

Local Control Accountability Plan and Annual Update (LCAP)

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

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

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

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

LEA Name	Contact Name and Title	Email and Phone
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2017-20 Plan Summary

The Story

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

GOALS and PHILOSPHY

Vision and Mission

Accelerated Charter Elementary School (also referred to herein, as "ACES" or "charter school") will be a national model for public/private partnerships that comprehensively serves the needs of its students in preparation for them to take their rightful place as confident and courageous citizens eager to achieve and contribute to a global society. ACES will graduate students who are prepared to succeed in rigorous college preparatory high schools so that upon high school graduation each student will be prepared to succeed in the university of his/her choice; will enter the workplace as an informed and productive employee, entrepreneur, and community leader; and will act as a responsible citizen.

Guiding Principles and Values

Accelerated Charter Elementary Schools Model, developed by the National Center of Accelerated Charter Elementary Schools Project at Stanford University under the direction of Dr. Henry Levin, describes certain principles and values that guide effective accelerated schools. The guiding principles and values, described below, are applied at ACES to create and sustain a highly supportive educational environment that provides students, parents and community with high expectations of personal achievement and active learning experiences.

Three Central Principles

1. *Unity of Purpose* refers to a striving among parents, teachers, support staff, students, administrators, the district, and the local community toward a common set of goals for the school that become the focal point of everyone's efforts.

2. *Empowerment Coupled with Responsibility* refers to the ability of all participants in a school community to (1) make important educational decisions, (1) share responsibility for implementing those decisions, and (2) share responsibility for the outcomes of those decisions.
3. *Building on Strengths* refers to sharing and utilizing all of the human resources that students, parents, school staff, districts, and local communities bring to the educational experience.

Values of Accelerated Schools

1. Equity: All students can learn and have an equal right to a high-quality education.
2. Participation: Everyone participates in the decision-making process and the creation of powerful learning experiences.
3. Communication and collaboration: All members of the school community work together and share ideas. The entire school community collaboratively works toward a shared purpose by learning from each other's experiences.
4. Community Spirit: School staff, parents, students, district office representatives, and the local community are all part of the school community. When they succeed, they do so together, because they've built strong connections with each other--all in the service of the children.
5. Reflection: The entire school community continuously scrutinizes the world of the school and addresses challenges to school improvement.
6. Experimentation and discovery: All staff, parents, and students explore, design, and implement experimental programs after communicating about and reflecting on the school's challenges and participating in discovery exercises.
7. Trust: The entire school community establishes a foundation of trust based on the faith, support, and development of each individual's strengths.
8. Risk Taking: All parties are encouraged to be entrepreneurial in their efforts.
9. School as center of expertise: The members of the school community recognize that they possess the vision and the talent they need to make their dreams a reality. The school is a professional community with the expertise to create the best programs for its children, staff, and parents.

The Accelerated Charter Elementary School (ACES) features a distinctive dual language immersion model, the only one of its kind currently in Los Angeles and California. Established in 2004, ACES provides 50 percent of classroom instruction in Spanish and 50 percent in English implementing the Gómez & Gómez Dual Language Enrichment (DLE) program while adjusting to meet California curriculum requirements. ACES is the only school in the community that is implementing a dual language program in English/Spanish where 100% of the students participate in the program. Other public schools have a dual language strand that is implemented in their school where some students participate in it and others do not. Since ACES implements the program schoolwide it has a distinct advantage in promoting the value of a students' home language while they learn a second language.

While learning content in two languages, students still outperform many of resident LAUSD schools (See following data charts).

Parents in the community seek an education that not only academically meets their children's needs but culturally, including their home language. ACES strives to be a welcoming school community, which values the assets parents/guardians and students possess. When teachers successfully incorporate texts and pedagogical strategies that are culturally and linguistically responsive, they have been able to increase student efficacy, motivation, and academic achievement (Lee, 2001; Ladson-Billings, 1994)

ACES serves students in TK - 6th grade. We are located in one of the densest areas in Los Angeles with a population of 62,872 within 2.8 square miles, averaging 22,151 persons per a square mile. Evidence of economic distress abounds: gang activity, active drug dealing, significant numbers of single parent households, lack of affordable housing, large homeless population and abandoned businesses. Set within an urban empowerment zone just south of downtown Los Angeles, the unemployment rate is 11.2%. The 2010 census data for people living in the zip code 90037 states that there are 30% African American, 68% Hispanic and 2% mixed race inhabitants. The majority of the families are considered “working poor” by most standards, with 42% of households earning less than \$25,000 annually and 76% of the community speaks a language other than English at home. The economy relies heavily on low wage industry and service jobs. There are 21.5% of families living in poverty. About 65% of the residents receive some form of public assistance (Supplemental Security Income (SSI), cash public assistance income, or Food Stamps/SNAP) and 33% have less than a 9th grade education. As part of The Accelerated Schools, ACES has an expectation of high levels of student achievement for all students and implements curriculum that meaningfully engages students in their learning. ACES helps address these challenges by preparing its students to have the academic skills necessary for success in middle school, high school, college, and beyond.

ACES’ current student population is 98.4% Latino, 1.4% African-American, .4% Other. Our 2018-19 applications indicate that 97.2% of the students are eligible for free or reduced-price meals.

LCAP Highlights

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

The Local Control and Accountability Plan (LCAP) is a mirror of our 5-year Charter Petition that has been approved through LAUSD. The LCAP identifies:

1. Student Achievement Goals for our school and for significant subgroups (stipulated in Education Code sections 52060 and 52061)
2. How state money is distributed to support our CORE Expenditure Plan/Programs (federal dollars provide supplemental support of our main core programs).
3. The plan for meeting our goals school-wide and for our student subgroups

The framework for achieving our data goals for the school and for our subgroups:

Teaching & Learning - Overall Goal: Provide rigorous standards of pedagogy and ongoing pragmatic utilization of data

Professional Development – Overall Goal: Provide Professional Development that supports quality pedagogy/instructional planning, effective utilization of data.

Parent Engagement – Overall Goal: Provide parents opportunities to be involved in school governance and activities.

Review of Performance

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

Greatest Progress

We demonstrate academic progress over the last three school years in both ELA. The school recognizes the need for a more intensified strategic focus on leveled reading and ongoing interventions for struggling readers especially our English Learners.

English Language Arts (ELA): The following academic performance data highlight strengths in our English Language Arts program. Schoolwide on the CAASPP, from Spring 2017 to Spring 2018, ACES students increased by 4.63% from 38.17% to 42.8% in the Met/Exceeds Standards. The school demonstrated overall schoolwide performance growth in English Language Arts (ELA). Our Hispanic student group was 18.9 points below standard and maintained (-0.7 points). Our Socioeconomically Disadvantaged student subgroup scored 18.7 points below standard and maintained (-0.8 points). SWD increased from 13.04% to 15.39% Standard Met or Exceeded on the SBAC.

Mathematics: A similar review also demonstrated overall schoolwide performance growth in Math from academic year 2016-2017 to 2017-2018 of +1.45%. SWD increased from 4.35% to 19.23% Standard Met or Exceeded on the SBAC.

English Learners Progress: For the 2018 year there is no comparative data. For the year 2018-2019 SY ACES had 205 ELs tested on the ELPAC (English Language Proficiency Assessments for California) and scored as follows in the four levels:

Overall: 30.7% at Level 4 (Well Developed), 39.5% at Level 3 (Moderately Developed), 22.4% at Level 2 (Somewhat Developed), 7.3% at Level 1 (Beginning Stage)

Oral Language 45.85% at Level 4, 38.05% at Level 3, 10.24% at Level 2, 5.85% at Level 1.

Written Language 23.41% at Level 4, 23.41% at Level 3, 35.61% at Level 2, 17.56% at Level 1

Students demonstrated strength in oral language and a need for improvement in Reading/Writing with 52%-60% scoring at Somewhat/Moderately developed in these areas. This indicates a large percentage that can potentially be moved up to Well Developed with targeted interventions including the use of IRPs (Individualized Reclassification Plans).

English Learner Reclassification: Students re-designated to Fluent English proficient for 2018-2019 was 25.2%. This represents an increase of 10.8% compared to 14.4% in 2017-2018 SY.

Attendance: Student yearly attendance rates (ADA) have remained steady for the last three years, with 96% for 2017-2018, which plays an important role to support students' social and academic success. Attendance incentives including monthly and yearly awards are given to students. Parent workshops are provided and meetings are held with parents of chronically absent students to review impact of absences and provide support. Chronic absenteeism rate decreased by 1.1% to 6.5% for 2017-2018 SY compared to 7.6% for 2016-2017 SY

Suspension Rate: Our 2018 CA Accountability Dashboard reflected a Blue status (Very Low 0.2%) with a Maintained status. Our SWD showed a rate of 2.6% increase though this only represented one student. A Performance Indicator Review plan in conjunction with LAUSD was created to address this increase.

Parent Surveys: Our LCAP surveys indicated positive feedback on high standards in academics and core subjects, timely feedback about student work and student academic progress, positive school climate and culture and strong communication systems in a language they understand.

Staff Surveys: Our LCAP surveys indicated positive feedback on high standards in academics and core subjects, safe and secure school, positive school climate and culture, high standards and expectations for students.

Student Surveys: Our LCAP surveys indicated high standards in academics and core subjects, timely feedback about student work, and students who work hard will succeed

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

Greatest Needs

English Language Arts (ELA): Schoolwide our students maintained +1.6 points (Orange) on the CA Dashboard however are still 18.1 points below standard. To ensure students are reading at grade level, ACES is participating in the A2i Professional Support System that combines technology and professional development to increase literacy achievement for all students in grades K-3 by equipping and empowering educators to effectively individualize instruction in grades K-3. For 2018-2019, Kindergarten and First grade participated in the first year of a 3-year rollout with PD and implementation for Second grade in 2019-2020. Schoolwide all grades have access to Reading Horizons to address reading gaps and we targeted our struggling readers in 4th grade who participated in additional small group re-teaching and online interventions weekly.

Our English Learners student group performance on the ELA CAASPP was 37.7 points below standard (Orange) and declined 4.7 points. Our English Learner student subgroup showed a decrease in meeting standards in ELA of -1.69%.

There has been a demographic change in English Learner students who entered ACES. Due to opening of enrollment spaces, ACES has accepted 84 new EL students from 2016-18, whom did not participate in ACES’ dual immersion or English Learner program since TK/Kindergarten. SBAC

English Language Arts data was disaggregated for English Learner Students by Grade and Claim Levels. Claim Level data indicates a majority of current English Learners are at Below or Near Standard for ELA Claim 1-4.

	ELA Claim 1 Reading	ELA Claim 2 Writing	ELA Claim 3 Listening	ELA Claim 4 Research/Inquiry
Grade 3	13 Below Students 15 Near Students 1 Above Student	15 Below Students 13 Near Students 1 Above Student	11 Below Students 17 Near Students 0 Above Student	10 Below Students 17 Near Students 1 Above Student
Grade 4	13 Below Students 11 Near Students 1 Above Student	14 Below Students 11 Near Students 0 Above Student	8 Below Students 17 Near Students 0 Above Student	10 Below Students 16 Near Students 0 Above
Grade 5	12 Below Students	10 Below Students	12 Below Students	9 Below Students

	2 Near Students 0 Above Student	4 Near Students 0 Above Student	2 Near Students 0 Above Student	5 Near Students 0 Above Student
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Teachers and Administrators reviewed areas of need by grade levels:

- 3rd Grade has identified students need more practice with comprehension skills, such as analyzing texts, citing textual evidence, and referring back to text through Close Reading
- 4th Grade has identified students need to strategies to improve reading fluency and reading comprehension
- 5th Grade has identified students need support with reading comprehension, building academic vocabulary, and Close Reading strategies such as citing textual evidence and referring back to text Supporting English learners will continue to be a priority at ACES.
- All grade levels need support with Systematic ELD to build students' vocabulary, oral/written language structures in English
- Using IRPs (Individualized Reclassification Plans), teachers and students will set individualized goals to work towards to meet criteria for reclassification to English proficiency. These goals and areas to support students will be shared with parents at conferences and parent workshops.
- ACES will continue a strong implementation of Systematic ELD (designated ELD) and Integrated ELD for any subjects taught in English (Math, English Language Arts, etc.)
- It is important to note that our **English Learners** do well in comparison to the State, LAUSD, and they outperform LAUSD Resident Schools located within a 1.1-mile radius of ACES. However, we are striving to increase not only their Reclassification rate but their yearly academic performance in both Math and ELA through a thoughtful focus on their needs and daily implementation of Systematic ELD during Designated ELD and embedded in curricular areas taught in English including using SDAIE strategies.

