

**Introduction:**

**LEA:** Architecture, Construction & Engineering Charter High (ACE) **Contact (Name, Title, Email, Phone Number):** Joseph Clausi, Principal/Director, joseph.clausi@vcoe.org, 805-437-1410 **LCAP Year:** 2014-2015

### ***Local Control and Accountability Plan and Annual Update Template***

*The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.*

*For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.*

*For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) 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 provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.*

*Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable 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.*

*The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.*

*For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.*

## State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

### A. Conditions of Learning:

**Basic:** degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

**Implementation of State Standards:** implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)

**Course access:** pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

**Expelled pupils (for county offices of education only):** coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

**Foster youth (for county offices of education only):** coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

### B. Pupil Outcomes:

**Pupil achievement:** performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

**Other pupil outcomes:** pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

### C. Engagement:

**Parental involvement:** efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

**Pupil engagement:** school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

**School climate:** pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

**Section 1: Stakeholder Engagement**

*Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.*

**Instructions:** Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA’s goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

**Guiding Questions:**

- 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, and 47606.5, 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?

Involvement Process	Impact on LCAP
<p>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</p>	<p>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, &amp; C. Engagement as described below.</p> <p>A. Conditions of Learning</p> <p>1. To make certain that all students have access to technology for the purposes of demonstrating competency within the CCLS, and 21st Century Skills.</p>

<p>was generated from, CAHSEE, STAR, in class assessments, students grades, and teacher feedback; all from school years 2012-2013 &amp; 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.</p>	<p>B. Pupil Outcomes</p> <ol style="list-style-type: none"> <li>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.</li> <li>3. All students will graduate prepared for a collegiate setting or for a career revolving around one of our themes of study.</li> </ol> <p>C. Engagement</p> <ol style="list-style-type: none"> <li>4. Increase opportunities for parent/guardian input and meaningful participation.</li> </ol>
<p><b>Annual Update:</b></p> <p>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 school year. 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.</p>	<p><b>Annual Update:</b></p> <p>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.</p>

## Section 2: Goals, Actions, Expenditures, and Progress Indicators

### Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil 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 the goal.

**Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA’s goals. Duplicate and expand the fields as necessary.**

**Goal:** Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

**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 defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

**Identified Need:** Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

**Schools:** Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

**Applicable Pupil Subgroups:** Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

**Expected Annual Measurable Outcomes:** For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

**Action/Services:** For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

**Scope of Service:** Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

**Pupils to be served within identified scope of service:** For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

**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.

**Guiding Questions:**

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite 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 subgroups 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 schoolsites?
- 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 schoolsites, 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?



GOAL 1:	1. To make certain that all students have access to technology for the purposes of demonstrating competency within the CCLS, and 21st Century Skills.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/>  COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>  Local : Specify
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Identified Need : To implement the Common Core curriculum throughout all subjects, and to enhance drafting, testing, writing, and research capabilities, technology must drive ACE instruction. (Metrics: LCAP surveys, SBAC requirements, teacher collaboration questionnaire, and Common Core demands)

Goal Applies to: Schools: ACE Charter High School  
 Applicable Pupil Subgroups: All Students

**LCAP Year 1: 2015-2016**

Expected Annual Measurable Outcomes:

- Students in 11th and 12th grade will have portfolios online, and will have active profiles for college/career goals.
- All curriculum and teacher student interactions will be online for both grades.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Purchase laptops for all students - One on One computing	All Grades	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1.1 Lease payment for 220 Chromebooks – Supply costs will be financed with unrestricted dollars. \$21,672
Expand software package for additional grades in all subject areas.	All Grades	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:	1.2 Online Curriculum – Supply costs will be financed with unrestricted dollars. \$15,000

		(Specify)	
Continued training for teachers and staff with new technology fusion into curriculum.	All Grades	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1.3 Director will conduct training with teachers. This action item does not add additional monetary costs. \$0
Contract Ventura County Office of Education content specialists to conduct professional development throughout the duration of the school year.	All Grades	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1.4 Staff development- Service costs will be financed with federal restricted dollars. \$3,600
Hire Computer Technician	All Students	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1.5 Pending enrollment and revenue projections, ACE will hire a computer technician to handle internal computer maintenance. Classified costs will be financed with unrestricted dollars. \$0
Online curriculum for english language learners.	All Grades	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1.6 Online curriculum for English learners – Service costs will be financed with unrestricted dollars. \$750

**LCAP Year 2: 2016-2017**

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>All students will have active progressive portfolios and profiles for college and career goals and searches.</li> <li>All curriculum and teacher-student interactions will be online and computer based.</li> </ul>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Purchase technology for all students ensuring a 1:1 ratio.	All Grades	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1.1 Lease payment for 220 Chromebooks – Supply costs will be financed with unrestricted dollars. \$21,672
Renew common core curriculum software for all grades in all subject areas.	All Grades	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1.2 Online Curriculum – Supply costs will be financed with unrestricted dollars. \$15,375
Continued training for teachers and staff with new technology fusion into curriculum.	All Grades	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1.3 Director will conduct training with teachers. This action item does not add additional monetary costs. \$0
Contract Ventura County Office of Education content specialists to conduct professional development throughout the duration of the school year.	All Grades	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	1.4 Staff development- Service costs will be financed with federal restricted dollars. \$3,600

