

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: ACE Empower Academy

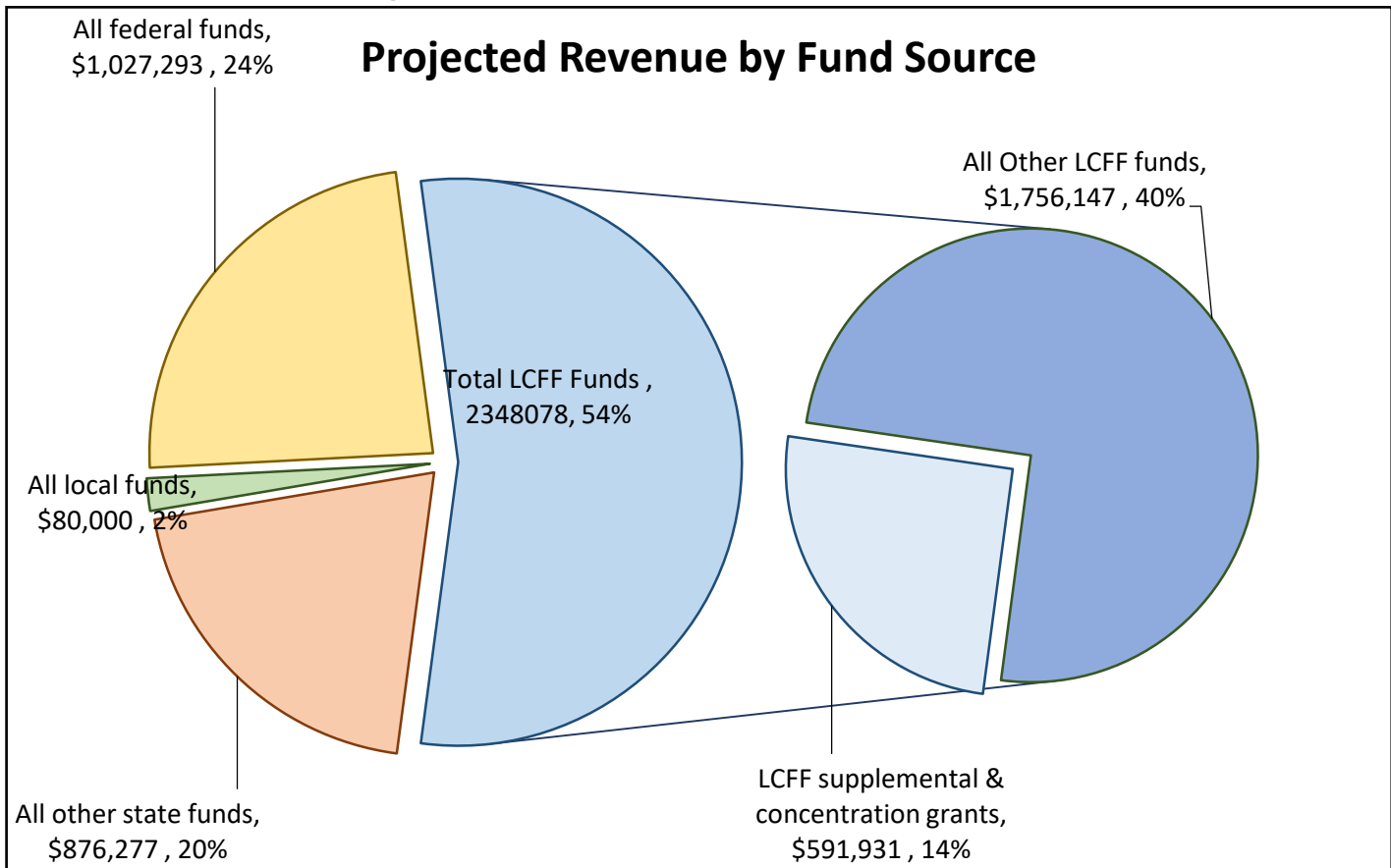
CDS Code: 43104390116814

School Year: 2021 – 22

LEA contact information: Lisamarie Reid, lreid@acecharter.org

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

Budget Overview for the 2021 – 22 School Year

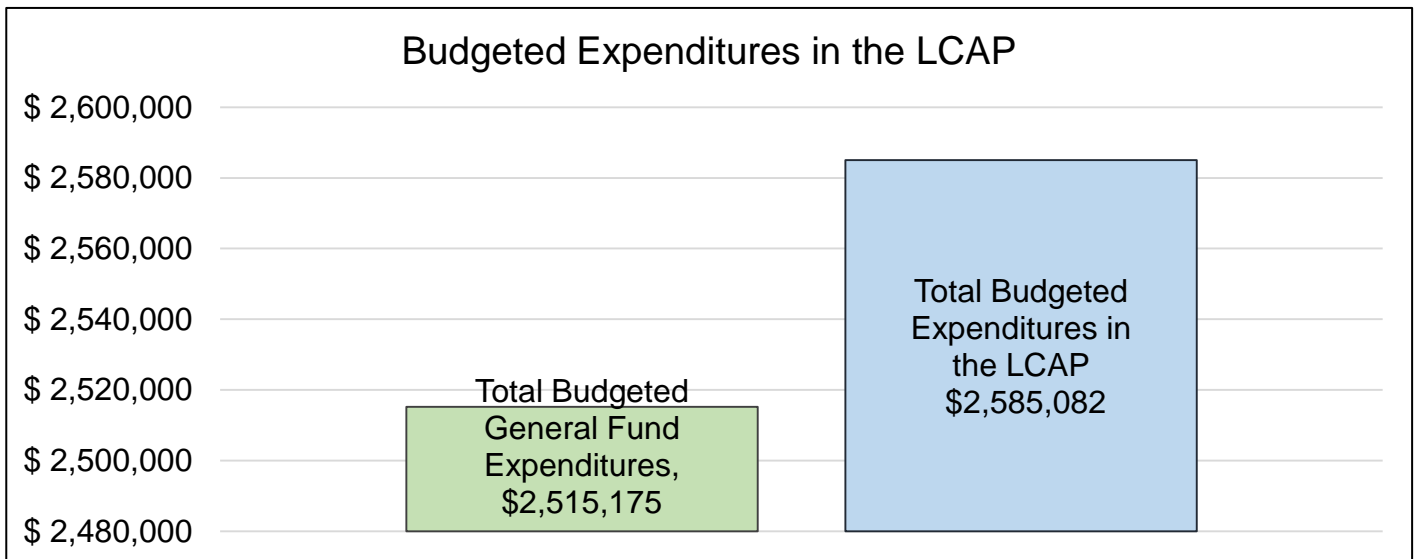


This chart shows the total general purpose revenue ACE Empower Academy expects to receive in the coming year from all sources.

The total revenue projected for ACE Empower Academy is \$4,331,648.00, of which \$2,348,078.00 is Local Control Funding Formula (LCFF), \$876,277.00 is other state funds, \$80,000.00 is local funds, and \$1,027,293.00 is federal funds. Of the \$2,348,078.00 in LCFF Funds, \$591,931.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much ACE Empower Academy plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

ACE Empower Academy plans to spend \$2,515,175.00 for the 2021 – 22 school year. Of that amount, \$2,585,082.00 is tied to actions/services in the LCAP and \$-69,907.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

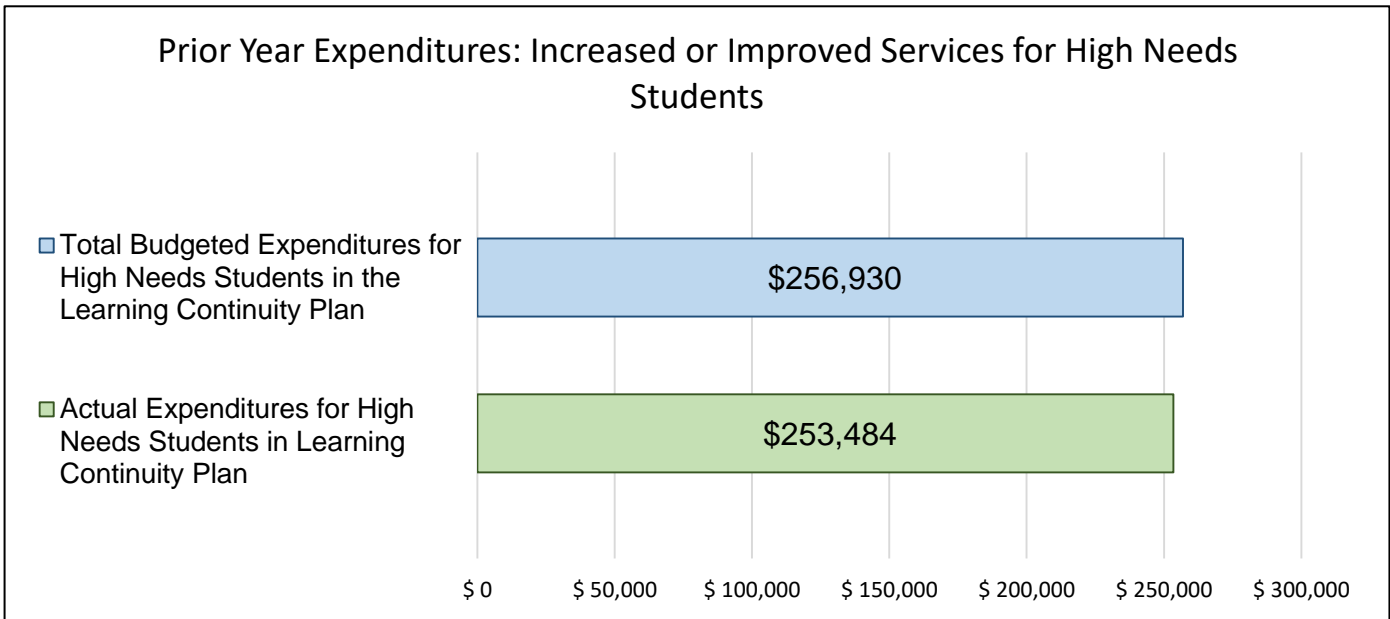
Not Applicable as all expenses included

Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, ACE Empower Academy is projecting it will receive \$591,931.00 based on the enrollment of foster youth, English learner, and low-income students. ACE Empower Academy must describe how it intends to increase or improve services for high needs students in the LCAP. ACE Empower Academy plans to spend \$622,561.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020 – 21



