

# Local Control Accountability Plan and Annual Update (LCAP) Template

**LCAP Year:** 2018-19

Addendum: General Instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

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

## LEA Name

Alpha: Cornerstone Academy  
Preparatory

## Contact Name and Title

Chris Kang

Chief Operating Officer

## Email and Phone

ckang@alphapublicschools.org

408-357-4333

## 2017-20 Plan Summary

### The Story

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

Cornerstone Academy (CAPS) is in its 8th year of operation. Located in the Little Saigon community of San Jose community of San Jose, the school serves a large Vietnamese and Latino population, many of who are English Learners and Low Income. CAPS has a strong, active parent community that supports the school through volunteer work and hosting community events.

CAPS operates on two central guiding beliefs: (1) A college preparatory education begins in kindergarten and (2) literacy and mathematics are the cornerstones of a strong elementary education. Students also have access to technology (1:1 in all grades), and various other specials classes in addition to their core classes.

The school is currently led by Ms. Emma Bean, in her second year (2018-19) as CAPS principal.

### LCAP Highlights

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

CAPS has continued to work hard on its goals and the associated actions and services in order to reach its annual measurable outcomes. The school is continuing with many of the goals listed in last year's LCAP to ensure we are consistent in our focus and can build on successes year over year. However, based on parent feedback and input, for 2018-19, we added significant resources around actions and

services around additional support for upper grade student behavior and culture, counseling services, English Language Learners support, and interventions for our most struggling learners.

## Review of Performance

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

## Greatest Progress

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

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

CAPS greatest need/area of growth is around support for our English Language Learners. Our priorities for 2018-19 have a heavy focus of providing additional time, resources, and personnel to support both EL learners, and struggling learners.

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

## Performance Gaps

No performance gaps as defined above.

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

## Increased or Improved Services

Nearly all students at the school are either ELs, low income, or foster youth, so our services for all

students will address these subgroups. However, we will specifically focus additional resources around supporting our EL learners.

## Budget Summary

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$6,064,072
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$997,352

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

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

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$5,270,621

# Annual Update

**LCAP Year Reviewed:** 2017-18

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

## Goal 1

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

**State and/or Local Priorities addressed by this goal:**

**State Priorities:** 1, 2, 6, 7

**Local Priorities:**

## Annual Measurable Outcomes

**Expected**

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

**Actual**

100% of teachers are appropriately assigned, either through credential or permit. 94% have a teaching credential, 6% have teaching permits and are working towards credential.

## Expected

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

The school will maintain or increase course offerings.

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

## Actual

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

Cornerstone increased course offerings for students by including additional "specials" classes, and adding additional grades

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

**Expected**

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

**Actual**

Cornerstone instituted quarterly operations and facilities walkthroughs this year. On the facilities walkthrough rubric, a standard was an average of >3.0 (out of 5). CAPS averaged a 4.04 for the year. In addition, we gave an operations survey in the middle and end of the year. On the middle of year survey, operations was rated at least 82% or higher as either very effective or effective within operations.

**Actions/Services**

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

**Action 1**

**Planned Actions/Services**

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

**Actual Actions/Services**

100% of teachers are appropriately assigned, either through credential or permit. 94% have a teaching credential, 6% have teaching permits and are working towards credential.

**Budgeted Expenditures**

\$14,459

**Estimated Actual Expenditures**

\$13,272

**Action 2**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

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

Three out of six eligible teachers are enrolled in a BTSA program (two at UCSD) with UCSD tuition fully paid by Alpha.

\$6,900

\$14,029

**Action 3**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

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

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

\$149,550

\$338,879

**Action 4**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

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

CAPS holds weekly Grade Level Team (GLT) meetings, data meetings, and coaching meetings where teachers collaborate with their grade level team. Weekly lesson plans, assessments, and student work are shared with the entire team--ensuring that resources are easily accessible. In our weekly professional development teachers have the opportunity to collaborate across grade and content areas, which has created a strong staff culture and team atmosphere.

\$416,657

\$390,105

**Action 5**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

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

CAPS conducted an annual assessment of course offerings this past year and made a determination to increase course offerings for 2017-18 in order to offer students additional "specials" classes and adjust for an additional grade level.

\$6,900

\$6,958

### Action 6

#### Planned Actions/Services

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

#### Actual Actions/Services

Professional development, based on CCSS was provided to all teachers on Thursday afternoons (our minimum days). Additionally, some teachers received opportunities to attend external PD on these topics.

