



Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

[California School Dashboard](#): 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

Architecture, Construction &
Engineering Charter High School
(ACE)

Contact Name and Title

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Principal/Director

Email and Phone

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2017-20 Plan Summary

The Story

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

The mission of Architecture, Construction, and Engineering (ACE) Charter High School is to provide a scientific, technical, analytical, and liberal arts based high school experience from a contextually global mindset and through progressive and collaborative teaching practices. Through career programme pathways, ACE students explore a rigorous, contextual, project-based curriculum that prepares students for lifelong learning as well as direct-entry into college, professional apprenticeship programs, or a technical career. ACE strives to accomplish these goals through a truly interdisciplinary and global approach that weaves traditional educational practices with cutting-edge and real-world project-based activities. ACE fosters an educational environment that calls students to be critical thinkers, communicators, collaborators and creative in their approach to life and leadership within their community. ACE also calls upon teachers to be lifelong learners, while seeking progressive, collaborative, and creative methods to engage and educate the students in the international mindset.

The ACE vision is: Architecture, Construction, and Engineering Charter High School – inventing the future while honoring the past since 2010.

ACE operates as a stand-alone school district, receives support from our chartering agency, the Oxnard Union High School District for special education services, and contracts with Ventura County Office of Education for facility and operational purposes.

ACE employs 13 full-time teachers, 1 guidance counselor, 2 administrative assistants, and 1 principal. OUHSD employs 2 full-time special education teacher, 1 full-time teacher assistant for special education, and 1 paraprofessional.

ACE has continued to increase enrollment from 235 in the 2017-18 school year to 260 in 2018/2019. This growth trend projects the school to grow toward 300 students in 2019/2020 school year.

In August 2018, ACE was authorized as an International Baccalaureate World School through its Career-related Studies Programme. This program has established a career pathway across four years in Architecture, Construction, Engineering, and Computer Programming. ACE students also participate in an established dual enrollment program with Oxnard College, allowing all ACE students the opportunity to take advanced coursework through one of the county's local community colleges. Our hands-on project-based learning drives instructional pedagogy, and it is what stands us apart from surrounding schools. Our focus of Architecture, Construction, Engineering, and Computer Programming, drives the engagement of the staff and students, enhances our creativity, and enables us to stand alone on the forefront of CTE in Ventura County. As the only stand-alone IBCP school in California, and one of three nationally, ACE is in a class of its own.



LCAP Highlights

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

ACE reached out to students, staff, and parents, to seek input regarding the direction that the school continues to go in as it reaches toward its 10th anniversary. In August 2018, ACE was authorized as an IB World School through its International Baccalaureate Career Related Programme. To maximize student preparedness for colleges and careers, while keeping engagement levels high and accounting for all students, ACE has continued to advance its dual enrollment program with Oxnard College.



Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, 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

The ACE Charter High School is proud to report that through the LCAP, we are continuing to build a first class program for our students. In August 2018, ACE was authorized as an International Baccalaureate World School through its Career-related Studies Programme. This allows our students to have access to college and career-ready pathway programs in architecture, construction, engineering, and computer programming. ACE is raising the bar of rigor at our school. We have continued to revamped curriculum in CTE classes, to articulate with Ventura College for 4 courses, and have aligned with Project Lead the Way for 4 other CTE. Additionally, ACE has continued to build its dual enrollment program with Oxnard College, allowing for ACE students to access advanced coursework and college-level material while attending our school.

Referring to the California School Dashboard, 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

Due to ACE's size, many of its performance indicators are not reported. Therefore, its dashboard is not reflective of ACE's actual performance. From this, ACE's suspension rate is rated as orange, as it increased 0.7% from the prior school year to 1.6%. As a result of this increase, ACE is dedicating increased funds to student data collection, parent shared-governance, and academic engagement. Additionally, since our school suffers from a large transfer rate of students per year, our graduation rate, though not reported, are not accurately reflected. The school is still working to improve public perception as we stand alone as the only traditional day charter high school in the county. We have undergone several changes to our mission and vision, and therefore we have many changes to curriculum and offerings, as we transition to the International Baccalaureate Career-related studies school.

Referring to the California School Dashboard, 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

As ACE continues to focus on student performance, we are improving our student results across both English and Math. We have revamped our curriculum in Math, moving from the traditional sequence to the core Math I, II, & III, and we are investing in teacher training and student data collection to address these changes. The ELA instructors are continuing to focus on IAB and ICA practice exams within their courses. ACE has also developed a dual enrollment program with Oxnard College to provide students access to college-level courses in ELA and Math. Lastly, ACE has created a new intervention period each week to address student performance in the 9th and 10th grades.

