer institute, data days, weekly professional development, and grade/subject area meetings.</p>	<p>6a. ACE teachers were supported in creating Advisory curriculum and a mentoring practice that prepares students for college, via summer institute, data days, weekly professional development, and grade/subject area meetings.</p>	<p>\$9030 1300 – Principal \$17007 1300 – Assistant Principal \$43860 1100 – Teachers (Summer) LCFF Supplemental & Concentration</p>	<p>\$9030 1300 – Principal \$17007 1300 – Assistant Principal \$43860 1100 – Teachers (Summer) LCFF Supplemental & Concentration</p>

Action 6b

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>6b. ACE students will be supported in setting goals, identifying strategies, and monitoring achievement via Advisory and student-led conferences.</p>	<p>6b. ACE students were supported in setting goals, identifying strategies, and monitoring achievement via Advisory and student-led conferences.</p>	<p>\$0 No additional cost n/a</p>	<p>\$0 No additional cost n/a</p>

Action 6c

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
6c. ACE will develop student college knowledge through a variety of experiences in the culture calendar, including annual college visits.	6c. ACE developed student college knowledge through a variety of experiences in the culture calendar, including annual college visits.	\$2050 4403 – Software LCFF Supplemental & Concentration	\$3670 4403 – Software LCFF Supplemental & Concentration

Action 6d

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
6d. ACE will monitor students' college readiness via mastery of standards, utilizing benchmark assessments.	6d. ACE monitored students' college readiness via mastery of standards, utilizing benchmark assessments.	\$0 No additional cost n/a	\$0 No additional cost n/a

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Highlights on the **Implementation of Goal 6** are as follows:

- **Professional Development** - Teachers were trained in the use of Integrated ELD strategies to support ELs in accessing content and expressing understanding. The County ELD Coordinator made observations, worked with faculty members, and modeled practices through demonstration lessons.
- **Student Goal Setting** - Teachers (College Coaches) meet with each of their College Seminar students once every two weeks to review progress toward goals. This has strengthened relationships between coaches and students, with students showing increased interest in monitoring their academic progress.
- **College Knowledge** - All students had access to the "Fast Forward to College" program during College Seminar class. Students were taken on field trips to college, with 6th grade visiting San Jose State and 7th visiting DeAnza College.
- **Assessment Practice** - Standards-aligned benchmark assessments are administered in ELA and Math through ANet four times a year. Network data days are provided to allow teachers time to analyze benchmark data and create reteach plans.

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

Highlights on the **Effectiveness of Goal 6** are as follows:

- **Student Goal Setting** – Professional development for teachers, coupled with adoption of a college-readiness curriculum, supported teachers in coaching students through the goal setting and monitoring process. This was year one of this initiative, which is off to a strong start.
- **Assessment Practice** – The school is in its third year of using Achievement Network (ANet) to support its data-driven instruction practice. As such, it now has the ability to monitor not only student level data but trends in data over time.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The cost of the software programs (Achievement Network) to support this goal area was slightly higher than forecasted (+\$1,620).

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

Analysis of implementation and effectiveness has informed the following **Next Steps for Goal 6**, which are embedded within the existing Actions:

- **Professional Development** - Continue to develop consistency in implementation, as well as coaching supports, for Integrated ELD.
- **Student Goal Setting** - Continue to develop consistency across classrooms with core practices that support college-ready confidence, including the use of college corners in every classroom.
- **College Knowledge** - Ensure that each grade level is able to go on at least one college field trip.
- **Assessment Practice** - Develop science benchmarks in alignment with the Next Generation Science Standards.

The goal and actions will continue as written in 2018-19. Measure 1 and 2 will be shifted to focus on moving students out of Level 1 on the SBAC, given the need to make rapid growth in addressing incoming gaps.

Goal 7

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1

Local Priorities: n/a

Annual Measureable Outcomes

Expected

Annual LCFF budget revenue and expenses are aligned and accounted for on an annual basis, as measured through annual submission of the LCAP Annual Update

Actual

Annual LCFF budget revenue and expenses were aligned and accounted, as measured by the 2017-18 submission of the LCAP Annual Update

Actions / Services

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

Action 7a

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>7a. ACE will hire, develop, and retain a certificated and classified staff to support implementation of the goals and actions.</p>	<p>7a. ACE hired, developed, and retained a certificated and classified staff to support implementation of the goals and actions.</p>	<p>\$1568151 1000 – Certificated Personnel 3000 – Benefits \$280588 2000 – Classified Personnel 3000 – Benefits LCFF Base</p>	<p>\$ TBD 1000 – Certificated Personnel 3000 – Benefits \$ TBD 2000 – Classified Personnel 3000 – Benefits LCFF Base</p>