		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Hire computer technician part time.	All Grades	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.5 Pending enrollment and revenue projections, ACE will hire a computer technician to handle internal computer maintenance. Classified costs will be financed with unrestricted dollars. \$24,000
Online curriculum for English language learners	All Grades	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.6 Online curriculum for English learners – Service costs will be financed with unrestricted dollars. \$1,000

**LCAP Year 3: 2017-18**

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>Students in 11th and 12th grade will have portfolios online, and will have active profiles for college/career goals.</li> <li>All curriculum and teacher student interactions will be online for both grades.</li> </ul>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Purchase laptops for all students - One on One computing	All Grades	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.1 Lease payment for 220 Chromebooks – Supply costs will be financed with unrestricted dollars. \$3,612

<p>Renew common core software for all grades in all subject areas.</p>	<p>All Grades</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>1.2 Online Curriculum – Supply costs will be financed with unrestricted dollars. \$15,821</p>
<p>Continued training for teachers and staff with new technology fusion into curriculum</p>	<p>All Grades</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>1.3 Director will conduct training with teachers. This action item does not add additional monetary costs. \$0</p>
<p>Contract Ventura County Office of Education content specialists to conduct professional development throughout the duration of the school year.</p>	<p>All Grades</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>1.4 Staff development- Service costs will be financed with federal restricted dollars \$3,600</p>
<p>Hire Computer Technician</p>	<p>All Grades</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>1.5 Pending enrollment and revenue projections, ACE will hire a computer technician to handle internal computer maintenance. Classified costs will be financed with unrestricted dollars. \$24,000</p>
<p>Online curriculum for English language learners.</p>	<p>All Grades</p>	<p><input type="checkbox"/> All</p>	<p>1.6 Online curriculum for English learners – Service costs will</p>

	OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	be financed with unrestricted dollars. \$1,000
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 2:	2. All teachers and staff are best prepared to help all students obtain mastery of the mission and vision of ACE, which is to graduate and be prepared for college and careers.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/>  COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>  Local : Specify
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Identified Need :	Teachers must have ongoing Professional Development to maximize clarity and potential when teaching the skills necessary to implement the new CCSS and address the needs of all students. (Metrics: LCAP Surveys, STAR, Common Core collaboration discussions & CAHSEE Data)
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Goal Applies to:	Schools: ACE Charter High School
	Applicable Pupil Subgroups: All Students

**LCAP Year 1: 2015-2016**

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>The senior exit survey will reflect at minimum 70% positive preparation towards college and career readiness.</li> <li>CAHSEE pass rate of scores above 350 in English and Math will increase by 2%.</li> <li>Graduation rate will increase by 2%.</li> </ul>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Contract Ventura County Office of Education content specialists to conduct professional development throughout the duration of the school year, especially for ELL learners.	All Grades	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	2.1 Director will provide staff development. Service costs for this budget item is included in Goal 1. \$0
Naviance Software	All Grades	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	2.2 Naviance Software – Supply costs will be financed with unrestricted dollars. \$4,300

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Provide 3 day summer professional development on CCLS, UC/CSU Curriculum, and preparing students with 21st century skills.	All Grades	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	2.3 Certificated costs will be financed with federal restricted dollars. \$12,000
Provide support for drop out prevention and attendance correction initiatives.	All Grades	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	2.4 Director and clerical staff will provide services. This action item does not add additional monetary costs. \$0
Support an advisor for peer mediation, female empowerment, and a gentlemen's group.	All Grades	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	2.5 School Counselor will provide services. This action item does not add additional monetary costs. \$0
Support year long professional development during monthly collaboration meetings.	All Grades	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	2.6 Director will provide staff development. This action item does not add additional monetary costs. \$0



		(Specify)	
<p>Purchase contract for Achieve 3000 program, with licenses equal to all special education, ELL, and 12th grader students needing to repeat the CAHSEE. Provide adequate professional development for staff for use with Achieve program.</p>	<p>All Grades</p>	<p><input type="checkbox"/> All                      OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                      (Specify)</p>	<p>2.7 Achieve 3000 online curriculum – Service costs will be financed with unrestricted dollars. \$3,800</p>
<p>Staff Development for English learners</p>	<p>All Grades</p>	<p><input type="checkbox"/> All                      OR:  <input checked="" type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                      (Specify)</p>	<p>2.8 Staff Development – Service costs will be financed with unrestricted dollars. \$1,000</p>
		<p><input type="checkbox"/> All                      OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                      (Specify)</p>	

**LCAP Year 2: 2016-2017**

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>• The senior exit survey will reflect at minimum 75% positive preparation towards college and career readiness.</li> <li>• CAHSEE pass rate of scores above 350 in English and Math will increase by 2%.</li> <li>• Graduation rate will increase by 2%.</li> </ul>		
Contract Ventura County Office of Education content specialists to conduct professional development throughout the duration of the school year.	All Grades	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	2.1 Director will provide staff development. Service costs for this budget item is included in Goal 1. \$0
Naviance Software	All Grades	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	2.2 Naviance Software – Supply costs will be financed with unrestricted dollars. \$4,408
Provide 3 day summer professional development on CCLS, UC/CSU Curriculum, and preparing students with 21st Century Skills.	All Grades	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	2.3 Certificated costs will be financed with federal restricted dollars. \$14,000
Provide support for drop out prevention and attendance correction initiatives.	All Grades	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	2.4 Director and clerical staff will provide services. This action item does not add additional monetary costs. \$0

