LCAP Year (select from 2017-18, 2018-19, 2019-20)

2019-20

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

LEA Name	Contact Name and Title	Email and Phone
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2017-20 Plan Summary

The Story

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

Alpha: Cindy Avitia High School (ACAHS) is part of the Alpha Public Schools network, whose mission is: We believe that all children have a fundamental right to an excellent education. Alpha Public Schools will ensure that all of our scholars develop the academic skills and leadership habits required to succeed in college and live with integrity.

Led by Principal Jorge Arellano and a team of dedicated and skilled teachers, Alpha: Cindy Avitia High School (ACAHS) prepares all students for college with the knowledge, skills, and self--discipline needed to succeed in college and beyond. Alpha supports families through every step of the college process to ensure students successfully apply to, enroll, and succeed throughout college. ACAHS is a small, safe and tuition--free community school that opened its doors to its first class of 9th graders in the summer of 2015.

The school currently serves grades 9 to 12, and graduated its first class in 2018-19. ACAHS students are primarily Latino and Vietnamese, and reside in East San Jose. Many students will be the first in their families to attend college. The school is named in honor of Alpha's first board president, Cindy Avitia. Born and raised in East San Jose, Cindy served her community as an activist across many issues, a social and civil rights advocate, and an immigration attorney. Alpha is honored to memorialize Cindy, her commitment to empowering her community, and the spirit of service she embodied.

LCAP Highlights

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

This year, Alpha Cindy Avitia High School went through an intensive annual priority planning process for 2019-20 that was closely linked to the LCAP and overall budgeting process, and included many stakeholder voices. Our annual process spanned December through June, and we identified two priority areas for the school: 1) a focus on our literacy program, which includes adoption of a new curriculum and training around the curriculum, and 2) a focus on our english language development progra, in order to ensure that our large English Learner population is well-served. These two priority areas are integrated in our LCAP goals below, mostly in the actions and strategies of Goal #1 and #2. Past focus areas still live within the other goals.

The five goals are as follows:
LCAP Goal #1: All students will receive high-quality comprehensive instruction toward mastery of the Common Core State Standards, with a focus on Literacy & English Language Development.
Within this goal, 8 action items and related services are included. Statewide priorities addressed are 1,2,4,7

LCAP Goal #2: Increase achievement for all students, with a particular focus on accelerating learning outcomes for Literacy and English Language Learners and other target groups to close the achievement gap
Within this goal, 5 action items and related services are included. Statewide priorities addressed are 2,4,8

LCAP Goal #3: Create a welcoming learning environment where students will feel safe, motivated, and challenged.
Within this goal, 6 action items and related services are included. Statewide priorities addressed are 1,5,6

LCAP Goal #4: Engage parents through communication and collaboration to promote student success
Within this goal, 6 action items and related services are included. Statewide priorities addressed are 3

LCAP Goal #5: Support all students in accessing and excelling in college.
Within this goal, 6 action items and related services are included. Statewide priorities addressed are 2,3,4,5,8.

Within these LCAP Goals, several actions and strategies are funded by Title 1 and 3 funding. These are outlined in the sections, and are also on the LCAP Federal Addendum.

Review of Performance

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

Greatest Progress

In a review of our data measures, including the CA dashboard and local indicators, there are a number of outcomes that show strong progress in 2018-19 and leading into 2019-20.

From the CA dashboard, we see the the following progress:

In ELA, "all" students were 39.5 points above standard, and many of our subgroups were well-above standard: Hispanic by 22 points above and socioeconomically disadvantaged by 41.5 points above.

We also saw the following the following results from our surveys to various stakeholders:

- Our staff TNTP insight survey, our learning environment domain score increased by 3.3 points (on a 10 point scale); 2 points between February 2017 to February 2018, and 1.3 points between February 2018 and February 2019.
- On the student culture survey, students' responding that they "strongly agree" or "agree" to the following statements improved, relative to last year:
- --25% increase: There are consistent expectations and responses to for student behavior""
- --37% increase: There is at least one adult in school that cares about me
- --42% increase: I feel proud to be a part of my school.
- Likewise, our family survey results, which are described in goal #3, show they rate the school.

We believe these data points are a reflection of the actions/strategies we have prioritized - as a result of a commitment to continuous improvement on behalf of our students. Some particular effective actions/strategies and enabling systems include:

LCAP/Annual Planning Process

- The process of identifying yearly priorities is rigorous and data-driven, and includes a focus on stakeholder engagement (as outlined in the stakeholder section). We have gotten better at using data to identify potential focus areas, create buy-in with stakeholders, create SMART goals to monitor, build work plans around those priorities, and then align our financial and time resources around these priorities.

REACH Intervention Block

- Building a REACH block in our schedule, then using data to create intuitive groupings, and content related to math, helped us get significant improvements in our math achievement for all students. We will be using this same block with literacy for the upcoming year.

College Access

- Additional resources, including an added college counselor, a college seminar for 11th and 12th graders, as well as college workshops for families; impacted our students readiness for college.

Operations

- The addition of a leadership-level operations leader to the staff, as well as improvement of enabling systems, allowed overall school procedures to feel tighter and more consistent across a wide range of systems.

Student and Adult Culture

- Improving positive student culture was a priority area in 2018-19, and the additional resources and time invested, including culture walkthrough rubric, specialized culture roles, and an overall culture campaign, helped improve baseline culture at the school. As seen above in the staff and student survey, perceptions around student and adult culture were significantly improved over last year.

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

Greatest Needs

In a review of our data measures, including the CA dashboard and local indicators, there are a number of outcomes that show gaps/growth areas in 2018-19:

From the CA dashboard, we see the the following key gaps:

- In ELA and Math, our English Learners scored below standard 52 in ELA and 106 in math;
- Our suspension rate of students suspended more than once increased by 1.5%
- our attendance rate of 93.9% was below our goal of 95%.

Through our rigorous and comprehensive LCAP/Annual planning process, we have identified two primary priority areas for the 2019-20: A focus on Literacy and more comprehensive English Language Development program. In addition, there are a number of additional actions/strategies we believe will help us improve the gaps mentioned above. In particular, 2019-20 goal #3 highlights the various culture, positive behavior practices, and attendance practices that we will pursue in order to improve the suspension and attendance measures shared above.

We are also excited on how Goal #5 around college access will continue to shape our culture and prepare our students and families for college success.

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

Performance Gaps

According to the CA dashboard, there are a number of performance gaps in 2018-19:

English Learners

In ELA and Math, our English Learners scored below standard 52 in ELA and 106 in math;

To address this gap, the CAHS LCAP includes the following actions/services:

- 2.2: Develop a 4-year action plan for implementation of ELD program, which includes additional FTE, resources, and curriculum towards ELD programming.

Suspension Rate:

Our suspension rate of students suspended more than once increased by 1.5%

To address this gap, the CAHS LCAP includes the following actions/services:

- 3.2: Use of Dean's List to collect and analyze student culture data to respond with appropriate interventions;
- 3.3: Maintain student culture priority practices focused on around baseline culture and positive interventions.
- 3.4: Additional FTE to help provide support system for tier 2 and greater student behaviors.

Attendance:

Our attendance rate of 93.9% was below our goal of 95%.

To address this gap, the CAHS LCAP includes the following actions/services:

3.1: Systems and culture around maintaining a high attendance record, through tardy and absent communication system, supportive conferences with student and family to problem solve truancy, and school and classwide incentives for high attendance.

