LCAP Year ☒ 2017–18 ☐ 2018–19 ☐ 2019–20

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 [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Architecture, Construction & Engineering Charter High (ACE)		
Contact Name and Title	Joseph Clausi Principal/Director	Email and Phone	jclausi@acecharterhigh.org 805-437-1411

2017-20 Plan Summary

THE STORY

Briefly 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. Currently, 185 students are in attendance.

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 a part 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 increased our scores within the CAASPP in ELA and Math to be the 3rd highest within our surrounding school districts, including OUHSD and Ventura Unified. Across the board with low-income students and special education students, our school statistics have improved drastically and we are continuing to push to do better and achieve better results.

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. Last year in 2015-16, 96% of the seniors graduated. However on the dashboard website, our statistics show only 84%. This is significantly lower, because our students who transfer to other schools are still accounted for within our statistics. 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 has redesigned how we recruit our students, since this is the key to improving our student retention and improving our graduation results. We are working on rebranding and re-imaging our school to accurately reflect the potentials that are maximized by our staff and curriculum. It is our finding that the students who make up our graduation rate, transfer from 9th to 11th grade, and we are still held accountable for them. So we are ensuring that our process of recruiting the proper student who best fits in with the themes of our school, remains at the forefront of how we increase our graduation rates.

INCREASED OR IMPROVED SERVICES

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.

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 by Average Daily Attendance 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

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	$2,048,151
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$343,778.00

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

$1,920,818   Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

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 ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☐ 8 COE ☐ 9 ☐ 10 LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
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.	Our counselor used Naviance as a tool to monitor student progress with portfolios, however we are entertaining other options for the program needs. Both career weeks were successful and are expanding into something bigger for following years to come.

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	ACTUAL
Actions/Services	1.1A The guidance counselor will work with all students to ensure that they are on track to graduate and enable college awareness.	Our counselor works with students regularly to meet this task. ACE is expected to spend $4,214 on Naviance software to help students stay on track to graduate and enable college awareness. This amount is $224 less than the original LCAP budget.
Expenditures	BUDGETED	ESTIMATED ACTUAL

Naviance Cost - Service costs will be paid with State unrestricted dollars. $4,438	Naviance Cost – Service costs will be paid with State restricted dollars $4,214

Action 2

Actions/Services

PLANNED	ACTUAL
1.2A During the fall and spring, ACE will conduct a week long seminar covering careers both related and non- related to our school's mission.	Career weeks in the fall and spring were very successful! ACE is expected to spend $237 to conduct week long seminars covering careers both related and non-related to our school's mission. This amount is $3,303 less than the original LCAP budget.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Refreshments for week long seminar. Supplies will be financed with State unrestricted dollars. $200	Refreshments - Supply costs will be paid with State unrestricted dollars. $237
Cost of printing programs. Supplies will be financed with State unrestricted dollars. $100	Printing - This action item did not generate any monetary costs to the school. $0
Social Media contract. Services will be financed with State unrestricted dollars. $3,240	Social media contract - The contract was paid at the end of 2015-16. For this reason, this action item did not generate 2016-17 costs. $0

Action 3

Actions/Services

PLANNED	ACTUAL
1.3A Teachers will seek out and take part in PD relevant to the mission and direction of the school.	Teachers have attended PD all over the world and are continuing to do so. ACE is expected to spend $28,366 on teachers who seek out and take part in professional development relevant to the mission and direction of the school. This amount is $618 more than the original LCAP budget.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Project Lead the Way - Service costs will be paid with State restricted dollars. $22,573	Staff development costs related to the Project Lead the Way program. Service costs will be paid with State restricted dollars. $11,301
International Baccalaureate Career Program - Service costs will not begin until fiscal year 2017-18. $0	Staff development costs related to International Baccalaureate Career program - Service cost will be paid with State restricted dollars. $14,265
Common Core/CAASPP -Service costs will be paid with State restricted dollars. $4,175	Common Core/CAASPP -Service costs will be paid with State restricted dollars. $2,163
Professional Development geared toward unduplicated students. Service costs will be paid with State unrestricted dollars. $1,000	Professional Development geared toward unduplicated students. Service costs will be paid with State unrestricted dollars. $637

