

Local Control and Accountability Plan

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

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

Plan Summary 2021-2024

General Information

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

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

- 87% are socio-economically disadvantaged
- 97% are Latino
- 55% are ELs
- 20% have special needs

Reflections: Successes

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

ACE High School has the following strengths:

- Average daily attendance rates were 90-93% overall and across subgroups, either close to or meeting the school goal.
- Survey data indicated a high level of satisfaction with ACE’s ability to develop optimism and a growth-mindset within families, but lower among students and staff.
- ELs making annual progress toward English proficiency is rated Medium.

Reflections: Identified Need

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

ACE High School has the following areas of need:

- Suspension rates were rated Red on the CA Schools Dashboard, overall and for the four subgroups.
- As rated on the CA Schools Dashboard, achievement in ELA and Math is rated Orange overall. The CCI indicator is Orange overall as well. The EL and SPED subgroups are not large enough to be reported on the Dashboard.

LCAP Highlights

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

Not applicable

Support for Identified Schools

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

Not applicable

Monitoring and Evaluating Effectiveness

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

Not applicable

Stakeholder Engagement

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

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

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

A summary of the feedback provided by specific stakeholder groups.

Stakeholders appreciated and wanted this work to continue:

- The pride and motivation that structures have developed in their students
- College Seminar, the new Sown to Grow platform, and Office Hours that support students in setting, working toward, and reaching goals
- The Powerschool platform, which allows parents to stay informed of grades

Stakeholders felt we could grow in these areas:

- Strengthening the connection and communication between school and home
- Increase training and partnership with families so they can better support and reinforce work at home
- Extending office hours and providing more time for students to complete assignments

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

The following Goals contain Actions directly related to this feedback:

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

- o Supporting families in knowing how to support their children

Goals and Actions

Goal

Goal 1	Description
Voice and Choice	Maintenance of Progress Goal: Students who are traditionally disengaged and underachieving, with a focus on students who are socio-economically disadvantaged, Latino, are ELs, or have special needs, will receive direct outreach to build both home-to-school connection as well as promote attendance and behavioral patterns that support their academic and social-emotional success. School structures and systems will promote a positive school culture as well as growth-mindset and sense of optimism in students that further promotes engagement, increasing attendance while decreasing chronic absence, suspension, and expulsion rates. This Maintenance of Progress Goal supports the following ACE Strategic Plan Goal: Goal 1a - Voice and Choice - Students will learn and be given ample opportunity to develop resilience, personal agency, and a commitment to their learning and their future.

An explanation of why the LEA has developed this goal.

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

Within ACE HS’s student body, 87% are socio-economically disadvantaged, 97% are Latino, 55% are ELs, and 20% have special needs. Pre-pandemic indicators show that:

- Average daily attendance rates were 90-93% overall and across subgroups, either close to or meeting the school goal.
- Suspension rates were rated Red on the CA Schools Dashboard, overall and for the four subgroups.
- While Chronic Absence is not tracked at the High School on the CA Dashboard, levels are still high overall and for all four subgroups and therefore will be a priority.
- Survey data indicated a high level of satisfaction with ACE’s ability to develop optimism and a growth-mindset within families, but lower among students and staff.

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

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

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

Measuring and Reporting Results

Metric	Baseline		Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24	
Average Daily Attendance - Increase by 0.5% annually on average or meet goal of 92% overall and for all significant subgroups, as measured by attendance audit and reported in CALPADS.	Overall	90 %	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	Overall	91.5 %
	Latino	90 %				Latino	91.5 %
	FRL	93 %				FRL	≥ 92%
	SPED	90 %				SPED	91.5 %
	EL	91 %				EL	≥ 92%
Chronic Absence - Decrease by 20% of gap between baseline and goal annually on average until the goal of less than 10% is met overall and for all significant	Overall	33 %	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	Overall	21.8 %
	Latino	33 %				Latino	21.8 %
	FRL	22 %				FRL	16.4 %

