

# Local Control and Accountability Plan

Los Angeles Unified  
Alliance Dr. Olga Mohan High

July 1, 2016 - June 30, 2019

Introduction:

LEA: Alliance Dr. Olga Mohan High

Contact (Name, Title, Email, Phone Number):

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LCAP Year: 2016

*Local Control and Accountability Plan and Annual Update Template*

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

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

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

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

*The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.*

*For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for*

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

## State Priorities

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

### A. Conditions of Learning:

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

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

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

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

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

### B. Pupil Outcomes:

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

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

### C. Engagement:

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

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

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



## Section 1: Stakeholder Engagement

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

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

### Guiding Questions:

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

Involvement Process	Impact on LCAP
Alliance Dr. Olga Mohan High School used multiple channels to	After several meetings and review of data from March 2016 to May

engage our community of stakeholders. The efforts began from March 2016 to April 2016 with several events. The events included the following:

- Administration team meeting, March 2015: The administration team met to discuss last years goal's, and to reflect on the impact of the goals for the upcoming school year
- Parent town hall, Friday, April 15, 2016: All DOMHS parents were invited to attend an information and feedback session about the LCAP goals and actions. Parents were given school-wide data to examine and provide appropriate feedback on critical areas of need.
- Teacher information and input meeting, Wednesday, April 20, 2016: During this meeting the teachers were provided with information about LCAP, opportunities to revise the LCAP, and opportunities to identify further areas of need.
- Student feedback session, Monday, May 23rd: During this meeting the students were provided with an opportunity to identify areas of needs, and strengths of the school site
- School coordinating council meeting, Tuesday, May 24th: During this meeting the school coordinated council (which include teachers, after school community members, students, administration and parents) were provided with a draft of the LCAP, given the opportunity to revise the LCAP, and opportunities to identify further areas of need
- May 9th: LCAP to area superintendent for review and feedback
- May 15th: LCAP to Chief School Officer for review and feedback
- June 7th: LCAP submitted to DOMHS board for approval

Annual Update:

Alliance Dr. Olga Mohan High School used multiple channels to engage our community of stakeholders. The efforts began from April 2016 to May 2016 with several events. The events included the following:

- Parent town hall, Friday, April 15, 2016: All DOMHS parents were

2016 the LEA agreed with the identified several areas of need which include the following:

- Effective implementation of the common core (including instructional resources, and curriculum)
- The retaining, hiring, training and development of effective teachers
- Meeting the mission and vision of DOMHS including graduating students on time, providing access to A-G courses, and prepare students for 4-year universities
- Support for English Language Learners and Re-designated English Language Learners
- Supporting at risk students (including those in danger of not graduating on time, and those with multiple behavioral referrals, and/or suspensions)
- Providing students with the college ready skills in English and math
- Continuing to provide college ready courses for all students
- Continuing to support the daily average attendance rate
- Ensuring parents are partners with teachers and administration to properly support their students
- Continue to support students mastery of content and college ready skills

Annual Update:

After several meetings and review of data from March 2016 to May 2016 the LEA agreed with the identified several areas of need which include the following:

- Effective implementation of the common core (including instructional resources, and curriculum)

invited to attend an information and feedback session about the LCAP goals and actions. Parents were given school-wide data to examine and provide appropriate feedback on critical areas of need.

- Teacher information and input meeting, Wednesday, April 20, 2016: During this meeting the teachers were provided with information about LCAP, opportunities to revise the LCAP, and opportunities to identify further areas of need.
- Student feedback session, Monday, May 23rd: During this meeting the students were provided with an opportunity to identify areas of needs, and strengths of the school site
- School coordinating council meeting, Tuesday, May 24th: During this meeting the school coordinated council (which include teachers, after school community members, students, administration and parents) were provided with a draft of the LCAP, given the opportunity to revise the LCAP, and opportunities to identify further areas of need
- Submitted and approved by Board on June 7, 2016

The LEA used several quantitative metrics in developing and setting LCAP goals. The data includes the following:

2015 CAASPP data for 11th grade students and subgroups of students, CELDT levels, CELDT reclassification rates, percentage of ELL students, Lexile levels, parent surveys, completion of parent hours, suspension and expulsion rates, percentage of effective, highly effective, and master teachers, number of years for teachers, college readiness indicators (SAT, ACT, and EAP), college acceptance rates, daily average attendance, and graduation rates

- The retaining, hiring and development of effective teachers
- Meeting the mission and vision of DOMHS including graduating students on time, providing access to
- Support for English Language Learners and Re-designated English Language Learners
- Supporting at risk students (including those in danger of not graduating on time, and those with multiple behavioral referrals, and/or suspensions)
- Providing students with the college ready skills in English and math
- Continuing to provide college ready courses for all students
- Continuing to support the daily average attendance rate
- Ensuring parents are partners with teachers and administration to properly support their students
- Continue to support students mastery of content and college ready skills

As a result of the meetings specified above, the following changes were made to the LCAP 2016-17 goals

- A revision of the EL goal, with a specific focus now on all EL students meeting the re-classification criteria prior to graduation.
- Parents added suggested activities to increase parental involvement including "Coffee with the principal," creating a calendar for parents, and a principal letter that asks parents to select the events they plan to attend throughout the year.
- An added goal of increasing the percentage of students ready to enroll in college-ready math upon graduation as measured by a student's EAP status.
- An added goal of maintaining a safe and orderly environment to ensure effective student learning
- Developing a more effective after school program

Stakeholders engaged in the process agreed that the top five priorities are:



- Continuing to retain, hire and develop effective teachers to ensure students receive a quality education
- Effective implementation of the Common Core to ensure students are prepared to take college ready English and math upon graduation
- Supporting at risk students (including students in danger of not graduating on time and students with multiple referrals and/or suspensions)
- Ensuring that English Language Learners meet the re-classification criteria needed to reclassify prior to graduation.
- Developing a more effective after school program that provides students with opportunities to engage in clubs and sports

Stakeholders continued to agree that the top five priorities could be supported by, but not limited to:

- Maintaining increased teacher salaries
- Providing instructional support, professional development and instructional coaching and feedback to teachers
- Using counselors and the dean of students to support students at risk of not graduating, or who exhibit at risk in-classroom behaviors
- Providing additional interventions for students in English and math, such as intervention sessions, tutoring, and support classes
- Bringing an outside organization to support an after school program, and maintaining the current after school program

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of

schools, or specify grade spans (e.g., all high schools or grades K-5).

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

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

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

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

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

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

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

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

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?

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

GOAL:	Goal 1: Alliance Dr. Olga Mohan High School will provide a safe and orderly learning environment for students and staff.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE Only: 9__ 10__ Local: _____
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Identified Need:	To address the loss of instructional minutes for students who are chronically absent To address the need of low income students who lose instructional time due to suspensions To maintain the percentage of students suspended To continue to ensure that all in-school and after school activities, events and daily instruction are properly supervised and safe To retain a facility that is cleaned, properly maintained and repaired
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Goal Applies to:	Schools: High School Applicable Pupil Subgroups: Ethnic Group: Black or African American; Ethnic Group: Hispanic or Latino; Socioeconomically disadvantaged; Pupils with disabilities; Foster youth; Homeless Youth
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LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	Suspension rate: ≤1% of students suspended Expulsion rate: maintain suspension rate Attendance rate: Maintain 95% Average daily attendance rate
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> <li>The implementation of the school-wide discipline policy and interventions</li> <li>Continue to develop a culture of learning and support for students through activities during and after school (clubs, sports, tutoring, etc.)</li> <li>The use of alternatives to suspensions</li> <li>Developing partnerships with outside organizations that encourage students to attend school (i.e. Stoked)</li> </ul>	LEA-Wide	__All ----- OR: <input checked="" type="checkbox"/> Low Income pupils    __English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Partnerships with after school programs (I.e. Stoked, JSA, etc) - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$40,000  After school tutoring -

			<p>1000-1999 Certificated Salaries - LCFF S &amp; C: \$48,000</p> <p>After school personnel - 2000-2999 Classified Salaries - LCFF Base: \$18,448</p> <p>After school personnel - 3000-3999 Employee Benefits - LCFF Base: \$4,882</p>
<ul style="list-style-type: none"> <li>• Continue to designate the responsibility to the dean of students/high risk counselor of monitoring students most at risk of suspensions as demonstrated through off task in-classroom behaviors <ul style="list-style-type: none"> <li>o Intervention plan for students identified with off-task behaviors</li> </ul> </li> </ul>	LEA-Wide	<p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	<p>1/2 Dean of students - 1000-1999 Certificated Salaries - LCFF S &amp; C: \$33,036</p> <p>1/2 Dean of Students benefits - 3000-3999 Employee Benefits - LCFF S &amp; C: \$8,439</p>
Provide adequate administrative support to ensure a safe and orderly environment that supports the instruction of rigorous academic standards; as well as to ensure a positive school culture that students buy in to (i.e. pep	LEA-Wide	<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p>	Administrative costs - 1000-1999 Certificated Salaries - LCFF

<p>rallies, positive incentives, etc)</p>		<p><input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: _____</p>	<p>Base: \$310,000   Administrative benefits - 3000-3999  Employee Benefits - LCFF Base: \$65,307</p>
<ul style="list-style-type: none"> <li>• Proper monitoring and tracking of student attendance through PowerSchool</li> <li>• Notification to parents of students daily absents and tardies</li> <li>• Proper implementation of school-wide discipline policy for absent and tardy students (managed by administration, including principal, assistant principal and the dean of students)</li> <li>• The use of teleparent and office personnel to notify parents of students who are chronically absent or tardy</li> </ul>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All  -----  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: _____</p>	<p>Office personnel-tracking, monitoring, and notifying parents of students with chronic tardies and absences - 2000-2999  Classified Salaries - LCFF S &amp; C: \$32,074   Office personnel benefits-Office personnel-tracking, monitoring, and notifying parents of students with chronic tardies and absences - 3000-3999  Employee Benefits - LCFF S &amp; C: \$13,894   administrative costs - 1000-1999</p>

			<p>Certificated Salaries - LCFF Base: \$275,115 (repeated expenditure)</p> <p>administrative benefits - 3000-3999 Employee Benefits - LCFF Base: \$61,953 (repeated expenditure)</p> <p>- 2000-2999 Classified Salaries - LCFF Base: \$38,800</p> <p>office manager - 3000-3999 Employee Benefits - LCFF Base: \$15,371</p>
<p>Alliance Dr. Olga Mohan H.S. will provide adequate resources to Maintain and Operate the complex</p> <p>Janitorial - 22,000</p> <p>Insurance - \$82,000</p> <p>repair and maintenance - \$15,000</p> <p>contracts for services ie. IT, accounting, payroll - \$94,955</p> <p>Management fee - \$585,000</p> <p>Total - \$610,000</p>	LEA-Wide	<p><u>X</u> All</p> <p>-----</p> <p>OR:</p> <p>__Low Income pupils __English Learners</p> <p>__Foster Youth</p> <p>__Redesignated fluent English proficient</p> <p>__Other Subgroups: _____</p>	- 5000-5999 Services and Other Operating Expenses - LCFF Base: \$832,955
Provide a clean facility throughout the	LEA-Wide	<u>X</u> All	Janitorial



instructional day		<p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	<p>personnel - 2000-2999 Classified Salaries - LCFF Base: \$70,034</p> <p>Janitorial personnel benefits - 3000-3999 Employee Benefits - LCFF Base: \$26,957</p>
Students will wear school uniforms	LEA-Wide	<p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	<p>- 7000-7499 Other - LCFF S &amp; C: \$5,850</p>
Provide in-house substitute teachers (56% of the time). When in-house substituting is not available outside subbing agencies will be used to provide students with a quality education and orderly environment while a teacher is not on-site.	LEA-Wide	<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	<p>- 3000-3999 Employee Benefits - LCFF Base: \$14,182</p> <p>- 2000-2999 Classified Salaries - LCFF Base: \$38,817</p> <p>Subbing agency expense - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$28,000</p>

Ensure proper security of campus	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 5000-5999 Services and Other Operating Expenses - LCFF Base: \$5,000
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LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	Suspension rate: ≤1% of students suspended Expulsion rate: maintain suspension rate Attendance rate: Maintain 95% Average daily attendance rate
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> <li>• The implementation of the school-wide discipline policy and interventions</li> <li>• Continue to develop a culture of learning and support for students through activities during and after school (clubs, sports, tutoring, etc.)</li> <li>• The use of alternatives to suspensions</li> <li>• Developing partnerships with outside organizations that encourage students to attend school (i.e. Stoked)</li> </ul>	LEA-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Partnerships with after school programs (I.e. Stoked, JSA, etc) - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$40,000  After school tutoring - 1000-1999 Certificated Salaries - LCFF S & C: \$48,000  After school personnel - 2000-2999

			Classified Salaries - LCFF Base: \$18,448  After school personnel - 3000-3999 Employee Benefits - LCFF Base: \$4,882
<ul style="list-style-type: none"> <li>• Continue to designate the responsibility to the dean of students/high risk counselor of monitoring students most at risk of suspensions as demonstrated through off task in-classroom behaviors             <ul style="list-style-type: none"> <li>o Intervention plan for students identified with off-task behaviors</li> </ul> </li> </ul>	LEA-Wide	__All ----- OR: <input checked="" type="checkbox"/> Low Income pupils    __English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	1/2 Dean of students - 1000-1999 Certificated Salaries - LCFF S & C: \$33,036  1/2 Dean of Students benefits - 3000-3999 Employee Benefits - LCFF S & C: \$8,439
Provide adequate administrative support to ensure a safe and orderly environment that supports the instruction of rigorous academic standards; as well as to ensure a positive school culture that students buy in to (i.e. pep rallies, positive incentives, etc)	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils    __English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Administrative costs - 1000-1999 Certificated Salaries - LCFF Base: \$310,000  Administrative benefits - 3000-3999 Employee Benefits - LCFF Base: \$65,307

- Proper monitoring and tracking of student attendance through PowerSchool
- Notification to parents of students daily absents and tardies
- Proper implementation of school-wide discipline policy for absent and tardy students (managed by administration, including principal, assistant principal and the dean of students)
- The use of teleparent and office personnel to notify parents of students who are chronically absent or tardy

LEA-Wide

X All

OR:

   Low Income pupils    English Learners

   Foster Youth

   Redesignated fluent English proficient

   Other Subgroups: \_\_\_\_\_

Office personnel-tracking, monitoring, and notifying parents of students with chronic tardies and absencies -  
2000-2999  
Classified Salaries  
- LCFF S & C:  
\$32,074

Office personnel benefits-Office personnel-tracking, monitoring, and notifying parents of students with chronic tardies and absencies -  
3000-3999  
Employee Benefits  
- LCFF S & C:  
\$13,894

administrative costs -  
1000-1999  
Certificated Salaries - LCFF  
Base: \$275,115  
(repeated expenditure)

administrative benefits -  
3000-3999

			<p>Employee Benefits - LCFF Base: \$61,953 (repeated expenditure)</p> <p>- 2000-2999 Classified Salaries - LCFF Base: \$38,800</p> <p>office manager - 3000-3999 Employee Benefits - LCFF Base: \$15,371</p>
<p>Alliance Dr. Olga Mohan H.S. will provide adequate resources to Maintain and Operate the complex Janitorial - 22,000 Insurance - \$82,000 repair and maintenance - \$15,000 contracts for services ie. IT, accounting, payroll - \$94,955 Management fee - \$585,000 Total - \$610,000</p>	LEA-Wide	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>- 5000-5999 Services and Other Operating Expenses - LCFF Base: \$841,350</p>
<p>Provide a clean facility throughout the instructional day</p>	LEA-Wide	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>Janitorial personnel - 2000-2999 Classified Salaries - LCFF Base: \$70,034</p> <p>Janitorial personnel benefits - 3000-3999</p>

