

Introduction:

The mission of Architecture Construction and Engineering (ACE) High School is to provide high school students an educational opportunity to explore architecture, construction, and engineering related careers through rigorous, contextual, hands-on curriculum that prepares students for direct-entry into college, professional apprenticeship programs, or a career.

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

ACE employs 9 full time teachers, 1 part time teacher, 1 guidance counselor, 2 administrative assistants, and 1 principal. OUHSD employs 1 full time special education teacher, 1 full time teacher assistant for special education, and 1 para professional. Currently, 185 students are in attendance.

ACE looks to continue to increase enrollment for the 2016-17 school year going above 205 students. For the 2017-18 school year the projection of growth puts us in the range of 225 students, and 2018-19 school year enrollment projection is 250 students.

Our hands-on project based driven instructional approach to daily pedagogy is what stands us apart from surrounding schools, and our focus of Architecture, Construction, Engineering, Computer Science, and Machining, drives the engagement of the staff and students, enhances our creativity, and enables us to stand alone on the forefront of CTE in Ventura County.

LEA: Architecture, Construction & Engineering Charter High (ACE)
Contact: Joseph Clausi, Principal, jclausi@acecharterhigh.org, (805)437-1411
LCAP Year: 2016-17

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
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Stakeholders at ACE Charter High School are defined as: Parents within the parent association or those who participated in our surveys; all students in attendance who participated in discussions with tutorial teachers, those in ASB, and any student who filled out our LCAP surveys conducted throughout the course of the year; all staff; the Faculty Advisory Committee which is comprised of experienced teachers, the guidance counselor, and the principal; the Business Services Agency; the ACE Governing School Board; our community partners within the industries related to our school’s theme; representatives from the Ventura County Office of Education and Oxnard Union High School District.

Using google forms, survey monkey, monthly board meetings, monthly parent association meetings, weekly staff meetings, weekly FAC meetings, and regular meetings with the BSA, information is constantly gathered, organized, and processed to maintain current goals that capture the direction, the mission, and the vision of our school.

Data from course results, teacher inquiry, formative and summative assessments both in class and on a state level, graduation rates, attendance results, and behavioral statistics were compiled and assessed throughout the course of the school year. In addition to this, when applicable, IEP goals, 504 plans, and School Support Team (SST) meeting results, are coupled with weekly teacher collaboration notes on individual student case conferences. This information from the above resources are the basis for informing decision making.

The goals and the funding allocated for each, is a direct reflection of the input given from the staff, the students, and the parents. ACE considered 3 main areas to optimize our goals, which fall under the umbrella of Academics, Student Engagement, and Parent Involvement. After reviewing the guided 8 state priorities, ACE Charter High School derived the following goals, which fall under the three main categories of: A. Conditions of Learning, B. Pupil Outcomes, & C. Engagement as described below.

A. Conditions of Learning

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

B. Pupil Outcomes

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

C. Engagement

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

<p>Annual Update:</p> <p>This school year, administration attended LCAP professional development. Monthly, the Governing Board was able to receive updates from the principal and the ASB president or ASB representative gave updates to the board on all things student related. Monthly, the Parent Association was given updates on progress of the LCAP, options for assistance, reviewed surveys, and discussed the goals for next year. When parents had to vote on specific topics they would, and results would be displayed and noted on public record. The school's Faculty Advisory Committee met weekly, to discuss outcomes from the above groups, consider data gathered from staff and other stakeholders, and to organize and plan for the new LCAP updates.</p> <p>Public agendas were posted and minutes followed each meeting also posted on the schools website.</p> <p>Regular meetings with the BSA revolved around the LCAP to ensure that spending properly reflected steps taken to address the goals.</p> <p>During weekly professional development meetings with the staff, the LCAP goals were posted, discussed, survey results were also reviewed and redistributed, and changes were developed and implemented as a team and communicated accordingly.</p> <p>Surveys were conducted and disseminated via google forms and survey monkey, both in the fall and again in the spring. Additional surveys regarding courses, the learning environment, and potential programs that could be new to ACE were also sent out in the spring.</p> <p>Additions to our website made communication more clear between the parents and the school community. Resources were posted and updated regularly. Meeting agendas and minutes were persistently posted. All school policy, rules and regulations, and organizational matters pertaining to scheduling, busing, classes, teachers, and statistics were regularly updated.</p>	<p>Annual Update:</p> <p>ACE Charter High School was given a 6 year accreditation from the Western Association of Schools and Colleges, as long as a long term vision matched the direction of the school's potential. This was the inception of the International Baccalaureate Career Related Programme at ACE. ACE sought out program requirements, is adopting a plan for new curriculum, new facility upgrades, and these are based on a new goal within the LCAP.</p> <p>ACE has changed the LCAP goals to better serve the direction of the school, and to make the challenge of obtaining them fit directly with the successes that match the updated vision for the school.</p>
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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).