subgroups, as measured by attendance audit and reported on CA Schools Dashboard.	<table><tr><td>SPED</td><td>35 %</td></tr><tr><td>EL</td><td>31 %</td></tr></table>	SPED	35 %	EL	31 %				<table><tr><td>SPED</td><td>22.8 %</td></tr><tr><td>EL</td><td>20.8 %</td></tr></table>	SPED	22.8 %	EL	20.8 %												
SPED	35 %																								
EL	31 %																								
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EL	20.8 %																								
Suspension - Decrease by 1% annually on average until the goal of 8% or less for MS and 12% or less for HS is met, overall and for all significant subgroups, as measured by discipline audit and reported on CA Schools Dashboard.	<table><tr><td>Overall</td><td>15.9 %</td></tr><tr><td>Latino</td><td>15.7 %</td></tr><tr><td>FRL</td><td>14.4 %</td></tr><tr><td>SPED</td><td>25.6 %</td></tr><tr><td>EL</td><td>19%</td></tr></table>	Overall	15.9 %	Latino	15.7 %	FRL	14.4 %	SPED	25.6 %	EL	19%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	<table><tr><td>Overall</td><td>≤ 12.0%</td></tr><tr><td>Latino</td><td>≤ 12.0%</td></tr><tr><td>FRL</td><td>≤ 12.0%</td></tr><tr><td>SPED</td><td>18.9%</td></tr><tr><td>EL</td><td>13.9%</td></tr></table>	Overall	≤ 12.0%	Latino	≤ 12.0%	FRL	≤ 12.0%	SPED	18.9%	EL	13.9%
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SPED	18.9%																								
EL	13.9%																								
Expulsion - Maintain goal of less than 0.5%, as measured by discipline audit and reported on DataQuest.	<table><tr><td>Overall</td><td>0 %</td></tr></table>	Overall	0 %				<table><tr><td>Overall</td><td><0.5%</td></tr></table>	Overall	<0.5%																
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Survey - Percent of students who report having strong relationships with ACE staff will increase by 5% of baseline annually on average until the goal of 100% is met, as measured by student survey.	<table><tr><td>Students</td><td>TBD</td></tr></table> <i>2020-21 Survey Results in Process</i>	Students	TBD	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	<table><tr><td>Students</td><td>TBD</td></tr></table> <i>2020-21 Survey Results in Process</i>	Students	TBD																
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Survey - Percent of students, families, and staff who report ACE develops a sense of optimism and hope about students' futures will increase by 5% of baseline annually on average until the goal of 70% is met, as measured by student survey.	<table><tr><td>Students</td><td>47%</td></tr><tr><td>Families</td><td>TBD</td></tr><tr><td>Staff</td><td>38%</td></tr></table>	Students	47%	Families	TBD	Staff	38%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	<table><tr><td>Students</td><td>54.4%</td></tr><tr><td>Families</td><td>TBD</td></tr><tr><td>Staff</td><td>44.0%</td></tr></table>	Students	54.4%	Families	TBD	Staff	44.0%
Students	47%																
Families	TBD																
Staff	38%																
Students	54.4%																
Families	TBD																
Staff	44.0%																
Annual Audit - Percent of students who complete personal growth goals and reflections on a regular basis will increase by 5% of baseline annually on average until the goal of 70% is met, as measured by annual audit.	<table><tr><td>Students</td><td>TBD</td></tr></table> <i>2020-21 Survey Results in Process</i>	Students	TBD	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	<table><tr><td>Students</td><td>TBD</td></tr></table> <i>2020-21 Survey Results in Process</i>	Students	TBD								
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Actions

Action #	Title	Description	Total Funds	Contributing
1a	Recruitment Campaign	The ACE target students are those who have been underserved, and as a result are often disengaged and underachieving, who predominantly are Latino, from low-income households, are English Learners, and have special needs. <u>ACE will</u> invest in a Manager of Community Engagement and Community Ambassadors, to support student recruitment. <u>This will result in</u> a focus on recruiting this student demographic, while also working to achieve a stronger balance	Manager of Community Engagement \$28750 Community Ambassadors	Y

