

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 ***Where Students Realize the Extraordinary Potential*** places student success as the school's most important outcome, and asserts that everyone - not only those who are statistically more likely to succeed – have extraordinary potential within them. 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: students from low-income families, who are Latinx, who are (or have been) English Learners, and who have 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 State Standards (CCSS), Next Generation Science Standards (NGSS), and California State Standards (CSS) - and ACT College Readiness Standards at the High School level
- 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, and CSS - and ACT College Readiness standards at the High School level
- 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 and High Quality Instruction - Curriculum at ACE is designed backwards from the CCSS, NGSS, CSS, 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 Readiness Program - All ACE students participate in a College Readiness Class, designed to support their college-going identity and confidence. College Readiness Teachers (Advisors) deliver lessons and work individually with students to set goals and monitor progress. In addition, differentiated supports, 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

Goal 1: Attracting and retaining students who have been served poorly by the traditional system

- **Recruitment** - The recruitment team was expanded to include a Community Outreach Manager and two Student Recruiters, in order to work strategically within neighborhoods to recruit our target student population.
- **Sense of Community** - Student Led Conferences were held in the Fall and will be held in the Spring. A new format was implemented that allowed families to meet with all of their child's teachers in a rotation format held in the Student Union, rather than just their child's College Seminar Teacher (Advisor). The shift

was made based on family feedback and the shift received very positive feedback. With the new format, families were able to meet with the teachers where they had the most questions or concerns in regards to their child and develop concrete action steps.

- **Behavior Intervention Ladder** - Consistency in implementation of the Behavior Intervention Ladder across classrooms continued to improve, as seen in the decline in both suspensions and expulsions. Teachers received training in implementation of the system and student incentives were increased via the Ganas store. The Restorative Justice (RJ) practice was expanded under the leadership of the Dean, with implementation of reflections, apology letters, and restorative circles.

Goal 2: Creating an optimistic, celebratory school environment based on ACE values that inspires growth and promotes learning

- **Professional Development** - Established a Social-Emotional Learning (SEL) Lead, to provide consistent professional development and support in SEL best practices. A weekly newsletter was provided for teachers, focused on different topics relating to SEL and lesson ideas related to the topic for use in the College Readiness class. Continued work with the Playworks program, including professional development for staff in promoting inclusive language that supports social emotional development.
- **Events, Experiences, and Awards** - Posters were created and displayed in each classroom to track and monitor Ganas award recipients, with the Ganas store open every other week as students could cash in “paychecks” for awards. The new SEL Lead coordinated morning announcements and lunch time events that promoted a “joy factor” as well as healthy environment, from daily quotes to month-long foci on areas such as anti-bullying.
- **Student Ownership of Learning** - Launched the Sown to Grow platform, 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 checked-in with students on a regular basis, provide feedback and coaching in goal areas. This will be an area for further growth in 2019-20, to support implementation of the new system.
- **Student Engagement System** - Continued use of Kickboard to track number of merits awarded to students, with weekly “paychecks” awarded for use at the Ganas store. Community meetings were held on a weekly basis to celebrate students, renorm on school-wide expectations, and create friendly student-student and/or student-staff competitions. Celebrations were focused on both growth and achievement, including growth on the NWEA, EL reclassification, attendance, highest paycheck earners, and students who demonstrate Ganas.

Goal 3: Engages students and families with the school community and supports them in independently demonstrating an optimistic mindset and college-ready habits and attitudes

- **Professional Development** - Provided Professional Development in using Sown to Grow platform to support student goal-setting, reflection, and monitoring as part of college readiness curriculum. Established a Social-Emotional Learning (SEL) Lead, to provide consistent professional development and support in SEL best practices. A weekly newsletter was provided for teachers, focused on different topics relating to SEL and lesson ideas for use in the College Readiness class.
- **Family Learning Events** - Held an 11-week family workshop series in the Fall, through both a morning or evening session, to support families in developing skills to resolve everyday issues that take place within the household. In addition, monthly Cafecitos were held to support families in topical areas such as Internet Safety, Vaping, and High School Readiness.
- **Student Ownership of Community** - Student leadership opportunities were increased, including the ability to serve on the Empower Student Body (ESB), as a Junior Coach in the Playworks program, and as a Tour Guide. In addition, student clubs took leadership in a variety of areas. For example, the Film Club produced a short on Mental Health Awareness. Students held a dance to raise money for a local animal shelter and painted the blacktop to support the Playworks program with designated areas for play. A Culture Team was established to support students in this work, making sure that efforts were sustained in promoting a “joy factor” on campus.
- **Mental Health** - Hired a full time mental health counselor, to support general education students who require counseling services (in addition to those with 504 Plans or IEPs). Established a Social-Emotional

Learning (SEL) Lead, to provide consistent professional development and support in SEL best practices. Morning announcements provided inspiration in focal areas, with activities held to build student energy around key themes such as anti-bullying. Students also promoted this work, with the Film Club producing a short on Mental Health Awareness.

- **Sports and Clubs** - Continued to provide opportunities for students in sports and clubs, to build engagement and explore interests. This included the Empower Student Body, Junior Coaches, Tour Guides, Mini-Mermaids, Robotics Club, Spelling Bee, Gen2Gen, and Film Club.

