Local Control Accountability Plan and Annual Update (LCAP) Template

LEA Name	Alpha: Jose Hernandez Middle School		
Contact Name and Title	John Glover, CEO,	Email and Phone	john@alphapublicschools.org **(408) 455-1223**

[2017-20 Plan Summary](#)

THE STORY

Briefly describe the students and community and how the LEA serves them.

Building on the strong academic results of our first school, Alpha Public Schools opened a second middle school in Fall of 2014 and Alpha: José Hernández welcomed its first 6th grade class. Since receiving the charter, JHMS has been authorized to grow and operate as a K-8 over the next few years.

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

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

LCAP HIGHLIGHTS

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

This year's LCAP continues the work of the 3 year plan, put into place last school year. CAHS has worked hard to win on the stated goals and the annual measurable outcomes. The actions and services listed have led to significant gains for the school, but there is continued work to be done. The school is continuing with many of the goals listed in last year's LCAP to ensure consistency and stable data but also adding actions and services to ensure we are meeting emerging needs from our students and families including an increased emphasis on struggling students and meeting our students' socio-emotional needs.

REVIEW OF PERFORMANCE

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

GREATEST PROGRESS

> JHMS showed the greatest progress on 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.
>
> In addition to meeting or exceeding nearly all of the stated metrics, the school was able to execute on many of the actions and services to a high degree of effectiveness.

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

GREATEST NEEDS

> JHMS's greatest need/area of growth is in both Goal 1 (facilities inspections) and Goal 3 (parent involvement). In order to ensure improvement in both, the network has taken steps to address these areas including the hiring of a COO to lead the facilities work and providing support to better and more consistently track parent hours. Additional opportunities for parent involvement are also being considered to ensure parents have a strong presence on campus.

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

PERFORMANCE GAPS

> Goal 2: All students will make significant growth toward mastery of the Common Core State Standards in English Language Arts and Math; EL students will demonstrate growth in meeting EL standards.
>
> For this goal, we are still waiting on Spring MAP data to demonstrate whether the goals set were met or exceeded. This test administration takes place in June, after the LCAP is approved, so it is difficult to say how much progress has been made. For the purposes of this report, we have included Fall to Winter data to provide an update on progress and it does appear that the school is on track to meet or even exceed the goals. However, we can continue to improve the services and the outcomes we provide our ELLs.

INCREASED OR IMPROVED SERVICES

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

Nearly all students at the school are either low-income, ELLs, or foster youth so any increase in services across the school impacts these core groups. Significant ways that the LEA will increase and improve services for these students is through an increased focus on course offerings across the school, an increase in accessibility to counseling services, an increase in staff focused on supporting academic needs (teacher residents and learning coaches), and also by continuing to focus and improve on the previous year's goals to ensure long term improvement.

BUDGET SUMMARY

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	$3,521,338
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$1,391,129

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

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

$3,726,460	Total Projected LCFF Revenues for LCAP Year

[Annual Update](#)

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

Goal 1	All students will receive high quality instruction in Common Core and NGSS standards from highly qualified teachers in 21st Century classrooms at a safe, clean, welcoming facility.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6 ☒ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

[ANNUAL MEASURABLE OUTCOMES](#)

EXPECTED	ACTUAL
• 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.	• 100% of teachers hold valid CA Teaching credentials, enabling them to be in the classroom - 11% Clear, 44.5% Preliminary, 44.5% Intern
• 100% of pupils will have access to standards-aligned materials and additional instructional materials.	• 100% of students have access to standards-aligned materials through the foundational curriculum of EngageNY for ELA and College Prep Math for Mathematics. All full time classroom teachers are also allotted a classroom supplies budget for additional instructional materials that students may need
• The school will maintain or increase course offerings.	• JHMS increased course offerings this year due to adding a grade level.

• 100% of teachers will receive CCSS and NGSS professional development.	• Professional development, based on CCSS and NGSS, was provided to all teachers on Thursday afternoons (our minimum days). Additionally, some teachers received opportunities to attend external PD on these topics. All instructional coaches attended CCSS aligned professional development including "Reading Reconsidered: A Practical Guide to Rigorous Literacy Instruction", CAASPP 2016-17 Operational Hand Scoring Workshop, and Silicon Valley Mathematics Initiative. The information was then presented to teachers in weekly PD. Coaches also worked with teachers weekly to improve their knowledge and ability to backwards plan.
• School leaders rate the facilities as "excellent" on 90% of inspections.	• There was no formal rating system for facilities, but that there was constant communication about facilities needs and a work order system implemented to ensure satisfaction.