Comprehensive Support and Improvement

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

Schools Identified

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

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

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

To ensure that all students experience a safe, rigorous, and culturally responsive learning environment, and graduate demonstrating "college and career ready" knowledge and skills through full implementation of the Common Core State Standards.

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
 - Priority 2: State Standards (Conditions of Learning)
 - Priority 4: Pupil Achievement (Pupil Outcomes)
 - Priority 5: Pupil Engagement (Engagement)
 - Priority 6: School Climate (Engagement)
 - Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator</p> <p>ACE will increase the school's overall graduation percentage by 5% over the prior year.</p> <p>ACE students will demonstrate a 7% growth in Math and ELA CAASPP scores</p> <p>18-19</p> <p>ACE will attempt to create our own electronic portfolio system to act as a pathway from ACE to college or careers. We will attempt to have every 12th grade student accounted for. Weebly is also an accepted platform for students to use as well.</p>	<p>ACE increased overall graduation by 5%, and demonstrated growth in both Math and ELA on the SBAC assessment. ACE is working on a new SIS, and in addition will couple with the IB Manageback program to obtain this information.</p>

Expected

Actual

Baseline

ACE reports an 80% overall graduation rate for the 2015/16 year.

ACE reports CAASPP scores of "standard met" or above for 37% of all students in Math and 48.7% below "standard met" in ELA.

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

The guidance counselor will work with all students to ensure that they are on track to graduate and enable college awareness.

Actual Actions/Services

All students have met with our school's guidance counselor for academic planning, this year.

Budgeted Expenditures

Edlio Cost - Service costs for this action item is included in action item 1.2 below. \$0

Estimated Actual Expenditures

Service costs for this action item is included in action item 1.2 below. \$0

Action 2

Planned Actions/Services

During the fall and spring, ACE will conduct a week long seminar covering careers both related and non- related to our school's mission.

Actual Actions/Services

In the fall, ACE held an IB Career Related Programme workshop for students and parents. In the spring, ACE held our College and Career festivities.

Budgeted Expenditures

Refreshments for week long seminar and printing. Supplies will be financed with State unrestricted dollars. \$300

Social Media contract. Services will be financed with state unrestricted dollars. \$3,240

Estimated Actual Expenditures

Refreshments for week long seminar and printing. Books And Supplies Unrestricted \$331

Social Media contract. Services And Other Operating Expenditures Unrestricted \$3,240

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

1.3 Teachers will seek out and take part in PD relevant to the mission and direction of the school.	Weekly, staff experienced PD on all things indentified by ACE teachers, in addition to IB PD's, and Common Core PD's.	Project Lead the Way - Service costs will be paid with State restricted dollars. \$4,000	Project Lead the Way Services And Other Operating Expenditures Unrestricted \$3,000
		International Baccalaureate Career Program - Service costs will be paid with State restricted dollars. \$9,500	International Baccalaureate Career Program Services And Other Operating Expenditures Unrestricted \$5,348
		Common Core/CAASPP -Service costs will be paid with State restricted dollars. \$4,175	Common Core/CAASPP Services And Other Operating Expenditures Unrestricted \$3,045
		Professional Development geared toward Common Core/CAASPP - Service costs will be paid with State unrestricted dollars. \$1,000	Other Professional Development Services And Other Operating Expenditures Unrestricted \$1,435

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.4 Hire additional teachers to maintain smaller class sizes	In addition to maintaining smaller class sizes, ACE worked out a partnership with Oxnard College for the English classes to be held at the Oxnard College Campus. Additional supplemental dollars were used to finance student transportation to the college.	Teacher 2.75 FTE - Certificated costs will be paid with State unrestricted dollars. \$259,615	Teacher 2.75 FTE Certificated Personnel Salaries Supplemental \$220,570
			Roadrunner Shuttle to transport ACE students to Oxnard College Services And Other Operating Expenditures Supplemental \$14,728

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Additional counseling hours to serve student growth	ACE utilized the additional FTE to perform comprehensive services for students.	Counselor .175 FTE - Certificated costs will be paid with State unrestricted dollars. \$20,377	Counselor .175 FTE Certificated Personnel Salaries Supplemental \$20,497

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.

Administration worked with the ACE counselor to assist with the planning of career weeks and IB weeks. The counselor worked to meet with all students throughout the year, in addition to taking part in the PD that all teachers were to experience as well.

