

Introduction:

LEA: Alpha: Jose Hernandez Middle School (“AJHMS”)

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LCAP Year: 2014-2017

Local Control and Accountability Plan and Annual Update Template

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

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

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

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans

(including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>Alpha: Jose Hernandez Middle School embarked upon a stakeholder engagement process in order to design a Local Control Accountability Plan (LCAP) that is responsive to stakeholders and allows for optimum allocation of Local Control Funding Formula resources (LCFF). To ensure transparent information sharing about the school’s LCFF/LCAP process, several methods were used.</p> <p>Alpha leveraged existing district stakeholder groups and structures to provide LCFF information and elicit input for the</p>	<p>Alpha: Jose Hernandez Middle School’s Local Control Accountability Plan guides decisions and practices related to the academic, social-emotional, mental, and physical educational needs of each student. The school has an 85% unduplicated count of high need students, including low-income and English learners.</p> <p>Goals within the school’s charter petition, analysis of school data, and input from stakeholders guided development of goals and actions related to needs of Alpha: Jose Hernandez Middle School’s students and families with a particular focus on students from</p>

Involvement Process	Impact on LCAP
<p>2014-2017 LCAP. The formal stakeholder groups included:</p> <ol style="list-style-type: none"> 1) Parent Committee 2) Educational Leadership Team (home office staff, principal, assistant principals) 3) All School Staff 4) Students 	<p>low-income, English learner, and Redesignated Fluent English Proficient subgroups.</p>
<p>Meeting 1: Stakeholders learned about LCFF and the LCAP, including the eight state priority areas and implications of the funding and accountability planning as it pertains to Alpha: Jose Hernandez Middle School student demographics and current performance.</p>	<p>This meeting provided foundational knowledge needed for the LCAP planning process for all stakeholders.</p>
<p>Stakeholder Survey: Stakeholders completed a comprehensive survey, providing critical information to the development of the LCAP. The survey asked participants to rank the state priorities, presented information about each state priority, and asked specific questions with respect the priorities.</p>	<p>The survey encouraged stakeholders to evaluate current programs and to provide written suggestions for actions in each of the eight state priority areas, which would continue effective practices already in place as well as increase or improve services for all students and for Low-income, English Learners, and Foster Youth in particular.</p>
<p>Meeting 2: Stakeholders reviewed a draft of the LCAP and provided written feedback and suggestions for revision.</p>	<p>The principal provided meeting minutes to lead writer who reviewed the input, which contributed to the goal development and action items within the LCAP.</p>
<p>Input gathered from stakeholder groups and the community was reviewed and informed revisions to the plan which were completed during the month of May. A public hearing was held and the Chief Executive Officer of Alpha Public Schools provided a written response to each stakeholder group's feedback.</p>	<p>The input gathered continued to inform the LCAP throughout its development.</p>

Involvement Process	Impact on LCAP
The Alpha: Jose Hernandez Middle School Local Control Accountability Plan was posted to the Alpha Public Schools' Governing Board meeting agenda on June 4, 2014.	The Alpha Public Schools Governing Board adopted the Alpha: Jose Hernandez Middle School Local Control Accountability Plan on June 4, 2014.

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

Instructions:

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

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

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

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

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

Goal: Describe the goal:

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

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?

- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA’s budget?

GOAL:	1. 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.		Related State and/or Local Priorities: 1__x__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Identified Need :	Fully credentialed teachers with appropriate EL authorization			
Goal Applies to:	Schools:	AJHMS		
	Applicable Pupil Subgroups:	All		
LCAP Year 1: 2014-15				
Expected Annual Measurable Outcomes:	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.			
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

A. 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.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$8,100, LCFF Base
B. Alpha 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.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$3,400, LCFF Base
C. Balance placement of staff by experience and skill level.	Schoolwide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$1,616, LCFF Base

LCAP Year 2: 2015-16

Expected Annual Measurable Outcomes:	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.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
A. 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.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$8,100, LCFF Base
B. Alpha will support teachers in becoming highly	Schoolwide	<input checked="" type="checkbox"/> ALL	\$8,100,

qualified and in completing the Professional Clear credential through Beginning Teacher Support and Assessment program, subject matter examination, and advanced certification.	e	OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____	LCFF Base
C. Balance placement of staff by experience and skill level.	Schoolwide	__ ALL OR: <input checked="" type="checkbox"/> Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____	\$3,400, LCFF Base

LCAP Year 3: 2016-17

Expected Annual Measurable Outcomes:	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.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
A. 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.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____	\$8,100, LCFF Base
B. Alpha 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.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____	\$8,100, LCFF Base
C. Balance placement of staff by experience and skill level.	Schoolwide	__ ALL OR: <input checked="" type="checkbox"/> Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____	\$3,400, LCFF Base

GOAL:	2. 100% of pupils will have access to standards-aligned materials and additional instructional materials.	Related State and/or Local Priorities: 1__x_ 2__x_ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Identified Need : Adoptions aligned with Common Core

Goal Applies to: Schools: AJHMS
 Applicable Pupil Subgroups: All

LCAP Year 1: 2014-15

Expected Annual Measurable Outcomes: 100% of pupils will have access to standards-aligned materials and additional instructional materials.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
A. Purchased instructional materials will be aligned to CA Common Core State Standards and/or with charter petition.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$27,600, LCFF Base
B. AJHMS will provide teachers with collaborative time to plan, create and share standards-based lessons.	Schoolwide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$1,750, LCFF Supp.
		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

LCAP Year 2: 2015-16

Expected Annual Measurable Outcomes: 100% of pupils will have access to standards-aligned materials and additional instructional materials.