Actions/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:	Goal #1	Related State and/or Local Priorities: X 1 X 2 _3 X 4 X 5 X 6 X 7 _8 Local: 1, 2, 4, 5, 6, 7
	1. To ensure that all students experience a safe, rigorous, and culturally responsive learning environment, and graduate demonstrating “college and career ready” knowledge and skills through full implementation of the Common Core State Standards.	

Identified Need:	All students and all staff			
Goal Applies to:	Schools:	all		
		Grades: 9th, 10th, 11th, 12th		
	Applicable Pupil Subgroups:	All		
LCAP Year 1				
Expected Annual Measurable Outcomes:	Naviance portfolios will show stages of completion based on grade level. A fall and spring career week will be conducted. Professional Development will be outsourced and teachers will attend sessions outside of the school.			
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
	1.1 The guidance counselor will work with all students to ensure that they are on track to graduate and enable college awareness.	all Grades: 9th, 10th, 11th, 12th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Naviance Cost - Service costs will be paid with State unrestricted dollars. \$4,438

<p>1.2 During the fall and spring, ACE will conduct a week long seminar covering careers both related and non-related to our school's mission.</p>	<p>all Grades: 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Refreshments for week long seminar. Supplies will be financed with State unrestricted dollars. \$200 Cost of printing programs. Supplies will be financed with State unrestricted dollars. \$100 Social Media contract. Services will be financed with State unrestricted dollars. \$3,240</p>
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<p>1.3 Teachers will seek out and take part in PD relevant to the mission and direction of the school.</p>	<p>all staff Grades: 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Project Lead the Way - Service costs will be paid with State restricted dollars. \$22,573 International Baccalaureate Career Program - Service costs will not begin until fiscal year 20017-18. \$0 Common Core/CAASPP - Service costs will be paid with State restricted dollars. \$4,175 Professional Development geared toward unduplicated students. Service costs will be paid with State unrestricted dollars. \$1,000</p>
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LCAP Year 2

<p>Expected Annual Measurable Outcomes:</p>	<p>Almost all staff will have taken part in IB training, and relevant staff will have experienced PLTW training. As new programs are added, teachers will seek out professional training. Guidance counselor will meet with all grades to assist with Naviance planning.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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<p>1.1 The guidance counselor will work with all students to ensure that they are on track to graduate and enable college awareness. Statistics from previous year compared.</p>	<p>all Grades: 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Naviance Cost - Service costs will be paid with State unrestricted dollars. \$4,550</p>
<p>1.2 During the fall and spring, career and technical industries related and non-related to our school's mission will present to all students during a career week seminar1. Utilize Language Arts Intervention Specialists for students..</p>	<p>all Grades: 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Refreshments for week long seminar. Supplies will be financed with State unrestricted dollars. \$200 Cost of printing programs. Supplies will be financed with State unrestricted dollars. \$100 Social Media contract. Services will be financed with State unrestricted dollars. \$3,240</p>

<p>1.3 Teachers will seek out and take part in PD relevant to the mission and direction of the school. As new programs are monitored, professional development must accompany.</p>	<p>all staff Grades: 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Project Lead the Way - Service costs will be paid with State unrestricted dollars. \$4,000 International Baccalaureate Career Program - Service costs will be paid with State unrestricted dollars. \$9,500 Common Core/CAASPP - Service costs will be paid with State restricted dollars. \$4,175 Professional Development geared toward unduplicated students. Service costs will be paid with State unrestricted dollars. \$1,025</p>
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LCAP Year 3

<p>Expected Annual Measurable Outcomes:</p>	<p>1.1 All staff will have experienced professional development relative to full implementation of the school's programs. All students will have active portfolios in Naviance.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 The guidance counselor will work with all students to ensure that they are on track to graduate and enable college awareness. Statistics from previous year compared. Trends will be identified and adjustments made accordingly.	all Grades: 9th, 10th, 11th, 12th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Naviance Cost - Service costs will be paid with State unrestricted dollars. \$4,669
1.2 During the fall and the spring, career and technical industries related and non-related to our school's mission will present to all students during a career week seminar. Students will also have the ability to present.	all Grades: 9th, 10th, 11th, 12th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Refreshments for week long seminar. Supplies will be financed with State unrestricted dollars. \$200 Cost of printing programs. Supplies will be financed with State unrestricted dollars. \$100 Social Media contract. Services will be financed with State unrestricted dollars. \$3,240