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

In 2020 – 21, ACE Empower Academy's Learning Continuity Plan budgeted \$256,930.00 for planned actions to increase or improve services for high needs students. ACE Empower Academy actually spent \$253,484.00 for actions to increase or improve services for high needs students in 2020 – 21. The difference between the budgeted and actual expenditures of \$3,446.00 had the following impact on ACE Empower Academy's ability to increase or improve services for high needs students:

The \$3,446 underspend relative to the LCP is not material and is related more to campus redesign costs that were delayed and since only small group in-person instruction was offered to high needs students, no

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
ACE Empower Academy	Lisamarie Reid	lreid@acecharter.org 408-729-3920

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

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 Measurable Outcomes

Expected	Actual
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.	95% of students returned
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.	Overall suspension rate of 10.0%, goal not met
The percent of expulsions will decrease from previous year by -0.5% until goal of being lower than closest district school is met.	0% expulsion rate, meeting the goal

Actions / Services

Planned Action/Service	Budgeted Expenditures	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.	\$15,082	\$15,390
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.	\$27,815	\$28,916
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.	\$43,500	\$44,675
1d. ACE will monitor aspects of student engagement to ensure efficacy of the actions listed and make adjustments as needed.	\$5716	\$0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Not Applicable

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Continued and attracted growth in the student body and maintained a high student retention rate of 95%

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 Measurable Outcomes

Expected	Actual
The % of students who rate the ACE culture as effective will increase by 1% until the goal of 90% is met	No actual measurement due to pandemic
The % of families who rate the ACE culture as effective will increase by 1% until the goal of 90% is met	No actual measurement due to pandemic
The % of families who rate the ACE culture as effective will increase by 1% until the goal of 90% is met	No actual measurement due to pandemic

Actions / Services

Planned Action/Service	Budgeted Expenditures	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.	\$10,400	\$10,840

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.	\$14,818	\$10,951
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.	\$17,415	\$17,920
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)	\$43,500	\$44,981
2e. ACE will monitor aspects of student engagement and learning via an online tool, to build transparency between school, student, and home.	\$5643	\$0
2f. ACE will actively monitor engagement, analyzing data and making adjustments as necessary to ensure an optimistic, celebratory school environment.	\$0	\$0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Certain expenses associated with events that were not held due to the pandemic were used to support distance learning, technology and food service distribution once the pandemic broke and schools were in shelter-in-place.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

ACE maintained good momentum through the year to focus on Instilling a Culture of Optimism and continued to do so, even in the pandemic despite the initial challenges posed from transitioning to Distance Learning.

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 Measurable Outcomes

Expected	Actual
The average daily attendance rate will increase by 1% annually until goal of 95% is met overall and for all significant subgroups, as measured by attendance audit.	Due to the pandemic, ADA was cut off in Feb 2020 and which was in line
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.	No actual measurement due to pandemic
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.	No actual measurement due to pandemic
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.	No actual measurement due to pandemic

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.

No actual measurement due to pandemic

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
3a. ACE will support staff in learning and implementing strategies and approaches that foster an optimistic mindset and college-ready habits and attitudes through summer institute, weekly professional development, and ongoing coaching as needed.	\$20,800	\$21,100
3b. ACE will support families in deepening understanding of an optimistic mindset and college-ready habits and attitudes via Cafecitos, workshops, and events.	\$24,860	\$18,860
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.	\$17,415	\$17,800
3d. ACE will connect students and families with community-based mental health providers to support student social and emotional well-being and development.	\$85,200	\$86,000
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.	\$15,000	\$0
3f. ACE will actively monitor engagement, analyzing data and making adjustments as necessary to support an optimistic mindset and college-ready habits and attitudes.	\$3841	\$0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Not applicable as actions were implemented. Some of these expenses were incurred in a Distance Learning environment once the pandemic broke. The sports club offering was not possible once the pandemic broke.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

ACE maintained good momentum through the year to focus on Instilling a Culture of Optimism and continued to do so, even in the pandemic despite the challenges posed of transitioning to Distance Learning.

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 Measurable Outcomes

Expected	Actual
No measure	n/a

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
4a. ACE teachers will be supported in thoughtful planning and use of data to design curriculum backwards from standards, via summer institute, data days, weekly professional development, and grade/subject area meetings.	\$5,991	\$7,000
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.	\$53,813	\$55,243
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.	\$0	\$0
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.	\$0	\$0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Not applicable as actions were implemented.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

ACE has inculcated a strong focus on the usage of data to inform instruction through the use of weekly data meetings and organization-wide Network days that allows for collaboration across teachers.

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 Measurable Outcomes

Expected	Actual
The percent of students who are high growth or high achieving in ELA as measured by the NWEA will increase by +1% annually until the goal of 85% is met, overall and for all significant subgroups.	No actual measurement due to pandemic
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.	No actual measurement due to pandemic
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.	No actual measurement due to pandemic

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
5a. ACE will provide focused support in ELA and Math, with built in intervention.		

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).	\$111,693	\$113,332
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.	\$47,404	\$32,822
5d. ACE will leverage differentiated curriculum to ensure all students are developing at their optimal rate of progression.	\$5,220	\$4,500

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Not applicable as actions were implemented.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

In the absence of the Dashboard and the pandemic, not possible to assess.

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 Measurable Outcomes

Expected	Actual
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.	No actual measurement due to pandemic
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.	No actual measurement due to pandemic
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.	No actual measurement due to pandemic
The percent of 8th Grade students who are level 3 or 4 in Math as measured by the SBAC will increase by +1% until the goal of being higher than that of the closest district school is met, for the low-income Latino subgroup.	No actual measurement due to pandemic

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
6a. ACE teachers will be supported in creating Advisory curriculum and a mentoring practice that prepares students for college, via summer institute, data days, weekly professional development, and grade/subject area meetings.	\$90,814	\$58,188
6b. ACE students will be supported in setting goals, identifying strategies, and monitoring achievement via Advisory and student-led conferences.	\$0	\$0

6c. ACE will develop student college knowledge through a variety of experiences in the culture calendar, including annual college visits.	\$0	\$0
6d. ACE will monitor students' college readiness via mastery of standards, utilizing benchmark assessments.	\$0	\$0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Not applicable as actions were implemented.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Progress made with Advisory/College Seminar but college trips and other experiential offerings were not possible due to the pandemic.

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 Measurable Outcomes

Expected	Actual
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.	Annual LCFF budget revenue and expenses were aligned and accounted for on an annual basis.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
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.	\$794573 \$27303 \$404872	\$TBD
7b. Acquire and maintain books, materials, and supplies necessary to support classroom instruction and school operations.	\$253138	\$TBD
7c. Purchase and maintain equipment necessary to support program, including furniture, office equipment, hardware, and software.	\$0	\$0
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.	\$1418691	\$TBD
7e. Maintain depreciating capital as necessary to support strong school operations.	\$3000	

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Not applicable as actions were implemented.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Strong financial and governance controls were implemented.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
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Renaissance Star 360 Assessment Package math and reading in grades 9-12	\$1,238	\$1,238	Y
Renaissance MyON Reading and Accelerated Reader Program grades 9-12	\$6,488	\$6,488	
Hiring of 4 Resident Teachers to ensure course coverage	\$188,416	\$168,944	Y
HVAC facilities upgrades, outdoor classroom enhancements	\$125,000	\$89,100	Y
Purchasing of additional cleaning supplies and PPE	\$17,500	\$21,600	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

No substantive differences, except for outdoor classroom enhancements due to pandemic and associated timing.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Part of the challenge was because of the extended shelter-in-place a lot of the work that was planned could not be done in-person and a majority of it was all done virtually

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Chromebooks purchased for all students	\$69,863	\$107,100	Y
Hotspots purchases for students needing connectivity	\$27,840	\$14,300	Y

Curriculum and software purchased to support Distance Learning: Schoology, Pear Deck, STEM Scopes, Learn Zillion, Freckle Mant, Accelerated Reader, Whetstone, NEWSELA, Go Guardian	\$38,353	\$37,167	Y
Community Ambassadors for outreach and communication with families	\$33,150	\$19,603	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Technology purchases all made (no difference). Only difference was in the Community Ambassadors as it took time to get them hired. However, the CAs were hired.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Some of the challenges revolved around setting up the requisite systems and protocols to measure attendance and participation. Also, it took some while to get teachers and students trained on the Technology side. Despite these challenges, ACE feels that the program was a moderate success (given the challenges and the newness of the Distance Learning requirements)

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
STAR 360 assessments, Accelerated Reader, MyON reader	\$7,725	\$7,725	Y
5% of Teacher FTE is dedicated to analyzing data and creating reteach plans	\$41,248	\$40,250	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