		reflective of the community in terms of racial and ethnic diversity, socio-economic diversity, and percent of English Learners and students with Special Needs. <u>This will lead to</u> the ACE serving students from low-income families with its targeted program and student demographics becoming more ethnically diverse and include more students with low incidence special needs served by ACE.	\$11000	
1b	Attendance Intervention	[<u>The ACE Office Manager will</u> ensure active communication between the school and home. <u>This will result in</u> immediate communication regarding student absences, as well as developing support plans with families via home visits and conferences. <u>This will lead to</u> increased attendance and decreased chronic absence for all subgroups that are not meeting state targets for chronic absence, including students who are socio-economically disadvantaged, are ELs, and have special needs.	Office Manager \$35625	Y
1c	Agency & Resiliency Program	ACE is in its first year of adoption of the Sown to Grow platform, which supports students goal setting, work completion, and reflection with their teachers working as active coaches in this process. Over the next LCAP cycle, <u>ACE will</u> leverage this platform to support students in developing personal agency, a growth mindset, and ownership of their learning and future. It will enhance the existing structures of College Readiness class, Student-Led Conferences, and Office Hours. <u>This will result in</u> a growth mindset and greater sense of optimism about their future for students who are socio-economically disadvantaged, English Learners, have special needs, are homeless, or are foster youth. <u>This will lead to</u> higher rates of goal setting and completion as measured by annual audit, which in turn builds a growth mindset and optimism about students' futures.	Sown to Grow Platform \$4000 Sown to Grow Training \$3000	Y
1d	Community & Culture Program	The ACE target students are those who have been underserved, and as a result are often disengaged and underachieving. Under the direction of the Dean of Students, <u>ACE will</u> continue to utilize a proactive Culture Calendar of events, experiences, and recognitions to nurture a positive and celebratory school culture and sense of community focused on growth. It will enhance the existing structures of Ganas points earned individually and by house and tracked in the Kickboard platform; community building and competitions between interage "houses"; and the ability to use points toward rewards individually and by house. <u>This will result in</u> a school culture that engages students who have higher	Dean of Culture \$47500 Kickboard Platform \$3000	Y

		rates of absence and suspension, including socio-economically disadvantaged youth and students with special needs. <u>This will lead to</u> both higher ratings on the sense of optimism as measured by survey and regular attendance, which in turn are correlated to higher academic achievement.	Student Rewards & Celebrations \$2000	
1e	PBIS and Counseling Program	<u>ACE will</u> invest in a Program Specialist to develop, implement, and oversee a Positive Behavior Intervention System (PBIS) at the school. An additional counselor will be employed to work specifically with students with highest rates of chronic absence including the SPED and socio-economically disadvantaged subgroups. <u>This will result in</u> a positive, safe and responsive learning environment, with uniform responses to behavior via a trauma-informed behavior matrix. <u>This will lead to</u> high engagement for students, which will increase attendance and lower chronic absence. The trauma-informed model will also lead to decreases in suspension rates, especially for students with special needs, as well as students who are socio-economically disadvantaged.	Program Specialist \$23175 Counselor \$45000	Y

Goal 2

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

An explanation of why the LEA has developed this goal.

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

Within ACE HS's student body, 55% are ELs and 20% have special needs.

- As rated on the CA Schools Dashboard, achievement in ELA and Math is rated Orange overall. The CCI indicator is Orange overall as well. The EL and SPED subgroups are not large enough to be reported on the Dashboard.
- ELs making annual progress toward English proficiency is rated Medium.

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

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

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
MTSS - Percent of ACE students who are receiving tiered support based on academic performance and other individual data is 100%, as measured by annual audit.	100 %	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	100 %
ELPAC – Percent of English Learners making annual progress toward English language proficiency will meet the goal of increasing by 5% of baseline annually on average until the goal of 55% (High) is met OR being the same or higher than the local district and state averages, as measured by the ELPAC and reported on the California Schools Dashboard.	Medium 45%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	Medium 51.6% OR Meet or exceed District and State
STAR Reading - Percent of students who meet annual reading growth	Overall I TB D	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	Overall I TB D