<p>1.3 Teachers will seek out and take part in PD relevant to the mission and direction of the school. As new programs are added, professional development must accompany.</p>	<p>all staff Grades: 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Project Lead the Way - Service costs will be paid with State unrestricted dollars. \$4,000</p> <p>International Baccalaureate Career Program - Service costs will be paid with State unrestricted dollars. \$9,500</p> <p>Common Core/CAASPP - Service costs will be paid with State restricted dollars. \$4,175</p> <p>Professional Development geared toward unduplicated students. Service costs will be paid with State unrestricted dollars. \$1,055</p>
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GOAL:	Goal #2 1. To make certain that all students have access to appropriate facility, resources, equipment and technology for the purposes of demonstrating competency within the CCLS, Project Lead the Way, 21st Century Skills, and potentially obtain IB - CP diplomas.	Related State and/or Local Priorities: X 1 X 2 _3 X 4 X 5 X 6 X 7 X 8 Local: 1, 2, 4, 5, 6, 7, 8		
Identified Need:	ACE will continue to strenghten and grow the career and technical education courses by adopting rigorous coursework that encompasses the nature of common core.			
Goal Applies to:	Schools:	all Grades: 9th, 10th, 11th, 12th		
	Applicable Pupil Subgroups:	All		
LCAP Year 1				
Expected Annual Measurable Outcomes:	All students will have a chromebook from year 3 of our lease. All additions to the school curriculum will have facility and resources in place.			
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<p>2.1 As new courses are offered, new resources will be needed. The facility will gain upgrades and additions when possible.</p>	<p>all Grades: 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Facility upgrades. Construction costs will be financed with State restricted dollars. \$75,000 Consumables for CTE classes. Supply costs will be paid with State unrestricted dollars. \$20,000</p>
<p>2.2 Computer science is growing at ACE and a new lab, computers, servers, and staff will be needed.</p>	<p>all Grades: 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Furniture for Computer Lab - Supply costs will be paid with State restricted dollars. \$5,000 20 Computers for Science Lab - Supply costs will be financed with State restricted dollars. \$20,000</p>

<p>2.3 Ensure that the one to one ratio of technology to student remains</p>	<p>all Grades: 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Chromebook Lease - Capital lease costs will be financed with State unrestricted dollars - \$21,672 Chromebook Lease - Services costs will be financed with State unrestricted dollars - \$9,020</p>
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LCAP Year 2

<p>Expected Annual Measurable Outcomes:</p>	<p>A maker space and existing CTE classes will have the resources necessary to carry out IB classes and PLTW course work. The science class will have a functioning lab. All furniture for current courses will be in place.</p>
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<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
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<p>2.1 Ensure that facility and resources enable successful implementation of project lead the way and IB-CP</p>	<p>all Grades: 9th, 10th, 11th, 12th</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Facility upgrades. Construction costs will be financed with State restricted dollars. \$60,000 Consumables for CTE classes. Supply costs will be paid with State unrestricted dollars. \$20,000</p>
<p>2.2 Additions to the new lab as needed to house a second class</p>	<p>all Grades: 9th, 10th, 11th, 12th</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Furniture for Computer Lab - Supply costs will be financed with State restricted dollars. \$5,000</p>

<p>2.3 Resign a lease for new laptops per student</p>	<p>all Grades: 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>New Chromebook Lease - Capital lease costs will be financed with State unrestricted dollars - \$21,672 Chromebook Insurance - Services costs will be financed with State unrestricted dollars - \$9,020</p>
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LCAP Year 3

<p>Expected Annual Measurable Outcomes:</p>	<p>All CTE and core classes will have the technology and resources to provide a safe and successful learning environment.</p>
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<p align="center">Actions/Services</p>	<p align="center">Scope of Service</p>	<p align="center">Pupils to be served within identified scope of service</p>	<p align="center">Budgeted Expenditures</p>
<p>2.1 Ensure that facility and resources enable successful implementation of project lead the way and IB-CP and additions that may arise.</p>	<p>all Grades: 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Consumables for CTE classes. Supply costs will be paid with State unrestricted dollars. \$20,000</p>

<p>2.2 The computer science lab will be fully functioning</p>	<p>all Grades: 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Furniture for Computer Lab - Supply costs will be paid with State restricted dollars. \$5,000 Additional Computers will be purchased on a needs only basis.</p>
<p>2.3 Add new technology as enrollment increases and maintain existing ones.</p>	<p>all Grades: 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>New Chromebook Lease - Capital lease costs will be financed with State unrestricted dollars - \$21,672 Chromebook Insurance - Services costs will be financed with State unrestricted dollars - \$9,020</p>

GOAL:	Goal #3 To empower parents to be actively engaged in their students' education and decision making processes by providing timely information, and encouraging parents to demonstrate their support for student learning and for the importance of graduating "college & career ready".		Related State and/or Local Priorities: X 1 _2 X 3 X 4 X 5 X 6 _7 X 8 Local: 1, 3, 4, 5, 6, 8
Identified Need:	Increase parental involvement, and increase engagement		
Goal Applies to:	Schools:	all Grades: 9th, 10th, 11th, 12th	
	Applicable Pupil Subgroups:	All	
LCAP Year 1			
Expected Annual Measurable Outcomes:	Hold at least one college and one career info night for the school year with at least the percent of parent within the parent association in attendance. Conduct at least one parent/student CTE course held at night.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 Conduct an annual parent survey to assess parent satisfaction, evaluate parent education programs, assess impact on student learning and identify future needs; and establish baseline data. Share this data at monthly meetings.	all Grades: 9th, 10th, 11th, 12th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	This action item will not generate any monetary costs to school. \$0