Mathematics: Schoolwide our students Maintained (Orange) with 0.8 points and were 40.6 points below standard. The numerically significant English Learner student subgroup showed a decrease of 4.40% and was 52.2 points below standard.

Our new English Learner students are not entering ACES at the same level of foundational math knowledge as the students who have continuously matriculated through ACES and have a familiarity with Eureka Math and the strategic tools used TK-5. Interventions are provided for these students in class as well as before/after school.

SBAC Math data was disaggregated for English Learner Students Grade Level and Claim Level. Claim Level Data indicates English Learners are mostly at Below and Near Standards for Claim 1-3 in SBAC Math:

	Math Claim 1 Concepts & Procedures	Math Claim 2 Problem Solving & Modeling/Data	Math Claim 3 Communicating Reasoning
Grade 3	13 Below Students 14 Near Students 1 Above Student	12 Below Students 15 Near Students 1 Above Student	15 Below Students 7 Near Students 5 Above Student

Grade 4	16 Below Students 7 Near Students 1 Above Student	12 Below Students 11 Near Students 1 Above Student	13 Below Students 12 Near Students 0 Above Student
Grade 5	14 Below Students 0 Near Students 0 Above Student	14 Below Students 0 Near Students 0 Above Student	13 Below Students 1 Near Students 0 Above Student

To progress our students to Above Standards in SBAC Math Claims 1-3, our school has been working on:

- Increased and systematic professional development in building teacher and student conceptual rather than procedural skills, along with how to facilitate student learning of 8 Standards of Mathematical Practices
- Implementation of 3 Math Strategies (*Which One Doesn't Belong*, *Number Talks*, and *Math Performance Tasks*) specifically increase student mastery of 8 Standards of Mathematical Practices and demonstration of Concepts & Procedures, Problem Solving & Modeling/Data, and Communicating Reasoning
- Strategies are implemented using scaffolds for ELs such as sentence stems, teacher modeling, bilingual pairs, repetition and practice

Parent Surveys/Input: Need for academic courses in other content areas such as visual and performing arts; providing parents & students with additional support (enrichment activities, mental health/healthcare services, parent workshops/trainings; bullying prevention; parent center to welcome and provide academic support and training for families)

Staff Surveys/Input: Need for academic courses in other content areas such as visual and performing arts; providing students with support graduating high school, entering college and college pathways; providing adequate salary and benefits

Student Surveys/Input: Need for school cleanliness and good conditions of bathrooms, different variety and quality of school meals; expanding students in decision making process; students showing each other respect

ACES will work with parents, staff and students to address needs arising from LCAP surveys by prioritizing needs, using available resources and creating action plans to make improvements and meet requests.

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

Performance Gaps

The state indicator for ACES suspension rate was Blue with 0.2% suspended at least once and the school maintained at 0%. Our indicator for this subgroup rated Orange with 2.6% with an increase of 2.6%. We had 39 SWD (Students with Disabilities) for 2017-2018 and demonstrated a significant increase. The increase appears large however reflects one student being suspended last year. Due

to this ACES has created a PIR (Performance Indicator Review) plan to address the cause our SELPA (LAUSD) and CDE (Calif. Dept. of Education).

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

Increased or Improved services

Using benchmark assessments, curricular assessments, and regular grade level data analysis meetings to create action plans based on SMART goals, ACES students will demonstrate schoolwide increases each year for **low-income students, English learners and foster youth**. Other systems in place to support continued improvement include yearly ELA, Math and ELD pacing and assessment plans with regular grade level data meetings and planning for differentiated instruction and interventions. To accomplish this, teachers will have the support of an Instructional Coach and by hiring of a Physical Education Teacher to provide weekly release time for student data meetings and curricular planning.

To ensure that **English Learners** can make substantial progress, all teachers and administrators will continue to participate in professional development on implementation of Systematic ELD (E.L. Achieve) with any new teachers participating in a five-day initial training.

Teachers will use student portfolios to monitor **English Learners** growth and to set quarterly SMART goals for increased achievement on the CAASPP/SBAC as well as AMAOs (Annual Measurable Achievement Objectives).

Observations, student work, and assessments will be used to measure **low-income students, English learners, SWD, and foster youth** students' progress towards meeting ELD/ELA standards. Rigorous instruction and ongoing progress monitoring along with implementing our dual language model with fidelity will ensure continued growth for these students.

Budget Summary

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	\$ 5,838,262
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$ 5,838,262

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

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$ 5,125,924

Annual Update

LCAP Year Reviewed: 2018–19

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

Goal 1

Each teacher will be highly qualified, have appropriate teaching credentials provided by State Commission on Teacher Credentialing for his/her teaching assignment, promote a college going culture – college and career readiness and provide rigorous and relevant instruction that prepares students for success at the next grade level with academic interventions in place to eliminate obstacles of student achievement.

State and/or Local Priorities addressed by this goal:

State Priorities: 4 and 5

Local Priorities: 1, 2, and 7

Annual Measurable Outcomes

Expected	Actual
100% of teachers required to hold a credential will hold a valid CA Teaching Credential with appropriate English learner authorization and Primary language (Spanish) authorization as defined by the CA Commission on Teaching Credentialing	100% of teachers required to hold a credential held a valid CA Teaching Credential with appropriate English learner authorization and Primary language (Spanish) authorization as defined by the CA Commission on Teaching Credentialing
100% of teachers will be appropriately assigned and fully credentialed	100% of teachers were appropriately assigned and fully credentialed
100% of students will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition	100% of students had access to standards-aligned materials and additional instructional materials as outlined in our charter petition
100% of teachers will receive PD in CCSS and implement Units of Study in the classrooms	100% of teachers received PD in CCSS and implemented Curricular Units (Maravillas/Wonders – McGraw Hill)
Annually, 90% of all items on Monthly site inspection checklists and 90% of Facility Inspection checklists will comply/be in good standing	Annually, 90% of all items on Monthly site inspection checklists and 90% of Facility Inspection checklists did comply/are in good standing

Expected

Actual

and 100% of identified Required Corrections will be corrected within three months. Daily cleanliness spot checks will also be performed.	and 100% of identified Required Corrections were corrected within three months. Daily cleanliness spot checks were also performed.
Reclassification rates will meet or exceed that of LAUSD	Reclassification rates will meet or exceed that of LAUSD: ACES reclassification rate of 25.3% is higher than the District's rate of 22.8%.
100% of unduplicated students and SWD will have access to CA CCSS aligned curriculum	100% of unduplicated students and SWD did have access to CA CCSS aligned curriculum (Wonders/Maravillas – McGraw Hill & Eureka Math)
100% of students, including EL students, Students with Disabilities, African American students, Socioeconomically disadvantaged students, and Hispanic/Latino students, will gain academic content knowledge through the implementation of the CA CCSS.	100% of students, including EL students, Students with Disabilities, African American students, Socioeconomically disadvantaged students, and Hispanic/Latino students, did gain academic content knowledge through the implementation of the CA CCSS.
75% of students within all subgroups, including Students with Disabilities, African American students, Socioeconomically disadvantaged students, and Hispanic/Latino students will demonstrate mastery of content standards.	75% of students within all subgroups, including Students with Disabilities, African American students, Socioeconomically disadvantaged students, and Hispanic/Latino students demonstrated mastery of content standards.
Implementation of State Standards/Pupil Achievement: SBAC – ELA Met/Exceeded: 45%	Implementation of State Standards/Pupil Achievement: SBAC – ELA Met/Exceeded: 42.8%
Implementation of State Standards/Pupil Achievement: SBAC – Math Met/Exceeded: 35%	Implementation of State Standards/Pupil Achievement: SBAC – Math Met/Exceeded: 32.03%
Implementation of State Standards/Pupil Achievement: English Learner Progress in ELA on SBAC: 15%	Implementation of State Standards/Pupil Achievement: English Learner Progress in ELA on SBAC: 8.51%
Implementation of State Standards/Pupil Achievement: SWD Progress in ELA/Math on SBAC: 5% each for both ELA and Math	Implementation of State Standards/Pupil Achievement: SWD Progress in ELA/Math on SBAC: ELA 15.39%; Math 19.23%
Pupil Engagement – school attendance rates: At or above 98%	Pupil Engagement – school attendance rates: 95.39%

Expected

Actual

Course Access: Programs and services are developed and provided to unduplicated pupils and students with disabilities

100% of students were provided with the adopted course of study for grades TK-6. Effectiveness surveys were used to measure appropriateness and student growth. Each course of study is inclusive and offered courses in all required areas of study based on EC 51210 & EC 51220 (a)-(i)

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.1 (1) Provide instructional staff with professional development to support classroom instruction including the implementation of the CCSS, the Next Generation Science Standards (NGSS), technology, and data analysis</p>	<p>Implemented increased and systematic professional development for teachers in building student conceptual rather than procedural skills, along with how to facilitate student learning of 8 Standards of Mathematical Practices. Trained teachers and implemented 3 Math Strategies (<i>Which One Doesn't Belong, Number Talks, and Math Performance Tasks</i>) specifically increase student mastery of 8 Standards of Mathematical Practices and demonstration of Concepts & Procedures, Problem Solving & Modeling/Data, and Communicating Reasoning. Instructional Coach provided support to teachers in implementation of effective instructional strategies. Our 2nd year teachers with preliminary credentials received Induction classes and support of a mentor throughout the school year. One of our teachers who is a university intern received ongoing support from a school-site mentor.</p>	<p>A: \$134,030 B: \$42,972 C: \$200 D: \$10,250</p>	<p>A: \$207,223 B: \$0 C: \$55,747 D: \$7,144</p>
		<p>LCFF Funds Federal</p>	<p>LCFF Funds Federal</p>
		<p>A: Certificated Wages B: Employee Benefits C: Books & Supplies D: Operating Expenses</p>	<p>A: Certificated Wages B: Employee Benefits C: Books & Supplies D: Operating Expenses</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.2(1) Continue to ensure that all teachers are highly qualified, appropriately credentialed and properly placed	All teachers were highly qualified, appropriately credentialed and properly placed this year with support of HR.	\$0	\$0

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.3(1) Provide planning time for teachers to review and revise lessons and to ensure the alignment with the CCSS and Dual Language Program for both ELA and Math	Provided planning time for teachers throughout the year during Monday Staff Development with a minimum of three hours and up to six hours per month. Teachers had planning time 1x week for 60 min. for curricular planning.	A: \$5,514 B: \$1,630	A: \$6,910 B: \$1,859
		LCFF Funds Federal	LCFF Funds Federal
		A: Certificated Wages B: Employee Benefits	A: Certificated Wages B: Employee Benefits