ACTIONS / SERVICES

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

Action   **1**

	PLANNED	ACTUAL
Actions/Services	1.1 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.	All teachers have a valid teaching credential: 1 has a clear credential, 4 have a preliminary credential, 4 have an intern credential.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	$13,770	$13,260

	PLANNED	ACTUAL
Actions/Services	1.2 The school will support teachers in becoming highly qualified and in completing the Professional Clear credential through Beginning Teacher Support and Assessment program, subject matter examination, and advanced certification.	One out of two eligible teachers is enrolled in the BTSA program at UCSD with tuition fully paid by Alpha.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	$12,870	$2300

	PLANNED	ACTUAL
Actions/Services	1.3 Purchased instructional materials will be aligned to CA Common Core State Standards and/or with charter petition.	All purchased instructional materials are aligned to the CA CCSS and/or charter petition
	BUDGETED	ESTIMATED ACTUAL
Expenditures	$77,000	$117,500

	PLANNED	ACTUAL
Actions/Services	1.4 The school will provide teachers with collaborative time to plan, create and share standards-based lessons.	The school provides teachers with collaborative time to plan, create, and share lessons. Weekly 40 minute meetings were held between content partners within grade level to review lesson plans. In addition, teachers new to planning and by request had a second weekly planning meeting that was supported by their instructional coach. At least 2 times a month teachers worked together in professional development to share best practices and make edits to lesson plans.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	$92,000	$325,000

	PLANNED	ACTUAL
Actions/Services	1.5 The school will conduct an annual	JHMS conducted an annual assessment of course

	assessment of course offerings and will determine whether to maintain or increase course offerings.	offerings this past year and made a determination to increase course offerings for 16-17.
Expenditures	BUDGETED $1,250	ESTIMATED ACTUAL $6,900

Actions/Services	PLANNED 1.6 Professional development based on CCSS and NGSS will be provided to all teachers.	ACTUAL Professional development, based on CCSS and NGSS, was provided to all teachers on Thursday afternoons (our minimum days). Additionally, some teachers received opportunities to attend external PD on these topics
Expenditures	BUDGETED $30,000	ESTIMATED ACTUAL $77,100

Actions/Services	PLANNED 1.7 Regular custodial cleaning and facility inspections will occur.	ACTUAL Classrooms and school grounds were cleaned on a daily basis by night time custodians based on a specified list of tasks provided by the operations team. The checklist outlines tasks to be conducted on a weekly, monthly and quarterly basis. Facilities walkthroughs conducted quarterly to insure safety and maintenance.
Expenditures	BUDGETED $20,275	ESTIMATED ACTUAL $38,384

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	JHMS has taken steps towards achieving this goal in 16-17, the first year of a three year plan. 4 of the Annual Measurable Outcomes were achieved this year, and are on track to be achieved in subsequent years. 1 of the Annual Measurable Outcomes need additional work – the AMO focused on facilities. The lack of progress in these areas was due to a vacancy on the network operations team also made facilities inspections challenging, as we were short staffed. However, the school did employ a groundskeeper to support with repairs and implemented a work order system to process repair requests.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The actions/services to achieve the goal were effective but will require additional time to achieve and sustain all our Annual Measurable Outcomes. There are also external factors at play which makes the challenge more difficult (operations staffing shortage)
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	In most areas, the school spent more than the budgeted amount (1.3, 1.4, 1.6). This was due to a need to increase investment and also revisiting assumptions, which revealed there were additional investments of time and resources that were not calculated in the original budgeting process.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	No changes to this goal for 17-18. The school will focus on increased execution and effectiveness of the actions and services.