<p>3.2 Conduct a fall and spring CTE class for students and their parent/guardian</p>	<p>all Grades: 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Consumables - Supply costs will be paid with State unrestricted dollars. \$200 Dinner for attendees - Service costs will be paid with State unrestricted dollars. \$400</p>
<p>3.3 Either covering college or career opportunities, parents will be invited to attend these events with their student</p>	<p>all Grades: 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Snacks for event - Supply costs will be paid with State unrestricted dollars. \$200 Printing - Supply costs will be paid with State unrestricted dollars. \$100</p>
<p>LCAP Year 2</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>Show monies within the PA budget which enables a large purchase of \$7,000.00 or more revolving around the needs of the school. Conduct at least 1 parent/guardian info night in the fall and in the spring. Hold an executive parent association meeting.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

<p>3.1 Have students conduct the CTE classes and teach their parents/guardians twice within the school year. Invite parents/guardians to college and career week.</p>	<p>all Grades: 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Consumables - Supply costs will be paid with State unrestricted dollars. \$200 Printing - Supply costs will be paid with State unrestricted dollars. \$100 Dinner for attendees - Service costs will be paid with State unrestricted dollars. \$400</p>
<p>3.2 With a parent on the board, an executive parent association meeting will be held to ensure that goals are aligned.</p>	<p>all Grades: 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Snacks for event - Supply costs will be paid with State unrestricted dollars. \$200 Printing - Supply costs will be paid with State unrestricted dollars. \$100</p>

<p>3.3 Assist with annual showcase to maximize fundrasing efforts, and assist with purchase of their choice to provide for the school.</p>	<p>all Grades: 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Consumables for spring showcase - Supply costs will be paid with State unrestricted dollars. \$200</p>
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LCAP Year 3

<p>Expected Annual Measurable Outcomes:</p>	<p>Increase the parent association members by 3% from the previous year. Make a large purchase funded by the PA to assist in the schools needs. Hold at least one parent/guardian info night that revolves around IB-CP assessment.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>3.1 Engage parents to attend the Ventura Regional for Robotics, assisting with Skills USA, and for regular events in the Maker Space.</p>	<p>all Grades: 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Consumables - Supply costs will be paid with State unrestricted dollars. \$200 Printing - Supply costs will be paid with State unrestricted dollars. \$100 Tickets for Skills USA - Service costs will be paid with State unrestricted dollars. \$400</p>

<p>3.2 Have parents assist in regular planning nights, and assist with IB - CP assessment.</p>	<p>all Grades: 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Snacks for event - Supply costs will be paid with State unrestricted dollars. \$200 Printing - Supply costs will be paid with State unrestricted dollars. \$100</p>
<p>3.3 Assist with annual showcase to maximize fundraising efforts, and assist with purchase of their choice to provide for the school.</p>	<p>all Grades: 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Consumables for spring showcase - Supply costs will be paid with State unrestricted dollars. \$200</p>

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?

Original Goal from prior year LCAP:	Goal #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: X 1 X 2 _3 X 4 X 5 X 6 X 7 X 8 Local:		
Goal Applies to:	Schools:	ACE Charter High School Grades: All			
Expected Annual Measurable Outcomes:	Applicable Pupil Subgroups:	All	<table border="1"> <tr> <td data-bbox="1062 489 1262 731">Actual Annual Measurable Outcomes:</td> <td data-bbox="1262 489 1890 731">Based on the number of students per grade, we started with giving all 9th and 10th grade students laptops in year 1, incoming 9th graders laptops in year 2 whereas everyone else kept what they had, and incoming 9th graders in year 3 would receive laptops equaling a 1:1 ratio in 3 years.</td> </tr> </table>	Actual Annual Measurable Outcomes:	Based on the number of students per grade, we started with giving all 9th and 10th grade students laptops in year 1, incoming 9th graders laptops in year 2 whereas everyone else kept what they had, and incoming 9th graders in year 3 would receive laptops equaling a 1:1 ratio in 3 years.
Actual Annual Measurable Outcomes:	Based on the number of students per grade, we started with giving all 9th and 10th grade students laptops in year 1, incoming 9th graders laptops in year 2 whereas everyone else kept what they had, and incoming 9th graders in year 3 would receive laptops equaling a 1:1 ratio in 3 years.				
LCAP Year: 2015-16					
Planned Actions/Services		Actual Actions/Services			
	Budgeted Expenditures		Estimated Actual Annual Expenditures		
Purchase laptops for all students - One on One computing	1.1 Lease payment for 220 Chromebooks – Supply costs will be financed with unrestricted dollars. \$21,672	ACE contracted for chromebooks for all students in year one. ACE went with a lease option instead of a purchase, in order to provide all students with the chromebooks in one year rather than a 3 year roll out ACE is expected to spend \$31,221 on laptops to support One on One computing. This amount is \$9,549 more than the original LCAP budget. .	1.1 Lease payment for 220 Chromebooks and laptop insurance – Supply and service costs will be financed with State unrestricted dollars. \$31,221		