No substantive differences

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

The learning loss has been challenging. Despite that, a decent number of students were able to graduate High School on time. 2021-22 will continue to have a strong focus on addressing learning loss once school re-opens for In-Person instruction

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Despite being remote until school re-opened for small groups in April 2021, ACE has continued to focus on ensuring that all service requirements were being addressed and in some cases, discussions with the families were also had to ensure that the students could also get some level of support at home from the family while still being in Distance Learning mode.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Almost all the family engagement activities through April 2021, have been achieved primarily through phone calls and community engagement platform-based informational bulletins. More recently, there has been some selective pupil and family engagement as some of the students returned to school for small group in-person instruction.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Food service and nutrition was coordinated with the District and families were constantly updated on community efforts supporting food distribution and nutrition.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental health support	Full-time Counselor and Interns	\$86,800	\$78,200	Y
School Nutrition	Food distribution costs and personnel	\$107,539	\$122,144	Y
Pupil & Family Engagement	Community Ambassadors	\$33,150	\$19,603	Y

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Took a little time to hire the Community Ambassadors and hence, a lower amount was spent.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

The goal is to focus on primarily offering in-person instruction for the ACE students. We believe that a combination of a more robust classroom experience (given the time away from school due to the pandemic) coupled with a strong focus on re-enforcing the optimistic culture and social-emotional well-being is informing the development of goals and actions in the 2021-24 LCAP. Continued focus on STAR assessments, evaluation of offering co-curricular activities, offering a Summer Program more focused on re-energizing students to the school environment coupled with enrichment activities.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

ACE has adopted specific goals as part of its Strategic Plan that focus on addressing student engagement, student learning and goal-setting, continued focus on rigorous standards-based and data-informed classroom instruction.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

None

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Due to the absence of assessments, ACE relied on administering interim assessments based on the STAR platform to determine student academic progress and determine academic regression. These will continue to strongly inform the goals contained in the 2021-24 LCAP.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth

students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,
 - Pupil Participation and Progress,
 - Distance Learning Professional Development,
 - Staff Roles and Responsibilities, and
 - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education
January 2021

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
ACE Empower Middle	Greg Lippman, CEO	glippman@acecharter.org 408.677.1546

Plan Summary 2021-2024

General Information

A description of the LEA, its schools, and its students.

ACE Empower serves the traditionally underserved students of San Jose, of whom:

- 94% are socio-economically disadvantaged
- 97% are Latino
- 51% are ELs
- 13% have special needs

Reflections: Successes

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

ACE Empower has the following strengths:

- Average daily attendance rates were 93-95% overall and across subgroups, either close to or meeting the school goal.
- Survey data indicated a high level of satisfaction with ACE's ability to develop optimism and a growth-mindset within families, but lower among students and staff.
- ELs making annual progress toward English proficiency is rated Medium.

Reflections: Identified Need

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

ACE Empower has the following areas of need:

- Average daily attendance rates were 93-95% overall and across subgroups, either close to or meeting the school goal.
- Chronic absence is rated Orange on the CA Schools Dashboard and there are differences within the subgroups that need to be addressed. The SPED subgroup is rated Red, which is two bands from the average, with the Latino subgroup rated Orange, and socio-economically disadvantaged and EL subgroups rated Yellow.
- Suspension rates were rated Orange on the CA Schools Dashboard overall and for the Latino and SPED subgroups, and Yellow for the socio-economically disadvantaged and EL subgroups.
- As rated on the CA Schools Dashboard, achievement in ELA is rated Red overall and for all subgroups. Math is rated Orange overall and for the Latino and socio-economically disadvantaged subgroups, but Red for the EL and SPED subgroups.

LCAP Highlights

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

The ACE Empower LCAP is aligned to the ACE Strategic Plan. Goal areas are as follows:

- **Goal 1** - Voice and Choice focuses on student attendance, chronic absenteeism, suspension, expulsion, and student and parent feedback and input. The desired outcome of goal 1 is to have students learn and be given ample opportunity to develop resilience, personal agency, and a commitment to their learning and their future.
- **Goal 2** - Academic and Personal Growth focuses on academic indicators and performance measures, specifically looking at growth measures. The desired outcome of goal 2 is for students to make sufficient growth both in terms of their academic skills and knowledge as well as their personal capacity to be successful in school and life.
- **Goal 3** - College Readiness tracks and monitors student college readiness indicators, such as performance on class grades and credits, as well as performance on state assessments, in comparison to the state's dashboard. The desired outcome of goal 3 is for students to gain the academic knowledge and skills necessary to succeed in college and beyond.
- **Goal 4** - Student and family engagement ensure ACE continues to seek and address student and family input. The desired outcome is for students and families to be engaged with the school community while ultimately demonstrating, independently, an optimistic mindset and college-ready habits and attitudes.
- **Goal 5** - Organizational & Financial Strength ensures the proper hiring of classified and certificated staff as well as ensuring ACE schools secure both curricular materials, but also proper school site facilities so the implementation of the comprehensive ACE program occurs.

Comprehensive Support and Improvement

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

Schools Identified

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

Not applicable

Support for Identified Schools

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

Not applicable

Monitoring and Evaluating Effectiveness

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

Not applicable

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

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

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

A summary of the feedback provided by specific stakeholder groups.

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

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

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

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

- Increasing frequency of physical education

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

The following Goals contain Actions directly related to this feedback:

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

Goals and Actions

Goal 1

Goal 1	Description
<p>Voice and Choice</p>	<p>Maintenance of Progress Goal: Students who are traditionally disengaged and underachieving, with a focus on students who are socio-economically disadvantaged, Latino, are ELs, or have special needs, will receive direct outreach to build both home-to-school connection as well as promote attendance and behavioral patterns that support their academic and social-emotional success. School structures and systems will promote a positive school culture as well as growth-mindset and sense of optimism in students that further promotes engagement, increasing attendance while decreasing chronic absence, suspension, and expulsion rates.</p> <p>This Maintenance of Progress Goal supports the following ACE Strategic Plan Goal:</p> <ul style="list-style-type: none"> • Goal 1a - Voice and Choice - Students will learn and be given ample opportunity to develop resilience, personal agency, and a commitment to their learning and their future.

An explanation of why the LEA has developed this goal.

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

Within ACE Empower’s student body, 94% are socio-economically disadvantaged, 97% are Latino, 51% are ELs, and 13% have special needs. Pre-pandemic indicators show that:

- Average daily attendance rates were 93-95% either close to or meeting the school goal. However, The Latino, EL, and SPED subgroups had a lower attendance rate than the overall population with the SPED subgroup being the lowest.
- Chronic absence is rated Orange on the CA Schools Dashboard and there are differences within the subgroups that need to be addressed. The SPED subgroup is rated Red, which is two bands from the average, with the Latino subgroup rated Orange, and socio-economically disadvantaged and EL subgroups rated Yellow. Again, the Latino, EL, and SPED subgroups had a higher chronic absence rate than the overall population with the SPED subgroup being the highest.
- Suspension rates were rated Orange on the CA Schools Dashboard overall and for the Latino and SPED subgroups, and Yellow for the socio-economically disadvantaged and EL subgroups. The suspension rate for the SPED subgroup was significantly higher.
- Survey data indicated a high level of satisfaction with ACE’s ability to develop optimism and a growth-mindset within families, but lower among students and staff.

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

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

Actions for this goal reflect both the needs reflected in data and stakeholder input on how to maintain progress and continue to refine ACE's work in this area. In addition, a new action and measure focused on the newly implemented Sown to Grow platform and program are included.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24																				
Average Daily Attendance - Increase by 0.5% annually on average or meet goal of 95% overall and for all significant subgroups, as measured by attendance audit and reported in CALPADS.	<table border="1"> <tr> <td>Overall</td> <td>94%</td> </tr> <tr> <td>Latino</td> <td>94%</td> </tr> <tr> <td>FRL</td> <td>95%</td> </tr> <tr> <td>SPED</td> <td>93%</td> </tr> <tr> <td>EL</td> <td>94%</td> </tr> </table>	Overall	94%	Latino	94%	FRL	95%	SPED	93%	EL	94%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	<table border="1"> <tr> <td>Overall</td> <td>≥ 95%</td> </tr> <tr> <td>Latino</td> <td>≥ 95%</td> </tr> <tr> <td>FRL</td> <td>≥ 95%</td> </tr> <tr> <td>SPED</td> <td>94.5%</td> </tr> <tr> <td>EL</td> <td>≥ 95%</td> </tr> </table>	Overall	≥ 95%	Latino	≥ 95%	FRL	≥ 95%	SPED	94.5%	EL	≥ 95%
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Chronic Absence - Decrease by 20% of gap between baseline and goal annually on average	<table border="1"> <tr> <td>Overall</td> <td>16.6%</td> </tr> </table>	Overall	16.6%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	<table border="1"> <tr> <td>Overall</td> <td>13.4%</td> </tr> </table>	Overall	13.4%																
Overall	16.6%																								
Overall	13.4%																								

