§ 15497. Local Control and Accountability Plan and Annual Update Template.

<u>**Introduction:**</u>

LEA: ACE Empower Academy   **Contact:** Greg Lippman, Executive Director, glippman@acecharter.org, 408 677-1546

LCAP Year: 2014-15

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

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

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

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

Section 1: Stakeholder Engagement

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

Instructions: Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?

5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?

6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
How have stakeholders been involved/included? All key stakeholders at ACE have been involved from the beginning of the process of developing and finalizing the ACE LCAP. The ACE staff tasked with the development of the LCAP held a series of meetings and opportunities for feedback from ACE Board members, staff, students, and families. These included the following: 1. Board retreat and LCAP info and planning sessions, which included opportunities for ACE Board members to examine school goals in light of the organization's vision and mission, and to guide the process of allocation of resources to initiatives most directly in line with ACE's efforts to serve disengaged, low-performing students and their families. 2. Series of bilingual parent meetings at all ACE schools, both combining family members from all ACE schools and for individual schools. These meetings included presentation of school-based data, particularly the Reading and Math levels for students and student sub-groups. Families had an opportunity to review ACE performance, to learn about the LCFF and the LCAP process, and to make specific recommendations for further development of the ACE program to better serve high-need students.	Stakeholder feedback, both during info sessions/meetings as well as survey feedback, was critical in shaping both the near- and long-term priorities identified in this LCAP.

Involvement Process	Impact on LCAP
3. Series of meetings with students at ACE schools, where students were encouraged to surface particular challenges at their schools, and to come up with programs and possible investments that would address those challenges. The conversations with students were first shaped by ACE's high school students (ACE serves both middle and high school students in its network), who identified key college-readiness traits and outcomes that ACE needs to focus on to succeed in its mission to provide schools that prepare first-generation students to thrive in four-year colleges. Middle school students were given an opportunity to respond to these identified traits and outcomes, and brainstorm opportunities to make progress toward those outcomes at the middle school level. 4. Surveys were conducted with parents, students, and staff. There were two kinds of surveys conducted: first, the general schoolwide surveys (students, staff, families) that ACE conducts every year, and second, a targeted survey for staff to help surface areas of strength and necessary growth in ACE's work to support teachers in their work to meet the academic and school culture goals at their sites. Information from these surveys was used to help shape priorities in the development of the LCAP.	
What information was provided to stakeholders? The most important work that ACE schools do is captured in the phrase "Grow, Everyone, Every Day." That is the mission at every level of the ACE organization. The key data points that ACE uses to measure growth are 1) student proficiency levels on state-mandated standards-based tests, and 2) student growth on the NWEA test, an	The strongest impact on the development of the LCAP that grew out of the stakeholder data review was the definition of success at the schoolwide level for growth. In previous years, ACE had focused its metrics on an average growth target for the school, rather than further disaggregating the data to identify how many students were failing to meet the 1.5 years of growth annual target. LCAP revisions took into account this focus on the students not meeting the target, and allocating resources to serve those students.

Involvement Process	Impact on LCAP
adaptive on-line norm-referenced test which allows students, families, and teachers to see if students have met the school's key growth goal, i.e. 1.5 years of annual growth in Reading, Math, and Science. Stakeholders were given information regarding student performance on the California Standards Test at all grade levels, the California High School Exit Exam/CAHSEE (high school only), as well as NWEA growth scores, including average growth by school and grade level, as well as the percentage of students who met the 1.5 years of annual growth target. This data was disaggregated by grade-level and student sub-groups such as English Learners and Special Needs students. It bears mentioning that one demographic subgroup, low-income Latino students, comprises over 90% of the students at all ACE schools. As a result, it was made clear to stakeholders that schoolwide or grade-level data was to be understood as the performance of the low-income Latino subgroup.	In addition, the data analysis showed a significant dichotomy at the high school level on the CAHSEE between the greater success of 10th graders who had attended an ACE middle school, and those who had joined ACE as 9th graders. This also helped shape priorities and investments. The investigation of NWEA data also identified a pattern of greater progress in Reading than in Math, which helped focus the efforts of both the schools and the LCAP on further development of and investment in the Math program.
What changes, if any, were made to LCAP as a result of written comments? The vast majority of the "changes" to the LCAP were not changes but responses to comments, both verbal and written, as well as survey responses, that shaped the development of the LCAP process.	Written comments helped shape the particular areas of focus for the plan, especially in the area of co-curriculars. Written comments also provided necessary feedback regarding the growth goals in metrics regarding what will be improved for students over Years 1-3 of the plan.
What specific actions were taken to engage representative parents? At ACE, parent engagement is led by staff who have been specifically tasked with engaging families and sustaining their	Ensuring a broad base of parent participation in the LCAP meetings and brainstorms helped shape the focus on investments in preparing students for college and the need for co-curricular programs at every level.

Involvement Process	Impact on LCAP
engagement with the school. These staff members, called "Community Outreach Coordinators," are bilingual community members with a great deal of experience in soliciting parent input and encouraging parents to take leadership roles. These outreach staff work very closely with school leaders, with whom they identify outreach targets, plan and organize community events, home visits, and other opportunities for school-family interaction, and report back to the school community the results of their collaborative work with family members. The Community Outreach Coordinators, school leaders, and key central office staff developed a plan to ensure that all subgroups at the school were represented in the community LCAP info sessions and brainstorms, and the Outreach Coordinators kept a record of parent input which was used to shape the final LCAP. All family events for the LCAP included translation, food and child care, and were held on multiple dates to accommodate parent schedules and other needs. There was also an explicit focus on ensuring that parents of English Learners and Special Needs students were adequately represented at all meetings.	
In annual update, how has involvement of stakeholders supported improved outcomes for pupils? ACE has a long-established process of sharing information with stakeholders (and prospective students, families and staff) regarding the performance of its students, both schoolwide as well as broken out by key subgroups. This process will continue and be amplified in the annual update process, specifically at the school level, where family, student	All stakeholders focused their brainstorm and feedback sessions on improving ACE's performance in meeting its mission, more specifically the preparation of previously low-performing middle school students in high-need neighborhoods for four-year college success.

Involvement Process	Impact on LCAP
and staff groups will continue to deepen and formalize their analysis of student achievement data (and data regarding other school goals) through the LCAP review process.	

Section 2: Goals and Progress Indicators

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions:

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?

3) What are the LEA's goal(s) to address state priorities related to "Engagement" (e.g., pupil and parent)?
4) What are the LEA's goal(s) to address locally identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
	Goal 1: Ensure that all students have access to equitable conditions of learning through the following initiatives:							(Note: Numbers below indicate State Priority #; "Cascade" refers to ACE Strategic Plan
Need: Not 100% of teachers met all aspects of "highly qualified" **Metric:** Credential audits	1A: Students are taught by teachers with appropriate credentials	ALL	ALL		Increase percentage of highly qualified teachers to 100%	Maintain the percentage of highly qualified teachers at 100%	Maintain the percentage of highly qualified teachers at 100%	1
Need: Facilitate strong transition to Common Core-based academic program **Metric:** School leader walkthrough, classroom observations, inventory audits	1B: Provide Common Core State Standards (CCSS)-aligned materials and assessments to all teaching staff	ALL	ALL		100% of teachers have access to CCSS-aligned materials	100% of teachers have access to CCSS-aligned materials	100% of teachers have access to CCSS-aligned materials	1
Need: Comprehensive professional development program for academic staff around implementation of CCSS-based academic program	1C: School leaders, teachers and other key staff have access to professional development to ensure successful implementation of CCSS-based curricula	ALL	ALL		100% of teachers have access to CCSS-aligned professional development	100% of teachers have access to CCSS-aligned professional development	100% of teachers have access to CCSS-aligned professional development	1; Cascade Strategy 2

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Metric: Professional Development Calendar, work products from Professional Development								
Need: Well-maintained and –equipped learning environment and provide welcoming space for families **Metric:** ACE Culture Audit re: campus, classrooms, connection to families, campus walkthroughs and audits	1D: School will collaborate with District to ensure high-quality facilities	ALL	ALL		Site is fully equipped and MOU is in place with District to ensure clean, welcoming campus	Site is fully equipped and MOU is in place with District to ensure clean, welcoming campus	Site is fully equipped and MOU is in place with District to ensure clean, welcoming campus	1
	Goal 2: Ensure that all students have access to an academic and co-curricular program that supports them in the timely mastery of Common Core State Standards and helps them succeed on all state assessments as well as school-level standards-based benchmark and other assessments							
Need: CCSS-aligned curricula, assessments and teaching best practices to drive student mastery of CCSS **Metric**: School walkthroughs, Administrator, teacher evaluations	2A: School will successfully transition to CCSS-aligned curricula and teaching/assessment practice, along with development of habits of work and mind necessary for students to succeed in CCSS standards-based course work	ALL	ALL		100% of classrooms will have CCSS-aligned curricula, assessments and instruction	100% of classrooms will have CCSS-aligned curricula, assessments and instruction	100% of classrooms will have CCSS-aligned curricula, assessments and instruction	2; Cascade Strategy 2