Comprehensive Support and Improvement

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

Schools Identified

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

none

Support for Identified Schools

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

n/a

Monitoring and Evaluating Effectiveness

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

n/a

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 1

All students will receive high quality instruction in Common Core standards from highly qualified teachers in 21st Century classrooms at a safe, clean, welcoming facility.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 100% of core teachers will have appropriate credential or permit to teach, with increase in clear credential. **18-19** 100% **Baseline** 100%	100% of teachers are appropriately assigned, of whom 15% are on a clear credential, 25% are on a preliminary credential, 20% are on an intern credential, and 40% are on a permit.
Metric/Indicator 100% of pupils will have access to standard s-aligned materials and additional instructional materials. **18-19** 100% **Baseline** 100%	100% of students have access to a standards-aligned curriculum, including Collegeboard approved texts for AP Biology, AP Spanish, AP US History, AP Lang, AP Calculus, and AP World History. . All full time classroom teachers are also allotted a classroom supplies budget for additional instructional materials that students may need.

Expected	Actual
Metric/Indicator 100% of teachers will receive CCSS professional development. **18-19** 100% **Baseline** 100%	100%. CAHS Summer PD and weekly professional development focused on backwards planning using aligned quarterly interim assessments, CCSS, and student exemplars. Teachers spent time taking assessments and examining standards to ensure the alignment and rigor of their lessons and assessments. This included a special emphasis in writing, examining the CCSS's for writing and student exemplars at different scoring levels. Other topics that were covered in professional development this year included: aggressive monitoring, data analysis, rigorous questionining. All topics were directly connected to standards, exemplars/models, and opportunities to practice.
Metric/Indicator More than 85% of school leaders rate the facilities and operations as “very effective” or “effective” on EOY Ops Survey. **18-19** 85% **Baseline** 85%	With a leadership-team level school operations manager (SOM) hired this year, systems and procedures around operations, facilities, and other school systems were regularly assessed, monitored, and improved upon throughout the year. Each month, the school operations team filled out and updated an "operations dashboard" with key operations, finance, and facilities related metrics to ensure that performance in these areas was strong. For facilities and operations in particular, two formal operations "inspections" by the network operations team were held (October and April), and the SOM had monthly facilities walkthroughs to ensure classrooms and campus grounds was held to a high standard. On the facilities walkthrough rubric for these walkthroughs, CAHS averaged a 2.4 (out of 3) on the facilities indicators (2.0 out of 3 was ""meeting expectations""). In addition, 4 of 5 of school leaders rated facilities and operations as VE/E on the operations and facilities survey given on the May EOY survey.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
All core teacher candidates screened for employment will hold valid CA Teaching Credential or permit with appropriate English learner authorization; Alpha Public Schools Human Resources will	To date, 100% of core teacher candidates hired for 19-20 employment already are or are on track to be appropriately licensed.	1000-1999: Certificated Personnel Salaries LCFF General Fund $6,995	2000-2999: Classified Personnel Salaries LCFF General Fund $1,763

annually reviewassignment and credential status.			

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The school will support teachers in becoming highly qualified and in completing the Professional Clear credential through Beginning Teacher Support and Assessment program, subject matter examination, and advanced certification.	All teachers were supported to progress through the certification process. Two of three eligible teachers are enrolled in a BTSA program, with tuition fully paid by Alpha.	5000-5999: Services And Other Operating Expenditures Title II $28,824	5000-5999: Services And Other Operating Expenditures LCFF General Fund $2,987

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Purchased instructional materials will be aligned to CA Common Core State Standards and/or with charter petition.	All purchased instructional materials are aligned to the CA CCSS and/or charter petition. Purchased materials included Collegeboard approved texts for AP Biology, AP Spanish, AP US History, AP Lang, AP Calculus, and AP World History.	4000-4999: Books And Supplies LCFF General Fund $152,000	4000-4999: Books And Supplies LCFF General Fund $117,141

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The network will provide teachers with collaborative time to plan, create and share standards- based lessons.	Teachers have weekly collaborative time during Thursday professional development to look at data, problem solve trends, and share best practices at their sites. Additionally, teachers across the network will have two opportunities quarterly to meet with others in a	1000-1999: Certificated Personnel Salaries LCFF General Fund and SPED Funding $148,059	1000-1999: Certificated Personnel Salaries LCFF General Fund and SPED Funding $161,490

	similar grade band to discuss student data and best practices for implementing the curriculum on Content Days and Data Days.		

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Differentiated professional development based on CCSS will be provided to all teachers	Professional development was provided to all teachers onThursday afternoons (our minimum days). During quarters 1 and 2, PD included how to deliver a strong model, facilitating guided and independent practice imbedding checks for understanding in the lesson, and aggressively monitoring students practice. Sites then conducted site based PD on how to best prepare for lesson facilitation and refine implementation through video studies and collaborative planning groups. Additionally, some teachers received opportunities to attend external PD on how to best support English Learners in their classrooms via webinars or local trainings.	5000-5999: Services And Other Operating Expenditures LCFF General Fund and Title II $40,274	5000-5999: Services And Other Operating Expenditures LCFF General Fund and Title II $56,539

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Regular operations and facility quality walkthroughs and operations surveys will occur.	Classrooms and school grounds were cleaned on a daily basis by night time custodians based on a specified list of tasks provided by the operations team. The checklist outlines tasks to be conducted on a weekly, monthly and quarterly	1000-1999: Certificated Personnel Salaries LCFF General Fund $15,272	2000-2999: Classified Personnel Salaries LCFF General Fund $8,535

	basis. Facilities walkthroughs are conducted quarterly by the network operations team to insure safety and maintance. In addition, school-based ops teams do monthly walkthroughs. In addition, on the EOY family survey, 92% agreed that the school's facilities were clean and welcoming.		

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Increase support staff at school and from network, especially for remediation, counseling, and behavioral interventions	At the school level, the school utilized its Teacher residents and full-time learning coaches to provide remdiation support. In addition, the school had a full-time counselor to provide support for both general and special education counseling. In addition, a leadership-team level school operations manager was hired to oversee the ongoing operations of the school. At the network level, a Director of Student Services was hired to help support schools with English Learner and intervention support for struggling students.	1000-1999: Certificated Personnel Salaries LCFF General Fund $274,100	2000-2999: Classified Personnel Salaries LCFF General Fund and Title I $648,900

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Actions and services for goal #1 were generally implemented as planned and the objectives were met as a result, with the exception of a modification for objective 1.4. For objective 1.4, 85% was the overall objective for school leaders rating facilities and operations very

effective or effective. In fact, 4 out of 5 (80%) rated very effective/effective, and an additional score around operations/facilities resulted in an average of 2.4 out of 3, which we consider strong performance.

There were two key implementation challenges within the content in goal #1: 1) 1.1 Support teachers in completing the Professional Clear credential through Beginning Teacher Support and Assessment program, and 2) implementing effective PD and curriculum directed towards our ELD program.

Our leadership and network talent team supported teachers in progressing towards appropriate certification, and while staff made progress through other strategies like subject matter assessments, participation in the BTSA program was not highlighted. In addition, while there was CCSS aligned curriculum developed and utilized, as well as effective weekly PD throughout the year, a clear area of growth we identified was a robust ELD program for our most struggling English Learners, and integrated ELD PD for all teachers. This is an area of focus we are implementing in our 2019-20 school year plans.