Action 7b

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>7b. Acquire and maintain books, materials, and supplies necessary to support classroom instruction and school operations.</p>	<p>7b. Acquired and maintained books, materials, and supplies necessary to support classroom instruction and school operations.</p>	<p>\$50000 4000 – Books and Supplies LCFF Base</p>	<p>\$TBD 4000 – Books and Supplies LCFF Base</p>

Action 7c

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
7c. Purchase and maintain equipment necessary to support program, including furniture, office equipment, hardware, and software.	7c. Purchased and maintained equipment necessary to support program, including furniture, office equipment, hardware, and software.	\$39450 4000 – Equipment LCFF Base	\$TBD 4000 – Equipment LCFF Base

Action 7d

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
7d. Contract professional services to support instructional program, including regular year, extended year, and extended day.	7d. Contracted professional services to support instructional program, including regular year, extended year, and extended day.	\$380250 5000 – Professional Services (Instructional) LCFF Base	\$TBD 5000 – Professional Services (Instructional) LCFF Base

Action 7e

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
7e. Contract professional services to support operations, including student recruitment, records, and annual audit	7e. Contracted professional services to support operations, including student recruitment, records, and annual audit	\$2600 5000 – Professional Services (Administrative) LCFF Base	\$TBD 5000 – Professional Services (Administrative) LCFF Base

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Highlights on the **Implementation of Goal 7** are as follows:

- **Staffing** – ACE ensured appropriate staffing to support implementation of the goals and actions, through hiring of certificated and classified staff as well as contracting with professional services.
- **Provisioning** – ACE ensured appropriate provisioning to support implementation of the goals and actions, through purchasing of curriculum and instructional materials as well as equipment.

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

Highlights on the **Effectiveness of Goal 7** are as follows:

- **Staffing** – ACE will continue to work support teacher development, which has supported effectiveness in the classroom. Continued work needs to take place to retain teachers.
- **Provisioning** – ACE provided several key acquisitions to support practice, including the Advisory curriculum and expanded software licenses.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

TBD

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

The goal, actions, metrics, and actions will continue as written in 2018-19.

Stakeholder Engagement

LCAP Year: 2018-19

Involvement Process for LCAP and Annual Update

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

ACE Empower Academy actively engaged stakeholders in monitoring progress toward LCAP goals, including implementation of actions and analysis of interim and final data on measures. This included the following:

- **Students** - A student survey was administered in November and May/June to gather input, with a student focus group held on **April 10, 2018** to dive into areas of strength and areas for growth.
- **Families** - A family survey was administered in May/June to gather input, with a family focus group held on **March 23, 2018** to dive into areas of strength and areas for growth. The Principal held monthly Cafecitos to build understanding of core program and structures, as well as transparency around data.
- **Staff** - A staff survey was administered in November and May/June to gather input. The draft of the Annual Update was shared in May, for input on implementation, effectiveness, and adjustments for 2018-19.
- **Board and Community** - The 2017-18 Annual Update and 2017-18 LCAP will be reviewed by the full Board and Community in a Public Hearing on **June 6, 2018** and approved at the Board Meeting on **June 13, 2018**.

Impact on LCAP and Annual Update

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

Core findings were as follows, as well as how they inform future work in each of the core strategy areas:

Culture of Optimism

Students

- **School Culture** - School culture is an area that can continue to be improved, with students noting lack of peer to peer respect as an area that negatively impacts school culture. Continued work to include the Playworks language of inclusion, coupled with continued refinement of the

Behavior Intervention Ladder will support this work. Supplemental and Concentration dollars have been allocated to support the work of a Behavior Interventionist.

Families

- **School Culture** - Families would like to see increased supervision at lunch and dismissal to increase safety, as well as stricter enforcement of the dress code. They would like to see more and new methods for developing student engagement and motivation, including positive recognition of students who are meeting expectations. Continued enhancements to the Culture Calendar, coupled with refinements of the Student Engagement System and Behavior Intervention Ladder, will support this work. Supplemental and Concentration dollars have been allocated to support the work of a Behavior Interventionist.
- **Extra-curricular Activities** - Families appreciate the SPARK program and would like to see even more arts programming, as well as sports teams and clubs. The school will continue its partnership with the SPARK program and work with the after school program provider to ensure offerings are aligned with student interest.

Teachers

- **School Culture** - Teachers would like additional professional development on working with traditionally marginalized student populations, which will be provided in the 2018-19 school year.

