

# 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)

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

LEA Name

Contact Name and Title

Email and Phone

Architecture, Construction & Engineering Charter High School (ACE)

Joseph Clausi  
Principal/Director

jclausi@acecharterhigh.org  
805-437-1411

## 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 Oxnard Union High School District for special education services, and contracts with Ventura County Office of Education for facility and operational purposes.

ACE employs 12 full time teachers, 1 part time teacher, 1 guidance counselor, 2 administrative assistants, and 1 principal. OUHSD employs 1 full time special education teacher, 1 full time teacher assistant for special education, and 1 para professional.

ACE looks to continue to increase enrollment for the 2017-18 school year going above 235 students. For the 2018-19 school year the projection of growth puts us in the range of 280 students, and 2019-20 school year enrollment projection is 310 students.

Our hands-on project based driven instructional approach to daily pedagogy is what stands us apart from surrounding schools, and our focus of Architecture, Construction, Engineering, Computer Science, and Machining, 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.



## LCAP Highlights

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

ACE has tried to reach out to students, staff, and parents, regarding the direction that the school continues to go in. We are in the process of planning for International Baccalaureate Career Related Programme, to maximize student preparedness for colleges and careers, all the while keeping engagement levels high and accounting for all students.



## Review of Performance

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

### Greatest Progress

The ACE Charter LEA is super proud of raising the bar of rigor at our school. We have revamped curriculum in CTE classes, to articulate with Ventura College for 4 courses, have aligned with Project Lead the Way for 4 other CTE courses, will have 3 IB core courses next year, and added a completed pathway in Computer Science.

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

### Greatest Needs

Since our school suffers from a large transfer rate of students per year, our graduation results are not accurately reflected. We are a school of choice, and have undergone several changes to our mission and vision, and therefore we have at least 30 students per year that transfer in or out of our school based on the changes. In addition, surrounding school districts still see us as a credit recovery school and do not understand our mission and vision, yet continue to send students to our school who are not a proper fit. We take these students in, and they do not stay for long as once

they realize this is not a good fit, they transfer out. Our school is working on balancing out these specifics, yet it has not been as successful enough.

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

Performance Gaps

ACE will focus on improving our student results on the CAASPP. We revamped our curriculum in Math, moving from the traditional sequence to the core Math I, II, & III. This year, students taking the Math SBAC will have adequate preparation for this exam in 11th grade - and therefore results should improve. The ELA instructors express concern with practice options for ELA SBAC tests, and this year began to create their own to better assist student practice.

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

Increased or Improved services

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 \$194,367. 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

Budget Summary

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	\$2,493,586
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$355,107.00

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

Architectural, Construction & Engineering Charter High School is operated as a not-for profit public benefit charter school. Therefore, the school accounts for its general fund activities under Fund 62. The projected general fund expenditures not reported on the Local Control and Accountability Plan (LCAP) represent the following general categories:

1. Salaries and benefits for certificated and classified employees
2. Instructional and administrative supplies
3. Non-capitalized equipment under \$5,000
4. Staff Development
5. General Liability Insurance
6. Facility and Utility costs
7. Contracted instructional and administrative services
8. Depreciation
9. Other outgo including indirect costs charges

**DESCRIPTION****AMOUNT**

Total Projected LCFF Revenues for LCAP Year

\$2,417,234

# Annual Update

LCAP Year Reviewed: **2017-18**

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><b>Metric/Indicator</b></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><b>17-18</b></p> <p>Naviance portfolios will show stages of completion based on grade level. A fall and spring career week will be conducted. Professional Development will be outsourced and teachers will attend sessions outside of the school.</p>	<p>ACE increased our graduation rate by the projected goal of more than 5%.</p> <p>Naviance proved to be absolutely useless, and expensive. ACE is going to terminate the contract with that company, and move on to an IB accepted company.</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	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.1 The guidance counselor will work with all students to ensure that they are on track to graduate and enable college awareness.	<p>The Naviance software company required the school to need a full time person dedicated to compliance with the program so the school could benefit from the full capabilities of Naviance. The school could not do this, so we have abandoned the program.</p> <p>ACE is expected to spend \$4,214 on Naviance software. This amount is \$336 less than the original LCAP budget.</p>	Naviance Cost – Service costs will be paid with State unrestricted dollars. \$4,550	Naviance Software – Service costs will be paid with State restricted dollars. 4,214

### Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	ACE held our career days, however anything needed for that day was donated by industry partners.	Refreshments for week long seminar and printing. Supplies will be financed with State unrestricted dollars. \$300	An ACE community member provided the refreshments for this event. \$0



ACE is expected to spend \$0 on the fall and spring seminar. This amount is \$3,540 less than the original LCAP budget.