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

The actions/services designed to meet goal 1 contributed to the overall success of progress toward our AMOs.

The specific actions/services that were most successful in progress towards goal 1 were:

- Professional development: A consistent weekly PD for all staff around data, academics, and culture, differentiated by grade level, subject, and experience was highly structured and relevant to staff. In the staff survey, 86% strongly agree/agreed that the PD was effective in improving their practice.
- Operations/Facilities: Implementation of walkthroughs, rubrics for various system and facilities, a structure for action planning around walkthrough/rubric growth areas, and the hiring of a leadership-level operations leader led to improved facilities and overall operations results. As mentioned in AMO#4, a variety of survey results and rubric scores demonstrated this success.
- Use of additional staff to implement an intervention/remediation support: The use of learning coaches, resident teachers, and other staff helped implement an intervention "REACH" block for quartile 1 and 2 students. Using NWEA Map scores (fall-spring), a higher proportion of Q1/Q2 students participating in the REACH block have achieved their tiered growth targets, relative to last year's proportion (+14%).

The specific actions/services that were least effective in progress towards goal 1 were:

- BTSA program: As mentioned in the section above, less than 100% of those eligible teachers participated in the Beginning Teacher Support and Assessment program. Through more intentional focus and structure around this program and more direct accountability with eligible teachers, we hope to see improvements.
- ELD PD/curriculum: As mentioned in the section above, while there was overall effective curriculum and staff PD, we identified that the breadth and quality of our integrated ELD curriculum and PD was not as effective as hoped. EL achievement scores stayed consistent with previous years, and so we will put additional resources in our integrated and designated programs for 19-20.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Expenditures, and actions related to expenditures were not materially different, with the exception of action 1.7: the rationale for the difference between the budgeted and estimated actual expenditure is due to inclusion of additional FTEs related to supporting remediation, intervention, and counseling, including associate teachers,instructional coaches, and mental health counselors.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Based on the analysis of the implementation and effectiveness of the actions corresponding to goal #1, the following changes, outlined in the 2019-20 goal #1 plan, will be made:

- The overall goal will be adjusted to focus solely on the academic program and teacher certification, with specific focuses towards our literacy program and our ELD program.
- Adjustment of AMOs to reflect the focus on academic program and teacher certification
- Actions and strategies will change to reflect on a deeper focus on teacher training and certification and PD/curriculum improvements. Additional new strategies will show a focus on our SWD population, as well as the beginning stages of a MTSS team structure.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 2

All students will make significant growth toward mastery of the Common Core State Standards in English Language Arts and Math; EL students will demonstrate growth in meeting EL standards

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 50% of students achieve their tiered growth goals on the PSAT/SAT in Math and ELA. **18-19** 42% **Baseline** 42%	Our assessment program changed from administering network created interims, to administering the PSAT/SAT to measure tiered student growth. As this is a new assessment system for us, our early 2017-18 goal for students meeting their tiered goal was 50%. Results showed that 44% school-wide met their tiered goal in ELA, and 48% met their goal in Math.
Metric/Indicator 40% of EL students achieve their tiered growth goals on the PSAT/SAT in Math and ELA. **18-19** 40% **Baseline** n/a	Our assessment program changed from administering network created interims, to administering the PSAT/SAT to measure tiered student growth. As this is a new assessment system for us, our early 2017-18 goal for students meeting their tiered goal was 45%. Results showed that 43% of ELs school-wide met their tiered goal in ELA, and 41% met their goal in Math.
Metric/Indicator 40% of EL students will advance one level in language proficiency on the CELDT/ELPAC after completing sixth and seventh grade at the school.	N/A

Expected	Actual
18-19 40% **Baseline** n/a	
Metric/Indicator 40% of 11th grade students demonstrate proficiency on ELA and Math SBAC exams **18-19** 40% **Baseline** n/a	n/a. As of creation on LCAP, SBAC results were not available.
Metric/Indicator 40% of students will be reclassified after three years of enrollment at the school. **18-19** 40% **Baseline** 60%	Refined: 22% were reclassified in 2018-19

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide differentiated instruction through use of full time Learning Coaches and Teacher Residents	While FT Learning coaches and teacher residents were not utilized for differentiated instruction, we had a designated pull-out group for our level 1 english learners. This designated support happened daily.	1000-1999: Certificated Personnel Salaries LCFF General Fund and Title II $177,300	1000-1999: Certificated Personnel Salaries Title I $55,138

Action 2

Planned	Actual	Budgeted	Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
EL students participate in English Language Arts/Literacy instruction with targeted instructional support, through dedicated language support 4x week in small group pull-out.	Teachers have received professional development on best practices for strategies effective with English Language Learners and struggling readers. Students who have the highest needs in language development were also enrolled in our Enlgish Language Development course daily.	1000-1999: Certificated Personnel Salaries LCFF General Fund and Title II $88,650	5000-5999: Services And Other Operating Expenditures LCFF General Fund $500

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
All teachers will participate in professional development focusing on appropriate strategies of support and intervention for struggling learners.	Alpha primarily meets the needs of struggling learning with data analysis and targeted instruction. This year, teachers received professional development and coaching to improve their ability to analyze student data, engage in corrective instruction, and provide multiple opportunities for struggling learners to practice key skills with timely feedback from the teacher.	5000-5999: Services And Other Operating Expenditures LCFF General Fund and Title II $13,439	5000-5999: Services And Other Operating Expenditures LCFF General Fund $18,846

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Implement COST process to address academic issues.	Alpha no longer uses the COST process, but instead uses a Student Success Team (SST) process to address needs of any student needed. However, Alpha primarily meets the needs of its EL students through an inclusion model in which all students are instructed in English by teachers who are specially trained in methods and strategies that	1000-1999: Certificated Personnel Salaries SPED Funding $8,092	1000-1999: Certificated Personnel Salaries SPED Funding $8,208

	promote rapid acquisition of English as well as academic knowledge in core subjects.This year, teachers received training and professional development best practice strategies effective with ELs and struggling readers.		

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Teachers will closely monitor progress of students towards grade- level proficiency through the use of regular data analysis cycles.	Teachers participate in a weekly data meeting with their coach to review and create action plans around the various formative assessments that are given to students (exit tickets, exams, interims, NWEA MAP, culture walkthrogh rubric information). In addition to these weekly data meetings, the entire school meets during ""data days"" to deep-dive into analysis and aciton planning of a specific assessment. The ELPAC is given as an annual assessment for English Leaners. The ELPAC is used to identify students who are limited English proficient, determine the level of English language proficiency of students who are limited English proficient, and assess the progress of limited English proficient students in acquiring the skills of listening, speaking, reading, and writing in English. We also use MAP testing to monitor the progress of EL students. Alpha staff meets with the English Learner's family to discuss and	1000-1999: Certificated Personnel Salaries LCFF General Fund and SPED Funding $49,353	1000-1999: Certificated Personnel Salaries LCFF General Fund and SPED Funding $53,830

	determine reclassification in the Fall and Winter.

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Build in remediation/intervention block for selected lowest quartile students.	Alpha primarily meets the needs of its EL students through an inclusion model in which all students are instructed in English by teachers who are specially trained in methods and strategies that promote rapid acquisition of English as well as academic knowledge in core subjects.This year, teachers received training and professional development best practice strategies effective with ELs and struggling readers. Students who have the highest needs in language development were also enrolled in our English Language Development course daily.	1000-1999: Certificated Personnel Salaries LCFF General Fund and Title I $177,300	2000-2999: Classified Personnel Salaries LCFF General Fund and Title I $55,138

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Many of actions and services for goal #2 were implemented as planned. In particular, actions 2.3, 2.5, and 2.6 were structured and consistent throughout the year, and the leadership team felt that these strategies were effective relative to previous years.