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Need: Less than 50% of students scored Proficient on CST in ELA and Math in their first year (5th or 6th grade) at ACE **Metric:** On-line adaptive CCSS-based tests (NWEA, etc.), school-designed CCSS-based benchmark assessments, SBAC tests (when applicable)	2B: School will bring students who have fallen below grade level in Reading and Math up to grade level in a timely fashion to ensure student success on grade-level standards-based assessments	ALL	ALL		Student grade-level proficiency rates in English and Math will rise by 10% over previous year baseline	Student grade-level proficiency rates in English and Math will rise by 10% over previous year baseline	Student grade-level proficiency rates in English and Math will rise by 10% over previous year baseline	4; Cascade Strategy 2
Need: Improve writing proficiency rates over baseline **Metric:** Student performance on schoolwide CCSS-based Writing rubric	2C: Students will meet internal ACE proficiency targets on schoolwide writing assessment	ALL	ALL		Student writing proficiency rates will increase by 10% from beginning of year baseline to end of year assessment	Student grade-level proficiency rates in English and Math will rise by 10% over previous year baseline	Student grade-level proficiency rates in English and Math will rise by 10% over previous year baseline	4, Cascade Strategy 2
Need: Less than 50% of students scored Proficient on CST in all disciplines **Metric:** On-line adaptive CCSS-based tests (NWEA, etc.), school-designed CCSS-based benchmark	2D: Students will meet proficiency targets on all state tests as well as school-based benchmark and other assessments	ALL	ALL		Student grade-level proficiency rates will rise by 10% over previous year baseline	Student grade-level proficiency rates will rise by 10% over previous year baseline	Student grade-level proficiency rates will rise by 10% over previous year baseline	4, Cascade Strategy 2

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
assessments, SBAC tests (when applicable)								
Need: Less than 30% of ELs scored proficient on CSTs at all grades in all areas, significantly lower than non-ELs **Metric:** On-line adaptive CCSS-based tests (NWEA, etc.), school-designed CCSS-based benchmark assessments, SBAC tests (when applicable)	2E: The gap between the performance of English Learners and the rest of the student body on standards-based state and local assessments will be closed	English Learners	ALL		The gap in proficiency rates between ELs and non-ELs will decrease by 10% over previous year baseline	The gap in proficiency rates between ELs and non-ELs will decrease by 10% over previous year baseline	The gap in proficiency rates between ELs and non-ELs will decrease by 10% over previous year baseline	4, Cascade Strategy 2
Need: Less than 30% of ELs scored proficient on CSTs at all grades in all areas, significantly lower than non-ELs, CELDT tests indicate subgroup of students who are not making expected progress toward reclassification **Metric:** CELDT, On-line adaptive CCSS-based tests (NWEA, etc.), school-designed CCSS-based benchmark assessments, SBAC tests (when applicable)	2F: The percentage of English Learners who are reclassified annually will increase	English Learners	ALL		The number of reclassified ELs will increase by 10% over previous year baseline	The number of reclassified ELs will increase by 10% over previous year baseline	The number of reclassified ELs will increase by 10% over previous year baseline	4, Cascade Strategy 2
Need: API for students with Special Needs 60 points lower than whole-school API	2G: The gap between the performance of Special Needs students and the rest of the student body on standards-based state and	Special Needs Students	ALL		The gap in proficiency rates between students with	The gap in proficiency rates between students with	The gap in proficiency rates between students with	4, Cascade Strategy 2

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Metric: On-line adaptive CCSS-based tests (NWEA, etc.), school-designed CCSS-based benchmark assessments, SBAC tests (when applicable)	local assessments will be closed				IEPs and students without IEPs will decrease by 10% over previous year baseline	IEPs and students without IEPs will decrease by 10% over previous year baseline	IEPs and students without IEPs will decrease by 10% over previous year baseline	
	Goal 3: Develop and sustain a school program that provides rich opportunities for all stakeholders, especially students and their families, to engage with the school, and take part in the on-going improvement and enrichment of the school culture and academic program.							
Need: Survey results indicate inconsistent engagement of all families at schools **Metric:** Board, school meeting agendas, minutes, work products	3A. Increase parent involvement in decision-making at board and school level	ALL	ALL		Ensure parent participation in 100% of ACE Board meetings, hiring committees for school leaders/teachers	Ensure parent participation in 100% of ACE Board meetings, hiring committees for school leaders/teachers	Ensure parent participation in 100% of ACE Board meetings, hiring committees for school leaders/teachers	3, Cascade Strategy 1
Need: Limited number of parents participating in site-based committees and leadership groups **Metric:** Board, school meeting agendas, minutes, work products	3B. Further strengthen parent committees	ALL	ALL		Grow membership on parent committees by 10% over baseline	Grow membership on parent committees by 10% over previous year baseline	Grow membership on parent committees by 10% over previous year baseline	3, Cascade Strategy 1
Need: Reduce missed class time due to	3C. Improve school culture by	ALL	ALL		Reduce referrals and suspensions	Reduce referrals and suspensions	Reduce referrals and suspensions	6, Cascade Strategy 1

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
referrals and suspensions

Metric: Discipline data (number of referrals, suspensions) | increased time in class (reduced suspensions, referrals) | | | | by 10% over previous year baseline | by 10% over previous year baseline | by 10% over previous year baseline | |
| **Need:** Less than 50% of students scored Proficient on CST in all disciplines

Metric: On-line adaptive CCSS-based tests (NWEA, etc.), school-designed CCSS-based benchmark assessments, SBAC tests (when applicable) | 3D. Refine, improve Advisory program to support students in meeting academic goals | ALL | ALL | | Student grade-level proficiency rates will rise by 10% over previous year baseline | Student grade-level proficiency rates will rise by 10% over previous year baseline | Student grade-level proficiency rates will rise by 10% over previous year baseline | 4, Cascade Strategy 1 |
| **Need:** Students, families, staff indicate desire for more co-curriculars

Metric: Meeting minutes from parent, staff, student meetings, survey results | 3E. Increase in co-curricular activities, especially sports | ALL | ALL | | Increase number of students participating in co-curricular activities by 10% over previous year baseline | Increase number of students participating in co-curricular activities by 10% over previous year baseline | Increase number of students participating in co-curricular activities by 10% over previous year baseline | 8, Cascade Strategy 1 |
| | **Goal 4: Ensure that the particular goals and targets of the school which help the school achieve its mission by successfully serving students and families who have not found success in traditional comprehensive schools.** | | | | | | | |

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Need: School fails to score Proficient on schoolwide audit **Metric:** ACE Schoolwide Culture rubric	4A. Reach a score of "Proficient" on the ACE schoolwide Culture Rubric	ALL	ALL		School scores Proficient on year-end culture audit	School scores Proficient on year-end culture audit	School scores Proficient on year-end culture audit	3, 8, Cascade Strategy 1
Need: Not all students had active Personal Learning Plans **Metric:** Personal Learning Plan audit	4B. All students have active Personal Learning Plans to ensure that they are growing toward college and career readingss	ALL	ALL		100% of students have active, complete Personal Learning Plan	100% of students have active, complete Personal Learning Plan	100% of students have active, complete Personal Learning Plan	8, Cascade Strategy 1
Need: Parent engagement at school **Metric:** Surveys, meeting minutes	4C. All interested parents participate in parent leadership training	ALL	ALL		10% more parents participate in leadership training over baseline	10% more parents participate in leadership training than in previous year	10% more parents participate in leadership training than in previous year	3, Cascade Strategy 1
Need: Significant number of students not exhibiting habits of work or habits of mind to be academically successful **Metric:** Surveys, staff meeting minutes, work products, survey of Personal Learning Plans	4D. Development of measurement system for "non-cognitive skills" i.e. college/career readiness	ALL	ALL		75% of students participate in curricula explicitly designed to improve non-cognitive skills	80% of students participate in curricula explicitly designed to improve non-cognitive skills	85% of students participate in curricula explicitly designed to improve non-cognitive skills	8, Cascade Strategy 2
Need: Survey results show gaps in optimism, commitment to college by students, families **Metric:** Surveys, meeting minutes	4E. Increase college ambition among students, families	ALL	ALL		100% of students participate in curricula designed to improve college readiness,	100% of students participate in curricula designed to improve college readiness,	100% of students participate in curricula designed to improve college readiness,	7, Cascade Strategy 2

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
					knowledge	knowledge	knowledge	
Need: % of incoming students who meet the school's target student profile not at 100% **Metric:** Demographic data, diagnostic student achievement data	4F. Improve outreach to target students and families (i.e. students who are struggling in traditional district schools)	ALL	ALL		Increase number of previously low-performing new students by 10% over baseline	Increase number of previously low-performing new students by 10% over previous year baseline	Increase number of previously low-performing new students by 10% over previous year baseline	3, 8, Cascade Strategy 1

Section 3: Actions, Services, and Expenditures

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
2) How do these actions/services link to identified goals and performance indicators?
3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?
4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?

6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?