Scope of service:	All Grades Grades: All		Scope of service:	All Grades Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Expand software package for additional grades in all subject areas.		1.2 Online Curriculum – Supply costs will be financed with unrestricted dollars. \$15,000	ACE did contract to Pearson online Etext for all core subject areas in this year ACE is expected to spend \$17,635 to expand software packages for additional grades in all subject areas. This amount is \$2,635 more than the original LCAP budget. .	1.2 Online Curriculum – Supply costs will be financed with State unrestricted dollars. \$17,635	
Scope of service:	All Grades Grades: All		Scope of service:	All Grades Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

Continued training for teachers and staff with new technology fusion into curriculum.		1.3 Director will conduct training with teachers. This action item does not add additional monetary costs. \$0	Instead of rolling this out over three year, we leased the entire lot of chromebooks in one year. Training was conducted by administration and the Faculty Advisory Committee.	1.3 Director will conduct training with teachers. This action item does not add additional monetary costs. \$0
Scope of service:	All Grades Grades: All		Scope of service:	All Grades Grades: All
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
Contract Ventura County Office of Education content specialists to conduct professional development throughout the duration of the school year.		1.4 Staff development-Service costs will be financed with federal restricted dollars. \$3,600	Jim Short, from Ventura County Office of Education was contracted to assist with the smarter balanced assessment, common core, and conducting interim assessments. He came 4 times throughout the school year for 2 hours each time ACE is expected to spend \$4,175 to contract with the Ventura County Office of Education to conduct professional development throughout the duration of the school year. This amount is \$575 more than the original LCAP budget.	1.4 Staff development-Service costs will be financed with Federal restricted dollars. \$4,175

Scope of service:	All Grades Grades: All		Scope of service:	All Grades Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Hire Computer Technician		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	Planned was a purchase over the course of 3 years, and we leased in order to achieve 1:1 in the first year. A computer technician was not hired, instead, the principal, the computer science teacher, and 4 students assisted with the technology issues.	1.5 Enrollment did not increase significantly in 2015-16 to finance a computer technician. Classified costs. \$0	
Scope of service:	All Students Grades: All		Scope of service:	All Grades Grades: All	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	
<p>Online curriculum for English language learners.</p>		<p>1.6 Online curriculum for English learners – Service costs will be financed with unrestricted dollars. \$750</p>	<p>ACE used previously owned licenses for Rossetta Stone software in English, for 3 students who needed additional assistance.</p> <p>ACE is expected to spend \$0 for online curriculum for English language learners. This amount is \$750 less than the original LCAP budget.</p>	<p>1.6 Online curriculum for English learners – Service costs will be financed with State unrestricted dollars. \$0</p>
<p>Scope of service:</p>	<p>All Grades</p> <p>Grades: All</p>		<p>Scope of service:</p> <p>All Grades</p> <p>Grades: All</p>	
<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	
<p>What changes in actions, services, and expenditures</p>	<p>We decided to lease and therefore could afford all laptops for all students in year 1 for the same cost of a one year purchase.</p>			

Original Goal from prior year LCAP:	Goal #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: X 1 X 2 _3 X 4 X 5 _6 X 7 X 8 Local:	
Goal Applies to:	Schools:	ACE Charter High School			
	Grades:	All			
Expected Annual Measurable Outcomes:	Applicable Pupil Subgroups:	All	Actual Annual Measurable Outcomes:	ACE will out source for professional development services for common core training in the fall and in the spring. Staff will each seek out professional development on their own as well and must attend within the first year.	
LCAP Year: 2015-16					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
Contract Ventura County Office of Education content specialists to conduct professional development throughout the duration of the school year, especially for ELL learners.		2.1 Director will provide staff development. Service costs for this budget item is included in Goal 1. \$0	ACE has leased necessary technology for all staff and students enrolled. The lease has been renewed and as enrollment increases, additional technology has been purchased. Staff conducted regular differentiated instructional strategies for all teachers. Professional development topics covering ELL students throughout the year.		2.1 Director will provide staff development. Service costs for this budget item is included in Goal 1. \$0
Scope of service:	All Grades Grades: All		Scope of service:	All Grades Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
Naviance Software		2.2 Naviance Software – Supply costs will be financed with unrestricted dollars. \$4,300	PROVIDE A BRIEF SUMMARY OF WHAT ACTUALLY HAPPENED VERSUS WHAT WAS PLANNED FOR ITEM 2.2 ACE is expected to spend \$4,342 on Naviance software. This amount is \$42 more than the original LCAP budget.	2.2 Naviance Software – Supply costs will be financed with State unrestricted dollars. \$4,342
Scope of service:	All Grades Grades: All		Scope of service:	All Grades Grades: All
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	