		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Support a peer mediation group, female empowerment group, and gentlemen's group.	All Grades	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	2.5 School Counselor will provide services. This action item does not add additional monetary costs. \$0
Support year long professional development during monthly collaboration meetings.	All Grades	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	2.6 Director will provide staff development. This action item does not add additional monetary costs. \$0
Purchase contract for Achieve 3000 program, with licenses equal to all special education, ELL, and 12th grade students needing to repeat the CAHSEE. Provide adequate professional development for staff for use with Achieve program.	All Grades	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	2.7 Achieve 3000 online curriculum – Service costs will be financed with unrestricted dollars. \$3,895
Staff development for English learners	All grades	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent	2.8 Staff Development – Service costs will be financed with unrestricted dollars. \$1,025

		English proficient _ Other Subgroups: (Specify)	
<b>LCAP Year 3: 2017-18</b>			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>• The senior exit survey will reflect at minimum 70% positive preparation towards college and career readiness.</li> <li>• CAHSEE pass rate of scores above 350 in English and Math will increase by 2%.</li> <li>• Graduation rate will increase by 2%.</li> </ul>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Contract Ventura County office of Education content specialists to conduct professional development throughout the duration of the school year.	All Grades	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	2.1 Director will provide staff development. Service costs for this budget item is included in Goal 1. \$0
Naviance Software	All Grades	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	2.2 Naviance Software – Supply costs will be financed with unrestricted dollars. \$4,536
Provide 3 day summer professional development on CCLS, UC/CSU Curriculum, and preparing students with 21st Century Skills.	All Grades	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	2.3 Certificated costs will be financed with federal restricted dollars. \$16,000

<p>Provide support for drop out prevention and attendance correction initiatives.</p>	<p>All Grades</p>	<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>2.4 Director and clerical staff will provide services. This action item does not add additional monetary costs. \$0</p>
<p>Support a peer mediation group, female empowerment group, and gentlemen's group.</p>	<p>All Grades</p>	<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>2.5 School Counselor will provide services. This action item does not add additional monetary costs. \$0</p>
<p>Support year long professional development during monthly collaboration meetings.</p>	<p>All Grades</p>	<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>2.6 Director will provide staff development. This action item does not add additional monetary costs. \$0</p>
<p>Purchase contract for Achieve 3000 program, with licenses equal to all special education, ELL, and 12th grade students needing to repeat the CAHSEE. Provide adequate professional development for staff for use with Achieve program.</p>	<p>All Grades</p>	<p><input type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>2.7 Achieve 3000 online curriculum – Service costs will be financed with unrestricted dollars. \$4,008</p>
<p>Staff development for English learners</p>	<p>All Grades</p>	<p><input type="checkbox"/> All  OR:  <input checked="" type="checkbox"/> Low Income pupils</p>	<p>2.8 Staff Development – Service costs will be financed with unrestricted dollars. \$1,055</p>

		<input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
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**Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.**

GOAL 3:	3. All students will graduate prepared for a collegiate setting or for a career revolving around one of our themes of study.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/>  COE only: 9 _ 10 _  Local : Specify
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Identified Need :	The school and homes of students have a lack of communication and clarity regarding college entrance requirements and/or the skills needed for careers, therefore leading to a lack of motivation during school and preparation for life after graduation. (Metrics: LCAP Surveys, Parent Association Agenda Discussions, Student surveys, CAHSEE Data)
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Goal Applies to:	Schools: ACE Charter High School
	Applicable Pupil Subgroups: All Students

**LCAP Year 1: 2015-2016**

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>• Graduation statistics are to increase by 2%.</li> <li>• Students gaining A-G completed courses will increase by 2%.</li> <li>• 11th &amp; 12th grade students will have active profiles for College On Track.</li> </ul>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Update the architecture lab and redesign the Engineering lab with work stations, to properly house a 3-D printer.	All Grades	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	3.1 Desktop computers for Architecture and Engineering labs. Supply costs will be financed with state restricted dollars. \$15,000
Purchase the equipment necessary to create a functioning machine shop and self sustaining robotics lab.	All Grades	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	3.2 Construction Equipment & Tools. Supply costs will be financed with state restricted dollars. \$13,000

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Renew all software licenses for drafting and engineering classes.	All Grades	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	3.3 Drafting & Engineering software. Service costs will be financed with unrestricted funds. \$3,616
Upgrade all construction equipment which would be necessary to best prepare our students for the Skills USA competition.	All Grades	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	3.4 Skills USA student licenses. Service costs will be financed with state unrestricted funds. \$1,600
Host a career week in the fall and in the spring.	All Grades	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	3.5 Career Week. This action item does not add additional monetary costs. \$0
Support the internship program, supporting students, an advisor, and our partners.	All Grades	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	3.6 Intern Coordinator. Certificated costs expense will be financed from unrestricted funds \$1,129



		(Specify)	
After-school Tutoring Program	All Grades	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	3.7 After-school Tutoring Program – Certificated costs will be financed with federal restricted dollars. \$2,000

**LCAP Year 2: 2016-2017**

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>• Graduation statistics are to increase by 2%.</li> <li>• Students gaining A-G completed courses will increase by 2%.</li> <li>• All students will have active profiles for College On Track.</li> </ul>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Update and maintain the architecture and engineering labs. 3-D printer will be fully operational.	All Grades	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	3.1 Architecture and Engineering equipment. Supply costs will be financed with state restricted dollars. \$15,000
Upgrade and maintain all equipment in the construction class and machine shop.	All Grades	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	3.2 Construction Equipment & Tools. Supply costs will be financed with state restricted dollars. \$13,000