7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal 1: Ensure that all students have access to equitable conditions of learning through the following initiatives:	(Note: Numbers below indicate State Priority #; "Cascade" refers to ACE Strategic Plan)						
1A: Students are taught by teachers with appropriate credentials	1	Ensure all teachers, especially new teachers, are supported in completing their credentialing process and becoming highly qualified	LEA-wide		Provide training and support for all teachers from school administrators and ACE central office support Funding Source: *$21,000, Other State Revenue*	Provide training and support for all teachers from school administrators and ACE central office support Funding Source: *$21,000, Other State Revenue*	Provide training and support for all teachers from school administrators and ACE central office support Funding Source: *$21,000, Other State Revenue*

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	1	Continue to develop and expand professional development for classified employees, especially those with high levels of interaction with students and families	LEA-wide		Provide training and support for all classified employees from school administrators and ACE central office support Funding Source: $10,500, Other State Revenue	Provide training and support for all classified employees from school administrators and ACE central office support Funding Source: $10,500, Other State Revenue	Provide training and support for all classified employees from school administrators and ACE central office support Funding Source: $10,500, Other State Revenue
1B: Provide Common Core State Standards (CCSS)-aligned materials and assessments to all teaching staff	1	Secure books and other reading materials to ensure teachers have sufficient materials to implement CCSS-based English-Language Arts program	LEA-wide		Pilot, approve, and adopt classroom libraries, other materials, on-line reading resources to support ELA program Funding Source: $18,750, Other State Revenue	Pilot, approve, and adopt classroom libraries, other materials, on-line reading resources to support ELA program Funding Source: $18,750, Other State Revenue	Pilot, approve, and adopt classroom libraries, other materials, on-line reading resources to support ELA program Funding Source: $18,750, Other State Revenue
	1	Secure curriculum program in Writing to ensure CCSS-based writing program across the curriculum	LEA-wide		Pilot, approve, and adopt classroom libraries, other materials, on-line reading resources to support Writing program Funding Source: $10,000, Other State Revenue	Pilot, approve, and adopt classroom libraries, other materials, on-line reading resources to support Writing program Funding Source: $10,000, Other State Revenue	Pilot, approve, and adopt classroom libraries, other materials, on-line reading resources to support Writing program Funding Source: $10,000, Other State Revenue

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	1	Implement multi-year plan for Math curriculum to provide basis for CCSS-based curriculum and assessment development	LEA-wide		Pilot, approve and adopt CCSS-based Math curricula

Funding Source: *$15,300, Other State Revenue* | Pilot, approve and adopt CCSS-based Math curricula

Funding Source: *$15,300, Other State Revenue* | Pilot, approve and adopt CCSS-based Math curricula

Funding Source: *$15,300, Other State Revenue* |
| | 1 | Secure web-based curriculum programs and CCSS-based assessments to ensure that teachers can implement personalized learning | LEA-wide | | Pilot, approve, and adopt web-based learning platforms and assessments which allow teachers to differentiate instruction and programming

Funding Source: *$25,000, Other State Revenue* | Pilot, approve, and adopt web-based learning platforms and assessments which allow teachers to differentiate instruction and programming

Funding Source: *$25,000, Other State Revenue* | Pilot, approve, and adopt web-based learning platforms and assessments which allow teachers to differentiate instruction and programming

Funding Source: *$25,000, Other State Revenue* |
| 1C: School leaders, teachers and other key staff have access to professional development to ensure successful implementation of CCSS-based curricula | 1, 2 | Provide time, coaching for school leaders to design teacher and staff professional development to support development of CCSS-based curricula | LEA-wide | | School leaders will have time throughout the summer and school year to plan professional development to ensure that teachers have strong foundation in CCSS-based curriculum design | School leaders will have time throughout the summer and school year to plan professional development to ensure that teachers have strong foundation in CCSS-based curriculum design | School leaders will have time throughout the summer and school year to plan professional development to ensure that teachers have strong foundation in CCSS-based curriculum design |

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					Funding Source: *$30,000, Other State Revenue*	Funding Source: *$30,000, Other State Revenue*	Funding Source: *$30,000, Other State Revenue*
	1, Cascade Strategy 2	CCSS-focused summer professional development for all teaching staff	LEA-wide		All staff will take part in intensive summer professional development to support ongoing implementation of CCSS-based curricula and assessments Funding Source: *$103,000, Other State Revenue*	All staff will take part in intensive summer professional development to support ongoing implementation of CCSS-based curricula and assessments Funding Source: *$103,000, Other State Revenue*	All staff will take part in intensive summer professional development to support ongoing implementation of CCSS-based curricula and assessments Funding Source: *$103,000, Other State Revenue*
	1, Cascade Strategy 2	External coaches for all school leaders to support implementation of CCSS-based curricula	LEA-wide		Each school leader will have an external coach to provide on-going support for the school leader in his/her effort to meet schoolwide targets and effectively support staff in implementation of CCSS-based curricula Funding Source: *$10,000, LCFF*	Each school leader will have an external coach to provide on-going support for the school leader in his/her effort to meet schoolwide targets and effectively support staff in implementation of CCSS-based curricula Funding Source: *$10,000, LCFF*	Each school leader will have an external coach to provide on-going support for the school leader in his/her effort to meet schoolwide targets and effectively support staff in implementation of CCSS-based curricula Funding Source: *$10,000, LCFF*

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	**Year 2: 2015-16**	**Year 3: 2016-17**
1D: School will collaborate with District to ensure high-quality facilities	1	Development of MOU with Alum Rock Union High School District for high-quality facilities, especially the use of shared facilities to complement existing ACE campus	LEA-wide		School leadership will work closely with District staff to ensure high-quality facilities to support the school academic program. Funding Source: $1,100, Other State Revenue	School leadership will work closely with District staff to ensure high-quality facilities to support the school academic program. Funding Source: $1,100, Other State Revenue	School leadership will work closely with District staff to ensure high-quality facilities to support the school academic program. Funding Source: $1,100, Other State Revenue
	1	Secure quality furnishings and equipment to support learning environment	LEA-wide		School leadership will work closely with District staff to ensure high-quality furnishings and equipment to support the school academic program. Funding Source: $18,000, Other State Revenue	School leadership will work closely with District staff to ensure high-quality furnishings and equipment to support the school academic program. Funding Source: $18,000, Other State Revenue	School leadership will work closely with District staff to ensure high-quality furnishings and equipment to support the school academic program. Funding Source: $18,000, Other State Revenue
Goal 2: Ensure that all students have access to an academic and co-curricular program that supports them in the timely mastery of Common Core State Standards and helps							

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
them succeed on all state assessments as well as school-level standards-based benchmark and other assessments							
2A: School will successfully transition to CCSS-aligned curricula and teaching/assessment practice, along with development of habits of work and mind necessary for students to succeed in CCSS standards-based course work	2, Cascade Strategy 2	Provide time, coaching for school leaders to design teacher and staff professional development to support development of CCSS-based curricula	LEA-wide		School leaders will have time throughout the summer and school year to plan professional development to ensure that teachers have strong foundation in CCSS-based curriculum design

Funding Source: *$30,000, Other State Revenue* | School leaders will have time throughout the summer and school year to plan professional development to ensure that teachers have strong foundation in CCSS-based curriculum design

Funding Source: *$30,000, Other State Revenue* | School leaders will have time throughout the summer and school year to plan professional development to ensure that teachers have strong foundation in CCSS-based curriculum design

Funding Source: *$30,000, Other State Revenue* |
| | 2, Cascade Strategy 2 | Launch of schoolwide Environmental Justice theme | LEA-wide | | School staff will have resources to infuse Environmental Justice theme into core curriculum and co-curricular activities

Funding Source: *$20,000, Other State Revenue* | School staff will have resources to infuse Environmental Justice theme into core curriculum and co-curricular activities

Funding Source: *$20,000, Other State Revenue* | School staff will have resources to infuse Environmental Justice theme into core curriculum and co-curricular activities

Funding Source: *$20,000, Other State Revenue* |

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	2, Cascade Strategy 2	CCSS-focused summer professional development for all teaching staff	LEA-wide		All staff will take part in intensive summer professional development to support ongoing implementation of CCSS-based curricula and assessments Funding Source: $103,000, Other State Revenue	All staff will take part in intensive summer professional development to support ongoing implementation of CCSS-based curricula and assessments Funding Source: $103,000, Other State Revenue	All staff will take part in intensive summer professional development to support ongoing implementation of CCSS-based curricula and assessments Funding Source: $103,000, Other State Revenue
	2, Cascade Strategy 2	On-going weekly professional development for teachers, support staff	LEA-wide		Teachers and support staff will take part in weekly dedicated time for professional development that will focus on preparing all teachers and staff to effectively implement schoolwide programs as well as specific CCSS-based curricula and teaching best practices Funding Source: $105,000, Other State Revenue	Teachers and support staff will take part in weekly dedicated time for professional development that will focus on preparing all teachers and staff to effectively implement schoolwide programs as well as specific CCSS-based curricula and teaching best practices Funding Source: $105,000, Other State Revenue	Teachers and support staff will take part in weekly dedicated time for professional development that will focus on preparing all teachers and staff to effectively implement schoolwide programs as well as specific CCSS-based curricula and teaching best practices Funding Source: $105,000, Other State Revenue

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Development, implementation of new Personal Learning Plan to ensure students are learning, adopting the habits of mind and work necessary to master CCSS	LEA-wide		School leaders and select teachers will collaborate to revamp and refine the Personal Learning Plan template, as well as the protocols and classroom practices designed to maximize personalization and impact on student academic growth.

Funding Source: *$6,000, Other State Revenue* | School leaders and select teachers will collaborate to revamp and refine the Personal Learning Plan template, as well as the protocols and classroom practices designed to maximize personalization and impact on student academic growth.

Funding Source: *$6,000, Other State Revenue* | School leaders and select teachers will collaborate to revamp and refine the Personal Learning Plan template, as well as the protocols and classroom practices designed to maximize personalization and impact on student academic growth.