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.	Several professional development meetings to train staff in Naviance were conducted. Individual meetings with the guidance counselor with each student were proven to be more effective. Although this was more time consuming, it was still easier and more effective based on feedback from the students.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The 2016-17 parent survey was evident that %73 of parents feel they are well informed of college and career readiness topics related to their students. %15 feel they gain more knowledge of careers than colleges, yet not 1 response reflected negative exposure to either.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	All estimated expenditures were actual expenditures, and we added an IB program cost increase.
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 as the dashboard matrix has not yet been active.

Annual Update   **LCAP Year Reviewed: 2016-17**

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 ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8
COE ☐ 9 ☐ 10
LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED	**ACTUAL**
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.	We had a chromebook for every student and are in the process of leasing new ones for next year.

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

Actions/Services

PLANNED	**ACTUAL**
2.1A As new courses are offered, new resources will be needed. The facility will gain upgrades and additions when possible.	The science lab was created, the new office is under construction, and our maker space is being designed. The new computer science lab is also being built as well. ACE is expected to spend $162,784 on facility upgrades and consumable instructional resources. This amount is $67,784 more than the original LCAP budget.
BUDGETED	**ESTIMATED ACTUAL**

Expenditures

Facility upgrades. Construction costs will be financed with State restricted dollars. $75,000

Consumables for CTE classes. Supply costs will be paid with State unrestricted dollars. $20,000

Facility upgrades to improve energy efficiency. Construction costs will be financed with State restricted dollars. $140,409

Consumables for CTE classes. Supply costs will be paid with State restricted dollars. $22,375

Action 2

Actions/Services

PLANNED

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

ACTUAL

25 new computers were purchased, and furniture and additional equipment has been purchased and is still in the process of completion.

ACE is expected to spend $27,791 on a new computer lab including a network server. This amount is $7,209 less than the original LCAP budget.

Expenditures

BUDGETED
Furniture for Computer Lab - Supply costs will be paid with State restricted dollars. $5,000

20 Computers for Science Lab - Supply costs will be financed with State restricted dollars. $30,000

ESTIMATED ACTUAL
Furniture for Computer Lab - Supply costs will be paid with State restricted dollars. $3,660

20 Computers for Science Lab - Supply costs will be financed with State restricted dollars. $24,131

Action 3

Actions/Services

PLANNED

2.3A Ensure that the one to one ratio of technology to student remains.

ACTUAL

Every student has had a chromebook all year.

ACE is expected to spend $30,472 to ensure that existing one to one ratio of technology to student remains. This amount is $220 less than the original LCAP budget.

Expenditures

BUDGETED
Chromebook Lease - Capital lease costs will be financed with State unrestricted dollars.

  $21,672

Chromebook Lease - Services costs will be financed with State unrestricted dollars. $9,020

ESTIMATED ACTUAL
Chromebook lease - Capital lease costs will be financed with State unrestricted dollars. $21,672

Chromebook lease insurance - Services costs will be financed with State unrestricted dollars. $8,800

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.	New courses were created based on Project Lead the Way, as well as articulated courses demanded from neighboring colleges that have programs related to the themes of our school. The Science lab was designed and built by the construction class. The maker space was designed and being built by the construction class. The computer science lab has been built and is still in the works of being completed, yet is fully functioning. All students have a chromebook that attend ACE.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Students in the PLTW courses are experiencing rigor which they state makes them better prepared for college and the industries related to their courses. The science lab has enabled the science courses to conduct more labs pertaining to necessary preparation for A-G. The maker space will allow for more hands-on courses taught in the 2017-18 school year, as has the computer science lab, strengthening both pathways. The 1:1 ratio of chromebook to student has led the way and increased our overall graduation rate and successes on CASSPP results tremendously. Our school was ranked 3rd in Math and ELA scores in the 2016-17 school year in Ventura County.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	All estimated expenditures were actual.
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 changed to this goal were made.