Measurable Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
A. Purchased instructional materials will be aligned to CA Common Core State Standards and/or with charter petition.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$27,600, LCFF Base
B. AJHMS will provide teachers with collaborative time to plan, create and share standards-based lessons.	Schoolwide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$1,750, LCFF Supp.
		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

LCAP Year 3: 2016-17

Expected Annual Measurable Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
100% of pupils will have access to standards-aligned materials and additional instructional materials.			
A. Purchased instructional materials will be aligned to CA Common Core State Standards and/or with charter petition.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	\$27,600, LCFF Base
B. AJHMS will provide teachers with collaborative	Schoolwide	<input type="checkbox"/> ALL	\$1,750,

time to plan, create and share standards-based lessons.	e	OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	LCFF Supp.
		___ ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	

GOAL:	3. Provide students access to a broad course of study.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_x 6__ 7_x 8__ COE only: 9__ 10__ Local : Specify _____	
Identified Need :	Broad course of study			
Goal Applies to:	Schools:	AJHMS		
	Applicable Pupil Subgroups:	All		
LCAP Year 1: 2014-15				
Expected Annual Measurable Outcomes:	Maintain or increase course offerings.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
Maintain or increase course offerings.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$36,800, LCFF Base	

LCAP Year 2: 2015-16

Expected Annual Measurable Outcomes:	Maintain or increase course offerings.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain or increase course offerings.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$36,800, LCFF Base

LCAP Year 3: 2016-17

Expected Annual Measurable Outcomes:	Maintain or increase course offerings.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain or increase course offerings.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$36,800, LCFF Base

GOAL:	4. 100% of AJHMS teachers will receive professional development based on the CCSS.	Related State and/or Local Priorities: 1__ 2_ <input checked="" type="checkbox"/> 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Identified Need :	Teachers trained in implementing CCSS		
Goal Applies to:	Schools:	AJHMS	
	Applicable Pupil Subgroups:	All	

LCAP Year 1: 2014-15

Expected Annual Measurable Outcomes:	100% of teachers will receive CCSS professional development.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Professional development based on CCSS will be provided to all teachers.	Schoolwide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$14,000, LCFF Base

LCAP Year 2: 2015-16

Expected Annual Measurable Outcomes:	100% of teachers will receive CCSS professional development.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Professional development based on CCSS will be provided to all teachers.	Schoolwide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$14,000, LCFF Base

LCAP Year 3: 2016-17

Expected Annual Measurable Outcomes:	100% of teachers will receive CCSS professional development.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Professional development based on CCSS will be provided to all teachers.	Schoolwide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$14,000, LCFF Base

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GOAL:	5. 50% of EL students will demonstrate increases in proficiency on NWEA MAP, demonstrating gains in academic content.	Related State and/or Local Priorities: 1__ 2_x 3__ 4_x 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Identified Need :	Increase English Learner students' success in core subject areas
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Goal Applies to:	Schools: AJHMS	Applicable Pupil Subgroups: EL
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LCAP Year 1: 2014-15

Expected Annual Measurable Outcomes:	50% of EL students will demonstrate increases in proficiency on NWEA MAP, demonstrating gains in academic content.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
A. Provide differentiated instruction through use of Learning Coaches.	Schoolwide	__ALL ----- OR: __Low Income pupils __x English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$39,000, LCFF Supp.
B. AJHMS will provide teachers with collaborative time to plan, create, and share standards-based lessons that incorporate SDAIE.	Schoolwide	__ALL ----- OR: __Low Income pupils __x English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	[see 2B]
		__ALL	

OR:
 Low Income pupils English Learners
 Foster Youth Redesignated fluent English proficient
 Other Subgroups:(Specify)_____

LCAP Year 2: 2015-16

Expected Annual Measurable Outcomes: 50% of EL students will demonstrate increases in proficiency on NWEA MAP, demonstrating gains in academic content.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
A. Provide differentiated instruction through use of Learning Coaches.	Schoolwide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$39,000, LCFF Supp.
B. AJHMS will provide teachers with collaborative time to plan, create, and share standards-based lessons that incorporate SDAIE.	Schoolwide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	[see 2B]
		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

LCAP Year 3: 2016-17

Expected Annual Measurable Outcomes: 50% of EL students will demonstrate increases in proficiency on NWEA MAP, demonstrating gains in academic content.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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A. Provide differentiated instruction through use of Learning Coaches.	Schoolwide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$39,000, LCFF Supp.
B. AJHMS will provide teachers with collaborative time to plan, create, and share standards-based lessons that incorporate SDAIE.	Schoolwide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	[see 2B]
		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	

GOAL:	6. School leaders rate the facilities as “excellent” on 90% of inspections.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 ___ 3 ___ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 ___ 8 ___ COE only: 9 ___ 10 ___ Local : Specify _____
Identified Need :	Maintain excellent rating		
Goal Applies to:	Schools:	AJHMS	
	Applicable Pupil Subgroups:	All	
LCAP Year 1: 2014-15			
Expected Annual Measurable Outcomes:	School leaders rate the facilities as “excellent” on 90% of inspections.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

Regular custodial cleaning; facility inspections	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$8,000, LCFF Base
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LCAP Year 2: 2015-16

Expected Annual Measurable Outcomes:	School leaders rate the facilities as “excellent” on 90% of inspections.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Regular custodial cleaning; facility inspections	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$8,000, LCFF Base

LCAP Year 3: 2016-17

Expected Annual Measurable Outcomes:	School leaders rate the facilities as “excellent” on 90% of inspections.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Regular custodial cleaning; facility inspections	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	\$8,000, LCFF Base