<table>
<tr><td>**Goal 2**</td><td>All students will make significant growth toward mastery of the Common Core State Standards in English Language Arts and Math; EL students will demonstrate growth in meeting EL standards.</td></tr>
</table>

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
• 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.	54% of students demonstrated at least one year of growth based on Fall to Winter data. An additional testing window will occur in June 2017.
• 50% of EL students will demonstrate increases in proficiency on NWEA MAP, demonstrating gains in academic content.	46% of EL students demonstrated increases in proficiency on NWEA MAP based on Fall to Winter data. An additional testing window will occur in June 2017.
• 40% of EL students will advance one level in language proficiency on the CELDT after completing sixth and seventh grade at the school	68.8% of EL students advanced one level in language proficiency on the CELDT after completing sixth and seventh grade at the school
• 10% of students will be reclassified after three years of enrollment at the school.	90.5% of students were reclassified after three years of enrollment at the school

Actions/Services	**PLANNED** 2.1 Provide differentiated instruction through use of Learning Coaches.	**ACTUAL** Learning Coaches are now called Teacher Residents. Teacher Residents used various strategies to provide differentiated instruction. Their role included pulling small groups of struggling students during class time. They also had differentiated groups during Power Hour to work with students at their level in ELA and Math.
Expenditures	**BUDGETED** $105,000	**ESTIMATED ACTUAL** $204,437

Actions/Services	**PLANNED** 2.2 The school will provide teachers with collaborative time to plan, create, and share standards-based lessons that incorporate SDAIE	**ACTUAL** Summer PD and the daily schedule allotted to focus time to plan, create, and share standards-based lessons using GLAD and TLAC strategies. A push here would be to continue to incorporate SDAIE strategies, beyond language objectives and sentence stems.
Expenditures	**BUDGETED** $92,000	**ESTIMATED ACTUAL** $325,000

Actions/Services	**PLANNED** 2.3 EL students participate in English Language Arts/Literacy instruction with targeted instructional support.	**ACTUAL** Alpha primarily meets the needs of its EL students through an inclusion model in which all students are instructed in English by teachers who are specially trained in methods and strategies that promote rapid acquisition of English as well as academic knowledge in core subjects. This year, teachers received training and professional development on ELD standards and Project

		GLAD.
Expenditures	BUDGETED $11,550	ESTIMATED ACTUAL $20,400

	PLANNED	ACTUAL
Actions/Services	2.4 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.	Alpha primarily meets the needs of its EL students through an inclusion model in which all students are instructed in English by teachers who are specially trained in methods and strategies that promote rapid acquisition of English as well as academic knowledge in core subjects. This year, teachers received training and professional development on ELD standards and Project GLAD.
Expenditures	BUDGETED $14,400	ESTIMATED ACTUAL $20,400
Actions/Services	PLANNED 2.5 Teachers will closely monitor progress of EL students, providing support to accelerate academic achievement through the use of regular data analysis cycles.	ACTUAL The CELDT is given as an initial assessment to newly enrolled students whose primary language is not English and as an annual assessment to English learners. The CELDT is used to identify students who are limited English proficient, determine the level of English language proficiency of students who are limited English proficient, and assess the progress of limited English proficient students in acquiring the skills of listening, speaking, reading, and writing in English. Alpha staff meets with the English Learner's family to discuss and determine reclassification. If a student is reclassified, Alpha will monitor the progress of English Learners after classification for a minimum of two years

Expenditures	**BUDGETED** $138,000	**ESTIMATED ACTUAL** $44,810

Actions/Services	**PLANNED** 2.6 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.	**ACTUAL** English Learners are enrolled in regular classes and depending upon individual needs, receive regular small group instruction during the school day. These students are also able to receive before and after school support as needed through Alpha's afterschool program. Alpha teachers are trained in EL support strategies such as GLAD and SDAIE and lesson plans are reviewed for implementation
Expenditures	**BUDGETED** $138,000	**ESTIMATED ACTUAL** $89,620
Actions/Services	**PLANNED** 2.7 Implementation of the CCSS aligned curriculum and the school's core instructional strategies, monitored through classroom observation protocol using Alpha's teacher effectiveness tool.	**ACTUAL** Alpha's academic program requires the teaching of the CCSS standards and the use of standards-aligned curriculum in all classes. Core instructional practices include Close Reading, Accountable Talk, and Socratic Seminar throughout all classrooms. School leaders conduct regular observations, provide ongoing feedback, and conduct summative evaluations using Alpha's teacher evaluation rubric, 1-2 times each year.
Expenditures	**BUDGETED** $21,000	**ESTIMATED ACTUAL** $13,800