<p>until the goal of less than 10% is met overall and for all significant subgroups, as measured by attendance audit and reported on CA Schools Dashboard.</p>	<table border="1"> <tr><td>Latino</td><td>16.9 %</td></tr> <tr><td>FRL</td><td>15.8 %</td></tr> <tr><td>SPED</td><td>24.6 %</td></tr> <tr><td>EL</td><td>16.8 %</td></tr> </table>	Latino	16.9 %	FRL	15.8 %	SPED	24.6 %	EL	16.8 %					<table border="1"> <tr><td>Latino</td><td>13.5 %</td></tr> <tr><td>FRL</td><td>14.2 %</td></tr> <tr><td>SPED</td><td>18.1 %</td></tr> <tr><td>EL</td><td>13.5 %</td></tr> </table>	Latino	13.5 %	FRL	14.2 %	SPED	18.1 %	EL	13.5 %				
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Latino	13.5 %																									
FRL	14.2 %																									
SPED	18.1 %																									
EL	13.5 %																									
<p>Suspension - Decrease by 1% annually on average until the goal of 8% or less is met, overall and for all significant subgroups, as measured by discipline audit and reported on CA Schools Dashboard.</p>	<table border="1"> <tr><td>Overall</td><td>10%</td></tr> <tr><td>Latino</td><td>10.2 %</td></tr> <tr><td>FRL</td><td>9.1%</td></tr> <tr><td>SPED</td><td>15.4 %</td></tr> <tr><td>EL</td><td>10.6 %</td></tr> </table>	Overall	10%	Latino	10.2 %	FRL	9.1%	SPED	15.4 %	EL	10.6 %	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]		<table border="1"> <tr><td>Overall</td><td>≤ 8.0%</td></tr> <tr><td>Latino</td><td>≤ 8.0%</td></tr> <tr><td>FRL</td><td>≤ 8.0%</td></tr> <tr><td>SPED</td><td>11.2%</td></tr> <tr><td>EL</td><td>≤ 8.0%</td></tr> </table>	Overall	≤ 8.0%	Latino	≤ 8.0%	FRL	≤ 8.0%	SPED	11.2%	EL	≤ 8.0%
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EL	≤ 8.0%																									
<p>Expulsion - Maintain goal of less than 0.5%, as measured by discipline audit and reported on DataQuest.</p>	<table border="1"> <tr><td>Overall</td><td>0 %</td></tr> </table>	Overall	0 %					<table border="1"> <tr><td>Overall</td><td>< 0.5%</td></tr> </table>	Overall	< 0.5%																
Overall	0 %																									
Overall	< 0.5%																									
<p>Survey - Percent of students who report having strong relationships with ACE staff will increase by 5% of</p>	<table border="1"> <tr><td>Students</td><td>TBD</td></tr> </table>	Students	TBD	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]		<table border="1"> <tr><td>Students</td><td>TBD</td></tr> </table>	Students	TBD																
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<p>baseline annually on average until the goal of 100% is met, as measured by student survey.</p>	<p><i>2020-21 Survey Results in Process</i></p>				<p><i>2020-21 Survey Results in Process</i></p>												
<p>Survey - Percent of students, families, and staff who report ACE develops a sense of optimism and hope about students' futures will increase by 5% of baseline annually on average until the goal of 70% is met, as measured by student survey.</p>	<table border="1"> <tr> <td>Students</td> <td>67%</td> </tr> <tr> <td>Families</td> <td>82%</td> </tr> <tr> <td>Staff</td> <td>75%</td> </tr> </table>	Students	67%	Families	82%	Staff	75%	<p>[Insert outcome here]</p>	<p>[Insert outcome here]</p>	<p>[Insert outcome here]</p>	<table border="1"> <tr> <td>Students</td> <td>≥ 70%</td> </tr> <tr> <td>Families</td> <td>≥ 70%</td> </tr> <tr> <td>Staff</td> <td>≥ 70%</td> </tr> </table>	Students	≥ 70%	Families	≥ 70%	Staff	≥ 70%
Students	67%																
Families	82%																
Staff	75%																
Students	≥ 70%																
Families	≥ 70%																
Staff	≥ 70%																
<p>Annual Audit - Percent of students who complete personal growth goals and reflections on a regular basis will increase by 5% of baseline annually on average until the goal of 70% is met, as measured by annual audit.</p>	<table border="1"> <tr> <td>Students</td> <td>TBD</td> </tr> </table> <p><i>2020-21 Survey Results in Process</i></p>	Students	TBD	<p>[Insert outcome here]</p>	<p>[Insert outcome here]</p>	<p>[Insert outcome here]</p>	<table border="1"> <tr> <td>Students</td> <td>TBD</td> </tr> </table> <p><i>2020-21 Survey Results in Process</i></p>	Students	TBD								
Students	TBD																
Students	TBD																

Actions

Action #	Title	Description	Total Funds	Contributing
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1a	Recruitment Campaign	The ACE target students are those who have been underserved, and as a result are often disengaged and underachieving, who predominantly are Latino, from low-income households, are English Learners, and have special needs. <u>ACE will</u> invest in a Manager of Community Engagement and Community Ambassadors, to support student recruitment. <u>This will result in</u> a focus on recruiting this student demographic, while also working to achieve a stronger balance reflective of the community in terms of racial and ethnic diversity, socio-economic diversity, and percent of English Learners and students with Special Needs. <u>This will lead to</u> the ACE serving students from low-income families with its targeted program and student demographics becoming more ethnically diverse and include more students with low incidence special needs served by ACE.	Manager of Community Engagement \$10063 Community Ambassadors \$7000	Y
1b	Attendance Intervention	<u>The ACE Office Manager will</u> ensure active communication between the school and home. <u>This will result in</u> immediate communication regarding student absences, as well as developing support plans with families via home visits and conferences. <u>This will lead to</u> increased attendance and decreased chronic absence for all subgroups that are not meeting state targets for chronic absence, including students who are socio-economically disadvantaged, are ELs, and have special needs.	Office Manager \$21250	Y
1c	Agency & Resiliency Program	ACE is in its first year of adoption of the Sown to Grow platform, which supports students goal setting, work completion, and reflection with their teachers working as active coaches in this process. Over the next LCAP cycle, <u>ACE will</u> leverage this platform to support students in developing personal agency, a growth mindset, and ownership of their learning and future. It will enhance the existing structures of College Readiness class, Student-Led Conferences, and Office Hours. <u>This will result in</u> a growth mindset and greater sense of optimism about their future for students who are socio-economically disadvantaged, English Learners, have special needs, are homeless, or are foster youth. <u>This will lead to</u> higher rates of goal setting and completion as measured by annual audit, which in turn builds a growth mindset and optimism about students' futures.	Sown to Grow Platform \$4000 Sown to Grow Training \$3000	Y
1d	Community & Culture Program	The ACE target students are those who have been underserved, and as a result are often disengaged and underachieving. Under the direction of the Dean of Students, <u>ACE will</u> continue to utilize a proactive Culture	Dean of Culture \$24950	Y

		<p>Calendar of events, experiences, and recognitions to nurture a positive and celebratory school culture and sense of community focused on growth. It will enhance the existing structures of Ganas points earned individually and by house and tracked in the Kickboard platform; community building and competitions between interage “houses”; and the ability to use points toward rewards individually and by house. <u>This will result in</u> a school culture that engages students who have higher rates of absence and suspension, including socio-economically disadvantaged youth and students with special needs. <u>This will lead to</u> both higher ratings on the sense of optimism as measured by survey and regular attendance, which in turn are correlated to higher academic achievement.</p>	<p>Kickboard Platform \$3000</p> <p>Student Rewards & Celebrations \$2000</p>	
1e	PBIS and Counseling Program	<p><u>ACE will</u> invest in a Program Specialist to develop, implement, and oversee a Positive Behavior Intervention System (PBIS) at the school. A counselor will be employed to work specifically with students with highest rates of chronic absence including the SPED and socio-economically disadvantaged subgroups. <u>This will result in</u> a positive, safe and responsive learning environment, with uniform responses to behavior via a trauma-informed behavior matrix. <u>This will lead to</u> high engagement for students, which will increase attendance and lower chronic absence. The trauma-informed model will also lead to decreases in suspension rates, especially for students with special needs, as well as students who are socio-economically disadvantaged.</p>	<p>Program Specialist \$8111</p> <p>Counselor \$0</p>	Y

Goal 2

Goal 2	Description
<p>Academic and Personal Growth</p>	<p>Focus Goal: Students who are ELs, have special needs, or are academically under-achieving receive the targeted support necessary to ensure they achieve at their optimal pace and the achievement gap between ELs and students with special needs and the general population is reduced, while increasing achievement levels overall.</p> <p>This Focus Goal supports the following ACE Strategic Plan Goal: <u>Goal 1b - Academic and Personal Growth</u> - Students will make sufficient growth both in terms of their academic skills and knowledge as well as their personal capacity to be successful in school and life.</p>

An explanation of why the LEA has developed this goal.

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

Within ACE Empower’s student body, 51% are ELs and 13% have special needs.