College-Ready Confidence

Students

- **Teacher-Student Relationships** - When asked about their connection to teachers, most students felt that their teachers cared about them as individuals. In looking at satisfaction, students reported they would be excited to have most of their same teachers again for a class. The school will continue its work in this area to sustain these results.

Families

- **Academic Program** - Families would like more differentiation and intervention available for students who are struggling, in school and through the Saturday School program. As was completed in 2017-18, the school will continue to refine its differentiation and intervention to support students in making rapid growth.
- **Family Involvement** - Families would like to see increased communication from the school and teachers to families. Improvements to ACE Family Link will support this effort.

Teachers

- **Serving Special Populations** - Teachers desire additional training on how to modify curriculum and provide appropriate scaffolds for students with special needs and ELs. The continued partnership with SCCOE on English Language Development will support this work, as well as the ongoing use of coaches for each teacher to support practice.
- **Common Core Standards** - Teachers would like to attend UnboundEd Standards Institute, to deepen knowledge of the Common Core. While this would be a strong professional development opportunity, it is not currently in the budget.

- **Data Analysis** - Teachers would like additional support in analyzing NWEA and ANet data to inform instruction, which will happen during Summer PD and Data Days in 2018-19.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

STRATEGY 1: Promote and Instill a Culture of Optimism

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

State and/or Local Priorities addressed by this goal:

State Priorities: 6

Local Priorities: **Strategy 1, Goal 1**

Identified Need:

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

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
The percent of students who leave mid-year or do not return the following year due to dissatisfaction will decrease by -1% annually until the goal of 5% or less is met.	n/a	Baseline	Baseline -1%, or 5% or less	2018-19 -1%, or 5% or less
The suspension rate will be reduced by 0.3% annually until the goal of 8% or less is met, overall and for all significant subgroups.	13%	Baseline -0.3%, or 8% or less	2017-18 -0.3%, or 8% or less	2018-19 -0.3%, or 8% or less
The percent of expulsions will decrease from previous year by -0.5% until goal of being lower than closest district school is met.	0%	Baseline -0.5%, or lower than closest district school	2017-18 -0.5%, or lower than closest district school	2018-19 -0.5%, or lower than closest district school

Planned Actions / Services

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

Action 1a

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

n/a

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

n/a

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$15456	\$16074	\$16717
Source	LCFF Supplemental & Concentration	LCFF Supplemental & Concentration	LCFF Supplemental & Concentration
Budget Reference	2300 - Director of Community Engagement	2300 - Director of Community Engagement	2300 - Director of Community Engagement

Action 1b

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

n/a

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

n/a

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$11610 \$10965	\$12074 \$11404	\$12557 \$11860
Source	LCFF Supplemental & Concentration	LCFF Supplemental & Concentration	LCFF Supplemental & Concentration
Budget Reference	2300 - Dean of Students 1100 - Advisors	2300 - Dean of Students 1100 - Advisors	2300 - Dean of Students 1100 - Advisors

Action 1c

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

n/a

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

n/a

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified (Expenditures)

Select from New, Modified, or Unchanged for 2019-20

Modified (Expenditures)

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$29025 \$10965	\$30186 \$17500 \$11404	\$31393 \$18200 \$11860
Source	LCFF Supplemental & Concentration	LCFF Supplemental & Concentration	LCFF Supplemental & Concentration
Budget Reference	2300 – Dean of Students 1100 – Teachers	2300 – Dean of Students 2300 – Behavior Interventionist 1100 – Teachers	2300 – Dean of Students 2300 – Behavior Interventionist 1100 – Teachers

Action 1d

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

n/a

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

n/a

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3040 \$1650	\$1875 \$1393	\$1950 \$1463
Source	LCFF Supplemental & Concentration	LCFF Supplemental & Concentration	LCFF Supplemental & Concentration
Budget Reference	2300 – Data Manager 4403 - Software	2300 – Data Manager 4403 - Software	2300 – Data Manager 4403 - Software

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 2

STRATEGY 1: Promote and Instill a Culture of Optimism

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

State and/or Local Priorities addressed by this goal:

State Priorities: **1, 5, 6**

Local Priorities: **Strategy 1, Goal 2**

Identified Need:

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

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
The school culture is scored as proficient by year end (70% or higher) or making movement toward proficiency, as measured by the ACE Culture of Optimism Rubric during scheduled audits.	60%	Baseline +1%, or Proficient (70% or higher)	2017-18 +1%, or Proficient (70% or higher)	2018-19 +1%, or Proficient (70% or higher)
The percent of students who rate the ACE culture as effective will increase by +1% until the goal of 90% is met, as measured by student survey.	54%	Baseline +1%, or 90% or higher	2017-18 +1%, or 90% or higher	2018-19 +1%, or 90% or higher
The percent of families who rate the ACE culture as effective will increase by +1% until the goal of 90% is met, as measured by family survey.	82%	Baseline +1%, or 90% or higher	2017-18 +1%, or 90% or higher	2018-19 +1%, or 90% or higher
The percent of staff who rate the ACE culture as effective will increase by +1% until the goal of 90%	79%	Baseline +1%, or 90% or higher	2017-18 +1%, or 90% or higher	2018-19 +1%, or 90% or higher

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

is met, as measured
by staff survey.

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Planned Actions / Services

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

Action 2a

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

n/a

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

n/a

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$11610	\$12074	\$12557
Source	LCFF Supplemental & Concentration	LCFF Supplemental & Concentration	LCFF Supplemental & Concentration
Budget Reference	2300 – Dean of Students	2300 – Dean of Students	2300 – Dean of Students

Action 2b

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

n/a

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

n/a

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2208	\$2296	\$2388
Source	LCFF Supplemental & Concentration	LCFF Supplemental & Concentration	LCFF Supplemental & Concentration
Budget Reference	2300 – Director of Community Engagement	2300 – Director of Community Engagement	2300 – Director of Community Engagement

Action 2c

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

n/a

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

n/a

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10965	\$11404	\$11860
Source	LCFF Supplemental & Concentration	LCFF Supplemental & Concentration	LCFF Supplemental & Concentration
Budget Reference	1100 - Advisors	1100 - Advisors	1100 - Advisors

Action 2d

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

n/a

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

n/a

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified (Expenditures)

Select from New, Modified, or Unchanged for 2019-20

Modified (Expenditures)

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$29025 \$10965	\$30186 \$17500 \$11404	\$31393 \$18200 \$11860
Source	LCFF Supplemental & Concentration	LCFF Supplemental & Concentration	LCFF Supplemental & Concentration
Budget Reference	2300 – Dean of Students 1100 - Teachers	2300 – Dean of Students 2300 – Behavior Interventionist 1100 - Teachers	2300 – Dean of Students 2300 – Behavior Interventionist 1100 - Teachers

Action 2e

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

n/a

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

n/a

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3040 \$1650	\$1875 \$1367	\$1950 \$1408
Source	LCFF Supplemental & Concentration	LCFF Supplemental & Concentration	LCFF Supplemental & Concentration
Budget Reference	2300 – Data Manager 4403 - Software	2300 – Data Manager 4403 - Software	2300 – Data Manager 4403 - Software

Action 2f

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

n/a

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

n/a

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$4515 \$4252 \$2903 \$16448 \$16641 \$4560 \$1532 \$647	\$4696 \$4422 \$3019 \$17106 \$6000 \$2813 \$1593 \$673	\$4883 \$4599 \$3140 \$17790 \$6240 \$2925 \$1657 \$700
Source	LCFF Supplemental & Concentration	LCFF Supplemental & Concentration	LCFF Supplemental & Concentration
Budget Reference	1300 – Principal 1300 – Assistant Principal 2300 – Dean of Students 1100 – Teachers 2300 Academic Operations Manager 2300 – Data Manager 1300 – Manager of Academic Operations 2300 – Executive Director	1300 – Principal 1300 – Assistant Principal 2300 – Dean of Students 1100 – Teachers 2300 Academic Operations Manager 2300 – Data Manager 1300 – Manager of Academic Operations 2300 – Executive Director	1300 – Principal 1300 – Assistant Principal 2300 – Dean of Students 1100 – Teachers 2300 Academic Operations Manager 2300 – Data Manager 1300 – Manager of Academic Operations 2300 – Executive Director

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 3

STRATEGY 1: Promote and Instill a Culture of Optimism

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

State and/or Local Priorities addressed by this goal:

State Priorities: **3, 5**

Local Priorities: **Strategy 1, Goal 3**

Identified Need:

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

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
The average daily attendance rate will increase by 1% annually until goal of 95% is met overall and for all significant subgroups, as measured by attendance audit.	94%	Baseline +1%, or 95% or higher	2018-19 +1%, or 95% or higher	2019-20 +1%, or 95% or higher
The percent of students absent more than 10% of the school days (chronic absence) will decrease by -1% annually until goal of less than 10% is met overall and for all significant subgroups, as measured by attendance audit.	22%	Baseline -1%, or 10% or less	2018-19 -1%, or 10% or less	2019-20 --1%, or 10% or less
The percent of students who are confident that they will be ready to attend and succeed in college by the time they graduate high school will increase by +1% annually until the goal of 90% is met, as measured by student survey.	74%	Baseline +1%, or 90% or higher	2018-19 +1%, or 90% or higher	2019-20 +1%, or 90% or higher