<p>Renew all software licenses for all drafting and engineering programs.</p>	<p>All Grades</p>	<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>3.3 Drafting &amp; Engineering software. Service costs will be financed with unrestricted funds. \$3,706</p>
<p>Provide funding for the Skills USA competition and curriculum for all students in the program.</p>	<p>All Grades</p>	<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>3.4 Skills USA student licenses. Service costs will be financed with state restricted funds. \$1,600</p>
<p>Host a career week in the fall and in the spring.</p>	<p>All Grades</p>	<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>3.5 Career Week. This action item does not add additional monetary costs. \$0</p>
<p>Fund the internship program, supporting all students, an advisor, and our partners.</p>	<p>All Grades</p>	<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>3.6 Intern Coordinator. Certificated costs expense will be financed from unrestricted funds \$1,129</p>
<p>After-school Tutoring Program</p>	<p>All Grades</p>	<p><input type="checkbox"/> All  OR:</p>	<p>3.7 After-school Tutoring Program – Certificated costs will be financed with federal restricted dollars. \$2,200</p>

		<input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
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**LCAP Year 3: 2017-18**

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>• Graduation statistics are to increase by 2%.</li> <li>• Students gaining A-G completed courses will increase by 2%.</li> <li>• 11th &amp; 12th grade students will have active profiles for College On Track.</li> </ul>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Update and maintain the architecture and engineering labs.	All Grades	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	3.1 Architecture and Engineering equipment. Supply costs will be financed with state restricted dollars pending grant award. \$15,000
Upgrade and maintain all equipment in the construction class and machine shop.	All Grades	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	3.2 Construction Equipment & Tools. Supply costs will be financed with state restricted dollars pending grant award. \$13,000
Renew all software licenses for all drafting and engineering programs.	All Grades	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	3.3 Drafting & Engineering software. Service costs will be financed with unrestricted funds. \$3,813

		English proficient _ Other Subgroups: (Specify)	
Provide funding for the Skills USA competition and curriculum for all students in the program.	All Grades	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	3.4 Skills USA student licenses. Service costs will be financed with unrestricted funds. \$1,600
Host a career week in the fall and in the spring.	All Grades	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	3.5 Career Week. This action item does not add additional monetary costs. \$0
3.6 Intern Coordinator. Certificated costs expense will be financed from unrestricted funds	All Grades	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Fund the internship program, supporting all students, an advisor, and our partners. \$1,129
After-school Tutoring Program	All Grades	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	3.7 After-school Tutoring Program – Certificated costs will be financed with federal restricted dollars. \$2,400

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**Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.**

GOAL 4:	4. Increase opportunities for parent/guardian input, as well as meaningful participation in the ACE Charter High School functioning school system.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify
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Identified Need : ACE parents/guardians must be more involved in their child's education. (Metrics: LCAP Surveys)

Goal Applies to: Schools: ACE Charter High School  
 Applicable Pupil Subgroups: All Students

**LCAP Year 1: 2015-2016**

Expected Annual Measurable Outcomes:

- Annual parent surveys will demonstrate an increase in self-reported positive school interactions, distributed in the fall and the spring semesters.
- All 11th and 12th grade parents will have access to College on Track accounts.
- All parents will receive text messages via remind 101 to bridge the gap between the school and home.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Offer training for parents with Naviance software program.	All Grades	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	4.1 Train Parents. This action item does not add additional monetary costs. \$0
Maintain and update the school's website and calendar.	All Grades	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	4.2 Maintain website. Service cost will be financed with unrestricted dollars. \$2,000

<p>Maintain Skoollive contracts for Kiosks around campus.</p>	<p>All Grades</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>4.3 This action item does not add additional monetary costs. On the contrary, Skoollive will generate income for the school. \$0</p>
<p>Provide parent workshops on college awareness, testing, career avenues for students post high school.</p>	<p>All Grades</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>4.4 Parent workshops. This action item does not add additional monetary costs. \$0</p>
<p>Conduct and host a career week twice a year where families are invited with students.</p>	<p>All Grades</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>4.5 Career week. This action item does not add additional monetary costs. \$0</p>

**LCAP Year 2: 2016-2017**

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|--------------------------------------|---|
| Expected Annual Measurable Outcomes: | <ul style="list-style-type: none"> <li>• All parents will have access to College on Track accounts.</li> <li>• College and career fairs will be held twice a year, and will be for families and students.</li> <li>• Ignition Day will be held the week before school to assist parents and students with all forms, schedules, and questions can be addressed prior to the start of school.</li> </ul> |
|--------------------------------------|---|

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Offer monthly parent info nights on selected topics as requested in annual surveys.	All Grades	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	4.1 Train Parents. This action item does not add additional monetary costs \$0
Maintain and update the school's website and calendar.	All Grades	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	4.2 Maintain website. Service cost will be financed with unrestricted dollars. \$2,000
Maintain Skoollive, College on Track, and Web hosting contracts. Provide parent workshops on college awareness	All Grades	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	4.3 This action item does not add additional monetary costs. On the contrary, Skoollive will generate income for the school. \$0
Conduct and host a career week twice a year where families are invited with students.	All Grades	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	4.4 Career week. This action item does not add additional monetary costs. \$0