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

This action item did not generate additional costs for school. \$0

### 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.	Between PLTW and IB, the school has invested completely in the staff, ensuring that everyone has been trained in accordance to the requires dictated by both programs.  ACE is expected to spend \$22,228 on professional development relevant to the mission and direction of the school. This amount is \$3,553 more than the original LCAP budget.	Project Lead the Way - Service costs will be paid with State restricted dollars. \$4,000	PLTW is used in 4 courses - Service costs will be paid with State restricted dollars. \$5,400
		International Baccalaureate Career Program - Service costs will be paid with State restricted dollars. \$9,500	International Baccalaureate program costs - Service costs will be paid with State restricted dollars. \$15,238
		Common Core/CAASPP -Service costs will be paid with State restricted dollars. \$4,175	Common Core/CAASPP -Service costs will be paid with State unrestricted dollars. \$1,590
		Professional Development geared toward unduplicated students. Service costs will be paid with State unrestricted dollars. \$1,000	This action item did not generate additional costs to school. \$0

### Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.4 Hire additional teacher to maintain smaller class sizes	The Oxnard Federation of Teachers have contractual obligations to teach no more than 4 periods per day at ACE. This meant that the school has maintained the small student to teacher ratio with this in mind.  ACE is expected to spend \$104,962 to maintain smaller class	Teacher 1.00 FTE - Certificated costs will be paid with State unrestricted dollars. \$82,296	Hired a new Math teacher 1.00 FTE and increased Science teacher .58 FTE \$104,962



sizes for students. This amount is \$22,666 more than the original LCAP budget.

## Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Additional counseling hours to serve student growth	<p>ACE needs a full time counselor on staff to meet the needs expressed by parents and the student body.</p> <p>ACE is expected to spend \$19,172 for additional Counselor time for students. This amount is \$88 less than the original LCAP budget.</p>	Counselor .176 FTE - Certificated costs will be paid with State unrestricted dollars. \$19,260	Counselor - .175 FTE - Certificated costs will be paid with State unrestricted dollars. \$19,172

## 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 was able to increase the graduation rate, the college application rate, and reduce the number of students with no plan post high school.

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

This goal assists in changing the overall culture of the school, placing proper importance on academics and life plans.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

To maintain smaller class sizes, ACE hired a Math teacher 1.00 FTE and Science teacher .58 FTE. For this reason, there was approximately a 18% material difference 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 have been made to this goal.

# Annual Update

## LCAP Year Reviewed: 2017-18

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.

#### 17-18

All students will have a chromebook from year 3 of our lease. All additions to the school curriculum will have facility and resources in place.

#### 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 purchased new chromebooks for all students as projected.

### 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 As new courses are offered, new resources will be needed. The facility will gain upgrades and additions when possible.	<p>ACE purchased a maker space which is a lab for CTE classes. This area will be used for all pathways.</p> <p>ACE is expected to spend \$157,630 on facility upgrades. This amount is \$62,630 more than the original LCAP budget.</p>	<p>Facility upgrades. Construction costs will be financed with State restricted dollars. \$75,000</p> <p>Consumables for CTE classes. Supply costs will be paid with State unrestricted dollars. \$20,000</p>	<p>A Maker Space was built and a security camera network was purchased to keep staff and students safe. Construction and capital costs will be financed with State restricted dollars. \$129,891</p> <p>Consumables for CTE classes. Supply costs will be paid with State unrestricted dollars. \$27,739</p>

