§ 15497. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: Alpha: José Hernández

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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.

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. 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 should comply with instructions and 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. 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 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:

Parent involvement: efforts to seek parent input in decision making, 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 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 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 engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, 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?

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 representative parents of pupils identified in Education Code section 42238.01?

6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
Alpha: José Hernández's charter terms begins on July 14, 2014 and will open in the fall. In accordance with state law, it has prepared a Local Control Accountability Plan with a modified stakeholder engagement process, given that it is not an operating school. It is the goal of Alpha: José Hernández to embrace a stakeholder engagement process 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 will be used in subsequent years, some of which were also used in the current year.	Alpha: José Hernández's Local Control Accountability Plan guides decisions and practices related to the academic, social-emotional, mental, and physical educational needs of each student. The unduplicated count of high need students is not yet known, but is expected to be similar to that of Alpha: Blanca Alvarado Middle School, whose unduplicated count is 85%. Goals within the school's charter petition and input from stakeholders guided development of goals and actions related to needs of Alpha: José Hernández's students and families with a particular focus on students from low-income, English learner, and Redesignated Fluent English Proficient subgroups.

Involvement Process	Impact on LCAP
Alpha leveraged existing district stakeholder groups and structures to provide LCFF information and elicit input for the 2014-2017 LCAP. The formal stakeholder groups included: 1) Parents 2) Educational Leadership Team (home office staff, principal, assistant principals) 3) Several school staff 4) Potential students These stakeholder groups provided valuable input and were able to ask questions about the LCAP and LCFF.	
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.	The input gathered continued to inform the LCAP throughout its development.
The Alpha: Blanca Alvarado 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: Blanca Alvarado Middle School Local Control Accountability Plan on June 4, 2014.

In subsequent years, during which the LCAP will be reviewed, Alpha: José Hernández will engage stakeholders to provide input on revisions to the LCAP, based on the students actually enrolled and the resulting needs of the school.

Section 2: Goals and Progress Indicators

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, for each state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart 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. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites 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 school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. 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, school site-level advisory groups (e.g., school site 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.

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 "Engagement" (e.g., pupil and parent)?
4) What are the LEA's goal(s) to address 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 subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
7) What are the specific predicted outcomes/metrics/noticeable changes 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 and/or to review progress toward goals in the annual update?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
CONDITIONS OF LEARNING								
Need: Fully credentialed teachers with appropriate EL authorization Metric(s): Analysis of credential documentation	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.	All	LEA		Increased percentage of Highly Qualified staff	Increased percentage of Highly Qualified staff	Increased percentage of Highly Qualified staff	State Priority: 1 – Basic Services
Need: Adoptions aligned with Common Core Metric: Selection process and inventory of	2. 100% of pupils will have access to standards-aligned materials and additional instructional materials.	All	LEA		Increased alignment of instructional materials to CCSS	Increased alignment of instructional materials to CCSS	Increased alignment of instructional materials to CCSS	State Priority: 1 – Basic Services 2 – Implementation of State Standards

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
instructional materials and education technology								
Need: Broad course of study Metric: Audit of a broad course of study through master schedule	3. Provide students access to a broad course of study.	All	LEA		Maintain or increase course offerings	Maintain or increase course offerings	Maintain or increase course offerings	State Priority: 7 – Course Access 5 – Pupil Engagement
Need: Teachers trained in implementing CCSS Metric: Professional Development offering/attendance rates	4. 100% of Alpha teachers will receive professional development based on the CCSS.	All	LEA		100% of teachers will receive CCSS professional development	100% of teachers will receive CCSS professional development	100% of teachers will receive CCSS professional development	State Priority: 2 – Implementation of State Standards
Need: Increase English Learner students' success in core subject areas Metrics: Percent of EL students increasing	5. 50% of EL students will demonstrate increases in proficiency on NWEA MAP, demonstrating gains in academic content	EL students	LEA		Increasing EL student proficiency rates on NWEA MAP	Increasing EL student proficiency rates on NWEA MAP	Increasing EL student proficiency rates on NWEA MAP	State Priority: 2 – Implementation of State Standards 4 – Pupil Achievement