College-ready Confidence

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

- **Professional Development** - A designated schedule of standards to be assessed each instructional cycle was developed, to support planning and inform instruction. SBAC interim assessments were used in alignment with the schedule of standards. Teachers met weekly in department and grade level meetings to discuss curriculum and instruction, as well as strategies to support students who are struggling. Teachers have deepened their understanding of the Common Core State Standards (CCSS) in Math, which supports both rigor and efficacy of instruction.
- **Academic Coach** - Every teacher was observed and received actionable feedback on a weekly basis from an academic coach. An ELA Lead was added to complement the existing coaching expertise in math, with the ELA Lead attending RELAY to learn how to implement systems for a strong data driven culture and help teachers grow to their full potential through observation and feedback.
- **Assessment Practice** - A student-facing standards tracker was developed and posted in each classroom, to support monitoring of student mastery and ownership by students.
- **Monitoring Student Achievement** - Weekly data meetings were held to analyze student mastery of standards and determine reteaching needs. The “lead” and “lag” model of instruction continued to be implemented, with lag classes enabling teachers to focus instruction that targets student needs in ELA and Math.

Goal 5: Enabling previously low-achieving students to make rapid academic growth

- **Additional Learning Time** - All teachers host office hours twice a week after school, to provide additional support and help students catch up on missing assignments. The “lead” and “lag” model of instruction continued to be implemented, with lag classes enabling teachers to focus instruction that targets student needs in ELA and Math.
- **Response to Intervention (RTI)** - An RTI Lead was established, to oversee the RTI process and continue to refine the RTI model. The RTI Lead attended Multi-tiered Support Systems (MTSS) trainings led by the county, to help evaluate what elements are in place and what areas of the model need to be built out further. The RTI Lead ensures students are moving forward, that action plans are being created, and that plans are being implemented to support student progress.
- **English Language Development (ELD)** - An ELD Lead was established, who provides bi-monthly professional development in ELD best practices and has a release period to observe and coach teachers on implementation. Integrated ELD instruction for EL students is provided daily in all classes to support access to content instruction and improve students’ ability to express their understanding of content material. Designated ELD instruction is also provided for EL students, using ELD standards and tailored to student language needs. **Personalized Curriculum** - The English 3d program by Kae Kinsella was piloted in the Fall. As the program felt siloed from the other experiences in the school day, students and teachers felt that this time felt “siloed” and as a result did not hold purpose. The school shifted its approach in the Spring, integrating specific ELD lessons on language demand a strategic points within the College Readiness and “Lag” class programming. As these lessons feel more connected, students are responding better to this programming.

Goal 6: Preparing students for college by attaining proficiency in challenging, standards-based course work

- **Professional Development** - An ELD Lead was established, who provides bi-monthly professional development in ELD best practices and has a release period to observe and coach teachers on implementation.
- **Student Goal Setting** - Launched the Sown to Grow platform, 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 checked-in with students on a regular basis, provide feedback and coaching in goal areas.
- **College Knowledge** - The College Readiness program shifted its focus to supporting SEL development in 2018-19. An SEL Lead provided weekly guidance to College Readiness teachers in lesson development. College Awareness programming will be brought back as a focus in 2019-20.
- **Assessment Practice** - The grading practice has shifted to being standards-based, with student progress toward mastery as the base for reporting. In the Fall, Science teachers spent two network days engaging with the NGSS science map and developing benchmarks within the Edulastic online platform. The California Science Test (CAST) Interim Assessments were not available in the Fall, but will be implemented in the Spring and ongoing to provide data that will be used to inform instruction.

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

Goal 1: Attracting and retaining students who have been served poorly by the traditional system

- **Recruitment** - Continue staffing of recruitment team to work within neighborhoods to recruit our student population.
- **Sense of Community** - Continue new format for Student Led Conferences, supporting direct connections between students, teachers, and families.
- **Behavior Intervention Ladder** - Invest in “Train the Trainer” model, providing in depth Restorative Justice training for the Dean who can then provide additional professional development for school staff in implementing RJ model and positive behavior intervention schoolwide.

Goal 2: Creating an optimistic, celebratory school environment based on ACE values that inspires growth and promotes learning

- **Professional Development** - Continue work to create a positive and celebratory environment through additional training in positive behavior intervention.
- **Events, Experiences, and Awards** - Continue the use of Community Meetings to instill the “joy factor” and a celebratory environment in which students are recognized for both SEL and academic achievement and growth.
- **Student Ownership of Learning** - Increase consistency in implementation of Sown to Grow platform, to support student ownership of learning goals and tracking of teacher feedback and reflection with students.
- **Student Engagement System** - Continue the use of Kickboard to track merits awarded to students.

Goal 3: Engages students and families with the school community and supports them in independently demonstrating an optimistic mindset and college-ready habits and attitudes

- **Professional Development** - Provide additional Professional Development in using Sown to Grow platform to increase consistency in implementation and support facilitation of coaching conversations with students. Develop SEL lessons for use in College Readiness class and train teachers in implementation to support consistency in implementation.
- **Family Learning Events** - Continue holding monthly Cafecitos and longer 11-week family workshop series to support families in developing understanding and skills in areas necessary to support their children in today's landscape.
- **Student Ownership of Community** - Continue Culture Committee, to support and sustain student ownership and "joy factor" on campus. Increase topics for monthly foci and inclusion of guest speakers.
- **Mental Health** - Continue staffing full time mental health counselor, to support students who require counseling services. Expand work being held under SEL Lead, to support SEL programming in College Readiness class.
- **Sports and Clubs** - Continue to provide opportunities for students in sports and clubs, to build engagement and explore interests.