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.4(1) Provide effective, systematic and organized instruction to all students throughout the school day	Teachers provided effective, systematic and organized instruction using Wonders/Maravillas for ELA/SLA and Eureka Math.	A: \$504,727 B: \$181,990	A: \$483,755 B: \$130,140
		LCFF Funds	LCFF Funds
		A: Certificated Wages B: Employee Benefits	A: Certificated Wages B: Employee Benefits

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.5(1) Extend the school day by providing targeted ELA and Math intervention before school and/or after school through small group tutoring services using research based practices and pre/post assessment data</p>	<p>Before and after school tutoring and targeted intervention was implemented in the 2nd semester with teachers completing an intervention form indicating pre/post assessment and students academic progress/growth.</p>	<p>A: \$5,387 B: \$30,274 C: \$6,810 D: \$750 E: \$7,682</p> <p>LCFF Funds Federal</p> <p>A: Certificated Wages B: Classified Wages C: Employee Benefits D: Books & Supplies E: Operating Expenses</p>	<p>A: \$7,726 B: \$2,078 C: \$23,840 D: \$6,336 E: \$0</p> <p>LCFF Funds Federal</p> <p>A: Certificated Wages B: Classified Wages C: Employee Benefits D: Books & Supplies E: Operating Expenses</p>

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.6(1) Provide teachers with high quality intervention materials needed to support students struggling in ELA and Math at the elementary and middle school levels</p>	<p>Teachers had McGraw-Hill 2017 Wonders/Maravillas curricular materials and technology resources to assign work at students' level as well as to support them with intervention within the classroom. RSTs had access to McGraw-Hill 2014 WonderWorks and McGraw-Hill 2017 Wonders. 2nd semester schoolwide access to Reading Horizons.</p>	<p>A: \$2,250 B: \$2,000</p> <p>LCFF Funds Federal</p> <p>A: Books & Supplies B: Operating Expenses</p>	<p>A: \$30,617 B: \$8,237</p> <p>LCFF Funds Federal</p> <p>A: Certificated Wages B: Employee Benefits</p>

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.7(1) Provide ELD instruction to students at each level of EL proficiency: 30 - 45 minutes at the elementary level</p>	<p>Provided ELD instruction to students at each level of EL proficiency: 30 - 45 minutes at the elementary level was provided by grouping students in their ELD levels and instruction provided based on their ELD or English proficiency levels.</p>	<p>A: \$120,773 B: \$34,496 C: \$52,464 D: \$4,800</p>	<p>A: \$124,536 B: \$53,097 C: \$42,985 D: \$0</p>
		<p>LCFF Funds</p>	<p>LCFF Funds</p>
		<p>A: Certificated Wages B: Classified Wages C: Employee Benefits D: Books & Supplies</p>	<p>A: Certificated Wages B: Classified Wages C: Employee Benefits D: Books & Supplies</p>

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.8(1) Promote retention of content learned through summer ELA and Math programs for students entering grades K-6</p>	<p>TK/K students assessed in summer prior to starting at ACES to place by language, school-readiness skills and create heterogeneous classes. Summer Intervention Academy provided for students for 3 weeks in July 2018. Parent communications sent with summer programs in community, free web-based programs, SRI Lexile book list for each student Gr. 2-6.</p>	<p>A: \$12,263 B: \$3,649 C: \$3,168 D: \$841</p>	<p>A: \$26,349 B: \$3,179 C: \$7,656 D: \$0</p>
		<p>Federal</p>	<p>Federal</p>
		<p>A: Certificated Wages B: Classified Wages C: Employee Benefits D: Operating Expenses</p>	<p>A: Certificated Wages B: Classified Wages C: Employee Benefits D: Operating Expenses</p>

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.9(1) Implement college activities to support and promote a college-going culture in elementary and middle school</p>	<p>Students are exposed to universities and college-going activities throughout the school year including wearing college T-shirts, having USC engineering students visit the campus to interact with students while they work on their class projects, 6th graders share their college aspirations in class & at their culmination, visitors to campus to speak to students about college, staff at school sharing expectations and experiences with students. Activities will be planned and revised each year.</p>	<p>A: \$26,539 B: \$9,299</p>	<p>A: \$25,990 B: \$6,992 C: \$0 D: \$0</p>
		<p>LCFF Funds</p>	<p>LCFF Funds</p>
		<p>A: Certificated Wages B: Employee Benefits</p>	<p>A: Certificated Wages B: Employee Benefits C: Books & Supplies D: Operating Expenses</p>

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.10(1) Provide additional instruction on Saturdays to support students struggling in ELA and Math</p>	<p>Not implemented this school year as provided intervention before/after school and in the summer (July 2018).</p>	<p>A: \$7,302 B: \$1,482 C: \$500</p>	<p>A: \$1,567 B: \$422 C: \$0 D: \$0</p>
		<p>LCFF Funds Federal</p>	<p>LCFF Funds Federal</p>
		<p>A: Certificated Wages B: Employee Benefits C: Books & Supplies</p>	<p>A: Certificated Wages B: Classified Wages C: Employee Benefits D: Books & Supplies</p>

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.11(1) Provide training in Guided Reading/Writing or similar program, SRI/SRC, and Implement Math and Science software programs or other academic programs</p>	<p>Provided training in Wonders/Maravillas curricular implementation for Reading/Writing for new teachers including for English Learners. Continued implementation of Lego Robotics with 5th grade students including SWD. Will continue to plan and implement SRI to measure students' reading progress. Using RAZ-Kids to promoted leveled reading for students at school and at home.</p>	<p>A: \$24,035 B: \$8,666 C: \$5,00 D: \$12,500</p>	<p>A: \$24,494 B: \$6,589 C: \$0 D: \$0</p>
		<p>LCFF Funds Federal</p>	<p>LCFF Funds Federal</p>
		<p>A: Certificated Wages B: Employee Benefits C: Books & Supplies D: Operating Expenses</p>	<p>A: Certificated Wages B: Employee Benefits C: Books & Supplies D: Operating Expenses</p>

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.12(1) Implement Learning Community Committee's – Leadership, Data/Technology, SPED, and ELD Committee's - to support the mission and vision of the school</p>	<p>Held 1-2 meetings monthly with PLC Leadership Team to plan collaboratively, gather input about successes/challenges with ELA/SLA/ELD/Math /Science/Soc. Studies/PE instruction and school climate/culture. Scheduled training, planning time, and identified resources needed for teachers, students, staff, and parents.</p>	<p>A: \$23,271 B: \$6,998 C: \$1,700 D: \$250</p>	<p>A: \$29,249 B: \$7,869 C: \$1,500 D: \$0</p>
		<p>LCFF Funds Federal</p>	<p>LCFF Funds Federal</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
		A: Certificated Wages B: Employee Benefits C: Books & Supplies D: Operating Expenses	A: Certificated Wages B: Employee Benefits C: Books & Supplies D: Operating Expenses

Action 13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.13(1) Plan and implement GATE program	Began process for needed professional development and identifying GATE students. With support of PLC Leadership will plan for enrichment throughout grade levels and through PD for teachers on differentiation.	A: \$14,102 B: \$4,949	A: \$14,361 B: \$3,863 C: \$0 D: \$0
		LCFF Funds	LCFF Funds
		A: Certificated Wages B: Employee Benefits C: Operating Expenses	A: Certificated Wages B: Employee Benefits C: Books & Supplies D: Operating Expenses

Action 14

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.14(1) Provide enrichment opportunities for students during the school day as well as during afterschool programs	Enrichment opportunities included: intramural sports, robotics, project-based learning, educational field trips performing & visual arts. Afterschool program also participated in field trips	A: \$17,537 B: \$2,248 C: \$3,500	A: \$0 B: \$0 C: \$3,761
		LCFF Funds	LCFF Funds

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

	and elective classes including science, arts & crafts, and leadership development opportunities.	A: Classified Wages B: Employee Benefits C: Books & Supplies	A: Classified Wages B: Employee Benefits C: Books & Supplies
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Action 15

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

1.15(1) Provide supplemental materials and resources to support students in an AVID-Like setting	Teachers and other staff supported development of social awareness and community involvement as a precursor to college readiness and provided leadership opportunities to students at school.	A: \$12,017 B: \$4,333 C: \$250 C: \$500	A: \$12,247 B: \$3,295 C: \$300
		LCFF Funds	LCFF Funds
		A: Certificated Wages B: Employee Benefits C: Books & Supplies D: Operating Expenses	A: Certificated Wages B: Employee Benefits C: Books & Supplies D: Operating Expenses

Action 16

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.16(1) Targeted special education supports ensuring the success of students with disabilities and enhanced outside resources to provide for their individual needs. Maintain supplemental support specialists</p>	<p>Targeted special education supports with the support of the SPED administrator to ensure the success of students with disabilities and enhanced outside resources to provide for their individual needs. Continued providing early interventions to reduce special education referrals using our RTI model including implementation of A2i professional support. Upper grade RST attended training with Gen Ed teacher to pilot co-teaching model with support of SPED Administrator.</p>	<p>A: \$251,377 B: \$62,330 C: \$102,334 D: \$8,500 E: \$206,630</p>	<p>A: \$259,924 B: \$13,436 C: \$72,324 D: \$267 E: \$430,873</p>
		<p>LCFF Funds Federal</p>	<p>LCFF Funds Federal</p>
		<p>A: Certificated Wages B: Classified Wages C: Employee Benefits D: Books & Supplies E: Operating Expenses</p>	<p>A: Certificated Wages B: Classified Wages C: Employee Benefits D: Books & Supplies E: Operating Expenses</p>

Action 17

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.17(1) Director of Curriculum and Instruction will support the alignment of CCSS standards and the goals of the school</p>	<p>Dir. of Curriculum and Instruction supported the alignment of CA CCSS standards and the goals of the school through weekly meetings with Principals and Directors to monitor progress toward achieving yearly goals at each school site, provided resources, and communicated regularly with CEO/CAO to ensure alignment of school goals.</p>	<p>A: \$35,135 B: \$10,384 C: \$500</p>	<p>A: \$35,789 B: \$9,628 C: \$0</p>
		<p>LCFF Funds Federal</p>	<p>LCFF Funds Federal</p>
		<p>A: Certificated Wages B: Employee Benefits C: Operating Expenses</p>	<p>A: Certificated Wages B: Employee Benefits C: Operating Expenses</p>

Action 18

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.18(1) Implement the CCSS and offer a rigorous course of study with aligned instructional materials and supplies</p>	<p>Teachers implemented CA CCSS using adopted curricular materials aligned with CCSS including McGraw-Hill 2017 Maravillas/Wonders & Eureka Math. Instructional materials, supplies, & resources (apps/web-based programs) were provided to support the rigorous course of study.</p>	<p>A: \$156,973</p>	<p>A: \$0</p>
		<p>LCFF Funds Federal</p>	<p>LCFF Funds Federal</p>
		<p>A: Books & Supplies</p>	<p>A: Books & Supplies</p>

Action 19

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.19(1) Provide an after-school program to serve all students including low income, at-risk and unduplicated students</p>	<p>ASES (after-school program) was provided to 120 students (97% low income students) Mon-Fri from 3-6pm with 1 Campus Aide, 5 trained instructors/1 site supervisor/1 site coordinator, resources, lessons, and electives. The program follows all the required state/federal guidelines and was effectively implemented with a high rate of participation.</p>	<p>A: \$8,495 B: \$84,723 C: \$13,048 D: \$1,258 E: \$4,976</p>	<p>A: \$9,836 B: \$111,909 C: \$22,631 D: \$3,744 E: \$5,959</p>
		<p>State</p>	<p>State</p>
		<p>A: Certificated Wages B: Classified Wages C: Employee Benefits D: Books & Supplies E: Operating Expenses</p>	<p>A: Certificated Wages B: Classified Wages C: Employee Benefits D: Books & Supplies E: Operating Expenses</p>