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

Actions

Action #	Title	Description	Total Funds	Contributing
2a	MTSS Program	ACE will invest in a Program Specialist to further refine and develop the MTSS framework. This will result in a clear cycle of inquiry for how students move through the MTSS process, with scaffolded supports and interventions. <u>This will result in</u> early intervention, ensuring students receive the small group and individual supports needed in the core classroom prior to potential identification. <u>This will lead to</u> both higher success of students with special needs and those within the MTSS process (most of who are socio-economically disadvantaged), as well as higher engagement.	Program Specialist \$34763 School Psych \$64375	Y

2b	PBIS Program	<u>ACE will invest</u> in a Dean of Students to implement a Positive Behavior Intervention System at the School Site. Specific focus will be placed on students who are struggling, with a focus on students who are socio-economically disadvantaged and have special needs. <u>This will result in</u> a safe, supportive, and responsive learning environment in which students receive uniform responses and supports to their social-emotional and behavioral needs. <u>This will lead to</u> higher engagement and time on task, in turn supporting student achievement for students with special needs and who are socio-economically disadvantaged.	Dean of Culture \$47500	Y
2c	ELD Program	<u>ACE will invest</u> in an ELD Teacher to provide oversight of the ELD program and support in the implementation of designated ELD instruction for English Learners using the English 3D curriculum. <u>This will result in</u> the development of an ELD Playbook, stronger alignment of Designated ELD instruction to the ELD Standards and students' language levels, increased efficacy in the implementation of the English 3D curriculum, and more consistent push-in and pull-out ELD. <u>This will lead to</u> an increase in the percentage of students who are ELs that are making annual progress in English Proficiency as measured by the ELPAC.	ELD Teacher \$48875 English 3D \$2500	Y
2d	ELD Instruction	In collaboration with the ELD Teacher, <u>ACE will</u> utilize instructional coaching by the AP of Curriculum to strengthen the Integrated ELD program in alignment with the ELD Playbook through ongoing observation and feedback cycles to support this objective. <u>This will result in</u> systematization, monitoring, and enhanced implementation of comprehensive integrated ELD across all grade levels and subject areas, to scaffold both the content vocabulary and the forms and function of language required. <u>This will lead to</u> an increase in percentage of students who are ELs meeting annual progress in English Proficiency as measured by the ELPAC.	ELD Teacher \$48875 AP of Curriculum \$29688	Y

Goal 3

Goal 3	Description
College Readiness	Broad Goal: Students who have traditionally been underserved, and therefore are underachieving, will receive a comprehensive, college and career preparatory education that rapidly accelerates learning and remediates gaps. The instructional program is designed to serve students who are socio-economically disadvantaged, Latino, are ELs, or have special needs. School structures and systems will provide scaffolds and differentiated instruction based on data, to ensure every student receives the supports to progress at their optimal pace. ACE will focus on strengthening of instructional practice through coaching and the use of robust curriculum and assessment tools to achieve this goal. This Maintenance of Progress Goal supports the following ACE Strategic Plan Goal: Goal 1c - College Readiness - Students will gain the academic knowledge and skills necessary to succeed in college and beyond.

An explanation of why the LEA has developed this goal.

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

Within ACE HS's student body, 87% are socio-economically disadvantaged, 97% are Latino, 55% are ELs, and 20% have special needs. Pre-pandemic indicators show that:

- As rated on the CA Schools Dashboard, achievement in ELA and Math is rated Orange overall. The CCI indicator is Orange overall as well. The EL and SPED subgroups are not large enough to be reported on the Dashboard.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBAC in ELA - The distance from		[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	