Actions/Services	**PLANNED** 2.8 Implement COST process to address academic issues..	**ACTUAL** In order to best support our struggling students, Alpha has implemented a COST (SST) process. This process is run by an interdisciplinary team of professionals, parents, and the student, and is responsible for designing and

		tracking individualized intervention plans. During each meeting, the team identifies primary concerns, desgins interventions to support those concerns, and creates a goal by which to measure student process. The SST process runs in 6 week cycles, with the team meeting to review progress at the end of every cycle. The SST process serves as a Tier 3 intervention, as well as a precursor to a Special Education Evaluation.
Expenditures	**BUDGETED** $4,200	**ESTIMATED ACTUAL** $5,625

Actions/Services	**PLANNED** 2.9 Teachers will closely monitor progress of students towards grade-level proficiency through the use of regular data analysis cycles.	**ACTUAL** Data analysis cycles are happening regularly for interim assessments and MAP testing. Teachers are meeting to review data and action plan around their results.
Expenditures	**BUDGETED** $56,365	**ESTIMATED ACTUAL** $22,405

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	The actions/services listed above have been implemented and have led to strong results early on.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The actions/services listed above have been executed well and have led to strong results. The June testing window for the final round of MAP assessments should also indicate ongoing growth.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	In several areas, the school spent more than was originally budgeted due to revisiting assumptions and/or making increased investments. When less money was spent, it was usually due to changes in staffing or cost.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	The ELL reclassification goal was underestimated so we are using the baseline results from this year to reset the goal at a more appropriate level.

Goal 3

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

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
• At least 95% attendance as measured by ADA	• 94.81% as of May 2017
• No more than 15% of students will have more than 5 unexcused absences in any school year.	• 14.12% as of May 2017
• The school will maintain an annual suspension rate of less than 10% as measured by the State.	• 12% as of May 2017
• The school will maintain an annual expulsion rate of less than 2%.	• 0% as of May 2017
• The school will maintain an annual dropout rate of less than 3%.	• 0% as of May 2017
• At least 25% of families will volunteer three hours annually and will participate in Alpha community events.	• 4.50% as of May 2017

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

- N/A – at the time of writing this LCAP, data was still being collected and analyzed from our parent survey

Actions/Services	**PLANNED** 3.1 Implementation of community and culture building events related to student attendance at school.	**ACTUAL** JHMS has a school wide attendance system. The goal is 95% attendance for each classroom. The actual attendance percentage is communicated to the staff in our weekly newsletters. Every quarter, the class with the highest percentage attendance in each grade level receives an incentive.
Expenditures	**BUDGETED** $3,000	**ESTIMATED ACTUAL** $13,800

Actions/Services	**PLANNED** 3.2 The school will hold community meetings throughout the school year, including an annual orientation during which parents learn about the importance of attendance.	**ACTUAL** Community meetings were held throughout the school year (every other month) to discuss important issues such as attendance. Attendance was also discussed at middle school readiness night
Expenditures	**BUDGETED** $3,000	**ESTIMATED ACTUAL** $3,480

Actions/Services	**PLANNED** 3.3 The school will implement clear expectations for student conduct and protocols for developing constructive student conduct, including problem solving around behaviors that are inconsistent with school expectations, and will provide ongoing professional development for teachers on existing student conduct protocols.	**ACTUAL** Alpha invests heavily in socio-emotional learning through our personalized leadership training program, which is a combination of physical education, martial arts, and leadership training courses. Participation in the program helps students develop constructive habits, both academic and socio-emotional. Additionally, Alpha provides all teachers extensive professional development

		on classroom management strategies, MTSS, and school-wide behavior systems
Expenditures	BUDGETED $12,500	ESTIMATED ACTUAL $13,350

Actions/Services	PLANNED 3.4 The school will implement a daily advising program that helps students build a close relationship with a trusted adult, who will monitor their academic standing and other factors related to middle school persistence, and intervene when appropriate.	ACTUAL JHMS implemented the PLT Lab program
Expenditures	BUDGETED $15,750	ESTIMATED ACTUAL $21,870