Action 20

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.20(1) Identify, recruit, place and orient staff to carry out the work of the school and provide them with the financial administration to assist in carrying out their goals of educating our students</p>	<p>Identified, recruited, placed, oriented staff to carry out the work of the school and provided them with the financial administration to assist in carrying out their goals of educating our students.</p>	<p>A: \$146,965 B: \$43,984 C: \$2,750 D: \$11,700</p>	<p>A: \$240,000 B: \$89,296 C: \$2,290 D: \$7,502</p>
		<p>LCFF Funds</p>	<p>LCFF Funds</p>
		<p>A: Classified Wages B: Employee Benefits C: Books & Supplies D: Operating Expenses</p>	<p>A: Classified Wages B: Employee Benefits C: Books & Supplies D: Operating Expenses</p>

Action 21

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.21(1) Administrators will develop and enforce attendance standards and rules. Administrators will target and meet with 100% of truant students' parents/guardians monthly to advise them of their students' needs and responsibilities and consult with appropriate outside officials when required</p>	<p>Administrators and other staff developed and enforced attendance standards and rules by sending out truancy letters throughout the year and holding meetings with parents of truant students. Importance of attendance was shared with parents at workshops, newsletters, and RoboCalls. Administrators and other staff targeted and met with 10% of truant students' parents/guardians to advise them of their student needs and responsibilities and provide support.</p>	<p>A: \$43,900 B: \$66,502 C: \$32,791</p>	<p>A: \$45,203 B: \$64,202 C: \$23,626</p>
		<p>LCFF Funds</p>	<p>LCFF Funds</p>
		<p>A: Certificated Wages B: Classified Wages C: Employee Benefits</p>	<p>A: Certificated Wages B: Classified Wages C: Employee Benefits</p>

Action 22

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.22(1) Provide funding for library clerk to help fulfill the primary expectations of serving all students including the students of low income and unduplicated count</p>	<p>Library clerk will not be funded until library is operational.</p>	<p>A: \$3,500 B: \$1,000</p>	<p>A: \$4,000 B: \$0</p>
		<p>State</p>	<p>State</p>
		<p>A: Books & Supplies B: Operating Expenses</p>	<p>A: Books & Supplies B: Operating Expenses</p>

Action 23

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.23(1) Ensure and monitor that physical education is occurring at the school site</p>	<p>Physical Education teacher provided 60 minutes a week per grade level to students. Teachers ensured 200 minutes every two weeks of physical education occurred at school site by providing additional PE classes.</p>	<p>A: \$51,078 B: \$1,200 C: \$18,349</p> <p>LCFF Funds</p> <p>A: Certificated Wages B: Classified Wages C: Employee Benefits</p>	<p>A: \$51,979 B: \$13,983</p> <p>LCFF Funds</p> <p>A: Certificated Wages B: Employee Benefits</p>

Action 24

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.24(1) Provide high quality substitutes to support classroom instruction when teachers are out</p>	<p>Ensured high quality substitutes supported classroom instruction when teachers were out by Administration monitoring and visiting classrooms. Teachers, students, parents, and office staff also provided feedback as to quality of substitutes using input forms.</p>	<p>A: \$58,000 B: \$6,514 C: \$12,746 D: \$52,000</p> <p>LCFF Funds</p> <p>A: Certificated Wages B: Classified Wages C: Employee Benefits D: Operating Expenses</p>	<p>A: \$46,486 B: \$5,682 C: \$13,521 D: \$232,462</p> <p>LCFF Funds</p> <p>A: Certificated Wages B: Classified Wages C: Employee Benefits D: Operating Expenses</p>

Action 25

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.25(1) Frequently monitor, assess, and review progress of EL students with IEPs toward gaining English Language proficiency and modify instructional practices and strategies as necessary to ensure compliance with IEP goals and objectives</p>	<p>Frequently monitored, assessed, and reviewed progress of EL students with IEPs toward gaining English Language proficiency and modified instructional practices through use of Systematic ELD, ELD portfolios and strategies as needed to ensure compliance with IEP goals and objectives.</p>	A: \$12,017 B: \$4,333	A: \$12,247 B: \$3,295
		LCFF Funds	LCFF Funds
		A: Certificated Wages B: Employee Benefits	A: Certificated Wages B: Employee Benefits

Action 26

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.26(1) Frequently monitor, assess and review students' grades and progress toward concept mastery for all students and subgroups including ELs, Students with Disabilities, African American students, Socioeconomically disadvantaged students, and Hispanic/Latino students</p>	<p>Teachers were provided planning time during the day (provided substitutes) and during Monday staff development with the support of Administrators to ensure student progress was monitored. Teachers created SMART goals based on student data 2X year to support students reaching concept mastery in language arts and mathematics. Student subgroups also monitored as part of this process.</p>	A: \$86,895 B: \$11,009 C: \$32,143	A: \$107,643 B: \$16,946 C: \$31,984
		LCFF Funds State	LCFF Funds State
		A: Certificated Wages B: Classified Wages C: Employee Benefits	A: Certificated Wages B: Classified Wages C: Employee Benefits

Action 27

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.27(1) Provide curricular accommodations and modifications as necessary and in compliance with student IEPs for all students with disabilities</p>	<p>Teachers provided curricular accommodations and modifications as necessary and in compliance with student IEPs for all students with disabilities and training implemented to support them in this area.</p>	<p>A: \$36,052 B: \$734 C: \$13,192</p>	<p>A: \$36,741 B: \$1,130 C: \$10,086</p>
		<p>LCFF Funds</p>	<p>LCFF Funds</p>
		<p>A: Certificated Wages B: Classified Wages C: Employee Benefits</p>	<p>A: Certificated Wages B: Classified Wages C: Employee Benefits</p>

Action 28

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.28(1) Implement an effective Transitional Kindergarten program to develop social and academic skills needed to be successful in kindergarten.</p>	<p>Implemented an effective TK program to develop social and academic skills needed to be successful in Kindergarten. Assessed students before TK and K to let parents know current school readiness skills students are entering school with and what is needed to be successful as they transition to TK/Kindergarten. Parent meetings held to support parents in transition to TK/Kindergarten and what they can do to support students academically and social-emotionally.</p>	<p>\$0</p>	<p>\$0</p>

Analysis

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

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

All actions and services for this goal were implemented to develop and ensure rigorous instructional programs, including enrichment opportunities to improve student performance. Our technology program has been successful with a 1-1 ratio in grades 2 through 6 using Chromebooks and Promethean interactive boards in the classrooms. Students integrate classroom instruction with online curriculum and other forms of digital media to help them become critical thinkers in the 21st century.

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

The actions and services were primarily effective as noted in student data and progress throughout the school year. All staff will work to continue improvement in implementing and refining our actions and services to improve academic and social-emotional goals for our students. Through more effective use of data analysis, Administrators and teachers will be able to effectively monitor student progress in academic areas of ELA/SLA/Math/ELD and other core areas. We are working in reaching more substantial gains in ELA and Mathematics not only on the CAASPP but on internal assessments as well. We have a strong focus on developing the whole child including social-emotional well being.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Changes were made last year to the increased yearly improvement for student subgroups: SWD, English Learners, Latinos, and Socioeconomically Disadvantaged for Goal 1 Annual Measurable Outcomes. A change in professional development focus was made based on math CAASPP data for 2017-2018. (Action 1.1)

Annual Update

LCAP Year Reviewed: 2018–19

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

Goal 2

ACES students will learn in a clean, safe and well-equipped school and will be provided with relevant, innovative and ample instructional resources.

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities: 1 and 2

Annual Measurable Outcomes

Expected	Actual
Basic Services – Facilities: 100% of school facilities are maintained in good repair	Basic Services – Facilities: 100% of school facilities are maintained in good repair
Implementation of State Standards: SBAC – ELA Met/Exceeded: 45%	Implementation of State Standards/Pupil Achievement: SBAC – ELA Met/Exceeded: 42.8%
Implementation of State Standards: SBAC – Math Met/Exceeded: 35%	Implementation of State Standards/Pupil Achievement: SBAC – Math Met/Exceeded: 32.03%
Implementation of State Standards: English Learner Progress in ELA on SBAC: 15%	Implementation of State Standards/Pupil Achievement: English Learner Progress in ELA on SBAC: 8.1%
Implementation of State Standards: SWD Progress in ELA/Math on SBAC: 5% each for both ELA and Math	Implementation of State Standards/Pupil Achievement: SWD Progress in ELA/Math on SBAC: ELA 15.39%; Math 19.23%

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>2.1(1) Custodial and grounds services will ensure school is clean. They will create a well-kept environment that supports that maximization of student learning. Maintenance and repairs of school facilities are done in a timely manner to help ensure a quality learning environment for our students.</p>	<p>Custodial and grounds services ensured school was clean and created a well-kept environment that maximized student learning. Maintenance and repairs of school facilities were done in a timely manner to help ensure a quality-learning environment for our students.</p>	<p>A: \$130,250 B: \$22,022 C: \$20,100 D: \$70,893</p>	<p>A: \$81,749 B: \$14,599 C: \$10,936 D: \$68,301</p>
		<p>LCFF Funds</p>	<p>LCFF Funds</p>
		<p>A: Classified Wages B: Employee Benefits C: Books & Supplies D: Operating Expenses</p>	<p>A: Classified Wages B: Employee Benefits C: Books & Supplies D: Operating Expenses</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>2.2(1) Provide professional development in EL Achieve to all teachers to improve instructional practices in the classroom for all students, in particular English learners, SWD and struggling students.</p>	<p>Five days of professional development was provided in E.L. Achieve Systematic ELD this year to three new teachers to improve instructional practices in the classrooms for all students and in particular English Learners, SWD, and struggling students.</p>	<p>A: \$19,102 B: \$5,891 C: \$15,000 D: \$2,100</p>	<p>A: \$14,361 B: \$3,863 C: \$0</p>
		<p>LCFF Funds</p>	<p>LCFF Funds</p>
		<p>A: Certificated Wages B: Employee Benefits C: Books & Supplies D: Operating Expenses</p>	<p>A: Certificated Wages B: Employee Benefits D: Operating Expenses</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>2.3(1) Provide ELD Portfolio training and implement ELD Portfolio Review twice a year in order to maintain proper alignment of curriculum, ensure instructional practices that result in reclassification and ongoing literacy/language support for English learners</p>	<p>Provided ELD Portfolio support and implemented ELD Portfolio Review twice during the year to maintain proper alignment of curriculum, ensure instructional practices that result in reclassification and ongoing literacy/language support for English learners. Teachers provided with planning time during the day (substitutes provided) to review ELD portfolios collaboratively.</p>	<p>A: \$27,119 B: \$3,670 C: \$10,433 D: \$200</p> <p>LCFF Funds</p> <p>A: Certificated Wages B: Classified Wages C: Employee Benefits D: Books & Supplies</p>	<p>A: \$26,608 B: \$7,158 C: \$0</p> <p>LCFF Funds</p> <p>A: Certificated Wages B: Employee Benefits C: Books & Supplies</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>2.4(1) Purchase materials and resources to support ELD programs at the school site and EL students who have been reclassified – software, textbooks, visual aids, etc.</p>	<p>Purchased materials and resources to support our ELD program at the school site and EL students who have been reclassified – software, textbooks, visual aids, etc. (Systematic ELD Units, manipulatives, realia, ELD leveled books, online programs)</p>	<p>A: \$19,528 B: \$5,722 C: \$19,050</p> <p>LCFF Funds</p> <p>A: Certificated Wages B: Employee Benefits C: Books & Supplies</p>	<p>A: \$22,301 B: \$8,167 C: \$0 D: \$0</p> <p>LCFF Funds</p> <p>A: Certificated Wages B: Employee Benefits C: Books & Supplies D: Operating Expenses</p>