<p>Provide 3 day summer professional development on CCLS, UC/CSU Curriculum, and preparing students with 21st century skills.</p>		<p>2.3 Certificated costs will be financed with federal restricted dollars. \$12,000</p>	<p>PROVIDE A BRIEF SUMMARY OF WHAT ACTUALLY HAPPENED VERSUS WHAT WAS PLANNED FOR ITEM 2.3</p> <p>ACE is expected to spend \$7,433 on two day summer professional development on CCLS, and UC/CSI curriculum with an emphasis of preparing students in 21st century skills. This amount is \$4,567 less than the original LCAP budget.</p> <p>ACE held the professional development days before the school year covering topics of CCLS, curriculum writing, and 21st century skills.</p>		<p>2.3 Certificated costs will be financed with federal restricted dollars. \$7,433</p>
<p>Scope of service:</p>	<p>All Grades Grades: All</p>		<p>Scope of service:</p>	<p>All Grades Grades: All</p>	
<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>		

Provide support for drop out prevention and attendance correction initiatives.		2.4 Director and clerical staff will provide services. This action item does not add additional monetary costs. \$0	PROVIDE A BRIEF SUMMARY OF WHAT ACTUALLY HAPPENED VERSUS WHAT WAS PLANNED FOR ITEM 2.4 A staff member was dedicated to monitoring attendance throughout the course of the year. The guidance counselor monitored students who were credit deficient and worked to ensure that all students were accounted for. Students who showed the need, were invited to after school tutoring. Parent contact was consistent with students in doubt.	2.4 Director and clerical staff will provide services. This action item does not add additional monetary costs. \$0
Scope of service:	All Grades Grades: All		Scope of service: All Grades Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
Support an advisor for peer mediation, female empowerment, and a gentlemen's group.		2.5 School Counselor will provide services. This action item does not add additional monetary costs. \$0	PROVIDE A BRIEF SUMMARY OF WHAT ACTUALLY HAPPENED VERSUS WHAT WAS PLANNED FOR ITEM 2.5 A young men's club was created to track male students who were exhibiting the signs of needing additional attention. Senior students in the ASB worked as mentors for freshmen students. The female empowerment group did not happen in 2015-16 but is planned for the 2016-17 school year.	2.5 School Counselor will provide services. This action item does not add additional monetary costs. \$0

Scope of service:	All Grades Grades: All		Scope of service:	All Grades Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Support year long professional development during monthly collaboration meetings.		2.6 Director will provide staff development. This action item does not add additional monetary costs. \$0	PROVIDE A BRIEF SUMMARY OF WHAT ACTUALLY HAPPENED VERSUS WHAT WAS PLANNED FOR ITEM 2.6 Administration and the Faculty Advisory Committee conducted professional development for staff weekly, during the entire 2015-16 school year.	2.6 Director will provide staff development. This action item does not add additional monetary costs. \$0	
Scope of service:	All Grades Grades: All		Scope of service:	All Grades Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

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.		2.7 Achieve 3000 online curriculum – Service costs will be financed with unrestricted dollars. \$3,800	<p>PROVIDE A BRIEF SUMMARY OF WHAT ACTUALLY HAPPENED VERSUS WHAT WAS PLANNED FOR ITEM 2.7</p> <p>ACE is expected to spend \$0. This amount is \$3,800 less than the original LCAP budget.</p> <p>ACE did not contract for Achieve 3000, instead we conducted staff development on strategies of working with ELL students in all classes.</p>	2.7 Achieve 3000 online curriculum – Service costs will be financed with State unrestricted dollars. \$0
Scope of service:	All Grades Grades: All		Scope of service: All Grades Grades: All	
<p>_ All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>_ All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	
Staff Development for English learners		2.8 Staff Development – Service costs will be financed with unrestricted dollars. \$1,000	<p>PROVIDE A BRIEF SUMMARY OF WHAT ACTUALLY HAPPENED VERSUS WHAT WAS PLANNED FOR ITEM 2.8</p> <p>ACE is expected to spend \$150 on staff development on English learners. This amount is \$850 less than the original LCAP budget.</p> <p>ACE principal and Faculty Advisory Committee conducted staff development on strategies of working with ELL students in all classes.</p>	2.8 Staff Development – Service costs will be financed with State unrestricted dollars. \$150

Scope of service:	All Grades Grades: All		Scope of service:	All Grades Grades: All	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
What changes in actions, services, and expenditures	ACE allocated funds for professional development services for staff.				

Original Goal from prior year LCAP:	Goal #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: X 1 X 2 _3 X 4 _5 _6 X 7 X 8 Local:	
Goal Applies to:	Schools:	ACE Charter High School		
	Grades:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Graduation statistics are to increase by 2%. Students gaining A-G completed courses will increase by 2%. 11th & 12th grade students will have active profiles for College On Track. 	Actual Annual Measurable Outcomes:	As the end of the school year approaches, advisory teachers will issue surveys to students to monitor progress. The guidance counselor will conduct transcript checks with all students based on grade level.	
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Update the architecture lab and redesign the Engineering lab with work stations, to properly house a 3-D printer.	3.1 Desktop computers for Architecture and Engineering labs. Supply costs will be financed with state restricted dollars. \$15,000	<p>PROVIDE A BRIEF SUMMARY OF WHAT ACTUALLY HAPPENED VERSUS WHAT WAS PLANNED FOR ITEM 3.1</p> <p>ACE is expected to spend \$46,684 to upgrade the Architecture lab and redesign the Engineering lab with work stations. This amount is \$31,684 more than the original LCAP budget.</p> <p>Student designed CAD drawings laid the foundation of the layout of the classroom. 25 PC's were placed around the perimeter of the room. A 3D printer was purchased and housed in the lab as well.</p>	3.1 Desktop computers for Architecture and Engineering labs. Supply costs will be financed with State restricted dollars. \$46,684	