			Employee Benefits - LCFF Base: \$26,957
Students will wear school uniforms	LEA-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 7000-7499 Other - LCFF S & C: \$5,850
Provide in-house substitute teachers (56% of the time). When in-house substituting is not available outside subbing agencies will be used to provide students with a quality education and orderly environment while a teacher is not on-site.	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 3000-3999 Employee Benefits - LCFF Base: \$14,182  - 2000-2999 Classified Salaries - LCFF Base: \$38,817  Subbing agency expense - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$28,000
Ensure proper security of campus	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 5000-5999 Services and Other Operating Expenses - LCFF Base: \$5,000

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

- Suspension rate: ≤1% of students suspended
- Expulsion rate: maintain suspension rate
- Attendance rate: Maintain 95% Average daily attendance rate

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> <li>• The implementation of the school-wide discipline policy and interventions</li> <li>• Continue to develop a culture of learning and support for students through activities during and after school (clubs, sports, tutoring, etc.)</li> <li>• The use of alternatives to suspensions</li> <li>• Developing partnerships with outside organizations that encourage students to attend school (i.e. Stoked)</li> </ul>	LEA-Wide	<p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils    <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	<p>Partnerships with after school programs (I.e. Stoked, JSA, etc) - 5000-5999</p> <p>Services and Other Operating Expenses - LCFF S &amp; C: \$40,000</p> <p>After school tutoring - 1000-1999</p> <p>Certificated Salaries - LCFF S &amp; C: \$48,000</p> <p>After school personnel - 2000-2999</p> <p>Classified Salaries - LCFF Base: \$18,448</p> <p>After school personnel - 3000-3999</p> <p>Employee Benefits - LCFF Base: \$4,882</p>

<ul style="list-style-type: none"> <li>• Continue to designate the responsibility to the dean of students/high risk counselor of monitoring students most at risk of suspensions as demonstrated through off task in-classroom behaviors</li> <li>o Intervention plan for students identified with off-task behaviors</li> </ul>	LEA-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	1/2 Dean of students - 1000-1999 Certificated Salaries - LCFF S & C: \$33,036  1/2 Dean of Students benefits - 3000-3999 Employee Benefits - LCFF S & C: \$8,439
Provide adequate administrative support to ensure a safe and orderly environment that supports the instruction of rigorous academic standards; as well as to ensure a positive school culture that students buy in to (i.e. pep rallies, positive incentives, etc)	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Administrative costs - 1000-1999 Certificated Salaries - LCFF Base: \$310,000  Administrative benefits - 3000-3999 Employee Benefits - LCFF Base: \$65,307
<ul style="list-style-type: none"> <li>• Proper monitoring and tracking of student attendance through PowerSchool</li> <li>• Notification to parents of students daily absents and tardies</li> <li>• Proper implementation of school-wide discipline policy for absent and tardy students (managed by administration, including principal, assistant principal and the dean of students)</li> <li>• The use of teleparent and office personnel to</li> </ul>	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Office personnel-tracking, monitoring, and notifying parents of students with chronic tardies and absences - 2000-2999 Classified Salaries - LCFF S & C:



notify parents of students who are chronically absent or tardy

\$32,074

Office personnel benefits-Office personnel-tracking, monitoring, and notifying parents of students with chronic tardies and absences - 3000-3999 Employee Benefits - LCFF S & C: \$13,894

administrative costs - 1000-1999 Certificated Salaries - LCFF Base: \$275,115 (repeated expenditure)

administrative benefits - 3000-3999 Employee Benefits - LCFF Base: \$61,953 (repeated expenditure)

- 2000-2999 Classified Salaries - LCFF Base: \$38,800

			office manager - 3000-3999 Employee Benefits - LCFF Base: \$15,371
Alliance Dr. Olga Mohan H.S. will provide adequate resources to Maintain and Operate the complex Janitorial - 22,000 Insurance - \$82,000 repair and maintenance - \$15,000 contracts for services ie. IT, accounting, payroll - \$94,955 Management fee - \$585,000 Total - \$610,000	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 5000-5999 Services and Other Operating Expenses - LCFF Base: \$849,696
Provide a clean facility throughout the instructional day	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Janitorial personnel - 2000-2999 Classified Salaries - LCFF Base: \$70,034  Janitorial personnel benefits - 3000-3999 Employee Benefits - LCFF Base: \$26,957
Students will wear school uniforms	LEA-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 7000-7499 Other - LCFF S & C: \$5,850

<p>Provide in-house substitute teachers (56% of the time). When in-house substituting is not available outside subbing agencies will be used to provide students with a quality education and orderly environment while a teacher is not on-site.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>- 3000-3999 Employee Benefits - LCFF Base: \$14,182  - 2000-2999 Classified Salaries - LCFF Base: \$38,817  Subbing agency expense - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$28,000</p>
<p>Ensure proper security of campus</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>- 5000-5999 Services and Other Operating Expenses - LCFF Base: \$5,000</p>

<b>GOAL:</b>	Goal 2: Alliance Dr. Olga Mohan High School will promote greater parent involvement to support student achievement	Related State and/or Local Priorities: 1__ 2__ 3 <u>X</u> 4__ 5__ 6__ 7__ 8__ COE Only: 9__ 10__ Local: _____
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<b>Identified Need:</b>	To address the low participation of parents in workshops and conferences so to support student academic growth
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<b>Goal Applies to:</b>	Schools: High School
	Applicable Pupil Subgroups: All

LCAP Year 1: 2016-17

<b>Expected Annual Measurable Outcomes:</b>	<ul style="list-style-type: none"> <li>• 35% families attending parent workshops</li> <li>• 68% families attending parent conferences</li> </ul>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
To monitor parental involvement, and to encourage parents to engage in thoughtful and meaningful workshops/conferences throughout the year the school will continue to employ a parent coordinator. The parent coordinator will partner with the counselors and the the administration will determine effective workshops for parents, and assist with the design of conferences to ensure parent participation.	LEA-Wide	__All ----- OR: <u>X</u> Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Part time parent coordinator - 2000-2999 Classified Salaries - LCFF S & C: \$16,037  Part time parent coordinator benefits - 3000-3999 Employee Benefits - LCFF S & C: \$6,942
Provide parental involvement, conference and workshop opportunities that include the following: <ul style="list-style-type: none"> <li>• Parent calendar readily available</li> <li>• Parent workshops on college and career readiness; how to support at-risk students,</li> </ul>	LEA-Wide	__All ----- OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Redesignated fluent English proficient	1/2 dean of students salary - 1000-1999 Certificated Salaries - LCFF S & C: \$33,082

<p>and to students with academics; EL parent meetings, etc.</p> <ul style="list-style-type: none"> <li>• Parent conferences and meetings with counselors, and teachers for students at risk of not graduating on time, or with behavioral concerns</li> <li>• Semester conferences with teachers on student grades</li> </ul>		<p>__Other Subgroups: _____</p>	<p>(repeated expenditure)</p> <p>1/2 dean of students benefits - 4000-4999 Books and Supplies - LCFF S &amp; C: \$8,339 (repeated expenditure)</p> <p>Counselor Salary - 2000-2999 Classified Salaries - LCFF Base: \$64,214</p> <p>Counselor benefits - 2000-2999 Classified Salaries - LCFF Base: \$16,586</p>
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LCAP Year 2: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> <li>• 35% families attending parent workshops</li> <li>• 68% families attending parent conferences</li> </ul>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>To monitor parental involvement, and to encourage parents to engage in thoughtful and meaningful workshops/conferences throughout the year the school will continue to employ a parent coordinator. The parent coordinator will partner with the counselors and the the administration will determine effective</p>	<p>LEA-Wide</p>	<p>__All ----- OR: <u>X</u> Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____</p>	<p>Part time parent coordinator - 2000-2999 Classified Salaries - LCFF S &amp; C: \$16,037</p>

workshops for parents, and assist with the design of conferences to ensure parent participation.			Part time parent coordinator benefits - 3000-3999 Employee Benefits - LCFF S & C: \$6,942
<p>Provide parental involvement, conference and workshop opportunities that include the following:</p> <ul style="list-style-type: none"> <li>• Parent calendar readily available</li> <li>• Parent workshops on college and career readiness; how to support at-risk students, and to students with academics; EL parent meetings, etc.</li> <li>• Parent conferences and meetings with counselors, and teachers for students at risk of not graduating on time, or with behavioral concerns</li> <li>• Semester conferences with teachers on student grades</li> </ul>	LEA-Wide	<p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	<p>1/2 dean of students salary - 1000-1999 Certificated Salaries - LCFF S &amp; C: \$33,082 (repeated expenditure)</p> <p>1/2 dean of students benefits - 4000-4999 Books and Supplies - LCFF S &amp; C: \$8,339 (repeated expenditure)</p> <p>Counselor Salary - 2000-2999 Classified Salaries - LCFF Base: \$64,214</p> <p>Counselor benefits - 2000-2999 Classified Salaries - LCFF Base: \$16,586</p>
LCAP Year 3: 2018-19			

Expected Annual Measurable Outcomes:

- 35% families attending parent workshops
- 68% families attending parent conferences

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>To monitor parental involvement, and to encourage parents to engage in thoughtful and meaningful workshops/conferences throughout the year the school will continue to employ a parent coordinator. The parent coordinator will partner with the counselors and the administration will determine effective workshops for parents, and assist with the design of conferences to ensure parent participation.</p>	<p>LEA-Wide</p>	<p><input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>Part time parent coordinator - 2000-2999 Classified Salaries - LCFF S &amp; C: \$16,037</p> <p>Part time parent coordinator benefits - 3000-3999 Employee Benefits - LCFF S &amp; C: \$6,942</p>
<p>Provide parental involvement, conference and workshop opportunities that include the following:</p> <ul style="list-style-type: none"> <li>• Parent calendar readily available</li> <li>• Parent workshops on college and career readiness; how to support at-risk students, and to students with academics; EL parent meetings, etc.</li> <li>• Parent conferences and meetings with counselors, and teachers for students at risk of not graduating on time, or with behavioral concerns</li> <li>• Semester conferences with teachers on student grades</li> </ul>	<p>LEA-Wide</p>	<p><input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>1/2 dean of students salary - 1000-1999 Certificated Salaries - LCFF S &amp; C: \$33,082 (repeated expenditure)</p> <p>1/2 dean of students benefits - 4000-4999 Books and Supplies - LCFF S &amp; C: \$8,339 (repeated expenditure)</p>

			Counselor Salary - 2000-2999 Classified Salaries - LCFF Base: \$64,214
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			Counselor benefits - 2000-2999 Classified Salaries - LCFF Base: \$16,586
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GOAL:	Goal 3: Ensure that all students have access to effective, highly effective or master teachers according to the Alliance evaluation rubric	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE Only: 9__ 10__ Local: _____
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Identified Need:	To address high poverty students who are in need of highly effective teachers who are fully credentialed and continue to be highly effective
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Goal Applies to:	Schools: High School Applicable Pupil Subgroups: All
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LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>• 100% fully credentialed teachers</li> <li>• 100% effective, highly effective, and master teachers according the ALLI evaluation framework and observations cycle by the end of the 2016-17 school year</li> </ul>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Ensure that all teachers that are hired have correct credential and are assigned to the appropriate content areas (base teacher salaries and benefits)	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Does not include the science, ELD, ELA, and math instructional coaches, or the support teachers - 1000-1999 Certificated Salaries - LCFF Base: \$1,302,900  - 3000-3999 Employee Benefits - LCFF Base: \$320,170
In order to retain highly qualified teachers for low income pupils, provide additional compensation	LEA-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners	does not include math support teacher, and ELD, ELA, and math

		<input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	coaches - 1000-1999 Certificated Salaries - LCFF S & C: \$350,000  - 3000-3999 Employee Benefits - LCFF S & C: \$64,000
Professional Development All teachers will participate in professional developments that focus on the following topics: <ul style="list-style-type: none"> <li>• School-wide and department-wide strategies that support the implementation of the Common Core standards</li> <li>• Best instructional strategies, scaffolded and differentiated activities, and assessments for subgroups of students including at risk students, SPED students, and EL students through professional development</li> <li>• The design of rigorous assessments, and the criteria of success</li> </ul> All new teachers will receive <ul style="list-style-type: none"> <li>• Summer professional development and training through the school site and the school's CMO</li> <li>• Monthly professional developments that focus on the implementation of the school-wide strategies</li> </ul> Returning and new teachers will have access and opportunities to attend professional developments and trainings aligned to the school focus through PDs offered off site	LEA-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Total teacher salaries for site and alliance PDs - 1000-1999 Certificated Salaries - LCFF S & C: \$46,650 (repeated expenditure)  Total teacher benefits for site and alliance PDs - 3000-3999 Employee Benefits - LCFF S & C: \$6,545 (repeated expenditure)  Additional professional development opportunities offered to teachers - 5000-5999 Services and Other Operating

			<p>Expenses -LCFF S &amp; C: \$3,000</p> <p>New teacher summer PD - 1000-1999 Certificated Salaries - LCFF S &amp; C: \$7,500</p> <p>New teacher summer pd (benefits) - 3000-3999 Employee Benefits - LCFF S &amp; C: \$1,052</p>
<p><b>Instructional Coaching</b> It is essential that all teachers receive instructional coaching from the administration or from a teacher leader. As a result the following is implemented:</p> <ul style="list-style-type: none"> <li>• All new and returning teachers will receive coaching from a teacher leader and/or administrator on a bi-weekly basis with a focus on effective strategies for low-income students</li> </ul> <p>Additionally, all coaching is focused on effectively implementing the school-wide focus for each professional development, and school-wide strategies and activities that support the successful implementation of common core standards and objectives.</p>	<p>LEA-Wide</p>	<p><input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>Instructional coaching stipends = 8800 Instructional coach (science-10 hours)- 10800 - 1000-1999 Certificated Salaries - LCFF S &amp; C: \$19,600</p> <p>Instructional coaching-employee benefits (4 coaches stipend benefits) 4488 instructional coach (science-10 hours) benefits: 400 - 3000-3999</p>