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>The percent of families who are confident that their children will be ready to attend and succeed in college by the time they graduate high school will increase by +1% annually until the goal of 90% is met, as measured by family survey.</p>	85%	Baseline +1%, or 90% or higher	2018-19 +1%, or 90% or higher	2019-20 +1%, or 90% or higher
<p>The percent of staff who rate who are confident that students will be ready to attend and succeed in college by the time they graduate high school will increase by +1% annually until the goal of 90% is met, as measured by staff survey.</p>	26%	Baseline +1%, or 90% or higher	2018-19 +1%, or 90% or higher	2019-20 +1%, or 90% or higher

Planned Actions / Services

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

Action 3a

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

n/a

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

n/a

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$23220 \$10965	\$24149 \$11404	\$25115 \$11860
Source	LCFF Supplemental & Concentration	LCFF Supplemental & Concentration	LCFF Supplemental & Concentration
Budget Reference	2300 – Dean of Students 1100 - Teachers	2300 – Dean of Students 1100 - Teachers	2300 – Dean of Students 1100 - Teachers

Action 3b

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

n/a

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

n/a

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$26496	\$27556	\$28658
Source	LCFF Supplemental & Concentration	LCFF Supplemental & Concentration	LCFF Supplemental & Concentration
Budget Reference	2300 – Director of Community Engagement	2300 – Director of Community Engagement	2300 – Director of Community Engagement

Action **3c**

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

n/a

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

n/a

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10965	\$11404	\$11860
Source	LCFF Supplemental & Concentration	LCFF Supplemental & Concentration	LCFF Supplemental & Concentration
Budget Reference	1100 - Advisors	1100 - Advisors	1100 - Advisors

Action 3d

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

n/a

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

n/a

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified (Expenditures)

Select from New, Modified, or Unchanged for 2019-20

Modified (Expenditures)

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5805	\$6037 \$80000	\$6279 \$83200
Source	LCFF Supplemental & Concentration	LCFF Supplemental & Concentration	LCFF Supplemental & Concentration
Budget Reference	2300 – Dean of Students	2300 – Dean of Students 2300 – Mental Health Counselor	2300 – Dean of Students 2300 – Mental Health Counselor

Action 3e

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

n/a

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

n/a

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$15000	\$15450
Source	No Additional Cost	LCFF Supplemental & Concentration	LCFF Supplemental & Concentration
Budget Reference	4305 – Sports and Clubs	4305 – Sports and Clubs	4305 – Sports and Clubs

Action 3f

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

n/a

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

n/a

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified (Expenditures)

Select from New, Modified, or Unchanged for 2019-20

Modified (Expenditures)

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3040 \$1650 \$4515 \$4252 \$2903 \$16448 \$9191 \$4560 \$2774 \$647	\$1393 \$4696 \$4422 \$3019 \$17106 \$6000 \$2813 \$2885 \$673	\$1463 \$4883 \$4599 \$3140 \$17790 \$6240 \$2925 \$3000 \$700
Source	LCFF Supplemental & Concentration	LCFF Supplemental & Concentration	LCFF Supplemental & Concentration
Budget Reference	2300 – Data Manager 4403 – Software 1300 – Principal 1300 – Assistant Principal 2300 – Dean of Students 1100 – Teachers 2300 – Academic Operations Manager 2300 – Data Manager 1300 – Managing Director of Operations and Vision 2300 – Executive Director	4403 – Software 1300 – Principal 1300 – Assistant Principal 2300 – Dean of Students 1100 – Teachers 2300 – Academic Operations Manager 2300 – Data Manager 1300 – Managing Director of Operations and Vision 2300 – Executive Director	4403 – Software 1300 – Principal 1300 – Assistant Principal 2300 – Dean of Students 1100 – Teachers 2300 – Academic Operations Manager 2300 – Data Manager 1300 – Managing Director of Operations and Vision 2300 – Executive Director

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 4

STRATEGY 2: Build Students' College-ready Confidence

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2

Local Priorities: **Strategy 2, Goal 4**

Identified Need:

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

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
The College Ready Confidence is scored as proficient by year end (70% or higher) or making movement toward proficiency, as measured by the ACE College Ready Confidence Rubric during Quarterly Audit.	71%	Baseline +1%, or Proficient (70% or higher)	2017-18 +1%, or Proficient (70% or higher)	2018-19 +1%, or Proficient (70% or higher)