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

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

In conjunction with SCCOE, ACE developed a multi-year plan for refining its integrated and designated ELD programs in alignment with the CA Framework. Core work in this area during this LCAP three-year plan is in ensuring consistent integrated ELD across classrooms and subject areas, through ongoing observation and coaching of teacher practice with this focus. In addition, an ELD teacher will support the continued design, scheduling, and implementation of designated ELD by level and coherent implementation of English 3D curriculum.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
MTSS - Percent of ACE students who are receiving tiered support based on academic performance and other individual data is 100%, as measured by annual audit.	100 %	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	100 %
ELPAC – Percent of English Learners making annual progress toward English language proficiency will meet the goal of increasing by 5% of baseline annually on average until the goal of 55% (High) is met OR being the same or higher than the local district and state averages, as measured by the ELPAC and reported on the California Schools Dashboard.	Medium 44.6%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	Medium 51.6% OR Meet or exceed District and State
STAR Reading - Percent of students who meet annual reading growth	Overall I TB D	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	Overall TB I D

<p>targets will increase by 5% annually on average until the goal of 70% is met overall and for the EL and SPED subgroups, as measured by the Renaissance Star Reading Assessment.</p>	<table border="1"> <tr> <td>SPED</td> <td>TB D</td> </tr> <tr> <td>EL</td> <td>TB D</td> </tr> </table> <p>Final assessments in process</p>	SPED	TB D	EL	TB D				<table border="1"> <tr> <td>SPED</td> <td>TB D</td> </tr> <tr> <td>EL</td> <td>TB D</td> </tr> </table>	SPED	TB D	EL	TB D
SPED	TB D												
EL	TB D												
SPED	TB D												
EL	TB D												
<p>Survey - Percent of students and families who report awareness of, and satisfaction with, supports that they are receiving increases by 5% of baseline annually on average until the goal of 70% is met, as measured by annual survey.</p>	<table border="1"> <tr> <td>TB D</td> </tr> </table> <p>Final assessments in process</p>	TB D	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	<table border="1"> <tr> <td>TB D</td> </tr> </table>	TB D						
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Actions

Action #	Title	Description	Total Funds	Contributing
2a	MTSS Program	<p><u>ACE will</u> invest in a Program Specialist to further refine and develop the MTSS framework. This will result in a clear cycle of inquiry for how students move through the MTSS process, with scaffolded supports and interventions. <u>This will result in</u> early intervention, ensuring students receive the small group and individual supports needed in the core classroom prior to potential identification. <u>This will lead to</u> both higher success of students with special needs and those within the MTSS process (most of who are socio-economically disadvantaged), as well as higher engagement.</p>	<p>Program Specialist \$11588</p> <p>School Psych \$12875</p>	Y

2b	PBIS Program	<p><u>ACE will invest</u> in a Dean of Students to implement a Positive Behavior Intervention System at the School Site. Specific focus will be placed on students who are struggling, with a focus on students who are socio-economically disadvantaged and have special needs. <u>This will result in</u> a safe, supportive, and responsive learning environment in which students receive uniform responses and supports to their social-emotional and behavioral needs. <u>This will lead to</u> higher engagement and time on task, in turn supporting student achievement for students with special needs and who are socio-economically disadvantaged.</p>	Dean of Culture \$24950	Y
2c	ELD Program	<p><u>ACE will invest</u> in an ELD Teacher to provide oversight of the ELD program and support in the implementation of designated ELD instruction for English Learners using the English 3D curriculum. <u>This will result in</u> the development of an ELD Playbook, stronger alignment of Designated ELD instruction to the ELD Standards and students' language levels, increased efficacy in the implementation of the English 3D curriculum, and more consistent push-in and pull-out ELD. <u>This will lead to</u> an increase in the percentage of students who are ELs that are making annual progress in English Proficiency as measured by the ELPAC.</p>	ELD Teacher \$46750 English 3D \$2500	Y
2d	ELD Instruction	<p>In collaboration with the ELD Teacher, <u>ACE will</u> utilize instructional coaching by the AP of Curriculum to strengthen the Integrated ELD program in alignment with the ELD Playbook through ongoing observation and feedback cycles to support this objective. <u>This will result in</u> systematization, monitoring, and enhanced implementation of comprehensive integrated ELD across all grade levels and subject areas, to scaffold both the content vocabulary and the forms and function of language required. <u>This will lead to</u> an increase in percentage of students who are ELs meeting annual progress in English Proficiency as measured by the ELPAC.</p>	ELD Teacher \$46750 AP of Curriculum \$29688	Y

Goal 3

Goal 3	Description
<p>College Readiness</p>	<p>Broad Goal: Students who have traditionally been underserved, and therefore are underachieving, will receive a comprehensive, college and career preparatory education that rapidly accelerates learning and remediates gaps. The instructional program is designed to serve students who are socio-economically disadvantaged, Latino, are ELs, or have special needs. School structures and systems will provide scaffolds and differentiated instruction based on data, to ensure every student receives the supports to progress at their optimal pace. ACE will focus on strengthening of instructional practice through coaching and the use of robust curriculum and assessment tools to achieve this goal.</p> <p>This Maintenance of Progress Goal supports the following ACE Strategic Plan Goal:</p> <ul style="list-style-type: none"> • Goal 1c - College Readiness - Students will gain the academic knowledge and skills necessary to succeed in college and beyond.

An explanation of why the LEA has developed this goal.

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

Within ACE Empower’s student body, 94% are socio-economically disadvantaged, 97% are Latino, 51% are ELs, and 13% have special needs. Pre-pandemic indicators show that:

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

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

<p>SBAC in ELA - The distance from meeting proficiency at Level 3 in ELA (DF3) overall and for each significant subgroup will be decreased by 10% of the gap annually on average, overall and for all subgroups.</p>	<table border="1"> <tr><td>Overall</td><td>-77.2</td></tr> <tr><td>Latino</td><td>-79</td></tr> <tr><td>FRL</td><td>-78.1</td></tr> <tr><td>SPED</td><td>-128.2</td></tr> <tr><td>EL</td><td>-89.2</td></tr> </table>	Overall	-77.2	Latino	-79	FRL	-78.1	SPED	-128.2	EL	-89.2	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	<table border="1"> <tr><td>Overall</td><td>-56.3</td></tr> <tr><td>Latino</td><td>-57.6</td></tr> <tr><td>FRL</td><td>-56.9</td></tr> <tr><td>SPED</td><td>-93.5</td></tr> <tr><td>EL</td><td>-65.0</td></tr> </table>	Overall	-56.3	Latino	-57.6	FRL	-56.9	SPED	-93.5	EL	-65.0
Overall	-77.2																								
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<p>SBAC in Math - The distance from meeting proficiency at Level 3 in ELA (DF3) overall and for each significant subgroup will be decreased by 10% of the gap annually on average, overall and for all subgroups.</p>	<table border="1"> <tr><td>Overall</td><td>-86.7</td></tr> <tr><td>Latino</td><td>-89.4</td></tr> <tr><td>FRL</td><td>-86.2</td></tr> <tr><td>SPED</td><td>-163.2</td></tr> <tr><td>EL</td><td>-97.2</td></tr> </table>	Overall	-86.7	Latino	-89.4	FRL	-86.2	SPED	-163.2	EL	-97.2	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	<table border="1"> <tr><td>Overall</td><td>-63.2</td></tr> <tr><td>Latino</td><td>-65.2</td></tr> <tr><td>FRL</td><td>-62.8</td></tr> <tr><td>SPED</td><td>-118.9</td></tr> <tr><td>EL</td><td>-70.8</td></tr> </table>	Overall	-63.2	Latino	-65.2	FRL	-62.8	SPED	-118.9	EL	-70.8
Overall	-86.7																								
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<p>Survey - Percent of students, families, and staff who report ACE develops college-readiness will increase by 5% of baseline annually on average until the goal of 70% is met, as measured by student survey.</p>	<table border="1"> <tr><td>Students</td><td>62%</td></tr> <tr><td>Families</td><td>81%</td></tr> <tr><td>Staff</td><td>75%</td></tr> </table>	Students	62%	Families	81%	Staff	75%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	<table border="1"> <tr><td>Students</td><td>≥ 70%</td></tr> <tr><td>Families</td><td>≥ 70%</td></tr> <tr><td>Staff</td><td>≥ 70%</td></tr> </table>	Students	≥ 70%	Families	≥ 70%	Staff	≥ 70%								
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Staff	≥ 70%																								

Actions

Action #	Title	Description	Total Funds	Contributing
3a	Scaffold Curriculum	<u>ACE will</u> strengthen scaffolds within its core curriculum model, through use of technology that allows for embedded supports and monitoring (PearDeck, Go Formative, Freckle) as well as supplemental activities (BrainPop, Achieve3000). <u>This will result in</u> differentiated learning experiences within the adopted curriculum based on student need, with scaffolds for grade level material and supplemental material provided at students' level. <u>This will lead to</u> higher levels of student achievement for subgroups who are currently not meeting the ELA, Math, and CCI indicators on the CA Schools Dashboard including students who are socio-economically diverse, English Learners, and/or have special needs.	PearDeck \$2000 Freckle \$0 BrainPop \$1500	Y
3b	Strengthen Instruction	<u>ACE will</u> develop strength in instructional practice and consistency across classrooms and subject areas, under the supervision of the Chief of Schools and Director of Academics, through initial summer onboarding and then observation and coaching by a dedicated Instructional Coach at least every other week and in weekly data meetings to inform instruction. Coaches will use the Relay "Get Better Faster" Scope and Sequence, which they are each trained in to support this work. All teacher observation and feedback will be tracked in Whetstone to provide "bite sized" actionable feedback to promote rapid progress. <u>This will result in</u> implementation with fidelity of the core and supplemental curriculum aligned to the CCSS and NGSS, differentiated learning experiences within the adopted curriculum based on student need, and utilization of high-leverage instructional practices that place the cognitive load on students. <u>This will lead to</u> higher levels of student achievement for subgroups who are currently not meeting the ELA, Math, and CCI indicators on the CA Schools Dashboard including students who are socio-economically diverse, English Learners, and/or have special needs.	Chief of Schools \$15050 Director of Academics \$17500 AP of Curriculum \$59375 Summer Institute \$61062 Relay Institute \$5000 Whetstone \$1500	Y