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
proficiency rates on NWEA MAP	knowledge through the implementation of the CCSS and English Language Development Standards.							
Need: Maintain excellent rating Metric(s): Facility Site Inspection Rubric	6. School leaders rate the facilities as "excellent" on 90% of inspections.	All	LEA		High-quality facilities	High-quality facilities	High-quality facilities	State Priority: 1 – Basic Services 4 – Pupil Achievement 5 – Pupil Engagement 6 – School Climate
PUPIL OUTCOMES								
Need: Increase English Learner achievement Metric: Percent of EL students attaining CELDT proficiency Percent of EL students being reclassified	7. 40% of EL students will advance one level in language proficiency on the CELDT after completing sixth and seventh grade at Alpha.	EL students	LEA		Increased CELDT proficiency rates	Increased CELDT proficiency rates	Increased CELDT proficiency rates	State Priority: 4 – Pupil Achievement

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
Need: Increase reclassification rates	8. 10% of students will be reclassified after three years of enrollment at Alpha.	EL students	LEA		Increased reclassification rates	Increased reclassification rates	Increased reclassification rates	State Priority: 4 – Pupil Achievement
Need: Grade level proficiency in core subject areas Metric: NWEA MAP, SBAC	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	All	LEA		Increased proficiency rates on MAP	Increased proficiency rates on MAP	Increased proficiency rates on MAP	State Priority: 4 – Pupil Achievement 8 – Other Student Outcomes
Need: Grade level proficiency in core subject areas Metric: Academic Performance Index	10. Alpha will meet Statewide academic performance index ("API") growth target school wide and for all subgroups.		LEA		API targets met	API targets met	API targets met	State Priority: 4 – Pupil Achievement

ENGAGEMENT

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
Need: Increase student attendance

Metric: Attendance rate (ADA) | 11. At least 95% attendance as measured by ADA. | All | LEA | | Increased student attendance | Increased student attendance | Increased student attendance | State Priority: 5 – Pupil Engagement |
| Need: Decrease student absences

Metric: Absentee rate | 12. No more than 15% of students will have more than 5 unexcused absences in any school year. | All | LEA | | Decreased absentee rate | Decreased absentee rate | Decreased absentee rate | State Priority: 5 – Pupil Engagement |
| Need: Maintain low suspension rate

Metric: Suspension rate | 13. Alpha will maintain an annual suspension rate of less than 10% as measured by the State. | All | LEA | | Low suspension rate | Low suspension rate | Low suspension rate | State Priority: 6 – School Climate |
| Need: Maintain low expulsion rate

Metric: Expulsion rate | 14. Alpha will maintain an annual expulsion rate of less than 2%. | All | LEA | | Low expulsion rate | Low expulsion rate | Low expulsion rate | State Priority: 6 – School Climate |

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
Need: Maintain low drop-out rate	15. Alpha will maintain an annual dropout rate of less than 3%.	All	LEA		Low drop-out rate	Low drop-out rate	Low drop-out rate	State Priority: 3 – Parent Involvement 5 – Pupil Engagement
Need: A strong school community and parent participation, leading to increased support of student success.

Metric: Parent participation in community meetings | 16. At least 25% of families will volunteer three hours annually and will participate in Alpha community events. | All | LEA | | Increased rates of parent participation | Increased rates of parent participation | Increased rates of parent participation | State Priority: 3 – Parent Involvement 5 – Pupil Engagement 6 – School Climate |
| Need: Safe and supportive school environment

Metric: Parent survey ratings | 17. At least 75% of responding parents indicate that the school environment is safe and supportive on an annual parent survey. | All | LEA | | Safe and supportive school environment | Safe and supportive school environment | Safe and supportive school environment | State Priority: 3 – Parent Involvement 6 – School Climate |

Section 3: Actions, Services, and Expenditures

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 the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. 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 actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code 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?
2) How do these actions/services link to identified goals and performance indicators?
3) 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?
4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
5) In the annual update, 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?
6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
CONDITIONS OF LEARNING							
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.	State Priority: 1	1A. 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.	LEA-wide		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	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	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