There were exceptions and modifications to some of the goals and strategies. In particular:

- 2.1: Our FT learning coach and Resident Teachers were not used for pull-out intervention as planned. However, we did support for differentiated EL instruction through a daily ELD course for level 1 ELs daily.
- 2.2: targeted EL support. While targeted and integrated instructional support took place throughout the year, the quality of curriculum and staff PD was inconsistent and implementation was a challenge.

- 2.4: COST process: as mentioned above, the COST process was not used on 2018-19. Instead, a more effective Student Success Team (SST) structure was used in its place.

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

Many of the actions/services for goal #2 were effective towards the goal, especially relative to previous years' strategies. However, we had some key learning reflections that will help us going forward.

The most effective strategies above were:

- 2.5: The creation of a teacher-friendly data hub, as well as stronger protocols for data review and action planning was a success, and important in achieving our objectives.

The strategies that were less effective were:

- 2.2 and 2.3: As mentioned in goal #1 and in the implementation section above, the lack of fidelity /accountability around a comprehensive designated and integrated ELD curriculum, and the associated PD for staff resulted in inconsistent results related to achievement for our students in literacy and our EL learners. The reflection on this will result directly in feeding into our key priority areas of 2019-20

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Expected investments and actions taken generally reflected actual expenditures. However, the scale of expected, aligned expenditures related to EL designated supports was not taken - as reflected in the narrative above. In addition, a remediation/intervention block was not enacted in 2018-19.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Based on the analysis of the implementation and effectiveness of the actions corresponding to goal #2, the following changes, outlined in the 2019-20 goal #2 plan, will be made:

- The overall goal will be adjusted to include a focus on our EL population and SWD populations.
- Adjustment of AMOs (e.g. 60% of lowest quartile achieve tiered growth targets) to reflect a graduated goal around growth targets.
- Adjustment of AMO to include SWD as subgroup focus area, as this in a consistently underperforming subgroup of students.
- Actions and strategies will change to reflect on a deeper focus on EL and SWD, especially around a comprehensive ELD curriculum and staff PD; and additional supports for SWD population.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 3

Establish effective systems and a welcoming environment that allow staff, students and families to feel safe and included so that they can participate fully in student learning and the school community.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 95% ADA **18-19** 95% **Baseline** 93.5%	93.96%
Metric/Indicator The school will maintain an annual suspension rate of less than 10% as measured by the State. **18-19** <10% **Baseline** 5%	4.20%
Metric/Indicator The school will maintain an annual expulsion rate of less than 1%.	0%

Expected	Actual
18-19 <1% **Baseline** 0%	
Metric/Indicator At least 75% of responding parents indicate that the school environment is safe and supportive on an annual parent survey. **18-19** >75% **Baseline** 98%	93%

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Implementation of community and culture building events related to college readiness, student attendance, and student engagement at school.	This year, CAHS created a scope and sequence of college seminars for students and families, during which families were given information on a range of topics related to college access, including FAFSA, financial information about applying and paying for college, application process, how to best support the student. In addition, CAHS has a school wide attendance system, which is tied to different incentives, including field trips, lunches, and recognition in the form of awards. We communicate our weekly attendance percentages to our	1000-1999: Certificated Personnel Salaries LCFF General Fund $21,860	2000-2999: Classified Personnel Salaries LCFF General Fund $14,749

	staff in our weekly newsletter, and have a systems for addressing and promoting strong student attendance.		

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The school will hold community meetings and parent trainings throughout the school year, including an annual orientation during which parents learn about college ready skills, including the importance of attendance and other school initiatives (field trips, school events etc)	This year, CAHS created a scope and sequence of college seminars for students and families, during which families were given information on a range of topics related to college access, including FAFSA, financial information about applying and paying for college, application process, how to best support the student. Community meetings were also held throughout the school year (every other month) to discuss important issues such as attendance, and supports for families.	1000-1999: Certificated Personnel Salaries LCFF General Fund $10,360	2000-2999: Classified Personnel Salaries Other $4,092

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The school will implement clear expectations for student conduct and protocols for developing constructive student conduct, including problem solving around behaviors that are inconsistent with school expectations, and will provide ongoing expectations, and will provide ongoing professional	This year, CAHS implemented a universal Classroom Response to Behavior system in all classrooms to increase clarity and consistency in holding expectations schoolwide. The CAHS Leadership Team also conducted PD sessions at the beginning of the year to assure aligned rollout	1000-1999: Certificated Personnel Salaries LCFF General Fund $8,092	2000-2999: Classified Personnel Salaries LCFF General Fund $8,111

development for teachers on existing student conduct protocols.	of this system, with touch-points throughout the year for reflection and improvement.

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The school and network will provide additional student culture support, through a culture specific school role and additional behavior support.	This year, CAHS shifted one of its Assistant Principal roles to be focused on student and school culture. In addition, for additional student culture support, we filled a Dean of Students role. Both roles were critical in building a stronger student culture. In addition, these roles taught staff during Thursday PD sessions throughout the year around poistive student culture and positive behavior interventions. These roles also monitored daily classroom culture data through our use of Deanslist (a digital behavior data tracking system) and quarterly Student Culture Survey data - reporting back to staff and students to problem solve and improve culture throughout the year. This allowed the school to have a positive, effective, and much improved system around building a stronger culture for our students. Evidence of this is on the a learning environment survey that was taken by all staff twice this year. On this survey, the score increased by 2.1 points on a 10 point scale, relative to last year. Student Culture Survey data also improved in every category every quarter, and averaged over a 3.0 across the year (3.0 is an average	1000-1999: Certificated Personnel Salaries LCFF General Fund $106,480	1000-1999: Certificated Personnel Salaries LCFF General Fund $174,424

	positive response to each question).		

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The school will maintain structures such as the Parent Committee (SSC/ELAC), in which parents will be strongly encouraged to participate.	The school further developed a SSC and an ELAC that meets every 4-6 weeks to discuss the LCAP, budget, use of federal funds, and other important work related to the school. All agendas are posted 72 hours in advance of the meeting and publicized to all school staff.	1000-1999: Certificated Personnel Salaries LCFF General Fund $3,100	2000-2999: Classified Personnel Salaries Other $4,092

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The school will administer an annual survey, and will tabulate and share results.	The family survey was administered twice over the course of the year, in December and April. Results from our April results show the following: • 96% of our families agree the school is effectively preparing their student to be successful in college. • 93% agree that their student feels physically and emotionally safe. • 84% agree that their student is proud to a member of the school • 92% agree they feel welcomed and heard by school staff • 91% agree that the school does a good job of family engagement	5000-5999: Services And Other Operating Expenditures LCFF General Fund $625	5000-5999: Services And Other Operating Expenditures LCFF General Fund $254

	• 92% agree that the school's facilities are clean and welcoming • On average, the school's families rate the school a 8.9 out of 10.

