

Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year: 2018-19

Addendum: General Instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

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

LEA Name

Alpha: Jose Hernandez School

Contact Name and Title

Chris Kang

Chief Operating Officer

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 José Hernández (AJH) develops students into lifelong learners who will enter high school with the academic skills, strength of character, and passion for learning to succeed in and graduate from college.

Led by principal Samantha Hanlon and staffed by talented and energetic teachers, Alpha: José Hernández Middle School is a safe and tuition-free community school serving students in grades 5-8. The school is co-located with Alpha: Blanca Alvarado Middle School and is authorized by the Santa Clara County Office of Education.

LCAP Highlights

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

AJH has continued to work hard on its goals and the associated actions and services in order to reach its annual measurable outcomes. The school is continuing with many of the goals listed in last year's LCAP to ensure we are consistent in our focus and can build on successes year over year. However, based on parent feedback and input, for 2018-19, we added significant resources around actions and services around additional support for student behavior and culture, counseling services, English Language Learners support, and interventions for our most struggling learners.

Review of Performance

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

Greatest Progress

AJH showed significant progress around various aspects of its academic program. In particular, offering consistent professional development for teachers on a weekly basis allowed teachers to collaborate on content and data. In addition, individual coaching for each teachers continued to help support their development.

In addition, there were increased investments made in facilities and operations, which led to improvements around overall facilities, systems documentation, and compliance.

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

Greatest Needs

AJH's greatest need/area of growth continues to be around Goal 2 in supporting for our English Language Learners. Given this, our priorities for 2018-19 have a heavy focus of providing additional time, resources, and personnel to support both EL learners, and struggling learners. In addition, we will provide additional counselors and student behavior/culture supports to better support socio-emotional needs and improve student culture.

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

Performance Gaps

No performance gaps as defined above.

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

Increased or Improved Services

The vast majority of AJH's population are ELs, low income, or foster youth, so our services for all students will address these subgroups. However, we will also specifically focus additional resources around supporting our EL learners.

Budget Summary

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

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures for LCAP Year

\$3,856,886

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

\$1,201,809

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

Other general fund budget expenditures include standard operating expenses which account for large portions of the general fund, including salaries, benefits, and facilities expenses such as rent and maintenance.

DESCRIPTION

AMOUNT

Total Projected LCFF Revenues for LCAP Year

\$2,738,175

Annual Update

LCAP Year Reviewed: 2017-18

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

Goal 1

All students will receive high quality instruction in Common Core and NGSS 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: 1, 2, 6, 7

Local Priorities:

Annual Measurable Outcomes

Expected

100% of core teachers will be appropriately assigned and will hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing.

Actual

100% of teachers are appropriately assigned, either through credential or permit. 67% have a teaching credential, 33% have teaching permits and are working towards credential.

Expected

100% of pupils will have access to standards-aligned materials and additional instructional materials.

The school will maintain or increase course offerings.

100% of teachers will receive CCSS and NGSS professional development.

School leaders rate the facilities as “excellent” on 90% of inspections.

Actual

100% of students have access to standards-aligned materials through the foundational curriculum of EngageNY for ELA and Eureka Math for Mathematics. All full time classroom teachers are also allotted a classroom supplies budget for additional instructional materials that students may need

JHMS maintained course offerings this year.

Professional development, based on CCSS, was provided to all teachers on Thursday afternoons (our minimum days). Additionally, some teachers received opportunities to attend external PD on these topics. All instructional coaches attended CCSS aligned professional development including "Reading Reconsidered: A Practical Guide to Rigorous Literacy Instruction", Eureka Math, and Relay Instructional Leader Training. The information was then presented to teachers in weekly PD. Coaches also worked with teachers weekly to improve their knowledge and ability to backwards plan.

We instituted quarterly operations and facilities walkthroughs this year. On the facilities walkthrough rubric, a standard was an average of >3.0 (out of 5). JHMS averaged a 3.2 for the year. In addition, we gave an operations survey in the middle and end of the year. On the middle of year survey, operations was rated at least 82% or higher as either very effective or effective within operations.