3c	Assessment Platform	<p><u>ACE will</u> contract with Venture Leadership Consulting (VLC) to select and implement a data warehouse platform. <u>This will result in</u> centralization of data from across internal and external data sources, making it more accessible by teachers and school leaders for informing program and instruction, and for students and families in monitoring progress. <u>This will lead to</u> more targeted and rapid response to student needs within subgroups who are not meeting achievement standards both academically, social-emotionally, and behaviorally with a focus on students who are socio-economically disadvantaged, are ELs, or have special needs. It will also lead to increased student and family agency, as a result of having on demand access to all data.</p>	<p>VLC Contract \$2188</p> <p>Data Platform \$3200</p>	Y
3d	Assessment Practice	<p><u>ACE will</u> invest in a Data Director to gather, store, and disseminate data from multiple partners via an online platform. This will include the core assessments from STAR Renaissance and Achievement Network, as well as the Surveys and Progress Monitoring from the Core Collaborative. <u>This will result in</u> a robust Common Core and SEL aligned assessment practice that provides ongoing data on student mastery of standards and preparation for college as well as development of social-emotional and behavioral mindsets, which teachers will then actively use to inform instruction and address whole class, small group, and individual needs. Support will be provided from their instructional coach as detailed above. <u>This will lead to</u> more targeted and rapid response to student needs, especially for subgroups who are not meeting achievement standards academically, social-emotionally, and behaviorally including those who are socio-economically disadvantaged, are ELs, or have special needs.</p>	<p>Data Lead \$17500</p> <p>STAR Renaissance \$7800</p> <p>CORE Collaborative \$7500</p>	Y
3e	College Seminar Program	<p><u>ACE will</u> invest in a College Seminar program for all students specifically designed to meet the needs of youth who are socio-economically disadvantaged and therefore are traditionally underserved and achieving below grade level. <u>This will result in</u> tailored curriculum that develops the knowledge, skills, and mindsets necessary to become college and career ready through active goal setting, action planning, and reflection. In addition, it will include a curriculum that develops college knowledge and awareness for students who are most</p>	<p>College Seminar Teachers \$61062</p>	Y

		frequently first generation college going. <u>This will lead to</u> increased levels of college and career readiness as measured by the SBAC in MS and CCI indicator in HS, as well as A-G completion.		
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Goal 4

Goal #	Description
Family Engagement & Empowerment	Maintenance of Progress Goal: ACE Families are empowered through structures that recognize and support them in being full partners in their children’s education, and promote their agency and voice in the life of the school.

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24												
Survey - Percent of students, families, and staff who report ACE develops a sense of optimism and hope about students’ futures will increase by 5% of baseline annually on average until the goal of 70% is met, as measured by student survey.	<table border="1"> <tr> <td>Students</td> <td>67%</td> </tr> <tr> <td>Families</td> <td>82%</td> </tr> <tr> <td>Staff</td> <td>75%</td> </tr> </table>	Students	67%	Families	82%	Staff	75%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	<table border="1"> <tr> <td>Students</td> <td>≥ 70%</td> </tr> <tr> <td>Families</td> <td>≥ 70%</td> </tr> <tr> <td>Staff</td> <td>≥ 70%</td> </tr> </table>	Students	≥ 70%	Families	≥ 70%	Staff	≥ 70%
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Survey - Percent of students, families, and staff who report ACE develops college-readiness will increase by 5% of baseline annually on average until the goal of 70% is met, as measured by student survey.	Students	62%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	Students	≥ 70%
	Families	81%				Families	≥ 70%
	Staff	75%				Staff	≥ 70%

Actions

Action #	Title	Description	Total Funds	Contributing
4a	Family Engagement & Involvement Program	<p><u>ACE will</u> invest in a broad program to engage and involve families, under the direction of a Director and Manager of Community Engagement and with the support of a Parent Organizer. This will result in Cafécitos, student-led conferences, college readiness workshops, parent panels, family inclusion on hiring and decision-making committees (i.e. the Community Task Force focused on COVID-19 response), and continued development of the parent ambassador and community ambassador programs. <u>This will lead to</u> families being empowered and being full partners in their child’s education, resulting in higher levels of optimism and college-readiness as expressed in the annual survey.</p>	Director of Community Engagement \$14375 Manager of Community Engagement \$20000 Parent Organizer \$13000	Y
4b	Family Programming	<p><u>ACE will</u> develop and invest in a Community Ambassador Program. <u>This will result in</u> the development of family leaders, who will have voice and agency in ensuring the ACE program directly meets student and family needs. Cafécitos and other programming will be designed by families, aligned to both ways of supporting their students as well as basic needs such as food security, immigration rights, and ELD. <u>This</u></p>	Dean of Culture \$12475	Y

		<u>will lead to</u> families being empowered and being full partners in their child's education, resulting in higher levels of optimism and college-readiness as expressed in the annual survey.		
4c	Community Ambassador Program	<u>ACE will</u> develop and invest in a Community Ambassador Program. <u>This will result in</u> the development of family leaders, who will have voice and agency in ensuring the ACE program directly meets student and family needs. Cafécitos and other programming will be designed by families, aligned to both ways of supporting their students as well as basic needs such as food and housing security, immigration rights, and ELD. <u>This will lead to</u> families being empowered and being full partners in their child's education, resulting in higher levels of optimism and college-readiness as expressed in the annual survey	Community Ambassadors \$28000	Y

Goal 5

Goal #	Description
5	ACE is an operationally-sound organization with the capacity to carry out Goals 1-4.

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

Actions

Action #	Title	Description	Total Funds	Contributing
5a	Staffing	ACE will hire, develop, and retain a certificated and classified staff (including benefits) to support implementation of the goals and actions.	1000, 2000, 3000 Series	N

		<u>This will result in</u> a staff that is aligned to the ACE Mission and Vision and equipped for their assignment. <u>This will lead to</u> 100% of staff appropriately credentialed for their assignment.	\$1186340	
5b	Curriculum and Materials	<u>ACE will</u> acquire and maintain books, materials, and supplies necessary to support classroom instruction and school operations. <u>This will result in</u> high quality, standards-aligned, and grade-level curricular materials. <u>This will lead to</u> a quality instructional program.	4000 Series \$48514	N
5c	Contracting, Equipment, & Facility	<u>ACE will</u> contract professional services to support instructional program; contract professional services to support operations, including student recruitment, records, and annual audit; and purchase and maintain equipment necessary to support program, including furniture, office equipment, hardware, and software; and contract a facility. <u>This will result in</u> a strong organization and physical site for learning. <u>This will lead to</u> the the organization's longevity.	5000, 6000, 7000 Series \$727667	N

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
33.71%	\$591,931

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

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

For Goals 1, 3, and 4, ACE has utilized supplemental and concentration dollars in a school-wide manner, given the extremely high percentage of unduplicated pupils. The dollars have been spent in alignment with the school's strategic plan, across three core areas that are specifically designed as the foundation of a program meant to serve the specific needs of socio-economically disadvantaged youth:

Voice and Choice

- ACE attracts and retains students who have been served poorly by the traditional system
- School staff create an optimistic, celebratory school environment based on ACE values that inspires growth, promotes student learning