Annual Update   LCAP Year Reviewed: 2016-17

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 ☒ 1   ☐ 2   ☒ 3   ☒ 4   ☒ 5   ☒ 6   ☐ 7   ☒ 8
COE   ☐ 9   ☐ 10
LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
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 least one parent/student CTE course held at night.	ACE has held parent info nights for college and career awareness several times this year. Additionally, we are having a parent/student CTE night in April.

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**

Actions/Services

PLANNED	ACTUAL
3.1A 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.	The parent survey was issued to all parents and the results were reviewed and discussed. ACE is expected to spend $0 to 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. This amount is equal to the original LCAP budget.

| Expenditures | **BUDGETED**
This action item will not generate any monetary costs to school. $0 | **ESTIMATED ACTUAL**
This action item will not generate any monetary costs to school. $0 |

Action 2

| Actions/Services | **PLANNED**
3.2A Conduct a fall and spring CTE class for students and their parent/guardian. | **ACTUAL**
Both were conducted.

ACE is expected to spend $200 to conduct a fall and spring CTE class for students and their parent/guardian.. This amount is $400 less than the original LCAP budget. |
| Expenditures | **BUDGETED**
Consumables - Supply costs will be paid with State unrestricted dollars. $200

Dinner for attendees - Service costs will be paid with State unrestricted dollars. $400 | **ESTIMATED ACTUAL**
Consumables - Supply costs will be paid with State unrestricted dollars. $100

Dinner for attendees - Service costs will be paid with State unrestricted dollars. $100 |

Action 3

| Actions/Services | **PLANNED**
3.3A Either covering college or career opportunities, parents will be invited to attend these events with their student. | **ACTUAL**
Several of these info nights were held throughout the school year.

ACE is expected to spend $200 for parents and students to attend college or career event opportunities . This amount is $100 less than the original LCAP budget. |
| Expenditures | **BUDGETED**
Snacks for event - Supply costs will be paid with State unrestricted dollars. $200

Printing - Supply costs will be paid with State unrestricted dollars. $100 | **ESTIMATED ACTUAL**
Snacks for event - Supply costs will be paid with State unrestricted dollars. EVENT WILL TAKE PLACE IN MAY 2017 $100

Printing - Supply costs will be paid with State unrestricted dollars. EVENT WILL TAKE PLACE IN MAY 2017 $100 |

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.	Informational nights were held throughout the year where parents could learn about the college admission process. Parent nights were even held to assist with the application process and the FAFSA forms as well. College reps from respected schools attended and assisted parents and students as well. The college and career days for the students were a success as well, as over 10 different industry partners and college reps were in attendance.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	A parent survey conducted this year, showed %0 issues with communication and 88% satisfaction with college and career readiness, 93% overall satisfaction with rigor, and 100% overall satisfaction with services received for students and parents at ACE Charter.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	All expenditures budgeted were implemented.
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 will be made for the next school year and none were made this year either.

<u>Stakeholder Engagement</u>

LCAP Year   ☒ 2017–18   ☐ 2018–19   ☐ 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

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.

☐ New	☐ Modified	☒ Unchanged

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 ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL

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 students will demonstrate a 7% growth in Math and ELA CAASPP scores	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.	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.	ACE will attempt to create our own electronic portfolio system to act as a pathway from ACE to college or careers. We will attempt to have every 12th grade student accounted for.	Every student who attends ACE will have an electronic portfolio which will span across 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	☒ All	☐ Students with Disabilities	☐

Location(s)	☒ All Schools	☐ Specific 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	☐ English Learners	☐ Foster Youth	☐ Low Income

Scope of Services	☐ LEA-wide	☐ Schoolwide	**OR**	☐ Limited to Unduplicated Student Group(s)

Location(s)	☐ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
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