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

ACE used student surveys, SBAC data, and graduation data to inform administration of the status of this goal.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

ACE Charter High School did not experience a material difference over 10% 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.

No changes were made to this goal.

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

To make certain that all students have access to appropriate facility, resources, equipment and technology for the purposes of demonstrating competency within the CCLS, Project Lead the Way, 21st Century Skills, and potentially obtain IB - CP diplomas.

State and/or Local Priorities addressed by this goal:

State Priorities:

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

ACE will replace 93 Chromebooks prior to the 2017/18 school year.

18-19

All students will have chromebooks in the school.

Baseline

ACE owns 230 Chromebooks at the end of the 2016/17 school year, allowing all ACE students to access one-to-one computers.

Actual

ACE made the replacements as described.

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
2.1 Funding for the maker space and expansion of the computer science pathways will be allocated as needed.	ACE funded the maker space as needed.	Facility upgrades - Two additional classrooms will be rented to accommodate student demand. Services costs will be financed with State unrestricted dollars. \$20,000	Two additional classrooms to accommodate student demand. Services And Other Operating Expenditures Unrestricted \$3,017
		Consumables for CTE classes. Supply costs will be paid with State unrestricted dollars. \$20,000	Consumables for CTE classes. Books And Supplies Unrestricted \$30,626

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.2 Articulation of 2 additional pathways courses is necessary.	ACE completed the articulation of these pathways.	Furniture for Computer Lab - Supply costs will be paid with State restricted dollars. \$1,000	Furniture for computer lab was not purchased. Instead, the purchases will be made in 2019-20. Books And Supplies Restricted \$0

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.3 Ensure that the one to one ratio of technology to student remains by purchasing updated chromebooks.	ACE replaced all chromebooks with Lenovo N23's for every student.	Chromebook Purchase - Supply costs will be financed with State unrestricted dollars. \$11,000	Chromebook Purchase Books And Supplies Supplemental \$12,620

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.

ACE followed all steps described for this goal to the letter.

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

ACE was very successful in meeting this goal, as we achieved all items listed above.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

ACE Charter High School experienced a material difference of more than 10% between budgeted expenditures and estimated actual expenditures due to the following reason: The Ventura County Office of Education (VCOE) provided two additional classrooms at minimal cost in comparison to the estimated budget. However, VCOE will charge ACE standard market price starting in 2019-20.

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.

No changes were made to this goal.

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

To empower parents to be actively engaged in their students' education and decision making processes by providing timely information, and encouraging parents to demonstrate their support for student learning and for the importance of graduating "college & career ready."

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
 - Priority 3: Parental Involvement (Engagement)
 - Priority 4: Pupil Achievement (Pupil Outcomes)
 - Priority 5: Pupil Engagement (Engagement)
 - Priority 6: School Climate (Engagement)
 - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator</p> <p>Increase parent participation by 5% over the prior year in all school supported college and career ready events.</p> <p>ACE annual LCAP survey will demonstrate a 10% increase in completion rate by key stakeholders</p> <p>18-19</p> <p>Hold college and career information nights, as well as FAFSA information nights as well. We will be attempting a college tour with parents for the first time as well.</p>	<p>ACE met all aspects of the expected outcomes throughout this school year.</p>

Expected

Actual

Baseline

7 parents participated in the 2016/2017 Parent FAFSA workshop.

20 parents completed the 2016/2017 ACE Parent Questionnaire.

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

3.1 Conduct an annual parent survey to assess parent satisfaction, evaluate parent education programs, assess impact on student learning and identify future needs; and establish baseline data. Share this data at monthly meetings.

Actual
Actions/Services

The parent survey was conducted and a record number of participants responded.

Budgeted
Expenditures

This action item will not generate any monetary costs to school.
\$0

Estimated Actual
Expenditures

This action item will not generate any monetary costs to school.
\$0

Action 2

Planned
Actions/Services

3.2 Conduct a fall and spring CTE class for students and their parent/guardian.

Actual
Actions/Services

A CTE class was conducted in the fall, and is scheduled for this spring.

Budgeted
Expenditures

Consumables & Printing - Supply costs will be paid with State unrestricted dollars. \$200

Dinner for attendees - Service costs will be paid with State unrestricted dollars \$400

Estimated Actual
Expenditures

Consumables & Printing-This action item will not generate any monetary costs to school. \$0

Dinner for attendees-This action item will not generate any monetary costs to school. \$0

Action 3

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

3.3 Either covering college or career opportunities, parents will be invited to attend these events with their student.

Parents were invited to every event this year.