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The school will increase access to counseling options, including an additional college counselor and general education counseling support.	The school has gone from .7 FTE counselors/interns to 1.0 FTE, which has allowed for more students to receive consistent mental health support. In addition, we have partnered with an outside agency for additional family counseling as needed.	1000-1999: Certificated Personnel Salaries LCFF General Fund and SPED Funding $69,575	2000-2999: Classified Personnel Salaries LCFF General Fund and SPED Funding $81,221

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Many of actions and services for goal #2 were implemented as planned.

Some particular successes in implementation were as follows:

- Action 3.2: CAHS held parent community events throughout the year, focused on college readiness, attendance, resources within the community, and how to best support student learning from home.
- Action 3.3: Support for the student culture focus was implemented effectively - with strong accountability and strong buy-in by staff, aligned positive responses to behavior, new student culture traditions and incentives, and PD that was aligned to positive behavior interventions that improved student culture.

While all actions/services were implemented, there were challenges in implementation for some actions and services, including:

- 2.1: Inconsistency in the execution of a tiered response system for student truancy.

- 2.4: While all school site council and ELAC meeting agendas were posted in advance, the amount of outreach to drive attendance to meetings was low, and can be improved for next year.

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

The majority of AMOs were achieved in 2018-19.

The most effective strategies that led to success were:

- Action 3.2: A focus on culture and the engagement of our student and family community around creating a safe, motivated, and challenged student culture (through community meetings, student incentives, cultural events, positive discipline) led to a decreased suspension and expulsion rate, and >93% of our families feeling the school was safe and supportive for their children.

We were less effective in reaching our goal around 95% ADA for the year. As mentioned above, inconsistency in executing our tiered system for response to student truancy led to this result. In 2019-20, we will push for an increased focus on designating an attendance lead that will facilitate effective execution around truancy interventions.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences in actions, however the expenditures for building in a Dean of Culture role, as well as an AP of culture role were higher than expected.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Based on the analysis of the implementation and effectiveness of the actions corresponding to goal #3, the following changes, outlined in the 2019-20 goal #3 and 4 plan, will be made:

- The overall goal, which combined both student culture and parent engagement this year, will be adjusted next year to have separate goals around student culture and parent engagement. This reflects a more intense focus on each of these topics, with greater resources put towards each. In addition, some of the facilities/operations AMOs and strategies will be included in the culture goal to reflect its importance and impact on overall culture.
- Adjustment of AMOs around student culture to include student and staff responses to culture.
- Adjustment of AMO to include family responses to facilities, and other operational/facilities related measures.
- Actions and strategies will include:
- -additional structures for ensuring a strong classroom culture, especially in the beginning of the year;
- -greater access to counseling, which including for family counseling.
- -additional structures for accountability to key operational and facilities measures

- -greater focus on tiered interventions to student truancy
- -Expansion of family communication and engagement methods.

Stakeholder Engagement

LCAP Year: **2019-20**

Involvement Process for LCAP and Annual Update

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

The school intentionally engaged a wide range of stakeholders in the LCAP creation process this year. The stakeholder groups included school leadership, network leadership, network staff, school staff (including teachers, support staff, and operations staff), students, families within school site council, English Language Advisory Committee, and if various subgroups of students.

Input from school leadership, staff, and network leadership was collected through the overall annual planning process, which took place between October 2018 and June 2019, during which the school followed the following process:

- Review of student data (including achievement, growth, cultural measures)
- Problem definition and brainstorming sessions with leadership team and with staff working groups
- Problem definition and brainstorming sessions with SSC, ELAC, and through individual meetings with interested families (November 2018)
- Creation of draft 1.0 of priorities/LCAP goals
- Refinement of draft priorities/LCAP goals 1.0 through staff/teacher meetings and SSC and ELAC (December 2018 and January 2019)
- Revision and creation of draft 2.0 of priorities/LCAP goals and budget 1.0
- Resource request process based on priorities/LCAP goals
- Feedback of draft 2.0 through staff/teacher meetings and SSC and ELAC (February 2019)
- Creation of budget 2.0, and formation of subgoals and metrics
- Feedback of budget 2.0, proposed subgoals and metrics through staff meetings and SSC and ELAC (March 2019)
- Creation of proposed key strategies related to goals
- Refinement of proposed key strategies through staff meetings, SSC, and ELAC (April and May 2019)
- Approval of 2019-20 priorities, budget, and LCAP by SSC and ELAC (June 2019)
- Feedback and approval of 2019-20 priorities, budget, and LCAP by Alpha Board of Directors; this was open to public and advertised widely (June 2019)

In addition to the annual priority/goals-setting process above, there were two opportunities to get survey feedback on key performance from families (January and May). Overall and qualitative results fed into feedback that was incorporated in annual planning. Students and staff also participated in quarterly surveys throughout the year around related key measures.

In addition to the above opportunities for feedback, the school, which holds ""cafecitos"" with the principal monthly, and also holds 4 ""community meetings"" during the year, devoted one cafecito and one community meeting in January and February, to get input regarding priorities/goals for next year.

Impact on LCAP and Annual Update

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

The input/feedback we received during the process detailed above was aligned closely across stakeholder groups, and helped us create buy-in for our 2019-20 priorities. Many of the questions and input asked revolved around the questions ""What are the greatest strengths of the school helping you/your student succeed?"" and ""What are the key areas of growth in order to best help you/your student to succeed?"". Through the various surveys give, more than 400 family voices, 40 staff voice, and 415 student voices were captured.

From the family survey, the following quantitative data was collected:

- 96% of our families agree the school is effectively preparing their student to be successful in college.
- 93% agree that their student feels physically and emotionally safe.
- 84% agree that their student is proud to a member of the school
- 92% agree they feel welcomed and heard by school staff
- 91% agree that the school does a good job of family engagement
- 92% agree that the school's facilities are clean and welcoming
- On average, the school's families rate the school a 8.9 out of 10.

Perhaps, more importantly, there were two key focus areas that were present in the qualititative data from our staff and family surveys, and were most prevalant in the SSC, ELAC, and staff meetings:

- We need to do a better job at our english language/literacy instruction, for all students and for our English Learners.
- We could have a much more comprehensive and targeted ELD program.
- We have made good improvements this year with changing our schedule to create more differentiation during the day (pull out group, intervention blocks, etc), and need to double down on these supports.

These ended up being the core priorities for 2019-20, directly as a result of stakeholder input.

There were other patterns of feedback from our families and students, including:

- Additional enrichment options during the day
- more opportunities to learn how to support their child (education nights)

- More student culture events and incentives

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Modified Goal

Goal 1

All students will receive high-quality comprehensive instruction toward mastery of the Common Core State Standards, with a focus on Literacy & English Language Development;

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

CAHS is committed to ensuring that all of the inputs needed to provide students with a high quality comprehensive education are identified and appropriately resourced. These include:

- Fully credentialed teachers with appropriate EL authorization
- All students need access to standards -aligned materials and additional instructional materials
- All students have a access to a broad course of study
- Teachers need continued high quality professional development in implementation of CCSS

In addition, through our review of data identified in 2018-19 goals 1 and 2, through our priority/annual goal setting process, we identified the two focus areas for the school:

1) Implementing a comprehensive literacy curriculum

2) Improving our ELD programs for all students, with a particular focus on English Learners.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
% of core teachers will have appropriate credential or permit to teach, with increase in clear credential.	100%	N/A	100%	100%
% of pupils will have access to a high-quality standards-aligned math and literacy curriculum and materials.	100%	N/A	100%	100%
% of teachers will receive CCSS-aligned professional development, with a focus on literacy, ELD, and math.	100%	N/A	100%	100%
% of core teachers will be observed bi-annually for effective priority implementation.	100%	N/A	n/a	100%
% of students will follow a comprehensive A-G aligned and approved course sequence.	100%	n/a	n/a	100%
% of teachers will receive EL Development PD throughout the year.	100%	n/a	n/a	100%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	New Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	All core teacher candidates screened for employment will hold valid CA Teaching Credential or permit with appropriate English learner authorization; Alpha Public Schools Human Resources will annually reviewassignment and credential status.	1.1: School & Network will use a variety of strategies to hire a diverse, highly-qualified, and appropriately credentialed teaching staff, including: • Network-based recruitment team • Facilitation of a Teacher Residency program • Family, staff, and student inclusion within interview/hiring process for key roles • Transparent teacher salary scale, with differentiated pay depending on certification status

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		$6,995	$19,528
Source		LCFF General Fund	LCFF General Fund
Budget Reference		1000-1999: Certificated Personnel Salaries	5000-5999: Services And Other Operating Expenditures

Action 2

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools Specific Schools:

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
		Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	The school will support teachers in becoming highly qualified and in completing the Professional Clear credential through Beginning Teacher Support and Assessment program, subject	1.2: All teachers provided with certification/credential support with a bi-annual review around around assignment and credential status.

	matter examination, and advanced certification.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		$28,824	$2,816
Source		Title II	Title II
Budget Reference		5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 3

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools Specific Schools: Alpha Cindy Avitia High School

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	New Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

N/A	Purchased instructional materials will be aligned to CA Common Core State Standards and/or with charter petition.	1.3: School will purchase and provide training for all staff in new high quality curriculum, such as Study Sync

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		$152,000	$71,594
Source		LCFF General Fund	LCFF General Fund
Budget Reference		4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 4

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	New Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	The network will provide teachers with collaborative time to plan, create and share standards- based lessons.	1.4: All teachers will have a weekly support meeting focused with their manager, during which they will review

		academic data and culture classroom observation data, and create action plans based on the data.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		$148,059	$52,114
Source		LCFF General Fund and SPED Funding	LCFF General Fund and SPED Funding
Budget Reference		1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Action 5

All	All Schools

OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

	New Action	Modified Action
	Differentiated professional development based on CCSS will be provided to all teachers	1.5: Teachers and staff will received differentiated PD each Thursday, which may include lesson support, curriculum support, cross-grade collaboration time, as well as a focus on implementing the CCSS through the state adopted curriculum.

Budgeted Expenditures

Amount		$40,274	$156,342
Source		LCFF General Fund and Title II	LCFF General Fund
Budget Reference	N/A	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures N/A

Action 6

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	New Action	New Action Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	Regular operations and facility quality walkthroughs and operations surveys will occur.	1.6: All students will get access to an additional elective course, further increasing the course options and aligned to A-G.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		$15,272	$82,280
Source		LCFF General Fund	LCFF General Fund
Budget Reference		1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Action 7

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	New Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	Increase support staff at school and from network, especially for remediation, counseling, and behavioral interventions	1.7: Continued network support team to support various instructional initiatives, including: • Director of Student Supports • ELA Program Manager • Math Program Manager

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		$274,100	$147,511
Source		LCFF General Fund	LCFF General Fund
Budget Reference		1000-1999: Certificated Personnel Salaries	2000-2999: Classified Personnel Salaries

Action 8

All	All Schools

OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

		New Action
		1.8: Implementation of Tier 1 MTSS team structure at school and Network level

Budgeted Expenditures

Amount			$4,488
Source			LCFF General Fund
Budget Reference			2000-2999: Classified Personnel Salaries

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Modified Goal

Goal 2

Increase achievement for all students, with a particular focus on accelerating learning outcomes for Literacy and English Language Learners and other target groups to close the achievement gap

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

CAHS is committed to ensuring that all students' academic achievement and learning outcomes increase each year. In particular, based on the CA dashboard as well as our own data analysis, we see a strong need for improved literacy instruction, as well as a focus on English Learners and Students with Disabilities. The focus on literacy and EL Development in 2019-20 are school-wide priorities.

In particular, we are focused on:

- Increase English Learner students' success in core subject areas
- Increased reclassification rate over time
- Grade level proficiency for all students, and key subgroups (ELs and SWD) in core subject areas

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
% of students who will Meet or Master SBAC Standards in Math	pending	N/A	40%	45%
% of students who will Meet or Master SBAC standards in reading	pending	N/A	40%	45%
% of EL students who will grow one level on the ELPAC	n/a	N/A	n/a	25%
% of Students with Disabilities who will meet their PSAT/SAT growth goal.	pending	N/A	n/a	45%
% of students and families who agree that the school is preparing them to succeed in college.	96%	N/A	n/a	85%
% of students (all) achieve their growth goals on the PSAT/SAT test in Math and ELA	pending	n/a	n/a	45%
% of EL students achieve their tiered growth goals on the PSAT/SAT test in Math and ELA	pending	n/a	n/a	40%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners Low Income	Schoolwide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	New Action	Modified Action
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
N/A	Provide differentiated instruction through use of full time Learning Coaches and Teacher Residents	2.1: Ensure appropriate scheduling and staffing needed to implement a REACH block within the schedule to allow school staff to differentiate, focus on students within Tier 1 and 2 learners. • Learning coaches • Teacher residents • Associate teacher

		These roles and their responsibilities will be outlined in detail in the LCAP Federal Addendum.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		$177,300	$0
Source		LCFF General Fund and Title II	Not Applicable
Budget Reference		1000-1999: Certificated Personnel Salaries	Not Applicable

Action 2

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners Low Income	Schoolwide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
		Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

N/A	EL students participate in English Language Arts/Literacy instruction with targeted instructional support, through dedicated language support 4x week in small group pull-out.	2.2: School has created a four year plan to help support our EL scholars, which includes: • Addition of an English Language Development specialist at the school to do provide designated instruction and teacher support for integrated ELD. • Purchase, pilot, and begin integration of initial designated ELD curriculum such as Dataworks. • Add regular designated and integrated ELD professional development for leaders and staff. • School-based ELD specialist to monitor progress and assessment of ELs from Title 3 funds

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		$88,650	$19,750
Source		LCFF General Fund and Title II	Title III
Budget Reference		1000-1999: Certificated Personnel Salaries	4000-4999: Books And Supplies

Action 3

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	New Action	New Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	All teachers will participate in professional development focusing on appropriate strategies of support and intervention for struggling learners.	2.3: Refine a standardized assessment structure for all grades, which will help us identify, monitor, and adjust supports/strategies to maximize student growth, including: • Standards-based and SBAC aligned Interim Assessments 2 times a year; • All-Staff Data Days to analyze and create action/learning plans around NWEA, interim, and culture data assessments; • Data Analysis tools, including a internal data hub, schoolzilla, and illuminate) for individual teachers in coaching sessions, weekly leadership team data analysis, and network data analysis.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		$13,439	$41,710
Source		LCFF General Fund and Title II	LCFF General Fund
Budget Reference		5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 4

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
Students with Disabilities	All Schools

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	New Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	Implement COST process to address academic issues.	2.4: Use of School Study Team structure to help address academic issues.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		$8,092	$0
Source		SPED Funding	Not Applicable
Budget Reference		1000-1999: Certificated Personnel Salaries	Not Applicable