#### Budgeted Expenditures

\$72,438

#### Estimated Actual Expenditures

\$40,000

### Action 7

#### Planned Actions/Services

#### Actual Actions/Services

#### Budgeted Expenditures

#### Estimated Actual Expenditures

Regular custodial cleaning and facility inspections will occur.

Classrooms and school grounds were cleaned on a daily basis by night time custodians based on a specified list of tasks provided by the operations team. The checklist outlines tasks to be conducted on a weekly, monthly and quarterly basis. Facilities walk throughs conducted quarterly to insure safety and maintance. In addition, school-based ops teams do monthly walkthroughs

\$47,004

\$74,234

**Action 8**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Increase support staff at school and from network

At the school level, an instructional coach was added to the leadership team to add additional observation and coaching support for teachers. At the network level, a Chief Operating Officer, Director of Strategy, and family and community engagement support was added to support the school with additional coaching in operations, long-term strategy, and family engagement.

\$41,787

\$190,815

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

## Analysis

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

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

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

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We made increased investments in additional textbooks/curriculum/instructional materials, and the addition of network office operations support, due to school-level needs 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.

Through our school site council and parent feedback, as well as identified needs based on site assessment, we will add an action/service around

additional remediation, counseling, and behavioral intervention support through additional network and school staff in these areas.

# Goal 2

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

## State and/or Local Priorities addressed by this goal:

**State Priorities:** 2, 4

**Local Priorities:**

## Annual Measurable Outcomes

### Expected

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

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

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

### Actual

52.9%

48%

N/A; With change to ELPAC, results not available by time of submission.

**Expected**

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

**Actual**

N/A: reclassification timeline will happen in the fall using ELPAC results.

**Actions/Services**

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

**Action 1**

**Planned Actions/Services**

Provide differentiated instruction through use of Learning Coaches.

**Actual Actions/Services**

Scholar data is analyzed weekly by classroom teachers and coaches, then teachers plan the lessons and standards that will be remediated or retaught. Specials teachers and classroom teachers work as a team to support students in small groups or 1:1 based on this data. Differentiated instruction happens through out the day, and remediation occurs during Reading Power Hour.

**Budgeted Expenditures**

\$84,000

**Estimated Actual Expenditures**

\$127,849

**Action 2**

**Planned Actions/Services**

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

**Actual Actions/Services**

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

**Budgeted Expenditures**

\$416,657

**Estimated Actual Expenditures**

\$390,105

**Action 3**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

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

Alpha primarily meets the needs of its EL students through an inclusion model in which all students are instructed in English by teachers who are specially trained in methods and strategies that promote rapid acquisition of English as well as academic knowledge in core subjects. This year, teachers received training and professional development best practice strategies effective with ELs and struggling readers.

\$19,000

n/a

**Action 4**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

All teachers will participate in professional development focusing on appropriate strategies of support and intervention 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 best practice strategies effective with ELs and struggling readers.

\$19,000

n/a

**Action 5**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

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

The ELPAC is given as an annual assessment for English Learners. The ELPAC is used to identify students who are limited English proficient, determine the level of English language proficiency of students who are limited English proficient, and assess the progress of limited English proficient students in acquiring the skills of listening, speaking, reading, and writing in English. We also use MAP testing to monitor the progress of EL students. Alpha staff meets with the English Learner's family to discuss and determine reclassification in the Spring.

\$83,331

\$78,021

**Action 6**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

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

Alpha primarily meets the needs of its EL students through an inclusion model in which all students are instructed in English by teachers who are specially trained in methods and strategies that promote rapid acquisition of English as well as academic knowledge in core subjects. This year, teachers received training and professional development best practice strategies effective with ELs and struggling readers.

\$166,663

\$156,042

**Action 7**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

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

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

\$13,800

\$13,915

**Action 8**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Implement and improve COST process to address academic issues.

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

\$7,163

\$7,563

**Action 9**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Teachers will closely monitor progress of students towards grade-level proficiency through the use of regular data analysis cycles.

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

\$41,666

\$39,010

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

## Analysis

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

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

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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

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

In addition, we will adjust our ELL reclassification goal as we have underestimated the % reclassified in the past.



# Goal 3

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

## State and/or Local Priorities addressed by this goal:

**State Priorities:** 3, 5, 6

**Local Priorities:**

## Annual Measurable Outcomes

### Expected

### Actual

At least 95% attendance as measured by ADA.