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

All core teacher candidates screened for employment will hold valid CA Teaching Credential with appropriate English learner authorization; Alpha Public Schools Human Resources will annually review assignment and credential status.

Actual Actions/Services

2 teachers have a clear credential, 5 have a preliminary credential, 1 has an intern credential, 4 have a valid teaching permit.

Budgeted Expenditures

\$14,459

Estimated Actual Expenditures

\$13,272

Action 2

Planned Actions/Services

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.

Actual Actions/Services

Three out of four eligible teachers are enrolled in the BTSA program at UCSD with tuition fully paid by Alpha.

Budgeted Expenditures

\$4,600

Estimated Actual Expenditures

\$8,245

Action 3**Planned Actions/Services**

Purchased instructional materials will be aligned to CA Common Core State Standards and/or with charter petition.

Actual Actions/Services

All purchased instructional materials are aligned to the CA CCSS and/or charter petition

Budgeted Expenditures

\$117,500

Estimated Actual Expenditures

\$144,725

Action 4**Planned Actions/Services**

The school will provide teachers with collaborative time to plan, create and share standards-based lessons.

Actual Actions/Services

Weekly 40 minute meetings were held between content partners within grade level to review lesson plans. In addition, teachers new to planning and by request had a second weekly planning meeting that was supported by their instructional coach. At least 2 times a month teachers worked together in professional development to share best practices and make edits to lesson plans.

Budgeted Expenditures

\$298,825

Estimated Actual Expenditures

\$289,410

Action 5

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

The school will conduct an annual assessment of course offerings and will determine whether to maintain or increase course offerings.

JHMS conducted an annual assessment of course offerings this past year and made a determination to maintain course offerings for 17-18.

\$6,900

\$6,958

Action 6

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Professional development based on CCSS and NGSS will be provided to all teachers.

Professional development, based on CCSS was provided to all teachers on Thursday afternoons (our minimum days). Additionally, some teachers received opportunities to attend external PD on these topics from key partners such as Relay Graduate School of Education and NAATE

\$70,000

\$58,650

Action 7

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Regular custodial cleaning and facility inspections 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 basis. Facilities walk throughs conducted quarterly to insure safety and maintenance. In addition, school-based ops teams do monthly walkthroughs.

\$47,004

\$47,732

Action 8

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Increase support staff at school and from network

At the network level, a Chief Operating Officer, Director of Strategy, and family and community engagement support was added to support the school with additional coaching in operations, long-term strategy, and family engagement.

\$41,787

\$122,693

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

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.

AJH has been successful in 2018-19 around achieving the Annual Measurable Outcomes through the described actions and services. In particular, a significant investment in time and resources were put into purchasing and implementing CCSS aligned curriculum, teacher professional development, and operations/facilities improvements.

These investments led to strong results with the AMOs related to these measures. An area of work that will inform our 2018-19 actions is around increasing the proportion of teachers with clear credentials.

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

The actions/services to achieve the goal were effective in helping us achieve our AMOs. However, we are continuing to work on our talent/recruiting processes to ensure that our credentialed teachers are high quality.

While external factors are at play which brings challenges, we are continuing to invest in avenues of credentialing and teacher certification support in order to ensure we have high quality teachers serving our students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We made the expected investments in most areas. However, the two areas we saw a material increase in estimated actual expenditures were additional textbooks/curriculum/instructional materials, and the addition of network office operations support and strategy support.

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.

Through our school site council and parent feedback, as well as identified needs based on site assessment, we will add an action/service around additional remediation, counseling, and behavioral intervention support through additional network and school staff in these areas.

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: 2, 4

Local Priorities:

Annual Measurable Outcomes

Expected

50% of students demonstrate at least one year of growth towards grade-level proficiency in the areas of language arts and math on NWEA MAP.