			Employee Benefits - LCFF S & C: \$4,888
<p>Culture</p> <p>The development of a culture of learning for all students, support for teachers, teacher leadership opportunities and appreciation for teachers is critical to retaining effective teachers. A second administrator will support the principal in developing an effective school culture, and fostering a culture that supports teacher observations, feedback, and growth. To foster this type of culture, the following elements will remain in place:</p> <ul style="list-style-type: none"> <li>• Open door policy between the administration and teacher</li> <li>• Monthly staff appreciation and recognition</li> <li>• Teacher leader or coaching opportunities</li> <li>• Club leader opportunities</li> <li>• Teacher feedback on student discipline policies, school-wide strategies, school activities, etc.</li> </ul> <p>Additional opportunities will include administration professional development to ensure a strong school culture amongst all stakeholders</p>	LEA-Wide	<p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils    <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	<p>- 1000-1999 Certificated Salaries - LCFF Base: \$310,000 (repeated expenditure)</p> <p>- 1000-1999 Certificated Salaries - LCFF S &amp; C: \$65,037 (repeated expenditure)</p> <p>- 5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$20,000</p>
Summer leadership training for teachers	LEA-Wide	<p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils    <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	<p>- 1000-1999 Certificated Salaries - LCFF Base: \$3,000</p> <p>- 3000-3999 Employee Benefits - LCFF S &amp; C: \$800</p>

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> <li>• 100% fully credentialed teachers</li> <li>• 100% effective, highly effective, and master teachers according the ALLI evaluation framework and observations cycle by the end of the 2016-17 school year</li> </ul>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Ensure that all teachers that are hired have correct credential and are assigned to the appropriate content areas (base teacher salaries and benefits)</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>Does not include the science, ELD, ELA, and math instructional coaches, or the support teachers - 1000-1999 Certificated Salaries - LCFF Base: \$1,302,900</p> <p>- 3000-3999 Employee Benefits - LCFF Base: \$320,170</p>
<p>In order to retain highly qualified teachers for low income pupils, provide additional compensation</p>	<p>LEA-Wide</p>	<p><input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>does not include math support teacher, and ELD, ELA, and math coaches - 1000-1999 Certificated Salaries - LCFF S &amp; C: \$350,000</p> <p>- 3000-3999 Employee Benefits - LCFF S &amp; C:</p>

			\$64,000
<p>Professional Development</p> <p>All teachers will participate in professional developments that focus on the following topics:</p> <ul style="list-style-type: none"> <li>• School-wide and department-wide strategies that support the implementation of the Common Core standards</li> <li>• Best instructional strategies, scaffolded and differentiated activities, and assessments for subgroups of students including at risk students, SPED students, and EL students through professional development</li> <li>• The design of rigorous assessments, and the criteria of success</li> </ul> <p>All new teachers will receive</p> <ul style="list-style-type: none"> <li>• Summer professional development and training through the school site and the school's CMO</li> <li>• Monthly professional developments that focus on the implementation of the school-wide strategies</li> </ul> <p>Returning and new teachers will have access and opportunities to attend professional developments and trainings aligned to the school focus through PDs offered off site</p>	LEA-Wide	<p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	<p>Total teacher salaries for site and alliance PDs - 1000-1999 Certificated Salaries - LCFF S &amp; C: \$46,650 (repeated expenditure)</p> <p>Total teacher benefits for site and alliance PDs - 3000-3999 Employee Benefits - LCFF S &amp; C: \$6,545 (repeated expenditure)</p> <p>Additional professional development opportunities offered to teachers - 5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$3,000</p> <p>New teacher summer PD - 1000-1999 Certificated Salaries - LCFF S &amp; C: \$7,500</p>

			New teacher summer pd (benefits) - 3000-3999 Employee Benefits - LCFF S & C: \$1,052
<p>Instructional Coaching</p> <p>It is essential that all teachers receive instructional coaching from the administration or from a teacher leader. As a result the following is implemented:</p> <ul style="list-style-type: none"> <li>• All new and returning teachers will receive coaching from a teacher leader and/or administrator on a bi-weekly basis with a focus on effective strategies for low-income students</li> </ul> <p>Additionally, all coaching is focused on effectively implementing the school-wide focus for each professional development, and school-wide strategies and activities that support the successful implementation of common core standards and objectives.</p>	LEA-Wide	<p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils   <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	<p>Instructional coaching stipends = 8800</p> <p>Instructional coach (science-10 hours)- 10800 - 1000-1999</p> <p>Certificated Salaries - LCFF S &amp; C: \$19,600</p> <p>Instructional coaching-employee benefits (4 coaches stipend benefits) 4488</p> <p>instructional coach (science-10 hours) benefits: 400 - 3000-3999</p> <p>Employee Benefits - LCFF S &amp; C: \$4,888</p>
<p>Culture</p> <p>The development of a culture of learning for all students, support for teachers, teacher leadership opportunities and appreciation for teachers is critical to retaining effective</p>	LEA-Wide	<p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils   <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p>	<p>- 1000-1999</p> <p>Certificated Salaries - LCFF Base: \$310,000 (repeated)</p>

<p>teachers. A second administrator will support the principal in developing an effective school culture, and fostering a culture that supports teacher observations, feedback, and growth. To foster this type of culture, the following elements will remain in place:</p> <ul style="list-style-type: none"> <li>• Open door policy between the administration and teacher</li> <li>• Monthly staff appreciation and recognition</li> <li>• Teacher leader or coaching opportunities</li> <li>• Club leader opportunities</li> <li>• Teacher feedback on student discipline policies, school-wide strategies, school activities, etc.</li> </ul> <p>Additional opportunities will include administration professional development to ensure a strong school culture amongst all stakeholders</p>		<p><input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: _____</p>	<p>expenditure)  - 1000-1999  Certificated Salaries - LCFF S &amp; C: \$65,037 (repeated expenditure)  - 5000-5999  Services and Other Operating Expenses - LCFF S &amp; C: \$20,000</p>
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<p>Summer leadership training for teachers</p>	<p>LEA-Wide</p>	<p><input type="checkbox"/> All  -----  OR:  <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: _____</p>	<p>- 1000-1999  Certificated Salaries - LCFF Base: \$3,000  - 3000-3999  Employee Benefits - LCFF S &amp; C: \$800</p>
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LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> <li>• 100% fully credentialed teachers</li> <li>• 100% effective, highly effective, and master teachers according the ALLI evaluation framework and observations cycle by the end of the 2016-17 school year</li> </ul>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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<p>Ensure that all teachers that are hired have correct credential and are assigned to the appropriate content areas (base teacher salaries and benefits)</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>Does not include the science, ELD, ELA, and math instructional coaches, or the support teachers - 1000-1999 Certificated Salaries - LCFF Base: \$1,302,900  - 3000-3999 Employee Benefits - LCFF Base: \$320,170</p>
<p>In order to retain highly qualified teachers for low income pupils, provide additional compensation</p>	<p>LEA-Wide</p>	<p><input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>does not include math support teacher, and ELD, ELA, and math coaches - 1000-1999 Certificated Salaries - LCFF S &amp; C: \$350,000  - 3000-3999 Employee Benefits - LCFF S &amp; C: \$64,000</p>
<p>Professional Development All teachers will participate in professional developments that focus on the following topics: • School-wide and department-wide strategies that support the implementation of the Common Core standards</p>	<p>LEA-Wide</p>	<p><input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>Total teacher salaries for site and alliance PDs - 1000-1999 Certificated Salaries - LCFF S &amp; C: \$46,650</p>

- Best instructional strategies, scaffolded and differentiated activities, and assessments for subgroups of students including at risk students, SPED students, and EL students through professional development
- The design of rigorous assessments, and the criteria of success

All new teachers will receive

- Summer professional development and training through the school site and the school's CMO
- Monthly professional developments that focus on the implementation of the school-wide strategies

Returning and new teachers will have access and opportunities to attend professional developments and trainings aligned to the school focus through PDs offered off site

(repeated expenditure)

Total teacher benefits for site and alliance PDs - 3000-3999 Employee Benefits - LCFF S & C: \$6,545 (repeated expenditure)

Additional professional development opportunities offered to teachers - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$3,000

New teacher summer PD - 1000-1999 Certificated Salaries - LCFF S & C: \$7,500

New teacher summer pd (benefits) - 3000-3999 Employee Benefits - LCFF S & C: \$1,052

<p><b>Instructional Coaching</b>  It is essential that all teachers receive instructional coaching from the administration or from a teacher leader. As a result the following is implemented:</p> <ul style="list-style-type: none"> <li>• All new and returning teachers will receive coaching from a teacher leader and/or administrator on a bi-weekly basis with a focus on effective strategies for low-income students</li> </ul> <p>Additionally, all coaching is focused on effectively implementing the school-wide focus for each professional development, and school-wide strategies and activities that support the successful implementation of common core standards and objectives.</p>	<p>LEA-Wide</p>	<p><input type="checkbox"/> All  -----  OR:  <input checked="" type="checkbox"/> Low Income pupils   <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: _____</p>	<p>Instructional coaching stipends = 8800  Instructional coach (science-10 hours)- 10800 - 1000-1999  Certificated Salaries - LCFF S &amp; C: \$19,600</p> <p>Instructional coaching-employee benefits (4 coaches stipend benefits) 4488  instructional coach (science-10 hours) benefits: 400 - 3000-3999  Employee Benefits - LCFF S &amp; C: \$4,888</p>
<p><b>Culture</b>  The development of a culture of learning for all students, support for teachers, teacher leadership opportunities and appreciation for teachers is critical to retaining effective teachers. A second administrator will support the principal in developing an effective school culture, and fostering a culture that supports teacher observations, feedback, and growth. To foster this type of culture, the following elements will remain in place:</p> <ul style="list-style-type: none"> <li>• Open door policy between the administration and teacher</li> <li>• Monthly staff appreciation and recognition</li> </ul>	<p>LEA-Wide</p>	<p><input type="checkbox"/> All  -----  OR:  <input checked="" type="checkbox"/> Low Income pupils   <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: _____</p>	<p>- 1000-1999  Certificated Salaries - LCFF Base: \$310,000 (repeated expenditure)</p> <p>- 1000-1999  Certificated Salaries - LCFF S &amp; C: \$65,037 (repeated expenditure)</p>

<ul style="list-style-type: none"> <li>• Teacher leader or coaching opportunities</li> <li>• Club leader opportunities</li> <li>• Teacher feedback on student discipline policies, school-wide strategies, school activities, etc.</li> </ul> <p>Additional opportunities will include administration professional development to ensure a strong school culture amongst all stakeholders</p>			<p>- 5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$20,000</p>
<p>Summer leadership training for teachers</p>	<p>LEA-Wide</p>	<p><input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>- 1000-1999 Certificated Salaries - LCFF Base: \$3,000</p> <p>- 3000-3999 Employee Benefits - LCFF S &amp; C: \$800</p>

<b>GOAL:</b>	Goal 4: All students at Alliance Dr. Olga Mohan High School will achieve grade level standards in English Language Arts to increase the percentage of students ready to enroll in college ready English courses upon graduation	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ <u>X</u> COE Only: 9__ 10__ Local: _____
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<b>Identified Need:</b>	To address the percentage of low-income students, English language learners, and RFEP students who are not meeting grade level and college ready standards upon high school graduation
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<b>Goal Applies to:</b>	Schools: High School Applicable Pupil Subgroups: All
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LCAP Year 1: 2016-17

<b>Expected Annual Measurable Outcomes:</b>	<ul style="list-style-type: none"> <li>• 64% of graduating seniors will receive EAP status in English upon graduation</li> <li>• 64% of grade 11 students will meet or exceed the standards on CAASPP in English.</li> <li>• 30% of EL students will meet or exceed the standard on CAASPP in English</li> <li>• 20% of graduating seniors will meet college ready standards on the SAT EBRW</li> </ul>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> <li>• EL students in grade 9 students will enroll in an ELD English course</li> <li>• EL students in grade 10 will enroll in an ELD English course</li> <li>• ELA instructional coach, ELD coordinator and administration will review EL data with English team through data driven conversations and meetings</li> </ul>	LEA-Wide	__ All ----- OR: __ Low Income pupils <u>X</u> English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____	ELD 9 - 1 class taught three times a week = 2769 ELD 10 -1 class taught three times a week = 2751 ELD responsibilities = 7209 2nd assistant principal benefits = 20333 - 3000-3999 Employee Benefits - LCFF Base: \$33,062 (repeated expenditure)

			<p>ELD 9-1 class taught three times a week (a total of 5 hours) = 11,519  ELD 10-1 class taught three times a week (a total of 5 hours) = 11,398  (37% of the time/15 hours per week) ELD responsibilities = \$30,665  second assistant principal salary = 87150 - 1000-1999 Certificated Salaries - LCFF Base: \$140,732 (repeated expenditure)</p>
<ul style="list-style-type: none"> <li>• 9th grade English support class that focuses on college reading and writing</li> </ul>	LEA-Wide	<p><input type="checkbox"/> All  -----  OR:  <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: _____</p>	<p>English support class - 1000-1999 Certificated Salaries - Federal Revenues - Title I: \$80,358</p> <p>English support class - benefits = 19342 - 3000-3999 Employee Benefits - Federal Revenues - Title I: \$19,342</p>

			Achieve 3000 - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$10,741
<ul style="list-style-type: none"> <li>• ELA instructional coach, ELD coordinator and administration will review EL data with English team through data driven conversations and meetings</li> </ul>	LEA-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	English instructional coach 5 hours per week - 1000-1999 Certificated Salaries - LCFF S & C: \$10,080  - 3000-3999 Employee Benefits - LCFF S & C: \$2,381
<ul style="list-style-type: none"> <li>• SAT support class focus on SAT and ACT curriculum which promotes college readiness</li> </ul>	LEA-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	SAT English support class (10 hrs per week) - 1000-1999 Certificated Salaries - LCFF S & C: \$13,185 (repeated expenditure)  SAT English support class benefits - 3000-3999 Employee Benefits - LCFF S & C: \$4,328 (repeated)

			expenditure)  CollegeSpring - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$25,000
Provide tutoring services for students ELLs and most at risk students of receiving an NP in ELA, which may include advisory rotations, after school and Saturday bootcamps	LEA-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 1000-1999 Certificated Salaries - LCFF S & C: \$2,000  - 3000-3999 Employee Benefits - LCFF S & C: \$5,000
Continue to use school-wide strategies in reading and writing across all content areas as developed through weekly professional developments	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 1000-1999 Certificated Salaries - LCFF Base: \$310,000 (repeated expenditure)  - 3000-3999 Employee Benefits - LCFF Base: \$65,307 (repeated expenditure)
Technology The implementation of technology in every classroom is essential in supporting the Common Core standards. The elements below provide aspects of thoughtful implementation of technology into every classroom: • Every student will have access to an I-Pad	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Hourly wage X 70 hours (total hours as tech coordinator per month) = 14809 - 2000-2999 Classified Salaries