Actions/Services	PLANNED 3.5. The school will hold monthly community meetings.	ACTUAL The school holds community meetings every other month, in the mornings and evenings (to ensure strong family participation). In months without community meeting, parents meet in committees or help plan school events.
Expenditures	BUDGETED $3,000	ESTIMATED ACTUAL $3,480

Actions/Services	PLANNED 3.6 The school will maintain structures such as the Parent Committee (SSC/ELAC), in which parents will be strongly encouraged to participate.	ACTUAL The school has an SSC and an ELAC that meets regularly to inform budget and academic program. Parents as well as staff are encouraged to attend.

Expenditures	BUDGETED $8,400	ESTIMATED ACTUAL $17,280

Actions/Services	PLANNED 3.7 The school will administer an annual survey, and will tabulate and share results.	ACTUAL The annual family survey was administered in May this year and results are still being tabulated. Once tabulated, results are shared and action plans are created to ensure trends in feedback are implemented
Expenditures	BUDGETED $2,340	ESTIMATED ACTUAL $5,410

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	The actions/services listed above have been implemented and have led to strong results early on. Continued investment is required to see enduring results.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The actions and services have been effective as the school has met the all the goals except one.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	The school has spent more than was originally budgeted in all actions/services.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	No significant changes to these goals. The baseline data has led to increased goals for next year except in the one goal that was not met. The goal for parent volunteering was reset based on current levels.

Stakeholder Engagement

LCAP Year	☒ 2017–18 ☐ 2018–19 ☐ 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?
The LEA consulted various stakeholders throughout the LCAP planning process, including parents and families, school site council, staff, school leaders, network team, and the community. This happened in a variety of ways including our bi-monthly community meetings, the annual survey, SSC meetings, and through our parent center's ongoing conversation and engagement with families. Our process began in February with SSC and continued up until board approval in mid-June.

IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?
The LCAP includes deeper investments in quality staff, in particular teachers, teacher residents, and counseling services as a result of feedback from stakeholders.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

☐ New	☐ Modified	☒ Unchanged

Goal 1	All students will receive high quality instruction in Common Core and NGSS standards from highly qualified teachers in 21ˢᵗ Century classrooms at a safe, clean, welcoming facility.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6 ☒ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

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

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
100% of core teachers will be appropriately assigned and will hold a valid CA Teaching	100%: 11% Clear, 44.5% Preliminary, 44.5% Intern	100% with increase in clear credentials		

Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing.				
100% of pupils will have access to standards-aligned materials and additional instructional materials.	100% of pupils have access to standards-aligned materials and additional instructional materials.	100% of pupils will have access to standards-aligned materials and additional instructional materials.		
The school will maintain or increase course offerings.	The school increased course offerings.	The school will continue to increase course offerings.		
100% of teachers will receive CCSS and NGSS professional development.	100% of teachers received CCSS and NGSS professional development	100% of teachers will receive CCSS and NGSS professional development.		
School leaders rate the facilities as "excellent" on 90% of inspections.	There was no formal rating system for facilities, but that there was constant communication about facilities needs and a work order system implemented to ensure satisfaction	School leaders rate the facilities as "excellent" on 90% of inspections.		

PLANNED ACTIONS / SERVICES

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

Action   **1**

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

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☒ Specific Schools:_____JHMS_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☒ Specific Schools:____JHMS_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
1.1 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.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$14,459	Amount		Amount	

Source		Source		Source	
Budget Reference	*1000-1999 Certified Personnel Staffing 5000-5999 Services and Other Operating Expenditures*	Budget Reference		Budget Reference	

2017-18

☐ New ☐ Modified ☒ Unchanged

2018-19

☐ New ☐ Modified ☐ Unchanged

2019-20

☐ New ☐ Modified ☐ Unchanged

1.2 The school will support teachers in becoming highly qualified and in completing the Professional Clear credential through Beginning Teacher Support and Assessment program, subject matter examination, and advanced certification.		