2017-18	2018-19	2019-20
Amount $4,550	Amount $4,669	Amount $4,669
Budget Reference Naviance Cost – Service costs will be paid with State unrestricted dollars.	Budget Reference Naviance Cost – Service costs will be paid with State unrestricted dollars.	Budget Reference Naviance Cost – Service 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	☒ All	☐ Students with Disabilities	☐

Location(s)	☒ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

OR

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

Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income

Scope of Services	☐ LEA-wide	☒ Schoolwide	**OR**	☐ Limited to Unduplicated Student Group(s)

Location(s)	☒ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
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

2017-18		2018-19		2019-20	
Amount	$300	Amount	$300	Amount	$300
Budget Reference	Refreshments for week long seminar and printing. Supplies will be financed with State unrestricted dollars.	Budget Reference	Refreshments for week long seminar and printing. Supplies will be financed with State unrestricted dollars.	Budget Reference	Refreshments for week long seminar and printing. Supplies will be financed with State unrestricted dollars.
Amount	$3,240	Amount	$3,240	Amount	$3,240
Budget Reference	Social Media contract. Services will be financed with state unrestricted dollars.	Budget Reference	Social Media contract. Services will be financed with state unrestricted dollars.	Budget Reference	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	☒ All	☐ Students with Disabilities	☐

Location(s)	☒ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

OR

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

Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income

Scope of Services	☐ LEA-wide	☐ Schoolwide	**OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)	☐ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
1.3 Teachers will seek out and take part in PD relevant to the mission and direction of the school.	1.3 Teachers will seek out and take part in PD relevant to the mission and direction of the school.	1.3 Teachers will seek out and take part in PD relevant to the mission and direction of the school.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$4,000	Amount	$4,000	Amount	$4,000
Budget Reference	Project Lead the Way - Service costs will be paid with State restricted dollars.	Budget Reference	Project Lead the Way - Service costs will be paid with State restricted dollars.	Budget Reference	Project Lead the Way - Service costs will be paid with State restricted dollars.
Amount	$9,500	Amount	$9,500	Amount	$9,500
Budget Reference	International Baccalaureate Career Program - Service costs will be paid with State restricted dollars.	Budget Reference	International Baccalaureate Career Program - Service costs will be paid with State restricted dollars.	Budget Reference	International Baccalaureate Career Program - Service costs will be paid with State restricted dollars.
Amount	$4,175	Amount	$4,175	Amount	$4,175

Budget Reference	Common Core/CAASPP -Service costs will be paid with State restricted dollars.	Budget Reference	Common Core/CAASPP -Service costs will be paid with State restricted dollars.	Budget Reference	Common Core/CAASPP -Service costs will be paid with State restricted dollars.
Amount	$1,000	Amount	$1,000	Amount	$1,000
Budget Reference	Professional Development geared toward unduplicated students. Service costs will be paid with State unrestricted dollars.	Budget Reference	Professional Development geared toward unduplicated students. Service costs will be paid with State unrestricted dollars.	Budget Reference	Professional Development geared toward unduplicated students. 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
☐ All ☐ Students with Disabilities ☐

Location(s)
☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served
☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services
☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)
☒ All Schools ☐ Specific Schools: ☒ Specific Grade spans: 9-12

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☒ New ☐ Modified ☐ Unchanged	☒ New ☐ Modified ☐ Unchanged
1.4 Hire additional teacher to maintain smaller class sizes	1.4 Hire additional teacher to maintain smaller class sizes	1.4 Hire additional teacher to maintain smaller class sizes

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20

Amount	$82,296	Amount	$87,618	Amount	$93,673
Budget Reference	Teacher 1.00 FTE - Certificated costs will be paid with State unrestricted dollars.	Budget Reference	Teacher 1.00 FTE - Certificated costs will be paid with State unrestricted dollars.	Budget Reference	Teacher 1.00 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 ☐ All ☐ Students with Disabilities ☐

Location(s) ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served ☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services ☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s) ☒ All Schools ☐ Specific Schools: ☒ Specific Grade spans: 9-12

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Additional counseling hours to serve student growth	Additional counseling hours to serve student growth	Additional counseling hours to serve student growth

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$19,260	Amount	$19,510	Amount	$20,701
Budget Reference		Budget Reference		Budget Reference	

Counselor .176 FTE - Certificated costs will be paid with State unrestricted dollars.