<p>or computer on a daily basis</p> <ul style="list-style-type: none"> <li>• Every teacher will have access to an I-Pad or computer on a daily basis</li> <li>• Every teacher will implement the use of technology at least once during a lesson</li> <li>• Every student and teacher will use a system interface for lessons, homework, and classwork</li> <li>• Every teacher will be trained on effective use of technology within the classroom</li> <li>• Every student will be trained on the effective use of technology and become digital citizens on a daily basis</li> <li>• A part-time technology coordinator</li> <li>• IPAD and computer repairs and replacement to maintain daily student access and use of IPADs and computers</li> </ul>			<p>- LCFF Base: \$14,809</p> <p>- 3000-3999 Employee Benefits - LCFF Base: \$6,515</p> <p>computer replacements and repairs - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$10,000</p>
<p>See actions listed in goal 3 under professional development and coaching</p> <p>Instruction</p> <p>Effective methods, practices, and instructional strategies are essential to the learning of all students. The elements below provide aspects of the critical elements of good instruction while bringing alignment with the Common Core State standards.</p> <ul style="list-style-type: none"> <li>• Teachers and instructional staff</li> <li>• The design of lessons that including college-level reading and writing, the use of technology, critical thinking, rigor, academic discourse supported through the use of evidence and justifications, and the inquiry based activities</li> <li>• Differentiation of instruction to meet the needs of ELL, low income and at risk students as directed by ELD coordinator through PD</li> </ul>	<p>LEA-Wide</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	<p>Outside professional Development training (English) - 5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$3,000</p> <p>Professional development sub coverage for ELD coordinator - 5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$1,000 (repeated)</p>

• Differentiation of instruction to meet the needs of ELL, low income and at risk students as directed by ELD coordinator through PD			expenditure)
ELA Summer bridge course offered to at-risk students as identified by school diagnostic	LEA-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 1000-1999 Certificated Salaries - LCFF S & C: \$1,100  - 3000-3999 Employee Benefits - LCFF S & C: \$200
Ensure that students have access to college board exams.	LEA-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	College board - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$85,000
Explore and possibly purchase Read 180 to target the needs of students reading below grade level in grades 9 and 10	LEA-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 4000-4999 Books and Supplies - LCFF S & C: \$25,000

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>• 64% of graduating seniors will receive EAP status in English upon graduation</li> <li>• 64% of grade 11 students will meet or exceed the standards on CAASPP in English.</li> <li>• 30% of EL students will meet or exceed the standard on CAASPP in English</li> <li>• 20% of graduating seniors will meet college ready standards on the SAT EBRW</li> </ul>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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- EL students in grade 9 students will enroll in an ELD English course
- EL students in grade 10 will enroll in an ELD English course
- ELA instructional coach, ELD coordinator and administration will review EL data with English team through data driven conversations and meetings

LEA-Wide

All

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OR:

Low Income pupils  English Learners

Foster Youth

Redesignated fluent English proficient

Other Subgroups: \_\_\_\_\_

ELD 9 - 1 class  
taught three times  
a week = 2769  
ELD 10 -1 class  
taught three times  
a week = 2751  
ELD  
responsibilities =  
7209  
2nd assistant  
principal benefits =  
20333 -  
3000-3999  
Employee Benefits  
- LCFF Base:  
\$33,062 (repeated  
expenditure)

ELD 9-1 class  
taught three times  
a week (a total of 5  
hours) = 11,519  
ELD 10-1 class  
taught three times  
a week (a total of 5  
hours) = 11,398  
(37% of the  
time/15 hours per  
week) ELD  
responsibilities =  
\$30,665  
second assistant  
principal salary =  
87150 -  
1000-1999  
Certificated  
Salaries - LCFF  
Base: \$140,732

			(repeated expenditure)
<ul style="list-style-type: none"> <li>• 9th grade English support class that focuses on college reading and writing</li> </ul>	LEA-Wide	<p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	<p>English support class - 1000-1999 Certificated Salaries - Federal Revenues - Title I: \$80,358</p> <p>English support class - benefits = 19342 - 3000-3999 Employee Benefits - Federal Revenues - Title I: \$19,342</p> <p>Achieve 3000 - 5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$10,741</p>
<ul style="list-style-type: none"> <li>• ELA instructional coach, ELD coordinator and administration will review EL data with English team through data driven conversations and meetings</li> </ul>	LEA-Wide	<p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	<p>English instructional coach 5 hours per week - 1000-1999 Certificated Salaries - LCFF S &amp; C: \$10,080</p> <p>- 3000-3999 Employee Benefits - LCFF S &amp; C: \$2,381</p>

<ul style="list-style-type: none"> <li>• SAT support class focus on SAT and ACT curriculum which promotes college readiness</li> </ul>	LEA-Wide	<p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	<p>SAT English support class (10 hrs per week) - 1000-1999 Certificated Salaries - LCFF S &amp; C: \$13,185 (repeated expenditure)</p> <p>SAT English support class benefits - 3000-3999 Employee Benefits - LCFF S &amp; C: \$4,328 (repeated expenditure)</p> <p>CollegeSpring - 5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$25,000</p>
<p>Provide tutoring services for students ELLs and most at risk students of receiving an NP in ELA, which may include advisory rotations, after school and saturday bootcamps</p>	LEA-Wide	<p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	<p>- 1000-1999 Certificated Salaries - LCFF S &amp; C: \$2,000</p> <p>- 3000-3999 Employee Benefits - LCFF S &amp; C: \$5,000</p>
<p>Continue to use school-wide strategies in reading and writing across all content areas</p>	LEA-Wide	<p><input checked="" type="checkbox"/> All</p> <p>-----</p>	<p>- 1000-1999 Certificated</p>

<p>as developed through weekly professional developments</p>		<p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: _____</p>	<p>Salaries - LCFF Base: \$310,000 (repeated expenditure)   - 3000-3999 Employee Benefits - LCFF Base: \$65,307 (repeated expenditure)</p>
<p>Technology  The implementation of technology in every classroom is essential in supporting the Common Core standards. The elements below provide aspects of thoughtful implementation of technology into every classroom:</p> <ul style="list-style-type: none"> <li>• Every student will have access to an I-Pad or computer on a daily basis</li> <li>• Every teacher will have access to an I-Pad or computer on a daily basis</li> <li>• Every teacher will implement the use of technology at least once during a lesson</li> <li>• Every student and teacher will use a system interface for lessons, homework, and classwork</li> <li>• Every teacher will be trained on effective use of technology within the classroom</li> <li>• Every student will be trained on the effective use of technology and become digital citizens on a daily basis</li> <li>• A part-time technology coordinator</li> <li>• IPAD and computer repairs and replacement to maintain daily student access and use of IPADs and computers</li> </ul>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All  -----  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: _____</p>	<p>Hourly wage X 70 hours (total hours as tech coordinator per month) = 14809 - 2000-2999 Classified Salaries - LCFF Base: \$14,809   - 3000-3999 Employee Benefits - LCFF Base: \$6,515   computer replacements and repairs - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$10,000</p>
<p>See actions listed in goal 3 under professional development and coaching</p>	<p>LEA-Wide</p>	<p><input type="checkbox"/> All  -----</p>	<p>Outside professional</p>

<p>Instruction Effective methods, practices, and instructional strategies are essential to the learning of all students. The elements below provide aspects of the critical elements of good instruction while bringing alignment with the Common Core State standards.</p> <ul style="list-style-type: none"> <li>• Teachers and instructional staff</li> <li>• The design of lessons that including college-level reading and writing, the use of technology, critical thinking, rigor, academic discourse supported through the use of evidence and justifications, and the inquiry based activities</li> <li>• Differentiation of instruction to meet the needs of ELL, low income and at risk students as directed by ELD coordinator through PD</li> <li>• Differentiation of instruction to meet the needs of ELL, low income and at risk students as directed by ELD coordinator through PD</li> </ul>		<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>Development training (English) - 5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$3,000</p> <p>Professional development sub coverage for ELD coordinator - 5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$1,000 (repeated expenditure)</p>
<p>ELA Summer bridge course offered to at-risk students as identified by school diagnostic</p>	<p>LEA-Wide</p>	<p><input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>- 1000-1999 Certificated Salaries - LCFF S &amp; C: \$1,100</p> <p>- 3000-3999 Employee Benefits - LCFF S &amp; C: \$200</p>
<p>Ensure that students have access to college board exams.</p>	<p>LEA-Wide</p>	<p><input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p>	<p>College board - 5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$85,000</p>

		__ Other Subgroups: _____	
Explore and possibly purchase Read 180 to target the needs of students reading below grade level in grades 9 and 10	LEA-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 4000-4999 Books and Supplies - LCFF S & C: \$25,000

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>• 64% of graduating seniors will receive EAP status in English upon graduation</li> <li>• 64% of grade 11 students will meet or exceed the standards on CAASPP in English.</li> <li>• 30% of EL students will meet or exceed the standard on CAASPP in English</li> <li>• 20% of graduating seniors will meet college ready standards on the SAT EBRW</li> </ul>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> <li>• EL students in grade 9 students will enroll in an ELD English course</li> <li>• EL students in grade 10 will enroll in an ELD English course</li> <li>• ELA instructional coach, ELD coordinator and administration will review EL data with English team through data driven conversations and meetings</li> </ul>	LEA-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	ELD 9 - 1 class taught three times a week = 2769 ELD 10 -1 class taught three times a week = 2751 ELD responsibilities = 7209 2nd assistant principal benefits = 20333 - 3000-3999 Employee Benefits - LCFF Base: \$33,062 (repeated expenditure)



			<p>ELD 9-1 class taught three times a week (a total of 5 hours) = 11,519  ELD 10-1 class taught three times a week (a total of 5 hours) = 11,398  (37% of the time/15 hours per week) ELD responsibilities = \$30,665  second assistant principal salary = 87150 - 1000-1999 Certificated Salaries - LCFF Base: \$140,732 (repeated expenditure)</p>
<ul style="list-style-type: none"> <li>• 9th grade English support class that focuses on college reading and writing</li> </ul>	<p>LEA-Wide</p>	<p><input type="checkbox"/> All  -----  OR:  <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: _____</p>	<p>English support class - 1000-1999 Certificated Salaries - Federal Revenues - Title I: \$80,358</p> <p>English support class - benefits = 19342 - 3000-3999 Employee Benefits - Federal Revenues - Title I: \$19,342</p>

			Achieve 3000 - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$10,741
<ul style="list-style-type: none"> <li>• ELA instructional coach, ELD coordinator and administration will review EL data with English team through data driven conversations and meetings</li> </ul>	LEA-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	English instructional coach 5 hours per week - 1000-1999 Certificated Salaries - LCFF S & C: \$10,080  - 3000-3999 Employee Benefits - LCFF S & C: \$2,381
<ul style="list-style-type: none"> <li>• SAT support class focus on SAT and ACT curriculum which promotes college readiness</li> </ul>	LEA-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	SAT English support class (10 hrs per week) - 1000-1999 Certificated Salaries - LCFF S & C: \$13,185 (repeated expenditure)  SAT English support class benefits - 3000-3999 Employee Benefits - LCFF S & C: \$4,328 (repeated)

			expenditure)  CollegeSpring - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$25,000
Provide tutoring services for students ELLs and most at risk students of receiving an NP in ELA, which may include advisory rotations, after school and Saturday bootcamps	LEA-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 1000-1999 Certificated Salaries - LCFF S & C: \$2,000  - 3000-3999 Employee Benefits - LCFF S & C: \$5,000
Continue to use school-wide strategies in reading and writing across all content areas as developed through weekly professional developments	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 1000-1999 Certificated Salaries - LCFF Base: \$310,000 (repeated expenditure)  - 3000-3999 Employee Benefits - LCFF Base: \$65,307 (repeated expenditure)
Technology The implementation of technology in every classroom is essential in supporting the Common Core standards. The elements below provide aspects of thoughtful implementation of technology into every classroom: • Every student will have access to an I-Pad	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Hourly wage X 70 hours (total hours as tech coordinator per month) = 14809 - 2000-2999 Classified Salaries

<p>or computer on a daily basis</p> <ul style="list-style-type: none"> <li>• Every teacher will have access to an I-Pad or computer on a daily basis</li> <li>• Every teacher will implement the use of technology at least once during a lesson</li> <li>• Every student and teacher will use a system interface for lessons, homework, and classwork</li> <li>• Every teacher will be trained on effective use of technology within the classroom</li> <li>• Every student will be trained on the effective use of technology and become digital citizens on a daily basis</li> <li>• A part-time technology coordinator</li> <li>• IPAD and computer repairs and replacement to maintain daily student access and use of IPADs and computers</li> </ul>			<p>- LCFF Base: \$14,809</p> <p>- 3000-3999 Employee Benefits - LCFF Base: \$6,515</p> <p>computer replacements and repairs - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$10,000</p>
<p>See actions listed in goal 3 under professional development and coaching</p> <p>Instruction Effective methods, practices, and instructional strategies are essential to the learning of all students. The elements below provide aspects of the critical elements of good instruction while bringing alignment with the Common Core State standards.</p> <ul style="list-style-type: none"> <li>• Teachers and instructional staff</li> <li>• The design of lessons that including college-level reading and writing, the use of technology, critical thinking, rigor, academic discourse supported through the use of evidence and justifications, and the inquiry based activities</li> <li>• Differentiation of instruction to meet the needs of ELL, low income and at risk students as directed by ELD coordinator through PD</li> </ul>	<p>LEA-Wide</p>	<p><input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>Outside professional Development training (English) - 5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$3,000</p> <p>Professional development sub coverage for ELD coordinator - 5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$1,000 (repeated)</p>

• Differentiation of instruction to meet the needs of ELL, low income and at risk students as directed by ELD coordinator through PD			expenditure)
ELA Summer bridge course offered to at-risk students as identified by school diagnostic	LEA-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 1000-1999 Certificated Salaries - LCFF S & C: \$1,100  - 3000-3999 Employee Benefits - LCFF S & C: \$200
Ensure that students have access to college board exams.	LEA-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	College board - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$85,000
Explore and possibly purchase Read 180 to target the needs of students reading below grade level in grades 9 and 10	LEA-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 4000-4999 Books and Supplies - LCFF S & C: \$25,000

<b>GOAL:</b>	Goal 5: All students at Alliance Dr. Olga Mohan High School will achieve grade level standards in math to increase the percentage of students ready to enroll in college ready math courses upon graduation	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8 <u>X</u> COE Only: 9__ 10__ Local: _____
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<b>Identified Need:</b>	To address the percentage of low-income students, English language learners, and RFEP students who are not meeting grade level and college ready standards upon high school graduation
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<b>Goal Applies to:</b>	Schools: High School Applicable Pupil Subgroups: All
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LCAP Year 1: 2016-17

<b>Expected Annual Measurable Outcomes:</b>	<ul style="list-style-type: none"> <li>• 64% of graduating seniors will receive EAP status in math upon graduation</li> <li>• 64% of grade 11 students will meet or exceed the standards on CAASPP in English.</li> <li>• 30% of EL students will meet or exceed the standard on CAASPP in math</li> <li>• 20% of graduating seniors will meet college ready standards on the SAT Math</li> </ul>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> <li>• IM1 and IM2 support class that focuses on identifying student mathematical gaps in prior and needed knowledge for success in each class</li> <li>• SAT support class focus on SAT and ACT curriculum which promotes college readiness for the EAP</li> <li>• Students in grade 12 who did not receive EAP status in their junior year will enroll in the proper math class so to ensure students can receive EAP status</li> <li>• Students in danger of failing their math course will be placed in tutoring, and senior bootcamp as an intervention to support EAP status upon graduation</li> <li>• Math instructional coach to support math teachers in the development of effective curriculum and instruction</li> </ul>	LEA-Wide	__ All ----- OR: <u>X</u> Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____	IM 2 support - 1000-1999 Certificated Salaries - Federal Revenues - Title I: \$71,858  IM2 support - 3000-3999 Employee Benefits - Federal Revenues - Title I: \$17,900  Im1 support - 1000-1999 Certificated Salaries - LCFF S & C: \$52,740