Snacks & Printing for event - Supply costs will be paid with State unrestricted dollars. \$300

Snacks & Printing for event-This action item will not generate any monetary costs to school. \$0

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.

ACE had a successful year with parent involvement. We implemented all steps listed above.

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

Investing in parents is always a win win for the school. Our Parent Organization became an official 501C-3 and holds regular meetings. They have been instrumental in planning events for students at the school.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

ACE Charter High School experienced a material difference of more than 10% between budgeted expenditures and estimated actual expenditures. Although ACE completed the action items under goal 3, the school did not have to expend any funds.

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.

We have not changed this goal at all.

Stakeholder Engagement

LCAP Year: **2019-20**

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?

At the beginning of the 2018/2019 school year, ACE's administration established a three-semester timeline for the development of this LCAP. The timeline is as followed:

Fall/Winter 2018:

1A: Establishment of the LCAP Yearly Planning Cycle and Objectives.

Survey school stakeholders regarding needs of the school via a school climate survey

Attend school Parent Organization meetings

Report findings to the staff at bi-monthly collaboration meetings

Winter/Spring 2018/19:

1B: Share out LCAP progress monthly to the board

Utilize bi-monthly collaboration meetings to create 3-year student projections, staffing needs, and other budgetary considerations

Review progress toward action items

Establish modifications

Spring 2019:

1C: Share out findings from Stakeholder survives

Create shared goals with: (A) Parents in the ACE Parent Organization, (B) Student via student townhalls, and (C) School Staff

Report final conclusions to the ACE Board for approval of the LCAP draft

Throughout this process, ACE has placed the highest degree of importance possible on including all school stakeholder in (A) identification of our school's needs, (B) scope of funding allocations, and in (C) evaluation of proposed goals and actions. The administration also placed a high degree of importance on training and professional development that is linked to the LCAP process. Administration attended the 2018 CA Charter Schools Development Conference in the fall to learn best practices and current policies and procedures relating to the LCAP. Additionally, ACE conducted several staff professional developments linked to the LCAP. ACE Administration conducted three different surveys of school stakeholders during this LCAP process. In the Winter of 2018, ACE administration first surveyed all staff using a Google Forms survey tool. Second, the administration conducted both a student school climate survey and a parent survey in January/February 2019. ACE then reported out the survey findings to all stakeholders in March

2019. ACE administration attended monthly ACE Parent Association meetings to update parents on the scope and direction of the LCAP process. Lastly, ACE administration began updated the ACE board at March/April board meetings. Through the use of these steps, the ACE administration has ensured that the scope and direction of the LCAP accurately reflect the needs of all ACE students.

During the 2018/2019 school year, ACE utilized the ACE Teachers, Students, and the Parent Association, to drive the direction of the LCAP. The administration met regularly with each stakeholder group to established goals/modifications for the current year, as well as the directions for the 2019/2020, 2020/2021, and 2021/2022 school years. Each of the goals/actions was revisited consistently to ensure that not only the action plans were being carried out, but that fiscal spending was also factored in whenever necessary. Parents were consistently informed of the status of the LCAP and were asked for feedback and suggestions for revisions monthly at Parent Association meetings.

Parents, students, and staff were asked about additional goals or changes to existing goals that would better align the LCAP to the needs of the school. Industry partners were able to identify that the goals regarding alignment to college and career readiness were exactly as they should be to drive the school in the proper direction towards enabling our students the skills and exposure to content and resources necessary to keep students competitive post-graduation. The goals linked to the International Baccalaureate Career-related Studies Programme and dual enrollment offerings with Oxnard College specifically direct funds to specific wants expressed by stakeholder groups.

Impact on LCAP and Annual Update

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

The goals and the funding allocated for each is a direct reflection of the input given from the staff, the students, and the parents. After reviewing the guided 8 state priorities, ACE Charter High School derived the following goals, which fall under the and are organized by the three main categories: A. Conditions of Learning, B. Pupil Outcomes, & C. Stakeholder Engagement as described below.

A. Conditions of Learning

1. To make certain that all students have access to technology for the purposes of demonstrating competency within the CCLS, and 21st Century Skills.
2. Data Collection and Use

B. Pupil Outcomes

3. All teachers are best prepared to help all students to obtain mastery of the mission and vision of ACE, which is to graduate prepared for college and careers.