96.90%

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

7.60%

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

<1%

**Expected**

**Actual**

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

0%

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

0%

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

26%

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

94.80%

**Actions/Services**

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

**Action 1**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Implementation of community and culture building events related to student attendance at school.

CAPS has a grade level based incentive system where attendance awards are given to a winning college cohort based on tardies and attendance. Phone calls are made home weekly to reinforce these expectations and monitor the growth.

\$13,800

\$13,915

## Action 2

### Planned Actions/Services

The school will hold community meetings throughout the school year, including an annual orientation during which parents learn about the importance of attendance and other school initiatives (field trips, school events etc)

### Actual Actions/Services

Parent community meetings are held throughout the year to discuss important issues such as attendance.

### Budgeted Expenditures

\$3,555

### Estimated Actual Expenditures

\$3,585

## Action 3

### Planned Actions/Services

### Actual Actions/Services

### Budgeted Expenditures

### Estimated Actual Expenditures

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

Alpha invests in socio-emotional learning and promoting constructive student conduct through our advisory and classroom meetings. Additionally, Alpha provides all teachers extensive professional development on classroom management strategies, MTSS, and school-wide behavior systems

\$13,350

\$14,218

### Action 4

#### Planned Actions/Services

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 Actions/Services

CAPS implements a character education program which enables adults to form strong relationships with students. This program focuses on the school's core values and supports academic persistence.

#### Budgeted Expenditures

\$30,350

#### Estimated Actual Expenditures

\$25,350

### Action 5

#### Planned Actions/Services

#### Actual Actions/Services

#### Budgeted Expenditures

#### Estimated Actual Expenditures

The school will hold monthly community meetings.

The school held parent association meetings four times during the year. In addition, the school held coffee chats with the principal, there was a robust volunteer program, and the school practiced an open door policy, with parents often on campus supporting the office and classrooms.

\$3,555

\$3,585

**Action 6**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

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

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

\$17,355

\$17,500

**Action 7**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

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

The annual family survey was administered in February, and will be administered in May (results still being tabulated). Results from our February survey show that 95% of our families rate our academics as excellent or good, and 95% of families rate school culture as good or excellent. Action plans are created to ensure trends in feedback are implemented.

\$5,625

\$5,673

## Action 8

### Planned Actions/Services

The school will increase access to counseling options

### Actual Actions/Services

The school has gone from .2 FTE counselors/interns to 1.3 FTE counselors/interns, which has allowed for more students to receive consistent mental health support.

### Budgeted Expenditures

\$19,500

### Estimated Actual Expenditures

\$3,630

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

## Analysis

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

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

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

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

Overall, the school is on track with the actions and services and will continue to be more effective in subsequent years.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The school has spent the expected amount as compared to what was originally budgeted.

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

Based on SSC and parent meetings, we will invest resources more heavily in additional counseling options for our general education students.

# Stakeholder Engagement

LCAP Year: 2018-19

## Involvement Process for LCAP and Annual Update

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

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

## Impact on LCAP and Annual Update

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

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

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# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Modified

# Goal 1

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

**State and/or Local Priorities addressed by this goal:**

**State Priorities:** 1, 2, 6, 7

**Local Priorities:**

**Identified Need:**

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

**Expected Annual Measureable Outcomes**

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>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.</p>	100%	100%	100%	n/a
<p>100% of pupils will have access to standards-aligned materials and additional instructional materials.</p>	100%	100%	100%	n/a

<b>Metrics/Indicators</b>	<b>Baseline</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
100% of teachers will receive CCSS professional development.	100% of teachers will receive CCSS professional development.	100% of teachers will receive CCSS professional development.	100% of teachers will receive CCSS professional development.	n/a
More than 85% of school leaders rate the facilities and operations as “very effective” or “effective” on EOY Ops Survey.	85%	More than 85% of school leaders rate the facilities and operations as “very effective” or “effective” on EOY Ops Survey.	>85%	n/a

## Planned Actions/Services

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

### Action #1

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

**Students to be Served**

All Students

**Location(s)**

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

**Actions/Services**

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

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

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

Unchanged

Modified

New

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

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

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.

n/a

**Budgeted Expenditures**

**Year**                      **2017-18**

**2018-19**

**2019-20**

**Amount**

\$14,459

\$6995

n/a

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

## Action #2

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

### Students to be Served

### Location(s)

All Students

All Schools

**OR**

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

### Students to be Served

### Scope of Services:

### Location(s)

N/A

N/A

N/A

## Actions/Services

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

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

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

Unchanged

Modified

New

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

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

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.

