



## Cosumnes Oaks High School

# Local Control Accountability Plan (LCAP) 2017 - 2018

Principal: \_

(Signature): \_

**Elk Grove Unified School District  
Elk Grove, California**

Approved by the Elk Grove Unified School District Board of Education on \_

\*Meets E.C. 64001 Requirements for a Single Plan for Student Achievement

## Goal Setting

### State Priorities

#### Conditions of Learning:

- Priority 1 - Compliance with Williams criteria - instructional materials, teacher assignments and credentials, facilities
- Priority 2 - Implementation of SBE adopted academic content standards, including programs and services for ELs to access the Common Core and ELD standards
- Priority 7 - Access, including for subgroups, to a broad course of study

#### Pupil Outcomes:

- Priority 4 - Pupil Achievement - statewide assessments, API, completion of A-G requirements, CTE sequences and AP courses, EL progress toward proficiency, college preparation (EAP)
- Priority 8 - Pupil outcomes in specified subject areas

#### Engagement:

- Priority 3 - Parental involvement
- Priority 5 - Pupil engagement - attendance, dropout and graduation rates
- Priority 6 - School climate - suspension and expulsion rates, etc.

### Strategic Goals

#### Goal 1: High-Quality Classroom Instruction and Curriculum

- All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.

#### Goal 2: Assessment, Data Analysis, & Action

- All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.

#### Goal 3: Wellness

- All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.

#### Goal 4: Family and Community Engagement

- All students will benefit from programs and services designed to inform and involve family and community partners.

### A. Stakeholder Engagement

Involvement Process for LCAP and Annual Update
<p><b>How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?</b></p> <hr/> <p>COHS utilized the following methods and stakeholder groups to determine data points and identify critical areas of need: Staff Meeting(s) May and August 2017   School Site Council Meeting(s) May 2017, August 2017, September 2017   Parent Survey 2017   Staff Culture and Climate Survey 2017   CHKS(student) 2017   Parent Outreach Survey October 2016. In addition, WASC data gathered on August 11, 2017 and September 12, 2017.</p>
Impact of LCAP and Annual Update
<p><b>How did these consultations affect the LCAP for the upcoming year?</b></p> <hr/> <p>Specific data points provided critical areas of need. Primary focus was placed on the following: access to Courses (Honors, AP, CTE), a-g completion, D,F data, CAASPP data, CTE Sequence (selection) Completion, Freshman Transition, EAP, Resource analysis, progress toward English Proficiency and redesignation, suspension rates, types of student infractions, restorative practices. Using the DMM process, specifics were addressed with regard to resources and funding availability. Meetings and surveys aided in targeting critical areas which helped to inform site spending school wide and to principally targeted groups: EL, Foster, and SED. which involves more specificity with expenditures and the implementation of principally targeted student groups comprised of SED, EL, and FY. School Site Council reviewed data including surveys and also provided feedback regarding what students and parents considered additional key areas of focus.</p>

### B. Goals, Actions, and Progress Indicators

<p><b>District Strategic Goal 1:</b></p> <p>All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.</p>	<p><b>District Needs and Metrics 1:</b></p> <p>Students need high quality classroom instruction and curriculum as measured by:</p> <ul style="list-style-type: none"> <li>• Access to Courses (Honors, AP/IB, CTE)</li> <li>• A-G Completion</li> <li>• AP/IB Exams</li> <li>• CAASPP</li> <li>• Content Standards Implementation</li> <li>• CTE Sequence Completion</li> <li>• EAP</li> <li>• Instructional Materials</li> <li>• Progress toward English Proficiency</li> </ul>
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- Redesignation
- Teacher Assignment

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### Site Goal 1.1

Strategic Goal 1.0 will use the following as measures of improvement: 8% increase in a-g completion, 95% SWD graduate, 5% increase in CTE Pathway/Academy completion, 10% increase in enrollment of African-American and Hispanic students enroll in AP/Honors courses, 80% of students taking AP classes also take the AP exam, 90% of teachers feel confident in the curriculum as measured by the State Standards implementation survey, 75% of students in Math CAASPP meet or exceed standards, 85% of students in ELA CAASPP meet or exceed standards, 100% EL students advance at least one level based on CELDT. Cosumnes Oaks High School will provide access to courses which prepare students for college, career, other post-secondary opportunities, and life readiness. New information received prior to the January 2018 and Spring 2018 School Site Council meetings and EL meetings, this plan may be revised to reflect active stakeholder engagement adjustments based on district and ad hoc surveys and additional data which may impact decision making.

**Metric:** Other (Site-based/local assessment)

### Actions/Services 1.1.1

#### Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Professional Learning Community Reinforcement: <ul style="list-style-type: none"> <li>• Teacher (team) release days</li> <li>• PLC Conferences and Seminars</li> <li>• Teacher (team) planning time.</li> </ul>	PLC research supports that a cycle of inquiry utilizing the PLC model (teacher teams) focused on data collection of student work, primarily formative and summative, can/will result in improved student achievement. Research by Marzano, DuFour, Kamold, Larsen, and our own site data supports this best practice. Specifically, "One of the primary characteristics of high performing and high impact schools that are successfully closing the [ ] achievement gap - is their laser like focus on teacher collaboration as key to improving instruction and reaching all students. (Education Trust, 2005; Kersaint, 2007).	<ul style="list-style-type: none"> <li>• a-g completion</li> <li>• AP/Honors participation</li> <li>• PSAT; SAT;ACT Data</li> <li>• AP Pass rate/participation</li> <li>• CCI (College and Career Indicator)</li> <li>• State Standards Implementation Survey</li> <li>• GFSF 10 year plans completed year 1 and 2</li> <li>• Effectiveness of Advocacy Transition transition</li> </ul>

#### What funding source will you use?

Local Control Accountability Plan/LCFF Supplemental Concentration Fund

Certificated Substitute = \$170/day  
 Certificated Timesheet = \$40/Hour  
 Dollars not to exceed \$39,000

### Actions/Services 1.1.2

#### Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Subscriptions for software and technology to access curriculum: C-STEM \$1000.00 to support the Robotics and Coding Pathway <ul style="list-style-type: none"> <li>• Ch Professional Edition</li> <li>• Linkbot Labs</li> </ul>	"In the 21st century, scientific and technological innovations have become increasingly important as we face the benefits and challenges of both globalization and a knowledge-based economy. To succeed in this new information-based and highly	<ul style="list-style-type: none"> <li>• Student achievement/successful course completion</li> <li>• Pathway completion</li> <li>• CCI</li> <li>• CCGI</li> <li>• a-g completion</li> </ul>