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>2.5(1) Technology department maintains oversight of software programs, providing technology support for those programs, to deliver PD for all software programs and to oversee the expansion of technology at the school site to meet testing requirements – expanding infrastructure and programs; acquiring hardware, software and equipment. Provide support to enhance and utilize technology available and provide PD to teachers on using the tools available to enhance instruction</p>	<p>Technology department maintained oversight of software programs, provided technology support for those programs, delivered PD for all software programs and oversaw the expansion of technology at the school site to meet testing requirements – expanded infrastructure and programs; acquired hardware, software and equipment. Provided support to enhance and utilize technology available and provided PD to teachers on using the tools available to enhance instruction in both English and Spanish.</p>	<p>A: \$49,965 B: \$13,839 C: \$18,000 D: \$4,500</p> <p>LCFF Funds</p> <p>A: Classified Wages B: Employee Benefits C: Books & Supplies D: Operating Expenses</p>	<p>A: \$59,239 B: \$10,579 C: \$0 D: \$0</p> <p>LCFF Funds</p> <p>A: Classified Wages B: Employee Benefits C: Books & Supplies D: Operating Expenses</p>

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>2.6(1) School supports will include utilities, rentals, insurance, trash, telephone, fleet maintenance and other related expenditures supporting the operation of the school</p>	<p>School supports included utilities, rentals, insurance, trash, telephone, fleet maintenance and other related expenditures supporting the operation of the school.</p>	<p>A: \$44,200 B: \$345,598</p> <p>LCFF Funds</p> <p>A: Books & Supplies B: Operating Expenses</p>	<p>A: \$44,714 B: \$450,465</p> <p>LCFF Funds</p> <p>A: Books & Supplies B: Operating Expenses</p>

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>2.7(1) Food services will provide nutritious meals to students giving them the critical nutrients to enhance their learning and reinforcing good nutrition practices through services and nutritional information regarding child nutrition</p>	<p>Food services provided nutritious meals to students giving them the critical nutrients to enhance their learning and reinforce good nutrition practices through services and nutritional information regarding child nutrition.</p>	<p>\$0</p>	<p>\$0</p>

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>2.8(1) Implement systems and opportunities to support nutritional, mental, and physical health of students – use PFT as one of the evaluation metrics.</p>	<p>Administration, teachers, and other staff implemented systems and opportunities to support nutritional, mental, and physical health of students including preparing and administering the state Physical Fitness Test (PFT) to our 5th grade students.</p>	<p>A: \$16,187 B: \$1,135 C: \$5,725</p> <p>LCFF Funds</p> <p>A: Certificated Wages B: Employee Benefits C: Books & Supplies</p>	<p>A: \$16,475 B: \$1,113 C: \$4,631</p> <p>LCFF Funds</p> <p>A: Certificated Wages B: Classified Wages C: Employee Benefits</p>

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>2.9(1) Train and maintain safety and supervision staff and implement an emergency preparedness program</p>	<p>Trained all school staff and maintained safety and emergency preparedness program at school site throughout the school year. Conducted monthly emergency drills including a full earthquake drill. School Safety Committee met at Monday PD 3X year to review procedures and amend as needed. Informed parents at meeting of safety procedures and school site plan. Staff, parents, school site committee & SSC provided input to improve plan. Parents participated in mock full earthquake drill.</p>	<p>A: \$20,195 B: \$51,782 C: \$12,239 D: \$2,750</p>	<p>A: \$22,745 B: \$47,240 C: \$14,555</p>
		<p>LCFF Funds</p>	<p>LCFF Funds</p>
		<p>A: Certificated Wages B: Classified Wages C: Employee Benefits D: Books & Supplies</p>	<p>A: Certificated Wages B: Classified Wages C: Employee Benefits</p>

Analysis

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

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

All actions and services for this goal were implemented to meet our LCAP goals for the school year.

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

The overall effectiveness of the actions/services will be measured with the release of the 2019 Spring SBAC results. Internal assessments demonstrated growth in ELA with fluency and DRA levels in TK/K/1. A challenge area remains in reading comprehension in Gr. 3-6 and in solving word problems Gr. 1-6. Implementing Number Talks and Which One Doesn't Belong strategy was strong beginning to improving students conceptual understanding in math and this will continue as a focus area for next year. Teachers continue to work on improving outcomes for English learners in ELA and in reaching reclassification criteria. The large increase of students reclassifying for the 2017-2018 school year demonstrates improvement in supporting our English Learners reach English proficiency. We will continue to monitor their growth to strengthen our English Language Development program and our Dual Immersion program to help students reach biliteracy in English and Spanish.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Annual Update

LCAP Year Reviewed: 2018–19

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

Goal 3

ACES students will learn in a positive, welcoming, safe and supportive environment; parents, students, and community voices will be valued in enhancing students' success and stakeholders will demonstrate a commitment to uplift the community.

State and/or Local Priorities addressed by this goal:

State Priorities: 6

Local Priorities: 3 and 8

Annual Measurable Outcomes

Expected	Actual
Parental Involvement - Revise as necessary and administer surveys to gain parent input and promote parental involvement in various programs at the school site.	Parental Involvement – Surveys were revised as necessary and administered to parents in order to gain parent input and promote parental involvement in various programs at the school site. This included administering an LCAP input survey made accessible to parents during Student Led Conferences. Results were shared with parents at a meeting on May 23, 2019. Plans in progress to implement parent needs/requests to improve their involvement at school and to enhance student outcomes with their support.
School Climate - Suspension/Expulsion Rates: Less than 1% / 0%	School Climate - Suspension/Expulsion Rates: 0.2% (2017-18)
Pupil Outcomes: The adopted course of study for grades TK-6 is inclusive and shall offer courses in all required areas of study based on EC 51210 & EC 51220 (a)-(i)	Pupil Outcomes: The adopted course of study for grades TK-6 is inclusive and offers courses in all required areas of study based on EC 51210 & EC 51220 (a)-(i)

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.1(1) Implement supports to maintain discipline and positive behavior support plans	Implemented supports to maintain discipline and positive behavior support plans with support of Administrators, SPED Administrator and a school-site PBIS committee. The Administrative Coordinator provided social-emotional support to school staff and students either in the classroom, participating in SSPTs, meetings with staff/parents/Administrators.	A: \$33,115 B: \$1,324 C: \$10,779 D: \$200	A: \$33,388 B: \$1,589 C: \$9,266 D: \$0
		LCFF Funds	LCFF Funds
		A: Certificated Wages B: Classified Wages C: Employee Benefits D: Books & Supplies	A: Certificated Wages B: Classified Wages C: Employee Benefits D: Books & Supplies

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.2(1) Implement a Multi-Tiered System of student supports – positive behavioral intervention and supports	Implemented schoolwide Multi-Tiered System of student supports – positive behavioral intervention and supports including SSPT meetings and progress monitoring. Set goal to improve SSPT process for the school year to ensure students received supports/interventions needed with support from the SPED Administrator.	A: \$33,867 B: \$10,739 C: \$12,840	A: \$34,955 B: \$13,385 C: \$11,794
		LCFF Funds	LCFF Funds
		A: Certificated Wages B: Classified Wages C: Employee Benefits	A: Certificated Wages B: Classified Wages C: Employee Benefits

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>3.3(1) Administrative staff will focus on the implementation of positive behavior supports in a Multi-Tiered system working through SST process to identify interventions and corrective measures</p>	<p>Administrative staff focused on the implementation of positive behavior supports in a Multi-Tiered system working through SSPT process to identify interventions and corrective measures along with progress monitoring. Teachers provided with training by SPED Administrator on SSPT process and MTSS to improve supports for students.</p>	<p>A: \$33,867 B: \$10,739 C: \$12,840</p>	<p>A: \$4,228 B: \$28,548 C: \$6,235 D: \$0</p>
		<p>LCFF Funds</p>	<p>LCFF Funds</p>
		<p>A: Certificated Wages B: Classified Wages C: Employee Benefits</p>	<p>A: Certificated Wages B: Classified Wages C: Employee Benefits D: Books & Supplies</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>3.4(1) Through field trips and classroom guest speakers students participate in learning experiences about community service; conduct research and needs analysis, complete outreach and at minimum one group project; complete at least one group project and one individual project.</p>	<p>Through field trips and classroom speakers, students participated in learning experiences about community service; conducted research and needs analysis, completed two or more group projects and one individual project.</p>	<p>A: \$12,017 B: \$19,542 C: \$9,808 D: \$2,600 E: \$12,000</p>	<p>A: \$12,247 B: \$17,047 C: \$6,339 D: \$11,872</p>
		<p>LCFF Funds</p>	<p>LCFF Funds</p>
		<p>A: Certificated Wages B: Classified Wages C: Employee Benefits D: Books & Supplies E: Operating Expenses</p>	<p>A: Certificated Wages B: Classified Wages C: Employee Benefits D: Operating Expenses</p>

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>3.5(1) Teachers and staff will use positive behavior incentives to encourage and reward appropriate and positive behavior and to foster a safe, welcoming and supportive school environment.</p>	<p>Teachers and staff used positive behavior incentives including High Fives and Golden Tickets to encourage and reward appropriate and positive behavior and to foster a safe, welcoming and supportive school environment. The Administrative Coordinator supported the implementation of the Scholar Store (student incentives). Training & implementation of Second Step SEL program this school year to support students.</p>	<p>A: \$12,017 B: \$4,333 C: \$4,900</p>	<p>A: \$12,247 B: \$3,295</p>
		<p>LCFF Funds</p>	<p>LCFF Funds</p>
		<p>A: Certificated Wages B: Employee Benefits C: Books & Supplies</p>	<p>A: Certificated Wages B: Employee Benefits</p>

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>3.6(1) Provide support to 5th/6th Grade students to reduce at risk students dropping out in middle school.</p>	<p>Supports provided to reduce at risk students from dropping out with a focus on 5th & 6th grade students ready to enter Middle school through instructional supports, parent conferences, and mentoring. The Administrative Coordinator supported with Social-Emotional strategies and student groups.</p>	<p>A: \$41,224 B: \$14,528</p>	<p>A: \$43,448 B: \$11,688</p>
		<p>LCFF Funds</p>	<p>LCFF Funds</p>
		<p>A: Certificated Wages B: Employee Benefits</p>	<p>A: Certificated Wages B: Employee Benefits</p>

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>3.7(3) Provide parents/guardians with oral and written translation and communication to increase access and involvement of parents/guardians of English language learners and low income students; Main office will act as a liaison with the community</p>	<p>Provided additional parent/guardian oral and written translation and communication to increase access and involvement of parents/guardians of English language learners and low income students; Main office acted as a liaison with the community throughout the year</p>	<p>A: \$26,860 B: \$75,325 C: \$28,975 D: \$2,000 E: \$3,500</p>	<p>A: \$32,617 B: \$68,154 C: \$20,946 D: \$720</p>
		<p>LCFF Funds</p>	<p>LCFF Funds</p>
		<p>A: Certificated Wages B: Classified Wages C: Employee Benefits D: Books & Supplies E: Operating Expenses</p>	<p>A: Certificated Wages B: Classified Wages C: Employee Benefits D: Books & Supplies</p>

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>3.8(1) Maintain anti-bullying efforts at the school site and fully follow/implement the site discipline matrix/policy</p>	<p>Maintained anti-bullying efforts at the school site and followed/implemented the site discipline matrix/policy. Held anti-bullying assemblies with students, teachers, and community liaison as support in bullying/cyber-bullying prevention. Purchase and implementation of Second Step SEL program this school year to support students.</p>	<p>A: \$23,521 B: \$3,649 C: \$8,314 D: \$500 E: \$2,500</p>	<p>A: \$25,074 B: \$3,179 C: \$7,313</p>
		<p>LCFF Funds</p>	<p>LCFF Funds</p>
		<p>A: Certificated Wages B: Classified Wages C: Employee Benefits D: Books & Supplies E: Operating Expenses</p>	<p>A: Certificated Wages B: Classified Wages C: Employee Benefits</p>

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>3.9(1) Create community service program for 6th grade students</p>	<p>Teachers and After School program created community service opportunities for 5th/6th grade students.</p>	<p>A: \$13,349 B: \$3,945</p>	<p>A: \$17,205 B: \$4,629</p>
		<p>LCFF Funds</p>	<p>LCFF Funds</p>
		<p>A: Certificated Wages B: Employee Benefits</p>	<p>A: Certificated Wages B: Employee Benefits</p>

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>3.10(1) Implement sports program for students</p>	<p>Implemented sports program for students including intramural sports, P. E. classes, and encouragement for all students to participate in sports to increase healthy lifestyle.</p>	<p>A: \$1,500</p>	<p>A: \$0</p>
		<p>LCFF Funds</p>	<p>LCFF Funds</p>
		<p>A: Books & Supplies</p>	<p>A: Books & Supplies</p>

Analysis

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

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

All actions and services for this goal were implemented to meet our LCAP goals for the school year.