Funding Source: *$6,000, Other State Revenue* |
| | 2, Cascade Strategy 2 | On-going professional development for teachers and school leaders in the use of CCSS-based external assessments to track student progress toward mastery of CCSS | LEA-wide | | Teachers and support staff will take part in weekly dedicated time for professional development that will focus on preparing all teachers and staff to effectively implement schoolwide programs as well as specific CCSS-based curricula and teaching best | Teachers and support staff will take part in weekly dedicated time for professional development that will focus on preparing all teachers and staff to effectively implement schoolwide programs as well as specific CCSS-based curricula and teaching best | Teachers and support staff will take part in weekly dedicated time for professional development that will focus on preparing all teachers and staff to effectively implement schoolwide programs as well as specific CCSS-based curricula and teaching best |

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					practices Funding Source: *$105,000, Other State Revenue*	practices Funding Source: *$105,000, Other State Revenue*	practices Funding Source: *$105,000, Other State Revenue*
	2, Cascade Strategy 2	On-going professional development for teachers and school leaders in the development of CCSS-based course- and grade level-specific assessments	LEA-wide		Teachers and support staff will take part in weekly dedicated time for professional development that will focus on preparing all teachers and staff to effectively implement schoolwide programs as well as specific CCSS-based curricula and teaching best practices Funding Source: *$105,000, Other State Revenue*	Teachers and support staff will take part in weekly dedicated time for professional development that will focus on preparing all teachers and staff to effectively implement schoolwide programs as well as specific CCSS-based curricula and teaching best practices Funding Source: *$105,000, Other State Revenue*	Teachers and support staff will take part in weekly dedicated time for professional development that will focus on preparing all teachers and staff to effectively implement schoolwide programs as well as specific CCSS-based curricula and teaching best practices Funding Source: *$105,000, Other State Revenue*
2B: School will bring students who have fallen below grade level in Reading and Math up to grade level in a timely fashion to ensure	4, Cascade Strategy 2	Development, implementation of new Personal Learning Plan so students, families, and teachers can track student	LEA-wide		School leaders and select teachers will collaborate to revamp and refine the Personal Learning Plan template, as well as the protocols	School leaders and select teachers will collaborate to revamp and refine the Personal Learning Plan template, as well as the protocols	School leaders and select teachers will collaborate to revamp and refine the Personal Learning Plan template, as well as the protocols

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
student success on grade-level standards-based assessments		growth			and classroom practices designed to maximize personalization and impact on student academic growth. Funding Source: $6,000, Other State Revenue	and classroom practices designed to maximize personalization and impact on student academic growth. Funding Source: $6,000, Other State Revenue	and classroom practices designed to maximize personalization and impact on student academic growth. Funding Source: $6,000, Other State Revenue
	4, Cascade Strategy 2	Increase, improve blended learning curriculum to give students who are behind personalized learning opportunities to ensure rapid progress	LEA-wide		Pilot, approve, and adopt web-based learning platforms and assessments which allow teachers to differentiate instruction and programming Funding Source: $25,000, Other State Revenue	Pilot, approve, and adopt web-based learning platforms and assessments which allow teachers to differentiate instruction and programming Funding Source: $25,000, Other State Revenue	Pilot, approve, and adopt web-based learning platforms and assessments which allow teachers to differentiate instruction and programming Funding Source: $25,000, Other State Revenue
	4, Cascade Strategy 2	Investment in hardware and software to transition blended learning program from learning lab to classroom to ensure more seamless integration with	LEA-wide		Pilot, approve, and adopt web-based learning platforms and assessments which allow teachers to differentiate instruction and programming Funding Source:	Pilot, approve, and adopt web-based learning platforms and assessments which allow teachers to differentiate instruction and programming Funding Source:	Pilot, approve, and adopt web-based learning platforms and assessments which allow teachers to differentiate instruction and programming Funding Source:

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		core CCSS-based curricula			*$32,500, Other State Revenue*	*$32,500, Other State Revenue*	*$32,500, Other State Revenue*
	4, Cascade Strategy 2	Collaboration with external experts, consultants in on-going development, implementation of blended learning curricula and assessments	LEA-wide		Each school leader will have an external coach to provide on-going support for the school leader in his/her effort to meet schoolwide targets and effectively support staff in implementation of CCSS-based curricula Funding Source: *$15,000, Other State Revenue*	Each school leader will have an external coach to provide on-going support for the school leader in his/her effort to meet schoolwide targets and effectively support staff in implementation of CCSS-based curricula Funding Source: *$15,000, Other State Revenue*	Each school leader will have an external coach to provide on-going support for the school leader in his/her effort to meet schoolwide targets and effectively support staff in implementation of CCSS-based curricula Funding Source: *$15,000, Other State Revenue*
	4, Cascade Strategy 2	Further investments in on-line learning platforms and assessments to support rapid progress of below grade-level students	LEA-wide		Pilot, approve, and adopt web-based learning platforms and assessments which allow teachers to differentiate instruction and programming Funding Source: *$25,000, Other State Revenue*	Pilot, approve, and adopt web-based learning platforms and assessments which allow teachers to differentiate instruction and programming Funding Source: *$25,000, Other State Revenue*	Pilot, approve, and adopt web-based learning platforms and assessments which allow teachers to differentiate instruction and programming Funding Source: *$25,000, Other State Revenue*

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	**Year 2: 2015-16**	**Year 3: 2016-17**
	4, Cascade Strategy 2	Revise staffing plan to include two Individualized Learning Coaches to support work of core teachers in providing personalized instruction and support for students who are not meeting grade-level standards	LEA-wide		Secure two Individualized Learning Coaches Funding Source: *$100,000, LCFF*	Secure two Individualized Learning Coaches Funding Source: *$100,000, LCFF*	Secure two Individualized Learning Coaches Funding Source: *$100,000, LCFF*
2C: Students will meet internal ACE proficiency targets on schoolwide writing assessment	4, Cascade Strategy 2	Secure a curriculum, complete with professional development modules and exemplars (all CCSS-based) for schoolwide implementation	LEA-wide		Pilot, approve, and adopt classroom libraries, other materials, on-line reading resources to support Writing program Funding Source: *$10,000, Other State Revenue*	Pilot, approve, and adopt classroom libraries, other materials, on-line reading resources to support Writing program Funding Source: *$10,000, Other State Revenue*	Pilot, approve, and adopt classroom libraries, other materials, on-line reading resources to support Writing program Funding Source: *$10,000, Other State Revenue*
	4, Cascade Strategy 2	Ongoing professional development for teachers in implementation of Writing program and assessment of	LEA-wide		Teachers and support staff will take part in weekly dedicated time for professional development that will focus on	Teachers and support staff will take part in weekly dedicated time for professional development that will focus on	Teachers and support staff will take part in weekly dedicated time for professional development that will focus on

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		student work			preparing all teachers and staff to effectively implement writing program and teaching best practices Funding Source: *$105,000, Other State Revenue*	preparing all teachers and staff to effectively implement writing program and teaching best practices Funding Source: *$105,000, Other State Revenue*	preparing all teachers and staff to effectively implement writing program and teaching best practices Funding Source: *$105,000, Other State Revenue*
2D: Students will meet proficiency targets on all state tests as well as school-based benchmark and other assessments	4, Cascade Strategy 2	Provide professional development for teachers and school leaders in the development of CCSS-based curricula	LEA-wide		All staff will take part in intensive summer professional development to support ongoing implementation of CCSS-based curricula and assessments Funding Source: *$104,000, Other State Revenue*	All staff will take part in intensive summer professional development to support ongoing implementation of CCSS-based curricula and assessments Funding Source: *$104,000, Other State Revenue*	All staff will take part in intensive summer professional development to support ongoing implementation of CCSS-based curricula and assessments Funding Source: *$104,000, Other State Revenue*
	4, Cascade Strategy 2	Further development of data analysis templates and protocols to ensure teachers and school leaders have detailed, timely data reports on	LEA-wide		School leaders and select teachers will collaborate to revamp and refine the data analysis templates, as well as the protocols and organizational practices designed to ensure timely,	School leaders and select teachers will collaborate to revamp and refine the data analysis templates, as well as the protocols and organizational practices designed to ensure timely,	School leaders and select teachers will collaborate to revamp and refine the data analysis templates, as well as the protocols and organizational practices designed to ensure timely,

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		student progress toward grade-level proficiency			accurate, individualized student data reports to maximize impact on student academic growth. Funding Source: *$6,000, Other State Revenue*	accurate, individualized student data reports to maximize impact on student academic growth. Funding Source: *$6,000, Other State Revenue*	accurate, individualized student data reports to maximize impact on student academic growth. Funding Source: *$6,000, Other State Revenue*
	4, Cascade Strategy 2	Professional development to ensure that teachers can make data-driven decisions in development, refinement of curricula and student remediation	LEA-wide		Teachers and support staff will take part in weekly dedicated time for professional development that will focus on preparing all teachers and staff to effectively use data to refine curricula and drive decisions around teaching best practices Funding Source: *$105,000, Other State Revenue*	Teachers and support staff will take part in weekly dedicated time for professional development that will focus on preparing all teachers and staff to effectively use data to refine curricula and drive decisions around teaching best practices Funding Source: *$105,000, Other State Revenue*	Teachers and support staff will take part in weekly dedicated time for professional development that will focus on preparing all teachers and staff to effectively use data to refine curricula and drive decisions around teaching best practices Funding Source: *$105,000, Other State Revenue*
	4, Cascade Strategy 2	Professional development to ensure that teachers can use	LEA-wide		Teachers and support staff will take part in weekly dedicated	Teachers and support staff will take part in weekly dedicated	Teachers and support staff will take part in weekly dedicated

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		CCSS-based mastery data from on-line learning platforms and assessments to drive decision-making around curriculum development, remediation, etc.			time for professional development that will focus on preparing all teachers and staff to effectively use data to refine curricula and drive decisions around teaching best practices Funding Source: $105,000, Other State Revenue	time for professional development that will focus on preparing all teachers and staff to effectively use data to refine curricula and drive decisions around teaching best practices Funding Source: $105,000, Other State Revenue	time for professional development that will focus on preparing all teachers and staff to effectively use data to refine curricula and drive decisions around teaching best practices Funding Source: $105,000, Other State Revenue
	4, Cascade Strategy 2	Add 1.0 FTE teacher in Science and in History to broaden core curriculum and to provide multi-disciplinary opportunities opportunitiesfor students to master CCSS	LEA-wide		Secure Science and History teacher for expanded program Funding Source: $122,000, LCFF	Secure Science and History teacher for expanded program Funding Source: $122,000, LCFF	Secure Science and History teacher for expanded program Funding Source: $122,000, LCFF
		Development and implementation of new Advisory program for students and teachers to track	LEA-wide		School leaders and select teachers will collaborate to revamp and refine the Advisory program, as well as the protocols	School leaders and select teachers will collaborate to revamp and refine the Advisory program, as well as the protocols	School leaders and select teachers will collaborate to revamp and refine the Advisory program, as well as the protocols