4. All students will graduate prepared for a collegiate setting or for a career revolving around one of our themes of study.
5. College Access and the IBCP

C. Stakeholder Engagement

6. Increase opportunities for parent/guardian input and meaningful participation.

ACE Parents and staff were able to sit down with the school administration to determine funding allocations required for the development of the school's dual enrollment program and the IBCP. It was expressed repeatedly that all goals were still at the forefront of the LCAP and the school's needs, but the modifications should be considered as the school establishes new programs and as it enters its 10th anniversary.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 1

To ensure that all students experience a safe, rigorous, and culturally responsive learning environment, and graduate demonstrating "college and career ready" knowledge and skills through full implementation of the Common Core State Standards.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Identified Need:

ACE is using CAASPP interim assessments, formative and summative assessments, graduation statistics, and survey data to identify sub groups that show need for growth with graduating prepared for college and careers within our given pathways, which are managed by acceptance to said schools and related jobs post ACE.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
ACE will increase the school's overall graduation percentage by 5% over the prior year.	ACE reports an 80% overall graduation rate for the 2015/16 year. ACE reports CAASPP scores of "standard met"	Naviance portfolios will show stages of completion based on grade level. A fall and spring career week will be conducted.	ACE will attempt to create our own electronic portfolio system to act as a pathway from ACE to college or careers. We	Every student who attends ACE will have an electronic portfolio which will span across all grades and for all students.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
ACE students will demonstrate a 7% growth in Math and ELA CAASPP scores	or above for 37% of all students in Math and 48.7% below “standard met” in ELA.	Professional Development will be outsourced and teachers will attend sessions outside of the school.	will attempt to have every 12th grade student accounted for. Weebly is also an accepted platform for students to use as well.	

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
Specific Grade Spans: 9-12

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

1.1 The guidance counselor will work with all students to ensure that they are on

2018-19 Actions/Services

The guidance counselor will work with all students to ensure that they are on track

2019-20 Actions/Services

The guidance counselor will work with all students to ensure that they are on track

track to graduate and enable college awareness.

to graduate and enable college awareness.

to graduate and enable college awareness.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$4,550	\$0	\$0
Budget Reference	Naviance Cost – Service costs will be paid with State unrestricted dollars.	Edlio Cost - Service costs for this action item is included in action item 1.2 below.	Edlio Cost - Service costs for this action item is included in action item 1.2 below.

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

[Add Students to be Served selection here]

Location(s):

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

All Schools

[Add Location(s) selection here]

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

Schoolwide

[Add Scope of Services selection here]

Location(s):

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

All Schools

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

2017-18 Actions/Services

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

Unchanged Action

2018-19 Actions/Services

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

Unchanged Action

2019-20 Actions/Services

1.2 During the fall and spring, ACE will conduct a week long seminar covering careers both related and non- related to our school's mission.

During the fall and spring, ACE will conduct a week long seminar covering careers both related and non- related to our school's mission.

During the fall and spring, ACE will conduct a week long seminar covering careers both related and non- related to our school's mission.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$300	\$300	\$350
Source			Unrestricted
Budget Reference	Refreshments for week long seminar and printing. Supplies will be financed with State unrestricted dollars.	Refreshments for week long seminar and printing. Supplies will be financed with State unrestricted dollars.	Books And Supplies Refreshments for week long seminar and printing.
Amount	\$3,240	\$3,240	\$3,240
Source			Unrestricted
Budget Reference	Social Media contract. Services will be financed with state unrestricted dollars.	Social Media contract. Services will be financed with state unrestricted dollars.	Services And Other Operating Expenditures Social Media contract with Edlio.

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

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

1.3 Teachers will seek out and take part in PD relevant to the mission and direction of the school.

2018-19 Actions/Services

1.3 Teachers will seek out and take part in PD relevant to the mission and direction of the school.

2019-20 Actions/Services

1.3 Teachers will seek out and take part in PD relevant to the mission and direction of the school.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$4,000	\$4,000	\$4,000
Source			Unrestricted
Budget Reference	Project Lead the Way - Service costs will be paid with State restricted dollars.	Project Lead the Way - Service costs will be paid with State restricted dollars.	Services And Other Operating Expenditures Project Lead the Way
Amount	\$9,500	\$9,500	\$9,500
Source			Unrestricted
Budget Reference	International Baccalaureate Career Program - Service costs will be paid with State restricted dollars.	International Baccalaureate Career Program - Service costs will be paid with State restricted dollars.	Services And Other Operating Expenditures International Baccalaureate Career Program
Amount	\$4,175	\$4,175	\$4,175
Source			Unrestricted
Budget Reference	Common Core/CAASPP -Service costs will be paid with State restricted dollars.	Common Core/CAASPP -Service costs will be paid with State restricted dollars.	Services And Other Operating Expenditures Common Core/CAASPP