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		1B. Alpha will support teachers in becoming highly qualified and in completing the Professional Clear credential.	LEA-wide		Subject matter examination; advanced certification; Beginning Teacher Support and Assessment program $3,500, LCFF Base	Subject matter examination; advanced certification; Beginning Teacher Support and Assessment program $3,500, LCFF Base	Subject matter examination; advanced certification; Beginning Teacher Support and Assessment program $3,500, LCFF Base
2. 100% of students will have access to standards-aligned materials and additional instructional materials.	State Priority: 1, 2	2. 100% of instructional materials purchased will be aligned to CA Common Core State Standards and/or aligned with charter petition.	LEA-wide		Purchased instructional materials will be aligned to CA Common Core State Standards and/or with charter petition. $27,600, LCFF Base	Purchased instructional materials will be aligned to CA Common Core State Standards and/or with charter petition. $27,600, LCFF Base	Purchased instructional materials will be aligned to CA Common Core State Standards and/or with charter petition. $27,600, LCFF Base
3. Provide students access to a broad course of study.	State Priority: 7, 5	3. Maintain or increase course offerings	LEA-wide		Maintain or increase course offerings $36,800, LCFF Base	Maintain or increase course offerings $36,800, LCFF Base	Maintain or increase course offerings $36,800, LCFF Base
4. 100% of Alpha teachers will receive professional development based on the CCSS.	State Priority: 2	4. 100% of Alpha teachers will receive professional development based on the CCSS.	LEA-wide		Professional development based on CCSS will be provided to all teachers. $14,000 LCFF	Professional development based on CCSS will be provided to all teachers. $14,000 LCFF	Professional development based on CCSS will be provided to all teachers. $14,000 LCFF

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
					Base	Base	Base
5. EL students will gain academic content knowledge through the implementation of the CCSS and English Language Development Standards.	State Priority: 2, 4	5A. 50% of EL students will demonstrate increases in proficiency on NWEA MAP, demonstrating gains in academic content knowledge through the implementation of the CCSS and English Language Development Standards.	LEA-wide		Provide differentiated instruction through use of Learning Coaches $39,000 LCFF Supplemental	Provide differentiated instruction through use of Learning Coaches $39,000 LCFF Supplemental	Provide differentiated instruction through use of Learning Coaches $39,000 LCFF Supplemental
6. School leaders rate the facilities as "excellent" on 90% of inspections.	State Priority: 1, 4, 5, 6	6. Regular general cleaning by custodial staff will maintain campus cleanliness; facilities inspections by school leaders; facility inspections will screen for safety hazards.	LEA-wide		Regular custodial cleaning; facility inspections $8,000 LCFF Base	Regular custodial cleaning; facility inspections $8,000 LCFF Base	Regular custodial cleaning; facility inspections $8,000 LCFF Base
PUPIL OUTCOMES							
7. 40% of EL students will advance one level in language proficiency on the CELDT after completing	State Priority: 4	7A. EL students participate in English Language Arts/Literacy instruction with targeted instructional support.	LEA-wide		Provide differentiated instruction through use of Learning Coaches (SEE 5A)	Provide differentiated instruction through use of Learning Coaches (SEE 5A)	Provide differentiated instruction through use of Learning Coaches (SEE 5A)

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Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
sixth and seventh grade at Alpha.		7B. All teachers will participate in professional development focusing on appropriate strategies of support and intervention.	LEA-wide		Increase professional development on ELD standards and effective instruction through Integrated and Designated ELD $3,500 LCFF Supplemental	Increase professional development on ELD standards and effective instruction through Integrated and Designated ELD $3,500 LCFF Supplemental	Increase professional development on ELD standards and effective instruction through Integrated and Designated ELD $3,500 LCFF Supplemental
8. 10% of students will be reclassified after three years of enrollment at Alpha.	State Priority: 4	8. 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, GLAD instructional strategies, and additional English Learner instructional best practices as outlined in the charter.	LEA-wide		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, GLAD instructional strategies, and additional English; monitor ELs' academic progress $41,400 LCFF Supplemental	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, GLAD instructional strategies, and additional English; monitor ELs' academic progress $41,400 LCFF Supplemental	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, GLAD instructional strategies, and additional English; monitor ELs' academic progress $41,400 LCFF Supplemental
9. 50% of students	State Priority: 4, 8	9A. Implementation of the CCSS aligned	LEA-wide		Implementation of classroom	Implementation of classroom	Implementation of classroom