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.2 Computer science is growing at ACE and a new lab, computers, servers, and staff will be needed.	<p>ACE was able to purchase equipment for the computer science pathway, from a vendor which gave great prices. In addition, the technology we did purchase has held up well and not needed repair or maintenance.</p> <p>ACE is expected to spend \$12,998 on computer science equipment. This amount is \$22,002 less than the original LCAP budget.</p>	<p>Furniture for Computer Lab - Supply costs will be paid with State restricted dollars. \$5,000</p> <p>20 Computers for Science Lab - Supply costs will be financed with State restricted dollars. \$30,000</p>	<p>Furniture for Computer Lab - Supply costs will be paid with State unrestricted dollars. \$298</p> <p>Teacher laptop, Lenovo mobile workstation, Promethean board, and 3D printer - Supply costs will be paid with State unrestricted dollars. \$12,700</p>

## Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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2.3 Ensure that the one to one ratio of technology to student remains by purchasing updated chromebooks.

ACE was able to purchase all 230 chromebooks from a different vendor, which took into account the difference between a laptop and a chromebook. The price and the insurance together with this new vendor, enabled this purchase to happen.

ACE is expected to spend \$86,004 to maintain a one to one ratio of technology for students. This amount is \$1,447 more than the original LCAP budget.

Chromebook Purchase - Supply costs will be financed with State unrestricted dollars. \$84,557

New chromebooks were purchased for every student. \$86,004

## 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 planned and made new changes to the facility to keep up with the direction of the school's programs and additions.

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

With the new facility expansion and the new lab, the school is able to raise the level of rigor and engagement, and this leads to a better quality of education for the students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

ACE did not experience a material difference 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.

# Annual Update

LCAP Year Reviewed: **2017-18**

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><b>Metric/Indicator</b></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><b>17-18</b></p> <p>Hold at least one college and one career info night for the school year with at least the percent of parents within the parent association in attendance. Conduct at least one parent/student CTE course held at night.</p>	<p>Everything that was planned was carried out and held.</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	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	A parent survey was issued, the parents officially organized into a 501C-3. Info night's and fundraisers were held this year and assisted the school on many fronts. This was no cost to the school.	This action item will not generate any monetary costs to school. \$0	This action item will not generate any monetary costs to school. \$0

### Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.2 Conduct a fall and spring CTE class for students and their parent/guardian.	Students developed a plan to teach their families how to create a tool box. This was student organized and funded.  ACE is expected to spend \$0 to conduct a fall and spring CTE class for students and parents. This amount is \$600 less than the original LCAP budget.	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	This action item will not generate any monetary costs to school. \$0  Dinner for attendees - A member of the community provide the refreshments. \$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.	<p>Industry partners from all pathways came to ACE and met with students and staff as a conference style platform.</p> <p>ACE is expected to spend \$0 on covering college and career opportunities for students. This amount is \$300 less than the original LCAP budget.</p>	Snacks & Printing for event - Supply costs will be paid with State unrestricted dollars. \$300	A member of the community provide the refreshments and there was not any printing costs. \$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.

The parent organization has worked really hard to obtain the 501c-3 status, and they have become a growing force in this school as a major contributor of our school's functioning system.

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

The Parent Association is now called the Parent Organization and they have formed a 501c-3 this year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

ACE was able to finance these action items with resources outside of the general fund budget. For this reason, there was a material difference of \$900 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.

# Stakeholder Engagement

LCAP Year: **2018-19**

## Involvement Process for LCAP and Annual Update

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

To begin this process, the ACE Faculty Advisory Committee met and began to roll out the process of filling in the LCAP. Administration attended a number of workshops to clarify filling out the template and turn-keyed the information to the ACE Faculty Advisory Committee, which consists of several teachers, the school guidance counselor, and administration; which met every Tuesday, Wednesday, and Thursday during 4th period tutorial from March 4th until May 8th, which the agenda of reviewing the goals. A study of data was conducted to directly align goals of the school with the needs of the students. This data was generated from, CAHSEE, STAR, in class assessments, students grades, and teacher feedback; all from school years 2012-2013 & 2013-2014. School site council meetings were held on January 7th, February 4th, March 4th, and April 8th, in addition to a parent survey and a teacher survey, which were posted on Survey Monkey on March 10th; where the results of which have enabled a clear path towards the needs for creating goals which accurately reflect the needs of the school. A draft of the goals were created and discussed with the parent association during the March and April meetings, the school site team during the April and May meetings, and discussed with the board for approval on May 29th, 2014.