College-ready Confidence

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

- **Professional Development** - Building on the success in Math, the ELA Lead will be spearheading work to deepen teacher understanding of the CCSS in ELA. A focus will be held on what students need to be able to know and do in order to show mastery, in turn supporting rigor in the classroom.
- **Academic Coach** - Every teacher will continue to be observed and received actionable feedback on a weekly basis from an academic coach. Training from RELAY will support implementation of a rigorous coaching model that promotes a strong data driven culture and helps teachers grow to their full potential through observation and feedback.
- **Assessment Practice** - A student-facing standards tracker was developed and posted in each classroom, to support monitoring of student mastery and ownership by students.
- **Monitoring Student Achievement** - Weekly department meetings coupled with professional development will be used to continue refinement of intervention systems, supporting the data analysis work with concrete strategies for scaffolding, differentiating, and reteaching.

Goal 5: Enabling previously low-achieving students to make rapid academic growth

- **Additional Learning Time** - Continue with office hours and "lead" and "lag" model of instruction, to provide targeted intervention for struggling students.
- **Response to Intervention (RTI)** - Continue refinement of the RTI/MTSS model to support consistent implementation of tiered services aligned to student needs.
- **English Language Development (ELD)** - The ELD Lead will be spearheading work to deepen teacher understanding of the ELD Framework and Standards, with a focus on language levels and language demands. Increase time spent on Designated ELD.
- **Personalized Curriculum** - Continue refinement of the RTI/MTSS model to support consistent implementation of tiered services aligned to student needs.

Goal 6: Preparing students for college by attaining proficiency in challenging, standards-based course work

- **Professional Development** - Instructional leaders are engaged in RELAY training, which will support data driven instruction through aggressive monitoring of student work with a focus on how student progress is being monitored and how students are provided with timely feedback. The book Getting Better Faster is being used as a common text to root the community in a sense of urgency around developing instructional practice, with the book's rubric used to help norm what rigor looks like in the classroom.

- **Student Goal Setting** - Increase consistency in implementation of Sown to Grow platform, to support student ownership of learning goals and tracking of teacher feedback and reflection with students.
- **College Knowledge** - Bring College Awareness/Access programming back into the College Readiness program.
- **Assessment Practice** - Continue implementation of the SBAC and CAST Interims and ongoing refinement of use to inform instruction.

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.

Comprehensive Support and Improvement

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

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

Not applicable

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Not applicable

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Not applicable

Annual Update

LCAP Year Reviewed: **2018-19**

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

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

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.

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

Actual

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

- **88%**, an increase of **+6%** meeting the goal

The suspension rate was:

- Overall – **7.6%**, a decrease of **-1.9%** meeting the goal
 - FRL – **6.5%**, a decrease of **-3.5%**, meeting the goal
 - Latino – **7.7%**, a decrease of **-2.1%**, meeting the goal
 - ELL – **11.3%**, a decrease of **-0.6%**, meeting the goal
 - SPED – **6.9%**, a decrease of **-10%** meeting the goal

NOTE: Data is as of P2 and will be updated with end-of-year data after the close of school year.

The expulsion rate was:

- **+0.00%**, a decrease of **-0.3%**, meeting the goal

NOTE: Data is from 2018-19 P2. Data for ACE Empower and for Mathson (the closest district school) will be updated when publicly available in DataQuest.

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. The recruitment team was expanded to include a Community Outreach Manager and two Student Recruiters, in order to work strategically within neighborhoods to recruit our target student population.	\$15456 2300 - Director of Community Engagement LCFF Supplemental & Concentration	\$13944 2300 - Director of Community Engagement LCFF Supplemental & Concentration

Action 1b

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1b. ACE will foster a strong sense of community within the student body through the use of structures that enable students to be known well and have ownership of their learning, including Advisory and student-led conferencing.</p>	<p>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. Student Led Conferences were held in the Fall and will be held in the Spring. A new format was implemented that allowed families to meet with all of their child's teachers in a rotation format held in the Student Union, rather than just their child's College Seminar Teacher (Advisor). The shift was made based on family feedback and the shift received very positive feedback. With the new format, families were able to meet with the teachers where they had the most questions or concerns in regards to their child and develop concrete action steps.</p>	<p>\$11610 2300 - Dean of Students \$10965 1100 - Advisors LCFF Supplemental & Concentration</p>	<p>\$10000 2300 - Dean of Students \$16745 1100 - Advisors LCFF Supplemental & Concentration</p>

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. Consistency in implementation of the Behavior Intervention Ladder across classrooms continued to improve, as seen in the decline in both suspensions and expulsions. Teachers received training in implementation of the system and student incentives were increased via the Ganas store. The Restorative Justice (RJ) practice was expanded under the leadership of the Dean, with implementation of reflections, apology letters, and restorative circles.</p>	<p>\$29025 2300 – Dean of Students \$10965 1100 – Teachers LCFF Supplemental & Concentration</p>	<p>\$25000 2300 – Dean of Students \$16745 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>\$5937 2300 – Data Manager \$3658 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 recruitment team was expanded to include a Community Outreach Manager and two Student Recruiters, in order to work strategically within neighborhoods to recruit our target student population.
- **Sense of Community** - Student Led Conferences were held in the Fall and will be held in the Spring. A new format was implemented that allowed families to meet with all of their child's teachers in a rotation format held in the Student Union, rather than just their child's College Seminar Teacher (Advisor). The shift was made based on family feedback and the shift received very positive feedback. With the new format, families were able to meet with the teachers where they had the most questions or concerns in regards to their child and develop concrete action steps.
- **Behavior Intervention Ladder** - Consistency in implementation of the Behavior Intervention Ladder across classrooms continued to improve, as seen in the decline in both suspensions and expulsions. Teachers received training in implementation of the system and student incentives were increased via the Ganas store. The Restorative Justice (RJ) practice was expanded under the leadership of the Dean, with implementation of reflections, apology letters, and restorative circles.