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
demonstrate at least one year of growth towards grade-level proficiency in the areas of language arts and math on NWEA MAP.		curriculum and Alpha core instructional strategies, monitored through classroom observation protocol using Alpha's teacher effectiveness tool.			observation protocol $19,100 LCFF Base	observation protocol $19,100 LCFF Base	observation protocol $19,100 LCFF Base
		9B. Each student will spend approximately 120 minutes each day using a variety of targeted, differentiated computer programs that provide individualized instruction.	LEA-wide		Each student will spend approximately 120 minutes each day using a variety of targeted, differentiated computer programs that provide individualized instruction. $19,500 LCFF Base	Each student will spend approximately 120 minutes each day using a variety of targeted, differentiated computer programs that provide individualized instruction. $19,500 LCFF Base	Each student will spend approximately 120 minutes each day using a variety of targeted, differentiated computer programs that provide individualized instruction. $19,500 LCFF Base
		9C. Implement COST (Coordination of Services Team) process to address academic performance issues.	LEA-wide		Implementation of COST process $19,100 LCFF Base	Implementation of COST process $19,100 LCFF Base	Implementation of COST process $19,100 LCFF Base
10. Alpha will	State Priority: 4	10. Implementation	LEA-wide		Implementation	Implementation	Implementation

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Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
meet Statewide academic performance index ("API") growth target school wide and for all subgroups.		of the CCSS aligned curriculum and Alpha core instructional strategies, monitored through classroom observation protocol using Alpha's teacher effectiveness tool.			of classroom observation protocol (SEE 9A)	of classroom observation protocol (SEE 9A)	of classroom observation protocol (SEE 9A)
			ENGAGEMENT				
11. At least 95% attendance as measured by ADA.	State Priority: 5	11. Alpha will provide a safe and engaging learning environment for all its students and families, including those of the various subgroups enrolled.	LEA-wide		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	Implementation of community and culture-building events related to student attendance at school $4,000 LCFF Base
12. No more than 15% of students will have more than 5 unexcused absences in any school year.	State Priority: 5	12A. Parents and students will be made aware of the attendance policy and will conduct outreach with families around the importance of attendance and being on time.	LEA-wide		Alpha will hold community meetings throughout the school year, including an annual orientation during which parents learn about the importance of attendance.	Alpha will hold community meetings throughout the school year, including an annual orientation during which parents learn about the importance of attendance.	Alpha will hold community meetings throughout the school year, including an annual orientation during which parents learn about the importance of attendance.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
					$3,200 LCFF Supplemental	$3,200 LCFF Supplemental	$3,200 LCFF Supplemental
		12B. Alpha will provide a safe and engaging learning environment for all its students and families, including those of the various subgroups enrolled.	LEA-wide		Implementation of community and culture-building events related to student attendance at school (SEE 11)	Implementation of community and culture-building events related to student attendance at school (SEE 11)	Implementation of community and culture-building events related to student attendance at school (SEE 11)
13. Alpha will maintain an annual suspension rate of less than 10%, as measured by the State.	State Priority: 6	13. Alpha 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.	LEA-wide		Ongoing professional development for teachers on existing student conduct protocols $3,500 LCFF Base	Ongoing professional development for teachers on existing student conduct protocols $3,500 LCFF Base	Ongoing professional development for teachers on existing student conduct protocols $3,500 LCFF Base
14. Alpha will maintain an annual expulsion rate of less than 2%.	State Priority: 6	14. Alpha will implement clear expectations for student conduct and protocols for developing constructive student	LEA-wide		Ongoing professional development on existing student conduct protocols (SEE 13)	Ongoing professional development on existing student conduct protocols (SEE 13)	Ongoing professional development on existing student conduct protocols (SEE 13)

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Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		conduct, including problem solving around behaviors that are inconsistent with school expectations.					
15. Alpha will maintain an annual dropout rate of less than 3%.	State Priority: 3, 5	15. Alpha 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.	LEA-wide		Professional development focused on advisory program $3,500 LCFF Base	Professional development focused on advisory program $3,500 LCFF Base	Professional development focused on advisory program $3,500 LCFF Base
16. At least 25% of families will volunteer three hours annually and will participate in Alpha community events.	State Priority: 3, 5, 6	16A. Alpha will hold monthly community meetings.	LEA-wide		Monthly Community Meetings $3,200 LCFF Supplemental	Monthly Community Meetings $3,200 LCFF Supplemental	Monthly Community Meetings $3,200 LCFF Supplemental
		16B. Alpha will maintain structures such as the Parent Committee (SSC/ELAC), in which	LEA-wide		Implementation of Parent Committee (SSC/ELAC) structure	Implementation of Parent Committee (SSC/ELAC) structure	Implementation of Parent Committee (SSC/ELAC) structure