GOAL:	7. 40% of EL students will advance one level in language proficiency on the CELDT after completing sixth and seventh grade at AJHMS.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ <input checked="" type="checkbox"/> 5__ 6__ 7__ 8__ COE only: 9__ 10__
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Local : Specify _____

Identified Need :	Increase English Learner achievement		
Goal Applies to:	Schools:	AJHMS	
	Applicable Pupil Subgroups:	EL	

LCAP Year 1: 2014-15

Expected Annual Measurable Outcomes:	40% of EL students will advance one level in language proficiency on the CELDT after completing sixth and seventh grade at AJHMS.		
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
A. EL students participate in English Language Arts/Literacy instruction with targeted instructional support.	Schoolwide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	[see 5A]
B. 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.	Schoolwide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$3,500, LCFF Supp.
C. Teachers will closely monitor progress of EL students, providing support to accelerate academic achievement through the use of regular data analysis cycles.	Schoolwide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$19,100, LCFF Base

LCAP Year 2: 2015-16

Expected Annual Measurable Outcomes:	40% of EL students will advance one level in language proficiency on the CELDT after completing sixth and seventh grade at AJHMS.		
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Actions/Services	Scope of	Pupils to be served within identified scope of service	Budgeted
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	Service		Expenditures
A. EL students participate in English Language Arts/Literacy instruction with targeted instructional support.	Schoolwide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	[see 5A]
B. 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.	Schoolwide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$3,500, LCFF Supp.
C. Teachers will closely monitor progress of EL students, providing support to accelerate academic achievement through the use of regular data analysis cycles.	Schoolwide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$19,100, LCFF Base

LCAP Year 3: 2016-17

Expected Annual Measurable Outcomes:	40% of EL students will advance one level in language proficiency on the CELDT after completing sixth and seventh grade at AJHMS.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
A. EL students participate in English Language Arts/Literacy instruction with targeted instructional support.	Schoolwide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	[see 5]
B. 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	Schoolwide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	\$3,500, LCFF Supp.

Designated ELD.			
C. Teachers will closely monitor progress of EL students, providing support to accelerate academic achievement through the use of regular data analysis cycles.	Schoolwide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$19,100, LCFF Base

GOAL:	8. 10% of students will be reclassified after three years of enrollment at AJHMS.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ <input checked="" type="checkbox"/> 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need :	Increased reclassification rate		
Goal Applies to:	Schools:	AJHMS	
	Applicable Pupil Subgroups:	EL	
LCAP Year 1: 2014-15			
Expected Annual Measurable Outcomes:	Increased reclassification rate		
	Actions/Services	Scope of Service	Budgeted 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.	Schoolwide <input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$41,400, LCFF Supp.
LCAP Year 2: 2015-16			
Expected Annual Measurable	Increased reclassification rate		

Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted 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	Schoolwide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$41,400, LCFF Supp.

LCAP Year 3: 2016-17

Expected Annual Measurable Outcomes:	Increased reclassification rate		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted 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	Schoolwide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$41,400, LCFF Supp.

GOAL:	9. 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.	Related State and/or Local Priorities: 1__ 2__ 3__ 4_x 5__ 6__ 7__ 8_x COE only: 9__ 10__ Local : Specify _____
Identified Need :	Grade level proficiency in core subject areas	
Goal Applies to:	Schools: AJHMS	
	Applicable Pupil Subgroups:	All
LCAP Year 1: 2014-15		
Expected Annual Measurable Outcomes:	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.	

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
A. Implementation of the CCSS aligned curriculum and AJHMS' core instructional strategies, monitored through classroom observation protocol using Alpha's teacher effectiveness tool.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$19,100, LCFF Base
B. Each student will spend approximately 120 minutes each day using a variety of targeted, differentiated computer programs that provide individualized instruction.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$19,500, LCFF Base
C. Implement COST process to address academic issues.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$19,100, LCFF Base
D. Teachers will closely monitor progress of students towards grade-level proficiency through the use of regular data analysis cycles.		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with Disabilities</u>	[see 7C]

LCAP Year 2: 2015-16

Expected Annual Measurable Outcomes:	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.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
A. Implementation of the CCSS aligned curriculum	Schoolwide	<input checked="" type="checkbox"/> ALL	\$19,100,

and AJHMS' core instructional strategies, monitored through classroom observation protocol using Alpha's teacher effectiveness tool.	e	OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	LCFF Base
B. Each student will spend approximately 120 minutes each day using a variety of targeted, differentiated computer programs that provide individualized instruction.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$19,500, LCFF Base
C. Implement COST process to address academic issues.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$19,100, LCFF Base
D. Teachers will closely monitor progress of students towards grade-level proficiency through the use of regular data analysis cycles.		__ ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with Disabilities</u>	[see 7C]
LCAP Year 3: 2016-17			
Expected Annual Measurable Outcomes:	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.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
A. Implementation of the CCSS aligned curriculum and AJHMS' core instructional strategies, monitored through classroom observation protocol using Alpha's teacher effectiveness tool.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$19,100, LCFF Base

B. Each student will spend approximately 120 minutes each day using a variety of targeted, differentiated computer programs that provide individualized instruction.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$19,500, LCFF Base
C. Implement COST process to address academic issues.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$19,100, LCFF Base
D. Teachers will closely monitor progress of students towards grade-level proficiency through the use of regular data analysis cycles.	Schoolwide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>Students with Disabilities</u> <input checked="" type="checkbox"/>	[see 7C]