50% of EL students will demonstrate increases in proficiency on NWEA MAP, demonstrating gains in academic content.

40% of EL students will advance one level in language proficiency on the CELDT after completing sixth and seventh grade at the school.

Actual

56% of students demonstrated at least one year of growth in ELA and Math on NWEA Map in Fall-Winter data. We have not yet taken the Spring Map test.

59% of EL students demonstrated increases in proficiency on ELA and Math on NWEA Map in Fall-Spring data.

69% of EL students advanced one level in language proficiency on the CELDT after completing sixth and seventh grade at the school.

Expected

10% of students will be reclassified after three years of enrollment at the school.

Actual

N/A. Given the change from CEDLT to ELPAC, we will reclassify in June.

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

Provide differentiated instruction through use of Learning Coaches.

Actual Actions/Services

Teacher Residents use various strategies to provide differentiated instruction including pulling small groups for students for additional direct instruction and working one-on-one with students that were far below grade level within the classroom.

Budgeted Expenditures

\$126,000

Estimated Actual Expenditures

\$127,849

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

The school will provide teachers with collaborative time to plan, create, and share standards-based lessons that incorporate SDAIE.

Teachers have received professional development on best practices for strategies effective with English Language Learners and struggling readers. Instructional Coaches are piloting small groups and using technology (ESL/Reading Smart) to support ELs.

\$298,825

\$289,410

Action 3

Planned Actions/Services

EL students participate in English Language Arts/Literacy instruction with targeted instructional support.

Actual Actions/Services

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.

Budgeted Expenditures

\$14,000

Estimated Actual Expenditures

0

Action 4

Planned Actions/Services

All teachers will participate in professional development focusing on appropriate strategies of support and intervention and on ELD standards, and effective instruction through Integrated and Designated ELD.

Actual Actions/Services

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.

Budgeted Expenditures

\$14,000

Estimated Actual Expenditures

0

Action 5

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Teachers will closely monitor progress of EL students, providing support to accelerate academic achievement through the use of regular data analysis cycles.

The ELPAC is given as an annual assessment for English Learners. 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 determine reclassification in the Spring.

\$59,765

\$57,882

Action 6

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

EL students will receive in class instructional support, which includes 1-on-1 teacher support, small group work, usage of SDAIE and ELD instructional strategies, and additional EL instructional practices as outlined in the charter.

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.

\$119,530

\$115,764

Action 7

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Implementation of the CCSS aligned curriculum and the school's core instructional strategies, monitored through classroom observation protocol using Alpha's teacher effectiveness tool.

Alpha's academic program requires the teaching of the CCSS standards and the use of standards-aligned curriculum in all classes. Core instructional practices include Independent Practice with Feedback and Accountable Talk throughout all classrooms. School leaders conduct regular observations, provide ongoing feedback, and conduct summative evaluations using Alpha's teacher evaluation rubric, 1-2 times each year.

\$13,800

\$13,915

Action 8

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Implement COST process to address academic issues.

In order to best support our struggling students, Alpha has implemented a COST (SST) process. This process is run by an interdisciplinary team of professionals, parents, and the student, and is responsible for designing and tracking individualized intervention plans. During each meeting, the team identifies primary concerns, designs interventions to support those concerns, and creates a goal by which to measure student process. The SST process runs in 6 week cycles, with the team meeting to review progress at the end of every cycle. The SST process serves as a Tier 3 intervention, as well as a precursor to a Special Education Evaluation.

\$7,163

\$7,563

Action 9

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.

Data analysis cycles are happening regularly for interim assessments and MAP testing. Teachers are meeting to review data and action plan around their results.

\$29,883

\$28,941

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

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.

All of the actions and services were performed and helped the school move towards the goal.

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

The actions and services were effective in helping us reach our AMOs. The effective use of PD, teacher observation and feedback cycles, and use of data meetings to support academic learning were most impactful. Next year, we will focus on incorporating a intervention/reach block into our schedule in order to have focused time with struggling learners and ELs.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The expected investments were made across the actions and services. Some of the actions/services overlapped in terms of resources, which is why they show up as "n/a".