<ul style="list-style-type: none"> <li>C-STEM Studio</li> <li>C-STEM Curriculum</li> </ul>	<p>technological society, students need to develop their capabilities in STEM to levels much beyond what was considered acceptable in the past." (National Science Foundation)</p> <p>"According to the U. S. Department of Commerce, STEM occupations are growing at 17%, while other occupations are growing at 9.8%. STEM degree holders have a higher income even in non-STEM careers. Science, technology, engineering and mathematics workers play a key role in sustained growth and stability of the U.S. economy, and are a critical component to helping the U.S. win the future."</p>	
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<p><b>What funding source will you use?</b></p>
<p>Local Control Accountability Plan/LCFF Supplemental Concentration \$1000.00</p>

**Actions/Services 1.1.3**

<p><b>Principally Targeted Student Group</b></p>
<p>• All • Foster Youth • Low Income</p>

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Professional Learning Community Site Coordinator 19 hour per month or release day or combination.</p>	<p>PLC research supports that a cycle of inquiry utilizing the PLC model (teacher teams) focused on data collection of student work, primarily formative and summative, can/will result in improved student achievement. Research by Marzano, DuFour, Kamold, Larsen, and our own site data supports this best practice. Specifically, "One of the primary characteristics of high performing and high impact schools that are successfully closing the [ ] achievement gap - is their laser like focus on teacher collaboration as key to improving instruction and reaching all students. (Education Trust, 2005; Kersaint, 2007).</p>	<ul style="list-style-type: none"> <li>• Staff survey</li> <li>• CAASPP Results</li> <li>• UC/CSU preparedness for entering college freshmen (Math and ELA)</li> <li>• Achievement results for targeted populations</li> <li>• State Standards Implementation Survey</li> <li>• Increase in the number of common assessments</li> <li>• Number of PLC teams meeting regarding data, pedagogy, and scope and sequence.</li> <li>• Staff feedback</li> </ul>

<p><b>What funding source will you use?</b></p>
<p>Local Control Funding Formula/LCAP Supplemental Concentration Funding Not to exceed \$7500.00</p>

**Actions/Services 1.1.4**

<p><b>Principally Targeted Student Group</b></p>
<p>• EL • R-FEP</p>

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>EL students are placed into appropriate SDAIE courses with teachers who are trained in SDAIE strategies.  Level 1 and Level 2 EL students are placed in</p>	<p>"English Learners (ELs)—students whose second language is English and who are not fully proficient in English—constitute the fastest growing portion of the K–12 student population. By 2025, according to U.S.</p>	<ul style="list-style-type: none"> <li>• CELDT score growth</li> <li>• a-g completion</li> <li>• Academy and Pathway participation/completion</li> <li>• graduation rate</li> </ul>

EDGE course with the goal to advance to SDAIE courses. EDGE provides direct interventions based on the learning level of the student.

CELDT testing provides a baseline, yearly assessment about level and growth for proper placement.

The district curriculum coach will work with the ELD and SDAIE teachers to develop best practice strategies and identify areas of critical need.

Teachers will have access to professional development.

Additional chrome books, curriculum supports, memory, or supplies consistent with meeting the needs of this targeted group may be purchased for EL students.

Funding for a site EL Coordinator and timesheet funding for CELDT testing.

government estimates, as many as one in four students in the United States will come from a home where a language other than English is spoken. Because many of these students tend to do poorly in school, teachers are encouraged to regularly use research-based practices to improve these students' academic achievement. Yet knowing which practices actually are research-based—that is, they are supported by research demonstrating impact on student outcomes—is not clear to many educators. This series of articles will help educators identify students' levels of oral and academic language proficiency, offer interactive and direct techniques to promote literacy development, and build and maintain effective programs for ELLs."  
(Rhoda Colman: 2010 Kappa Delta Pi International Honor Society in Education)

- AP/Honors participation
- Progress toward English Proficiency
- Redesignation

**What funding source will you use?**

EL Supplemental Program Services  
\$15,120.00

This DOES NOT come from the the supplemental concentration funding.

**Actions/Services 1.1.5**

**Principally Targeted Student Group**

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Learn 360 Subscription from InfoBase Learning</p> <ul style="list-style-type: none"> <li>• Yearly License Fee</li> <li>• Video on Demand</li> <li>• Integrated as a virtual resource library</li> <li>• Is accessible to all teachers</li> <li>• Search options support STEM and Academy/Pathway curriculum as well as elective and other core classes</li> </ul>	<p>"While, at face value, the potential of student-centered learning environments is compelling, the logistical problems associated with implementing them are formidable. Recent advances in computer and related technologies, however, have facilitated the management of electronic resources, making student-centered alternatives both possible and feasible. Computer-enhanced learning environments ":::: promote engagement through student-centered [learning] activities" (Hannafin, 1992, p. 51). Technology-enhanced, student-centered learning environments organize interrelated learning themes into meaningful contexts, often in the form of a problem to be solved or an orienting goal, that bind functionally their features and activities. They provide interactive, complimentary activities that enable individuals to address unique learning interests and needs, study multiple levels of complexity, and deepen understanding..." (Instructional Science 25: 167–202, 1997. 167 c 1997 Kluwer Academic Publishers Hannafin and Land)</p>	<ul style="list-style-type: none"> <li>• Teacher feedback</li> <li>• Student Feedback</li> <li>• Student achievement and successful completion of research assignments</li> </ul>

**What funding source will you use?**

Local Control Accountability Plan/LCFF Supplemental Concentration Fund

\$1390.00

**Actions/Services 1.1.6**

**Principally Targeted Student Group**

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Staff Professional Development including but not limited to:</p> <ul style="list-style-type: none"> <li>• AP Capstone Teacher Training (2600.00)</li> <li>• Solution Tree Consultant</li> <li>• WASC Committee Attendee (substitute cost - 3 days)</li> <li>• AP teacher training</li> <li>• AVID training that cannot be funded through the AVID budget</li> <li>• Get Focused Stay Focused Training</li> <li>• EL Training that cannot be funded through EL funds</li> <li>• Technology Training (on site teachers/counselors)</li> <li>• Program Training for other site initiatives, including but not limited to: Equity, PBIS Tier I and II, Restorative Practices.</li> </ul>	<p>Professional development is defined as “ the process of improving staff skills and competencies needed to produce outstanding educational results for students” (Hassel, 1999). As Thomas Guskey (2000, p.4) states, “One constant finding in the research literature is that notable improvements in education almost never take place in the absence of professional development.” Professional development is key to meeting today’s educational demands.”</p> <p>Although this research is more dated, current research continues with the same message.</p> <p>.Research and experience help us recognize that high-quality ongoing professional development that deepens teachers’ content knowledge and pedagogical skills; provides opportunities for practice, research, and reflection; and includes efforts that are embedded, sustained, and collaborative will assist in the goal to remain up-to-date (Sparks, 2002).</p>	<ul style="list-style-type: none"> <li>• Access to Courses (Honors, AP/IB, CTE)</li> <li>• a-g Completion</li> <li>• AP Pass Rate</li> <li>• CAASPP</li> <li>• Content Standards Implementation</li> <li>• CTE Sequence Completion</li> <li>• College preparedness for college entering freshmen</li> <li>• Teacher Assignment</li> </ul>