GOAL:	10. AJHMS will meet Statewide academic performance index ("API") growth target school wide and for all subgroups.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ <input checked="" type="checkbox"/> 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need :	Grade level proficiency in core subject areas	
Goal Applies to:	Schools: AJHMS	
	Applicable Pupil Subgroups:	All
LCAP Year 1: 2014-15		
Expected Annual Measurable Outcomes:	API targets met	
Actions/Services	Scope of Service	Pupils to be served within identified scope of service
		Budgeted Expenditures

Implementation of the CCSS aligned curriculum and ABAM's core instructional strategies, monitored through classroom observation protocol using Alpha's teacher effectiveness tool.	Schoolwide	<input checked="" type="checkbox"/> ALL	[see 9A]
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

LCAP Year 2: 2015-16

Expected Annual Measurable Outcomes:	API targets met		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Implementation of the CCSS aligned curriculum and AJHMS' core instructional strategies, monitored through classroom observation protocol using Alpha's teacher effectiveness tool.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	[see 9A]

LCAP Year 3: 2016-17

Expected Annual Measurable Outcomes:	API targets met		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Implementation of the CCSS aligned curriculum and AJHMS' core instructional strategies, monitored through classroom observation protocol using Alpha's teacher effectiveness tool.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	[see 9A]

GOAL:	11. At least 95% attendance as measured by ADA.	Related State and/or Local Priorities:
		1__ 2__ 3__ 4__ 5_x 6__ 7__ 8__ COE only: 9__ 10__

Local : Specify _____

Identified Need :	Increase student attendance		
Goal Applies to:	Schools:	AJHMS	
	Applicable Pupil Subgroups:	All	

LCAP Year 1: 2014-15

Expected Annual Measurable Outcomes:	At least 95% attendance as measured by ADA.		
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Implementation of community and culture building events related to student attendance at school.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$4,000, LCFF Base

LCAP Year 2: 2015-16

Expected Annual Measurable Outcomes:	At least 95% attendance as measured by ADA.		
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Implementation of community and culture building events related to student attendance at school.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$4,000, LCFF Base

LCAP Year 3: 2016-17

Expected Annual Measurable Outcomes:	At least 95% attendance as measured by ADA.		
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Actions/Services	Scope of	Pupils to be served within identified scope of service	Budgeted
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	Service		Expenditures
Implementation of community and culture building events related to student attendance at school.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____ OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$4,000, LCFF Base

GOAL:	12. No more than 15% of students will have more than 5 unexcused absences in any school year.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_x 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Identified Need :	Decrease student absences		
Goal Applies to:	Schools:	AJHMS	
	Applicable Pupil Subgroups:	All	

LCAP Year 1: 2014-15

Expected Annual Measurable Outcomes:	No more than 15% of students will have more than 5 unexcused absences in any school year.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
AJHMS will hold community meetings throughout the school year, including an annual orientation during which parents learn about the importance of attendance.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	\$3,200, LCFF Supp.

__ Other Subgroups:(Specify)_____

LCAP Year 2: 2015-16

Expected Annual Measurable Outcomes: No more than 15% of students will have more than 5 unexcused absences in any school year.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
AJHMS will hold community meetings throughout the school year, including an annual orientation during which parents learn about the importance of attendance.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$3,200, LCFF Supp

LCAP Year 3: 2016-17

Expected Annual Measurable Outcomes: No more than 15% of students will have more than 5 unexcused absences in any school year.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
AJHMS will hold community meetings throughout the school year, including an annual orientation during which parents learn about the importance of attendance.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	\$3,200, LCFF Supp

GOAL:

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

Related State and/or Local Priorities:
 1__ 2__ 3__ 4__ 5__ 6_x 7__ 8__
 COE only: 9__ 10__
 Local : Specify _____

Identified Need :	Maintain low suspension rate
Goal Applies to:	Schools: AJHMS
	Applicable Pupil Subgroups: All

LCAP Year 1: 2014-15

Expected Annual Measurable Outcomes:	AJHMS will maintain an annual suspension rate of less than 10%.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
AJHMS 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.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$3,500, LCFF Base
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

LCAP Year 2: 2015-16

Expected Annual Measurable Outcomes:	AJHMS will maintain an annual suspension rate of less than 10%.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
AJHMS 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.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$3,500, LCFF Base
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	

__ Other Subgroups:(Specify) _____

LCAP Year 3: 2016-17

Expected Annual Measurable Outcomes: AJHMS will maintain an annual suspension rate of less than 10%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
AJHMS 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.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____ OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$3,500, LCFF Base

GOAL: 14. AJHMS will maintain an annual expulsion rate of less than 2%. Related State and/or Local Priorities:
1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__
COE only: 9__ 10__
Local : Specify _____

Identified Need : _____
 Goal Applies to: Schools: AJHMS
 Applicable Pupil Subgroups: All

LCAP Year 1: 2014-15

Expected Annual Measurable Outcomes: AJHMS will maintain an annual expulsion rate of less than 2%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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<p>AJHMS 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.</p>	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>[see 13]</p>
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LCAP Year 2: 2015-16

<p>Expected Annual Measurable Outcomes:</p>	<p>AJHMS will maintain an annual expulsion rate of less than 2%.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>AJHMS 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.</p>	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>[see 13]</p>

LCAP Year 3: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>AJHMS will maintain an annual expulsion rate of less than 2%.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>AJHMS 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</p>	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____</p>	<p>[see 13]</p>

professional development for teachers on existing student conduct protocols.