Planned Actions / Services

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

Action 4a

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

n/a

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

n/a

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified (Expenditures)

Select from New, Modified, or Unchanged for 2019-20

Modified (Expenditures)

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2451 \$1294 \$9030 \$8504 \$18060 \$17007	\$2549 \$1346 \$9391 \$8844 \$17687	\$2651 \$1400 \$9767 \$9198 \$18395
Source	LCFF Supplemental & Concentration	LCFF Supplemental & Concentration	LCFF Supplemental & Concentration
Budget Reference	2300 – Managing Director of Operations and Vision 2300 – Executive Director 1300 – Principal 1300 – Assistant Principal 1300 – Principal 1300 – Assistant Principal	2300 – Managing Director of Operations and Vision 2300 – Executive Director 1300 – Principal 1300 – Assistant Principal 1300 – Assistant Principal	2300 – Managing Director of Operations and Vision 2300 – Executive Director 1300 – Principal 1300 – Assistant Principal 1300 – Assistant Principal

Action 4b

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

n/a

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

n/a

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified (Expenditures)

Select from New, Modified, or Unchanged for 2019-20

Modified (Expenditures)

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$27090 \$25511 \$19563	\$26531 \$20346	\$27593 \$21159
Source	LCFF Supplemental & Concentration	LCFF Supplemental & Concentration	LCFF Supplemental & Concentration
Budget Reference	1300 – Principal 1300 – Assistant Principal 1100 – Lead Teachers	1300 – Assistant Principal 1100 – Lead Teachers	1300 – Assistant Principal 1100 – Lead Teachers

Action 4c

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

n/a

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

n/a

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified (Expenditures)

Select from New, Modified, or Unchanged for 2019-20

Modified (Expenditures)

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2050	\$20500	\$21525
Source	LCFF Supplemental & Concentration	LCFF Supplemental & Concentration	LCFF Supplemental & Concentration
Budget Reference	4403 - Software	4403 – Software 5000 – Professional Contract	4403 – Software 5000 – Professional Contract

Action 4d

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

n/a

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

n/a

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source	Funded in Goal 3f	Funded in Goal 3f	Funded in Goal 3f
Budget Reference	n/a	n/a	n/a

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 5

STRATEGY 2: Build Students' College-ready Confidence.

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

State and/or Local Priorities addressed by this goal:

State Priorities: **2, 4**

Local Priorities: **Strategy 2, Goal 5**

Identified Need:

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

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
The percent of students who are high growth or high achieving in ELA as measured by the NWEA will increase by +1% annually until the goal of 85% is met, overall and for all significant subgroups.	Overall – 44% EL – 33% SPED – 30%	Baseline +1%, or 85% or higher	2017-18 +1%, or 85% or higher	2018-19 +1%, or 85% or higher
The percent of students who are high growth or high achieving in Math as measured by the NWEA will increase by +1% annually until the goal of 85% is met, overall and for all significant subgroups.	Overall – 41% EL – 33% SPED – 33%	Baseline +1%, or 85% or higher	2017-18 +1%, or 85% or higher	2018-19 +1%, or 85% or higher
The percent of English Learners making annual progress will increase by 1.5% annually until the goal of 75% is met, as measured by the CELDT/ELPAC.	92.6%	Baseline +1.5%, or 75% or higher	2017-18 +1%, or 85% or higher	2018-19 +1.5%, or 75% or higher

Planned Actions / Services

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

Action 5a

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

n/a

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

n/a

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

2017-18 Actions/Services

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

Select from New, Modified, or Unchanged for 2018-19

Unchanged

2018-19 Actions/Services

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

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2019-20 Actions/Services

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

Budgeted Expenditures

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

Action 5b

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

n/a

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

n/a

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified (Expenditures)

Select from New, Modified, or Unchanged for 2019-20

Modified (Expenditures)

2017-18 Actions/Services

5b. ACE will utilize a Response to Intervention (RTI) program to identify and serve all students with Tier 1, 2, and 3 academic and social-emotional interventions (including supporting students to close gaps with peers, services under 504 plans and IEPs, services for ELLs, services for Foster Youth, and services for students from low-income families).

2018-19 Actions/Services

5b. ACE will utilize a Response to Intervention (RTI) program to identify and serve all students with Tier 1, 2, and 3 academic and social-emotional interventions (including supporting students to close gaps with peers, services under 504 plans and IEPs, services for ELLs, services for Foster Youth, and services for students from low-income families).