Scope of service:	All Grades Grades: All		Scope of service:	All Grades Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Purchase the equipment necessary to create a functioning machine shop and self-sustaining robotics lab.		3.2 Construction Equipment & Tools. Supply costs will be financed with state restricted dollars. \$13,000	PROVIDE A BRIEF SUMMARY OF WHAT ACTUALLY HAPPENED VERSUS WHAT WAS PLANNED FOR ITEM 3.2 ACE is expected to spend \$24,937 on purchasing equipment necessary to create a functioning machine shop and self sustaining robotics lab. This amount is \$11,937 more than the original LCAP budget. 25 PC's were purchased and replaced every computer in the room. A drill press, a table lathe, and a new 3D printer accompanied the computers in the room.	3.2 Construction Equipment & Tools. Supply costs will be financed with State restricted dollars. \$24,937	
Scope of service:	All Grades Grades: All		Scope of service:	All Grades Grades: All	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	
<p>Renew all software licenses for drafting and engineering classes.</p>		<p>3.3 Drafting & Engineering software. Service costs will be financed with unrestricted funds. \$3,616</p>	<p>PROVIDE A BRIEF SUMMARY OF WHAT ACTUALLY HAPPENED VERSUS WHAT WAS PLANNED FOR ITEM 3.3</p> <p>ACE is expected to spend \$0 to renew all software licenses for drafting and engineering classes. This amount is \$3,616 less than the original LCAP budget.</p> <p>AutoDesk software is the new vendor for all CAD software for ACE. They provide free and updated versions for schools, instead of using our previous vendor Studica, who charged \$3,616.</p>	<p>3.3 Drafting & Engineering software. Service costs will be financed with State unrestricted funds. \$0</p>
<p>Scope of service:</p>	<p>All Grades</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>All Grades</p> <p>Grades: All</p>
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	

Upgrade all construction equipment which would be necessary to best prepare our students for the Skills USA competition.		3.4 Skills USA student licenses. Service costs will be financed with state unrestricted funds. \$1,600	<p>PROVIDE A BRIEF SUMMARY OF WHAT ACTUALLY HAPPENED VERSUS WHAT WAS PLANNED FOR ITEM 3.4</p> <p>ACE is expected to spend \$324 on the Skills USA competition. This amount is \$1,276 less than the original LCAP budget.</p> <p>ACE contracted with Skills USA for Construction related competition and curriculum for 2015-16 school year.</p>	3.4 Skills USA student licenses. Service costs will be financed with State unrestricted funds. \$324
Scope of service:	All Grades Grades: All		Scope of service: All Grades Grades: All	
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	
Host a career week in the fall and in the spring.		3.5 Career Week. This action item does not add additional monetary costs. \$0	<p>PROVIDE A BRIEF SUMMARY OF WHAT ACTUALLY HAPPENED VERSUS WHAT WAS PLANNED FOR ITEM 3.5</p> <p>ACE held a college and career week during the fall with 18 professionals and 4 colleges. We did not have a college and career week in the spring.</p>	3.5 Career Week. This action item does not add additional monetary costs. \$0
Scope of service:	All Grades Grades: All		Scope of service: All Grades Grades: All	

<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	
<p>Support the internship program, supporting students, an advisor, and our partners.</p>		<p>3.6 Intern Coordinator. Certificated costs expense will be financed from unrestricted funds \$1,129</p>	<p>PROVIDE A BRIEF SUMMARY OF WHAT ACTUALLY HAPPENED VERSUS WHAT WAS PLANNED FOR ITEM 3.6</p> <p>ACE is expected to spend \$1,146 to support the internship program. This amount is \$17 more than the original LCAP budget.</p> <p>3 staff members divided up the internship program for the seniors. Lunches were provided for conferences held that were informative in nature. We also attended entree to employment dinners with professionals in the industry.</p>	<p>3.6 Intern Coordinator. Certificated costs expense will be financed from State unrestricted funds \$1,146</p>
<p>Scope of service:</p>	<p>All Grades</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>All Grades</p> <p>Grades: All</p>
<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	

After-school Tutoring Program		3.7 After-school Tutoring Program – Certificated costs will be financed with federal restricted dollars. \$2,000	<p>PROVIDE A BRIEF SUMMARY OF WHAT ACTUALLY HAPPENED VERSUS WHAT WAS PLANNED FOR ITEM 3.7</p> <p>ACE is expected to spend \$6,438 for the After-school Tutoring Program. This amount is \$4,438 more than the original LCAP budget.</p> <p>ACE held an after school tutoring program that started in the fall and ended in May for all students who needed additional assistance. Buses were also available for transportation.</p>	3.7 After-school Tutoring Program – Certificated costs will be financed with Federal restricted dollars. \$6,438
Scope of service:	All Grades Grades: All		Scope of service:	All Grades Grades: All
<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	
What changes in actions, services, and expenditures	Persistent monitoring of professional development was conducted during Friday meetings held weekly.			