GOAL: 15. AJHMS will maintain an annual dropout rate of less than 3%.
 Related State and/or Local Priorities:
 1__ 2__ 3_x 4__ 5_x 6__ 7__ 8__
 COE only: 9__ 10__
 Local : Specify _____

Identified Need :
 Goal Applies to: Schools: AJHMS
 Applicable Pupil Subgroups: All

LCAP Year 1: 2014-15

Expected Annual Measurable Outcomes:	AJHMS will maintain an annual dropout rate of less than 3%.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
AJHMS 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.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$3,500, LCFF Base

LCAP Year 2: 2015-16

Expected Annual Measurable Outcomes:	AJHMS will maintain an annual dropout rate of less than 3%.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
AJHMS 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	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$3,500, LCFF Base

persistence, and intervene when appropriate.

LCAP Year 3: 2016-17

Expected Annual Measurable Outcomes: AJHMS will maintain an annual dropout rate of less than 3%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
AJHMS 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.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____ OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$3,500, LCFF Base

GOAL: 16. At least 25% of families will volunteer three hours annually and will participate in Alpha community events.

Related State and/or Local Priorities:
 1__ 2__ 3_x 4__ 5_x 6_x 7__ 8__
 COE only: 9__ 10__
 Local : Specify _____

Identified Need : A strong school community and parent participation leading to increased support of student success

Goal Applies to: Schools: AJHMS
 Applicable Pupil Subgroups: All

LCAP Year 1: 2014-15

Expected Annual Measurable Outcomes: At least 25% of families will volunteer three hours annually and will participate in Alpha community events.

Actions/Services	Scope of	Pupils to be served within identified scope of service	Budgeted
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AJHMS will hold monthly community meetings.	Service Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Expenditures \$3,200, LCFF Supp.
AJHMS will maintain structures such as the Parent Committee (SSC/ELAC), in which parents will be strongly encouraged to participate.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$5,100, LCFF Supp.

LCAP Year 2: 2015-16

Expected Annual Measurable Outcomes:	At least 25% of families will volunteer three hours annually and will participate in Alpha community events.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
AJHMS will hold monthly community meetings.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$3,200, LCFF Supp.
AJHMS will maintain structures such as the Parent Committee (SSC/ELAC), in which parents will be strongly encouraged to participate.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$5,100, LCFF Supp.

OR:
 __ Low Income pupils __ English Learners
 __ Foster Youth __ Redesignated fluent English proficient
 __ Other Subgroups:(Specify)_____

LCAP Year 3: 2016-17

Expected Annual Measurable Outcomes:	At least 25% of families will volunteer three hours annually and will participate in Alpha community events.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
AJHMS will hold monthly community meetings.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify)_____	\$3,200, LCFF Supp.
AJHMS will maintain structures such as the Parent Committee (SSC/ELAC), in which parents will be strongly encouraged to participate.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify)_____ OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify)_____	\$5,100, LCFF Supp.

GOAL:	17. At least 75% of responding parents indicate that the school environment is safe and supportive on an annual parent survey.	Related State and/or Local Priorities: 1__ 2__ 3_x 4__ 5__ 6_x 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Identified Need :	Safe and supportive school environment		
Goal Applies to:	Schools:	AJHMS	
	Applicable Pupil Subgroups:	All	

LCAP Year 1: 2014-15

Expected Annual Measurable Outcomes:	At least 75% of responding parents indicate that the school environment is safe and supportive on an annual parent survey.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
AJHMS will administer an annual survey, and will tabulate and share results.	Schoolwide	<input checked="" type="checkbox"/> ALL	\$4,900, LCFF Base
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

LCAP Year 2: 2015-16

Expected Annual Measurable Outcomes:	At least 75% of responding parents indicate that the school environment is safe and supportive on an annual parent survey.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
AJHMS will administer an annual survey, and will tabulate and share results.	Schoolwide	<input checked="" type="checkbox"/> ALL	\$4,900, LCFF Base
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	

		__ Other Subgroups:(Specify)_____	
LCAP Year 3: 2016-17			
Expected Annual Measurable Outcomes:	At least 75% of responding parents indicate that the school environment is safe and supportive on an annual parent survey.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
AJHMS will administer an annual survey, and will tabulate and share results.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	\$4,900, LCFF Base
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	

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

Annual Update

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

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?

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

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

Original GOAL from prior year LCAP:	1. 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.		Related State and/or Local Priorities: 1__x__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: AJHMS	Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	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 Annual Measurable Outcomes:	100% of core teachers were appropriately assigned and held a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing.	
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	

A. 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.		\$8,100, LCFF Base	A. All core teacher candidates screened for employment held valid CA Teaching Credential with appropriate English learner authorization; Alpha Public Schools Human Resources reviewed assignment and credential status.		\$8,100, LCFF Base
Scope of service:	Schoolwide		Scope of service:	Schoolwide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
B. Alpha 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.		\$8,100, LCFF Base	B. Alpha supported 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.		\$8,100, LCFF Base
Scope of service:	Schoolwide		Scope of service:	Schoolwide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
C. Balance placement of staff by experience and skill level.		\$3,400, LCFF Base	C. Balanced placement of staff by experience and skill level.		\$3,400, LCFF Base
Scope of service:	Schoolwide		Scope of service:	Schoolwide	
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL		

OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Scope of service: <input type="checkbox"/> ALL		Scope of service: <input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

Original GOAL from prior year LCAP:	2. 100% of pupils will have access to standards-aligned materials and additional instructional materials.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: AJHMS	Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	100% of pupils will have access to standards-aligned materials and additional instructional materials.	Actual Annual Measurable Outcomes:	100% of pupils had access to standards-aligned materials and additional instructional materials.	
LCAP Year: 2014-15				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual	