<ul style="list-style-type: none"> <li>• Continue to use school-wide strategies in all math classes</li> <li>• EAP math bootcamp: an intervention period that focuses on reading, writing, math and SAT curriculum</li> </ul>			IM 1 Support - 3000-3999 Employee Benefits - LCFF S & C: \$14,820
<ul style="list-style-type: none"> <li>• All reading and writing in all math classes will be differentiated for English Language Learners</li> <li>• All math content will be differentiated for English Language Learners</li> <li>• Math instructional coach and administration will review EL data with math team through data driven conversations and meetings</li> </ul>	LEA-Wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	(37% of the time/15 hours per week) ELD responsibilities = \$30,665 second assistant principal salary = 87150 - 1000-1999 Certificated Salaries - LCFF S & C: \$117,815 (repeated expenditure)  2nd assistant principal benefits = 20333 ELD responsibilities = 7209 - 1000-1999 Certificated Salaries - LCFF S & C: \$27,542 (repeated expenditure)
<ul style="list-style-type: none"> <li>• Math instructional coach to support math teachers in the development of effective curriculum and instruction for low income pupils and EL students</li> </ul>	LEA-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners	Math instructional coach (10 hours) - 1000-1999 Certificated

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Salaries - LCFF S & C: \$19,949  - 3000-3999 Employee Benefits - LCFF S & C: \$4,732
<ul style="list-style-type: none"> <li>• SAT support class focus on SAT and ACT curriculum which promotes college readiness</li> </ul>	LEA-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Collegespring - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$25,000 (repeated expenditure)
Provide tutoring services for students ELLs and most at risk students of receiving an NP in math, which may include advisory rotations, after school and saturday bootcamps	LEA-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 1000-1999 Certificated Salaries - LCFF S & C: \$6,000  - 3000-3999 Employee Benefits - LCFF S & C: \$1,000
Continue to use school-wide strategies in reading and writing across all content areas as developed through weekly professional developments	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 1000-1999 Certificated Salaries - LCFF Base: \$31,000 (repeated expenditure)  - 3000-3999 Employee Benefits - LCFF Base: \$65,307 (repeated expenditure)



<p>Technology</p> <p>The implementation of technology in every classroom is essential in supporting the Common Core standards. The elements below provide aspects of thoughtful implementation of technology into every classroom:</p> <ul style="list-style-type: none"> <li>• Every student will have access to an I-Pad or computer on a daily basis</li> <li>• Every teacher will have access to an I-Pad or computer on a daily basis</li> <li>• Every teacher will implement the use of technology at least once during a lesson</li> <li>• Every student and teacher will use a system interface for lessons, homework, and classwork</li> <li>• Every teacher will be trained on effective use of technology within the classroom</li> <li>• Every student will be trained on the effective use of technology and become digital citizens on a daily basis</li> <li>• A part-time technology coordinator</li> <li>• IPAD and computer repairs and replacement to maintain daily student access and use of IPADs and computers</li> </ul>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	<p>- 1000-1999 Certificated Salaries - LCFF Base: \$14,809 (repeated expenditure)</p> <p>- 3000-3999 Employee Benefits - LCFF Base: \$6,515 (repeated expenditure)</p> <p>computer replacements and repairs - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$10,000 (repeated expenditure)</p>
<p>See actions listed in goal 3 under professional development and coaching</p> <p>Instruction</p> <p>Effective methods, practices, and instructional strategies are essential to the learning of all students. The elements below provide aspects of the critical elements of good instruction while bringing alignment with the Common Core State standards.</p> <ul style="list-style-type: none"> <li>• Teachers and instructional staff</li> <li>• The design of lessons that include the use of technology, critical thinking, rigor, academic</li> </ul>	<p>LEA-Wide</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	<p>Outside professional development training (math) - 5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$3,000</p> <p>Professional development sub coverage for ELD</p>

<p>discourse supported through the use of evidence and justifications, and the inquiry based activities</p> <ul style="list-style-type: none"> <li>• Differentiation of instruction to meet the needs of ELL, low income and at risk students as directed by ELD coordinator through PD</li> <li>• Differentiation of instruction to meet the needs of ELL, low income and at risk students as directed by ELD coordinator through PD</li> </ul>			<p>coordinator - 5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$1,000 (repeated expenditure)</p>
<p>Math summer bridge course offered to at-risk students as identified by school diagnostic</p>	<p>LEA-Wide</p>	<p><input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>- 1000-1999 Certificated Salaries - LCFF S &amp; C: \$1,100  - 3000-3999 Employee Benefits - LCFF S &amp; C: \$200</p>
<p>Ensure that students have access to college board exams.</p>	<p>LEA-Wide</p>	<p><input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>Collegeboard expense - 5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$60,000 (repeated expenditure)</p>
<p>LCAP Year 2: 2017-18</p>			
<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> <li>• 64% of graduating seniors will receive EAP status in math upon graduation</li> <li>• 64% of grade 11 students will meet or exceed the standards on CAASPP in English.</li> <li>• 30% of EL students will meet or exceed the standard on CAASPP in math</li> <li>• 20% of graduating seniors will meet college ready standards on the SAT Math</li> </ul>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within</p>	<p>Budgeted</p>

		identified scope of service	Expenditures
<ul style="list-style-type: none"> <li>• IM1 and IM2 support class that focuses on identifying student mathematical gaps in prior and needed knowledge for success in each class</li> <li>• SAT support class focus on SAT and ACT curriculum which promotes college readiness for the EAP</li> <li>• Students in grade 12 who did not receive EAP status in their junior year will enroll in the proper math class so to ensure students can receive EAP status</li> <li>• Students in danger of failing their math course will be placed in tutoring, and senior bootcamp as an intervention to support EAP status upon graduation</li> <li>• Math instructional coach to support math teachers in the development of effective curriculum and instruction</li> <li>• Continue to use school-wide strategies in all math classes</li> <li>• EAP math bootcamp: an intervention period that focuses on reading, writing, math and SAT curriculum</li> </ul>	LEA-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	IM 2 support - 1000-1999 Certificated Salaries - Federal Revenues - Title I: \$71,858  IM2 support - 3000-3999 Employee Benefits - Federal Revenues - Title I: \$17,900  Im1 support - 1000-1999 Certificated Salaries - LCFF S & C: \$52,740  IM 1 Support - 3000-3999 Employee Benefits - LCFF S & C: \$14,820
<ul style="list-style-type: none"> <li>• All reading and writing in all math classes will be differentiated for English Language Learners</li> <li>• All math content will be differentiated for English Language Learners</li> <li>• Math instructional coach and administration will review EL data with math team through data driven conversations and meetings</li> </ul>	LEA-Wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	(37% of the time/15 hours per week) ELD responsibilities = \$30,665 second assistant principal salary = 87150 - 1000-1999 Certificated Salaries - LCFF S & C: \$117,815

			(repeated expenditure)  2nd assistant principal benefits = 20333 ELD responsibilities = 7209 - 1000-1999 Certificated Salaries - LCFF S & C: \$27,542 (repeated expenditure)
• Math instructional coach to support math teachers in the development of effective curriculum and instruction for low income pupils and EL students	LEA-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Math instructional coach (10 hours) - 1000-1999 Certificated Salaries - LCFF S & C: \$19,949  - 3000-3999 Employee Benefits - LCFF S & C: \$4,732
• SAT support class focus on SAT and ACT curriculum which promotes college readiness	LEA-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Collegespring - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$25,000 (repeated expenditure)
Provide tutoring services for students ELLs and most at risk students of receiving an NP	LEA-Wide	<input type="checkbox"/> All -----	- 1000-1999 Certificated

<p>in math, which may include advisory rotations, after school and saturday bootcamps</p>		<p>OR:  <input checked="" type="checkbox"/> Low Income pupils   <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: _____</p>	<p>Salaries - LCFF S &amp; C: \$6,000  - 3000-3999 Employee Benefits - LCFF S &amp; C: \$1,000</p>
<p>Continue to use school-wide strategies in reading and writing across all content areas as developed through weekly professional developments</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All  -----  OR:  <input type="checkbox"/> Low Income pupils   <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: _____</p>	<p>- 1000-1999 Certificated Salaries - LCFF Base: \$31,000 (repeated expenditure)  - 3000-3999 Employee Benefits - LCFF Base: \$65,307 (repeated expenditure)</p>
<p>Technology  The implementation of technology in every classroom is essential in supporting the Common Core standards. The elements below provide aspects of thoughtful implementation of technology into every classroom:</p> <ul style="list-style-type: none"> <li>• Every student will have access to an I-Pad or computer on a daily basis</li> <li>• Every teacher will have access to an I-Pad or computer on a daily basis</li> <li>• Every teacher will implement the use of technology at least once during a lesson</li> <li>• Every student and teacher will use a system interface for lessons, homework, and classwork</li> <li>• Every teacher will be trained on effective use of technology within the classroom</li> </ul>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All  -----  OR:  <input type="checkbox"/> Low Income pupils   <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: _____</p>	<p>- 1000-1999 Certificated Salaries - LCFF Base: \$14,809 (repeated expenditure)  - 3000-3999 Employee Benefits - LCFF Base: \$6,515 (repeated expenditure)    computer replacements and repairs - 5000-5999</p>

<ul style="list-style-type: none"> <li>• Every student will be trained on the effective use of technology and become digital citizens on a daily basis</li> <li>• A part-time technology coordinator</li> <li>• IPAD and computer repairs and replacement to maintain daily student access and use of IPADs and computers</li> </ul>			Services and Other Operating Expenses - LCFF Base: \$10,000 (repeated expenditure)
<p>See actions listed in goal 3 under professional development and coaching</p> <p>Instruction Effective methods, practices, and instructional strategies are essential to the learning of all students. The elements below provide aspects of the critical elements of good instruction while bringing alignment with the Common Core State standards.</p> <ul style="list-style-type: none"> <li>• Teachers and instructional staff</li> <li>• The design of lessons that include the use of technology, critical thinking, rigor, academic discourse supported through the use of evidence and justifications, and the inquiry based activities</li> <li>• Differentiation of instruction to meet the needs of ELL, low income and at risk students as directed by ELD coordinator through PD</li> <li>• Differentiation of instruction to meet the needs of ELL, low income and at risk students as directed by ELD coordinator through PD</li> </ul>	LEA-Wide	<p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	<p>Outside professional development training (math) - 5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$3,000</p> <p>Professional development sub coverage for ELD coordinator - 5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$1,000 (repeated expenditure)</p>
<p>Math summer bridge course offered to at-risk students as identified by school diagnostic</p>	LEA-Wide	<p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	<p>- 1000-1999 Certificated Salaries - LCFF S &amp; C: \$1,100</p> <p>- 3000-3999 Employee Benefits</p>

			- LCFF S & C: \$200
Ensure that students have access to college board exams.	LEA-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Collegeboard expense - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$60,000 (repeated expenditure)

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>• 64% of graduating seniors will receive EAP status in math upon graduation</li> <li>• 64% of grade 11 students will meet or exceed the standards on CAASPP in English.</li> <li>• 30% of EL students will meet or exceed the standard on CAASPP in math</li> <li>• 20% of graduating seniors will meet college ready standards on the SAT Math</li> </ul>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> <li>• IM1 and IM2 support class that focuses on identifying student mathematical gaps in prior and needed knowledge for success in each class</li> <li>• SAT support class focus on SAT and ACT curriculum which promotes college readiness for the EAP</li> <li>• Students in grade 12 who did not receive EAP status in their junior year will enroll in the proper math class so to ensure students can receive EAP status</li> <li>• Students in danger of failing their math course will be placed in tutoring, and senior bootcamp as an intervention to support EAP status upon graduation</li> </ul>	LEA-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	IM 2 support - 1000-1999 Certificated Salaries - Federal Revenues - Title I: \$71,858  IM2 support - 3000-3999 Employee Benefits - Federal Revenues - Title I: \$17,900  Im1 support - 1000-1999

<ul style="list-style-type: none"> <li>• Math instructional coach to support math teachers in the development of effective curriculum and instruction</li> <li>• Continue to use school-wide strategies in all math classes</li> <li>• EAP math bootcamp: an intervention period that focuses on reading, writing, math and SAT curriculum</li> </ul>			<p>Certificated Salaries - LCFF S &amp; C: \$52,740</p> <p>IM 1 Support - 3000-3999 Employee Benefits - LCFF S &amp; C: \$14,820</p>
<ul style="list-style-type: none"> <li>• All reading and writing in all math classes will be differentiated for English Language Learners</li> <li>• All math content will be differentiated for English Language Learners</li> <li>• Math instructional coach and administration will review EL data with math team through data driven conversations and meetings</li> </ul>	LEA-Wide	<p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	<p>(37% of the time/15 hours per week) ELD responsibilities = \$30,665 second assistant principal salary = 87150 - 1000-1999 Certificated Salaries - LCFF S &amp; C: \$117,815 (repeated expenditure)</p> <p>2nd assistant principal benefits = 20333 ELD responsibilities = 7209 - 1000-1999 Certificated Salaries - LCFF S &amp; C: \$27,542 (repeated expenditure)</p>
<ul style="list-style-type: none"> <li>• Math instructional coach to support math</li> </ul>	LEA-Wide	<input type="checkbox"/> All	Math instructional



<p>teachers in the development of effective curriculum and instruction for low income pupils and EL students</p>		<p>-----  OR:  <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: _____</p>	<p>coach (10 hours) -  1000-1999  Certificated  Salaries - LCFF S  &amp; C: \$19,949    - 3000-3999  Employee Benefits  - LCFF S &amp; C:  \$4,732</p>
<p>• SAT support class focus on SAT and ACT curriculum which promotes college readiness</p>	<p>LEA-Wide</p>	<p><input type="checkbox"/> All  -----  OR:  <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: _____</p>	<p>Collegespring -  5000-5999  Services and Other  Operating  Expenses - LCFF S  &amp; C: \$25,000  (repeated  expenditure)</p>
<p>Provide tutoring services for students ELLs and most at risk students of receiving an NP in math, which may include advisory rotations, after school and saturday bootcamps</p>	<p>LEA-Wide</p>	<p><input type="checkbox"/> All  -----  OR:  <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: _____</p>	<p>- 1000-1999  Certificated  Salaries - LCFF S  &amp; C: \$6,000    - 3000-3999  Employee Benefits  - LCFF S &amp; C:  \$1,000</p>
<p>Continue to use school-wide strategies in reading and writing across all content areas as developed through weekly professional developments</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All  -----  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: _____</p>	<p>- 1000-1999  Certificated  Salaries - LCFF  Base: \$31,000  (repeated  expenditure)    - 3000-3999  Employee Benefits</p>