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$4,600	Amount		Amount	
Source		Source		Source	
Budget Reference	5000-5999 Services and Other Operating Expenditures	Budget Reference		Budget Reference	

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
1.3 Purchased instructional materials will be aligned to CA Common Core State Standards and/or with charter petition.		

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$117,500	Amount		Amount	
Source		Source		Source	
Budget Reference	*4000-4999 Books and Supplies*	Budget Reference		Budget Reference	

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
1.4 The school will provide teachers with collaborative time to plan, create and share		

standards-based lessons.		

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$298,825	Amount		Amount	
Source		Source		Source	
Budget Reference	*1000-1999 Certified Personnel Staffing* *3000-3999 Employee Benefits*	Budget Reference		Budget Reference	

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
1.5 The school will conduct an annual assessment of course offerings and will determine whether to maintain or increase course offerings including electives.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$6,900	Amount		Amount	
Source		Source		Source	
Budget Reference	*1000-1999 Certified Personnel Staffing* *3000-3999 Employee Benefits*	Budget Reference		Budget Reference	

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
1.6 Professional development based on CCSS and NGSS will be provided to all teachers.		

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$70,000	Amount		Amount	
Source		Source		Source	
Budget Reference	*5000-5999 Services and Other Operating Expenditures*	Budget Reference		Budget Reference	

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
1.7 Regular custodial cleaning and facility inspections will occur.		

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$47,004	Amount		Amount	
Source		Source		Source	
Budget Reference	*4000-4999 Books and Supplies 5000-5999 Services and Other Operating Expenditures*	Budget Reference		Budget Reference	

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
1.8 Increase support staff at school and from network		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$41,787	Amount		Amount	
Source		Source		Source	
Budget Reference	*1000-1999 Certified Personnel Staffing* *2000-2999 Classified Personnel Salaries* *3000-3999 Employee Benefits*	Budget Reference		Budget Reference	

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

☐ New	☐ Modified	☒ Unchanged

Goal 2	All students will make significant growth toward mastery of the Common Core State Standards in English Language Arts and Math; EL students will demonstrate growth in meeting EL standards.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

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

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
50% of students demonstrate at least one year of growth towards grade-level proficiency in the areas of language	54% Fall to Winter, with additional administration in June	64% Fall to Spring		

arts and math on NWEA MAP.			
50% of EL students will demonstrate increases in proficiency on NWEA MAP, demonstrating gains in academic content.	46% Fall to Winter, with additional administration in June	51% Fall to Spring	
40% of EL students will advance one level in language proficiency on the CELDT after completing sixth and seventh grade at the school.	68.80%	72%	
10% of students will be reclassified after three years of enrollment at the school.	90.50%	91%	

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

Action   **2**

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

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☒ Specific Schools:__JHMS_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:__JHMS_____ ☐ Specific Grade spans:_____

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified Unchanged
2.1 Provide differentiated instruction through use of Learning Coaches.		

	2017-18		2018-19		2019-20
Amount	$126,000	Amount		Amount	
Source		Source		Source	
Budget	*1000-1999 Certified Personnel Staffing*	Budget		Budget	

Reference | *3000-3999 Employee Benefits* | Reference | | Reference

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
2.2 The school will provide teachers with collaborative time to plan, create, and share standards-based lessons that incorporate SDAIE.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$298,825	Amount		Amount	
Source		Source		Source	
Budget Reference	*1000-1999 Certified Personnel Staffing 3000-3999 Employee Benefits*	Budget Reference		Budget Reference	

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
2.3 EL students participate in English Language Arts/Literacy instruction with targeted instructional support.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$14,000	Amount		Amount	
Source		Source		Source	
Budget	*5000-5999 Services and Other Operating Expenditures*	Budget		Budget	

Reference		Reference		Reference	

2017-18

☐ New　☐ Modified　☒ Unchanged

2.4 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.