**What funding source will you use?**

AP and Pre AP Training funding is available through management resource code 7218. This equates to \$5000.00

The remainder of AP/Pre AP and other Professional Development opportunities will be paid through LCAP/LCFF Supplemental Concentration Funds not to exceed \$11,000.00

**Actions/Services 1.1.7**

**Principally Targeted Student Group**

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Supplemental Curriculum and Technology:</p> <p>The purchase of Chrome books and Chrome carts and other technology to improve teaching and learning. This could include hardware and/or software. Specifically, students and teachers will be better able to :</p> <ul style="list-style-type: none"> <li>• Access the web based program for the Board adopted Integrated Math Curriculum. Access is currently limited to the number of chrome books available.</li> <li>• Access to the newly adopted ELA curriculum which has a web based component. Access is limited to the number of chrome books available.</li> </ul>	<p>Computer based systems, with research based foundations, are increasingly used to both assess student learning (see Northwest Evaluation Association (NWEA) Measures of Academic Performance (MAP) and REN-LEARN from Renaissance Learning, as well as programs which both assess student knowledge and skill and then differentiate computer based learning to address learning gaps.</p> <p>PBS, a leading provider of teacher resources conducted numerous surveys to support tech in the classroom :” According to the survey, tech resources used most often in the classroom include: websites (56 percent), online images (44</p>	<ul style="list-style-type: none"> <li>• Access to Courses (Honors, AP, CTE)</li> <li>• a-g Completion</li> <li>• CAASPP</li> <li>• Content Standards Implementation</li> <li>• CTE Sequence Completion</li> <li>• EAP</li> <li>• Instructional Materials</li> <li>• Progress toward English Proficiency</li> <li>• Resignation</li> <li>• Student and Teacher Survey</li> </ul>

- Create practice test scenarios based on PLC focus of areas of critical need for CAASPP with the intent on increasing student and teacher confidence in the new test platform.
- Complete performance task common assessment testing which is limited to the number of chrome books available.

**Supplemental Texts**

- Recent changes to the ELA curriculum and accompanying novels have changed. Supplemental texts may be purchased to augment the new Board adopted StudySync ELA curriculum.

Field Trips, Academy/Pathway Site visits. Supplemental Concentration Funding will expand our scope and ability to utilize our community resources by offering field trips. This will extend learning beyond the classroom: Some of the field trips planned are as follows:

- Federal District Courthouse/Robert Matsui's Office for AP US Government and Politics (\$675.00)
- CTE Academy/Pathway workplace visits
- Extended learning applies to all disciplines beyond the 4 core areas

percent) and online games or activities (43 percent). Increasing student motivation (77 percent), reinforcing and expanding on content being taught (76 percent) and responding to a variety of learning styles (76 percent) are the top three reasons teachers use technology in the classroom."

"The survey was conducted by Vera Quest Research and sampled 500 teachers within the United States between December 14 and December 20, 2011. Respondents for this survey were randomly selected from an online panel to be representative of teachers in the U.S. The estimated sampling error for the 500 respondents is +/- 4.4 percent at a 95 percent confidence level. These statements conform to the principles of disclosure of the National Council on Public Polls."

**What funding source will you use?**

LCAP/LCFF Supplemental Concentration Fund Not to Exceed \$48,110.00

**Actions/Services 1.1.8**

**Principally Targeted Student Group**

- All • Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • R-FEP

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Cosumnes Oaks High School is in the emerging, development, and sustaining phase for several programs. Each of those programs requires management and resources beyond the school day and base funding. The focus of the programs relate directly to the graduate profile. In addition, core subject, STEM, Academy/Pathway, and advanced education for specified programs is provided. Funding will be provided for:</p> <ul style="list-style-type: none"> <li>• Release days = \$170.00 for Substitute Costs</li> <li>• Teacher Timesheet = \$40.00/hour</li> </ul> <p>The following programs/site focus areas:</p> <ul style="list-style-type: none"> <li>• Focus on College and Career (FOCC)</li> <li>• Advocacy Unit Building using the tenets of FOCC</li> <li>• AP Test Review (after school)</li> <li>• Timesheet advisors/trainers- Cyber Patriot, Mathletes, Science Olympiad</li> <li>• AVID</li> </ul> <p>The breakdown for the Focus on College and Career initiative is as follows:</p>	<p>There is much research about the benefits of soft skill development taught in conjunction with academic focus. This research supports this specific action which also supports Strategic Goals 2,3, and 4. Research is as follows:</p> <p><b>Academic Impact?</b></p> <ul style="list-style-type: none"> <li>• Improved test scores (Goldschmidt, Huang, &amp; Chinen, 2007; Huang, Gribbons, Kim, Lee, &amp; Baker, 2000; Huang, Leon, Harven, La Torre, &amp; Mostafavi, 2009; Huang, Leon, &amp; La Torre, 2011; Huang, Leon, La Torre, &amp; Mostafavi, 2008)</li> <li>• Improved school grades (Huang et al., 2011)?</li> <li>• Improved school attendance (Huang et al., 2011)?</li> <li>• Increased engagement in learning (Huang et al., 2007a; Huang et al., 2000)?</li> <li>• Lower dropout rates (Huang, Kim, Marshall, &amp; Perez, 2005)?</li> </ul> <p><b>Social, Safety, and Family Impacts?</b></p>	<ul style="list-style-type: none"> <li>• a-g completion</li> <li>• AP/Honors participation</li> <li>• PSAT; SAT;ACT Data</li> <li>• AP Pass rate/participation</li> <li>• CCI (College and Career Indicator)</li> <li>• State Standards Implementation Survey</li> <li>• Access to Courses (Honors, AP/IB, CTE)</li> <li>• A-G Completion</li> <li>• AP/IB Exams</li> <li>• CAASPP</li> <li>• Content Standards Implementation</li> <li>• CTE Sequence Completion</li> <li>• EAP</li> <li>• Instructional Materials</li> <li>• Progress toward English Proficiency</li> <li>• Redesignation</li> <li>• Teacher Assignment</li> </ul>