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 increased student retention from 82% to 88%.
- **School Culture** – Revisions to the Behavior Intervention Ladder, coupled with individual coaching of students by teachers, led to a continued decreases in the suspension rate, overall and across all subgroups. A dramatic reduction was achieved for students in the SPED subgroup, which was an area of focus. There were no expulsions.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Investment in Actions was slightly higher than budgeted for this Goal, in alignment with slightly higher than forecasted revenues.

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** - Continue staffing of recruitment team to work within neighborhoods to recruit our student population.
- **Sense of Community** - Continue new format for Student Led Conferences, supporting direct connections between students, teachers, and families.
- **Behavior Intervention Ladder** - Invest in “Train the Trainer” model, providing in depth Restorative Justice training for the Dean who can then provide additional professional development for school staff in implementing RJ model and positive behavior intervention schoolwide.

The goal, actions, metrics, and actions will continue as written in 2019-20.

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.

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

- Not measured

NOTE: Due to budget constraints, the rubric-based Growth Cycle Audit process was not implemented in 2018-19. Evaluation of school culture was a site-based action led by school leadership.

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.

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

- **39%**, a decrease of **-15%** not meeting the goal

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.

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.

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

- **75%**, a decrease of **-6%** not 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 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	\$10000 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	\$1992 2300 – Director of Community Engagement LCFF Supplemental & Concentration \$12375 5852 – Field Trips 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	\$16745 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	\$25000 2300 – Dean of Students \$16745 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	\$5938 2300 – Data Manager \$3658 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</p> <p>\$4252 1300 – Assistant Principal</p> <p>\$2903 2300 – Dean of Students</p> <p>\$16448 1100 – Teachers</p> <p>\$16641 2300 Academic Operations Manager</p> <p>\$4560 2300 – Data Manager</p> <p>\$1532 1300 – Manager of Academic Operations</p> <p>\$647 2300 – Executive Director LCFF Supplemental & Concentration</p>	<p>\$4463 1300 – Principal</p> <p>\$4202 1300 – Assistant Principal</p> <p>\$2500 2300 – Dean of Students</p> <p>\$25118 1100 – Teachers</p> <p>\$10328 2300 Academic Operations Manager</p> <p>\$8906 2300 – Data Manager</p> <p>\$2813 1300 – Manager of Academic Operations</p> <p>\$2063 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** - Established a Social-Emotional Learning (SEL) Lead, to provide consistent professional development and support in SEL best practices. A weekly newsletter was provided for teachers, focused on different topics relating to SEL and lesson ideas related to the topic for use in the College Readiness class. Continued work with the Playworks program, including professional development for staff in promoting inclusive language that supports social emotional development.
- **Events, Experiences, and Awards** - Posters were created and displayed in each classroom to track and monitor Ganas award recipients, with the Ganas store open every other week as students could cash in "paychecks" for awards. The new SEL Lead coordinated morning announcements and lunch time events that promoted a "joy factor" as well as healthy environment, from daily quotes to month-long foci on areas such as anti-bullying.
- **Student Ownership of Learning** - Launched the Sown to Grow platform, 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 checked-in with students on a regular basis, provide feedback and coaching in goal areas. This will be an area for further growth in 2019-20, to support implementation of the new system.
- **Student Engagement System** - Continued use of Kickboard to track number of merits awarded to students, with weekly "paychecks" awarded for use at the Ganas store. Community meetings were held on a weekly basis to celebrate students, renorm on school-wide expectations, and create friendly student-student and/or student-staff competitions. Celebrations were focused on both growth and achievement, including growth on the NWEA, EL reclassification, attendance, highest paycheck earners, and students who demonstrate Ganas.

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** – Work under the SEL Lead supported teachers in best practices, resulting in a relatively high percentage (75%) of teachers feeling the school culture was effective. This was still a decrease from the previous year (-6%).
- **Student Engagement** – The school worked to renorm expectations, which may have contributed to the decline (-15%) in students who felt the school culture was effective.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Investment in Actions was slightly higher than budgeted for this Goal, in alignment with slightly higher than forecasted revenues. The one material difference was \$12375 of new funding for Field Trips in Action 2b to support college visits.

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 work to create a positive and celebratory environment through additional training in positive behavior intervention.
- **Events, Experiences, and Awards** - Continue the use of Community Meetings to instill the “joy factor” and a celebratory environment in which students are recognized for both SEL and academic achievement and growth.
- **Student Ownership of Learning** - Increase consistency in implementation of Sown to Grow platform, to support student ownership of learning goals and tracking of teacher feedback and reflection with students.
- **Student Engagement System** - Continue the use of Kickboard to track merits awarded to students.

The goal, actions, metrics, and actions will continue as written in 2019-20, with the exception of Action 2f. The Growth Cycle Audit will discontinue as a practice held by the ACE organization, with monitoring shifting to school sites. The Action will be modified to reflect this shift, along with the supporting expenditures. The Measure on Growth Cycle proficiency score will be removed.

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

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.

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.