			- LCFF Base: \$65,307 (repeated expenditure)
<p>Technology</p> <p>The implementation of technology in every classroom is essential in supporting the Common Core standards. The elements below provide aspects of thoughtful implementation of technology into every classroom:</p> <ul style="list-style-type: none"> <li>• Every student will have access to an I-Pad or computer on a daily basis</li> <li>• Every teacher will have access to an I-Pad or computer on a daily basis</li> <li>• Every teacher will implement the use of technology at least once during a lesson</li> <li>• Every student and teacher will use a system interface for lessons, homework, and classwork</li> <li>• Every teacher will be trained on effective use of technology within the classroom</li> <li>• Every student will be trained on the effective use of technology and become digital citizens on a daily basis</li> <li>• A part-time technology coordinator</li> <li>• IPAD and computer repairs and replacement to maintain daily student access and use of IPADs and computers</li> </ul>	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 1000-1999 Certificated Salaries - LCFF Base: \$14,809 (repeated expenditure)  - 3000-3999 Employee Benefits - LCFF Base: \$6,515 (repeated expenditure)  computer replacements and repairs - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$10,000 (repeated expenditure)
<p>See actions listed in goal 3 under professional development and coaching</p> <p>Instruction</p> <p>Effective methods, practices, and instructional strategies are essential to the learning of all students. The elements below provide aspects of the critical elements of good instruction while bringing alignment with</p>	LEA-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Outside professional development training (math) - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$3,000

<p>the Common Core State standards.</p> <ul style="list-style-type: none"> <li>• Teachers and instructional staff</li> <li>• The design of lessons that include the use of technology, critical thinking, rigor, academic discourse supported through the use of evidence and justifications, and the inquiry based activities</li> <li>• Differentiation of instruction to meet the needs of ELL, low income and at risk students as directed by ELD coordinator through PD</li> <li>• Differentiation of instruction to meet the needs of ELL, low income and at risk students as directed by ELD coordinator through PD</li> </ul>			<p>Professional development sub coverage for ELD coordinator - 5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$1,000 (repeated expenditure)</p>
<p>Math summer bridge course offered to at-risk students as identified by school diagnostic</p>	<p>LEA-Wide</p>	<p><input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>- 1000-1999 Certificated Salaries - LCFF S &amp; C: \$1,100  - 3000-3999 Employee Benefits - LCFF S &amp; C: \$200</p>
<p>Ensure that students have access to college board exams.</p>	<p>LEA-Wide</p>	<p><input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>Collegeboard expense - 5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$60,000 (repeated expenditure)</p>

<b>GOAL:</b>	Goal 6: Alliance Dr. Olga Mohan High School will continue to provide services and supports for all students and their families to ensure students' success	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5 <u>X</u> 6__ 7 <u>X</u> 8__ COE Only: 9__ 10__ Local: _____
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<b>Identified Need:</b>	<ul style="list-style-type: none"> <li>To address the percentage of low-income, ELLs, and RFEP students who have low graduation rates, few A-G completed courses, and low college acceptance rates</li> <li>To address the low percentage of students reclassified due to changing criteria for reclassification</li> </ul>
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<b>Goal Applies to:</b>	Schools: High School Applicable Pupil Subgroups: All
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LCAP Year 1: 2016-17

<b>Expected Annual Measurable Outcomes:</b>	<ul style="list-style-type: none"> <li>At least 98% of seniors graduating on time</li> <li>At least 98% of graduating seniors meeting A-G graduation requirement</li> <li>At least 98% of all seniors accepted into a 2 or 4-year university</li> <li>At least 38% of EL students in grades 9-12 are reclassified by the end of the 2016-17 school</li> </ul>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> <li>The counseling department will provide adequate services to students to ensure they are on target to graduate/Dean of students to oversee the counseling department</li> </ul>	LEA-Wide	<u>X</u> All ----- OR: __ Low Income pupils    __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____	1/2 Dean of Students= 33,082 - 1000-1999 Certificated Salaries - LCFF Base: \$33,082  1/2 Dean of students benefits - 3000-3999 Employee Benefits - LCFF Base: \$8,439 (repeated expenditure)
Provide additional counseling support through the student transition coordinator to ensure	LEA-Wide	__ All -----	Student transition coordinator -

students have greater access to college and career pathways		OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	2000-2999 Classified Salaries - LCFF S & C: \$42,078  Student transition coordinator benefits - 3000-3999 Employee Benefits - LCFF S & C: \$13,758
Continue to provide A-G courses to all students	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$0
Ensure that all teachers that are hired have correct credential and are assigned to the appropriate content areas (base teacher salaries and benefits)	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 1000-1999 Certificated Salaries - LCFF Base: \$1,312,000 (repeated expenditure)  - 3000-3999 Employee Benefits - LCFF Base: \$332,000 (repeated expenditure)
In order to retain highly qualified teachers, provide additional compensation	LEA-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	- 1000-1999 Certificated Salaries - LCFF S & C: \$442,000

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	(repeated expenditure)  - 1000-1999 Certificated Salaries - LCFF S & C: \$75,000 (repeated expenditure)
Develop an individual culmination and graduation (9-12) plan for each student	LEA-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Naviance - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$3,800
Students will participate in college field trips in order for students to gain a deeper understanding of college expectations	LEA-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$5,000
Establish the role of a part time ELD coordinator. In coordination with the administration and teacher leaders, the ELD coordinator will be responsible for the following: <ul style="list-style-type: none"> <li>• Implementation of the English Language Learner Master plan</li> <li>• Monitor ELD classroom instruction and strategies for all classrooms</li> <li>• Train teachers in proper ELD instruction</li> <li>• Provide professional developments for all teachers in ELD instruction and strategies</li> </ul>	LEA-Wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Part time ELD coordinator - 1000-1999 Certificated Salaries - LCFF S & C: \$40,887  - 3000-3999 Employee Benefits - LCFF S & C: \$9,612  Sub coverage for

			professional development for ELD coordinator (6 pd opportunities) - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$1,000
The offering of ELD courses for EL students	LEA-Wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	ELD 9 - 1 class taught three times a week = 11,398 ELD 10-1 class taught three times a week (a total of 5 hours) = 11,398 - 1000-1999 Certificated Salaries - LCFF Base: \$22,796 (repeated expenditure)  ELD 9 - 1 class taught three times a week = 2769 ELD 10 -1 class taught three times a week = 2751 - 3000-3999 Employee Benefits - LCFF Base: \$5,520 (repeated expenditure)
Provide after school tutoring support for EL students	LEA-Wide	<input type="checkbox"/> All -----	- 1000-1999 Certificated

		OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Salaries - LCFF S & C: \$2,500  - 3000-3999 Employee Benefits - LCFF S & C: \$500
Provide credit recovery courses to at-risk students	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Online credit recovery courses - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$16,000  Credit recovery teachers - 1000-1999 Certificated Salaries - LCFF S & C: \$5,400  - 3000-3999 Employee Benefits - LCFF S & C: \$600
Instructional aide will support EL students in a variety of subjects	LEA-Wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 2000-2999 Classified Salaries - LCFF S & C: \$26,400  - 3000-3999 Employee Benefits - LCFF S & C: \$2,114



Ensure that all teachers have curriculum and instructional resources needed to prepare students for grade level and content classes	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 4000-4999 Books and Supplies - LCFF Base: \$10,000
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LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>• At least 98% of seniors graduating on time</li> <li>• At least 98% of graduating seniors meeting A-G graduation requirement</li> <li>• At least 98% of all seniors accepted into a 2 or 4-year university</li> <li>• At least 38% of EL students in grades 9-12 are reclassified by the end of the 2016-17 school</li> </ul>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> <li>• The counseling department will provide adequate services to students to ensure they are on target to graduate/Dean of students to oversee the counseling department</li> </ul>	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	1/2 Dean of Students= 33,082 - 1000-1999 Certificated Salaries - LCFF Base: \$33,082  1/2 Dean of students benefits - 3000-3999 Employee Benefits - LCFF Base: \$8,439
Provide additional counseling support through the student transition coordinator to ensure students have greater access to college and career pathways	LEA-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	Student transition coordinator - 2000-2999 Classified Salaries - LCFF S & C: \$42,078

		<u>  </u> Other Subgroups: _____	Student transition coordinator benefits - 3000-3999 Employee Benefits - LCFF S & C: \$13,758
Continue to provide A-G courses to all students	LEA-Wide	<u>  </u> All ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups: _____	\$0
Ensure that all teachers that are hired have correct credential and are assigned to the appropriate content areas (base teacher salaries and benefits)	LEA-Wide	<u>  </u> All ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups: _____	- 1000-1999 Certificated Salaries - LCFF Base: \$1,312,000 (repeated expenditure)  - 3000-3999 Employee Benefits - LCFF Base: \$332,000 (repeated expenditure)
In order to retain highly qualified teachers, provide additional compensation	LEA-Wide	<u>  </u> All ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups: _____	- 1000-1999 Certificated Salaries - LCFF S & C: \$442,000 (repeated expenditure)  - 1000-1999

			Certificated Salaries - LCFF S & C: \$75,000 (repeated expenditure)
Develop an individual culmination and graduation (9-12) plan for each student	LEA-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Naviance - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$3,800
Students will participate in college field trips in order for students to gain a deeper understanding of college expectations	LEA-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$5,000
Establish the role of a part time ELD coordinator. In coordination with the administration and teacher leaders, the ELD coordinator will be responsible for the following: <ul style="list-style-type: none"> <li>• Implementation of the English Language Learner Master plan</li> <li>• Monitor ELD classroom instruction and strategies for all classrooms</li> <li>• Train teachers in proper ELD instruction</li> <li>• Provide professional developments for all teachers in ELD instruction and strategies</li> </ul>	LEA-Wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Part time ELD coordinator - 1000-1999 Certificated Salaries - LCFF S & C: \$40,887  - 3000-3999 Employee Benefits - LCFF S & C: \$9,612  Sub coverage for professional development for ELD coordinator (6 pd opportunities) -

			5000-5999 Services and Other Operating Expenses - LCFF S & C: \$1,000
The offering of ELD courses for EL students	LEA-Wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	ELD 9 - 1 class taught three times a week = 11,398 ELD 10-1 class taught three times a week (a total of 5 hours) = 11,398 - 1000-1999 Certificated Salaries - LCFF Base: \$22,796 (repeated expenditure)  ELD 9 - 1 class taught three times a week = 2769 ELD 10 -1 class taught three times a week = 2751 - 3000-3999 Employee Benefits - LCFF Base: \$5,520 (repeated expenditure)
Provide after school tutoring support for EL students	LEA-Wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	- 1000-1999 Certificated Salaries - LCFF S & C: \$2,500  - 3000-3999

		__Other Subgroups: _____	Employee Benefits - LCFF S & C: \$500
Provide credit recovery courses to at-risk students	LEA-Wide	<u>X</u> All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Online credit recovery courses - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$16,000  Credit recovery teachers - 1000-1999 Certificated Salaries - LCFF S & C: \$5,400  - 3000-3999 Employee Benefits - LCFF S & C: \$600
Instructional aide will support EL students in a variety of subjects	LEA-Wide	__All ----- OR: __Low Income pupils <u>X</u> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	- 2000-2999 Classified Salaries - LCFF S & C: \$26,400  - 3000-3999 Employee Benefits - LCFF S & C: \$2,114
Ensure that all teachers have curriculum and instructional resources needed to prepare students for grade level and content classes	LEA-Wide	<u>X</u> All ----- OR: __Low Income pupils __English Learners __Foster Youth	- 4000-4999 Books and Supplies - LCFF Base: \$10,000

Redesignated fluent English proficient  
 Other Subgroups: \_\_\_\_\_

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

- At least 98% of seniors graduating on time
- At least 98% of graduating seniors meeting A-G graduation requirement
- At least 98% of all seniors accepted into a 2 or 4-year university
- At least 38% of EL students in grades 9-12 are reclassified by the end of the 2016-17 school

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> <li>• The counseling department will provide adequate services to students to ensure they are on target to graduate/Dean of students to oversee the counseling department</li> </ul>	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	1/2 Dean of Students= 33,082 - 1000-1999 Certificated Salaries - LCFF Base: \$33,082  1/2 Dean of students benefits - 3000-3999 Employee Benefits - LCFF Base: \$8,439
Provide additional counseling support through the student transition coordinator to ensure students have greater access to college and career pathways	LEA-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Student transition coordinator - 2000-2999 Classified Salaries - LCFF S & C: \$42,078  Student transition coordinator benefits - 3000-3999

			Employee Benefits - LCFF S & C: \$13,758
Continue to provide A-G courses to all students	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$0
Ensure that all teachers that are hired have correct credential and are assigned to the appropriate content areas (base teacher salaries and benefits)	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 1000-1999 Certificated Salaries - LCFF Base: \$1,312,000 (repeated expenditure)  - 3000-3999 Employee Benefits - LCFF Base: \$332,000 (repeated expenditure)
In order to retain highly qualified teachers, provide additional compensation	LEA-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 1000-1999 Certificated Salaries - LCFF S & C: \$442,000 (repeated expenditure)  - 1000-1999 Certificated Salaries - LCFF S & C: \$75,000 (repeated expenditure)

Develop an individual culmination and graduation (9-12) plan for each student	LEA-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Naviance - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$3,800
Students will participate in college field trips in order for students to gain a deeper understanding of college expectations	LEA-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$5,000
Establish the role of a part time ELD coordinator. In coordination with the administration and teacher leaders, the ELD coordinator will be responsible for the following: <ul style="list-style-type: none"> <li>• Implementation of the English Language Learner Master plan</li> <li>• Monitor ELD classroom instruction and strategies for all classrooms</li> <li>• Train teachers in proper ELD instruction</li> <li>• Provide professional developments for all teachers in ELD instruction and strategies</li> </ul>	LEA-Wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Part time ELD coordinator - 1000-1999 Certificated Salaries - LCFF S & C: \$40,887  - 3000-3999 Employee Benefits - LCFF S & C: \$9,612  Sub coverage for professional development for ELD coordinator (6 pd opportunities) - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$1,000



The offering of ELD courses for EL students	LEA-Wide	<u>  </u> All ----- OR: <u>  </u> Low Income pupils <u>  X  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups: _____	ELD 9 - 1 class taught three times a week = 11,398 ELD 10-1 class taught three times a week (a total of 5 hours) = 11,398 - 1000-1999 Certificated Salaries - LCFF Base: \$22,796 (repeated expenditure)  ELD 9 - 1 class taught three times a week = 2769 ELD 10 -1 class taught three times a week = 2751 - 3000-3999 Employee Benefits - LCFF Base: \$5,520 (repeated expenditure)
Provide after school tutoring support for EL students	LEA-Wide	<u>  </u> All ----- OR: <u>  </u> Low Income pupils <u>  X  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups: _____	- 1000-1999 Certificated Salaries - LCFF S & C: \$2,500  - 3000-3999 Employee Benefits - LCFF S & C: \$500
Provide credit recovery courses to at-risk students	LEA-Wide	<u>  X  </u> All -----	Online credit recovery courses -

		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	5000-5999 Services and Other Operating Expenses - LCFF Base: \$16,000  Credit recovery teachers - 1000-1999 Certificated Salaries - LCFF S & C: \$5,400  - 3000-3999 Employee Benefits - LCFF S & C: \$600
Instructional aide will support EL students in a variety of subjects	LEA-Wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 2000-2999 Classified Salaries - LCFF S & C: \$26,400  - 3000-3999 Employee Benefits - LCFF S & C: \$2,114
Ensure that all teachers have curriculum and instructional resources needed to prepare students for grade level and content classes	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 4000-4999 Books and Supplies - LCFF Base: \$10,000