meeting proficiency at Level 3 in ELA (DF3) overall and for each significant subgroup will be decreased by 10% of the gap annually on average, overall and for all subgroups.	<table><tr><td>Overall</td><td>-13</td></tr><tr><td>Latino</td><td>-14.5</td></tr><tr><td>FRL</td><td>-12.6</td></tr><tr><td>SPED</td><td>n/a</td></tr><tr><td>EL</td><td>n/a</td></tr></table>	Overall	-13	Latino	-14.5	FRL	-12.6	SPED	n/a	EL	n/a				<table><tr><td>Overall</td><td>-9.5</td></tr><tr><td>Latino</td><td>-10-6</td></tr><tr><td>FRL</td><td>-9.2</td></tr><tr><td>SPED</td><td>n/a</td></tr><tr><td>EL</td><td>n/a</td></tr></table>	Overall	-9.5	Latino	-10-6	FRL	-9.2	SPED	n/a	EL	n/a
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FRL	-9.2																								
SPED	n/a																								
EL	n/a																								
SBAC in Math - The distance from meeting proficiency at Level 3 in ELA (DF3) overall and for each significant subgroup will be decreased by 10% of the gap annually on average, overall and for all subgroups.	<table><tr><td>Overall</td><td>-103.5</td></tr><tr><td>Latino</td><td>-106.2</td></tr><tr><td>FRL</td><td>-103.1</td></tr><tr><td>SPED</td><td>n/a</td></tr><tr><td>EL</td><td>n/a</td></tr></table>	Overall	-103.5	Latino	-106.2	FRL	-103.1	SPED	n/a	EL	n/a	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	<table><tr><td>Overall</td><td>-75.5</td></tr><tr><td>Latino</td><td>-77.4</td></tr><tr><td>FRL</td><td>-75.2</td></tr><tr><td>SPED</td><td>n/a</td></tr><tr><td>EL</td><td>n/a</td></tr></table>	Overall	-75.5	Latino	-77.4	FRL	-75.2	SPED	n/a	EL	n/a
Overall	-103.5																								
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SPED	n/a																								
EL	n/a																								
Survey - Percent of students, families, and staff who report ACE develops college-readiness will increase by 5% of baseline annually on average until the goal of 70% is met, as measured by student survey.	<table><tr><td>Students</td><td>51%</td></tr><tr><td>Families</td><td>n/a</td></tr><tr><td>Staff</td><td>25%</td></tr></table>	Students	51%	Families	n/a	Staff	25%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	<table><tr><td>Students</td><td>59%</td></tr><tr><td>Families</td><td>TBD</td></tr><tr><td>Staff</td><td>29%</td></tr></table>	Students	59%	Families	TBD	Staff	29%								
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Staff	29%																								
A - G - Increase by 5% of baseline		[Insert outcome here]	[Insert outcome here]	[Insert outcome here]																					

annually on average the percent of Seniors who graduate completing the UC/CSU A - G requirements until the goal of 80% or higher is met, as measured by Annual Audit and reported in Dataquest.	<table><tr><td>Overall</td><td>100%</td></tr><tr><td>Latino</td><td>100%</td></tr><tr><td>FRL</td><td>100%</td></tr><tr><td>SPED</td><td>n/a</td></tr><tr><td>EL</td><td>n/a</td></tr></table>	Overall	100%	Latino	100%	FRL	100%	SPED	n/a	EL	n/a				<table><tr><td>Overall</td><td>100%</td></tr><tr><td>Latino</td><td>100%</td></tr><tr><td>FRL</td><td>100%</td></tr><tr><td>SPED</td><td>n/a</td></tr><tr><td>EL</td><td>n/a</td></tr></table>	Overall	100%	Latino	100%	FRL	100%	SPED	n/a	EL	n/a
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College and Career Indicator (CCI) - Increase by 5% of baseline annually on average the percent of students who are “Prepared” on the CCI until the goal of 80% or higher is met, as measured by the California Schools Dashboard.	<table><tr><td>Overall</td><td>44.2%</td></tr><tr><td>Latino</td><td>44.2%</td></tr><tr><td>FRL</td><td>44.2%</td></tr><tr><td>SPED</td><td>n/a</td></tr><tr><td>EL</td><td>n/a</td></tr></table>	Overall	44.2%	Latino	44.2%	FRL	44.2%	SPED	n/a	EL	n/a	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	<table><tr><td>Overall</td><td>51.2%</td></tr><tr><td>Latino</td><td>51.2%</td></tr><tr><td>FRL</td><td>51.2%</td></tr><tr><td>SPED</td><td>n/a</td></tr><tr><td>EL</td><td>n/a</td></tr></table>	Overall	51.2%	Latino	51.2%	FRL	51.2%	SPED	n/a	EL	n/a
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Actions