Actual

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

- Overall – **94%**, a decrease of **-1%**, not meeting the goal
- FRL – **96%**, an increase of **+1%**, meeting the goal
- Latino – **94%**, a decrease of **-1%**, not meeting the goal
- EL – **94%**, a decrease of **-1%**, not meeting the goal
- SPED – **96%**, meeting the goal

NOTE: Data is as of P2 and will be updated with end-of-year data after the close of school year.

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

- Overall – **14%**, an increase of **+1%**, not meeting the goal
- FRL – **9%**, a decrease of **-3%**, meeting the goal
- Latino – **13%**, a decrease of **-0%**, not meeting the goal
- EL – **13%**, a decrease of **-0%**, not meeting the goal
- SPED – **6%**, a decrease of **-2%**, meeting the goal

Expected

Actual

NOTE: Data is as of P2 and will be updated with end-of-year data after the close of school year.

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.

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:

- **64%**, a decrease of **-8%** not meeting the goal

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.

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:

- **82%**, a decrease of **-4%** not meeting the goal

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.

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:

- **81%**, an increase of **+12%** not 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 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>\$20000 2300 – Dean of Students \$16745 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>\$23904 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	\$16745 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	\$5000 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>\$5938 2300 – Data Manager \$3658 4403 – Software \$0 1300 – Principal \$4202 1300 – Assistant Principal \$2500 2300 – Dean of Students \$25118 1100 – Teachers \$10328 2300 Academic Operations Manager \$8906 2300 – Data Manager \$2813 1300 – Manager of Academic Operations \$2063 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** - Provided Professional Development in using Sown to Grow platform to support student goal-setting, reflection, and monitoring as part of college readiness curriculum. Established a Social-Emotional Learning (SEL) Lead, to provide consistent professional development and support in SEL best practices. A weekly newsletter was provided for teachers, focused on different topics relating to SEL and lesson ideas for use in the College Readiness class.
- **Family Learning Events** - Held an 11-week family workshop series in the Fall, through both a morning or evening session, to support families in developing skills to resolve everyday issues that take place within the household. In addition, monthly Cafecitos were held to support families in topical areas such as Internet Safety, Vaping, and High School Readiness.
- **Student Ownership of Community** - Student leadership opportunities were increased, including the ability to serve on the Empower Student Body (ESB), as a Junior Coach in the Playworks program, and as a Tour Guide. In addition, student clubs took leadership in a variety of areas. For example, the Film Club produced a short on Mental Health Awareness. Students held a dance to raise money for a local animal shelter and painted the blacktop to support the Playworks program with designated areas for play. A Culture Team was established to support students in this work, making sure that efforts were sustained in promoting a "joy factor" on campus.
- **Mental Health** - Hired a full time mental health counselor, to support general education students who require counseling services (in addition to those with 504 Plans or IEPs). Established a Social-Emotional Learning (SEL) Lead, to provide consistent professional development and support in SEL best practices. Morning announcements provided inspiration in focal areas, with activities held to build student energy around key themes such as anti-bullying. Students also promoted this work, with the Film Club producing a short on Mental Health Awareness.
- **Sports and Clubs** - Continued to provide opportunities for students in sports and clubs, to build engagement and explore interests. This included the Empower Student Body, Junior Coaches, Tour Guides, Mini-Mermaids, Robotics Club, Spelling Bee, Gen2Gen, and Film Club

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** – Actions resulted in attendance and chronic absence rates that were relatively stable. Attendance just slightly under the long-term target at 94% (target is 95%) and little variance by subgroup. Chronic absence decreased in two subgroups (FRL and SPED), but was otherwise comparable to the previous year.
- **Student Ownership of Learning** – Actions to support college readiness for students resulted in 64% of students reporting they would be ready to attend and succeed in college and 81% of teachers feeling their students would be. This was a decrease (-8%) for students, but an increase (+12%) for teachers.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Investment in Actions was slightly higher than budgeted for this Goal, in alignment with slightly higher than forecasted revenues.

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** - Provide additional Professional Development in using Sown to Grow platform to increase consistency in implementation and support facilitation of coaching conversations with students. Develop SEL lessons for use in College Readiness class and train teachers in implementation to support consistency in implementation.
- **Family Learning Events** - Continue holding monthly Cafecitos and longer 11-week family workshop series to support families in developing understanding and skills in areas necessary to support their children in today's landscape.
- **Student Ownership of Community** - Continue Culture Committee, to support and sustain student ownership and "joy factor" on campus. Increase topics for monthly foci and inclusion of guest speakers.
- **Mental Health** - Continue staffing full time mental health counselor, to support students who require counseling services. Expand work being held under SEL Lead, to support SEL programming in College Readiness class.
- **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 2019-20, with the exception of Action 3f. The Growth Cycle Audit will discontinue as a practice held by the ACE organization, with monitoring shifting to school sites. The Action will be modified to reflect this shift, along with the supporting expenditures.

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.

Actual

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

- Not measured

NOTE: Due to budget constraints, the rubric-based Growth Cycle Audit process was not implemented in 2018-19. Evaluation of school culture was a site-based action led by school leadership.