					Expenditures
A. Purchased instructional materials will be aligned to CA Common Core State Standards and/or with charter petition.		\$27,600, LCFF Base	A. Purchased instructional materials were aligned to CA Common Core State Standards and/or with charter petition.		\$27,600, LCFF Base
Scope of service:	Schoolwide		Scope of service:	Schoolwide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
B. AJHMS will provide teachers with collaborative time to plan, create and share standards-based lessons.		\$1,750, LCFF Supp.	B. AJHMS provided teachers with collaborative time to plan, create and share standards-based lessons.		\$1,750, LCFF Supp.
Scope of service:	Schoolwide		Scope of service:	Schoolwide	
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		No Changes			

Original GOAL from prior year	3. Provide students access to a broad course of study.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_x 6__ 7_x 8__ COE only: 9__ 10__
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LCAP:		Local : Specify _____	
Goal Applies to:		Schools: AJHMS	
		Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	Maintain or increase course offerings.	Actual Annual Measurable Outcomes:	Increased course offerings.
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Maintain or increase course offerings.	\$36,800, LCFF Base	Increased course offerings.	\$36,800, LCFF Base
Scope of service:	Schoolwide	Scope of service:	Schoolwide
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Scope of service:		Scope of service:	
<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	No changes
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Original GOAL from prior year LCAP:	4. 100% of AJHMS teachers will receive professional development based on the CCSS.	Related State and/or Local Priorities: 1__ 2_x 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: AJHMS	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	100% of teachers will receive CCSS professional development.	Actual Annual Measurable Outcomes:	100% of teachers received CCSS professional development.
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Professional development based on CCSS will be provided to all teachers.	\$14,000, LCFF Base	Professional development based on CCSS was provided to all teachers.	\$14,000, LCFF Base
Scope of service:	Schoolwide	Scope of service:	Schoolwide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

Scope of service: __ ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		Scope of service: __ ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	No Changes		

Original GOAL from prior year LCAP:	5. 50% of EL students will demonstrate increases in proficiency on NWEA MAP, demonstrating gains in academic content.	Related State and/or Local Priorities: 1__ 2_x 3__ 4_x 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: AJHMS Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	50% of EL students will demonstrate increases in proficiency on NWEA MAP, demonstrating gains in academic content.	Actual Annual Measurable Outcomes:	50% of EL students demonstrated increases in proficiency on NWEA MAP, demonstrating gains in academic content.
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LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
A. Provide differentiated instruction through use of Learning Coaches.	\$39,000, LCFF Supp.	A. Provided differentiated instruction through use of Learning Coaches.	\$39,000, LCFF Supp.

Scope of service:	Schoolwide		Scope of service:	Schoolwide	
__ALL			__ALL		
OR: __Low Income pupils __x English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __x English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
B. Alpha will provide teachers with collaborative time to plan, create, and share standards-based lessons that incorporate SDAIE.		[see 2B]	B. Alpha provided teachers with collaborative time to plan, create, and share standards-based lessons that incorporate SDAIE.		[see 2B]
Scope of service:			Scope of service:		
__ALL			__ALL		
OR: __Low Income pupils __x English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __x English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		No changes			

Original GOAL from prior year LCAP:	6. School leaders rate the facilities as “excellent” on 90% of inspections.	Related State and/or Local Priorities: 1__x 2__ 3__ 4__x 5__x 6__x 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: AJHMS		
	Applicable Pupil Subgroups: All		
Expected Annual	School leaders rate the facilities as “excellent” on 90% of inspections.	Actual Annual	School leaders rated the facilities as “excellent” on 90% of inspections.

Measurable Outcomes:		Measurable Outcomes:	
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures
Regular custodial cleaning; facility inspections		\$8,000, LCFF Base	\$8,000, LCFF Base
Scope of service:	Schoolwide		
<input checked="" type="checkbox"/> ALL			
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			
Scope of service:			
<input type="checkbox"/> ALL			
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		No changes.	

Original GOAL from prior year LCAP:	7. 40% of EL students will advance one level in language proficiency on the CELDT after completing sixth and seventh grade at AJHMS.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	AJHMS		
	Applicable Pupil Subgroups:	EL		
Expected Annual Measurable Outcomes:	40% of EL students will advance one level in language proficiency on the CELDT after completing sixth and seventh grade at AJHMS.		Actual Annual Measurable Outcomes:	40% of EL students advanced one level in language proficiency on the CELDT after completing sixth and seventh grade at AJHMS.
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures		
			Estimated Actual Annual Expenditures	
A. EL students participate in English Language Arts/Literacy instruction with targeted instructional support.		[see 5A]	A. EL students participated in English Language Arts/Literacy instruction with targeted instructional support.	
Scope of service:	Schoolwide		Scope of service:	Schoolwide
__ALL			__ALL	
OR: __Low Income pupils __x English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __x English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
B. 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.		\$3,500, LCFF Supp.	B. All teachers participated in professional development focusing on appropriate strategies of support and intervention and on ELD standards, and effective instruction through Integrated and Designated ELD.	
Scope of service:	Schoolwide		Scope of service:	Schoolwide

<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
C. Teachers will closely monitor progress of EL students, providing support accelerate academic achievement through the use of regular data analysis cycles.	\$19,100, LCFF Base	C. Teachers closely monitored progress of EL students, providing support accelerate academic achievement through the use of regular data analysis cycles.	\$19,100, LCFF Base
Scope of service: Schoolwide		Scope of service: Schoolwide	
<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Scope of service:		Scope of service:	
<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

Original GOAL from	8. 10% of students will be reclassified after three years of enrollment at AJHMS.	Related State and/or Local Priorities: 1__ 2__ 3__ 4_x 5__ 6__ 7__ 8__
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prior year LCAP: _____ COE only: 9__ 10__
 Local : Specify _____