Amount	\$1,000	\$1,000	\$1,500
Source			Unrestricted
Budget Reference	Professional Development geared toward unduplicated students. Service costs will be paid with State unrestricted dollars.	Professional Development geared toward Common Core/CAASPP - Service costs will be paid with State unrestricted dollars.	Services And Other Operating Expenditures Professional Development geared toward Common Core/CAASPP

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)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

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
Specific Grade Spans: 9-12

Actions/Services

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

New Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

1.4 Hire additional teacher to maintain smaller class sizes

2018-19 Actions/Services

1.4 Hire additional teachers to maintain smaller class sizes

2019-20 Actions/Services

1.4 Hire additional teachers to maintain smaller class sizes

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$82,296	\$259,615	\$233,348
Source			Supplemental
Budget Reference	Teacher 1.00 FTE - Certificated costs will be paid with State unrestricted dollars.	Teacher 2.75 FTE - Certificated costs will be paid with State unrestricted dollars.	Certificated Personnel Salaries Teacher 2.25 FTE
Amount			\$18,693
Source			Supplemental
Budget Reference			Services And Other Operating Expenditures Transportation cost to Oxnard College for students to attend college classes.

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)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

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
Specific Grade Spans: 9-12

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

Unchanged Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Additional counseling hours to serve student growth	Additional counseling hours to serve student growth	Additional counseling hours to serve student growth

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$19,260	\$20,377	\$21,621
Source			Supplemental
Budget Reference	Counselor .176 FTE - Certificated costs will be paid with State unrestricted dollars.	Counselor .175 FTE - Certificated costs will be paid with State unrestricted dollars.	Certificated Personnel Salaries Counselor .175 FTE

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 2

To make certain that all students have access to appropriate facility, resources, equipment and technology for the purposes of demonstrating competency within the CCLS, Project Lead the Way, 21st Century Skills, and potentially obtain IB - CP diplomas.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

ACE will continue to strengthen and grow the career and technical education courses by adopting rigorous coursework that encompasses the nature of common core.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
ACE will replace 93 Chromebooks prior to the 2017/18 school year.	ACE owns 230 Chromebooks at the end of the 2016/17 school year, allowing all ACE students to access one-to-one computers.	All students will have a chromebook from year 3 of our lease. All additions to the school curriculum will have	All students will have chromebooks in the school.	All students will have chromebooks in the school.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		facility and resources in place.		

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
Specific Grade Spans: 9-12

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

2.1 As new courses are offered, new resources will be needed. The facility will gain upgrades and additions when possible.

2018-19 Actions/Services

2.1 Funding for the maker space and expansion of the computer science pathways will be allocated as needed.

2019-20 Actions/Services

2.1 Funding for the maker space and expansion of the computer science pathways will be allocated as needed.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$75,000	\$20,000	\$30,000
Source			Unrestricted
Budget Reference	Facility upgrades. Construction costs will be financed with State restricted dollars.	Facility upgrades - Two additional classrooms will be rented to accommodate student demand. Services costs will be financed with State unrestricted dollars.	Services And Other Operating Expenditures Facility upgrades - Two additional classrooms will be rented to accommodate student demand.
Amount	\$20,000	\$20,000	\$30,000
Source			Unrestricted
Budget Reference	Consumables for CTE classes. Supply costs will be paid with State unrestricted dollars.	Consumables for CTE classes. Supply costs will be paid with State unrestricted dollars.	Books And Supplies Consumables for CTE classes.

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
Specific Grade Spans: 9-12

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

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

Unchanged Action	Modified Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2.2 Computer science is growing at ACE and a new lab, computers, servers, and staff will be needed.	2.2 Articulation of 2 additional pathways courses is necessary.	2.2 Articulation of additional pathway courses or the establishment of industry sponsored courses will be established as necessary.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$1,000	\$1,000
Source			Unrestricted
Budget Reference	Furniture for Computer Lab - Supply costs will be paid with State restricted dollars.	Furniture for Computer Lab - Supply costs will be paid with State restricted dollars.	Books And Supplies Furniture for Computer Lab
Amount	\$30,000		
Budget Reference	20 Computers for Science Lab - Supply costs will be financed with State restricted dollars.		