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		student performance, set goals, etc.			and classroom practices designed to maximize personalization and impact on student academic growth. The school leadership team will collaborate with teachers to design and update the Advisory program throughout the school year. Funding Source: $11,000, Other State Revenue	and classroom practices designed to maximize personalization and impact on student academic growth. The school leadership team will collaborate with teachers to design and update the Advisory program throughout the school year. Funding Source: $11,000, Other State Revenue	and classroom practices designed to maximize personalization and impact on student academic growth. The school leadership team will collaborate with teachers to design and update the Advisory program throughout the school year. Funding Source: $11,000, Other State Revenue
Goal 3: Develop and sustain a school program that provides rich opportunities for all stakeholders, especially students and their families, to engage with the school, and take part in the on-going improvement and enrichment of the school culture and academic program.							
3A. Increase parent	3, Cascade	Ensure parent	LEA-wide		School leaders will	School leaders will	School leaders will

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
involvement in decision-making at board and school level	Strategy 1	representation on ACE board of directors, as well as presence on hiring committees, school culture audits, etc.			make sure that parents are involved in at board level, as well as on hiring committees, school-level committees, etc. Funding Source: *$10,500, Other State Revenue*	make sure that parents are involved in at board level, as well as on hiring committees, school-level committees, etc. Funding Source: *$10,500, Other State Revenue*	make sure that parents are involved in at board level, as well as on hiring committees, school-level committees, etc. Funding Source: *$10,500, Other State Revenue*
	3, Cascade Strategy 1	Create stronger accountability loop to parent voice by including agendas, minutes of parent meetings at all ACE board meetings	LEA-wide		School leaders will ensure that ACE board has consistent record of parent meeting work and decisions. Funding Source: *$1,000, Other State Revenue*	School leaders will ensure that ACE board has consistent record of parent meeting work and decisions. Funding Source: *$1,000, Other State Revenue*	School leaders will ensure that ACE board has consistent record of parent meeting work and decisions. Funding Source: *$1,000, Other State Revenue*
3B. Further strengthen parent committees	3, Cascade Strategy 1	Strengthen site-based parent committees by providing more coaching, training for parent leaders	LEA-wide		External consultants will work with parent leaders to provide protocols for parent leadership, coaching/feedback on implementation Funding Source: *$5,000, Other*	External consultants will work with parent leaders to provide protocols for parent leadership, coaching/feedback on implementation Funding Source: *$5,000, Other*	External consultants will work with parent leaders to provide protocols for parent leadership, coaching/feedback on implementation Funding Source: *$5,000, Other*

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					State Revenue	*State Revenue*	*State Revenue*
		Include parent leaders in further development, refinement of school "culture calendar," to ensure leadership role for parent committees in community-wide events, schoolwide meetings, etc.	LEA-wide		School leaders will make sure that parents are involved in at board level, as well as on hiring committees, school-level committees, etc. Funding Source: *$10,500, Other State Revenue*	School leaders will make sure that parents are involved in at board level, as well as on hiring committees, school-level committees, etc. Funding Source: *$10,500, Other State Revenue*	School leaders will make sure that parents are involved in at board level, as well as on hiring committees, school-level committees, etc. Funding Source: *$10,500, Other State Revenue*
3C. Improve school culture by increased time in class (reduced suspensions, referrals)	6, Cascade Strategy 1	Implement new Student Engagement system to replace current Behavior Management system	LEA-wide		School leaders will design, implement new Student Engagement System which will encompass all student behavior management practices in classroom and campus-wide Funding Source: *$21,000, Other State Revenue*	School leaders will design, implement new Student Engagement System which will encompass all student behavior management practices in classroom and campus-wide Funding Source: *$21,000, Other State Revenue*	School leaders will design, implement new Student Engagement System which will encompass all student behavior management practices in classroom and campus-wide Funding Source: *$21,000, Other State Revenue*
		Development, implementation of new Personal Learning Plan so	LEA-wide		School leaders and select teachers will collaborate to revamp and refine	School leaders and select teachers will collaborate to revamp and refine	School leaders and select teachers will collaborate to revamp and refine

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		students, families, and teachers can track student growth in behavior, living up to school values of Respect, Pride, Ganas			the Personal Learning Plan template, as well as the protocols and classroom practices designed to maximize personalization and impact on student academic growth. Funding Source: $6,000, Other State Revenue	the Personal Learning Plan template, as well as the protocols and classroom practices designed to maximize personalization and impact on student academic growth. Funding Source: $6,000, Other State Revenue	the Personal Learning Plan template, as well as the protocols and classroom practices designed to maximize personalization and impact on student academic growth. Funding Source: $6,000, Other State Revenue
		Professional development for all staff around implementation of new Student Engagement system	LEA-wide		Teachers and support staff will take part in weekly dedicated time for professional development that will focus on preparing all teachers and staff to effectively implement Student Engagement System and best practices Funding Source: $105,000, Other State Revenue	Teachers and support staff will take part in weekly dedicated time for professional development that will focus on preparing all teachers and staff to effectively implement Student Engagement System and best practices Funding Source: $105,000, Other State Revenue	Teachers and support staff will take part in weekly dedicated time for professional development that will focus on preparing all teachers and staff to effectively implement Student Engagement System and best practices Funding Source: $105,000, Other State Revenue

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	**Year 2: 2015-16**	**Year 3: 2016-17**
		Increased role for Parent leaders in assessing effectiveness of Student Engagement System, as well as informing families regarding changes	LEA-wide		School leaders will ensure that ACE parent leaders are involved in audit, feedback for new Student Engagement System Funding Source: *$1,000, Other State Revenue*	School leaders will ensure that ACE parent leaders are involved in audit, feedback for new Student Engagement System Funding Source: *$1,000, Other State Revenue*	School leaders will ensure that ACE parent leaders are involved in audit, feedback for new Student Engagement System Funding Source: *$1,000, Other State Revenue*
		Investment in technology to support implementation of Student Engagement System	LEA-wide		Secure hardware to ensure that teachers can input data around student behavior in timely fashion Funding Source: *$11,070 , LCFF*	Secure hardware to ensure that teachers can input data around student behavior in timely fashion Funding Source: *$11,070 , LCFF*	Secure hardware to ensure that teachers can input data around student behavior in timely fashion Funding Source: *$11,070 , LCFF*
3D. Refine, improve Advisory program to support students in meeting academic goals	4, Cascade Strategy 1	Development, implementation of new Personal Learning Plan as part of new Advisory curriculum to ensure connection between Advisory program, individual student goals	LEA-wide		School leaders and select teachers will collaborate to revamp and refine the Personal Learning Plan template, as well as the protocols and classroom practices designed to maximize personalization and impact on student academic	School leaders and select teachers will collaborate to revamp and refine the Personal Learning Plan template, as well as the protocols and classroom practices designed to maximize personalization and impact on student academic	School leaders and select teachers will collaborate to revamp and refine the Personal Learning Plan template, as well as the protocols and classroom practices designed to maximize personalization and impact on student academic

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	**Year 2: 2015-16**	**Year 3: 2016-17**
					growth. Funding Source: *$6,000, Other State Revenue*	growth. Funding Source: *$6,000, Other State Revenue*	growth. Funding Source: *$6,000, Other State Revenue*
		Develop new Advisory curriculum for teachers, staff to implement	LEA-wide		School leaders and select teachers will collaborate to revamp and refine the Advisory program, as well as the protocols and classroom practices designed to maximize personalization and impact on student academic growth. The school leadership team will collaborate with teachers to design and update the Advisory program throughout the school year. Funding Source: *$11,000, Other State Revenue*	School leaders and select teachers will collaborate to revamp and refine the Advisory program, as well as the protocols and classroom practices designed to maximize personalization and impact on student academic growth. The school leadership team will collaborate with teachers to design and update the Advisory program throughout the school year. Funding Source: *$11,000, Other State Revenue*	School leaders and select teachers will collaborate to revamp and refine the Advisory program, as well as the protocols and classroom practices designed to maximize personalization and impact on student academic growth. The school leadership team will collaborate with teachers to design and update the Advisory program throughout the school year. Funding Source: *$11,000, Other State Revenue*
		Design, implement on-going professional	LEA-wide		School leaders will work with staff to ensure that Advisory program	School leaders will work with staff to ensure that Advisory program	School leaders will work with staff to ensure that Advisory program