2019-20 Actions/Services

5b. ACE will utilize a Response to Intervention (RTI) program to identify and serve all students with Tier 1, 2, and 3 academic and social-emotional interventions (including supporting students to close gaps with peers, services under 504 plans and IEPs, services for ELLs, services for Foster Youth, and services for students from low-income families).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3612 \$3401 \$21930 \$54825	\$9391 \$8843 \$22807 \$57018 \$9000	\$9767 \$9196 \$23719 \$59299 \$42000
Source	LCFF Supplemental & Concentration	LCFF Supplemental & Concentration	LCFF Supplemental & Concentration
Budget Reference	1300 – Principal 1300 – Assistant Principal 1100 – Teachers 1100 – Teachers	1300 – Principal 1300 – Assistant Principal 1100 – Teachers 1100 – Teachers 1100 – Teachers (Intervention)	1300 – Principal 1300 – Assistant Principal 1100 – Teachers 1100 – Teachers 1100 – Teachers (Intervention)

Action 5c

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

n/a

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

n/a

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5547 \$3064 \$17007 \$15650	\$5769 \$2000 \$17687 \$16276	\$6000 \$2080 \$18395 \$16927
Source	LCFF Supplemental & Concentration	LCFF Supplemental & Concentration	LCFF Supplemental & Concentration
Budget Reference	2300 – Managing Director of Operations and Vision 2300 – Academic Operations Manager 1300 – Assistant Principal 1100 – Lead Teachers	2300 – Managing Director of Operations and Vision 2300 – Academic Operations Manager 1300 – Assistant Principal 1100 – Lead Teachers	2300 – Managing Director of Operations and Vision 2300 – Academic Operations Manager 1300 – Assistant Principal 1100 – Lead Teachers

Action 5d

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

n/a

n/a

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, and Low Income

LEA-wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified (Expenditures)

Modified (Expenditures)

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$12250	\$34682	\$36416
Source	LCFF Supplemental & Concentration	LCFF Supplemental & Concentration	LCFF Supplemental & Concentration
Budget Reference	4403 - Software	4403 - Software	4403 - Software

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal (Measures)

Goal 6

STRATEGY 2: Build Students' College-ready Confidence

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

State and/or Local Priorities addressed by this goal:

State Priorities: **4, 7**

Local Priorities: **Strategy 2, Goal 6**

Identified Need:

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

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
The percent of students who are level 1 in ELA as measured by the SBAC will decrease by -1% annually, overall and for all significant subgroups.	Overall –% FRL –% EL – % SPED – %	Baseline -1%	2018-19 -1%	2019-20 -1%
The percent of students who are level 1 in Math as measured by the SBAC will decrease by -1% annually, overall and for all significant subgroups.	Overall – % FRL – % EL – % SPED – %	Baseline -1%	2018-19 -1%	2019-20 -1%
The percent of 8th Grade students who are level 3 or 4 in ELA as measured by the SBAC will increase by +1% until the goal of being higher than that of the closest district school is met, overall and for all significant subgroups.	<u>ACE Empower</u> Overall – 24% FRL – 26% Latino – EL – 13% SPED – 5% <u>Matheson</u> Overall – 30% FRL – 28% Latino – EL – 3% SPED – 0%	Baseline +1%, or higher than closest district school	2018-19 +1%, or higher than closest district school	2019-20 +1%, or higher than closest district school
The percent of 8th Grade students who	<u>ACE Empower</u>	Baseline +1%,	2018-19 +1%,	2019-20 +1%,

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>are level 3 or 4 in Math as measured by the SBAC will increase by +1% until the goal of being higher than that of the closest district school is met, overall and for all significant subgroups.</p>	<p>Overall – 27% FRL – 27% Latino – EL – 15% SPED – 10% <u>Matheson</u> Overall – 19% FRL – 17% Latino – EL – 3% SPED – 0%</p>	<p>or higher than closest district school</p>	<p>or higher than closest district school</p>	<p>or higher than closest district school</p>

Planned Actions / Services

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

Action 6a

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

n/a

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

n/a

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

6a. ACE teachers will be supported in creating Advisory curriculum and a mentoring practice that prepares students for college, via summer institute, data days, weekly professional development, and grade/subject area meetings.

2018-19 Actions/Services

6a. ACE teachers will be supported in creating Advisory curriculum and a mentoring practice that prepares students for college, via summer institute, data days, weekly professional development, and grade/subject area meetings.