- California Workforce Pathways Joint Advisory Committee
- September 15, 2017 - 2 substitutes + 4 hours prep work (\$500.00)
- Mock Interviews
- Term 1: Friday 9/29/17
- Term 2: Friday 12/8/17
- Term 3: Friday 3/2/18
- Term 4: Friday 5/18/18 Cost of 4 substitutes = (\$800.00)

- Provided students safety in dangerous areas (Huang et al., 2004; Huang et al., 2007b)?
- Strengthened feelings of security by families (Huang et al., 2000)?
- Bridged the language gap between non-English speaking parents and the school (Huang et al., 2007b)?
- Improved self-efficacy (Huang et al., 2004)?
- Reduced juvenile crime (Goldschmidt et al., 2007)?
- Formed productive learner adult relationships (mentors) (Huang et al., 2007a; Huang et al., 2000; Huang et al., 2007b)?

**What funding source will you use?**

Local Control Funding Formula/LCAP Supplemental Concentration Funding. These dollars are embedded in Strategic Goal 1.1.1 and 1.1.6

**Actions/Services 1.1.9**

**Principally Targeted Student Group**

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Western Association of Schools and Colleges (WASC)- 6 teachers on the WASC Site Team <ul style="list-style-type: none"> <li>• Timesheets - Teacher pay = \$40.00/hour</li> <li>• Release days - Substitute Coverage = \$170.00/day</li> </ul>	See WASC research Strategic Goal 2.1.1	<ul style="list-style-type: none"> <li>• Access to Courses (Honors, AP/IB, CTE)</li> <li>• A-G Completion</li> <li>• AP/IB Exams</li> <li>• CAASPP</li> <li>• Content Standards Implementation</li> <li>• CTE Sequence Completion</li> <li>• EAP</li> <li>• Instructional Materials</li> <li>• Progress toward English Proficiency</li> <li>• Redesignation</li> <li>• Teacher Assignment</li> </ul>

**What funding source will you use?**

Local Control Funding Formula/LCAP Supplemental Concentration Funding  
Not to exceed \$2000.00

<p><b>District Strategic Goal 2:</b></p> <p>All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.</p>	<p><b>District Needs and Metrics 2:</b></p> <p>Students need high quality programs and services driven by assessment, data analysis, and action as measured by:</p> <ul style="list-style-type: none"> <li>• Assessment System</li> <li>• Data and Program Evaluation</li> <li>• Student Information System</li> </ul>
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**Site Goal 2.1**



The site goal for testing participation is as follows:

- 80% of sophomore students will participate in the PSAT
- 98% of Juniors will participate in the CAASPP
- 40% of parents will participate in the District Parent Survey
- 98% of student will participate in the California Healthy Kids Survey
- 98% of Seniors will participate in the Senior Survey
- 30% of parents and 80% of students will participate in the Summer School Survey
- 90% of students enrolled in an AP course will take the AP test in which they are enrolled
- 90% of staff will participate in the LCAP Survey (new 2017-2018 school year)
- 100% of students will complete CCGI Enrollment
- 100% of Freshmen and Sophomores will initiate/ continue with the 10 year plan from the Focus on College and Career class.
- 75% of students will demonstrate college preparedness in ELA and 55% in Math with regard to the EAMOs

**Metric:** Assessment System

**Actions/Services 2.1.1**

**Principally Targeted Student Group**

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>This year, Western Association of Schools and Colleges (WASC) will be completing the accreditation for Cosumnes Oaks High School. The WASC site committee consists of 5 teacher leaders and a chairperson for a total of 6 teachers. Although there is some time built into their teaching schedules, it in no way is sufficient for the work that must be completed prior to the visiting committee's arrival (March 2018). For this reason, we will fund timesheet and or release days with a funding allowance up to \$3000.00 to be divided among release days and timesheets for Strategic Goals 1, 2, and 5.</p> <p>The SLOs (Schoolwide Learning Outcomes) are determined by the stakeholder's identification of critical areas of need and by the WASC visiting Committee's findings. As a result, High Quality Instruction (SG1), Wellness (SG3), and Family and Community Engagement (SG4) will drive where funding dollars go in the future.</p> <p>Western Association of Schools and Colleges (WASC)- 6 teachers on the WASC Site Team.</p>	<p><b>What is WASC?</b>                      Certification to the public that the school is a trustworthy institution of learning</p> <ul style="list-style-type: none"> <li>• Validates the integrity of a school's program and student transcripts</li> <li>• Fosters improvement of the school's programs and operations to support student learning</li> <li>• Assures a school community that the school's purposes are appropriate and being accomplished through a viable educational program</li> <li>• A way to manage change through regular assessment, planning, implementing, monitoring and reassessment.</li> <li>• Assures a school community that the school's purposes are appropriate and being accomplished through a viable educational program</li> <li>• A way to manage change through regular assessment, planning, implementing, monitoring and reassessment</li> <li>• Assists a school/district in establishing its priority areas for improvement as a result of the perpetual accreditation cycle that includes</li> <li>• Below are additional examples with respect to accreditation:</li> <li>• In December 2002 UC faculty approved a policy that requires all California public and private high schools to be ACS WASC-accredited (or a candidate for accreditation) in order to establish and/or maintain an "a-g" course list.</li> <li>• Accreditation is required with respect to the Cal Grants.</li> <li>• The ACS WASC/CDE (California Department of Education) process serves as the basis for the Single Plan for Student Achievement.</li> <li>• Colleges and universities examine transcripts to determine if the students have attended accredited institutions.</li> </ul>	<p>These metrics are built into Strategic Goals 1, 2, and 4. Some are as follows:</p> <ul style="list-style-type: none"> <li>• Access to Courses (Honors, AP/IB, CTE)</li> <li>• A-G Completion</li> <li>• AP/IB Exams</li> <li>• CAASPP</li> <li>• Content Standards Implementation</li> <li>• CTE Sequence Completion</li> <li>• EAP</li> <li>• Instructional Materials</li> <li>• Progress toward English Proficiency</li> <li>• Redesignation</li> <li>• Teacher Assignment</li> </ul>

**What funding source will you use?**

Local Control Funding Formula/LCAP Supplemental Concentration Funding

This funding is currently denoted in Strategic Goal 1.1.9 due to its focus on High Quality Instruction.