Original Goal from prior year LCAP:	Goal #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 X4 X5 X6 _7 _8 Local:	
Goal Applies to:	Schools:	ACE Charter High School		
	Grades:	All		
Applicable Pupil Subgroups:	All			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> 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. 		Actual Annual Measurable Outcomes:	The number of surveys completed were to be compared to previous years. The results of the surveys were to show implementation throughout the course of the year and reported to the parent association.
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
Offer training for parents with Naviance software program.		4.1 Train Parents. This action item does not add additional monetary costs. \$0	PROVIDE A BRIEF SUMMARY OF WHAT ACTUALLY HAPPENED VERSUS WHAT WAS PLANNED FOR ITEM 4.1 All that was projected and planned was carried out. Naviance training was implemented in the fall of 2015.	4.1 Train Parents. This action item does not add additional monetary costs. \$0
Scope of service:	All Grades Grades: All		Scope of service:	All Grades Grades: All

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		
<p>Maintain and update the school's website and calendar.</p>		<p>4.2 Maintain website. Service cost will be financed with unrestricted dollars. \$2,000</p>	<p>PROVIDE A BRIEF SUMMARY OF WHAT ACTUALLY HAPPENED VERSUS WHAT WAS PLANNED FOR ITEM 4.2</p> <p>ACE is expected to spend \$3,240 to maintain and update the school's website and calendar. This amount is \$1,240 more than the original LCAP budget.</p> <p>The principal and a teacher were responsible for updating the web site throughout the course of the school year.</p>	<p>4.2 Maintain website. Service cost will be financed with State unrestricted dollars. \$3,240</p>	
<p>Scope of service:</p>	<p>All Grades</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>All Grades</p> <p>Grades: All</p>	
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		

Maintain Skoollive contracts for Kiosks around campus.		4.3 This action item does not add additional monetary costs. On the contrary, Skoollive will generate income for the school. \$0	PROVIDE A BRIEF SUMMARY OF WHAT ACTUALLY HAPPENED VERSUS WHAT WAS PLANNED FOR ITEM 4.3 All that was projected and planned was carried out. The principal maintained communication with Skoollive vendor throughout the year	4.3 This action item does not add additional monetary costs. On the contrary, Skoollive will generate income for the school. \$0
Scope of service:	All Grades Grades: All		Scope of service: All Grades Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
Provide parent workshops on college awareness, testing, career avenues for students post high school.		4.4 Parent workshops. This action item does not add additional monetary costs. \$0	PROVIDE A BRIEF SUMMARY OF WHAT ACTUALLY HAPPENED VERSUS WHAT WAS PLANNED FOR ITEM 4.4 All that was projected and planned was carried out. The guidance counselor held 4 parent workshops after school hours for parents/guardians on all subject matters listed in 4.4.	4.4 Parent workshops. This action item does not add additional monetary costs. \$0
Scope of service:	All Grades Grades: All		Scope of service: All Grades Grades: All	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
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Conduct and host a career week twice a year where families are invited with students.		4.5 Career week. This action item does not add additional monetary costs. \$0	PROVIDE A BRIEF SUMMARY OF WHAT ACTUALLY HAPPENED VERSUS WHAT WAS PLANNED FOR ITEM 4.5 ACE held a college and career week in the fall of 2015, where 18 professionals and 4 colleges came to speak with students. We did not have a college and career week in the spring.	4.5 Career week. This action item does not add additional monetary costs. \$0
Scope of service:	All Grades Grades: All		Scope of service:	All Grades Grades: All
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
What changes in actions, services, and expenditures	No changes were made.			

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:	78863
<p>Based on 2015-16 enrollment projections, Architecture, Construction and Engineering Charter High School (ACE) is expected to receive \$118,154 for low income, foster youth, and English learner pupils. ACE has earmarked \$1,000 specifically to increase and improve services for unduplicated students as detailed in the 2015-16 LCAP. However, the remaining balance of \$117,154 will be utilized on a charter-wide basis as permissible under CCR 15496.</p> <p>Historically, ACE has struggled to maintain student enrollment to finance operations. For this reason, Administration has decided to revamp its current instructional program by including an International Baccalaureate Career Program in hopes that enrollment will far surpass budget projections. For this reason, the school will continue to use a majority of its supplement grant funds for general operations.</p>	

- 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.

5.51	%
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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 5.51%. However, due to the projected enrollment numbers listed above, the school will apply a majority of the 2016-17 supplemental grant funds to support general operations as detailed in Section 3A above.

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).