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>\$4500 2300 – Managing Director of Operations and Vision</p> <p>\$1289 2300 – Executive Director</p> <p>\$0 1300 – Principal</p> <p>\$8405 1300 – Assistant Principal</p> <p>\$0 1300 – Principal</p> <p>\$16810 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	\$26775 1300 – Principal \$25214 1300 – Assistant Principal \$26529 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	\$0 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** - A designated schedule of standards to be assessed each instructional cycle was developed, to support planning and inform instruction. SBAC interim assessments were used in alignment with the schedule of standards. Teachers met weekly in department and grade level meetings to discuss curriculum and instruction, as well as strategies to support students who are struggling. Teachers have deepened their understanding of the Common Core State Standards (CCSS) in Math, which supports both rigor and efficacy of instruction.
- **Academic Coach** - Every teacher was observed and received actionable feedback on a weekly basis from an academic coach. An ELA Lead was added to complement the existing coaching expertise in math, with the ELA Lead attending RELAY to learn how to implement systems for a strong data driven culture and help teachers grow to their full potential through observation and feedback.
- **Assessment Practice** - A student-facing standards tracker was developed and posted in each classroom, to support monitoring of student mastery and ownership by students.
- **Monitoring Student Achievement** - Weekly data meetings were held to analyze student mastery of standards and determine reteaching needs. The "lead" and "lag" model of instruction continued to be implemented, with lag classes enabling teachers to focus instruction that targets student needs in ELA and Math.

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:

- **Monitoring Student Achievement** – Due to budget constraints, the Growth Cycle Audit was not conducted in 2018-19. This was an external process that brought ACE leadership and stakeholders in to the school twice a year to evaluate the school. Instead, analysis of instructional practice shifted on site with more robust observation, feedback, and coaching of practice. Effectiveness will be evaluated through progress on other Measures such as SBAC proficiency and NWEA growth.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Investment in Actions was slightly lower than budgeted for this Goal, as contributions to the Principal salary were reduced. ANet License was not purchased.

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** - Building on the success in Math, the ELA Lead will be spearheading work to deepen teacher understanding of the CCSS in ELA. A focus will be held on what students need to be able to know and do in order to show mastery, in turn supporting rigor in the classroom.
- **Academic Coach** - Every teacher will continue to be observed and received actionable feedback on a weekly basis from an academic coach. Training from RELAY will support implementation of a rigorous coaching model that promotes a strong data driven culture and helps teachers grow to their full potential through observation and feedback.
- **Assessment Practice** - A student-facing standards tracker was developed and posted in each classroom, to support monitoring of student mastery and ownership by students.
- **Monitoring Student Achievement** - Weekly department meetings coupled with professional development will be used to continue refinement of intervention systems, supporting the data analysis work with concrete strategies for scaffolding, differentiating, and reteaching.

The goal, actions, metrics, and actions will continue as written in 2019-20, with the exception of Action 4d. The Growth Cycle Audit will discontinue as a practice held by the ACE organization, with monitoring shifting to school sites. The Action will be modified to reflect this shift, along with the supporting expenditures. The Measure on Growth Cycle proficiency score will be removed.

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

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.

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.

Actual

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

- Overall – **43%**, an increase of **+3%**, meeting the goal
- FRL – **43%**, establishing a baseline
- EL – **43%**, an increase of **+5%**, meeting the goal
- SPED – **38%**, an increase of **+7%**, meeting the goal

NOTE: As most of the school's population falls in the low-income subgroup, NWEA data for this subgroup was not disaggregated in previous years. Beginning in 2018-19, this subgroup data is being disaggregated.

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

- Overall – **45%**, an increase of **+1%**, meeting the goal
- FRL – **44%**, establishing a baseline
- EL – **44%**, an increase of **+9%**, meeting the goal
- SPED – **41%**, an increase of **+6%**, meeting the goal

NOTE: As most of the school's population falls in the low-income subgroup, NWEA data for this subgroup was not disaggregated in

Expected

Actual

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 ELPAC.

previous years. Beginning in 2018-19, this subgroup data is being disaggregated.

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

- TBD

NOTE: ACE developed this metric to align with how progress will be reported on the CA School Dashboard, however, the Dashboard has yet to report this indicator.

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	\$3570 1300 – Principal \$3362 1300 – Assistant Principal \$33490 1100 – Teachers \$83725 1100 – Teachers (Intervention) LCFF Supplemental & Concentration

Action 5c

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	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.	\$5547 2300 – Managing Director of Operations and Vision \$3064 2300 – Academic Operations Manager \$17007 1300 – Assistant Principal \$15650 1100 – Lead Teachers LCFF Supplemental & Concentration	\$5625 2300 – Managing Director of Operations and Vision \$3443 2300 – Academic Operations Manager \$16810 1300 – Assistant Principal \$21223 1100 – Lead Teachers LCFF Supplemental & Concentration

Action 5d

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
5d. ACE will leverage differentiated curriculum to ensure all students are developing at their optimal rate of progression.	5d. ACE leveraged differentiated curriculum to ensure all students are developing at their optimal rate of progression.	\$12250 4403 – Software LCFF Supplemental & Concentration	\$4971 4403 – Software LCFF Supplemental & Concentration

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** - All teachers host office hours twice a week after school, to provide additional support and help students catch up on missing assignments. The “lead” and “lag” model of instruction continued to be implemented, with lag classes enabling teachers to focus instruction that targets student needs in ELA and Math.
- **Response to Intervention (RTI)** - An RTI Lead was established, to oversee the RTI process and continue to refine the RTI model. The RTI Lead attended Multi-tiered Support Systems (MTSS) trainings led by the county, to help evaluate what elements are in place and what areas of the model need to be built out further. The RTI Lead ensures students are moving forward, that action plans are being created, and that plans are being implemented to support student progress.
- **English Language Development (ELD)** - An ELD Lead was established, who provides bi-monthly professional development in ELD best practices and has a release period to observe and coach teachers on implementation. Integrated ELD instruction for EL students is provided daily in all classes to support access to content instruction and improve students' ability to express their understanding of content material. Designated ELD instruction is also provided for EL students, using ELD standards and tailored to student language needs.
- **Personalized Curriculum** - The English 3d program by Kae Kinsella was piloted in the Fall. As the program felt siloed from the other experiences in the school day, students and teachers felt that this time felt “siloed” and as a result did not hold purpose. The school shifted its approach in the Spring, integrating specific ELD lessons on language demand a strategic points within the College Readiness and “Lag” class programming. As these lessons feel more connected, students are responding better to this programming.