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

Staff, parents, and students require more PD, workshops, community building to be effective in creating a safe and welcoming environment 100% of the time. Students continue to require social-emotional curriculum to support anti-bullying and making safe choices with peers and adults.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Purchase of Second Step Social Emotional Curriculum added to actions and services (Actions 3.5 & 3.8) to support students' needs.

Stakeholder Engagement

LCAP Year: 2018–19

Involvement Process for LCAP and Annual Update

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

Parents completed a survey March 21 – March 29, 2019 to gather information about School Climate & Culture, School Safety, Academic Supports, Social-emotional, School Communication, and English Language Learners and College preparation. Students from grades 4 - 6 completed a survey to gather information about School Climate & Culture, Safety, Academic Communication and Supports, and College preparation in May 2019.

Surveys were completed by ACES Staff (Classified and Certificated) from April 8-12, 2019. Surveys asked for ratings covering School Climate & Culture, School Safety, Academic Expectations, Social-Emotional supports/services, Academic resources, Teacher Qualifications, College-going Culture, Collaboration with Community resources, and Decision-making processes.

During the school year several Coffee with the Principal events were held to informally gather parent concerns and areas to improve for student academic/social outcomes and the school climate so that parents feel welcome and can receive information they seek.

At SSC & ELAC meetings for the 2018-2019 school year (Jul. 23, 2018, Aug. 28, 2018, Oct. 24, 2018, Nov. 28, 2018, Feb. 27, 2019, Mar. 27, 2019, Apr. 23, 2019, May 29, 2019 & Jun. 14, 2019) committee members reviewed CAASPP and internal data, CA Accountability Dashboard (2017 & 2018), school-wide interventions for various student subgroups, academic resources, Safe School plan, SPSA Plan to provide input for our school's LCAP based on data, student progress and by prioritizing needs for students schoolwide including our Socio-economically Disadvantaged, English Learners and students with disabilities.

Impact on LCAP and Annual Update

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

Based on parent, staff, and Administrative input, priorities continue to be to provide interventions for academically struggling students especially English Language Learners and SPED students, providing more Social-Emotional support for students (counseling services, social-emotional curriculum, etc.), improving parent communications (via email & Smart Phones), increasing reclassification rates, and continuing to create a safe environment for students (anti-bullying and self-regulation strategies). Seeking opportunities for integrating the arts into student projects, providing effective anti-bullying behaviors for students, and anti-bullying training for parents to support the school in its efforts to reduce these incidents and to know how to respond pro-actively. Continuing a strong PBIS implementation and using Restorative Justice practices will help to create a healthier school climate.

ACES parents and staff alike, want to strengthen our school culture due to adding new students, additional classrooms/teachers and a larger student body overall. We want to continue to seek more opportunities to improve our engagement of the local community and parents by providing more workshops/trainings and opportunities for them to participate at school. More opportunities for parents/guardians to gather to support school activities and student academics will be created collaboratively between school administrators, staff and school parents/guardians. TAS seeks to implement SAW (School as a Whole) parent group to enhance parent engagement and meaningful involvement.

Parent constructive input will be gathered throughout the school year in surveys and in a variety of ways: informal gatherings (Coffee with the Principal), parent workshops/trainings, parent meetings, focus groups, etc. Translation services will be provided as well and communication will be in a language parents understand. This will be a continuous process to ensure their participation enhances the academic and social outcomes for students.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

New Goal

Goal 1

Increase student academic achievement to ensure college and career readiness

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 4, 7, and 8

Identified Need:

- 100% of students do not currently perform at or above grade level in Math and Language Arts.
- An achievement gap exists for at-risk students, including English learners (EL), Low Income (LI) and Students with Disabilities (SWD)
- College and career readiness skills and grade level proficiency in ELA/SLA and Math to afford students the ability to access the curriculum and comprehend/master content area instruction
- ACES will take pride in providing a clean, safe and well-maintained environment and will continue to maintain Williams Act compliant facilities so that students are afforded clean, safe, and well-maintained atmosphere with sufficient resources provided
- Interventions and support must be provided to English learners to increase the reclassification rate of LTEL's in order for all students to have full access to the core curriculum

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Basic Services - Highly Qualified/Credentialed teachers	100% of staff fully credentialed in content area	100% of staff fully credentialed in content area	100% of staff fully credentialed in content area	100% of staff fully credentialed in content area
Implementation of State Standards/Pupil Achievement: SBAC – ELA Met/Exceeded	36%	45%	50%	55%
Implementation of State Standards/Pupil Achievement: SBAC – Math Met/Exceeded	31%	35%	40%	45%
Implementation of State Standards/Pupil Achievement: English Learner Progress in ELA on SBAC	11%	15%	20%	30%
Implementation of State Standards/Pupil Achievement: SWD Progress in ELA/Math on SBAC	0% / 0%	5% / 5%	10% / 10%	20% / 20%
Course Access	Programs and services are developed and provided to unduplicated pupils and students with disabilities	Programs and services are developed and provided to unduplicated pupils and students with disabilities	Programs and services are developed and provided to unduplicated pupils and students with disabilities	Programs and services are developed and provided to unduplicated pupils and students with disabilities
Basic Services - Facilities	100% of school facilities are maintained in good repair	100% of school facilities are maintained in good repair	100% of school facilities are maintained in good repair	100% of school facilities are maintained in good repair
Course of Study	The adopted course of study for grades TK-6 is inclusive and shall offer courses in all required areas of study based on EC 51210 & EC 51220 (a)-(i)	The adopted course of study for grades TK-6 is inclusive and shall offer courses in all required areas of study based on EC 51210 & EC 51220 (a)-(i)	The adopted course of study for grades TK-6 is inclusive and shall offer courses in all required areas of study based on EC 51210 & EC 51220 (a)-(i)	The adopted course of study for grades TK-6 is inclusive and shall offer courses in all required areas of study based on EC 51210 & EC 51220 (a)-(i)

Planned Actions / Services

Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools

Actions/Services

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

Modified

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

Unchanged

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

New

2017-18 Actions/Services

1.1 (1) Provide instructional staff with professional development to support classroom instruction including the implementation of the CCSS, the Next Generation Science Standards (NGSS), technology, and data analysis

2018-19 Actions/Services

1.1 (2) Provide instructional staff with professional development to support classroom instruction including the implementation of the CCSS, the Next Generation Science Standards (NGSS), technology, and data analysis

2019-20 Actions/Services

1.1 (3) 100% of all teachers are fully credentialed and properly assigned

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	A: \$134,030 B: \$42,972 C: \$200 D: \$10,250	A: \$266,028 B: \$200 C: \$500	A: \$1,740,000 B: \$85,000 C: \$925,000 D: \$
Source	LCFF Funds	LCFF Funds	LCFF Funds

Year	2017-18	2018-19	2019-20
Budget Reference	Federal	Federal	
	A: Certificated Wages B: Employee Benefits C: Books & Supplies D: Operating Expenses	A: Certificated Wages & Benefits B: Books & Supplies C: Operating Expenses	A: Certificated Wages B: Classified Wages C: Employee Benefits D:

Action 2

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

Students to be Served:

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

All

Location(s):

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

All Schools

Actions/Services

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

Unchanged

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

Unchanged

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

New

2017-18 Actions/Services

1.2(1) Continue to ensure that all teachers are highly qualified, appropriately credentialed and properly placed

2018-19 Actions/Services

1.2(2) Continue to ensure that all teachers are highly qualified, appropriately credentialed and properly placed

2019-20 Actions/Services

1.2(3) Provide teachers with high quality core and supplemental resources and materials to support classroom instruction in all areas

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0.00	0.00	A: \$140,000 B: \$ C: \$ D: \$
Source	N/A	N/A	LCFF Funds
Budget Reference	N/A	N/A	A: Books & Supplies B:

Year

2017-18

2018-19

2019-20

C:
D:

Action 3

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

Students to be Served:

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

Students with Disabilities

Scope of Services:

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

Schoolwide

Location(s):

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

All Schools - ACES

Actions/Services

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

Modified

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

Unchanged

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

New

2017-18 Actions/Services

1.3(1) Provide planning time for teachers to review and revise lessons and to ensure the alignment with the CCSS and Dual Language Program for both ELA and Math

2018-19 Actions/Services

1.3(2) Provide planning time for teachers to review and revise lessons and to ensure the alignment with the CCSS and Dual Language Program for both ELA and Math

2019-20 Actions/Services

1.3(3) Provide materials and resources to support the success of students with disabilities including outside resources to provide for their individual needs. Maintain supplemental support specialists

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	A: \$5,514 B: \$1,630	A: \$10,456	A: \$75,000 B: \$
Source	LCFF Funds Federal	LCFF Funds Federal	
Budget Reference	A: Certificated Wages B: Employee Benefits	A: Certificated Wages & Benefits	A: Books & Supplies B:

Action 4

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

Students to be Served:

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

All

Location(s):

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

All Schools - ACES

Actions/Services

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

Unchanged

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

Unchanged

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

New

2017-18 Actions/Services

1.4(1) Provide effective, systematic and organized instruction to all students throughout the school day

2018-19 Actions/Services

1.4(2) Provide effective, systematic and organized instruction to all students throughout the school day

2019-20 Actions/Services

1.4(3) Provide high quality substitutes to support classroom instruction

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	A: \$504,727 B: \$181,990	A: \$639,829	A: \$125,000 B: \$
Source	LCFF Funds	LCFF Funds	LCFF Funds
Budget Reference	A: Certificated Wages B: Employee Benefits	A: Certificated Wages & Benefits	A: B:

Action 5

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

Students to be Served:

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

English Learners

Location(s):

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

All Schools - ACES

Actions/Services

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

Unchanged

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

Unchanged

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

New

2017-18 Actions/Services

1.5(1) Extend the school day by providing targeted ELA and Math intervention before school and/or after school through small group tutoring services using research based practices and pre/post assessment data

2018-19 Actions/Services

1.5(2) Extend the school day by providing targeted ELA and Math intervention before school and/or after school through small group tutoring services using research based practices and pre/post assessment data

2019-20 Actions/Services

1.5(3) Purchase materials and resources to support ELD programs at the school site and EL students who have been reclassified – software, textbooks, visual aids, etc.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	A: \$5,387 B: \$30,274 C: \$6,810 D: \$750 E: \$7,682	A: \$4,345 B: \$28,442 C: \$750 D: \$37,291 E: \$	A: \$ B: \$ C: \$ D: \$ E: \$
Source	LCFF Funds	LCFF Funds	See 1.02