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

Guiding Questions:

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

Original GOAL from prior year LCAP:	Maintain staff of fully credentialed teachers and maintain minimum 90% of effective, highly effective or master teachers	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE Only: 9__ 10__ Local: _____
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Goal Applies to:	Schools: High School Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>• 100% fully credentialed teachers</li> <li>• 100% effective and highly effective teachers</li> </ul>	Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>• 100% fully credentialed teachers</li> <li>• 100% effective, or highly effective teachers</li> </ul>
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LCAP Year: 2015-16

Planned Actions/Services	Actual Actions/Services		
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	Budgeted Expenditures		Estimated Actual Annual Expenditures
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<ul style="list-style-type: none"> <li>• Increase salaries for all teachers</li> </ul>	78,792 on average per teacher	<ul style="list-style-type: none"> <li>• Increased salaries for all teachers</li> </ul>	1583344 (teacher salaries) 390891 (teacher benefits)
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Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
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<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____
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Professional Development All teachers will participate in monthly professional developments that focus on the following topics:	\$26,953	Professional Development All teachers will participate in monthly professional developments that focus on the following topics:	39,600 (professional development and stipends)
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- School-wide strategies that support the implementation of Common Core such as the JTPS-C and inquiry based activities
- Strategies that focus on implementing argumentative reading and writing across all contents
- The successful implementation and integration of technology into the classroom
- Best instructional strategies and scaffolded activities for subgroups of students including at risk students, SPED students, and EL students through professional development
- The design of rigorous assessments
- The development of criteria of success for all students
- Assessing the needs of subgroups of students (including EL, SPED and at risk students)

In addition, all new teachers will receive

- summer professional development and training through the school site and the school's CMO
- monthly professional developments that focus on the implementation of the school-wide strategies

#### Instructional Coaching

It is essential that all teachers receive instructional coaching from the administration or from a teacher leader. As a result the following is implemented:

- All new teachers will receive coaching from a teacher leader and/or administrator on a bi-weekly basis
- All returning teachers will receiving coaching through the ALLI framework at a minimum of 3 times throughout each semester
- Coaching by TLs and administrators on implementation of best practices, activities,

- School-wide strategies that support the implementation of Common Core such as the JTPS-C and inquiry based activities
- Strategies that focus on implementing argumentative reading and writing across all contents
- Best instructional strategies and scaffolded activities for subgroups of students including at risk students, SPED students, and EL students through professional development
- The design of rigorous assessments
- The development of criteria of success for all students
- Assessing the needs of subgroups of students (including EL, SPED and at risk students)

In addition, all new teachers will receive

- summer professional development and training through the school site and the school's CMO
- monthly professional developments that focus on the implementation of the school-wide strategies

<p>scaffolds and strategies for EL students</p> <p>Additionally, all coaching is focused on effectively implementing the school-wide focus for each professional development, and school-wide strategies and activities that support the successful implementation of common core standards and objectives</p>			
<p>Scope of Service:</p>	<p>LEA-Wide</p>	<p>Scope of Service:</p>	<p>LEA-Wide</p>
<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>		<p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	
<p>Culture</p> <p>The development of a culture of learning for all students, support for teachers, teacher leadership opportunities and appreciation for teachers is critical to retaining effective teachers. To foster this type of culture, the following elements will remain in place:</p> <ul style="list-style-type: none"> <li>• Open door policy between the administration and teacher</li> <li>• Monthly staff appreciation and recognition</li> <li>• Teacher leader or coaching opportunities</li> <li>• Club leader opportunities</li> <li>• Teacher feedback on student discipline policies, school-wide strategies, school activities, etc.</li> </ul>	<p>\$104,964</p>	<p>Culture</p> <p>The development of a culture of learning for all students, support for teachers, teacher leadership opportunities and appreciation for teachers is critical to retaining effective teachers. To foster this type of culture, the following elements will remain in place:</p> <ul style="list-style-type: none"> <li>• Open door policy between the administration and teacher</li> <li>• Monthly staff appreciation and recognition</li> <li>• Teacher leader or coaching opportunities</li> <li>• Club leader opportunities</li> <li>• Teacher feedback on student discipline policies, school-wide strategies, school activities, etc.</li> </ul>	<p>104,602 (including salary and benefits)</p>
<p>Scope of Service:</p>	<p>LEA-Wide</p>	<p>Scope of Service:</p>	<p>LEA-Wide</p>
<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p>		<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p>	

\_\_ Redesignated fluent English proficient  
\_\_ Other Subgroups: \_\_\_\_\_

\_\_ Redesignated fluent English proficient  
\_\_ Other Subgroups: \_\_\_\_\_

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

In the 2015-2016 school year, the Alliance focused on integrating technology in the classroom to better support our high poverty students. However, after reviewing CAASPP and Lexile data in the Fall of 2015, we refocused our goals to appropriately meet the identified needs of our students in the areas of reading comprehension, writing, and listening and improve students skills in math.

Original GOAL from prior year LCAP:	Decrease the percentage of student suspensions	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE Only: 9__ 10__ Local: _____
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Goal Applies to:	Schools: All Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	≤1.5% of students suspended	Actual Annual Measurable Outcomes:	As of April 2016 our current data is not available. Preliminary data indicates that we will meet our expected annual measurable outcome.
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<ul style="list-style-type: none"> <li>• The implementation of the school-wide discipline policy and interventions</li> <li>• The implementation of peer mentoring between alumni and current students</li> <li>• Continue to develop a culture of learning and support for students through activities during and after school (clubs, sports, tutoring, etc.)</li> <li>• The use of alternatives to suspensions</li> <li>• Developing partnerships with outside organizations that encourage students to attend school (i.e. Stoked)</li> </ul>	\$15,000	<ul style="list-style-type: none"> <li>• The implementation of the school-wide discipline policy and interventions</li> <li>• Continue to develop a culture of learning and support for students through activities during and after school (clubs, sports, tutoring, etc.)</li> <li>• The use of alternatives to suspensions</li> <li>• Developing partnerships with outside organizations that encourage students to attend school (i.e. Stoked)</li> </ul> <p>Dean of students provided support for students with at risk behaviors</p>	\$9000

Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
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<u>X</u> All ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient	___ All ----- OR: <u>X</u> Low Income pupils <u>X</u> English Learners ___ Foster Youth <u>X</u> Redesignated fluent English proficient <u>X</u> Other Subgroups: <u>SPED</u>
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__ Other Subgroups: _____			
• The hiring of a counselor for students most at risk	\$72,000	• A counselor was promoted to the dean of students position to support students most at risk of not graduating on time, and who needed additional classroom interventions due to behavioral concerns	\$82040
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
__ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __ Other Subgroups: _____		__ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __ Other Subgroups: _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	During the 2014-15 school year we had a total of three administrators who had the capacity to focus on building a peer mentoring program with alumni. Prior to the 2015-16 school year, our third administrator did not return; as a result, we were not able to focus on building a peer mentoring program. The current actions support a low suspension rate, and therefore do not require an additional mentor program. During the 2014-15 school year, a counselor was promoted to the Dean of Students position. She focused on students most at risk of not graduating on time, and with classroom behavioral concerns. She participated in activities such as meeting with parents of students failing courses, in-classroom behavioral concerns, and counseling and disciplining students with at risk behaviors. This overall goal has been collapsed into a broader goal of ensuring that we have a safe and orderly environment.		

Original GOAL from prior year LCAP:	To increase the percentage of parents attending parent workshops and conferences.	Related State and/or Local Priorities: 1__ 2__ 3 <u>X</u> 4__ 5__ 6__ 7__ 8__ COE Only: 9__ 10__ Local: _____
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Goal Applies to:	Schools: All Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>• 35% families attending parent workshops</li> <li>• 68% families attending parent conferences</li> </ul>	Actual Annual Measurable Outcomes:	Accurate data is not currently available for the 2015-16 school year. Preliminary data indicates we are on track to meet our expected annual measurable outcomes.
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide parental involvement, conference and workshop opportunities that include the following: <ul style="list-style-type: none"> <li>• Parent town halls that inform parents on the school-wide activities and events</li> <li>• Parent workshops on technology, how to support students at home, CELDT information sessions, etc. offered on a variety of days and times to support parent schedules</li> <li>• Semester conferences on student grades</li> <li>• The use of teleparent to inform parents of conferences, workshops and town halls</li> </ul> To monitor parental involvement, and to encourage parents to engage in thoughtful and meaningful workshops/conferences throughout the year the school will hire a parent coordinator. The parent coordinator will partner with the counselors and the Assistant principal to determine effective workshops for parents, and assist with the design of	\$42,607	Provide parental involvement, conference and workshop opportunities that include the following: <ul style="list-style-type: none"> <li>• Parent town halls that inform parents on the school-wide activities and events</li> <li>• Parent workshops on technology, how to support students at home, CELDT information sessions, etc. offered on a variety of days and times to support parent schedules</li> <li>• Semester conferences on student grades</li> <li>• The use of teleparent to inform parents of conferences, workshops and town halls</li> </ul> To monitor parental involvement, and to encourage parents to engage in thoughtful and meaningful workshops/conferences throughout the year the school will hire a parent coordinator. The parent coordinator will partner with the counselors and the Assistant principal to determine effective workshops for parents, and assist with the design of	\$37,069

conferences to ensure parent participation.		conferences to ensure parent participation.	
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<p>Added changes include specific actives designed to increase meaningful parent involvement. Such activities include the following:</p> <ul style="list-style-type: none"> <li>• Beyond parent town halls, parents will have additional opportunities to meet with the principal to voice concerns, and provide feedback about the school on a quarterly basis (i.e. coffee with the principal)</li> <li>• In the beginning of the school year, parents will receive a calendar of parental events, and sign up for at least 5 events that they would like to participate in</li> </ul>		

Original GOAL from prior year LCAP:	<ul style="list-style-type: none"> <li>To maintain the percentage of students who graduate on time</li> <li>To maintain the percentage of senior students meeting A-G graduation requirements</li> <li>To maintain the percentage of students accepted into a 2 or 4-year university</li> </ul>	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5 <input checked="" type="checkbox"/> 6__ 7__ 8__ COE Only: 9__ 10__ Local: _____
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Goal Applies to:	Schools: High School Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>100% of seniors graduating on time</li> <li>100% of graduating seniors meeting A-G graduation requirements</li> <li>99% of all seniors accepted into a 2 or 4-year university</li> </ul>	Actual Annual Measurable Outcomes:	Final data is not available for the 2015-16 school year. Preliminary data indicates that all graduating seniors will meet the expected annual measurable outcomes.
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<ul style="list-style-type: none"> <li>A counselor for every 200 students to ensure students are on target to graduate</li> <li>The offering of A-G courses for all students in grades 9-12</li> </ul> <p>Proper interventions for students at risk of not graduating, include the following:</p> <ul style="list-style-type: none"> <li>Proper identification of students who are at risk of not graduating at all grade levels</li> <li>Offer of summer bridge courses</li> <li>Proper in-classroom activities and strategies</li> <li>Proper notification to parents</li> <li>Semester parent meetings with strategies to assist students at risk</li> <li>Parent conferences with counselors and administration for students who are at risk of not</li> </ul>	20,000	<ul style="list-style-type: none"> <li>A counselor for every 200 students to ensure students are on target to graduate</li> <li>The offering of A-G courses for all students in grades 9-12</li> </ul> <p>Proper interventions for students at risk of not graduating, include the following:</p> <ul style="list-style-type: none"> <li>Proper identification of students who are at risk of not graduating at all grade levels</li> <li>Offer of summer bridge courses</li> <li>Proper in-classroom activities and strategies</li> <li>Proper notification to parents</li> <li>Semester parent meetings with strategies to assist students at risk</li> <li>Parent conferences with counselors and administration for students who are at risk of not graduating on time</li> </ul>	20,905 (credit recovery/tutoring) 81,672 (salary/benefits)

graduating on time • The offering of credit recovery courses • Tutoring • Individualized action plan for all students		• The offering of credit recovery courses • Tutoring • Individualized action plan for all students	
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	All actions, services, and expenditures will remain the same for the 2016-17 school year. This overall goal has been collapsed into a larger goal of providing services and supports to our students.		

Original GOAL from prior year LCAP:	Increase the percentage of juniors ready to enroll in college English		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8_X COE Only: 9__ 10__ Local: _____	
Goal Applies to:		Schools: High School	Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>33% of juniors will pass the EAP for English prior to entering their senior year.</li> </ul>	Actual Annual Measurable Outcomes:	As of April 2016 our current data is not available.	
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
<ul style="list-style-type: none"> <li>9th grade English support class that focuses on college reading and writing</li> <li>SAT support class that focuses on supporting SAT, ACT, and EAP</li> <li>The implementation of EAP content in all English and content classes in grades 9-12</li> <li>ELA instructional coach to support English teachers in the development of effective curriculum and instruction</li> <li>Continue to use school-wide strategies in reading and writing across all content areas, including advisory. Implementation of scaffolds for all ELL's and RFEP pupils</li> </ul>	\$70,233	<ul style="list-style-type: none"> <li>9th grade English support class that focuses on college reading and writing</li> <li>SAT support class that focuses on supporting SAT, ACT, and EAP</li> <li>The implementation of reading and writing in all English and content classes in grades 9-12</li> <li>ELA instructional coach to support English teachers in the development of effective curriculum and instruction</li> <li>Continue to use school-wide strategies in reading and writing across all content areas, including advisory. Implementation of scaffolds for all ELL's and RFEP pupils</li> <li>EAP ELA bootcamp: an intervention session that focuses on reading, and writing</li> </ul> <p>The purchasing of CollegeSpring</p>	142,048	
Scope of Service:		LEA-Wide	Scope of Service: LEA-Wide	

All

All

OR:

Low Income pupils  English Learners  Foster Youth  
 Redesignated fluent English proficient  
 Other Subgroups: \_\_\_\_\_

OR:

Low Income pupils  English Learners  Foster Youth  
 Redesignated fluent English proficient  
 Other Subgroups: \_\_\_\_\_

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

2014-15 CAASPP administration provided the school with a baseline. During this specific administration 23% of grade 11 students taking the exam received EAP status prior to their senior year. The goal was adjusted to service students who did not meet EAP status in grade 11. The adjusted goal is as follows: 25% of graduating seniors will receive EAP status in English upon graduation

Additional actions and services were created to support the adjusted goal. Such goals and services include the following:

- SAT support class focus on SAT and ACT curriculum which promotes college readiness for the EAP
- The implementation of reading and writing in all English and content classes in grades 9-12 to prepare students for college level reading and writing as assessed on the EAP.
- Students in grade 12 who did not receive EAP status in their junior year will enroll in the proper English class (ERWC course, English honors, or AP English) so to receive EAP status upon a passing grade of a c or higher.
- Students in danger of failing their English course will be placed in tutoring, and senior bootcamp as an intervention to support EAP status upon graduation
- EAP ELA boot-camp: an intervention period that focuses on reading, writing, math and SAT curriculum for grade 11 students
- ELD courses for EL students in grades 9 and 10
- Differentiation of instruction and content in all English courses

This goal has been collapsed into a larger goal of supporting students in meeting grade level standards.