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.

Through feedback from our SSC and parent feedback, we will adjust our 2018-19 LCAP actions to include additional support through full time learning coaches, as well as incorporating a school-wide intervention block for all learners, which will allow us to focus on EL and struggling learners. Additionally, our overall strategy around student support will be led by a new FTE: Director of Student Supports.

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: 3, 5, 6

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

At least 95% attendance as measured by ADA.

93.8%

No more than 15% of students will have more than 5 unexcused absences in any school year.

24.3%.

The school will maintain an annual suspension rate of less than 10% as measured by the State.

13%

Expected

Actual

The school will maintain an annual expulsion rate of less than 2%.

0%

The school will maintain an annual dropout rate of less than 3%.

0%

At least 10% of families will volunteer three hours annually and will participate in Alpha community events.

5%

At least 75% of responding parents indicate that the school environment is safe and supportive on an annual parent survey.

98%

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 student attendance at school.

JHMS has a school wide attendance system. The goal is 95% attendance for each classroom. The actual attendance percentage is communicated to the staff in our weekly newsletters. Every quarter the class with the highest percentage attendance in each grade level receive an incentive.

\$13,800

\$13,915

Action 2

Planned Actions/Services

The school will hold community meetings throughout the school year, including an annual orientation during which parents learn about how they can support their students, through various supports (including attendance)

Actual Actions/Services

Community meetings were held throughout the school year (every other month) to discuss important issues such as attendance. Attendance was also discussed at middle school readiness night

Budgeted Expenditures

\$3,555

Estimated Actual Expenditures

\$3,585

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 professional development for teachers on existing student conduct protocols.

Alpha invests heavily in socio-emotional learning through our personalized leadership training program, which is a combination of physical education, martial arts, and leadership training courses. Participation in the program helps students develop constructive habits, both academic and socio-emotional. Additionally, Alpha provides all teachers extensive professional development on classroom management strategies, MTSS, and school-wide behavior systems

\$13,350

\$14,218

Action 4

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

The school will implement a daily advising program that helps students build a close relationship with a trusted adult, who will monitor their academic standing and other factors related to middle school persistence, and intervene when appropriate.

JHMS implemented the PLT Lab program

\$30,350

\$23,535

Action 5

Planned Actions/Services

The school will hold monthly community meetings.

Actual Actions/Services

The school holds community meetings every other month, in the mornings and evenings (to ensure strong family participation). In months without community meeting, parents volunteer, meet in our parent center modules and trainings, participate through school site council. Community meetings are opportunities for families to share reflections and feedback with the leadership team, and also focus on key topics important for student success.

Budgeted Expenditures

\$3,555

Estimated Actual Expenditures

\$3,585

Action 6**Planned Actions/Services**

The school will maintain structures such as the Parent Committee (SSC/ELAC), in which parents will be strongly encouraged to participate.

Actual Actions/Services

The school has an SSC and an ELAC that meets regularly to inform budget and academic program. Parents as well as staff are encouraged to attend.

Budgeted Expenditures

\$17,355

Estimated Actual Expenditures

\$17,500

Action 7**Planned Actions/Services**

The school will administer an annual survey, and will tabulate and share results.

Actual Actions/Services

The annual family survey was administered in February, and will be administered in May (results still being tabulated). Results from our February survey show that 98% of our families rate our academics as excellent or good, and 98% of families rate school culture as good or excellent. Action plans are created to ensure trends in feedback are implemented.

Budgeted Expenditures

\$5,625

Estimated Actual Expenditures

\$5,673

Action 8**Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

School will increase access to counseling options

The school has gone from .5 FTE counselors/interns to .55 FTE counselors/interns, which has allowed for more students to receive consistent mental health support.