Counselor .176 FTE - Certificated costs will be paid with State unrestricted dollars.

Counselor .176 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.

☐ New	☐ Modified	☒ Unchanged

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 ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL

Identified Need

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

EXPECTED ANNUAL MEASURABLE OUTCOMES

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

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	☒ All ☐ Students with Disabilities ☐	
Location(s)	☒ All Schools ☐ Specific 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 | ☐ English Learners | ☐ Foster Youth | ☐ Low Income |

| Scope of Services | ☐ LEA-wide | ☐ Schoolwide | **OR** | ☐ Limited to Unduplicated Student Group(s) |

| Location(s) | ☐ All Schools | ☐ Specific Schools: | ☐ Specific Grade spans: |

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged
2.1 As new courses are offered, new resources will be needed. The facility will gain upgrades and additions when possible.	2.1 Funding for the maker space and expansion of the computer science pathways will be allocated as needed.	2.1 Funding for the maker space and expansion of the computer science pathways will be allocated as needed.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$75,000	Amount	$5,000	Amount	$5,000
Budget Reference	Facility upgrades. Construction costs will be financed with State restricted dollars.	Budget Reference	Facility upgrades. Construction costs will be financed with State restricted dollars.	Budget Reference	Facility upgrades. Construction costs will be financed with State restricted dollars.
Amount	$20,000	Amount	$20,000	Amount	$20,000
Budget Reference	Consumables for CTE classes. Supply costs will be paid with State unrestricted dollars.	Budget Reference	Consumables for CTE classes. Supply costs will be paid with State unrestricted dollars.	Budget Reference	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 | ☒ All | ☐ Students with Disabilities | ☐ |

Location(s)	☒ All Schools	☐ Specific 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	☐ English Learners	☐ Foster Youth	☐ Low Income

Scope of Services	☐ LEA-wide	☐ Schoolwide	**OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)	☐ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

ACTIONS/SERVICES

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

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$5,000	Amount	$0	Amount	$0
Budget Reference	Furniture for Computer Lab - Supply costs will be paid with State restricted dollars.	Budget Reference	This action item will not generate additional cost to school.	Budget Reference	This action item will not generate additional cost to school.
Amount	$30,000	Amount		Amount	
Budget Reference	20 Computers for Science Lab - Supply costs will be financed with State restricted dollars.	Budget Reference		Budget Reference	

Action **3**

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

Students to be Served	☐ All	☐ Students with Disabilities	☐

Location(s)	☐ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

OR

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

Students to be Served	☒ English Learners	☒ Foster Youth	☒ Low Income

Scope of Services	☐ LEA-wide	☒ Schoolwide	**OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)	☒ All Schools	☐ Specific Schools:	☒ Specific Grade spans: 9-12

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
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

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

☐ New	☐ Modified	☒ Unchanged

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 ☒ 1 ☐ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☐ 7 ☒ 8 COE ☐ 9 ☐ 10 LOCAL

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. ACE annual LCAP survey will demonstrate a 10% increase in completion rate by key stakeholders	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 least one parent/student CTE course held at night.	Hold college and career information nights, as well as FAFSA information nights as well. We will be attempting a college tour with parents for the first time as well.	Hold college and career information nights, as well as FAFSA information nights as well. We will be attempting a college tour with parents for the first time as well.