Year	2017-18	2018-19	2019-20
Budget Reference	Federal	Federal	
	A: Certificated Wages B: Classified Wages C: Employee Benefits D: Books & Supplies E: Operating Expenses	A: Certificated Wages & Benefits B: Classified Wages & Benefits C: Books & Supplies D: Operating Expenses	A: B: C: D: E:

Action 6

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

Students to be Served:

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

All

Scope of Services:

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

Schoolwide

Location(s):

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

ACES

Actions/Services

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

Unchanged

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

Unchanged

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

New

2017-18 Actions/Services

1.6(1) Provide teachers with high quality intervention materials needed to support students struggling in ELA and math at the elementary and middle school levels

2018-19 Actions/Services

1.6(2) Provide teachers with high quality intervention materials needed to support students struggling in ELA and math at the elementary and middle school levels

2019-20 Actions/Services

1.6(3) Implement systems and provide opportunities to support nutritional, social/emotional, behavioral, and physical health of students

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	A: \$2,250 B: \$2,000	A: \$40,496 B: \$750 C: \$13,000	A: \$70,000 B: \$12,000
Source	LCFF Funds Federal	LCFF Funds Federal	LCFF Funds

Year	2017-18	2018-19	2019-20
Budget Reference	A: Books & Supplies B: Operating Expenses	A: Certificated Wages & Benefits B: Books & Supplies C: Operating Expenses	A: B:

Action 7

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

Students to be Served:

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

All

Scope of Services:

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

Schoolwide

Location(s):

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

ACES

Actions/Services

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

Unchanged

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

Unchanged

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

New

2017-18 Actions/Services

1.7(1) Provide ELD instruction to students at each level of EL proficiency: 30 - 45 minutes at the elementary level

2018-19 Actions/Services

1.7(2) Provide ELD instruction to students at each level of EL proficiency: 30 - 45 minutes at the elementary level

2019-20 Actions/Services

1.7(3) Provide funding for Library Clerk to help fulfill the primary expectation of serving all students including the students of low income and unduplicated count

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	A: \$120,773 B: \$34,496 C: \$52,464 D: \$4,800	A: \$167,436 B: \$49,796 C: \$1,400	A: \$ B: \$ C: \$ D: \$
Source	LCFF Funds	LCFF Funds	

Year	2017-18	2018-19	2019-20
Budget Reference	A: Certificated Wages B: Classified Wages C: Employee Benefits D: Books & Supplies	A: Certificated Wages & Benefits B: Classified Wages & Benefits C: Books & Supplies	A: B: C: D:

Action 8

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

Students to be Served:

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

All

Location(s):

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

All Schools - ACES

Actions/Services

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

Unchanged

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

Unchanged

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

New

2017-18 Actions/Services

1.8(1) Promote retention of content learned through summer ELA and Math programs for students entering grades K-6

2018-19 Actions/Services

1.8(2) Promote retention of content learned through summer ELA and Math programs for students entering grades K-6

2019-20 Actions/Services

1.8(3) School and district Administrative Leaders will participate in instructional and operational leadership professional development and collaboration

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	A: \$12,263 B: \$3,649 C: \$3,168 D: \$841	A: \$14,313 B: \$4,902 C: \$896 D: \$	A: \$650,000 B: \$ C: \$ D: \$
Source	Federal	Federal	LCFF Funds
Budget Reference	A: Certificated Wages B: Classified Wages	A: Certificated Wages & Benefits B: Classified Wages & Benefits	A: Certificated Wage B:

Year

2017-18

2018-19

2019-20

C: Employee Benefits
D: Operating Expenses

C: Operating Expenses

C:
D:

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-2020**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 1,414,534

34.08 %

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

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

The following actions/services are intended to increase and improve the services for unduplicated pupils:

- Provide funding for library clerk
- Purchase materials and resources to support ELD programs and reclassified students

The above actions and services provide the support and organization to increase and improve the performance of our unduplicated pupils – in particular, our low-income students and our English learners. By providing high quality instructional materials to teachers, and by providing funding for a library clerk, these students will participate in an organized program that is principally directed towards their academic improvement and will provide them with the instructional services that will contribute to improved educational outcomes.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

New Goal

Goal 2

Increase student engagement and whole child outcomes

State and/or Local Priorities addressed by this goal:

State Priorities: 5, 6, and 8

Identified Need:

- Policies and procedures (review and revise policies and procedures regarding SSPT practices)
- Multi-Tiered system of Supports for Behavior
- All students including EL students, Students with Disabilities, African American students, Socio-economically disadvantaged students, and Hispanic/Latino students, will demonstrate a commitment to uplift the community.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Pupil Engagement – school attendance rates	96.56%	At or above 98%	At or above 98%	At or above 98%
School Climate – Suspension & Expulsion Rates	Less than 1% / 0%	Less than 1% / 0%	Less than 1% / 0%	Less than 1% / 0%
Pupil Outcomes	The adopted course of study for grades TK-6 is inclusive and shall offer courses in all required areas of study based on EC 51210 & EC 51220 (a)-(i)	The adopted course of study for grades TK-6 is inclusive and shall offer courses in all required areas of study based on EC 51210 & EC 51220 (a)-(i)	The adopted course of study for grades TK-6 is inclusive and shall offer courses in all required areas of study based on EC 51210 & EC 51220 (a)-(i)	The adopted course of study for grades TK-6 is inclusive and shall offer courses in all required areas of study based on EC 51210 & EC 51220 (a)-(i)

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools - ACES

Actions/Services

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

Modified

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

Unchanged

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

New

2017-18 Actions/Services

2.1 (1) Provide instructional staff with professional development to support classroom instruction including the implementation of the CCSS, the Next Generation Science Standards (NGSS), technology, and data analysis

2018-19 Actions/Services

2.1 (2) Provide instructional staff with professional development to support classroom instruction including the implementation of the CCSS, the Next Generation Science Standards (NGSS), technology, and data analysis

2019-20 Actions/Services

2.1 (3) Implement college and career activities to support and promote a college-going culture

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	A: \$130,250 B: \$22,022 C: \$20,100 D: \$70,893	A: \$139,536 B: \$11,655 C: \$88,878	A: \$5,000 B: \$ C: \$ D: \$

Year	2017-18	2018-19	2019-20
Source	LCFF Funds	LCFF Funds	LCFF Funds
Budget Reference	A: Classified Wages B: Employee Benefits C: Books & Supplies D: Operating Expenses	A: Classified Wages & Benefits B: Books & Supplies C: Operating Expenses	A: Other Operating Costs B: C: D:

Action 2

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

Students to be Served:

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

All

Scope of Services:

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

Schoolwide

Location(s):

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

All Schools - ACES

Actions/Services

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

Unchanged

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

Unchanged

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

New

2017-18 Actions/Services

2.2(1) Provide professional development in EL Achieve to all teachers to improve instructional practices in the classroom for all students, in particular English learners, SWD and struggling students

2018-19 Actions/Services

2.2(2) Provide professional development in EL Achieve to all teachers to improve instructional practices in the classroom for all students, in particular English learners, SWD and struggling students

2019-20 Actions/Services

2.2(3) Implement a Multi-Tiered system of student supports including but not limited to positive behavioral interventions and socio-emotional support

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	A: \$19,102 B: \$5,891 C: \$15,000 D: \$2,100	A: \$24,951 B: \$15,000 C: \$100	A: \$ B: \$ C: \$ D: \$
Source	LCFF Funds	LCFF Funds	See 1.06

Year	2017-18	2018-19	2019-20
Budget Reference	A: Certificated Wages B: Employee Benefits C: Books & Supplies D: Operating Expenses	A: Certificated Wages & Benefits B: Books & Supplies C: Operating Expenses	A: B: C: D:

Action 3

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

STUDENTS TO BE SERVED:

(SELECT FROM ENGLISH LEARNERS, FOSTER YOUTH, AND/OR LOW INCOME)

ALL

Scope of Services:

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

Schoolwide

Location(s):

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

All Schools - ACES

Actions/Services

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

Unchanged

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

Unchanged

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

New

2017-18 Actions/Services

2.3(1) Provide ELD Portfolio training and implement ELD Portfolio Review twice a year in order to maintain proper alignment of curriculum, ensure instructional practices that result in reclassification and ongoing literacy/language support for English learners

2018-19 Actions/Services

2.3(2) Provide ELD Portfolio training and implement ELD Portfolio Review twice a year in order to maintain proper alignment of curriculum, ensure instructional practices that result in reclassification and ongoing literacy/language support for English learners

2019-20 Actions/Services

2.3(3) Maintain cyber-bullying and social media awareness prevention efforts at the school site and fully follow/implement the site discipline matrix/policy

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	A: \$27,119 B: \$3,670 C: \$10,433 D: \$200	A: \$36,309 B: \$5,297 C: \$200	A: \$ B: \$ C: \$ D: \$
Source	LCFF Funds	LCFF Funds	See 1.06

Year	2017-18	2018-19	2019-20
Budget Reference	A: Certificated Wages B: Classified Wages C: Employee Benefits D: Books & Supplies	A: Certificated Wages & Benefits B: Classified Wages & Benefits C: Books & Supplies	A: B: C: D:

Action 4

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

Students to be Served:

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

All

Scope of Services:

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

Schoolwide

Location(s):

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

All Schools - ACES

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

2.4(1) Purchase materials and resources to support ELD programs at the school site and EL students who have been reclassified – software, textbooks, visual aids, etc.

2018-19 Actions/Services

2.4(2) Purchase materials and resources to support ELD programs at the school site and EL students who have been reclassified – software, textbooks, visual aids, etc.

2019-20 Actions/Services

2.4(3) Provide opportunities for students to participate in school events and activities such as but not limited to school dances, assemblies, movie nights, ice cream socials, pizza parties, cocoa and cram sessions, career day, etc.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	A: \$19,528 B: \$5,722 C: \$19,050	A: \$31,087 B: \$17,275	A: \$15,000 B: \$ C: \$
Source	LCFF Funds	LCFF Funds	LCFF Funds

Year	2017-18	2018-19	2019-20
Budget Reference	A: Certificated Wages B: Employee Benefits C: Books & Supplies	A: Certificated Wages & Benefits B: Books & Supplies	A: Other Operating Costs B: C:

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ N/A

N/A %

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

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

N/A

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

New Goal

Goal 3

Improve practices supporting effective student instruction

State and/or Local Priorities addressed by this goal:

State Priorities: 2

Identified Need:

- Provide professional development in the areas of NGSS, intervention, CA CCSS, technology, and data analysis - Internal data shows that students need intervention in the areas of Math and Language Arts
- Provide professional development in EL programs to all teachers to improve instructional practices in the classroom for all students, in particular English learners, SWD and struggling students
- Provide ELD Portfolio training and implement ELD Portfolio Review twice a year in order to maintain proper alignment of curriculum, ensure instructional practices that result in reclassification and ongoing literacy/language support for English learners

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Implementation of State Standards/Pupil Achievement: SBAC – ELA Met/Exceeded	36%	45%	50%	55%
Implementation of State Standards/Pupil Achievement: SBAC – Math Met/Exceeded	31%	35%	40%	45%
Implementation of State Standards/Pupil Achievement: English Learner Progress in ELA on SBAC	11%	15%	20%	30%
Implementation of State Standards/Pupil Achievement: SWD Progress in ELA/Math on SBAC	0% / 0%	5% / 5%	10% / 10%	20% / 20%

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools - ACES

Actions/Services

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

Unchanged

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

Unchanged

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

New

2017-18 Actions/Services

3.1(1) Implement an effective Transitional Kindergarten program to develop social and academic skills needed to be successful in kindergarten