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		development, program audit for Advisory program			is implemented successfully, and that data is collected to measure effectiveness of program and drive on-going improvements Funding Source: $10,500, Other State Revenue	is implemented successfully, and that data is collected to measure effectiveness of program and drive on-going improvements Funding Source: $10,500, Other State Revenue	is implemented successfully, and that data is collected to measure effectiveness of program and drive on-going improvements Funding Source: $10,500, Other State Revenue
		Ensure connection between Advisory and schoolwide Culture Calendar so that Advisory program supports community-wide events, exhibitions, etc	LEA-wide		School leaders will work with staff to ensure that Advisory program is implemented successfully, and that data is collected to measure effectiveness of program and drive on-going improvements Funding Source: $10,500, Other State Revenue	School leaders will work with staff to ensure that Advisory program is implemented successfully, and that data is collected to measure effectiveness of program and drive on-going improvements Funding Source: $10,500, Other State Revenue	School leaders will work with staff to ensure that Advisory program is implemented successfully, and that data is collected to measure effectiveness of program and drive on-going improvements Funding Source: $10,500, Other State Revenue
3E. Increase in co-curricular activities	8, Cascade Strategy 1	Continue to develop, expand co-curricular activities for all students	LEA-wide		School leaders will revise daily, weekly schedule, secure staff to provide expanded	School leaders will revise daily, weekly schedule, secure staff to provide expanded	School leaders will revise daily, weekly schedule, secure staff to provide expanded

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	**Year 2: 2015-16**	**Year 3: 2016-17**
					opportunities for student co-curricular activities Funding Source: $147,000, LCFF	opportunities for student co-curricular activities Funding Source: $147,000, LCFF	opportunities for student co-curricular activities Funding Source: $147,000, LCFF
	8, Cascade Strategy 1	Development, implementation of new Personal Learning Plan to include individual student goals in co-curricular program	LEA-wide		School leaders and select teachers will collaborate to revamp and refine the Personal Learning Plan template, as well as the protocols and classroom practices designed to maximize personalization and impact on student academic growth. Funding Source: $6,000,Other State Revenue	School leaders and select teachers will collaborate to revamp and refine the Personal Learning Plan template, as well as the protocols and classroom practices designed to maximize personalization and impact on student academic growth. Funding Source: $6,000,Other State Revenue	School leaders and select teachers will collaborate to revamp and refine the Personal Learning Plan template, as well as the protocols and classroom practices designed to maximize personalization and impact on student academic growth. Funding Source: $6,000,Other State Revenue
	8, Cascade Strategy 1	Continue development of co-curricular leadership and community service opportunities for students	LEA-wide		Activity leaders, coaches, as well as other school staff will design and implement opportunities for students to engage in community service	Activity leaders, coaches, as well as other school staff will design and implement opportunities for students to engage in community service	Activity leaders, coaches, as well as other school staff will design and implement opportunities for students to engage in community service

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					Funding Source: $15,000 ,Other State Revenue	Funding Source: $15,000 ,Other State Revenue	Funding Source: $15,000 ,Other State Revenue
	8, Cascade Strategy 1	Increase opportunities for teachers, other staff to lead co-curricular activities	LEA-wide		School leaders will design school day, staff responsibilities in such a way to encourage school staff to lead, support co-curricular activities Funding Source: $6,000 ,Other State Revenue	School leaders will design school day, staff responsibilities in such a way to encourage school staff to lead, support co-curricular activities Funding Source: $6,000 ,Other State Revenue	School leaders will design school day, staff responsibilities in such a way to encourage school staff to lead, support co-curricular activities Funding Source: $6,000 ,Other State Revenue
Goal 4: Ensure that the particular goals and targets of the school which help the school achieve its mission by successfully serving students and families who have not found success in traditional comprehensive schools.							
4A. Reach a score of "Proficient" on the ACE schoolwide	3, 8, Cascade Strategy 1	Further development, refinement of	LEA-wide		School leaders will continue to refine, improve	School leaders will continue to refine, improve	School leaders will continue to refine, improve

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Culture Rubric		ACE Schoolwide Culture Rubric and audit procedures			Schoolwide Culture rubric as well as all protocols and procedures to collect data around school culture and respond to areas of need Funding Source: $11,000 ,Other State Revenue	Schoolwide Culture rubric as well as all protocols and procedures to collect data around school culture and respond to areas of need Funding Source: $11,000 ,Other State Revenue	Schoolwide Culture rubric as well as all protocols and procedures to collect data around school culture and respond to areas of need Funding Source: $11,000 ,Other State Revenue
	3, 8, Cascade Strategy 1	Integration of culture rubric scores into school leader evaluations	LEA-wide		School Principal will continue to refine, improve Schoolwide Culture processes, and will include those in evaluation for all school leaders Funding Source: $3,500 ,Other State Revenue	School Principal will continue to refine, improve Schoolwide Culture processes, and will include those in evaluation for all school leaders Funding Source: $3,500 ,Other State Revenue	School Principal will continue to refine, improve Schoolwide Culture processes, and will include those in evaluation for all school leaders Funding Source: $3,500 ,Other State Revenue
	3, 8, Cascade Strategy 1	Professional development for all staff on elements of rubric, as well as key techniques and teaching strategies to	LEA-wide		Teachers and support staff will take part in weekly dedicated time for professional development that will focus on	Teachers and support staff will take part in weekly dedicated time for professional development that will focus on	Teachers and support staff will take part in weekly dedicated time for professional development that will focus on

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	**Year 2: 2015-16**	**Year 3: 2016-17**
		enhance schoolwide, individual student performance in meeting school culture standards			preparing all teachers and staff to meet expectations for School Culture Rubric Funding Source: $105,000 ,Other State Revenue	preparing all teachers and staff to meet expectations for School Culture Rubric Funding Source: $105,000 ,Other State Revenue	preparing all teachers and staff to meet expectations for School Culture Rubric Funding Source: $105,000 ,Other State Revenue
	3, 8, Cascade Strategy 1	Development of "look and feel" elements of campus that reflect priorities of school culture rubric and track schoolwide performance on quarterly audits	LEA-wide		School Principal will continue to refine, improve Schoolwide Culture processes, and will include those in evaluation for all school leaders Funding Source: $3,500 ,Other State Revenue	School Principal will continue to refine, improve Schoolwide Culture processes, and will include those in evaluation for all school leaders Funding Source: $3,500 ,Other State Revenue	School Principal will continue to refine, improve Schoolwide Culture processes, and will include those in evaluation for all school leaders Funding Source: $3,500 ,Other State Revenue
4B. All students have active Personal Learning Plans to ensure that they are growing toward college and career readiness	8, Cascade Strategy 1	Development, implementation of new Personal Learning Plan so students, families, and teachers can track student growth	LEA-wide		School leaders and select teachers will collaborate to revamp and refine the Personal Learning Plan template, as well as the protocols and classroom practices designed to maximize personalization	School leaders and select teachers will collaborate to revamp and refine the Personal Learning Plan template, as well as the protocols and classroom practices designed to maximize personalization	School leaders and select teachers will collaborate to revamp and refine the Personal Learning Plan template, as well as the protocols and classroom practices designed to maximize personalization

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					and impact on student academic growth. Funding Source: $6,000 ,Other State Revenue	and impact on student academic growth. Funding Source: $6,000 ,Other State Revenue	and impact on student academic growth. Funding Source: $6,000 ,Other State Revenue
	8, Cascade Strategy 1	Development, implementation of new Advisory curriculum to ensure connection between Advisory program, individual student goals for college, career readiness	LEA-wide		School leaders will work with staff to ensure that Advisory program is implemented successfully, and that data is collected to measure effectiveness of program and drive on-going improvements Funding Source: $5,000 ,Other State Revenue	School leaders will work with staff to ensure that Advisory program is implemented successfully, and that data is collected to measure effectiveness of program and drive on-going improvements Funding Source: $5,000 ,Other State Revenue	School leaders will work with staff to ensure that Advisory program is implemented successfully, and that data is collected to measure effectiveness of program and drive on-going improvements Funding Source: $5,000 ,Other State Revenue
	8, Cascade Strategy 1	Professional development for teachers around teaching, curriculum development strategies to enhance student habits of mind and work that promote college,	LEA-wide		Teachers and support staff will take part in weekly dedicated time for professional development that will focus on preparing all teachers and staff to effectively	Teachers and support staff will take part in weekly dedicated time for professional development that will focus on preparing all teachers and staff to effectively	Teachers and support staff will take part in weekly dedicated time for professional development that will focus on preparing all teachers and staff to effectively

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	**Year 2: 2015-16**	**Year 3: 2016-17**
		career readiness			teach habits of mind and work through core curricula and co-curriculars Funding Source: *$105,000 ,Other State Revenue*	teach habits of mind and work through core curricula and co-curriculars Funding Source: *$105,000 ,Other State Revenue*	teach habits of mind and work through core curricula and co-curriculars Funding Source: *$105,000 ,Other State Revenue*
4C. All interested parents participate in parent leadership training	3, Cascade Strategy 1	Design and launch of summer parent leadership training	LEA-wide		External consultants will work with parent leaders to provide protocols for parent leadership, coaching/feedback on implementation Funding Source: *$5,000 ,Other State Revenue*	External consultants will work with parent leaders to provide protocols for parent leadership, coaching/feedback on implementation Funding Source: *$5,000 ,Other State Revenue*	External consultants will work with parent leaders to provide protocols for parent leadership, coaching/feedback on implementation Funding Source: *$5,000 ,Other State Revenue*
	3, Cascade Strategy 1	On-going parent leadership seminars for existing, new leader during school year	LEA-wide		Assistant Principal will work with parents on an ongoing basis to provide training, coaching, and support for parents in developing school and community leadership Funding Source:	Assistant Principal will work with parents on an ongoing basis to provide training, coaching, and support for parents in developing school and community leadership Funding Source:	Assistant Principal will work with parents on an ongoing basis to provide training, coaching, and support for parents in developing school and community leadership Funding Source:

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					$3,000 ,Other State Revenue	$3,000 ,Other State Revenue	$3,000 ,Other State Revenue
	3, Cascade Strategy 1	Professional development for school leaders, staff around encouraging, supporting parents in leadership development	LEA-wide		School leaders will have time throughout the summer and school year to engage in professional development to ensure that staff provides support for parents in leadership development Funding Source: $9,000 ,Other State Revenue	School leaders will have time throughout the summer and school year to engage in professional development to ensure that staff provides support for parents in leadership development Funding Source: $9,000 ,Other State Revenue	School leaders will have time throughout the summer and school year to engage in professional development to ensure that staff provides support for parents in leadership development Funding Source: $9,000 ,Other State Revenue
	3, Cascade Strategy 1	Increased emphasis on promoting parent leadership opportunities to all families	LEA-wide		School leaders will have time throughout the summer and school year to engage in professional development to ensure that staff provides support for parents in leadership development Funding Source: $9,000 ,Other	School leaders will have time throughout the summer and school year to engage in professional development to ensure that staff provides support for parents in leadership development Funding Source: $9,000 ,Other	School leaders will have time throughout the summer and school year to engage in professional development to ensure that staff provides support for parents in leadership development Funding Source: $9,000 ,Other

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					State Revenue	*State Revenue*	*State Revenue*
4D. Development of measurement system for "non-cognitive skills" i.e. college/career readiness	8, Cascade Strategy 2	Implementation of new web-based curricula (Brainology, etc.)	LEA-wide		School leaders will ensure that web-based curricula for non-cognitive skill development is included in Advisory program Funding Source: *$10,000, Other State Revenue*	School leaders will ensure that web-based curricula for non-cognitive skill development is included in Advisory program Funding Source: *$10,000, Other State Revenue*	School leaders will ensure that web-based curricula for non-cognitive skill development is included in Advisory program Funding Source: *$10,000, Other State Revenue*
	8, Cascade Strategy 2	Inclusion of non-cognitive skills development and goals in revised Personal Learning Plan	LEA-wide		School leaders and select teachers will collaborate to revamp and refine the Personal Learning Plan template, as well as the protocols and classroom practices designed to maximize personalization and impact on student academic growth. Funding Source: *$6,000, Other State Revenue*	School leaders and select teachers will collaborate to revamp and refine the Personal Learning Plan template, as well as the protocols and classroom practices designed to maximize personalization and impact on student academic growth. Funding Source: *$6,000, Other State Revenue*	School leaders and select teachers will collaborate to revamp and refine the Personal Learning Plan template, as well as the protocols and classroom practices designed to maximize personalization and impact on student academic growth. Funding Source: *$6,000, Other State Revenue*
	8, Cascade Strategy 2	Increased communication with families	LEA-wide		School leaders will have time throughout the	School leaders will have time throughout the	School leaders will have time throughout the

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		around importance of non-cognitive skills in preparing for college, career success			summer and school year to engage in professional development to ensure that parents are given opportunities to learn about role of non-cognitive skills in preparing for college success Funding Source: *$9.000, Other State Revenue*	summer and school year to engage in professional development to ensure that parents are given opportunities to learn about role of non-cognitive skills in preparing for college success Funding Source: *$9.000, Other State Revenue*	summer and school year to engage in professional development to ensure that parents are given opportunities to learn about role of non-cognitive skills in preparing for college success Funding Source: *$9.000, Other State Revenue*
4E. Increase college ambition among students, families	7, Cascade Strategy 2	Increase access to college knowledge through co-curricular activities such as college field trips, visiting speakers, etc.	LEA-wide		School leaders as well as other school staff will design and implement opportunities for students to engage in college field trips, etc. as part of every students' experience at at school Funding Source: *$15,000, Other State Revenue*	School leaders as well as other school staff will design and implement opportunities for students to engage in college field trips, etc. as part of every students' experience at at school Funding Source: *$15,000, Other State Revenue*	School leaders as well as other school staff will design and implement opportunities for students to engage in college field trips, etc. as part of every students' experience at at school Funding Source: *$15,000, Other State Revenue*
	7, Cascade Strategy 2	Include activities explicitly	LEA-wide		School leaders will design and	School leaders will design and	School leaders will design and

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		designed to increase college ambition in "Culture Calendar" events			implement opportunities for students to share academic work, take part in community-wide celebrations, events, etc. Funding Source: *$10,500, Other State Revenue*	implement opportunities for students to share academic work, take part in community-wide celebrations, events, etc. Funding Source: *$10,500, Other State Revenue*	implement opportunities for students to share academic work, take part in community-wide celebrations, events, etc. Funding Source: *$10,500, Other State Revenue*
4F. Improve outreach to target students and families (i.e. students who are struggling in traditional district schools)	3,8, Cascade Strategy 1	Continue active outreach to local community-based organizations who serve families, children in crisis	LEA-wide		School leaders, other staff will work to collaborate with community-based organizations focused on needs of youth, families in crisis (i.e. City of San Jose, local churches, mental health organizations, etc.) Funding Source: *$3,000, Other State Revenue*	School leaders, other staff will work to collaborate with community-based organizations focused on needs of youth, families in crisis (i.e. City of San Jose, local churches, mental health organizations, etc.) Funding Source: *$3,000, Other State Revenue*	School leaders, other staff will work to collaborate with community-based organizations focused on needs of youth, families in crisis (i.e. City of San Jose, local churches, mental health organizations, etc.) Funding Source: *$3,000, Other State Revenue*
	3,8, Cascade Strategy 1	Professional development for school leaders and staff in community	LEA-wide		School leaders will have time throughout the summer and school year to	School leaders will have time throughout the summer and school year to	School leaders will have time throughout the summer and school year to

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		outreach best practices			engage in professional development to ensure that they know and can implement best practices for community outreach, with specific focus on reaching families in crisis Funding Source: *$9,000, Other State Revenue*	engage in professional development to ensure that they know and can implement best practices for community outreach, with specific focus on reaching families in crisis Funding Source: *$9,000, Other State Revenue*	engage in professional development to ensure that they know and can implement best practices for community outreach, with specific focus on reaching families in crisis Funding Source: *$9,000, Other State Revenue*
4F. Improve outreach to target students and families (i.e. students who are struggling in traditional district schools)	3,8, Cascade Strategy 1	Further deepen collaboration between school staff, parent leaders in identifying, reaching out to target students	LEA-wide		School leaders will have time throughout the summer and school year to engage in professional development to ensure that they know and can implement best practices for community outreach, with specific focus on reaching families in crisis Funding Source: *$9,000, Other*	School leaders will have time throughout the summer and school year to engage in professional development to ensure that they know and can implement best practices for community outreach, with specific focus on reaching families in crisis Funding Source: *$9,000, Other*	School leaders will have time throughout the summer and school year to engage in professional development to ensure that they know and can implement best practices for community outreach, with specific focus on reaching families in crisis Funding Source: *$9,000, Other*

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					State Revenue	*State Revenue*	*State Revenue*
	3,8, Cascade Strategy 1	Continuing to build collaboration with Alum Rock Union Elementary School District to identify, reach out to target students	LEA-wide		School leaders will work on on-going basis with District staff to develop protocols, processes for identifying, connecting with students who fit ACE target student profile

Funding Source: *$1,100, Other State Revenue* | School leaders will work on on-going basis with District staff to develop protocols, processes for identifying, connecting with students who fit ACE target student profile

Funding Source: *$1,100, Other State Revenue* | School leaders will work on on-going basis with District staff to develop protocols, processes for identifying, connecting with students who fit ACE target student profile

Funding Source: *$1,100, Other State Revenue* |

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	Note: Numbers below indicate State Priority #; "Cascade" refers to ACE Strategic Plan) In addition, since the school will serve over 90% low-income students, there are no initiatives listed in this section specifically for low-income students; it is assumed that all LEA-wide initiatives described above are focused on meeting the needs of low-income students. The programs in place for high-need students in subgroups are designed to meet the needs of foster students as well.				Note: All funds are used in a charter-wide manner	Note: All funds are used in a charter-wide manner	Note: All funds are used in a charter-wide manner
1A: Students are taught by teachers with appropriate	1	Ensure Special Education, especially new	LEA-wide		Provide training and support for Special	Provide training and support for Special	Provide training and support for Special

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
credentials		teachers, are supported in completing their credentialing process and becoming highly qualified			Education teachers from administrators and ACE central office

Funding Source: Outlined in 1A | Education teachers from administrators and ACE central office

Funding Source: Outlined in 1A | Education teachers from administrators and ACE central office

Funding Source: Outlined in 1A |
| 2A: School will successfully transition to CCSS-aligned curricula and teaching/assessment practice, along with development of habits of work and mind necessary for students to succeed in CCSS standards-based course work | 2, Cascade Strategy 2 | Provide time, coaching for school leaders to design teacher and staff professional development to support development of CCSS-based curricula with particular focus on curriculum modifications for Special Education and English Learner students. | LEA-wide | | School leaders will have time throughout summer and school year to design professional development and coaching opportunities for teachers, especially Special Education teachers, to design curricula and interventions to meet the needs of English Learner and Special Needs students

Funding Source: Outlined in 2A | School leaders will have time throughout summer and school year to design professional development and coaching opportunities for teachers, especially Special Education teachers, to design curricula and interventions to meet the needs of English Learner and Special Needs students

Funding Source: Outlined in 2A | School leaders will have time throughout summer and school year to design professional development and coaching opportunities for teachers, especially Special Education teachers, to design curricula and interventions to meet the needs of English Learner and Special Needs students

Funding Source: Outlined in 2A |
| | 2, Cascade Strategy 2 | CCSS-focused summer | LEA-wide | | Special Education | Special Education | Special Education |

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		professional development for all Special Education teaching staff			teachers will take part in weekly dedicated professional development

Funding Source: Outlined in 2A | teachers will take part in weekly dedicated professional development

Funding Source: Outlined in 2A | teachers will take part in weekly dedicated professional development