Goal Applies to: Schools: AJHMS
 Applicable Pupil Subgroups: EL

Expected Annual Measurable Outcomes:	Increased reclassification rate.	Actual Annual Measurable Outcomes:	Increased reclassification rate.
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual 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.	\$41,400, LCFF Supp.	EL students received 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.	\$41,400, LCFF Supp.
Scope of service:	Schoolwide	Scope of service:	Schoolwide
__ ALL		__ ALL	
OR:		OR:	
__ Low Income pupils __ x English Learners		__ Low Income pupils __ x English Learners	
__ Foster Youth __ Redesignated fluent English proficient		__ Foster Youth __ Redesignated fluent English proficient	
__ Other Subgroups:(Specify)_____		__ Other Subgroups:(Specify)_____	
Scope of service:		Scope of service:	
__ ALL		__ ALL	
OR:		OR:	

<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
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What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	No Changes
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Original GOAL from prior year LCAP:	9. 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.	Related State and/or Local Priorities: 1__ 2__ 3__ 4_x 5__ 6__ 7__ 8_x COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: AJHMS Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	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.	Actual Annual Measurable Outcomes:	50 % of students demonstrated at least one year of growth towards grade-level proficiency in the areas of language arts and math on NWEA MAP.
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
A. Implementation of the CCSS aligned curriculum and Alpha core instructional strategies, monitored through classroom observation protocol using Alpha's teacher effectiveness tool.	\$19,100, LCFF Base	A. Implementation of the CCSS aligned curriculum and Alpha core instructional strategies, monitored through classroom observation protocol using Alpha's teacher effectiveness tool.	\$19,100, LCFF Base
Scope of service:	Schoolwide	Scope of service:	Schoolwide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
B. Each student will spend approximately 120 minutes each day using a variety of targeted, differentiated computer programs that provide individualized instruction.		B. Each student spent approximately 120 minutes each day using a variety of targeted, differentiated computer programs that provide individualized instruction.	
Scope of service:	Schoolwide	Scope of service:	Schoolwide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
C. Implement COST process to address academic issues.		C. Implemented COST process to address academic issues.	
Scope of service:	Schoolwide	Scope of service:	Schoolwide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
D. Teachers will closely monitor progress of students towards grade-level proficiency through the use of regular data analysis cycles.		D. Teachers will closely monitor progress of students towards grade-level proficiency through the use of regular data analysis cycles.	
Scope of service:	Schoolwide	Scope of service:	Schoolwide

<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with Disabilities</u>	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with Disabilities</u>
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Original GOAL from prior year LCAP:	10. AJHMS will meet Statewide academic performance index (“API”) growth target school wide and for all subgroups.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ <input checked="" type="checkbox"/> 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: AJHMS Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	API targets met	Actual Annual Measurable Outcomes: State assessment data has not been released.	
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Implementation of the CCSS aligned curriculum and Alpha core instructional strategies, monitored through classroom observation protocol using Alpha’s teacher effectiveness tool.	\$19,100, LCFF Base	Implementation of the CCSS aligned curriculum and Alpha core instructional strategies, monitored through classroom observation protocol using Alpha’s teacher effectiveness tool.	\$19,100, LCFF Base
Scope of service:	Schoolwide	Scope of service:	Schoolwide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR:	<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	OR:	<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners

<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Scope of service:			Scope of service:		
<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		No changes.			

Original GOAL from prior year LCAP:	11. At least 95% attendance as measured by ADA.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_x 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: AJHMS	Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	At least 95% attendance as measured by ADA.		Actual Annual Measurable Outcomes:	Attendance exceeded 95% as measured by ADA.
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	

Implementation of community and culture building events related to student attendance at school.		\$4,000, LCFF Base	Implementation of community and culture building events related to student attendance at school.		\$4,000, LCFF Base
Scope of service:	Schoolwide		Scope of service:	Schoolwide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Scope of service:			Scope of service:		
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		No changes			

Original GOAL from prior year LCAP:	12. No more than 15% of students will have more than 5 unexcused absences in any school year.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_x 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: AJHMS Applicable Pupil Subgroups: All	

Expected Annual Measurable Outcomes:	No more than 15% of students will have more than 5 unexcused absences in any school year.	Actual Annual Measurable Outcomes:	Fewer than 15% of students had more than 5 unexcused absences in the school year.
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
AJHMS will hold community meetings throughout the school year, including an annual orientation during which parents learn about the importance of attendance.	\$3,200, LCFF Supp.	AJHMS held community meetings throughout the school year, including an annual orientation during which parents learned about the importance of attendance.	\$3,200, LCFF Supp.
Scope of service:	Schoolwide	Scope of service:	Schoolwide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Scope of service:		Scope of service:	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	No changes.
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Original GOAL from prior year LCAP:	13. Alpha will maintain an annual suspension rate of less than 10% as measured by the State.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6_x 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: AJHMS	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	Alpha will maintain an annual suspension rate of less than 10% as measured by the State.	Actual Annual Measurable Outcomes:	Alpha maintained an annual suspension rate of less than 10% as measured by the State.
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
AJHMS 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.	\$3,500, LCFF Base	AJHMS implemented clear expectations for student conduct and protocols for developing constructive student conduct, including problem solving around behaviors that are inconsistent with school expectations, and provided ongoing professional development for teachers on existing student conduct protocols.	\$3,500, LCFF Base
Scope of service:	Schoolwide	Scope of service:	Schoolwide
_x_ALL		_x_ALL	
OR:		OR:	

<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Scope of service: <input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		Scope of service: <input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	No changes.		