Action #	Title	Description	Total Funds	Contributing
3a	Scaffold Curriculum	ACE will strengthen scaffolds within its core curriculum model, through use of technology that allows for embedded supports and monitoring (PearDeck, Go Formative, Freckle) as well as supplemental activities (BrainPop, Achieve3000). This will result in differentiated learning experiences within the adopted curriculum based on student need, with scaffolds for grade level material and supplemental material provided at students’ level. This will lead to higher levels of student achievement for	PearDeck \$2000 Freckle \$0 BrainPop	Y

		subgroups who are currently not meeting the ELA, Math, and CCI indicators on the CA Schools Dashboard including students who are socio-economically diverse, English Learners, and/or have special needs.	\$1500 Achieve3000 \$11500	
3b	Strengthen Instruction	<u>ACE will</u> develop strength in instructional practice and consistency across classrooms and subject areas, under the supervision of the Chief of Schools and Director of Academics, through initial summer onboarding and then observation and coaching by a dedicated Instructional Coach at least every other week and in weekly data meetings to inform instruction. Coaches will use the Relay “Get Better Faster” Scope and Sequence, which they are each trained in to support this work. All teacher observation and feedback will be tracked in Whetstone to provide “bite sized” actionable feedback to promote rapid progress. <u>This will result in</u> implementation with fidelity of the core and supplemental curriculum aligned to the CCSS and NGSS, differentiated learning experiences within the adopted curriculum based on student need, and utilization of high-leverage instructional practices that place the cognitive load on students. <u>This will lead to</u> higher levels of student achievement for subgroups who are currently not meeting the ELA, Math, and CCI indicators on the CA Schools Dashboard including students who are socio-economically diverse, English Learners, and/or have special needs.	Chief of Schools \$43000 Director of Academics \$52500 AP of Curriculum \$59375 Summer Institute \$120193 Relay Institute \$9000 Whetstone \$1500	Y
3c	Assessment Platform	<u>ACE will</u> contract with Venture Leadership Consulting (VLC) to select and implement a data warehouse platform. <u>This will result in</u> centralization of data from across internal and external data sources, making it more accessible by teachers and school leaders for informing program and instruction, and for students and families in monitoring progress. <u>This will lead to</u> more targeted and rapid response to student needs within subgroups who are not meeting achievement standards both academically, social-emotionally, and behaviorally with a focus on	VLC Contract \$2188 Data Platform \$5400	Y

		students who are socio-economically disadvantaged, are ELs, or have special needs. It will also lead to increased student and family agency, as a result of having on demand access to all data.		
3d	Assessment Practice	<u>ACE will</u> invest in a Data Director to gather, store, and disseminate data from multiple partners via an online platform. This will include the core assessments from STAR Renaissance and Achievement Network, as well as the Surveys and Progress Monitoring from the Core Collaborative. <u>This will result in</u> a robust Common Core and SEL aligned assessment practice that provides ongoing data on student mastery of standards and preparation for college as well as development of social-emotional and behavioral mindsets, which teachers will then actively use to inform instruction and address whole class, small group, and individual needs. Support will be provided from their instructional coach as detailed above. <u>This will lead to</u> more targeted and rapid response to student needs, especially for subgroups who are not meeting achievement standards academically, social-emotionally, and behaviorally including those who are socio-economically disadvantaged, are ELs, or have special needs.	Data Lead \$35000 STAR Renaissance \$11500 CORE Collaborative \$7500 Achievement Network \$40000	Y
3e	College Seminar Program	<u>ACE will</u> invest in a College Seminar program for all students specifically designed to meet the needs of youth who are socio-economically disadvantaged and therefore are traditionally underserved and achieving below grade level. <u>This will result in</u> tailored curriculum that develops the knowledge, skills, and mindsets necessary to become college and career ready through active goal setting, action planning, and reflection. In addition, it will include a curriculum that develops college knowledge and awareness for students who are most frequently first generation college going. <u>This will lead to</u> increased levels of college and career readiness as measured by the SBAC in MS and CCI indicator in HS, as well as A-G completion.	College Seminar Teachers \$120193	Y
3f	College Field Trips	<u>ACE will</u> provide college field trips. <u>This will result in</u> all students having the experience of being on college campuses to build college knowledge and awareness, as well as optimism. <u>This will lead to</u> a broader understanding of college and the ability for first-generation students who are socio-economically disadvantaged being able to see	College Field Trips \$30000	Y

		themselves in those spaces and in turn working toward that goal, as realized in higher levels of achievement as measured in the CCI.		
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Goal 4