2018-19

☐ New　☐ Modified　☐ Unchanged

2019-20

☐ New　☐ Modified　☐ Unchanged

[BUDGETED EXPENDITURES](#)

2017-18		**2018-19**		**2019-20**	
Amount	$14,000	Amount		Amount	
Source		Source		Source	
Budget Reference	*5000-5999 Services and Other Operating Expenditures*	Budget Reference		Budget Reference	

2017-18

☐ New　☐ Modified　☒ Unchanged

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

2018-19

☐ New　☐ Modified　☐ Unchanged

2019-20

☐ New　☐ Modified　☐ Unchanged

[BUDGETED EXPENDITURES](#)

2017-18　　　　**2018-19**　　　　**2019-20**

Amount	$59,765	Amount		Amount	
Source		Source		Source	
Budget Reference	*1000-1999 Certified Personnel Staffing 3000-3999 Employee Benefits*	Budget Reference		Budget Reference	

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
2.6 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.		

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$119,530	Amount		Amount	
Source		Source		Source	
Budget Reference	*1000-1999 Certified Personnel Staffing 3000-3999 Employee Benefits*	Budget Reference		Budget Reference	

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
2.7 Implementation of the CCSS aligned curriculum and the school's core instructional strategies, monitored through classroom observation protocol using Alpha's teacher effectiveness tool.		

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$13,800	Amount		Amount	
Source		Source		Source	
Budget Reference	*1000-1999 Certified Personnel Staffing 3000-3999 Employee Benefits*	Budget Reference		Budget Reference	

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
2.8 Implement and improve COST process to address academic issues.		

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$7,163	Amount		Amount	
Source		Source		Source	
Budget Reference	*1000-1999 Certified Personnel Staffing 3000-3999 Employee Benefits*	Budget Reference		Budget Reference	

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
2.9 Teachers will closely monitor progress of students towards grade-level proficiency through the use of regular data analysis cycles.		

2017-18		**2018-19**		**2019-20**	
Amount	$29,883	Amount		Amount	
Source		Source		Source	
Budget Reference	*1000-1999 Certified Personnel Staffing* *3000-3999 Employee Benefits*	Budget Reference		Budget Reference	

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

☐ New	☐ Modified	☒ Unchanged

Goal 3	Establish effective systems and a welcoming environment that allow staff, students and families to feel safe and included so that they can participate fully in student learning and the school community.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

- Increase student attendance
- Decrease student absences
- Maintain low suspension rate
- Maintain low dropout rate
- A strong school community and parent participation leading to increased support

- of student success
- Safe and supportive school environment

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
At least 95% attendance as measured by ADA.	94.81%	95%		
No more than 15% of students will have more than 5 unexcused absences in any school year.	14.12%	14%		
The school will maintain an annual suspension rate of less than 10% as measured by the State.	12%	10%		
The school will maintain an annual expulsion rate of less than 2%.	0%	0%		
The school will maintain an annual dropout rate of less than 3%.	0%	0%		
At least 25% of families will volunteer three hours annually and	4.50%	10%		

will participate in Alpha community events.				
At least 75% of responding parents indicate that the school environment is safe and supportive on an annual parent survey.	N/A – at the time of drafting the LCAP, this metric had not been calculated. The survey was administered in April/May and the data is being collected and analyzed	At least 75% of responding parents indicate that the school environment is safe and supportive on an annual parent survey.		

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

Action   **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools spans:_____ ☒ Specific Schools:___JHMS_____ ☐ Specific Grade

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☐ LEA-wide Group(s) ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student
Location(s)	☐ All schools spans:_____ ☒ Specific Schools:_____JHMS_____ ☐ Specific Grade

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
3.1 Implementation of community and culture building events related to student attendance at school.		

2017-18		2018-19		2019-20	
Amount	$13,800	Amount		Amount	
Source		Source		Source	

Budget Reference	*1000-1999 Certified Personnel Staffing* *3000-3999 Employee Benefits*	Budget Reference		Budget Reference	

2017-18		**2018-19**		**2019-20**	
☐ New ☐ Modified ☒ Unchanged		☐ New ☐ Modified ☐ Unchanged		☐ New ☐ Modified ☐ Unchanged	
3.2 The school will hold community meetings throughout the school year, including an annual orientation during which parents learn about the importance of attendance and other school initiatives (field trips, school events etc)					

[BUDGETED EXPENDITURES](#)

2017-18		**2018-19**		**2019-20**	
Amount	$3,555	Amount		Amount	
Source		Source		Source	
Budget Reference	*1000-1999 Certified Personnel Staffing* *3000-3999 Employee Benefits*	Budget Reference		Budget Reference	

☐ New ☐ Modified ☒ Unchanged		☐ New ☐ Modified ☐ Unchanged		☐ New ☐ Modified ☐ Unchanged	
3.3 The school will implement clear expectations for student conduct and protocols for developing constructive student conduct, including problem solving around behaviors that are inconsistent with school expectations, and will provide ongoing professional development for teachers on existing student conduct protocols.					