n/a

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	\$6,900	\$31,050	n/a
<b>Source</b>	Title II Funding	Title II Funding	n/a
<b>Budget Reference</b>	5000-5999 Services and Other Operating Expenditures	5000-5999 Services and Other Operating Expenditures	n/a

**Action #3**

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

**Students to be Served**

**Location(s)**

All Students

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

**Actions/Services**

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

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

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

Unchanged

Modified

New

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

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

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

n/a

**Budgeted Expenditures**

**Year**                      **2017-18**

**2018-19**

**2019-20**

**Amount**

\$149,550

\$108,100

n/a

Year	2017-18	2018-19	2019-20
Source	LCFF General Fund	LCFF General Fund	n/a
Budget Reference	4000-4999 Books and Supplies	4000-4999 Books and Supplies	n/a

## Action #4

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

### Students to be Served

### Location(s)

All Students

All Schools

**OR**

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

### Students to be Served

### Scope of Services:

### Location(s)

N/A

N/A

N/A

## Actions/Services

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

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

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

Unchanged

Modified

New

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

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

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

n/a

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	\$416,657	\$119,585	n/a
<b>Source</b>	LCFF General Fund and State SPED Funding	LCFF General Fund and State SPED Funding	n/a
<b>Budget Reference</b>	1000-1999 Certified Personnel Staffing	1000-1999 Certified Personnel Staffing	n/a

**Action #5**

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

**Students to be Served**

**Location(s)**

All Students

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

**Actions/Services**

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

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

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

Unchanged

Modified

New

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

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

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

n/a

**Budgeted Expenditures**

**Year**                      **2017-18**

**2018-19**

**2019-20**

**Amount**

\$72,438

\$59,950

n/a

**Source**

LCFF General Fund and Title II

LCFF General Fund and Title II

n/a



Regular custodial cleaning and facility inspections will occur.

Regular operations and facility quality walkthroughs and operations surveys will occur.

n/a

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$47,004	\$15,272	n/a
<b>Source</b>	LCFF General Fund	LCFF General Fund	n/a
<b>Budget Reference</b>	4000-4999 Books and Supplies	1000-1999 Certified Personnel Staffing	n/a

### Action #7

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

**Students to be Served**

**Location(s)**

All Students

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

**Actions/Services**

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

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

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

Unchanged

Modified

New

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Increase support staff at school and from network

Increase support staff at school and from network, especially for remediation, counseling, and behavioral interventions.

n/a

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	\$41,787	\$127,100	n/a
<b>Source</b>	LCFF General Fund	LCFF General Fund	n/a
<b>Budget Reference</b>	1000-1999 Certified Personnel Staffing	1000-1999 Certified Personnel Staffing	n/a

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

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 Priorities:** 2, 4

**Local Priorities:**

### Identified Need:

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

### Expected Annual Measureable Outcomes

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

<p>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.</p>	<p>50% Fall to Spring</p>	<p>50% Fall to Spring</p>	<p>50% Fall to Spring</p>	<p>n/a</p>
<p>50% of EL students will demonstrate increases in proficiency on NWEA MAP, demonstrating gains in academic content.</p>	<p>48% Fall to Spring</p>	<p>50% Fall to Spring</p>	<p>50% Fall to Spring</p>	<p>n/a</p>
<p>40% of EL students will advance one level in language proficiency on the CELDT/ELPAC after completing sixth and seventh grade at the school.</p>	<p>40%</p>	<p>40%</p>	<p>40%</p>	<p>n/a</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
40% of students will be reclassified after three years of enrollment at the school.	40% reclassified after 3 years	40% reclassified after 3 years	40% reclassified after 3 years	n/a
60% of our lowest quartile students that participate in remediation efforts will achieve their tiered growth targets on NWEA MAP.	60% of our lowest quartile students that participate in remediation efforts will achieve their tiered growth targets on NWEA MAP.	n/a	60% of our lowest quartile students that participate in remediation efforts will achieve their tiered growth targets on NWEA MAP.	n/a

## Planned Actions/Services

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

### Action #1

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

#### Students to be Served

All Students

#### Location(s)

Specific Schools, Cornerstone Academy

**OR**

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

**Students to be Served****Scope of Services:****Location(s)**

N/A

N/A

N/A

**Actions/Services****Select from New, Modified, or Unchanged for 2017-18****Select from New, Modified, or Unchanged for 2018-19****Select from New, Modified, or Unchanged for 2019-20**

Unchanged

Modified

New

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

Provide differentiated instruction through use of Learning Coaches and Teacher Residents.