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 ELA and Mathematics, overall and in all subgroups.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Investment in Actions was slightly higher than budgeted for this Goal, in alignment with slightly higher than forecasted revenues. This was uniform across salaries in Actions 5a, 5b, and 5c. The cost of software in 5d was lower than expected.

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** - Continue with office hours and “lead” and “lag” model of instruction, to provide targeted intervention for struggling students.
- **Response to Intervention (RTI)** - Continue refinement of the RTI/MTSS model to support consistent implementation of tiered services aligned to student needs.
- **English Language Development (ELD)** - The ELD Lead will be spearheading work to deepen teacher understanding of the ELD Framework and Standards, with a focus on language levels and language demands. Increase time spent on Designated ELD.
- **Personalized Curriculum** - Continue refinement of the RTI/MTSS model to support consistent implementation of tiered services aligned to student needs.

The goal, actions, metrics, and actions will continue as written in 2019-20.

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.

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.

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.

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

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

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

- ACE Empower Overall – TBD

Expected

higher than that of the closest district school is met, overall and for all significant subgroups.

Actual

- 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>\$8925 1300 – Principal \$16810 1300 – Assistant Principal \$61586 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	\$0 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** - An ELD Lead was established, who provides bi-monthly professional development in ELD best practices and has a release period to observe and coach teachers on implementation.
- **Student Goal Setting** - Launched the Sown to Grow platform, 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 checked-in with students on a regular basis, provide feedback and coaching in goal areas.
- **College Knowledge** - The College Readiness program shifted its focus to supporting SEL development in 2018-19. An SEL Lead provided weekly guidance to College Readiness teachers in lesson development. College Awareness programming will be brought back as a focus in 2019-20.
- **Assessment Practice** - The grading practice has shifted to being standards-based, with student progress toward mastery as the base for reporting. In the Fall, Science teachers spent two network days engaging with the NGSS science map and developing benchmarks within the Edulastic online platform. The California Science Test (CAST) Interim Assessments were not available in the Fall, but will be implemented in the Spring and ongoing to provide data that will be used to inform instruction.

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** – The use of Sown to Grow has supported students and teachers in goal setting and monitoring, facilitated by the shift to standards-based grading. SBAC results were not available at the time of reporting, so effectiveness against measures has yet to be evaluated.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Investment in Actions was slightly higher than budgeted for this Goal, in alignment with slightly higher than forecasted revenues. ANet License was not purchased.

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** - Instructional leaders are engaged in RELAY training, which will support data driven instruction through aggressive monitoring of student work with a focus on how student progress is being monitored and how students are provided with timely feedback. The book Getting Better Faster will be used as a common text to root the community in a sense of urgency around developing instructional practice, with the book's rubric used to help norm what rigor looks like in the classroom.
- **Student Goal Setting** - Increase consistency in implementation of Sown to Grow platform, to support student ownership of learning goals and tracking of teacher feedback and reflection with students.
- **College Knowledge** - Bring College Awareness/Access programming back into the College Readiness program.
- **Assessment Practice** - Continue implementation of the SBAC and CAST Interims and ongoing refinement of use to inform instruction.

The goal and actions will continue as written in 2019-20, with the exception of the comparison Measure that will be adjusted to compare 8th grade student performance between low-income Latino students at ACE and the closest district school. Given the gentrification of San Jose and ACE's focus on serving the most underserved populations, this shift will provide an important comparison point.

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 2018-19 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>\$1413268 1000 – Certificated Personnel 3000 – Benefits \$109233 2000 – Classified Personnel 3000 – Benefits LCFF Base</p>	<p>\$ 923725 1000 – Certificated Personnel \$ 140378 2000 – Classified Personnel \$485545 3000 – Benefits LCFF Base, Categorical, & Other Revenues</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>\$233333 4000 – Books and Supplies LCFF Base</p>	<p>\$299348 4000 – Books and Supplies LCFF Base, Categorical, & Other Revenues</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.	\$0 4000 – Equipment LCFF Base Funded in Action 7b	\$0 4000 – Equipment LCFF Base, Categorical, & Other Revenues Funded in Action 7b

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.	\$1709761 5000 – Professional Services (Instructional) LCFF Base	\$1563289 5000 – Professional Services (Instructional & Administrative) LCFF Base, Categorical, & Other Revenues

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. Maintain depreciating capital as necessary to support strong school operations.	\$0 5000 – Professional Services (Administrative) LCFF Base Funded in Action 7d	\$0 Funded in Action 7d \$2000 5000 – Professional Services 6000 – Depreciating Capital LCFF Base, Categorical, & Other Revenues Funded in

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.

Expenditures shifted based on Object Code, dependent on hiring classification (Certificated, Classified, Contract). Depreciating Capital was added to expenditures in Action 7e.