Funding Source: Outlined in 2A |
| | 2, Cascade Strategy 2 | On-going weekly professional development for teachers, support staff to support English Learners | LEA-wide | | All teachers will take part in professional development designed to help teachers design curricula and implement teaching best practices to support English Learners

Funding Source: Outlined in 2A | All teachers will take part in professional development designed to help teachers design curricula and implement teaching best practices to support English Learners

Funding Source: Outlined in 2A | All teachers will take part in professional development designed to help teachers design curricula and implement teaching best practices to support English Learners

Funding Source: Outlined in 2A |
| 2C: Students will meet internal ACE proficiency targets on schoolwide writing assessment | 4, Cascade Strategy 2 | Ongoing professional development for teachers in implementation of Writing program and assessment of student work specifically focused on modifying program to meet needs of English | LEA-wide | | All teachers will take part in professional development designed to help teachers design curricula and implement teaching best practices around the implementation | All teachers will take part in professional development designed to help teachers design curricula and implement teaching best practices around the implementation | All teachers will take part in professional development designed to help teachers design curricula and implement teaching best practices around the implementation |

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Learners, Special Needs students			of the ACE schoolwide writing program, with specific focus on the needs of English Learners and Special Needs students

Funding Source: Outlined in 2C | of the ACE schoolwide writing program, with specific focus on the needs of English Learners and Special Needs students

Funding Source: Outlined in 2C | of the ACE schoolwide writing program, with specific focus on the needs of English Learners and Special Needs students

Funding Source: Outlined in 2C |
| 2E: The gap between the performance of English Learners and the rest of the student body on standards-based state and local assessments will be closed. | 4, Cascade Strategy 2 | Provide professional development for teachers and school leaders in the development of CCSS-based curricula with focus on needs of English Learner students | LEA-wide | | Teachers will take part in regular professional development in Summer and during the school year to design CCSS-based curricula that is modified to meet needs of English Learners

Funding Source: Outlined in 2E | Teachers will take part in regular professional development in Summer and during the school year to design CCSS-based curricula that is modified to meet needs of English Learners

Funding Source: Outlined in 2E | Teachers will take part in regular professional development in Summer and during the school year to design CCSS-based curricula that is modified to meet needs of English Learners

Funding Source: Outlined in 2E |
| 2F: The percentage of English Learners who are reclassified annually will increase | 4, Cascade Strategy 2 | Provide professional development for teachers and school leaders in the criteria for re-classification of English Learner | LEA-wide | | School leaders will work with ACE central office staff and teachers to understand the criteria for reclassification | School leaders will work with ACE central office staff and teachers to understand the criteria for reclassification | School leaders will work with ACE central office staff and teachers to understand the criteria for reclassification |

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		students			and design practices to promote reclassification and to ensure accurate procedures in the assessment and classification of English Learners

Funding Source: Outlined in 2F | and design practices to promote reclassification and to ensure accurate procedures in the assessment and classification of English Learners

Funding Source: Outlined in 2F | and design practices to promote reclassification and to ensure accurate procedures in the assessment and classification of English Learners

Funding Source: Outlined in 2F |
| | 4, Cascade Strategy 2 | Develop curricula, materials, special programs designed to support re-classification of English Learner students | | | To support the reclassification process, school leaders and teachers and will design curricula, course work, and programs focused on meeting the needs of English Learners to support them in the process of attaining reclassification

Funding Source: Outlined in 2F | To support the reclassification process, school leaders and teachers and will design curricula, course work, and programs focused on meeting the needs of English Learners to support them in the process of attaining reclassification

Funding Source: Outlined in 2F | To support the reclassification process, school leaders and teachers and will design curricula, course work, and programs focused on meeting the needs of English Learners to support them in the process of attaining reclassification

Funding Source: Outlined in 2F |
| 2G: The gap between the performance of | 4, Cascade Strategy 2 | Provide professional development for | LEA-wide | | Teachers will take part in regular | Teachers will take part in regular | Teachers will take part in regular |

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Special Needs students and the rest of the student body on standards-based state and local assessments will be closed.		teachers and school leaders in the development of CCSS-based curricula with focus on needs of Special Needs students			professional development in Summer and during the school year to design CCSS-based curricula that is modified to meet needs of Special Needs students Funding Source: Outlined in 2G	professional development in Summer and during the school year to design CCSS-based curricula that is modified to meet needs of Special Needs students Funding Source: Outlined in 2G	professional development in Summer and during the school year to design CCSS-based curricula that is modified to meet needs of Special Needs students Funding Source: Outlined in 2G
3B. Further strengthen parent committees	3, Cascade Strategy 1	Strengthen site-based parent committees by training school leaders to ensure representation of parents of English Learner and Special Needs students, not only committees specifically designed to serve those students	LEA-wide		School staff will work collaboratively with parents to design and sustain high-impact school-based committees which have the data and the protocols in place to meaningfully impact school practice based on trends in the performance data of English Learner and Special Needs students	School staff will work collaboratively with parents to design and sustain high-impact school-based committees which have the data and the protocols in place to meaningfully impact school practice based on trends in the performance data of English Learner and Special Needs students	School staff will work collaboratively with parents to design and sustain high-impact school-based committees which have the data and the protocols in place to meaningfully impact school practice based on trends in the performance data of English Learner and Special Needs students

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					Funding Source: Outlined in 3B	Funding Source: Outlined in 3B	Funding Source: Outlined in 3B
3D. Refine, improve Advisory program to support students in meeting academic goals	4, Cascade Strategy 1	Development, implementation of new Personal Learning Plan as part of new Advisory curriculum to ensure connection between Advisory program, individual student goals with modifications for English Learner and Special Needs students and parents	LEA-wide		School leaders will work collaboratively with teachers to redesign the Personal Learning Plan as a key element of the Advisory curriculum with special focus on how the Personal Learning Plan supports English Learner and Special Needs students in achieving their personal academic goals in a timely fashion. Funding Source: Outlined in 3D	School leaders will work collaboratively with teachers to redesign the Personal Learning Plan as a key element of the Advisory curriculum with special focus on how the Personal Learning Plan supports English Learner and Special Needs students in achieving their personal academic goals in a timely fashion. Funding Source: Outlined in 3D	School leaders will work collaboratively with teachers to redesign the Personal Learning Plan as a key element of the Advisory curriculum with special focus on how the Personal Learning Plan supports English Learner and Special Needs students in achieving their personal academic goals in a timely fashion. Funding Source: Outlined in 3D
4F. Improve outreach to target students and families (i.e. students who are struggling in traditional district	3,8, Cascade Strategy 1	Continue active outreach to local community-based organizations who serve English Learner and Special Needs students	LEA-wide		School leaders will collaborate with ACE central office staff to design and implement high-impact outreach strategies that	School leaders will collaborate with ACE central office staff to design and implement high-impact outreach strategies that	School leaders will collaborate with ACE central office staff to design and implement high-impact outreach strategies that

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
schools)					build community networks as a way to reach the highest-need students in the neighborhoods ACE serves, especially those who are English Learners and Special Needs students

Funding Source: Outlined in 4F | build community networks as a way to reach the highest-need students in the neighborhoods ACE serves, especially those who are English Learners and Special Needs students

Funding Source: Outlined in 4F | build community networks as a way to reach the highest-need students in the neighborhoods ACE serves, especially those who are English Learners and Special Needs students

Funding Source: Outlined in 4F |
| | 3,8, Cascade Strategy 1 | Professional development for school leaders and staff in community outreach best practices to specifically focus on the needs and expectations of English Learner and Special Needs students and parents | LEA-wide | | School leaders and ACE central staff will design and take part in professional development based on best practices for outreach to high-need communities, especially those whose first language is not English and who have Special Needs students

Funding Source: Outlined in 4F | School leaders and ACE central staff will design and take part in professional development based on best practices for outreach to high-need communities, especially those whose first language is not English and who have Special Needs students

Funding Source: Outlined in 4F | School leaders and ACE central staff will design and take part in professional development based on best practices for outreach to high-need communities, especially those whose first language is not English and who have Special Needs students

Funding Source: Outlined in 4F |

C. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

In 2014-15, the calculation is LCFF Supplemental subtract the LCFF Supplemental (EIA from 13-14). It is an increase of about $405,000 from the prior year. The funds will be invested in diversifying the core curriculum with new teachers in History and Science, as well as improving the personalization of the education program with additional Learning Coaches, revamped Extended Day programming, and professional development for teachers around new school initiatives such as the new Student Engagement System and the schoolwide focus on Environmental Justice. There will also be an investment in new technology to support the real-time data collection for ACE's new Student Engagement System. Given ACE's focus on high-needs students, especially first-generation to college students, these additions allow for increased time, programming and outreach centered around the academic and personal needs of these students and their families..

All of these investments fit into ACE's research-based strategies regarding best practices with high-need urban youth of color, and specifically the challenges that these students face in preparing themselves to attend and graduate from four-year colleges and universities upon graduation from ACE.

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

The unduplicated count for ACE Empower Academy is estimated to be 90% for the 2014-15 school year, as opposed to 85% for the local District, Alum Rock Union Elementary School District. ACE is using LCFF Supplemental funds and supplementing these sources with local revenue to improve outcomes for all students. Given ACE's focus on previously low-performing students as well as those demographic sub-groups historically underrepresented at four-year colleges and universities, the focus of the efforts here for unduplicated students is to develop the academic and personal skills and knowledge to help students place themselves on a college track, and for their families to learn the best strategies to support their child as a first-generation college student. ACE will use the initiatives detailed in Part C to support the school community in meeting its shared goal of college success.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.