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)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

English Learners Foster Youth Low Income	Schoolwide	All Schools Specific Grade Spans: 9-12
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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

Unchanged Action	Unchanged Action	Unchanged Action
------------------	------------------	------------------

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2.3 Ensure that the one to one ratio of technology to student remains by purchasing updated chromebooks.	2.3 Ensure that the one to one ratio of technology to student remains by purchasing updated chromebooks.	2.3 Ensure that the one to one ratio of technology to student remains by purchasing updated chromebooks.
--	--	--

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$84,557	\$11,000	\$11,000
Source			Supplemental
Budget Reference	Chromebook Purchase - Supply costs will be financed with State unrestricted dollars.	Chromebook Purchase - Supply costs will be financed with State unrestricted dollars.	Books And Supplies Chromebook Purchase

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 3

To empower parents to be actively engaged in their students' education and decision making processes by providing timely information, and encouraging parents to demonstrate their support for student learning and for the importance of graduating "college & career ready."

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

Increase parental involvement, and increase engagement.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increase parent participation by 5% over the prior year in all school supported college and career ready events.	7 parents participated in the 2016/2017 Parent FAFSA workshop. 20 parents completed the 2016/2017 ACE Parent Questionnaire.	Hold at least one college and one career info night for the school year with at least the percent of parent within the parent association in attendance. Conduct at	Hold college and career information nights, as well as FAFSA information nights as well. We will be attempting a college tour	Hold college and career information nights, as well as FAFSA information nights as well. We will be attempting a college tour

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
ACE annual LCAP survey will demonstrate a 10% increase in completion rate by key stakeholders		least one parent/student CTE course held at night.	with parents for the first time as well.	with parents for the first time as well.

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
Specific Grade Spans: 9-12

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

3.1 Conduct an annual parent survey to assess parent satisfaction, evaluate parent

2018-19 Actions/Services

3.1 Conduct an annual parent survey to assess parent satisfaction, evaluate parent

2019-20 Actions/Services

3.1 Conduct an annual parent survey to assess parent satisfaction, evaluate parent

education programs, assess impact on student learning and identify future needs; and establish baseline data. Share this data at monthly meetings.

education programs, assess impact on student learning and identify future needs; and establish baseline data. Share this data at monthly meetings.

education programs, assess impact on student learning and identify future needs; and establish baseline data. Share this data at monthly meetings.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Budget Reference	This action item will not generate any monetary costs to school.	This action item will not generate any monetary costs to school.	This action item will not generate any monetary costs to school.

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
Specific Grade Spans: 9-12

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

2017-18 Actions/Services

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

Unchanged Action

2018-19 Actions/Services

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

Unchanged Action

2019-20 Actions/Services

3.2 Conduct a fall and spring CTE class for students and their parent/guardian.

3.2 Conduct a fall and spring CTE class for students and their parent/guardian.

3.2 Conduct a fall and spring CTE class for students and their parent/guardian.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$200	\$200	\$200
Source			Unrestricted
Budget Reference	Consumables & Printing - Supply costs will be paid with State unrestricted dollars.	Consumables & Printing - Supply costs will be paid with State unrestricted dollars.	Books And Supplies Consumables & Printing
Amount	\$400	\$400	\$400
Source			Unrestricted
Budget Reference	Dinner for attendees - Service costs will be paid with State unrestricted dollars.	Dinner for attendees - Service costs will be paid with State unrestricted dollars	Books And Supplies Dinner for attendees

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

[Add Students to be Served selection here]

Location(s):

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

All Schools

Specific Grade Spans: 9-12

[Add Location(s) selection here]

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

Schoolwide

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

3.3 Either covering college or career opportunities, parents will be invited to attend these events with their student.

2018-19 Actions/Services

3.3 Either covering college or career opportunities, parents will be invited to attend these events with their student.

2019-20 Actions/Services

3.3 Either covering college or career opportunities, parents will be invited to attend these events with their student.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$300	\$300	\$300
Source			Unrestricted
Budget Reference	Snacks & Printing for event - Supply costs will be paid with State unrestricted dollars.	Snacks & Printing for event - Supply costs will be paid with State unrestricted dollars.	Books And Supplies Snacks & Printing for event

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$208,626

Percentage to Increase or Improve Services

8.68%

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).

Based on current enrollment projections, ACE Charter High School will educate 295 students during 2019-20. Approximately, 43.40% of these students will be deemed unduplicated. Consequently, LCFF supplemental funds generated by Average Daily Attendance will be approximately \$208,626. ACE will increase or improve services for unduplicated students by implementing the following services:

1. Additional Teachers to maintain smaller class sizes
2. Transportation costs to shuttle students to Oxnard College for supplemental education
3. Additional Counselor hours to support students
4. Maintain one to one ratio of technology to students

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$194,367

Percentage to Increase or Improve Services

8.74%

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).