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 largely continue as written in 2018-19, with the exception of Actions 7d and 7e which will be regrouped to include Expenditures for Depreciating Capital and Other Outgo.

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** to gather input, with student focus groups held to dive into areas of strength and areas for growth.
- **Families** - A family survey was administered in **May** to gather input, with family focus groups held 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. The SSC and ELAC provided input on the LCAP in their Spring meetings.
- **Staff** - A staff survey was administered in **November** and **May** to gather input. The draft of the Annual Update was shared in **May**, for input on implementation, effectiveness, and adjustments for 2019-20.
- **Board and Community - Board and Community - Board and Community** - The 2018-19 Annual Update and 2019-20 LCAP was reviewed by the Board and Community in a Public Hearing on **June 12, 2019** and approved by the Board in a Public Hearing on **June 18, 2019**.

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 that behavior problems tend to happen when substitutes are teaching. They requested increased training for students and families on what bullying looks like and how to address it. Finally, they requested a change from khaki pants to black pants for the uniform bottoms to support ease of purchase and keeping clean.

Families

- **Parent Engagement** - Families would like to see increased participation and accountability for parents, which they feel could be supported by establishing of parent leaders for each grade level.
- **Extra-curricular Activities** - Families would like to see increased extracurricular offerings, both through field trips and after-school programming. A focal point was on cultural offerings, such as dance, film, and history.

Teachers

- **School Culture** - Teachers would like to see smaller class sizes to support classroom culture, as well as counseling for all students. There was also an expressed desire for digital literacy training for students on how to be a good digital citizen.

College-Ready Confidence

Students

- **Enrichment and Technology** – Students would like to have more access to technology in core classrooms, as well as PE for all students..

Families

- **Academic Program** - Families would like more emphasis on reading and increased homework for students.

Teachers

- **Serving Special Populations** - Teachers desire increased consistency in supporting students with special needs, as well as reading intervention for all students.
- **Next Generation Science Standards** - Teachers would like to have technology support access to science benchmarks.

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	\$15082
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	\$10400 \$17415
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

Unchanged

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	\$26000 \$17500
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

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	\$1875 \$3841
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)

Modified Goal

NOTE: Removed one measure. Modified Expenditures for 2b and Actions/Expenditures for 2f.

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.	40%	Baseline +1%, or Proficient (70% or higher)	2017-18 +1%, or Proficient (70% or higher)	Measure Removed
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% is met, as measured by staff survey.	79%	Baseline +1%, or 90% or higher	2017-18 +1%, or 90% or higher	2018-19 +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 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	\$10400
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

Modified (Expenditures)

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	\$2072 \$12746
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 5000 – Field Trips

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	\$17415
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	\$26000 \$17500
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

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	\$1875 \$3768
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

Modified (Action & Expenditures)

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, 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	\$0
Source	LCFF Supplemental & Concentration	LCFF Supplemental & Concentration	LCFF Base, Categorical, & Other Revenue
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	Funded in Action 7a

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

Modified Goal

NOTE: Modified Action/Expenditures for 3f.

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	\$20800
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

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	\$24860
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	\$17415
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	\$5200 \$80000
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	\$15000
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

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, 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	\$3841
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

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

Modified Goal

NOTE: Removed one measure. Modified Expenditures for 4a.

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)	Measure Removed

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	\$4650 \$1341
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

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	\$26223 \$27590
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	\$0
Source	LCFF Supplemental & Concentration	LCFF Supplemental & Concentration	LCFF Base
Budget Reference	4403 - Software	4403 – Software 5000 – Professional Contract	Funded in Goal 7

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, 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)

Modified Goal

NOTE: Modified Expenditures for 5b.

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	\$8741 \$60952 \$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 – Assistant Principal 1100 – Teachers 1100 – Interventionists

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	\$5850 \$2000 \$17482 \$22072
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)

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

Unchanged

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	\$5220
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

NOTE: Modified comparative measure to focus on low-income Latino subgroup.

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 subgroup at the closest district school is met, for the low-income Latino subgroup.	<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, for the low-income Latino subgroup.</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	\$9282 \$17482 \$64050
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	\$0
Source	LCFF Supplemental & Concentration	LCFF Supplemental & Concentration	LCFF Base
Budget Reference	4403 - Software	4403 - Software	Funded in Goal 7

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)

Modified Goal

NOTE: Modified Actions/Expenditures for 7d and 7e.

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	\$794573 \$27303 \$404872
Source	LCFF Base	LCFF Base	LCFF Base, Categorical, & Other Revenues
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	\$253138
Source	LCFF Base	LCFF Base	LCFF Base, Categorical, & Other Revenues
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, Categorical, & Other Revenues
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

Modified

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 and to support operations, including student recruitment, records, and annual audit.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$952326	\$1722507	\$1418691
Source	LCFF Base	LCFF Base	LCFF Base, Categorical, & Other Revenues
Budget Reference	5000 – Professional Services (Instructional)	5000 – Professional Services (Instructional)	5000 – Professional Services (Instructional & Administrative)

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

Modified

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. Maintain depreciating capital as necessary to support strong school operations.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Funded in Action 7d	Funded in Action 7d	\$3000
Source	LCFF Base	LCFF Base	LCFF Base, Categorical, & Other Revenues
Budget Reference	5000 – Professional Services (Administrative)	5000 – Professional Services (Administrative)	6000 – Capital Outlay

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds

\$ 665,646

Percentage to Increase or Improve Services

35.04%

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/fq/ac/sal/>). (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?