		_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Conduct and host a career week twice a year, where families are invited with students.	All Grades	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.5 Career week. This action item does not add additional monetary costs. \$0

**LCAP Year 3: 2017-18**

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>Annual parent surveys will demonstrate an increase in self-reported positive school interactions, distributed in the fall and the spring semesters.</li> <li>All 11th and 12th grade parents will have access to College on Track accounts.</li> <li>All parents will receive text messages via remind 101 to bridge the gap between the school and home.</li> </ul>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Offer monthly parent information nights on selected topics as requested in annual surveys.	All Grades	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.1 Train Parents. This action item does not add additional monetary costs. \$0
Maintain and update the school's website and calendar.	All Grades	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth	4.2 Maintain website. Service cost will be financed with unrestricted dollars. \$2,000

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Maintain Skoolinve, Naviance, and Web hosing contracts.	All Grades	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.3 This action item does not add additional monetary costs. On the contrary, Skoolive will generate income for the school. \$0
Provide college awareness workshops, testing, and career avenues for students post high school.	All Grades	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.4 Parent workshops. This action item does not add additional monetary costs. \$0
Conduct and host a career week twice a year where families are invited with students.	All Grades	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.5 Career week. This action item does not add additional monetary costs. \$0

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

## Annual Update

**Annual Update Instructions:** For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

### Guiding Questions:

- 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 schoolsites 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?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 1 from prior year LCAP:	1. To make certain that all students have access to technology for the purposes of demonstrating competency within the CCLS, and 21st Century Skills.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8  COE only: 9 _ 10 _  Local : Specify		
Goal Applies to:	Schools: ACE Charter High School ----- Applicable Pupil Subgroups: All Students			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>Students in all appropriate grades will successfully take the SBAC.</li> <li>Student Surveys will show increased satisfaction of instruction and comprehension.</li> <li>At least 50% of the curriculum and teacher-student interactions will be online, reflected websites and documented in Q.</li> </ul>	<table border="1"> <tr> <td data-bbox="1073 602 1220 865">Actual Annual Measurable Outcomes:</td> <td data-bbox="1230 602 1988 865">                     1- All Juniors completed the SBAC exam or have made arrangements to make up missed exams.                      2- Data from 1st semester student surveys shows an increased student satisfaction in most academic areas concerning instruction and comprehension                      3-From an analysis of Google classroom used at ACE it is safe to conclude that at least 50% of curriculum and teacher-student interaction is online.                 </td> </tr> </table>	Actual Annual Measurable Outcomes:	1- All Juniors completed the SBAC exam or have made arrangements to make up missed exams. 2- Data from 1st semester student surveys shows an increased student satisfaction in most academic areas concerning instruction and comprehension 3-From an analysis of Google classroom used at ACE it is safe to conclude that at least 50% of curriculum and teacher-student interaction is online.
Actual Annual Measurable Outcomes:	1- All Juniors completed the SBAC exam or have made arrangements to make up missed exams. 2- Data from 1st semester student surveys shows an increased student satisfaction in most academic areas concerning instruction and comprehension 3-From an analysis of Google classroom used at ACE it is safe to conclude that at least 50% of curriculum and teacher-student interaction is online.			
<b>LCAP Year: 2014-2015</b>				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Purchase laptops for students in 9th and 10th grade. Included, is storage carts, warranties, and power cables.	Purchase laptops. Expenditure will be financed with unrestricted dollars. \$40,000	ACE utilized State restricted funds to purchase Chromebooks for all grades during 2014-15. Consequently, estimated expenditures will exceed our original estimate by \$23,655.	220 Chromebooks for students \$63,655	
Scope of Service	9th & 10th Grade Students	Scope of Service	All Grades	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		

_ Other Subgroups: (Specify)				
Purchase a curriculum which is common core based and governs ELA and Math.		Online curriculum. Expenditure will be financed with unrestricted dollars. \$9,500	ACE utilized State restricted funds to purchase Common Core curriculum for Science, Literature, Math, and Social Science. As a result, estimated expenditures will exceed our original estimate by \$5,946.	Common Core materials purchased from Pearson Education \$15,446
Scope of Service	All Grades		Scope of Service	All Grades
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Train teachers and students on proper use of technology.		This action item does not add additional monetary costs \$0	All teachers received effective training on the proper use of technology during professional development from the principal. Extra remediation on proper usage for students will be ongoing throughout this school year and the next.	This action item does not add additional monetary costs. \$0
Scope of Service	All Grades		Scope of Service	All Grades
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Contract with Ventura County Office of Education, content specialists in English, Math, and Science, for the		Common Core Training for staff. This expense will be financed with federal restricted dollars. \$3,600	All staff received training from VCOE during the 13-14 school year. For the 14-15 year, teachers who were in need	VCOE Common Core Training \$0