**Site Goal 2.2**

**Metric:**

**Actions/Services 2.2.1**

**Principally Targeted Student Group**

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?

**What funding source will you use?**

**Site Goal 2.3**

Using the Strategic Goals indicated in Strategic Goal 1:

- Academic indicators will increase ELA CAASPP from 72.7 to 75.0; the district threshold is 56.0 and 59.0 respectively.
- Academic indicators will increase Math CAASPP from 49.5 to 54.0; the district threshold is 47.0 and 50.0 respectively.
- EL Redesignation saw a statistically significant increase in 2016-2017 from the previous year: 8.9% to 23.2% respectively. In 2017-2018, the target goal is 25% though the district threshold is 11.0.

**Metric:** Assessment System

**Actions/Services 2.3.1**

**Principally Targeted Student Group**

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?

**What funding source will you use?**

**Site Goal 2.4**

<b>Metric:</b>		
<b>Actions/Services 2.4.1</b>		
<b>Principally Targeted Student Group</b>		
<b>Specific Actions to Meet Expected Outcome</b>	<b>What is the Research Confirming this is an Effective Practice?</b>	<b>How will you Measure the Effectiveness of the Actions/Services?</b>
<b>What funding source will you use?</b>		

<p><b>District Strategic Goal 3:</b> All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.</p>	<p><b>District Needs and Metrics 3:</b> Students need a safe and engaging academic, social-emotional, and physical school environment as measured by:</p> <ul style="list-style-type: none"> <li>Attendance</li> <li>Chronic Absenteeism</li> <li>Cohort Graduation</li> <li>Expulsion</li> <li>Facilities</li> <li>HS Dropout</li> <li>MS Dropout</li> <li>School Climate</li> <li>Suspension</li> </ul>
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Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

**Site Goal 3.1**

Strategic Goal 3.0 benchmarks are as follows: 10% decrease in the suspension rate of African-America students, 10% decrease in the rate of suspension of SWD, 80% of students surveyed on the CHKS survey report feeling safe at school, 80% of staff feel connected to each other (Staff Culture and Climate Survey), continue the trend of zero expulsions, 8% increase in teachers showing respect to students, 8% increase students showing respect to teachers. Other metrics will be identified January 2018 and Spring 2018. Metrics will continue to focus on academic and behavioral needs, including social, emotional, mental and physical wellness and disproportionality as they apply to low performing LCAP subgroups and other site selected groups which are at-risk based on key performance indicators.

<b>Metric:</b> Other (Site-based/local assessment)	
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**Actions/Services 3.1.1**

<b>Principally Targeted Student Group</b>		
• All		
<b>Specific Actions to Meet Expected Outcome</b>	<b>What is the Research Confirming this is an Effective Practice?</b>	<b>How will you Measure the Effectiveness of the Actions/Services?</b>
Positive Behavior Intervention and Supports <ul style="list-style-type: none"> <li>2 teachers: Sacramento Conference October 11, 12, 2017 Registration and Substitute Coverage(\$1000.00)</li> </ul>	See research stated in District Strategic Goal 3.1.2: Professional development for site trainees is necessary to the sustainability of this site-wide initiative.	Trend data from multiple sources will be used as a metric: <ul style="list-style-type: none"> <li>Attendance</li> <li>Suspension/Expulsion</li> <li>School Climate surveys, i.e. CHKS, Senior Survey, ad-hoc surveys. etc.</li> </ul>

**What funding source will you use?**

Local Control Funding Formula/LCAP  
Not to exceed \$1000.00

**Actions/Services 3.1.2**

**Principally Targeted Student Group**

• All • Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • SWD • White

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>PBIS Tier I and Tier II Site Team Meetings</p> <ul style="list-style-type: none"> <li>• 10 teachers</li> <li>• 2 times per month</li> </ul> <p>1 hour each time \$40.00/hour 10 months (\$8000.00)</p>	<p>PBIS can also foster improvements in students' prosocial behaviors and academic achievement, in teacher self-efficacy, and in students' perception of a positive school climate. Despite this success, some educators commonly use more reactive and punitive approaches, including suspension and expulsion. These practices contribute to a more negative school climate, which is associated with increased bullying, student behavior problems, dropping out of school, and low rates of student and teacher engagement and satisfaction. Instead, PBIS creates positive personal development and a positive and effective learning environment wherein students thrive (Bradshaw, 2013; Sawka-Miller &amp; Miller, 2007).</p> <p>Additional research also shows the following: Successful implementation of PBIS is associated with decreases in administrator and teacher time spent on student discipline, and large increases in time spent on instruction (Reinke, Herman, &amp; Tucker, 2006). ? Implementation of Tier 1 universal interventions is promisingly associated with increased academic outcomes (Horner et al., 2010). ?</p> <p>At-risk and high-risk youth benefit the most from exposure to PBIS (Bradshaw, Waasdorp, &amp; Leaf, 2015). Universal PBIS led to decreases in office discipline referrals and positive school climate (Horner et al., 2009)</p>	<p>Multiple measures can and will substantiate effectiveness:</p> <ul style="list-style-type: none"> <li>• California Healthy Kids Survey</li> <li>• Suspension/Expulsion data</li> <li>• Referral data</li> <li>• Student and Parent surveys, i.e. school climate, Senior Survey, etc.</li> <li>• Attendance</li> </ul>

**What funding source will you use?**

Local Control Funding Formula/LCAP  
Dollars not to exceed \$8000.00

**Actions/Services 3.1.3**

**Principally Targeted Student Group**

• All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>The California Healthy Kids Survey is provided to COHS free for grades 9 and 11,</p>	<p>The reliability of any survey has to do with the quality of measurement. A more</p>	<p>The measurement of this funded initiative will be determined by the movement in targeted</p>

<p>however, we have the option to pay \$0.50/student in grades 10 and 12 to survey the entire site. The survey is disaggregated so that subgroup data is available. This site-wide subgroup data has been integral to targeting at risk students and identifying areas of critical need.</p> <p>A more complete survey will enable COHS to continue the modification to the Advocacy Program.</p>	<p>complete survey with disaggregated data will allow us to also separate grade levels and target areas of concern within each grade level. This is a more precise measurement.</p>	<p>areas identified in Strategic Goals 3.1.2.</p>
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<p><b>What funding source will you use?</b></p>
<p>Local Control Funding Formula/LCAP \$600.00</p>