2019-20 Actions/Services

6a. ACE teachers will be supported in creating Advisory curriculum and a mentoring practice that prepares students for college, via summer institute, data days, weekly professional development, and grade/subject area meetings.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$9030 \$17007 \$43860	\$9030 \$17007 \$43860	\$9030 \$17007 \$43860
Source	LCFF Supplemental & Concentration	LCFF Supplemental & Concentration	LCFF Supplemental & Concentration
Budget Reference	1300 – Principal 1300 – Assistant Principal 1100 – Teachers (Summer)	1300 – Principal 1300 – Assistant Principal 1100 – Teachers (Summer)	1300 – Principal 1300 – Assistant Principal 1100 – Teachers (Summer)

Action 6b

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

n/a

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

n/a

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source	Funded in Previous Actions	Funded in Previous Actions	Funded in Previous Actions
Budget Reference	n/a	n/a	n/a

Action 6C

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

n/a

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

n/a

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

6c. ACE will develop student college knowledge through a variety of experiences in the culture calendar, including annual college visits.

2018-19 Actions/Services

6c. ACE will develop student college knowledge through a variety of experiences in the culture calendar, including annual college visits.

2019-20 Actions/Services

6c. ACE will develop student college knowledge through a variety of experiences in the culture calendar, including annual college visits.

Budgeted Expenditures

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

Action 6d

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

n/a

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

n/a

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

6d. ACE will monitor students' college readiness via mastery of standards, utilizing benchmark assessments.

2018-19 Actions/Services

6d. ACE will monitor students' college readiness via mastery of standards, utilizing benchmark assessments.

2019-20 Actions/Services

6d. ACE will monitor students' college readiness via mastery of standards, utilizing benchmark assessments.

Budgeted Expenditures

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 7

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1

Local Priorities: n/a

Identified Need:

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

Expected Annual Measureable Outcomes

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

Planned Actions / Services

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

Action 7a

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

n/a

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

n/a

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

n/a

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

7a. ACE will hire, develop, and retain a certificated and classified staff to support implementation of the goals and actions. 7b. Acquire and maintain books, materials, and supplies necessary to support classroom instruction and school operations.

2018-19 Actions/Services

7a. ACE will hire, develop, and retain a certificated and classified staff to support implementation of the goals and actions. 7b. Acquire and maintain books, materials, and supplies necessary to support classroom instruction and school operations.

2019-20 Actions/Services

7a. ACE will hire, develop, and retain a certificated and classified staff to support implementation of the goals and actions. 7b. Acquire and maintain books, materials, and supplies necessary to support classroom instruction and school operations.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1283646 \$217508	\$1542837 \$90936	\$1802596 \$73947
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	1000 – Certificated Personnel 2000 – Classified Personnel 3000 – Benefits	1000 – Certificated Personnel 2000 – Classified Personnel 3000 – Benefits	1000 – Certificated Personnel 2000 – Classified Personnel 3000 – Benefits

Action 7b

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

n/a

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

n/a

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

n/a

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$88450	\$211168	\$260181
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	4000 – Books and Supplies	4000 – Books and Supplies	4000 – Books and Supplies

Action 7C

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

n/a

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

n/a

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

n/a

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

7c. Purchase and maintain equipment necessary to support program, including furniture, office equipment, hardware, and software.

2018-19 Actions/Services

7c. Purchase and maintain equipment necessary to support program, including furniture, office equipment, hardware, and software.

2019-20 Actions/Services

7c. Purchase and maintain equipment necessary to support program, including furniture, office equipment, hardware, and software.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Funded in Action 7b	Funded in Action 7b	Funded in Action 7b
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	4000 – Equipment	4000 – Equipment	4000 – Equipment

Action 7d

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

n/a

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

n/a

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

n/a

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$952326	\$1722507	\$1726185
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	500 – Professional Services (Instructional)	500 – Professional Services (Instructional)	500 – Professional Services (Instructional)

Action 7e

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

n/a

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

n/a

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

n/a

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Funded in Action 7d	Funded in Action 7d	Funded in Action 7d
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	5000 – Professional Services (Administrative)	5000 – Professional Services (Administrative)	5000 – Professional Services (Administrative)

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 831,853

35.58 %

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

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

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

STRATEGY 1: Promote and Instill a Culture of Optimism

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

STRATEGY 2: Build Students' College-Ready Confidence

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

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

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

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

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year. When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP. In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

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

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

Budget Summary

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

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

the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

3. **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
4. **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

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

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

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

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are 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 K-5), as appropriate.

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

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

Students to be Served

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

Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

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

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must 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 K-5), as appropriate.

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

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

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

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

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

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

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

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

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

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060,

52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

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