\$19,500

\$3,630

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

Analysis

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

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

The school implemented the actions and services listed. In particular, the most impactful actions and services were around developing parent leadership through the school site council, having more consistent parent meetings and training, and additional school wide cultural events. The areas we can be more effective in is our processes around curbing student absences and sharing more opportunities for parent volunteerism.

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

Overall, the school is on track with the actions and services and will continue to be more effective in subsequent years. Our ability to improve attendance and parent engagement will be more effective as we focus our efforts for community meetings and parent trainings; and have more effective processes for follow up around student absences.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The school has spent the expected amount as compared to what was originally budgeted. In counseling services for this past year, less proportion of a shared counselor was devoted to AJH. In 2018-19, AJH will have its own dedicated counselor.

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 SSC and parent meetings, we will invest resources more heavily in a few areas: additional counseling options for our general education students and student culture and behavior support.

Stakeholder Engagement

LCAP Year: 2018-19

Involvement Process for LCAP and Annual Update

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

The LEA consulted various stakeholders throughout the LCAP planning process, including parents and families, school site council, staff, school leaders, network team, and the community. This happened in a variety of ways including our parent community meetings, the annual survey, SSC meetings, and through our ongoing conversation and engagement with families. Our process began in January with getting input and feedback from SSC and during parent community meetings, and continued up until board approval in late June.

Impact on LCAP and Annual Update

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

Engaging the SSC and parent community for input and feedback was a critical part of the process. Specifically, greater investments in EL and struggling learners, through additional specialized FTE and a modified school schedule for intervention/differentiated small group time was a response to input and feedback. In addition, dedicated counselors for general education students at each campus was another outcome of a focus area of input from families.

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 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: 1, 2, 6, 7

Local Priorities:

Identified Need:

- Fully credentialed teachers with appropriate EL authorization
- All students need access to standards-aligned materials and additional instructional materials
- Provide students access to a broad course of study
- Teachers need continued high quality professional development in implementation of CCSS
- Facilities should be clean, well-maintained, and conducive to activities carried out by the school

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
100% of core teachers will have appropriate credential or permit to teach, with increase in clear credential.	100%	N/A	100%	N/A
100% of pupils will have access to standards-aligned materials and additional instructional materials.	100%	N/A	100%	N/A
100% of teachers will receive CCSS professional development.	100%	N/A	100%	N/A

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
More than 85% of school leaders rate the facilities and operations as “very effective” or “effective” on EOY Ops Survey.	85%	N/A	85%	N/A

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	Location(s)
All Students	Specific Schools, Alpha Jose Hernandez School

OR

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

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

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

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 review assignment and credential status.

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$6,995	N/A
Source	N/A	LCFF General Fund	N/A
Budget Reference	N/A	1000-1999 Certified Personnel Staffing	N/A

Action #2

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

Students to be Served

All Students, Students with Disabilities

Location(s)

Specific Schools, Alpha Jose Hernandez School

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

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

2017-18 Actions/Services

N/A

2018-19 Actions/Services

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

2019-20 Actions/Services

N/A

advanced certification.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$28,824	N/A
Source	N/A	Title II Funding	N/A
Budget Reference	N/A	5000-5999 Services and Other Operating Expenditures	N/A

Action #3

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

Students to be Served

Location(s)

All Students

Specific Schools, Alpha Jose Hernandez School

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

New

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

N/A

2018-19 Actions/Services

Purchased instructional materials will be aligned to CA Common Core State Standards and/or with charter petition.

2019-20 Actions/Services

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$77,500	N/A
Source	N/A	LCFF General Fund	N/A
Budget Reference	N/A	4000-4999 Books and Supplies	N/A

Action #4

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

Students to be Served

Location(s)

All Students

Specific Schools, Alpha Jose Hernandez School

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

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

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.