**Actions/Services 3.1.4**

**Principally Targeted Student Group**

- All • Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • SWD

<p><b>Specific Actions to Meet Expected Outcome</b></p>	<p><b>What is the Research Confirming this is an Effective Practice?</b></p>	<p><b>How will you Measure the Effectiveness of the Actions/Services?</b></p>
<p>Site specific initiatives also requiring people, time, resources, and facilities include:</p> <ul style="list-style-type: none"> <li>• Conflict Mediation training and implementation</li> <li>• Revision of OCI (on campus intervention) as a support system</li> <li>• PBIS Tier II training and implementation</li> <li>• Additional trainings, i.e. Mandated Reporter, Mental Health Awareness</li> <li>• Substitute Costs for staff trainings and planning days</li> <li>• Release days for planning</li> <li>• Timesheet for planning</li> <li>• Clerical</li> <li>• Professional Development in PBIS and other areas related to <i>wellness</i>, i.e. National Equity Project Conference</li> <li>• Signage</li> <li>• Postage</li> <li>• School supplies, additional student material</li> <li>• Recognition, i.e. <i>certificates, I AM CO</i> tickets</li> <li>• COHS Demonstration Days January 29-30, 2018 (Sub costs and timesheets \$1800.00)</li> </ul>	<p>Research shows that "Wellness is an active process of becoming aware of and making choices toward a healthy and fulfilling life. Wellness is more than being free from illness, it is a dynamic process of change and growth." "...a state of complete physical, mental, and social well-being, and not merely the absence of disease or infirmity." - The World Health Organization "a conscious, self-directed and evolving process of achieving full potential." - The National Wellness Institute</p> <p>In addition, "Establishing healthy behaviors during childhood is easier and more effective than trying to change unhealthy behaviors during adulthood. Schools play a critical role in promoting the health and safety of young people and helping them establish lifelong healthy behavior patterns. Research shows a link between the health outcomes of young people and their academic success. To have the most positive impact on the health outcomes of young people, government agencies, community organizations, schools, and other community members must work together through a collaborative and comprehensive approach."</p> <p>"The education, public health, and school health sectors have each called for greater alignment, integration, and collaboration between education and health to improve each child's cognitive, physical, social, and emotional development. Public health and education serve the same children, often in the same settings. The WSCC focuses on the child to align the common goals of both sectors. The expanded model integrates the eight components of a coordinated school health (CSH) program with the tenets of a whole child approach to education. (Journal of School Health - Special Supplement on <i>Whole School, Whole Community, Whole Child</i>, November 2015)."</p>	<p>Multiple Measures will be utilized to measure effectiveness:</p> <ul style="list-style-type: none"> <li>• Number of education code 48900a violations</li> <li>• Number of referrals to administration for 48900k</li> <li>• Effective intervention model for OCI to be measured by parents, students, and staff (qualitative and quantitative)</li> <li>•</li> </ul>

**What funding source will you use?**

Local Control Funding Formula/LCAP Supplemental Concentration Funding  
\$6400.00

**District Strategic Goal 4:**

All students will benefit from programs and services designed to inform and involve family and community partners.

**District Needs and Metrics 4:**

Students need parent, family and community stakeholders as direct partners in their education as measured by:

- Family and Community Engagement

Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

**Site Goal 4.1**

Multiple Metrics will be used to assess the effectiveness of programs and services regarding Family and Community Engagement. The following will be utilized: attendance and participation in COHS Parent Series, the parent survey received (78% responses received our goal is 90%), and other ad hoc site surveys.. The parent survey reveals the following percentages on the left and the 2017-2018 goal on the right: School Connectedness/Sense of Belonging 71%/80%; Climate of Support for Academic Learning 76%/86%; Knowledge and Fairness of Discipline, Rules, and Norms 77%/85%; Safety 86%/91%. In addition, the parent survey shows disaggregated data. Although the difference between the overall statistics are not significant, the number of responses for African American, EL, and SWD is low; a higher participation rate would be more accurate. A statistically significant response is 25%.

**Metric:** Family and Community Engagement

**Actions/Services 4.1.1**

**Principally Targeted Student Group**

- All • EL • Foster Youth • Low Income • SWD

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Site outreach to parents and families with regard to AP potential utilizing results from the PSAT and other site measures including CAASPP testing. This could be timesheets, release day (substitute costs).</p> <ul style="list-style-type: none"> <li>• AP Parent Night</li> <li>• After school AP/Honors Information meetings for students after school.</li> <li>• Course registration breakout sessions (Wednesday morning late start and during course registration</li> <li>• AP/Honors Outreach Coordinator</li> <li>• Postage</li> <li>• Publication of material</li> <li>• Financial Aid Night(s)</li> </ul> <p>In addition, CTE Academy/Pathway parent and community outreach is integral to growing and sustaining high quality programs. Actions to meet this need may include:</p> <ul style="list-style-type: none"> <li>• CTE Academy/Pathway Parent Meetings</li> <li>• Community and Industry Sector guest speakers</li> <li>• Featured presentations during course registration</li> <li>• Publications to support programs</li> <li>• Postage and printing including supplies</li> <li>• Translation services</li> <li>• Outreach for internships and industry certifications</li> <li>• FACE clerical support (maintaining database parent volunteers, etc.)</li> </ul>	<p>Including parents as advocates in their children's selection of rigorous courses is imperative. This is evidenced by, "<b>Studies have shown that the rigor of a student's high school curriculum is the single best predictor of success in college.</b> In his seminal study, <i>The Tool Box Revisited: Paths to Degree Completion from High School Through College</i> (Washington, D.C.: U.S. Department of Education, 2006), Clifford Adelman demonstrated that the academic intensity of a high school curriculum is essential to student success in college."</p> <p>Research shows that, " Ignoring fundamental changes in the structure of the American industrial economy, traditional vocational education continues to structure itself around "terminal" programs directed at preparing young people for entry-level work. These programs, it was agreed, neglect any connection with those liberal arts classes that develop essential critical thinking skills. Moreover, they fail to provide a seamless curriculum culminating in admission to, and completion of the growing number of career-specific, four-year degrees. Vocational education, observed one participant, "remains the land of the dinosaurs."</p>	<p>The following metrics will be utilized to measure effectiveness:</p> <ul style="list-style-type: none"> <li>• Parent participation and engagement</li> <li>• Parent Survey (EGUSD)</li> <li>• Number of students enrolled in AP/Honors courses to include disaggregated data for LCAP subgroups</li> <li>• Percentage of students enrolled in and completed Academy/Pathway programs</li> <li>• Number of industry sector connections to include internships and certifications</li> <li>•</li> </ul>

**What funding source will you use?**

AP/Honors outreach is funded \$1000.00 from Resource Code 7218.