This year, ACE utilized the Faculty Advisory Committee and the Parent Association, to drive the direction of the LCAP. The FAC met weekly to gain a pulse of the progress with the goals established from school year 2013-2014, 2014-2015, and 2015-16 school years. Each of the goals were revisited consistently to ensure that not only the action plans were being carried out, but that fiscal spending was also factored in when ever 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 and all were satisfied and felt that the current 3 goals were exactly what the school should continue to focus on. 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.

# 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 of: A. Conditions of Learning, B. Pupil Outcomes, & C. 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.

## B. Pupil Outcomes

2. 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.

3. All students will graduate prepared for a collegiate setting or for a career revolving around one of our themes of study.

## C. Engagement

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

Parents and the FAC were able to sit down with the principal to determine that a lease option would be best for the school and could roll out Chromebooks for every student in year one instead of rolling it out over 3 years.

Parents and the FAC also determined that instead of the College On Track Program, that Naviance would be best for the school and this change was made. It was expressed repeatedly, that all goals were still at the forefront of the LCAP and the school's needs.

# 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.	Naviance portfolios will show stages of completion based on grade level. A fall and spring career week will	ACE will attempt to create our own electronic portfolio system to act as a pathway from ACE to	Every student who attends ACE will have an electronic portfolio which will span across

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
ACE students will demonstrate a 7% growth in Math and ELA CAASPP scores	ACE reports CAASPP scores of “standard met” or above for 37% of all students in Math and 48.7% below “standard met” in ELA.	be conducted. Professional Development will be outsourced and teachers will attend sessions outside of the school.	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.	all grades and for all students.

## 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

2018-19 Actions/Services

2019-20 Actions/Services



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

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

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

### 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))

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	\$300
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.	Refreshments for week long seminar and printing. Supplies will be financed with State unrestricted dollars.
Amount	\$3,240	\$3,240	\$3,240
Budget Reference	Social Media contract. Services will be financed with state unrestricted dollars.	Social Media contract. Services will be financed with state unrestricted dollars.	Social Media contract. Services will be financed with state unrestricted 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)

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

Modified 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
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.	Project Lead the Way - Service costs will be paid with State restricted dollars.
Amount	\$9,500	\$9,500	\$9,500
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.	International Baccalaureate Career Program - Service costs will be paid with State restricted dollars.
Amount	\$4,175	\$4,175	\$4,175
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.	Common Core/CAASPP -Service costs will be paid with State restricted dollars.
Amount	\$1,000	\$1,000	\$1,000
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.	Professional Development geared toward Common Core/CAASPP - Service costs will be paid with State unrestricted dollars.

## 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	\$270,974
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.	Teacher 2.75 FTE - Certificated costs will be paid with State unrestricted dollars.

## 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

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

Additional counseling hours to serve student growth

2018-19 Actions/Services

Additional counseling hours to serve student growth

2019-20 Actions/Services

Additional counseling hours to serve student growth

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$19,260	\$20,377	\$21,428
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.	Counselor .175 FTE - Certificated costs will be paid with State unrestricted dollars.

# 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	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
	students to access one-to-one computers.	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	\$20,000
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.	Facility upgrades - Two additional classrooms will be rented to accommodate student demand. Services costs will be financed with State unrestricted dollars.
Amount	\$20,000	\$20,000	\$20,000
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.	Consumables for CTE classes. Supply costs will be paid with State unrestricted dollars.

## 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

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**

2.2 Computer science is growing at ACE and a new lab, computers, servers, and staff will be needed.

**2018-19 Actions/Services**

2.2 Articulation of 2 additional pathways courses is necessary.

**2019-20 Actions/Services**

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
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.	Furniture for Computer Lab - Supply costs will be paid with State restricted dollars.
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
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#### 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
Budget Reference	Chromebook Purchase - Supply costs will be financed with State unrestricted dollars.	Chromebook Purchase - Supply costs will be financed with State unrestricted dollars.	Chromebook Purchase - Supply costs will be financed with State unrestricted dollars.