Original GOAL from prior year LCAP:	14. AJHMS will maintain an annual expulsion rate of less than 2%.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6_x 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: AJHMS	Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	AJHMS will maintain an annual expulsion rate of less than 2%.	Actual Annual Measurable Outcomes:	AJHMS maintained an annual expulsion rate of less than 2%.
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual

				Expenditures
AJHMS 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.		[see 13]	AJHMS implemented clear expectations for student conduct and protocols for developing constructive student conduct, including problem solving around behaviors that are inconsistent with school expectations, and provided ongoing professional development for teachers on existing student conduct protocols.	
Scope of service:	Schoolwide		Scope of service:	Schoolwide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Scope of service:			Scope of service:	
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		No changes		

Original	15. AJHMS will maintain an annual dropout rate of less than 3%.	Related State and/or Local Priorities:
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GOAL from prior year LCAP:				1__ 2__ 3_x 4__ 5_x 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: AJHMS			
	Applicable Pupil Subgroups: All			
Expected Annual Measurable Outcomes:	AJHMS will maintain an annual dropout rate of less than 3%.	Actual Annual Measurable Outcomes:	AJHMS maintained an annual dropout rate of less than 3%.	
LCAP Year: 2014-15				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
AJHMS 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.	\$3,500, LCFF Base	AJHMS implemented a daily advising program that helps students build a close relationship with a trusted adult, who monitors their academic standing and other factors related to middle school persistence, and intervenes when appropriate.	\$3,500, LCFF Base	
Scope of service:	Schoolwide	Scope of service:	Schoolwide	
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Scope of		Scope of		

service:		service:	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	No changes
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Original GOAL from prior year LCAP:	16. At least 25% of families will volunteer three hours annually and will participate in Alpha community events.	Related State and/or Local Priorities: 1__ 2__ 3_x 4__ 5_x 6_x 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: AJHMS	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	At least 25% of families will volunteer three hours annually and will participate in Alpha community events.	Actual Annual Measurable Outcomes:	At least 25% of families volunteered three hours annually and participated in Alpha community events.
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LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
AJHMS will hold monthly community meetings.	\$3,200, LCFF Supp.	AJHMS held monthly community meetings.	\$3,200, LCFF Supp.

Scope of service:	Schoolwide		Scope of service:	Schoolwide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
AJHMS will maintain structures such as the Parent Committee (SSC/ELAC), in which parents will be strongly encouraged to participate.		\$5,100, LCFF Supp.	AJHMS maintained structures such as the Parent Committee (SSC/ELAC), in which parents were strongly encouraged to participate.		\$5,100, LCFF Supp.
Scope of service:	Schoolwide		Scope of service:	Schoolwide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		No changes			

Original GOAL from prior year LCAP:	17. At least 75% of responding parents indicate that the school environment is safe and supportive on an annual parent survey.	Related State and/or Local Priorities: 1__ 2__ 3_x 4__ 5__ 6_x 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: AJHMS Applicable Pupil Subgroups: All		
Expected Annual	At least 75% of responding parents indicate that the school environment is safe and supportive on	Actual Annual	At least 75% of responding parents indicated that the school environment is safe and supportive on

Measurable Outcomes:	an annual parent survey.	Measurable Outcomes:	an annual parent survey.
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
AJHMS will administer an annual survey, and will tabulate and share results.		\$4,900, LCFF Base	AJHMS administered an annual survey, and tabulated and shared results.
Scope of service:	Schoolwide	Scope of service:	Schoolwide
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Scope of service:		Scope of service:	
<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		No changes.	

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

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

- A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

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

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

Total amount of Supplemental and Concentration grant funds calculated:	\$ <u>122,206</u>
<p>Alpha: Jose Hernandez Middle School will receive \$376,066 in Supplemental Local Control Funding Formula Funds beginning in 2015-16. This amount will increase to approximately \$293,198 in 2016-17 and \$287,827 in 2017-18.</p> <p>AJHMS will offer a variety of programs and supports specifically for English learners and low-income students. These include: learning coaches, mental health support, COST process, and afterschool programming. AJHMS also offers services and programs that are aligned with LCAP goals that serve all students such as: intervention counseling, recruitment and retention of staff of color, positive behavior support and restorative practices. Schoolwide implementation of these practices will not only have an impact on learning environment and the climate of the school as a whole but will also have a disproportionately positive impact on the targeted subgroups.</p> <p>AJHMS recognizes that while these funds are generated in order to serve the focus students, some services may, should the need arise, be utilized for students outside the focus subgroups. While the majority of students served will be focus students (seventy percent or more), there may other students in need that AJHMS does not want to ignore. By providing the services identified without limitations, Alpha will best serve all students, especially focus students. The full list of expenditures is aligned with the goals of the Alpha: Jose Hernandez Middle School Local</p>	

Control and Accountability Plan and addresses the needs of our English learners and low-income students.

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

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

	2014-2015	2015-2016	2016-2017
Estimated Total LCFF Funding	\$ 1,277,464	\$ 2,938,640	\$ 3,995,104
Estimated Base Grant	\$ 1,155,258	\$ 2,645,442	\$ 3,707,277
Estimated Total of Supplemental Grants	\$ 122,206	\$ 293,198	\$ 287,827
Estimate Total of Target Grants	\$ 419,232	\$ 910,835	\$ 1,213,947
Proportional increase or improvement in services for low-income/English learner/foster youth pupils as compared to the services provided to all pupils in that fiscal year.	%10.58	%11.08	%7.76

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

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

(d) "High school graduation rate" shall be calculated as follows:

(1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

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

(e) “Suspension rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

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

(f) “Expulsion rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

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

01-13-15 [California Department of Education]