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Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		parents will be strongly encouraged to participate.			$5,100 LCFF Supplemental	$5,100 LCFF Supplemental	$5,100 LCFF Supplemental
17. At least 75% of responding parents indicate that the school environment is safe and supportive on an annual parent survey.	State Priority: 3, 6	17. Alpha will conduct an annual parent survey. At least 85% of families will indicate that the school environment is safe and supportive.	LEA-wide		Administration of annual survey; tabulating and sharing results $4,900 LCFF Base	Administration of annual survey; tabulating and sharing results $4,900 LCFF Base	Administration of annual survey; tabulating and sharing results $4,900 LCFF Base

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B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
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.	State Priority: 1 – Basic Services	1C. Balance placement of staff by experience and skill level	LEA-wide Low-income		Review staff placement $1,616, LCFF Base	Review staff placement $1,616, LCFF Base	Review staff placement $1,616, LCFF Base
2. 100% of students will have access to standards-aligned materials and additional instructional materials	State Priority: 1 – Basic Services 2 – Implementation of State Standards	2B. Alpha will provide teachers with collaborative time to plan, create and share standards-based lessons	LEA-wide Low-income		Implementation of collaborative planning time $1,750, LCFF Supplemental	Implementation of collaborative planning time $1,750, LCFF Supplemental	Implementation of collaborative planning time $1,750, LCFF Supplemental
5. 50% of EL students will demonstrate	State Priority: 2 – Implementation of State Standards	5B. Alpha will provide teachers with collaborative	LEA-wide English Learners		Implementation of collaborative planning time	Implementation of collaborative planning time	Implementation of collaborative planning time

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
increases in proficiency on NWEA MAP, demonstrating gains in academic content knowledge through the implementation of the CCSS and English Language Development Standards.		time to plan, create and share standards-based lessons that incorporate SDAIE			(SEE 2B)	(SEE 2B)	(SEE 2B)
7. 40% of EL students will advance one level in language proficiency on the CELDT after completing sixth and seventh grade at Alpha.	State Priority: 4 – Pupil Achievement	7C. Teachers will closely monitor progress of English Learners, providing support to accelerate academic achievement.	English Learners Redesignated Fluent English Proficient		Conduct regular data analysis cycles $19,100, LCFF Base	Conduct regular data analysis cycles $19,100, LCFF Base	Conduct regular data analysis cycles $19,100, LCFF Base
9. 50% of students demonstrate at least one year of growth towards grade-level proficiency in	State Priority: 4 – Pupil Achievement	9D. Teachers will closely monitor progress of students towards grade-level proficiency	Low-income Students with Disabilities		Conduct regular data analysis cycles (SEE 7C)	Conduct regular data analysis cycles (SEE 7C)	Conduct regular data analysis cycles (SEE 7C)

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Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
the areas of language arts and math on NWEA MAP.							

C. Describe the LEA's increase in 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 school site 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 priority areas. (See 5 CCR 15496(b) for guidance.)

Alpha: José Hernández will receive $ 173,321 in Supplemental Local Control Funding Formula Funds beginning in 2014-15. This amount will increase to approximately $217, 855 in 2015-16 and $ 42,249 in 2016-17.

Alpha will offer a variety of programs and supports specifically for English learners and low-income students. These include: learning coaches, mental heath support, COST process, and afterschool programming. Alpha 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.

Alpha 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 Alpha 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: José Hernández Local Control and

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

D. 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). 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). 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	$3,343,963	$3,831,848	$4,036,245
Estimated Base Grant	$2,985,415	$3,381,182	$3,742,008
Estimated Total of Supplemental Grants	$173,321	$217,855	$142,249
Estimate Total of Target Grants	$185,227	$232,810	$151,988
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.	12.01%	13.33%	7.86%

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.