2018-19 Actions/Services

3.1(2) Implement an effective Transitional Kindergarten program to develop social and academic skills needed to be successful in kindergarten

2019-20 Actions/Services

3.1(3) Provide instructional staff with professional development to support classroom core and supplemental instruction including but not limited to the implementation of CCSS, NGSS, technology, and data analysis

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	A: \$33,115 B: \$1,324 C: \$10,779 D: \$200	A: \$43,529 B: \$1,897 C: \$200	A: \$10,000 B: \$ C: \$ D: \$

Year	2017-18	2018-19	2019-20
Source	LCFF Funds	LCFF Funds	LCFF Funds
Budget Reference	A: Certificated Wages B: Classified Wages C: Employee Benefits D: Books & Supplies	A: Certificated Wages & Benefits B: Classified Wages & Benefits C: Books & Supplies	A: Other Operating Costs B: C: D:

Action 2

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

Students to be Served:

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

All

Location(s):

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

All Schools - ACES

Actions/Services

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

Modified

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

Unchanged

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

New

2017-18 Actions/Services

3.2(1) Implement a Multi-Tiered System of student supports – positive behavioral intervention and supports

2018-19 Actions/Services

3.2(2) Implement a Multi-Tiered System of student supports – positive behavioral intervention and supports

2019-20 Actions/Services

3.2(3) Provide professional development to improve English Learner instructional practices in the classroom for all students, but in particular English learners, SWD, and struggling students

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	A: \$33,867 B: \$10,739 C: \$12,840	A: \$45,858 B: \$15,395	A: \$10,000 B: \$ C: \$
Source	LCFF Funds	LCFF Funds	LCFF Funds Federal

Year	2017-18	2018-19	2019-20
Budget Reference	A: Certificated Wages B: Classified Wages C: Employee Benefits	A: Certificated Wages & Benefits B: Classified Wages & Benefits	A: Other Operating Costs B: C:

Action 3

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

Students to be Served:

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

All

Location(s):

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

All Schools - ACES

Actions/Services

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

Unchanged

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

Unchanged

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

New

2017-18 Actions/Services

3.3(1) Administrative staff will focus on the implementation of positive behavior supports in a Multi-Tiered system working through SST process to identify interventions and corrective measures

2018-19 Actions/Services

3.3(2) Administrative staff will focus on the implementation of positive behavior supports in a Multi-Tiered system working through SST process to identify interventions and corrective measures

2019-20 Actions/Services

3.3(3) Implement Learning Community Committee’s to support the mission and vision of the school – to prepare students to attend the college of their choice

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	A: \$4,170 B: \$26,579 C: \$6,517 D: \$1,500	A: \$5,406 B: \$36,551 C: \$1,500	A: \$ B: \$ C: \$ D: \$
Source	LCFF Funds	LCFF Funds	

Year	2017-18	2018-19	2019-20
Budget Reference	A: Certificated Wages B: Classified Wages C: Employee Benefits D: Books & Supplies	A: Certificated Wages & Benefits B: Classified Wages & Benefits C: Books & Supplies	A: B: C: D:

Action 4

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

Students to be Served:

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

All

Location(s):

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

All Schools - ACES

Actions/Services

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

Unchanged

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

Unchanged

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

New

2017-18 Actions/Services

3.4(1) Through field trips and classroom guest speakers students participate in learning experiences about community service; conduct research and needs analysis, complete outreach and at minimum one group project; complete at least one group project and one individual project.

2018-19 Actions/Services

3.4(2) Through field trips and classroom guest speakers students participate in learning experiences about community service; conduct research and needs analysis, complete outreach and at minimum one group project; complete at least one group project and one individual project.

2019-20 Actions/Services

3.4(3) Extend the school day by providing targeted interventions before and after school through small group tutoring services using research-based practices and pre/post assessment data

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

A: \$12,017
B: \$19,542
C: \$9,808
D: \$2,600
E: \$12,000

A: \$16,198
B: \$22,190
C: \$2,600
D: \$10,250

A: \$
B: \$
C: \$
D: \$
E: \$

Year	2017-18	2018-19	2019-20
Source	LCFF Funds	LCFF Funds	
Budget Reference	A: Certificated Wages B: Classified Wages C: Employee Benefits D: Books & Supplies E: Operating Expenses	A: Certificated Wages & Benefits B: Classified Wages & Benefits C: Books & Supplies D: Operating Expenses	A: B: C: D: E:

Action 5

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

Students to be Served:

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

All

Location(s):

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

All Schools - ACES

Actions/Services

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

Unchanged

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

Unchanged

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

New

2017-18 Actions/Services

3.5(1) Teachers and staff will use positive behavior incentives to encourage and reward appropriate and positive behavior and to foster a safe, welcoming and supportive school environment

2018-19 Actions/Services

3.5(2) Teachers and staff will use positive behavior incentives to encourage and reward appropriate and positive behavior and to foster a safe, welcoming and supportive school environment

2019-20 Actions/Services

3.5(3) Provide additional instruction on Saturdays to support struggling students

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	A: \$12,017 B: \$4,333 C: \$4,900	A: \$16,198 B: \$4,900	A: \$15,000 B: \$ C: \$
Source	LCFF Funds	LCFF Funds	LCFF Funds
Budget Reference	A: Certificated Wages B: Employee Benefits	A: Certificated Wages & Benefits B: Books & Supplies	A: Certificated Wages B:

Year

2017-18

2018-19

2019-20

C: Books & Supplies

C:

Action 6

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

Students to be Served:

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

All

Location(s):

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

All Schools - ACES

Actions/Services

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

Modified

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

Unchanged

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

New

2017-18 Actions/Services

3.6(1) Provide elective program to support the reduction of all students including at risk students dropping out

2018-19 Actions/Services

3.6(2) Provide elective program to support the reduction of all students including at risk students dropping out

2019-20 Actions/Services

3.6(3) Provide planning time for teachers to promote the academic and social/emotion success of students

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	A: \$41,224 B: \$14,528	A: \$57,879	A: \$ B: \$
Source	LCFF Funds	LCFF Funds	See 1.06
Budget Reference	A: Certificated Wages B: Employee Benefits	A: Certificated Wages & Benefits	A: B:

Action 7

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

Students to be Served:

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

All

Location(s):

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

All Schools - ACES

Actions/Services

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

Unchanged

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

Unchanged

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

New

2017-18 Actions/Services

3.7(3) Provide parents/guardians with oral and written translation and communication to increase access and involvement of parents/guardians of English language learners and low income students; Main office will act as a liaison with the community

2018-19 Actions/Services

3.7(2) Provide parents/guardians with oral and written translation and communication to increase access and involvement of parents/guardians of English language learners and low income students; Main office will act as a liaison with the community

2019-20 Actions/Services

3.7(3) Provide field trips and classroom guest speakers

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	A: \$26,860 B: \$75,325 C: \$28,975 D: \$2,000 E: \$3,500	A: \$47,305 B: \$86,647 C: \$2,000	A: \$8,000 B: \$ C: \$ D: \$ E: \$
Source	LCFF Funds	LCFF Funds	LCFF Funds

Year	2017-18	2018-19	2019-20
Budget Reference	A: Certificated Wages B: Classified Wages C: Employee Benefits D: Books & Supplies E: Operating Expenses	A: Certificated Wages & Benefits B: Classified Wages & Benefits C: Books & Supplies	A: Other Operating Costs B: C: D: E:

Action 8

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

Students to be Served:

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

All

Location(s):

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

All Schools - ACES

Actions/Services

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

Unchanged

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

Unchanged

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

New

2017-18 Actions/Services

3.8(1) Maintain anti-bullying efforts at the school site and fully follow/implement the site discipline matrix/policy

2018-19 Actions/Services

3.8(2) Maintain anti-bullying efforts at the school site and fully follow/implement the site discipline matrix/policy

2019-20 Actions/Services

3.8(3) Train and maintain safety and supervision staff, purchase and maintain safety/medical supplies and implement an emergency preparedness program

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	A: \$23,521 B: \$3,649 C: \$8,314 D: \$500 E: \$2,500	A: \$33,803 B: \$4,902 C: \$500 D: \$2,500	A: \$ B: \$ C: \$ D: \$ E: \$
Source	LCFF Funds	LCFF Funds	

Year	2017-18	2018-19	2019-20
Budget Reference	A: Certificated Wages B: Classified Wages C: Employee Benefits D: Books & Supplies E: Operating Expenses	A: Certificated Wages & Benefits B: Classified Wages & Benefits C: Books & Supplies D: Operating Expenses	A: B: C: D: E:

Action 9

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

Students to be Served:

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

All

Location(s):

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

All Schools - ACES

Actions/Services

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

New

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

Unchanged

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

New

2017-18 Actions/Services

3.9(1) Create community service program for 6th grade students

2018-19 Actions/Services

3.9(2) Create community service program for 6th grade students

2019-20 Actions/Services

3.9(3) Offer summer program to support the academic growth of all students

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	A: \$13,349 B: \$3,945	A: \$25,218	A: \$22,500 B: \$
Source	LCFF Funds	LCFF Funds	LCFF Funds
Budget Reference	A: Certificated Wages B: Employee Benefits	A: Certificated Wages & Benefits	A: Certificated Wages B:

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ N/A

N/A %

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

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

N/A

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

New Goal

Goal 4

Increase parent engagement, involvement, and satisfaction

State and/or Local Priorities addressed by this goal:

State Priorities: 3

Identified Need:

- Provide space for parents to collaborate and support student success – parent center
- Provide additional opportunities for parents to be engaged at the school site

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parental Involvement	Develop and administer surveys to gain parent input that will support decision making efforts at the school site	Revise as necessary and administer surveys to gain parent input and promote parental involvement in various programs at the school site	Revise as necessary and administer surveys to gain parent input and promote parental involvement in various programs at the school site	Revise as necessary and administer surveys to gain parent input and promote parental involvement in various programs at the school site

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools - ACES

Actions/Services

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

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

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

New

2019-20 Actions/Services

4.1(3) Provide parents/guardians with oral and written translation and communication to increase access and involvement of parents/guardians

Budgeted Expenditures

Year 2017-18

2018-19

2019-20

Amount

A: \$5,000
 B: \$
 C: \$
 D: \$

Year	2017-18	2018-19	2019-20
Source			LCFF Funds Federal
Budget Reference			A: Other Operating Costs B: C: D:

Action 2

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

Students to be Served:

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

All

Location(s):

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

All Schools - ACES

Actions/Services

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

Modified

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

Unchanged

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

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

4.2(3) Provide parents with increased opportunities for school engagement, including opportunities to participate in stakeholder meetings, school communities, volunteerism, workshops, and school events

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			A: \$10,000 B: \$ C: \$
Source			LCFF Funds

Year	2017-18	2018-19	2019-20
Budget Reference			A: Certificated Wages B: C:

Action 3

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

Students to be Served:

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

All

Location(s):

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

All Schools - ACES

Actions/Services

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

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

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

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

4.3(3) Provide school and classroom materials to parents of low-income and foster youth – e.g. backpacks, notebooks, folders, pens, pencils, paper, etc.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			A: \$12,000 B: \$ C: \$ D: \$
Source			LCFF Funds

Year

2017-18

2018-19

2019-20

Budget
Reference

[Empty box for Budget Reference 2017-18]

[Empty box for Budget Reference 2018-19]

A: Book & Supplies
B:
C:
D:

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ N/A

N/A %

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

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

N/A

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

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

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

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

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

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

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

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

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the “Goal #” box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter “Limited to Unduplicated Student Group(s)”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code)

under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide

action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and

E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in 5 *CCR* Section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) “Suspension rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) “Expulsion rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?

- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?