<p>respected teachers to meet with throughout the duration of the school year for professional development on fusing common core.</p>		<p>of Common Core training received training through VCOE. All teachers were aware that this training was available. A greater use of VCOE specialists could benefit ACE. There was no costs associated with this action item.</p>	
<p>Scope of Service   All Grades</p> <hr/> <p><input checked="" type="checkbox"/> All          OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   All Grades</p> <hr/> <p><input checked="" type="checkbox"/> All          OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Purchase a curriculum which is common core based and governs ELA and Math.</p>	<p>Online curriculum for english learners. This expense will be financed with unrestricted dollars. \$500</p>	<p>Pearson eText was purchased for the ELA and Math curriculum and for ELL learners. The curriculum was not found to be effective for ELA or for ELL curriculum. Other options are being researched for the 2015-2016 school year.</p>	<p>Online Curriculum \$0</p>
<p>Scope of Service   All Grades</p> <hr/> <p><input type="checkbox"/> All          OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   All Grades</p> <hr/> <p><input type="checkbox"/> All          OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to</p>	<p>The staff at ACE will continue to reflect upon its successes and shortcomings in establishing a curriculum that is based in technology. The staff's wish for greater collaboration to effectively create a curriculum that is based in technology and 21st Century teaching methods and skills will be provided for to achieve the goal for increased rigor at ACE. ELA will look beyond the Pearson curriculum for other ways to provide a curriculum that is based in technology.</p>		

goals?
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Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 2 from prior year LCAP:	2. All teachers and staff are best prepared to help all students obtain mastery of the mission and vision of ACE, which is to graduate and be prepared for college and careers.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/>  COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>  Local : Specify	
Goal Applies to:	Schools: ACE Charter High School Applicable Pupil Subgroups: All Students		
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>The senior exit survey will reflect at minimum 65% positive preparation towards college and career readiness.</li> <li>CAHSEE pass rate of scores above 350 in English and Math will increase by 2%.</li> <li>Graduation rate will increase by 2%.</li> </ul>	Actual Annual Measurable Outcomes: Data from the 13-14 school year and data from the first semester shows that the senior exit survey will reflect the LCAP goal.  While the raw data shows an increase of well over 2%, the data needs to be analyzed further.  The ACE graduation rate for the 12-13 year was 94%. The 13-14 rate was 98%.	
<b>LCAP Year: 2014-2015</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Contract with Ventura County Office of Education, content specialists in English, Math, and Science, for the respected teachers to meet with throughout the duration of the school year, with regards to A-G curriculum submission and approval.	Costs for this budget item is included in goal 1. \$0	The content specialists at VCOE were used often in the 13-14 school year, and help staff in developing greater depth of knowledge questions and essential questions which have help ACE get all core classes A-G approved. The Charter Director conducted the staff training. Consequently, no cost to school.	Staff Training \$0
Scope of Service	All Grades	Scope of Service	All Grades
<input checked="" type="checkbox"/> All		<input checked="" type="checkbox"/> All	
OR:		OR:	



<ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>					
<p>Obtain the contract for the College on Track program. Train staff and roll out usage to parents and students.</p>	<p>College on Track. This expense will be financed from unrestricted funds. \$5,000</p>	<p>The school purchased the College on Track software. However, software implementation was problematic for School Counselor and staff to use. Consequently, Service Infinity refunded ACE 100%\$ of the purchase price - \$4,500.</p>	<p>Received a 100% refund from vendor \$0</p>				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">All Grades</td> </tr> </table> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	Scope of Service	All Grades		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">All Grades</td> </tr> </table> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	Scope of Service	All Grades	
Scope of Service	All Grades						
Scope of Service	All Grades						
<p>Provide 5 day summer professional development on CCLS, UC/CSU Curriculum, and preparing students with 21st Century Skills.</p>	<p>Salary &amp; Benefits. This expense will be financed with federal restricted dollars. \$19,398</p>	<p>Due to budget considerations, the Summer Institute was reduced from 5 days to 3 days. Certificated costs were financed with federal restricted dollars. With this in mind, estimated expenditures will be \$9,278 less than original budget estimate.</p>	<p>Teacher salaries &amp; benefits for Summer Institute \$10,120</p>				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">All Grades</td> </tr> </table> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English</li> </ul>	Scope of Service	All Grades		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">All Grades</td> </tr> </table> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> </ul>	Scope of Service	All Grades	
Scope of Service	All Grades						
Scope of Service	All Grades						

proficient _ Other Subgroups: (Specify)			_ Other Subgroups: (Specify)	
Address attendance concerns and drop out prevention via staff inquiry.		This action item does not add additional monetary costs. \$0	Attendance concerns were addressed with the staff and systems were developed and put in place. Nancy M, the administration assistant, enforces these attendance policies which have led to an increase in daily attendance and a lower dropout rate.	This action item does not add additional monetary costs. \$0
Scope of Service	All Grades		Scope of Service	All Grades
X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Establish advisor for a peer mediation group, female empowerment group, and gentlemen's group.		This action item does not add additional monetary costs. \$0	These goals were not addressed during the 15-15 school year but will be addressed for the 15-16 school year.	This action item does not add additional monetary costs. \$0
Scope of Service	All Grades		Scope of Service	All Grades
X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Support year long professional development for staff.		This action item does not add additional monetary costs. School Director and FAC will conduct PD meetings. \$0	Staff at ACE was supported by year long professional development that took place every Friday that was either ran by the principal or lead staff members.	This action item does not add additional monetary costs. School Director and FAC will conduct PD meetings. \$0