Provide differentiated instruction through use of full time Learning Coaches and Teacher Residents.

n/a

**Budgeted Expenditures****Year****2017-18****2018-19****2019-20****Amount**

\$84,000

\$211,750

n/a

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

## Action #2

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

Students to be Served	Location(s)
N/A	N/A

**OR**

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

Students to be Served	Scope of Services:	Location(s)
English Learners	Schoolwide	Specific Schools, Alpha Cornerstone Academy Preparatory School

## Actions/Services

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

Unchanged

Modified

New

**2017-18 Actions/Services**

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

**2018-19 Actions/Services**

EL students participate in English Language Arts/Literacy instruction with targeted instructional support, through dedicated language support 4x week in small group pull-out.

**2019-20 Actions/Services**

n/a

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$19,000	\$15,150	n/a
<b>Source</b>	LCFF General Fund and Title III	LCFF General Fund and Title III	n/a
<b>Budget Reference</b>	5000-5999 Services and Other Operating Expenditures	1000-1999 Certified Personnel Staffing	n/a

**Action #3**

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners

Schoolwide

Specific Schools, Alpha: Cornerstone Academy Preparatory School

**Actions/Services**

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

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

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

Unchanged

Modified

New

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

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

All teachers will participate in professional development focusing on appropriate strategies of support and intervention for struggling learners.

n/a

**Budgeted Expenditures**

**Year**

**2017-18**

**2018-19**

**2019-20**

<b>Amount</b>	\$19,000	\$19,783	n/a
<b>Source</b>	LCFF General Fund and Title II	LCFF General Fund and Title II	n/a
<b>Budget Reference</b>	5000-5999 Services and Other Operating Expenditures	5000-5999 Services and Other Operating Expenditures	n/a

## Action #4

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

### Students to be Served

Students with Disabilities, SPED

### Location(s)

Specific Schools, Alpha Cornerstone Academy

**OR**

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

### Students to be Served

N/A

### Scope of Services:

N/A

### Location(s)

N/A

## Actions/Services

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

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

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

Unchanged

Modified

New

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Implement COST process to address academic issues.

Implement COST process to address academic issues.

n/a

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$7,163	\$8,092	n/a
<b>Source</b>	State SPED Funding	State SPED Funding	n/a
<b>Budget Reference</b>	1000-1999 Certified Personnel Staffing	1000-1999 Certified Personnel Staffing	n/a

**Action #5**

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

**Students to be Served**

**Location(s)**

All Students

Specific Schools, Alpha Cornerstone Academy

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

**Actions/Services**

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

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

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

Unchanged

Modified

New

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Teachers will closely monitor progress of students towards grade-level proficiency through the use of regular data analysis cycles.

Teachers will closely monitor progress of students towards grade-level proficiency through the use of regular data analysis cycles.

n/a

**Budgeted Expenditures**

**Year**                      **2017-18**

**2018-19**

**2019-20**

**Amount**

\$41,666

\$39,862

n/a

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

## Action #6

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

### Students to be Served

All Students, Students with Disabilities, Struggling Learners

### Location(s)

Specific Schools, Alpha Cornerstone Academy

**OR**

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

### Students to be Served

N/A

### Scope of Services:

N/A

### Location(s)

N/A

## Actions/Services

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

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

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

New

New

New

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

n/a

Build in remediation/intervention block for selected lowest quartile students (as determined by MAP NWEA)

n/a

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	n/a	\$30,300	TBD
<b>Source</b>	n/a	LCFF General Fund and Title I	TBD
<b>Budget Reference</b>	n/a	1000-1999 Certified Personnel Staffing	TBD

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

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 Priorities:** 3, 5, 6

**Local Priorities:**

### Identified Need:

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

### Expected Annual Measureable Outcomes

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

<b>Metrics/Indicators</b>	<b>Baseline</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
95% ADA	95% ADA	95% ADA	95% ADA	n/a
The school will maintain an annual suspension rate of less than 10% as measured by the State.	<12%	<12%	<12%	n/a
The school will maintain an annual expulsion rate of less than 2%.	<2%	<2%	<2%	n/a
At least 75% of responding parents indicate that the school environment is safe and supportive on an annual parent survey.	>75%	>75%	>75%	n/a