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$13,350	Amount		Amount	
Source		Source		Source	
Budget Reference	*1000-1999 Certified Personnel Staffing* *3000-3999 Employee Benefits*	Budget Reference		Budget Reference	

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

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$30,350	Amount		Amount	
Source		Source		Source	
Budget Reference	*1000-1999 Certified Personnel Staffing* *3000-3999 Employee Benefits*	Budget Reference		Budget Reference	

☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
3.5. The school will hold monthly community meetings.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$3,555	Amount		Amount	
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

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

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$17,355	Amount		Amount	
Source		Source		Source	
Budget Reference	*1000-1999 Certified Personnel Staffing* *3000-3999 Employee Benefits*	Budget Reference		Budget Reference	

☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
3.7 The school will administer an annual survey, and will tabulate and share results.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$5,625	Amount		Amount	
Source		Source		Source	
Budget Reference	*1000-1999 Certified Personnel Staffing* *3000-3999 Employee Benefits*	Budget Reference		Budget Reference	

☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
3.8 The school will increase access to counseling options		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$19,500	Amount		Amount	
Source		Source		Source	
Budget Reference	*1000-1999 Certified Personnel Staffing* *3000-3999 Employee Benefits*	Budget Reference		Budget Reference	

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year   ☒ 2017–18   ☐ 2018–19   ☐ 2019–20

Estimated Supplemental and Concentration Grant Funds: $ 1,010,255   Percentage to Increase or Improve Services: 37.19 %

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

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

At JHMS, most students are low income, English Learners, or foster youth so any improvement in services for all students directly impacts these subgroups. Many of the actions and services listed in the plan last year will see an increased investment of resources in year two of implementation. In the areas where the school was not able to execute effectively, there is a focused effort to ensure that goals are met and actions and services are well executed upon. Additionally there are some new actions and services that will directly support students in these subgroups, such as increased access to counseling services and focused support efforts by teacher residents and learning coaches. Taken altogether, services should improve by at least 37.19%.

Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

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

Plan Summary

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

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

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

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

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year**: This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual (http://www.cde.ca.gov/fg/ac/sa/)*. (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

> Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.

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

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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 applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to "LEA-wide."

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to "schoolwide".

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", place a check mark next to "Limited to Student Groups".

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

Location(s)

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

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

Actions/Services

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

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

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

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

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

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

State Priorities

Priority 1: Basic Services addresses the degree to which:
 A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
 B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
 C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:
 A. The implementation of state board adopted academic content and performance standards for all students, which are:
   a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
   b. Mathematics – CCSS for Mathematics
   c. English Language Development (ELD)
   d. Career Technical Education
   e. Health Education Content Standards
   f. History-Social Science
   g. Model School Library Standards
   h. Physical Education Model Content Standards
   i. Next Generation Science Standards
   j. Visual and Performing Arts
   k. World Language; and
 B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:
 A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
 B. How the school district will promote parental participation in programs for unduplicated pupils; and
 C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:
 A. Statewide assessments;
 B. The Academic Performance Index;
 C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
 D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
 E. The English learner reclassification rate;
 F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
 G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:
 A. School attendance rates;
 B. Chronic absenteeism rates;
 C. Middle school dropout rates;
 D. High school dropout rates; and
 E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:
 A. Pupil suspension rates;
 B. Pupil expulsion rates; and
 C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:
 A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
 B. Programs and services developed and provided to unduplicated pupils; and
 C. Programs and services developed and provided to individuals with exceptional needs.

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

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

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:
   A. Working with the county child welfare agency to minimize changes in school placement
   B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
   C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
   D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

        (1) The number of 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 5 *CCR* 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).

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

Guiding Questions: Goals, Actions, and Services

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

Prepared by the California Department of Education, October 2016