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline		Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24	
Survey - Percent of students, families, and staff who report ACE develops a sense of optimism and hope about students’ futures will increase by 5% of baseline annually on average until the goal of 70% is met, as measured by student survey.	Students	47 %	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	Students	54.4 %
	Families	TBD				Families	TBD
	Staff	38 %				Staff	44.0 %
Survey - Percent of students, families, and staff who report ACE develops college-readiness will	Students	51 %	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	Students	59 %
	Families	n/a					

increase by 5% of baseline annually on average until the goal of 70% is met, as measured by student survey.	Staff	25 %					Families	TB D	
							Staff	29 %	

Actions

Action #	Title	Description	Total Funds	Contributing
4a	Family Engagement & Involvement Program	<u>ACE will</u> invest in a broad program to engage and involve families, under the direction of a Director and Manager of Community Engagement and with the support of a Parent Organizer. This will result in Cafécitos, student-led conferences, college readiness workshops, parent panels, family inclusion on hiring and decision-making committees (i.e. the Community Task Force focused on COVID-19 response), and continued development of the parent ambassador and community ambassador programs. <u>This will lead to</u> families being empowered and being full partners in their child's education, resulting in higher levels of optimism and college-readiness as expressed in the annual survey.	Director of Community Engagement \$43125 Manager of Community Engagement \$60000 Parent Organizer \$26000	Y
4b	Family Programming	<u>ACE will</u> develop and invest in a Community Ambassador Program. <u>This will result in</u> the development of family leaders, who will have voice and agency in ensuring the ACE program directly meets student and family needs. Cafécitos and other programming will be designed by families, aligned to both ways of supporting their students as well as basic needs such as food security, immigration rights, and ELD. <u>This will lead to</u> families being empowered and being full partners in their child's education, resulting in higher levels of optimism and college-readiness as expressed in the annual survey.	Dean of Culture \$23750	Y

4c	Community Ambassador Program	<u>ACE will</u> develop and invest in a Community Ambassador Program. <u>This will result in</u> the development of family leaders, who will have voice and agency in ensuring the ACE program directly meets student and family needs. Cafécitos and other programming will be designed by families, aligned to both ways of supporting their students as well as basic needs such as food and housing security, immigration rights, and ELD. <u>This will lead to</u> families being empowered and being full partners in their child's education, resulting in higher levels of optimism and college-readiness as expressed in the annual survey	Community Ambassadors \$44000	Y
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Goal 5

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

Actions

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

		<u>This will result in</u> a staff that is aligned to the ACE Mission and Vision and equipped for their assignment. <u>This will lead to</u> 100% of staff appropriately credentialed for their assignment.	\$2296233	
5b	Curriculum and Materials	<u>ACE will</u> acquire and maintain books, materials, and supplies necessary to support classroom instruction and school operations. <u>This will result in</u> high quality, standards-aligned, and grade-level curricular materials. <u>This will lead to</u> a quality instructional program.	4000 Series \$113543	N
5c	Contracting, Equipment, & Facility	<u>ACE will</u> contract professional services to support instructional program; contract professional services to support operations, including student recruitment, records, and annual audit; and purchase and maintain equipment necessary to support program, including furniture, office equipment, hardware, and software; and contract a facility. <u>This will result in</u> a strong organization and physical site for learning. <u>This will lead to</u> the the organization's longevity.	5000, 6000, 7000 Series \$1775431	N

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
32.12%	\$1271044

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

Required Descriptions

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

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

Voice and Choice

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

College-Readiness

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

Family Engagement

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

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

Academic and Personal Growth

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

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

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