Scope of Service	All Grades		Scope of Service	All Grades	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
Purchase contract for Achieve 3000 program, with licenses equal to all special education, ELL, and 12th grader students needing to repeat the CAHSEE. Provide adequate professional development for staff for use with Achieve program.		Achieve 3000. This expense will be financed with unrestricted dollars. \$3,800	ACE was not able to contract Achieve 3000 due to staffing concerns but has redrafted a plan to roll out the Achieve 3000 program for the 2015-2016 school year.		ACE did not utilize program \$0
Scope of Service	All Grades		Scope of Service	All Grades	
<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
Staff development for english learners		Staff Development. This expense will be financed with unrestricted dollars. \$3,000	EL Teacher attended a CELDT training. Service Cost were financed with unrestricted dollars. Estimated expenditures will be less than original budget by \$2,705.		CELDT Training \$295
Scope of Service	All Students		Scope of Service	All Students	

<p><input type="checkbox"/> All</p> <hr style="border-top: 1px dashed black;"/> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All</p> <hr style="border-top: 1px dashed black;"/> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>ACE has had many successes in achieving goal 2 but there is still much to be done. To further address the scope of this goal the staff at ACE will need additional professional development for their EL learners, activate the Achieve 3000 system and Naviance programs, develop multiple peer mediation groups, and continue its vigilance with attendance and graduation rates.</p>		

**Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.**

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 3 from prior year LCAP:	3. All students will graduate prepared for a collegiate setting or for a career revolving around one of our themes of study.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 _ 6 <input checked="" type="checkbox"/> 7 _ 8 <input checked="" type="checkbox"/>  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools: ACE Charter High School Applicable Pupil Subgroups: All Students		
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>Graduation statistics are to increase by 2%.</li> <li>Students gaining A-G completed courses will increase by 2%.</li> <li>12th grade students will have active profiles for College On Track.</li> </ul>	<p>Actual Annual Measurable Outcomes:</p> <p>The ACE graduation rate for the 12-13 year was 94%. The 13-14 rate was 98%.</p> <p>The increase of graduation success displays an increase of over 2% of students completing A-G courses.</p> <p>No 12th grade students this year have active profiles for College of Track. This goal will be addressed in the 15-16 school year.</p>	
<b>LCAP Year: 2014-2015</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Update all technology in the Engineering and Architecture labs.	Technology for Engineering and Architecture labs. This expense will be financed from unrestricted funds. \$7,000	ACE did not purchase brand new desktop computers for the Engineering or Architecture labs. Instead, the school upgraded their current desktops with additional memory and other vital components. These supply and service costs were financed with unrestricted dollars. With this in mind, estimated expenditures will be \$4,231 less than the original estimate.	Computer upgrades \$2,769
Scope of Service	All Grades	Scope of Service	All Grades
<input checked="" type="checkbox"/> All		<input checked="" type="checkbox"/> All	

<p>OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Update all equipment used in the construction shop.</p>	<p>Construction Equipment &amp; Tools. This expense will be financed from unrestricted funds. \$5,000</p>	<p>Construction Equipment &amp; Tools were purchased from unrestricted funds. However, estimated expenditures will be more than original estimate by \$9,707</p>	<p>Construction Equipment &amp; Tools \$14,707</p>
<p>Scope of Service: All Grades</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: All Grades</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Renew all licensing software for the drafting and engineering programs used.</p>	<p>Drafting &amp; Engineering software. This expense will be financed from unrestricted funds. \$3,531</p>	<p>ACE utilizes Studica software for drafting and engineering classes. Service costs are aligned to original estimate.</p>	<p>Studica software \$3,531</p>
<p>Scope of Service: All Grades</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: All Grades</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Purchase initial licenses for Skills USA</p>	<p>Skills USA student licenses. This</p>	<p>This goal was not able to be address in</p>	<p>ACE did not utilize the Skills USA</p>

<p>program and curriculum.</p>	<p>expense will be financed with unrestricted funds. \$1,600</p>	<p>the 14-15 school year, but will be addressed in the 15-16 school year.</p>	<p>program and curriculum. \$0</p>
<p>Scope of Service   All Grades</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   All Grades</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Host a career week in the fall and in the spring.</p>	<p>Career Week. This action item does not add additional monetary costs. \$0</p>	<p>A career week was hosted in fall but not spring. The 15-16 school year will have two career weeks.</p>	<p>Career Week. This action item does not add additional monetary costs. \$0</p>
<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Fund the internship program supporting students, an advisor, and our partners.</p>	<p>Intern Coordinator. This expense will be financed from unrestricted funds. \$1,119</p>	<p>Intern Coordinator costs will be funded out of unrestricted funds. Estimated costs are aligned to original estimate.</p>	<p>Intern Coordinators \$1,119</p>
<p>Scope of Service   All Grades</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English</p>		<p>Scope of Service   All Grades</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p>	

proficient _ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	ACE has built upon the success of the 13-14 school year, and achieved many important part of goal 3, but more can still be done. Not all of our students chose one of the themes of ACE to pursue at the college level. This can be addressed by having consistent career weeks and pursuing the Skills USA curriculum, as well as through a more developed curriculum and internship program.		

**Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.**



Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 4 from prior year LCAP:	4. Increase opportunities for parent/guardian input, as well as meaningful participation in the ACE Charter High School functioning school system.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools: ACE Charter High School ----- Applicable Pupil Subgroups: All Students		
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>Annual parent survey will demonstrate an increase in self-reported positive school interactions, distributed in the spring semester.</li> <li>ACE's website will have a functioning calendar which is updated weekly and displayed on the kiosks around campus.</li> </ul>	Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>The annual parent survey is currently pending analysis</li> <li>The ACE website and Skool Live kiosks currently display a functioning calendar of school events</li> </ul>
<b>LCAP Year: 2014-2015</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Train parents to understand and use College on Track software.	Train parents on track software. This action item does not add additional monetary costs. \$0	The school purchased the College on Track software. However, software implementation was problematic for School Counselor and staff to use. Consequently, Service Infinity refunded ACE 100%\$ of the purchase price - \$4,500. With this in mind, parents were not trained using the software.	ACE did not use College on Track software \$0
Scope of Service	All Grades	Scope of Service	All Grades
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

_ Other Subgroups: (Specify)				
Remodel our school's website which will include our school's calendar.		Website development. This action item does not add additional monetary costs. \$0	ACE contracted with Edlio for website development. However, we did not build a budget for these services in our original estimate. Consequently, estimated expense that were paid with unrestricted funds will exceed our estimate by \$3,240.	Website Development Costs \$3,240
Scope of Service	All Grades		Scope of Service	All Grades
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Maintain Skoollive contract for Kiosks around campus.		This action item does not add additional monetary costs. On the contrary, Skoolive will generate income for the school. \$0	The Skool Live kiosks (2) are currently live and functioning.	This action item does not add additional monetary costs. \$0
Scope of Service	All Grades		Scope of Service	All Grades
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Provide parent workshops on college awareness, testing, and career avenues for students post high school.		Parent Workshops. This budget item does not add additional monetary costs. \$0	Laura Ochoa conducted multiple workshops for parents that took place in the fall, winter, and spring. All meetings took place after the school day had concluded.	This action item does not add additional monetary costs. \$0

Scope of Service	All Grades		Scope of Service	All Grades	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
Conduct and host a career week twice a year where families are invited with students.		Career Week. This action item does not add additional monetary costs. \$0	ACE hosted one career week in the fall. For next year ACE will host two career weeks.		This action item does not add additional monetary costs. \$0
Scope of Service	All Grades		Scope of Service	All Grades	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		ACE will continue with the successes achieved in goal 4 by making sure the family satisfaction and involvement continues while addressing their points of dissatisfaction. ACE will also make it a priority to host consistent career weeks and workshops that our student families can be involved in.			

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

**Section 3: Use of Supplemental and Concentration Grant funds and Proportionality**

A. In the box below, 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 pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	<u>\$67,781</u>
Based on 2015-16 enrollment projections, Architecture, Construction and Engineering Charter High School (ACE) is expected to receive \$67,781 for low income, foster youth, and English learner pupils. ACE has earmarked \$5,920 specifically to increase and improve services for unduplicated students as detailed in the 2015-16 LCAP. However, the remaining balance of \$61,861 will be utilized on a charterwide basis as permissible under CCR 15496.	
Historically, ACE has struggled to maintain student enrollment during the past three years. As a result, the school will face potential deficit spending of \$310,893 in 2014-15. On the flipside, School Administration has just completed its most successful year of recruiting in history. ACE is expecting 52 new students for school year 2015-16. While these new students will not solve all of ACE’s financial issues, the new revenues will provide another year for the Charter Board and School Administration to design unique strategies for recruiting students and improving instructional opportunities for Ventura County students. For this reason, ACE will utilize the remaining portion of the supplemental grant (\$61,861) for general operations.	

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

6.79	%
In accordance with the FCMAT Local Control Funding Formula Calculator, ACE Charter High School is required to increase and improve services for unduplicated pupils as compare to the services provided to all pupils by 6.79%. However, due to the projected enrollment numbers listed above, the school will apply a majority of the 2015-16 supplemental grant funds to support general operations as detailed in Section 3A above.	
Regardless of the trials that ACE has faced the past years, the school has increased the visibility of differentiated instruction in all courses by leasing Samsung Chromebooks for	

every student. In addition to this, we contracted to Pearson publishing for eTexts for core subjects, that are equipped with PDF's that are printable and can be used off line in the event that students don't have internet access at home. This also means that instruction doesn't have to halt in the event of students being absent for a lengthily period of time for reasons that stem beyond health causes, such as home displacement, or persistent moving over short periods of time.

Additionally, ACE makes every attempt to translate documents sent home when applicable, as well as have employed 2 staff members who are able to translate or communicate fluently in languages other than English. ACE has held parent/guardian meetings regarding informational nights on early college awareness, applications for scholarships, courses taught at ACE and graduation requirements, FAFSA, and for colleges. ACE employs a full time counselor who is bilingual, as well as an office manager who is also bilingual and the majority of her tasks revolve around outreach with homes regarding attendance and academics. In all subject areas, ACE offers scaffold instruction to meet the needs of all learners in the classroom including foster youth. Lastly, ACE has contracted with Rio School Foods to provide lunch for our students.

**Section 4: Expenditure Summary**

<b>Total Expenditures by Funding Source</b>						
<b>Funding Source</b>	<b>Annual Update Budgeted</b>	<b>Annual Update Actual</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 1-3 Total</b>
All Funding Sources						

<b>Total Expenditures by Object Type</b>						
<b>Object Type</b>	<b>Annual Update Budgeted</b>	<b>Annual Update Actual</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 1-3 Total</b>
All Expenditure Types						

<b>Total Expenditures by Object Type and Funding Source</b>							
<b>Object Type</b>	<b>Funding Source</b>	<b>Annual Update Budgeted</b>	<b>Annual Update Actual</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 1-3 Total</b>
All Expenditure Types	All Funding Sources						

**LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX**

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, 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).