College-Readiness

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

Family Engagement

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

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

Academic and Personal Growth

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

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

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

**Local Control and
Accountability Plan (LCAP)
Expenditure Tables Template**

Data Entry Table: Inclusion as part of the LCAP Template is optional

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	a	Recruitment Campaign - Director of Commu	Low-income, Speci	Yes	LEA-wide	Low-income, El Middle Schoo	Ongoing	\$ 10,063			\$ -	\$ -	\$ -	\$ -	\$ 10,063
1	a	Recruitment Campaign - Manager of Commu	Low-income, Englis	Yes	LEA-wide	Low-income, El Middle Schoo	Ongoing	\$ 14,000							\$ 14,000
1	a	Recruitment Campaign - Community Ambass	Low-income, Speci	Yes	LEA-wide	Low-income, El Middle Schoo	Ongoing	\$ 7,000			\$ -	\$ -	\$ -	\$ -	\$ 7,000
1	b	Attendance Intervention - Office Manager	Low-income, Englis	Yes	LEA-wide	Low-income, El Middle Schoo	Ongoing	\$ 21,250			\$ -	\$ -	\$ -	\$ -	\$ 21,250
1	c	Agency & Resiliency Program - Sown to Grov	Low-income, Englis	Yes	LEA-wide	Low-income, El Middle Schoo	Ongoing		\$ 4,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 4,000
1	c	Agency & Resiliency Program - Sown to Grov	Low-income, Englis	Yes	LEA-wide	Low-income, El Middle Schoo	Ongoing		\$ 3,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 3,000
1	d	Community & Culture Program - Dean of Cult	Low-income, Englis	Yes	LEA-wide	Low-income, El Middle Schoo	Ongoing	\$ 24,950			\$ -	\$ -	\$ -	\$ -	\$ 24,950
1	d	Community & Culture Program - Kickboard Pi	Low-income, Englis	Yes	LEA-wide	Low-income, El Middle Schoo	Ongoing		\$ 3,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 3,000
1	d	Community & Culture Program - Student Rev	Low-income, Englis	Yes	LEA-wide	Low-income, El Middle Schoo	Ongoing		\$ 2,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,000
1	e	PBIS & Counseling Program - Program Speci	Low-income, Englis	Yes	LEA-wide	Low-income, El Middle Schoo	Ongoing	\$ 8,111			\$ -	\$ -	\$ -	\$ -	\$ 8,111
1	e	PBIS & Counseling Program - Counselor	Low-income, Englis	Yes	LEA-wide	Low-income, El Middle Schoo	Ongoing	\$ -			\$ -	\$ -	\$ -	\$ -	\$ -
2	a	MTSS Program - Program Specialist	Low-income, SPED	Yes	LEA-wide	Low-income, El Middle Schoo	Ongoing	\$ 11,588			\$ -	\$ -	\$ -	\$ -	\$ 11,588
2	a	MTSS Program - School Psych	Low-income, SPED	Yes	LEA-wide	Low-income, El Middle Schoo	Ongoing	\$ 12,875			\$ -	\$ -	\$ -	\$ -	\$ 12,875
2	b	PBIS Program - Dean of Culture	Low-income, SPED	Yes	LEA-wide	Low-income, El Middle Schoo	Ongoing	\$ 24,950			\$ -	\$ -	\$ -	\$ -	\$ 24,950
2	c	ELD Program - ELD Teacher	English Learners	Yes	LEA-wide	English Learner Middle Schoo	Ongoing	\$ 46,750			\$ -	\$ -	\$ -	\$ -	\$ 46,750
2	c	ELD Program - English 3D Curriculum	English Learners	Yes	LEA-wide	English Learner Middle Schoo	Ongoing		\$ 2,500	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,500
2	d	ELD Instruction - ELD Teacher	English Learners	Yes	LEA-wide	English Learner Middle Schoo	Ongoing	\$ 46,750			\$ -	\$ -	\$ -	\$ -	\$ 46,750
2	d	ELD Instruction - AP of Curriculum	English Learners	Yes	LEA-wide	English Learner Middle Schoo	Ongoing	\$ 29,688			\$ -	\$ -	\$ -	\$ -	\$ 29,688
3	a	Curriculum - PearDeck	Low-income, Englis	Yes	LEA-wide	Low-income, El Middle Schoo	Ongoing		\$ 2,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,000
3	a	Curriculum - BrianPop	Low-income, Englis	Yes	LEA-wide	Low-income, El Middle Schoo	Ongoing		\$ 1,500	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,500
3	b	Instruction - Chief of Schools	Low-income, Englis	Yes	LEA-wide	Low-income, El Middle Schoo	Ongoing	\$ 15,050			\$ -	\$ -	\$ -	\$ -	\$ 15,050
3	b	Instruction - Director of Academics	Low-income, Englis	Yes	LEA-wide	Low-income, El Middle Schoo	Ongoing	\$ 17,500			\$ -	\$ -	\$ -	\$ -	\$ 17,500
3	b	Instruction - AP of Curriculum	Low-income, Englis	Yes	LEA-wide	Low-income, El Middle Schoo	Ongoing	\$ 59,375			\$ -	\$ -	\$ -	\$ -	\$ 59,375
3	b	Instruction - Summer Institute	Low-income, Englis	Yes	LEA-wide	Low-income, El Middle Schoo	Ongoing	\$ 61,062			\$ -	\$ -	\$ -	\$ -	\$ 61,062
3	b	Instruction - Relay Institute	Low-income, Englis	Yes	LEA-wide	Low-income, El Middle Schoo	Ongoing		\$ 5,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 5,000
3	b	Instruction - Whetstone Platform	Low-income, Englis	Yes	LEA-wide	Low-income, El Middle Schoo	Ongoing		\$ 1,500	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,500
3	c	Assessment Platform - VLC Contract	Low-income, Englis	Yes	LEA-wide	Low-income, El Middle Schoo	Ongoing		\$ 2,188	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,188
3	c	Assessment Platform - Data Platform	Low-income, Englis	Yes	LEA-wide	Low-income, El Middle Schoo	Ongoing		\$ 3,200	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 3,200
3	d	Assessment Practice - Data Lead	Low-income, Englis	Yes	LEA-wide	Low-income, El Middle Schoo	Ongoing	\$ 17,500			\$ -	\$ -	\$ -	\$ -	\$ 17,500
3	d	Assessment Practice - STAR Renaissance	Low-income, Englis	Yes	LEA-wide	Low-income, El Middle Schoo	Ongoing		\$ 7,800	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 7,800
3	d	Assessment Practice - CORE Collaborative	Low-income, Englis	Yes	LEA-wide	Low-income, El Middle Schoo	Ongoing		\$ 7,500	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 7,500
3	e	College Seminar Program - Teachers	Low-income, Englis	Yes	LEA-wide	Low-income, El Middle Schoo	Ongoing	\$ 61,062							\$ 61,062
4	a	Family Engagement - Director of Community	Low-income, Englis	Yes	LEA-wide	Low-income, El Middle Schoo	Ongoing	\$ 14,375							\$ 14,375
4	a	Family Engagement - Manager of Community	Low-income, Englis	Yes	LEA-wide	Low-income, El Middle Schoo	Ongoing	\$ 20,000							\$ 20,000
4	a	Family Engagement - Parent Organizer	Low-income, Englis	Yes	LEA-wide	Low-income, El Middle Schoo	Ongoing	\$ 13,000							\$ 13,000
4	b	Family Programming - Dean of Culture	Low-income, Englis	Yes	LEA-wide	Low-income, El Middle Schoo	Ongoing	\$ 12,475							\$ 12,475
4	c	Family Programming - Community Ambassac	Low-income, Englis	Yes	LEA-wide	Low-income, El Middle Schoo	Ongoing	\$ 28,000							\$ 28,000
5	a	Staffing - 1000, 2000, 3000 Series	Low-income, Englis	No	LEA-wide	Low-income, El Middle Schoo	Ongoing	\$ 1,186,340							\$ 1,186,340
5	b	Curriculum and Materials - 4000 Series	Low-income, Englis	No	LEA-wide	Low-income, El Middle Schoo	Ongoing		\$ 48,514						\$ 48,514
5	c	Contracting, Equipment, and Facility - 5000, f	Low-income, Englis	No	LEA-wide	Low-income, El Middle Schoo	Ongoing		\$ 727,667						\$ 727,667

Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ -	\$ -	\$ -	\$ -	2,585,083	\$ 1,763,714	\$ 821,369

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	a	Recruitment Campaign - Director of Comm	Low-income, Speci	\$ -	\$ -	\$ -	\$ -	\$ 10,063
1	a	Recruitment Campaign - Community Amb	Low-income, Speci	\$ -	\$ -	\$ -	\$ -	\$ 7,000
1	b	Attendance Intervention - Office Manager	Low-income, Engli	\$ -	\$ -	\$ -	\$ -	\$ 21,250
1	c	Agency & Resiliency Program - Sown to G	Low-income, Engli	\$ -	\$ -	\$ -	\$ -	\$ 4,000
1	c	Agency & Resiliency Program - Sown to G	Low-income, Engli	\$ -	\$ -	\$ -	\$ -	\$ 3,000
1	d	Community & Culture Program - Dean of C	Low-income, Engli	\$ -	\$ -	\$ -	\$ -	\$ 24,950
1	d	Community & Culture Program - Kickboar	Low-income, Engli	\$ -	\$ -	\$ -	\$ -	\$ 3,000
1	d	Community & Culture Program - Student F	Low-income, Engli	\$ -	\$ -	\$ -	\$ -	\$ 2,000
1	e	PBIS & Counseling Program - Program Sp	Low-income, Engli	\$ -	\$ -	\$ -	\$ -	\$ 8,111
1	e	PBIS & Counseling Program - Counselor	Low-income, Engli	\$ -	\$ -	\$ -	\$ -	\$ -
2	a	MTSS Program - Program Specialist	Low-income, SPEC	\$ -	\$ -	\$ -	\$ -	\$ 11,588
2	a	MTSS Program - School Psych	Low-income, SPEC	\$ -	\$ -	\$ -	\$ -	\$ 12,875
2	b	PBIS Program - Dean of Culture	Low-income, SPEC	\$ -	\$ -	\$ -	\$ -	\$ 24,950
2	c	ELD Program - ELD Teacher	English Learners	\$ -	\$ -	\$ -	\$ -	\$ 46,750
2	c	ELD Program - English 3D Curriculum	English Learners	\$ -	\$ -	\$ -	\$ -	\$ 2,500
2	d	ELD Instruction - ELD Teacher	English Learners	\$ -	\$ -	\$ -	\$ -	\$ 46,750
2	d	ELD Instruction - AP of Curriculum	English Learners	\$ -	\$ -	\$ -	\$ -	\$ 29,688
3	a	Curriculum - PearDeck	Low-income, Engli	\$ -	\$ -	\$ -	\$ -	\$ 2,000
#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
3	a	Curriculum - BrianPop	Low-income, Engli	\$ -	\$ -	\$ -	\$ -	\$ 1,500
3	b	Instruction - Chief of Schools	Low-income, Engli	\$ -	\$ -	\$ -	\$ -	\$ 15,050
3	b	Instruction - Director of Academics	Low-income, Engli	\$ -	\$ -	\$ -	\$ -	\$ 17,500
3	b	Instruction - AP of Curriculum	Low-income, Engli	\$ -	\$ -	\$ -	\$ -	\$ 59,375
3	b	Instruction - Summer Institute	Low-income, Engli	\$ -	\$ -	\$ -	\$ -	\$ 61,062
3	b	Instruction - Relay Institute	Low-income, Engli	\$ -	\$ -	\$ -	\$ -	\$ 5,000
3	b	Instruction - Whetstone Platform	Low-income, Engli	\$ -	\$ -	\$ -	\$ -	\$ 1,500
3	c	Assessment Platform - VLC Contract	Low-income, Engli	\$ -	\$ -	\$ -	\$ -	\$ 2,188
3	c	Assessment Platform - Data Platform	Low-income, Engli	\$ -	\$ -	\$ -	\$ -	\$ 3,200
3	d	Assessment Practice - Data Lead	Low-income, Engli	\$ -	\$ -	\$ -	\$ -	\$ 17,500
3	d	Assessment Practice - STAR Renaissance	Low-income, Engli	\$ -	\$ -	\$ -	\$ -	\$ 7,800
3	d	Assessment Practice - CORE Collaborativ	Low-income, Engli	\$ -	\$ -	\$ -	\$ -	\$ 7,500
3	e	College Seminar Program - Teachers	Low-income, Engli	\$ -	\$ -	\$ -	\$ -	\$ 61,062
#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
4	a	Family Engagement - Director of Commu	Low-income, Engli					\$ 14,375
4	a	Family Engagement - Manager of Commu	Low-income, Engli					\$ 20,000
4	a	Family Engagement - Parent Organizer	Low-income, Engli					\$ 13,000
4	b	Family Programming - Dean of Culture	Low-income, Engli					\$ 12,475
4	c	Family Programming - Community Ambas	Low-income, Engli					\$ 28,000
5	a	Staffing - 1000, 2000, 3000 Series	Low-income, Engli					\$ 1,186,340
5	b	Curriculum and Materials - 4000 Series	Low-income, Engli					\$ 48,514
5	c	Contracting, Equipment, and Facility - 500	Low-income, Engli					\$ 727,667

Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$ -	\$ 608,562
LEA-wide Total:	\$ -	\$ 608,562
Limited Total:	\$ -	\$ -
Schoolwide Total:	\$ -	\$ -

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	a	Recruitment Campaign - Director of Comm	LEA-wide	Low-income, EL	Middle School	\$ -	\$ 10,063
1	b	Attendance Intervention - Office Manager	LEA-wide	Low-income, EL	Middle School	\$ -	\$ 21,250
1	c	Agency & Resiliency Program - Sown to G	LEA-wide	Low-income, EL	Middle School	\$ -	\$ 4,000
1	c	Agency & Resiliency Program - Sown to G	LEA-wide	Low-income, EL	Middle School	\$ -	\$ 3,000
1	d	Community & Culture Program - Dean of C	LEA-wide	Low-income, EL	Middle School	\$ -	\$ 24,950
1	d	Community & Culture Program - Kickboar	LEA-wide	Low-income, EL	Middle School	\$ -	\$ 3,000
1	d	Community & Culture Program - Student F	LEA-wide	Low-income, EL	Middle School	\$ -	\$ 2,000
1	e	PBIS & Counseling Program - Program Sp	LEA-wide	Low-income, EL	Middle School	\$ -	\$ 8,111
1	e	PBIS & Counseling Program - Counselor	LEA-wide	Low-income, EL	Middle School	\$ -	\$ -
2	a	MTSS Program - Program Specialist	LEA-wide	Low-income, EL	Middle School	\$ -	\$ 11,588
2	a	MTSS Program - School Psych	LEA-wide	Low-income, EL	Middle School	\$ -	\$ 12,875
2	b	PBIS Program - Dean of Culture	LEA-wide	Low-income, EL	Middle School	\$ -	\$ 24,950
2	c	ELD Program - ELD Teacher	LEA-wide	English Learners	Middle School	\$ -	\$ 46,750
2	c	ELD Program - English 3D Curriculum	LEA-wide	English Learners	Middle School	\$ -	\$ 2,500
2	d	ELD Instruction - ELD Teacher	LEA-wide	English Learners	Middle School	\$ -	\$ 46,750
2	d	ELD Instruction - AP of Curriculum	LEA-wide	English Learners	Middle School	\$ -	\$ 29,688
3	a	Curriculum - PearDeck	LEA-wide	Low-income, EL	Middle School	\$ -	\$ 2,000
#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
3	a	Curriculum - BrianPop	LEA-wide	Low-income, EL	Middle School	\$ -	\$ 1,500
3	b	Instruction - Chief of Schools	LEA-wide	Low-income, EL	Middle School	\$ -	\$ 15,050
3	b	Instruction - Director of Academics	LEA-wide	Low-income, EL	Middle School	\$ -	\$ 17,500
3	b	Instruction - AP of Curriculum	LEA-wide	Low-income, EL	Middle School	\$ -	\$ 59,375
3	b	Instruction - Summer Institute	LEA-wide	Low-income, EL	Middle School	\$ -	\$ 61,062
3	b	Instruction - Relay Institute	LEA-wide	Low-income, EL	Middle School	\$ -	\$ 5,000
3	b	Instruction - Whetstone Platform	LEA-wide	Low-income, EL	Middle School	\$ -	\$ 1,500
3	c	Assessment Platform - VLC Contract	LEA-wide	Low-income, EL	Middle School	\$ -	\$ 2,188
3	c	Assessment Platform - Data Platform	LEA-wide	Low-income, EL	Middle School	\$ -	\$ 3,200
3	d	Assessment Practice - Data Lead	LEA-wide	Low-income, EL	Middle School	\$ -	\$ 17,500
3	d	Assessment Practice - STAR Renaissance	LEA-wide	Low-income, EL	Middle School	\$ -	\$ 7,800
3	d	Assessment Practice - CORE Collaborativ	LEA-wide	Low-income, EL	Middle School	\$ -	\$ 7,500
3	e	College Seminar Program - Teachers	LEA-wide	Low-income, EL	Middle School	\$ -	\$ 61,062
#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
4	a	Family Engagement - Director of Commun	LEA-wide	Low-income, EL	Middle School	\$ -	\$ 14,375
4	a	Family Engagement - Manager of Commu	LEA-wide	Low-income, EL	Middle School	\$ -	\$ 20,000
4	a	Family Engagement - Parent Organizer	LEA-wide	Low-income, EL	Middle School	\$ -	\$ 13,000
4	b	Family Programming - Dean of Culture	LEA-wide	Low-income, EL	Middle School	\$ -	\$ 12,475
4	c	Family Programming - Community Ambas	LEA-wide	Low-income, EL	Middle School	\$ -	\$ 28,000
5	a	Staffing - 1000, 2000, 3000 Series	LEA-wide		Middle School	\$ -	\$ 1,186,340
5	b	Curriculum and Materials - 4000 Series	LEA-wide		Middle School	\$ -	\$ 48,514
5	c	Contracting, Equipment, and Facility - 500	LEA-wide		Middle School	\$ -	\$ 727,667

Annual Update Table Year 1

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:	#REF!	\$ -

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
1	a	Recruitment Campaign - Director of Communi	Yes	\$ 10,063	
1	a	Recruitment Campaign - Community Ambassa	Yes	\$ 7,000	
1	b	Attendance Intervention - Office Manager	Yes	\$ 21,250	
1	c	Agency & Resiliency Program - Sown to Grow	Yes	\$ 4,000	
1	c	Agency & Resiliency Program - Sown to Grow	Yes	\$ 3,000	
1	d	Community & Culture Program - Dean of Cultu	Yes	\$ 24,950	
1	d	Community & Culture Program - Kickboard Pl	Yes	\$ 3,000	
1	d	Community & Culture Program - Student Rew	Yes	\$ 2,000	
1	e	PBIS & Counseling Program - Program Specia	Yes	\$ 8,111	
1	e	PBIS & Counseling Program - Counselor	Yes	\$ -	
2	a	MTSS Program - Program Specialist	Yes	\$ 11,588	
2	a	MTSS Program - School Psych	Yes	\$ 12,875	
2	b	PBIS Program - Dean of Culture	Yes	\$ 24,950	
2	c	ELD Program - ELD Teacher	Yes	\$ 46,750	
2	c	ELD Program - English 3D Curriculum	Yes	\$ 2,500	
2	d	ELD Instruction - ELD Teacher	Yes	\$ 46,750	
2	d	ELD Instruction - AP of Curriculum	Yes	\$ 29,688	
3	a	Curriculum - PearDeck	Yes	\$ 2,000	
#REF!	#REF!	#REF!	#REF!	#REF!	
3	a	Curriculum - BrianPop	Yes	\$ 1,500	
3	b	Instruction - Chief of Schools	Yes	\$ 15,050	
3	b	Instruction - Director of Academics	Yes	\$ 17,500	
3	b	Instruction - AP of Curriculum	Yes	\$ 59,375	
3	b	Instruction - Summer Institute	Yes	\$ 61,062	
3	b	Instruction - Relay Institute	Yes	\$ 5,000	
3	b	Instruction - Whetstone Platform	Yes	\$ 1,500	
3	c	Assessment Platform - VLC Contract	Yes	\$ 2,188	
3	c	Assessment Platform - Data Platform	Yes	\$ 3,200	
3	d	Assessment Practice - Data Lead	Yes	\$ 17,500	
3	d	Assessment Practice - STAR Renaissance	Yes	\$ 7,800	
3	d	Assessment Practice - CORE Collaborative	Yes	\$ 7,500	
3	e	College Seminar Program - Teachers	Yes	\$ 61,062	
#REF!	#REF!	#REF!	#REF!	#REF!	
4	a	Family Engagement - Director of Community E	Yes	\$ 14,375	
4	a	Family Engagement - Manager of Community	Yes	\$ 20,000	
4	a	Family Engagement - Parent Organizer	Yes	\$ 13,000	
4	b	Family Programming - Dean of Culture	Yes	\$ 12,475	
4	c	Family Programming - Community Ambassa	Yes	\$ 28,000	
5	a	Staffing - 1000, 2000, 3000 Series	No	\$ 1,186,340	
5	b	Curriculum and Materials - 4000 Series	No	\$ 48,514	
5	c	Contracting, Equipment, and Facility - 5000, 6	No	\$ 727,667	