Based on current enrollment projections, ACE Charter High School will educate 260 students during 2018-19. Approximately, 34.62% of these students will be deemed unduplicated. Consequently, LCFF supplemental funds generated by Average Daily Attendance will be approximately \$193,733. ACE will increase or improve services for unduplicated students by implementing the following services:

- 1. Additional Teachers to maintain smaller class sizes
- 2. Additional Counselor hours to support students
- 3. Maintain one to one ratio of technology to students

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$103,270	5.68%

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).

Based on current enrollment projections, ACE Charter High School will educate 220 students during 2017-18. Approximately, 35.45% of these students will be deemed unduplicated. Consequently, LCFF supplemental funds generated will be approximately \$103,270. ACE will increase or improve services for unduplicated students by implementing the following services:

1. Staff development related to unduplicated students.
2. Additional Teacher to maintain smaller class sizes
3. Additional Counselor hours to support students
4. Achieve a one to one ratio of technology to students

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 California School Dashboard 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 California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

Comprehensive Support and Improvement

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

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 California School Dashboard, 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 California School Dashboard, 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 California School Dashboard, 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 K-8 students who were absent 10 percent or more of the school days excluding students who were:
 - (A) enrolled less than 31 days
 - (B) enrolled at least 31 days but did not attend at least one day
 - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
 - (i) are enrolled in a Non-Public School
 - (ii) receive instruction through a home or hospital instructional setting
 - (iii) are attending a community college full-time.
- (2) The number of students who meet the enrollment requirements.
- (3) Divide (1) by (2).

(b) “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).

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

(1) For a 4-Year Cohort Graduation Rate:

- (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
- (B) The total number of students in the cohort.
- (C) Divide (1) by (2).

(2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

- (A) The number of students who either graduated as grade 11 students or who earned any of the following:
 - (i) a regular high school diploma
 - (ii) a High School Equivalency Certificate
 - (iii) an adult education diploma
 - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
- (B) The number of students in the DASS graduation cohort.
- (C) Divide (1) by (2).

(d) “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).

(e) “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?

Prepared by the California Department of Education, January 2019

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	355,107.00	318,457.00	343,778.00	355,107.00	369,327.00	1,068,212.00
	355,107.00	0.00	343,778.00	355,107.00	0.00	698,885.00
Restricted	0.00	0.00	0.00	0.00	0.00	0.00
Supplemental	0.00	268,415.00	0.00	0.00	284,662.00	284,662.00
Unrestricted	0.00	50,042.00	0.00	0.00	84,665.00	84,665.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	355,107.00	318,457.00	343,778.00	355,107.00	369,327.00	1,068,212.00
	355,107.00	0.00	343,778.00	355,107.00	0.00	698,885.00
Books And Supplies	0.00	43,577.00	0.00	0.00	43,250.00	43,250.00
Certificated Personnel Salaries	0.00	241,067.00	0.00	0.00	254,969.00	254,969.00
Services And Other Operating Expenditures	0.00	33,813.00	0.00	0.00	71,108.00	71,108.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	355,107.00	318,457.00	343,778.00	355,107.00	369,327.00	1,068,212.00
		355,107.00	0.00	343,778.00	355,107.00	0.00	698,885.00
Books And Supplies	Restricted	0.00	0.00	0.00	0.00	0.00	0.00
Books And Supplies	Supplemental	0.00	12,620.00	0.00	0.00	11,000.00	11,000.00
Books And Supplies	Unrestricted	0.00	30,957.00	0.00	0.00	32,250.00	32,250.00
Certificated Personnel Salaries	Supplemental	0.00	241,067.00	0.00	0.00	254,969.00	254,969.00
Services And Other Operating Expenditures	Supplemental	0.00	14,728.00	0.00	0.00	18,693.00	18,693.00
Services And Other Operating Expenditures	Unrestricted	0.00	19,085.00	0.00	0.00	52,415.00	52,415.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal						
Goal	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	302,207.00	272,194.00	128,321.00	302,207.00	296,427.00	726,955.00
Goal 2	52,000.00	46,263.00	214,557.00	52,000.00	72,000.00	338,557.00
Goal 3	900.00	0.00	900.00	900.00	900.00	2,700.00
Goal 4			0.00	0.00	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.