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$68,335	N/A
Source	N/A	LCFF General Fund and State SPED Funding	N/A
Budget Reference	N/A	1000-1999 Certified Personnel Staffing	N/A

Action #5

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

Students to be Served

All Students

Location(s)

Specific Schools, Alpha Jose Hernandez School

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

Differentiated professional development based on CCSS will be provided to all teachers

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$39,324	N/A
Source	N/A	LCFF General Fund and Title II	N/A
Budget Reference	N/A	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

Location(s)

All Students

Specific Schools, Alpha Jose Hernandez School

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

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

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.

N/A

Budgeted Expenditures

Year **2017-18**

2018-19

2019-20

Amount

N/A

\$15,272

N/A

Year	2017-18	2018-19	2019-20
Source	N/A	LCFF General Fund	N/A
Budget Reference	N/A	1000-1999 Certified Personnel Staffing	N/A

Action #7

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

Students to be Served

Location(s)

All Students

Specific Schools, Alpha Jose Hernandez School

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

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

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

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$274,100	N/A
Source	N/A	LCFF General Fund	N/A
Budget Reference	N/A	1000-1999 Certified Personnel Staffing	N/A

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

New

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: 2, 4

Local Priorities:

Identified Need:

- Increase English Learner students' success in core subject areas
- Increase English Learner achievement
- Increased reclassification rate
- Grade level proficiency in core subject areas

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
--------------------	----------	---------	---------	---------

50% of students demonstrate at least one year of growth towards grade-level proficiency in the areas of language arts and math on NWEA MAP.	50%	N/A	50%	N/A
50% of EL students will demonstrate increases in proficiency on NWEA MAP, demonstrating gains in academic content.	50%	N/A	50%	N/A
40% of EL students will advance one level in language proficiency on the CELDT/ELPAC after completing sixth and seventh grade at the school.	40%	N/A	40%	N/A

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
40% of students will be reclassified after three years of enrollment at the school.	40%	N/A	40%	N/A
60% of our lowest quartile students that participate in remediation efforts will achieve their tiered growth targets on NWEA MAP.	60%	N/A	60%	N/A

Planned Actions/Services

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

Action #1

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

Students to be Served

All Students, Students with Disabilities

Location(s)

Specific Schools, Alpha Jose Hernandez

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

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

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

N/A

Budgeted Expenditures

Year **2017-18**

2018-19

2019-20

Amount

N/A

\$177,300

N/A

Year	2017-18	2018-19	2019-20
Source	N/A	LCFF General Fund and Title I	N/A
Budget Reference	N/A	1000-1999 Certified Personnel Staffing	N/A

Action #2

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served

English Learners, Low Income

Scope of Services:

Schoolwide

Location(s)

Specific Schools, Alpha Jose Hernandez School

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

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.

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$88,650	N/A
Source	N/A	LCFF General Fund and Title III	N/A
Budget Reference	N/A	1000-1999 Certified Personnel Staffing	N/A

Action #3

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Low Income

Schoolwide

Specific Schools, Alpha Jose Hernandez School

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

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.

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
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Amount	N/A	\$12,977	N/A
Source	N/A	LCFF General Fund and Title II	N/A
Budget Reference	N/A	5000-5999 Services and Other Operating Expenditures	N/A

Action #4

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

Students to be Served

Students with Disabilities

Location(s)

Specific Schools, Alpha Jose Hernandez

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

Implement COST process to address academic issues.

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$8,092	N/A
Source	N/A	State SPED Funding	N/A
Budget Reference	N/A	1000-1999 Certified Personnel Staffing	N/A

Action #5

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

Students to be Served

Location(s)

All Students, Students with Disabilities

Specific Schools, Alpha Jose Hernandez

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

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

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

Budgeted Expenditures

Year **2017-18**

2018-19

2019-20

Amount

N/A

\$22,778

N/A

Year	2017-18	2018-19	2019-20
Source	N/A	LCFF General Fund and State SPED Funding	N/A
Budget Reference	N/A	1000-1999 Certified Personnel Staffing	N/A

Action #6

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

Schoolwide

Location(s)