Action 5

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	New Action	New Action Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	Teachers will closely monitor progress of students towards grade- level proficiency through the use of regular data analysis cycles.	n/a, see action 2.3

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		$49,353	
Source		LCFF General Fund and SPED Funding	
Budget Reference		1000-1999: Certificated Personnel Salaries	

Action 6

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

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

Schoolwide

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

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
		Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	Build in remediation/intervention block for selected lowest quartile students.	N/A; see 2.1

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		$177,300	
Source		LCFF General Fund and Title I	
Budget Reference		1000-1999: Certificated Personnel Salaries	

Action 7

Students with Disabilities	All Schools

OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

		New Action
		2.5: Increase in education specialist FTE; adding Academic Intervention class for students with larger academic gaps; co-teaching in focus classes (English 9, 10; Algebra I, Geometry) • more structured protocols for GE/SPED collaboration; RTI cycles for students with IEPs who are failing core classes

Budgeted Expenditures

Amount			$82,250
Source			SPED Funding
Budget Reference			1000-1999: Certificated Personnel Salaries

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Modified Goal

Goal 3

Create a welcoming learning environment where students will feel safe, motivated, and challenged.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

Alpha: CAHS is committed to not only preparing students academically for the rigors of college, but also fostering an environment that allows students to develop the leadership skills they will need to bring positivity and change to their communities. Our ability to foster this environment is dependent on creating classrooms where students feel safe, motivated, and challenged. The outputs that align to the CA dashboard will be in attendance rate, suspension/expulsion numbers, and chronic absences. Additional measures we value and will collect and analyze will be how our students see culture, how they feel motivated and challenged, and through walkthrough data related to a walkthrough rubric tool.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
% ADA	93%	N/A	95%	95%
The school will maintain an annual suspension	12%	N/A	<10%	<10%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
rate of less than 10% as measured by the State.				
The average score on the Student Culture Survey, indicating positive student opinions of Alpha	2.4	N/A	n/a	>3.0
% of responding parents who indicate that the school environment is physically and emotionally safe	85%	N/A	>85%	>85%
average learning environment score on the staff insight survey	5.0	n/a	n/a	>5.0
% of families will agree that the school's facilities are clean and welcoming	85%	n/a	>85%	>85%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

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

All Schools

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	New Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	Implementation of community and culture building events related to college readiness, student attendance, and student engagement at school.	3.1: Systems and culture around maintaining a high attendance record, through tardy and absent communication system, supportive conferences with student and family to problem solve truancy, and school and classwide incentives for high attendance.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		$21,860	$12,260
Source		LCFF General Fund	LCFF General Fund
Budget Reference		1000-1999: Certificated Personnel Salaries	5000-5999: Services And Other Operating Expenditures

Action 2

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	New Action	New Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	The school will hold community meetings and parent trainings throughout the school year, including an annual orientation during which parents learn about college ready skills, including the importance of attendance and other school initiatives (field trips, school events etc)	3.2: Use of Dean's List to effectively track student behavior and culture data, which supports analysis, problem solving for strategies, and communication to families.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		$10,360	$8,522
Source		LCFF General Fund	LCFF General Fund
Budget Reference		1000-1999: Certificated Personnel Salaries	5000-5999: Services And Other Operating Expenditures

Action 3

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	New Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	The school will implement clear expectations for student conduct and protocols for developing constructive student conduct, including problem solving around behaviors that are inconsistent with school expectations, and will provide ongoing expectations, and will provide ongoing professional development for teachers on existing student conduct protocols.	3.3: Maintain and improve student culture priority goals through various strategies, including: • Classroom Culture Walkthroughs intensively in the first 8 weeks of the school year, then monthly; • Culture PD for staff, based on walkthrough data and student culture surveys • Tiered classroom management training and support for new and/or struggling teachers

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		$8,092	$55,080
Source		LCFF General Fund	LCFF General Fund
Budget Reference		1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Action 4

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	New Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	The school and network will provide additional student culture support, through a culture specific school role and additional behavior support.	3.4: Dean of students role works directly with students, executing on a vision of school based on positivity, safety, and belonging. Dean will also support teachers and other staff to equip them with strategies that will help students feel safe, motivated, and challenged in classrooms and around campus.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		$106,480	$81,400
Source		LCFF General Fund	Title I
Budget Reference		1000-1999: Certificated Personnel Salaries	2000-2999: Classified Personnel Salaries

Action 5

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	New Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	The school will maintain structures such as the Parent Committee (SSC/ELAC), in which parents will be strongly encouraged to participate.	N/A: See Goal #4

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		$3,100	n/a
Source		LCFF General Fund	
Budget Reference		1000-1999: Certificated Personnel Salaries	

Action 6

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	New Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	The school will administer an annual survey, and will tabulate and share results.	N/A: See Goal #4

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		$625	0
Source		LCFF General Fund	
Budget Reference		5000-5999: Services And Other Operating Expenditures	

Action 7

All	All Schools

OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

	New Action	Modified Action
	The school will increase access to counseling options, including an additional college counselor and general education counseling support.	3.5: Access to student and family mental health counseling through school-based counselors and external providers, including FACTR

Budgeted Expenditures

Amount		$69,575	$84,700
Source		LCFF General Fund and SPED Funding	LCFF General Fund and SPED Funding
Budget Reference		1000-1999: Certificated Personnel Salaries	2000-2999: Classified Personnel Salaries

Action 8

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

All	All Schools

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
		New Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
n/a	n/a	3.6: Maintain and improve schools operations accountability measures, through the continued development of: • Leadership of a school-based operations manager • Scope and sequence for PD for office and operations team staff • Monthly facilities walkthroughs • Quarterly network operations walkthrough • Operations dashboard that tracks key operational and facilities health indicators each month

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			$88,900
Source			LCFF General Fund
Budget Reference			2000-2999: Classified Personnel Salaries

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

New Goal

Goal 4

Engage parents through communication and collaboration to promote student success.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Identified Need:

Authentic family and community relationships and engagement is a key enabler for student success. Alpha is committed to a long-term vision around family engagement:

- Families have the tools and voice to be effective advocates for their children
- Families are involved in the school decision-making process, through structures such as SSC.
- Families are effective advocates for school and organization.

In 2019-20, we will focus on the foundations of this long-term vision:

- Developing strong and trusting relationships between families and school staff;
- Building a strong foundation for decision-making structures in SSC.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
% of responding parents who agree that: • School environment is safe and	92%	n/a	n/a	85%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
supportive on an annual parent survey. • Families feel welcome on campus • School does a good job of parent engagement • authentic voice and input into school decision making, through SSC and other structures.				
Average attendance by families at key family events increases by 15% over the course of the year.	n/a	n/a	n/a	15%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

All	All Schools

OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

		New Action
		4.1: Maintain and improve services from Alpha Parent Learning Center & Parent Learning Center Manager to provide resources and support for Alpha families through education and connections to resources.

Budgeted Expenditures

Amount			$26,037
Source			Other
Budget Reference			2000-2999: Classified Personnel Salaries

Action 2

All	All Schools

OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

		New Action
		4.2: Create calendar of all-family meetings and events that is distributed and available on website and app

Budgeted Expenditures

Amount			$663
Source			LCFF General Fund
Budget Reference			4000-4999: Books And Supplies

Action 3

All	All Schools

OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

		New Action
		4.3: Maintain and improve Alpha parent mobile app that allows parents to access calendar, check grades and attendance, and submit volunteer information directly on their mobile devices.