Local Control Funding Formula/LCAP Supplemental Concentration Funding: \$5000.00

**Actions/Services 4.1.2**

**Principally Targeted Student Group**

• All • EL • Foster Youth • R-FEP • SWD

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>A 2016-1017 survey of parents and guardians indicated a high interest and area of critical need for a well developed Parent Education Series. In addition to the statistically significant participation of those events and additional parent feedback in the parent survey the ongoing and additional Parent Education Series may include, but is not limited to:</p> <ul style="list-style-type: none"> <li>• Pathways to Success (a monthly parent meeting focused on college readiness and scholarship) \$3500.00</li> <li>• Freshman Parent Orientation (August)</li> <li>• AP Information Night</li> <li>• Student Wellness and <i>Knowing the Signs</i> of Teen Depression</li> <li>• Navigating ParentVUE</li> <li>• Screenagers - social media and what parents should know about the effects of technology \$500.00</li> <li>• Postage</li> <li>• Timesheet for clerical and certificated staffing</li> <li>• Publication and printing</li> </ul> <p>School Site Council Meetings and ELAC Meetings will inform decision making: School Site Council Meetings Scheduled:</p> <ul style="list-style-type: none"> <li>• 8/23/2017</li> <li>• 8/30/2017</li> <li>• 9/6/2017</li> <li>• 1/15/2018</li> <li>• 4/15/2018</li> </ul> <p>The School Site Council President is Miss Rene Kum.</p> <p>The COHS ELAC will meet on the following dates:</p> <ul style="list-style-type: none"> <li>• 8/22/2017</li> <li>• 10/17/2017</li> <li>• 4/12/2018</li> </ul> <p>The ELAC President is Mrs. HongJun "Rainbow" Zhao.</p>	<p>Excerpts from Handbook on Family and Community Engagement: Sam Redding, Marilyn Murphy, &amp; Pam Sheley, Editors <a href="http://www.schoolcommunitynetwork.org">www.schoolcommunitynetwork.org</a>:</p> <p>The one historical constant is the research and practice links between low-income families engaging with their schools, which leads to higher student achievement, greater social and political capital for families, and empowerment to demand high achieving education (Bryk, Sebring, Allensworth, Luppescu, &amp; Easton, 2010; Gold, Simon, &amp; Brown, 2002; Henderson &amp; Mapp, 2002; Nye, Turner, &amp; Schwartz, 2006).</p> <p>"...organizing parents is an important function for school accountability and collective action, but parents should organize around a shared vision such as increasing the number of children ready for college or providing a quality education for all children, rather than around interests that often compete and divide parents. Whether Title I, English as a Second Language (ESL), or special education, among other programs, the school and parent visions should be aligned and a learning culture developed where educators and parents learn together. Parents should see the benefit of advocating for all children, as well as their own. Family engagement should not be an add-on or a program but should be interwoven throughout the school—its instructional program, planning and management, and other aspects of school life so that schools are places of connection and the center of the community. As families gain knowledge about what constitutes a high achieving school, they will also feel ownership over advocating for change (Moles and Fege 2010)"</p>	

**What funding source will you use?**

LCAP/LCFF Supplemental Concentration Fund Not to Exceed \$7000.00



**Actions/Services 4.1.3**

**Principally Targeted Student Group**

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>In addition to 4.1 and 4.2, funding will also be provided for the following:</p> <ul style="list-style-type: none"> <li>● Outside/community guest speakers</li> <li>● Refreshments and supplies for events, i.e. water, flyers, school information items, i.e. magnets, cards, brochures</li> <li>● Classified and Certificated timesheets to work after hours events.</li> <li>● Career Fair Guests</li> <li>● Site specific events include but is not limited to: School Site Counsel, WASC Visiting Committee, etc.</li> <li>● Awards and recognition, Academic Accolades, Senior Awards, Outstanding Scholar, EL Scholar, etc.</li> </ul>	<p>School level parent engagement practices. Activities such as including parents on governance committees, encouraging volunteerism, educating parents on how to be more active in their children's education, etc., have positive outcomes, including more informed decision-making, greater motivation to implement decisions, greater acceptance of collective decisions, enhanced sense of social justice, and increased civic skills, among others. (See Funk &amp; Wright, 2003: <u><a href="#">Deepening Democracy: Institutional Innovations in Empowered Participator Governance</a></u>.</p> <p><a href="https://www.ed.gov/parent-and-family-engagement">https://www.ed.gov/parent-and-family-engagement</a>. Family and Community Engagement/ US Department of Education</p>	<ul style="list-style-type: none"> <li>● Parent surveys</li> <li>● Number of community participants</li> <li>● Parent and community participation in school events</li> </ul>

<p><b>What funding source will you use?</b></p>
<p>Local Control Funding Formula/LCAP Supplemental Concentration Funds \$4000.00</p>