Specific Schools, Alpha Jose Hernandez School

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

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$177,300	N/A
Source	N/A	LCFF General Fund and Title I	N/A
Budget Reference	N/A	1000-1999 Certified Personnel Staffing	N/A

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

New

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: 3, 5, 6

Local Priorities:

Identified Need:

- Increase student attendance
- Maintain low suspension rate
- Maintain low dropout rate
- A strong school community and parent participation leading to increased support of student success
- Safe and supportive school environment

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
--------------------	----------	---------	---------	---------

95% ADA	95%	N/A	95%	N/A
The school will maintain an annual suspension rate of less than 10% as measured by the State.	10%	N/A	10%	N/A
The school will maintain an annual expulsion rate of less than 1%.	1%	N/A	1%	N/A
At least 75% of responding parents indicate that the school environment is safe and supportive on an annual parent survey.	75%	N/A	75%	N/A

Planned Actions/Services

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

Action #1

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

Students to be Served

All Students

Location(s)

Specific Schools, Alpha Jose Hernandez School

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

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

2017-18 Actions/Services

N/A

2018-19 Actions/Services

Implementation of community and culture building events related to college readiness, student attendance, and student engagement at school.

2019-20 Actions/Services

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$6,130	N/A
Source	N/A	LCFF General Fund	N/A
Budget Reference	N/A	1000-1999 Certified Personnel Staffing	N/A

Action #2

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

Students to be Served

All Students

Location(s)

Specific Schools, Alpha Jose Hernandez School

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

2017-18 Actions/Services

N/A

Select from New, Modified, or Unchanged for 2018-19

New

2018-19 Actions/Services

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)

Select from New, Modified, or Unchanged for 2019-20

2019-20 Actions/Services

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$10,360	N/A
Source	N/A	LCFF General Fund	N/A
Budget Reference	N/A	1000-1999 Certified Personnel Staffing	N/A

Action #3

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

Students to be Served

All Students

Location(s)

Specific Schools, Alpha Jose Hernandez School

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

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

2017-18 Actions/Services

N/A

2018-19 Actions/Services

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

2019-20 Actions/Services

N/A

expectations, and will provide ongoing professional development for teachers on existing student conduct protocols.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$8,092	N/A
Source	N/A	LCFF General Fund	N/A
Budget Reference	N/A	1000-1999 Certified Personnel Staffing	N/A

Action #4

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

Students to be Served

All Students

Location(s)

Specific Schools, Alpha Jose Hernandez School

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

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

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.

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$106,480	N/A
Source	N/A	LCFF General Fund	N/A
Budget Reference	N/A	1000-1999 Certified Personnel Staffing	N/A

Action #5

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

Students to be Served

All Students

Location(s)

Specific Schools, Alpha Jose Hernandez School

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

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

2017-18 Actions/Services

N/A

2018-19 Actions/Services

The school will maintain structures such as the Parent Committee (SSC/ELAC), in which parents will be strongly encouraged to participate.

2019-20 Actions/Services

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$3,100	N/A
Source	N/A	LCFF General Fund	N/A
Budget Reference	N/A	1000-1999 Certified Personnel Staffing	N/A

Action #6

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

Students to be Served

All Students

Location(s)

Specific Schools, Alpha Jose Hernandez School

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

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

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$625	N/A
Source	N/A	LCFF General Fund	N/A
Budget Reference	N/A	5000-5999 Services and Other Operating Expenditures	N/A

Action #7

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

Students to be Served

Location(s)

All Students, Students with Disabilities

Specific Schools, Alpha Jose Hernandez School

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

The school will increase access to counseling options, including an additional college counselor and general education counseling support.

N/A

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount	N/A	\$69,575	N/A
Source	N/A	LCFF General Fund and State SPED Funding	N/A
Budget Reference	N/A	1000-1999 Certified Personnel Staffing	N/A

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$1,010,255

37.19%

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.

At AJH, most students are low income, 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 new actions 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 37.19%.

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$710,860

35.06%

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.

At Jose Hernandez, 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.