Original GOAL from prior year LCAP:	To maintain minimum 95% average daily attendance rate	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5 <u>X</u> 6__ 7__ 8__ COE Only: 9__ 10__ Local: _____
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Goal Applies to:	Schools: High School
	Applicable Pupil Subgroups: All

Expected Annual Measurable Outcomes:	95% average daily attendance	Actual Annual Measurable Outcomes:	As of April 2016 our current data is not available. Preliminary data indicates that we will meet or exceeded our expected annual measurable outcome.
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<ul style="list-style-type: none"> <li>• Proper monitoring and tracking of student attendance through PowerSchool</li> <li>• Notification to parents of students daily absents and tardies</li> <li>• Proper implementation of school-wide discipline policy for absent and tardy students</li> <li>• Development of an effective START and SARB board to determine how to support students with excessive truancies and absences</li> <li>• The use of teleparent to notify parents of students who are absent or tardy</li> </ul>	\$800	<ul style="list-style-type: none"> <li>• Proper monitoring and tracking of student attendance through PowerSchool</li> <li>• Notification to parents of students daily absents and tardies</li> <li>• Proper implementation of school-wide discipline policy for absent and tardy students</li> <li>• Development of an effective START and SARB board to determine how to support students with excessive truancies and absences</li> <li>• The use of teleparent to notify parents of students who are absent or tardy</li> </ul>	\$37,069 (attendance/office aide benefits and salary)

Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
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<u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____	<u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____
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What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

This goal has been collapsed into a larger goal of providing a safe and orderly environment for all students. There are no additional changes to actions, services and expenditures for the 2016-17 school year.

Original GOAL from prior year LCAP:	To increase the percentage of students who score proficient or above on the CAASSPP in English and math.	Related State and/or Local Priorities: 1__ 2_X 3__ 4_X 5__ 6__ 7__ 8__ COE Only: 9__ 10__ Local: _____
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Goal Applies to:	Schools: High School Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	To establish a baseline of students who score proficient or above on the CAASPP in English and math.	Actual Annual Measurable Outcomes:	As of April 2016 our current data is not available.
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
See activities listed in Goal 1 under professional development and coaching  Instruction Effective methods, practices, and instructional strategies are essential to the learning of all students. The elements below provide aspects of the critical elements of good instruction while bringing alignment with the Common Core State standards. <ul style="list-style-type: none"> <li>• Teachers and instructional staff</li> <li>• Implementation of the English instructional shifts in every content</li> <li>• Implementation of the mathematical shifts and SMPs</li> <li>• The effective use of technology to support learning for all students in understanding the Common Core standards</li> <li>• The design of lessons that including</li> </ul>	\$26,953 (PD and Coaching development) \$104,964 (instruction)	See activities listed in Goal 1 under professional development and coaching  Instruction Effective methods, practices, and instructional strategies are essential to the learning of all students. The elements below provide aspects of the critical elements of good instruction while bringing alignment with the Common Core State standards. <ul style="list-style-type: none"> <li>• Teachers and instructional staff</li> <li>• Implementation of the English instructional shifts in every content</li> <li>• Implementation of the mathematical shifts and SMPs</li> <li>• The effective use of technology to support learning for all students in understanding the Common Core standards</li> <li>• The design of lessons that including</li> </ul>	39,600 (PD and Coaching) 104,602 (salary and benefits)

college-level reading and writing, the use of technology, critical thinking, rigor, academic discourse supported through the use of evidence and justifications, and the inquiry based activities		college-level reading and writing, the use of technology, critical thinking, rigor, academic discourse supported through the use of evidence and justifications, and the inquiry based activities <ul style="list-style-type: none"> <li>• Intervention sessions and after school tutoring to support ELL, low income and at risk students in English</li> <li>• Intervention sessions and after school tutoring to support ELL, low income and at risk students in math</li> <li>• Differentiation of instruction to meet the needs of ELL, low income and at risk students</li> </ul>	
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>SPED</u>	
Technology The implementation of technology in every classroom is essential in supporting the Common Core standards. The elements below provide aspects of thoughtful implementation of technology into every classroom: <ul style="list-style-type: none"> <li>• The use of computers will be available for students and teachers to use on a daily basis</li> <li>• Every student will have access to an I-Pad on a daily basis</li> <li>• Every teacher will have access to an I-Pad on a daily basis</li> <li>• Every teacher will implement the use of technology at least once during a lesson</li> <li>• Every student and teacher will use a system interface for lessons, homework, and classwork</li> <li>• Every teacher will be trained on effective use of</li> </ul>	\$25,000	Technology The implementation of technology in every classroom is essential in supporting the Common Core standards. The elements below provide aspects of thoughtful implementation of technology into every classroom: <ul style="list-style-type: none"> <li>• The use of computers will be available for students and teachers to use on a daily basis</li> <li>• Every student will have access to an I-Pad on a daily basis</li> <li>• Every teacher will have access to an I-Pad on a daily basis</li> <li>• Every teacher will implement the use of technology at least once during a lesson</li> <li>• Every student and teacher will use a system interface for lessons, homework, and classwork</li> <li>• Every teacher will be trained on effective use of</li> </ul>	\$15,514 (benefits and salary)

<p>technology within the classroom</p> <ul style="list-style-type: none"> <li>• Every student will be trained on the effective use of technology and become digital citizens on a daily basis</li> </ul>		<p>technology within the classroom</p> <ul style="list-style-type: none"> <li>• Every student will be trained on the effective use of technology and become digital citizens on a daily basis</li> </ul> <p>A technology coordinator was used to support our technology needs noted above.</p>	
<p>Scope of Service:</p>	<p>LEA-Wide</p>	<p>Scope of Service:</p>	<p>LEA-Wide</p>
<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>		<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Approximately 62% grade 11 students during the 2014-15 CAASPP administration met or exceeded the standard in math and English. We have used this as a baseline to establish future goals, and outcomes for the 2016-17 school year. The current goal was adjusted to support the most recent data. The goal for English is as follows: To address the achievement gap of low income, SPED, RFEP and ELLs in English. The adjusted goal for math is as follows: To address the achievement gap of low income, SPED, RFEP and ELLs in math. In the 2015-16 LCAP these two goals were combined as one goal. During the 2016-17 LCAP these goals are separated.</p> <p>Additional activities to support these goals are as follows:</p> <ul style="list-style-type: none"> <li>• Differentiation of instruction to meet the needs of ELL, low income and at risk students</li> <li>• Intervention sessions and after school tutoring to support ELL, low income and at risk students in English</li> <li>• Intervention sessions and after school tutoring to support ELL, low income and at risk students in math</li> <li>• All reading and writing will be differentiated for English Language Learners in content and English classes</li> <li>• EL students in grade 9 students will enroll in an ELD English course</li> <li>• EL students in grade 10 will enroll in an ELD English course</li> </ul> <p>This goal has been collapsed into a larger goal of students meeting grade level standards.</p>		

Original GOAL from prior year LCAP:	To increase the percentage of students achieving advanced and early advanced on the CELDT in grades 10-12.	Related State and/or Local Priorities: 1__ 2__ 3__ 4_X 5__ 6__ 7__ 8__ COE Only: 9__ 10__ Local: _____
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Goal Applies to:	Schools: High School Applicable Pupil Subgroups: English learners
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Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>66% of 10<sup>th</sup>-12<sup>th</sup> grade students will achieve early advanced or advanced on the CELDT.</li> </ul>	Actual Annual Measurable Outcomes:	As of April 2016 our current data is not available.
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Implementation of the English Language Learner Master plan  Raise student and parent awareness of the importance of CELDT through parent and student meeting  Prepare students through advisory  Continue to integrate EL strategies through teacher professional development	102,142	Implementation of the English Language Learner Master plan  Raise student and parent awareness of the importance of CELDT through parent and student meeting  Prepare students through advisory  Continue to integrate EL strategies through teacher professional development	\$104,602 (benefits and salary)

Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
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__All ----- OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	__All ----- OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____
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What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

Due to the change in criteria from the 2014-15 school year, the goal was revised with a specific focus now on all EL students meeting the re-classification criteria prior to graduation.

Additional actions and services were adopted to ensure the successful attainment of the revised goal:

- Establish the role of an ELD coordinator. In coordination with the administration, the Alliance and teacher leaders, the ELD coordinator will be responsible for a variety of tasks including, but not limited to monitoring of EL students and their in-classroom progress and reclassification status, and ensuring that teachers are properly trained in ELD instructional strategies with appropriate monitoring of such strategies
- ELD class for students who score below the early advanced category for grade 9 and 10 students

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Instructional coaches will ensure that data driven conversations include review of EL data and next steps within instruction

This goal has been collapsed into a larger goal of providing services and supports to students.

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	\$917,026
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As a result of the funding under LCAP the school is to receive an additional \$917,026 to focus on improvement of the three specific sub-groups. The prioritization of use for these funds will be (1) free- and reduced-lunch qualified students, and (2) increasing English language learning skills in English for English Language Learners both current and re-designated. Additionally, we will continue to use our student information system to track foster youth who enroll in the school.

The highest concentration of students enrolled based on the 2014-15 data is 95% FRL. While a significant percentage, we have also disaggregate data for our English Language Learners who need to re-designate and/or may be re-designated but still require additional support to achieve the goal of proficiency in English, as well as the need to achieve academic success in all classes. To this end in collaboration with an administrator an ELD coordinator will oversee the school's ELD program, in addition ELD courses will be offered for EL students. Teachers will continue to be trained in differentiating instruction for EL students to ensure that their English Language Learning skills are being met on a daily basis.

The additional funds under LCAP will be used to sustain increased salaries for all teachers. As a district with a majority of low income students, the need to hire and retain highly effective teachers is great. Highly paid salaries will support retaining the most effective teachers. In addition in reflecting on previous years' data which includes a majority of our students entering their ninth grade year at a fourth grade level in English and math, as well as the need to meet our mission and vision of preparing students for college, we will continue to focus on reading and writing for all students to ensure their success on the CAASPP and College Ready assessments. Furthermore, as we move towards assessing our students on the New Generation Science Standards we also recognize the need to ensure our science teachers are highly effective in teaching the standards. To that end, we will continue to have instructional coaches for English, math and science which will serve as an in-class support to teachers and support school-wide professional development for the staff that is focused on reading and writing skills development, and school-wide and department-wide strategies. In addition, to further support our new teachers, we will have an ALLI coach who will be responsible with the administration in supporting such teachers with the development of effective

instructional strategies. To further support this work, we will hire an additional administrator who will be responsible for instructional leading our team of teachers in collaboration with the current assistant principal and principal.



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

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

24.57	%	
<p>We currently offer a wide range of services that specifically benefit our unduplicated student population and provide the academic support needed to ensure students successfully complete high school, and begin to pursue a 4 year higher education. Such support include but is not limited to every 200 students have access to a guidance counselor, intervention support (such as tutoring), an after school program that support extracurricular and alternative activities for students, hiring and retaining effective support teachers such as in math, English and SAT courses, and training teacher leaders in effective instructional coaching strategies to support teachers in highly impacting student learning for low income students. Current data indicates that the proportionality of percentage and level of impact is appropriate.</p>		

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.

Expenditure Summary

Expenditures by Budget Category			
Budget Category	Year 1	Year 2	Year 3
All Budget Categories	\$5,022,092	\$4,574,125	\$4,582,471
1000-1999 Certificated Salaries	2,401,090	2,401,090	2,401,090
2000-2999 Classified Salaries	378,297	378,297	378,297
3000-3999 Employee Benefits	1,110,359	653,997	653,997
4000-4999 Books and Supplies	35,000	35,000	35,000
5000-5999 Services and Other Operating Expenses	1,091,496	1,099,891	1,108,237
7000-7499 Other	5,850	5,850	5,850

Expenditures by Funding Source			
Funding Source	Year 1	Year 2	Year 3
All Funding Sources	\$5,022,092	\$4,574,125	\$4,582,471
LCFF Base	3,730,830	3,282,863	3,291,209
LCFF S & C	1,101,804	1,101,804	1,101,804
Federal Revenues - Title I	189,458	189,458	189,458

Expenditures by Budget Category and Funding Source				
Budget Category	Funding Source	Year 1	Year 2	Year 3
All Budget Categories	All Funding Sources	\$5,022,092	\$4,574,125	\$4,582,471
1000-1999 Certificated Salaries	LCFF Base	1,648,982	1,648,982	1,648,982
1000-1999 Certificated Salaries	LCFF S & C	599,892	599,892	599,892
1000-1999 Certificated Salaries	Federal Revenues - Title I	152,216	152,216	152,216
2000-2999 Classified Salaries	LCFF Base	261,708	261,708	261,708

2000-2999 Classified Salaries	LCFF S & C	116,589	116,589	116,589
3000-3999 Employee Benefits	LCFF Base	918,185	461,823	461,823
3000-3999 Employee Benefits	LCFF S & C	154,932	154,932	154,932
3000-3999 Employee Benefits	Federal Revenues - Title I	37,242	37,242	37,242
4000-4999 Books and Supplies	LCFF Base	10,000	10,000	10,000
4000-4999 Books and Supplies	LCFF S & C	25,000	25,000	25,000
5000-5999 Services and Other Operating Expenses	LCFF Base	891,955	900,350	908,696
5000-5999 Services and Other Operating Expenses	LCFF S & C	199,541	199,541	199,541
7000-7499 Other	LCFF S & C	5,850	5,850	5,850

Expenditures by Goal and Funding Source

Funding Source	Year 1	Year 2	Year 3
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Goal 1: Alliance Dr. Olga Mohan High School will provide a safe and orderly learning environment for students and staff.

All Funding Sources	1,650,046	1,658,441	1,666,787
LCFF Base	1,468,753	1,477,148	1,485,494
LCFF S & C	181,293	181,293	181,293

Goal 2: Alliance Dr. Olga Mohan High School will promote greater parent involvement to support student achievement

All Funding Sources	103,779	103,779	103,779
LCFF Base	80,800	80,800	80,800
LCFF S & C	22,979	22,979	22,979

Goal 3: Ensure that all students have access to effective, highly effective or master teachers according to the Alliance evaluation rubric

All Funding Sources	2,561,711	2,096,910	2,096,910
LCFF Base	2,090,871	1,626,070	1,626,070

LCFF S & C	470,840	470,840	470,840
Goal 4: All students at Alliance Dr. Olga Mohan High School will achieve grade level standards in English Language Arts to increase the percentage of students ready to enroll in college ready English courses upon graduation			
All Funding Sources	300,526	300,526	300,526
LCFF Base	31,324	31,324	31,324
LCFF S & C	169,502	169,502	169,502
Federal Revenues - Title I	99,700	99,700	99,700
Goal 5: All students at Alliance Dr. Olga Mohan High School will achieve grade level standards in math to increase the percentage of students ready to enroll in college ready math courses upon graduation			
All Funding Sources	193,299	193,299	193,299
LCFF S & C	103,541	103,541	103,541
Federal Revenues - Title I	89,758	89,758	89,758
Goal 6: Alliance Dr. Olga Mohan High School will continue to provide services and supports for all students and their families to ensure students' success			
All Funding Sources	212,731	221,170	221,170
LCFF Base	59,082	67,521	67,521
LCFF S & C	153,649	153,649	153,649