Budgeted Expenditures

Amount			$561
Source			LCFF General Fund
Budget Reference			5000-5999: Services And Other Operating Expenditures

Action 4

All	All Schools

OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

		New Action
		4.4: Improve various ways to execute and collect family feedback, input, and improve communication, including: • Family surveys in Fall and Spring with follow up meetings • Quarterly Family conferences • Further development of school site council structure with improved attendance • More frequent English Language Advisory Committee meetings • Translation of all materials for populations over 15% • Instant translation at all meetings • Distribution of weekly newsletter to all families, also posted on social media • Use of calling/text-messaging system

Budgeted Expenditures

Amount			$6,310
Source			Other
Budget Reference			2000-2999: Classified Personnel Salaries

Action 5

All	All Schools

OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

		New Action
		4.5: Maintain parent leadership training meetings to help families develop the skills to advocate for their student.

Budgeted Expenditures

Amount			$995
Source			Other
Budget Reference			2000-2999: Classified Personnel Salaries

Action 6

All	All Schools

OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

		New Action
		4.6: Maintain improve school-based family meetings, including: • College-readiness parent workshops • Cafecitos/Coffee Chats with school leaders

Budgeted Expenditures

Amount			$7,400
Source			LCFF General Fund
Budget Reference			5000-5999: Services And Other Operating Expenditures

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

New Goal

Goal 5

Support all students in accessing and excelling in college.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

At Alpha, we believe that our long term goal is for 75% of our students will graduate college in 6 years or less. We are committed to the vision of college graduation for our scholars, and believe that preparing students for college access and achievement not only includes supporting their academic achievement, but also key information, resources, and support as they apply for college and support during their college years. With our first graduating class in their first year of post-HS in 2019-20, we are committed to preparing and equipping our entire community for how to attain college success.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
% of seniors who graduate from HS in 4 years;	n/a	n/a	n/a	80%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
% of seniors who are accepted to a 4-year college	n/a	n/a	n/a	60%
% of graduating students who will have access to college-support services after graduation.	n/a	n/a	n/a	100%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

All	All Schools

OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

		New Action
		5.1: Juniors and Seniors will participate in College Seminars to prepare for the SAT and college applications

Budgeted Expenditures

Amount			$82,250
Source			LCFF General Fund
Budget Reference			1000-1999: Certificated Personnel Salaries

Action 2

All	All Schools

OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

		New Action
		5.2: Alpha will have two full-time College Counselors who lead Junior and Senior College Seminars in addition to supporting students and families schoolwide on college-going culture

Budgeted Expenditures

Amount			$175,450
Source			LCFF General Fund
Budget Reference			2000-2999: Classified Personnel Salaries

Action 3

All	All Schools

OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

		New Action

		5.3: Alpha will hire a full-time Alumni Advisor to support students during their freshmen and sophomore years of college

Budgeted Expenditures

Amount			$78,650
Source			Other
Budget Reference			2000-2999: Classified Personnel Salaries

Action 4

All	All Schools

OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

		New Action
		5.4: All students in grades 9 and 10 will take the AVID (Advancement Via Individual Determination) elective to prepare them for college. Within the AVID class, students will spend one day per week working through UC Berkeley's Fast Forward to College curriculum to plan and prep for college.

Budgeted Expenditures

Amount			$67,150
Source			LCFF General Fund
Budget Reference			1000-1999: Certificated Personnel Salaries

Action 5

All	All Schools

OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

		New Action
		5.5: Advisory will be used as a space for students to identify challenges with grades and plan to rectify low grades.

Budgeted Expenditures

Amount			$0
Source			Not Applicable
Budget Reference			Not Applicable

Action 6

All	All Schools

OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

		New Action

		5.6: Alpha will develop a College Trip Scope and Sequence for students in grade 7-12, ensuring that every student is seeing several colleges that meet their academic qualifications during their tenure at Alpha. Colleges will be selected for visits that have a high admission rate for Alpha students and that have high graduation rates for students of color.

Budgeted Expenditures

Amount			$3,145
Source			LCFF General Fund
Budget Reference			2000-2999: Classified Personnel Salaries

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$1,371,780	34.16%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

We have identified actions/strategies that we believe will improve existing services for all of our students, a large proportion whom are low income, English learners, and foster youth. In many cases, ACAHS will make expenses to provide services that only serve unduplicated students, and in some cases, we plan to provide services that will disproportionately impact our unduplicated students.

Services Directed to solely to English Learners

Goal #2 contains acitons/services that are directed towards English Learners. In particular these include:

- Creation of a four year plan to improve and develop our ELD program, and execution of year 1 priorities:
- English Language Development consultant to work specifically with level 1 and 2 english learner in pull-out groups weekly.
- Purchase, pilot, and begin integration of initial designated ELD curriculum.
- Addition of designated and integrated ELD professional development for leaders and staff.
- Better systems for monitoring progress and assessment of ELs throughout the year.

Services that will disproportionally impact unduplicated students.

Our data shows that the suspension rate (more than once) of english learners and low-income students increased over 2017-18. Goal #3 is focused on creating a safe, challenging, and motivating environment for our students, and specific actions/services will work to impact these groups:

- 3.2: We will improve our systems for culture data through Dean's List, and the protocol that leadership teams and staff use to create action plans around the data.
- 3.3: We will focus on baseline culture and PD around positive supports for students.
- 3.4: A Dean of Culture will help serve as a mentor and coach for students, and will create plans for individual students that need extra support.
- 1.8: The implementation of an MTSS Tier 1 team structure will help identify and support supports for students

Based on supporting research and experience, Alpha has determined that the actions & services described in the LCAP are the most effective use of funds to meet the needs for unduplicated pupils and will be principally directed to unduplicated pupils.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$1,392,456	33.97%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

At CAHS, most students are low income, English Learners, or foster youth so any improvement in services for all students directly impacts these subgroups.

While many of the actions will continue the work of previous years, there was an increase in investment towards counseling, EL support, struggling learner intervention, learning coaches, and culture/behavior support.

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$1,138,678	32.81%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

At CAHS most students are lowincome, English Learners, or foster youth so any improvement in services for all students directly impacts these subgroups. Many of the actions and services listed in the plan last year will see an increased investment of resources in year two of implementation. In the areas where the school was not able to execute effectively, there is a focused effort to ensure that goals are met and actions and services are well executed upon. Additionally there are some newactions and services that will directly support students in these subgroups, such as increased access to counseling services and focused support efforts by teacher residents and learning coaches. Taken altogether, services should improve by at least 32.81%.

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

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

Plan Summary

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

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

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

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

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

Comprehensive Support and Improvement

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

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

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires

charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

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

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

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

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

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

(b) "High school dropout rate" shall be calculated as follows:
- (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(c) "High school graduation rate" shall be calculated as follows:
- (1) For a 4-Year Cohort Graduation Rate:
  - (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
  - (B) The total number of students in the cohort.
  - (C) Divide (1) by (2).
- (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
  - (A) The number of students who either graduated as grade 11 students or who earned any of the following:
    - (i) a regular high school diploma
    - (ii) a High School Equivalency Certificate
    - (iii) an adult education diploma
    - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
  - (B) The number of students in the DASS graduation cohort.
  - (C) Divide (1) by (2).

(d) "Suspension rate" shall be calculated as follows:
- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(e) "Expulsion rate" shall be calculated as follows:
- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

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

Guiding Questions: Goals, Actions, and Services

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

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