## Planned Actions/Services

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

## Action #1

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

**Students to be Served**

**Location(s)**

All Students

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

## Actions/Services

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

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

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

New

Modified

New

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Implementation of community and culture building events related to student attendance

Implementation of community and culture building events related to college readiness,

n/a

at school.

student attendance, and student engagement at school.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$13,800	\$6,130	n/a
<b>Source</b>	LCFF General Fund	LCFF General Fund	n/a
<b>Budget Reference</b>	1000-1999 Certified Personnel Staffing	1000-1999 Certified Personnel Staffing	n/a

### Action #2

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

**Students to be Served**

**Location(s)**

All Students

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

## Actions/Services

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

New

### 2017-18 Actions/Services

The school will hold community meetings throughout the school year, including an annual orientation during which parents learn about the importance of attendance.

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

Modified

### 2018-19 Actions/Services

The school will hold community meetings and parent trainings throughout the school year, including an annual orientation during which parents learn about college ready skills, including the importance of attendance and other school initiatives (field trips, school events etc)

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

New

### 2019-20 Actions/Services

n/a

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,555	\$10,360	n/a
Source	LCFF General Fund	LCFF General Fund	n/a

Year	2017-18	2018-19	2019-20
<b>Budget Reference</b>	1000-1999 Certified Personnel Staffing	1000-1999 Certified Personnel Staffing	n/a

### Action #3

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

**Students to be Served**

**Location(s)**

All Students

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

### Actions/Services

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

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

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

New

Modified

New

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

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

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.

n/a

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$13,350	\$8,092	n/a
<b>Source</b>	LCFF General Fund	LCFF General Fund	n/a
<b>Budget Reference</b>	1000-1999 Certified Personnel Staffing	1000-1999 Certified Personnel Staffing	n/a

### Action #4

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

**Students to be Served**

All Students

**Location(s)**

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

**Actions/Services**

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

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

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

New

New

New

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

n/a

The school and network will provide additional student culture support, through a culture specific school role and additional behavior support.

n/a

**Budgeted Expenditures**

**Year**

**2017-18**

**2018-19**

**2019-20**

**Amount**

n/a

\$106,480

n/a

<b>Source</b>	n/a	LCFF General Fund	n/a
<b>Budget Reference</b>	n/a	1000-1999 Certified Personnel Staffing	n/a

## Action #5

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

### Students to be Served

### Location(s)

All Students

Specific Schools, Alpha Cornerstone Academy Preparatory School

**OR**

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

### Students to be Served

### Scope of Services:

### Location(s)

N/A

N/A

N/A

## Actions/Services

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

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

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

New

Modified

New

**2017-18 Actions/Services**

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

**2018-19 Actions/Services**

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

**2019-20 Actions/Services**

n/a

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$17,355	\$3,100	n/a
<b>Source</b>	LCFF General Fund	LCFF General Fund	n/a
<b>Budget Reference</b>	1000-1999 Certified Personnel Staffing	1000-1999 Certified Personnel Staffing	n/a

**Action #6**

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

**Students to be Served**

All Students

**Location(s)**

Specific Schools, Alpha Cornerstone Academy Preparatory School

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

**Actions/Services**

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

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

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

New

Modified

New

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

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

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

n/a

**Budgeted Expenditures**

**Year**

**2017-18**

**2018-19**

**2019-20**

**Amount**

\$5,625

\$625

n/a

**Source**

LCFF General Fund

LCFF General Fund

n/a

**Budget Reference**

1000-1999 Certified Personnel Staffing

5000-5999 Services and Other Operating Expenditures

n/a

**Action #7**

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

**Students to be Served**

**Location(s)**

All Students

Specific Schools, Alpha Cornerstone Academy Preparatory School

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

**Actions/Services**

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

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

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

New

Modified

New

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

The school will increase access to counseling options

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

n/a

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$19,500	\$69,575	n/a
<b>Source</b>	LCFF General Fund and State SPED Funding	LCFF General Fund and State SPED Funding	n/a
<b>Budget Reference</b>	1000-1999 Certified Personnel Staffing	1000-1999 Certified Personnel Staffing	n/a

# Demonstration of Increased or Improved Services for Unduplicated Pupils

## LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$1,007,371

27.17%

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

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

At CAPS, 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 27.17%.

## LCAP Year: 2018-19

## Estimated Supplemental and Concentration Grant Funds

\$1,088,232

## Percentage to Increase or Improve Services

25.95%

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

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

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

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