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	☒ All	☐ Students with Disabilities	☐

Location(s)	☒ All Schools	☐ Specific 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	☐ English Learners	☐ Foster Youth	☐ Low Income

Scope of Services	☐ LEA-wide	☐ Schoolwide	**OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)	☐ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
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.	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.	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.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$0	Amount	$0	Amount	$0
Budget Reference	This action item will not generate any monetary costs to school.	Budget Reference	This action item will not generate any monetary costs to school.	Budget Reference	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	☒ All	☐ Students with Disabilities	☐

| Location(s) | ☒ | All Schools | ☐ | Specific 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 | ☐ | English Learners | ☐ | Foster Youth | ☐ | Low Income |

| | Scope of Services | ☐ | LEA-wide | ☐ | Schoolwide | **OR** | ☐ | Limited to Unduplicated Student Group(s) |

| Location(s) | ☐ | All Schools | ☐ | Specific Schools: | | ☐ | Specific Grade spans: |

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
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

	2017-18		2018-19		2019-20
Amount	$200	Amount	$200	Amount	$200
Budget Reference	Consumables & Printing - Supply costs will be paid with State unrestricted dollars.	Budget Reference	Consumables & Printing - Supply costs will be paid with State unrestricted dollars.	Budget Reference	Consumables & Printing - Supply costs will be paid with State unrestricted dollars.
Amount	$400	Amount	$400	Amount	$400
Budget Reference	Dinner for attendees - Service costs will be paid with State unrestricted dollars.	Budget Reference	Dinner for attendees - Service costs will be paid with State unrestricted dollars	Budget Reference	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	☒ All	☐ Students with Disabilities	☐

Location(s)	☒ All Schools	☐ Specific 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	☐ English Learners	☐ Foster Youth	☐ Low Income

Scope of Services	☐ LEA-wide	☒ Schoolwide	**OR**	☐ Limited to Unduplicated Student Group(s)

Location(s)	☐ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
3.3 Either covering college or career opportunities, parents will be invited to attend these events with their student.	3.3 Either covering college or career opportunities, parents will be invited to attend these events with their student.	3.3 Either covering college or career opportunities, parents will be invited to attend these events with their student.

BUDGETED EXPENDITURES

	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   ☒ 2017–18   ☐ 2018–19   ☐ 2019–20

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

Revised Local Control and Accountability Plan and Annual Update Template Instructions

[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. For school districts and county offices of education, the LCAP is a three-year plan which is reviewed and updated in the second and third years of the plan. 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 Education Code. 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

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

Plan Summary

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

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

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

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

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

Budget Summary

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

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

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for

the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. 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. Education Code 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. Education Code requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, Education Code 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, mark 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, mark 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

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. 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 contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services 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 checking "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is checked, 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 indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "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 selecting "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.

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 scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to "LEA-wide."

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to "schoolwide".

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", place a check mark next to "Limited to Student Groups".

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 mark "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 selecting "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:

- Check "New" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.

- Check "Modified" 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.

- Check "Unchanged" 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 check "Unchanged" 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 *Education Code* 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 mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section 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 5 *CCR* 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* 15496(a)(7).

Consistent with the requirements of 5 *CCR* 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 for English Language Arts
        b. Mathematics – Common Core State Standards for Mathematics
        c. English Language Development
        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 UC or 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 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 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 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 *Education Code* 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 *California Code of Regulations*, title 5, 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 *Education Code* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
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 *Education Code* 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 *Education Code* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *Education Code* Section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* 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 *Education Code* sections 42238.01 and bgroups as defined in 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 *Education Code* Section 52052?

11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *Education Code* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?

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?

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	197,318.00	254,264.00	343,778.00	170,912.00	178,158.00	692,848.00
	197,318.00	254,264.00	343,778.00	170,912.00	178,158.00	692,848.00

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

Total Expenditures by Object Type						
Object Type	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	197,318.00	254,264.00	343,778.00	170,912.00	178,158.00	692,848.00
	197,318.00	254,264.00	343,778.00	170,912.00	178,158.00	692,848.00

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

	Total Expenditures by Object Type and Funding Source						
Object Type	Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	197,318.00	254,264.00	343,778.00	170,912.00	178,158.00	692,848.00
		197,318.00	254,264.00	343,778.00	170,912.00	178,158.00	692,848.00

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

Total Expenditures by Goal				
Goal	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	128,321.00	134,012.00	141,258.00	403,591.00
Goal 2	214,557.00	36,000.00	36,000.00	286,557.00
Goal 3	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.