# 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
Budget Reference	Consumables & Printing - Supply costs will be paid with State unrestricted dollars.	Consumables & Printing - Supply costs will be paid with State unrestricted dollars.	Consumables & Printing - Supply costs will be paid with State unrestricted dollars.
Amount	\$400	\$400	\$400
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	Dinner for attendees - Service costs will be paid with State unrestricted 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)

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))

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



# Demonstration of Increased or Improved Services for Unduplicated Pupils

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

# Demonstration of Increased or Improved Services for Unduplicated Pupils

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](mailto:lcff@cde.ca.gov).*

## **Plan Summary**

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year. When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP. In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

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

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

## **Budget Summary**

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

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fq/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with

the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

## Annual Update

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

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

## Annual Measurable Outcomes

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

## Actions/Services

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

## Analysis

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

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

in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

## Stakeholder Engagement

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

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

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

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

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

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

## Goals, Actions, and Services

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

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

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

### **New, Modified, Unchanged**

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

### **Goal**

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

### **Related State and/or Local Priorities**

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

### **Identified Need**

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

### **Expected Annual Measurable Outcomes**

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

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

### **Planned Actions/Services**

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

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

#### **Students to be Served**

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student

Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

#### Location(s)

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

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

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

#### Students to be Served

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

#### Scope of Service

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

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

**For charter schools and single-school school districts**, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

#### Location(s)

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



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

## **Actions/Services**

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

### **New/Modified/Unchanged:**

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

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

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

## **Budgeted Expenditures**

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

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

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

## Demonstration of Increased or Improved Services for Unduplicated Students

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

### Estimated Supplemental and Concentration Grant Funds

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

### Percentage to Increase or Improve Services

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

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

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

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

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

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

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

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

# State Priorities

**Priority 1: Basic Services** addresses the degree to which:

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

**Priority 2: Implementation of State Standards** addresses:

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

**Priority 3: Parental Involvement** addresses:

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

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

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

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

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

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

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

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

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

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

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

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

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

**Local Priorities** address:

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

# APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

- (a) “Chronic absenteeism rate” shall be calculated as follows:
  - (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
  - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
  - (3) Divide (1) by (2).
- (b) “Middle School dropout rate” shall be calculated as set forth in 5 *CCR* Section 1039.1.
- (c) “High school dropout rate” shall be calculated as follows:
  - (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
  - (2) The total number of cohort members.
  - (3) Divide (1) by (2).
- (d) “High school graduation rate” shall be calculated as follows:
  - (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
  - (2) The total number of cohort members.
  - (3) Divide (1) by (2).
- (e) “Suspension rate” shall be calculated as follows:
  - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
  - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
  - (3) Divide (1) by (2).
- (f) “Expulsion rate” shall be calculated as follows:
  - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
  - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
  - (3) Divide (1) by (2).

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

# APPENDIX B: GUIDING QUESTIONS

## Guiding Questions: Annual Review and Analysis

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

## Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

## **Guiding Questions: Goals, Actions, and Services**

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

*Prepared by the California Department of Education, October 2016*



## LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	343,778.00	407,208.00	343,778.00	355,107.00	367,517.00	1,066,402.00
	343,778.00	407,208.00	343,778.00	355,107.00	367,517.00	1,066,402.00

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

Total Expenditures by Object Type						
Object Type	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	343,778.00	407,208.00	343,778.00	355,107.00	367,517.00	1,066,402.00
	343,778.00	407,208.00	343,778.00	355,107.00	367,517.00	1,066,402.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	343,778.00	407,208.00	343,778.00	355,107.00	367,517.00	1,066,402.00
		343,778.00	407,208.00	343,778.00	355,107.00	367,517.00	1,066,402.00

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

Total Expenditures by Goal						
Goal	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	128,321.00	150,576.00	128,321.00	302,207.00	314,617.00	745,145.00
Goal 2	214,557.00	256,632.00	214,557.00	52,000.00	52,000.00	318,557.00
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.