Local Control Accountability Plan (LCAP)  
Year 2017 - 2018**IV. Funding**

## Cosumnes Oaks High School - 455

Fund Source Mgmt. Code/Description Resc. Code/Description	FTE	Carry Over	Allocation	Subtotal	EGUSD Strategic Goals				Balance
					1 - Curriculum and Instruction	2 - Assessment	3 - Wellness	4 - Family Engagement	
<b>2200</b> Regular Education (9-12) <b>0000</b> Unrestricted	0	\$0	\$129,145	\$129,145	\$129,145	\$0	\$0	\$0	\$0
<b>2201</b> Regular Education (9-12) - Allocated FTE <b>0000</b> Unrestricted	116.0358	\$0	\$11,581,163	\$11,581,163	\$11,581,163	\$0	\$0	\$0	\$0
<b>2222</b> Results Staffing EGEA (9- 12) <b>0000</b> Unrestricted	2	\$0	\$229,245	\$229,245	\$229,245	\$0	\$0	\$0	\$0
<b>2230</b> Non- Instructional FTE (9- 12) <b>0000</b> Unrestricted	1.5	\$0	\$173,148	\$173,148	\$173,148	\$0	\$0	\$0	\$0
<b>2240</b> Visual & Performing Arts (VAPA) <b>0000</b> Unrestricted	0	\$28,000	\$0	\$28,000	\$28,000	\$0	\$0	\$0	\$0
<b>2270</b> Extended Day (9-12) <b>0000</b> Unrestricted	0	\$0	\$59,744	\$59,744	\$59,744	\$0	\$0	\$0	\$0
<b>2280</b> Summer School/Extended Learning (9-12) <b>0000</b> Unrestricted	0	\$46,580	\$0	\$46,580	\$46,580	\$0	\$0	\$0	\$0
<b>2312</b> Education Fees <b>0000</b> Unrestricted	0	\$0	\$20,000	\$20,000	\$20,000	\$0	\$0	\$0	\$0
<b>2340</b> Secondary Counselors <b>0000</b> Unrestricted	5.65	\$0	\$644,344	\$644,344	\$644,344	\$0	\$0	\$0	\$0
<b>4255</b> Regional Occupational Program <b>0000</b> Unrestricted	0.733	\$0	\$60,772	\$60,772	\$60,772	\$0	\$0	\$0	\$0
<b>4275</b> AVID Support <b>0000</b> Unrestricted	0.4	\$0	\$47,501	\$47,501	\$47,501	\$0	\$0	\$0	\$0
<b>4380</b> Health Services <b>0000</b> Unrestricted	1	\$0	\$37,630	\$37,630	\$0	\$0	\$37,630	\$0	\$0
<b>5495</b> Allocated FTE Leave <b>0000</b> Unrestricted	0.0001	\$0	\$161,622	\$161,622	\$161,622	\$0	\$0	\$0	\$0
<b>5634</b> Custodial Services <b>0000</b> Unrestricted	8	\$0	\$580,940	\$580,940	\$0	\$0	\$580,940	\$0	\$0
<b>7201</b> LCFF Supple/Conc 7 - 12 <b>0000</b> Unrestricted	0	\$0	\$142,000	\$142,000	\$110,000	\$0	\$16,000	\$16,000	\$0
<b>7206</b> Academic Competitions <b>0000</b> Unrestricted	0	\$0	\$500	\$500	\$500	\$0	\$0	\$0	\$0
<b>7218</b> Pre-Advanced Placement, Honors and Advanced Placement Training <b>0000</b> Unrestricted	0	\$0	\$5,000	\$5,000	\$5,000	\$0	\$0	\$0	\$0

<b>7220</b> Honors/Advanced Placement Coordination <b>0000</b> Unrestricted	0.5	\$0	\$52,885	\$52,885	\$52,885	\$0	\$0	\$0	\$0
<b>7225</b> Honors/Advanced Placement Outreach (OCR) <b>0000</b> Unrestricted	0	\$0	\$1,000	\$1,000	\$1,000	\$0	\$0	\$0	\$0
<b>7233</b> AVID Support <b>0000</b> Unrestricted	0.0001	\$0	\$8,127	\$8,127	\$8,127	\$0	\$0	\$0	\$0
<b>7250</b> EL Supplemental Program Services 7- 12 <b>0000</b> Unrestricted	0	\$0	\$15,120	\$15,120	\$15,120	\$0	\$0	\$0	\$0
<b>7270</b> PBIS Coordination <b>0000</b> Unrestricted	0.333	\$0	\$33,021	\$33,021	\$0	\$0	\$33,021	\$0	\$0
<b>7405</b> English Learner Augmentation <b>0000</b> Unrestricted	0.333	\$0	\$41,911	\$41,911	\$41,911	\$0	\$0	\$0	\$0
<b>7440</b> Positive Behavior Incentive Supports <b>0000</b> Unrestricted	0	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
<b>4250</b> Director of Career and Technical Education and College Readiness <b>3550</b> Vocational Programs: Voc and Applied Tech Secondary II C, Sec 131 (Carl Perkins Act)	0	\$0	\$36,148	\$36,148	\$36,148	\$0	\$0	\$0	\$0
<b>2201</b> Regular Education (9-12) - Allocated FTE <b>4035</b> NCLB: Title II, Part A, Teacher Quality	1	\$0	\$110,528	\$110,528	\$110,528	\$0	\$0	\$0	\$0
<b>5610</b> Food and Nutrition Services Center <b>5310</b> Child Nutrition: School Programs	5.4064	\$0	\$238,324	\$238,324	\$0	\$0	\$238,324	\$0	\$0
<b>3145</b> Functional Living Skills (FLS) <b>6500</b> Special Education	5.667	\$0	\$378,395	\$378,395	\$378,395	\$0	\$0	\$0	\$0
<b>3200</b> Language Speech and Hearing (LSH) <b>6500</b> Special Education	1.17	\$0	\$95,104	\$95,104	\$95,104	\$0	\$0	\$0	\$0
<b>3410</b> Special Education Mild/Moderate <b>6500</b> Special Education	8.0625	\$0	\$688,699	\$688,699	\$688,699	\$0	\$0	\$0	\$0
<b>3670</b> Autism Spectrum Disorder (ASD) PreK-12 <b>6500</b> Special Education	4.35	\$0	\$229,201	\$229,201	\$229,201	\$0	\$0	\$0	\$0

<b>3680</b> Emotionally Disturbed (ED) - Tier I <b>6500</b> Special Education	1.25	\$0	\$78,153	\$78,153	\$78,153	\$0	\$0	\$0	\$0
<b>3770</b> Full Inclusion <b>6500</b> Special Education	11.3751	\$0	\$513,574	\$513,574	\$513,574	\$0	\$0	\$0	\$0
<b>3650</b> Emotionally Disturbed (ED) - Tier II <b>6512</b> Special Education: Mental Health Services Prop 98	3.583	\$0	\$274,113	\$274,113	\$274,113	\$0	\$0	\$0	\$0
<b>4455</b> Textbook Reimbursement <b>9020</b> Lost/Damaged Textbooks Reimbursement	0	\$9,482	\$0	\$9,482	\$9,482	\$0	\$0	\$0	\$0
<b>4020</b> Secondary Education <b>9305</b> Miscellaneous Site Donations (<\$1000)	0	\$12,388	\$0	\$12,388	\$12,388	\$0	\$0	\$0	\$0
<b>2200</b> Regular Education (9-12) <b>9307</b> Preliminary Scholastic Aptitude Test (PSAT) Donations	0	\$3,196	\$0	\$3,196	\$3,196	\$0	\$0	\$0	\$0
<b>4020</b> Secondary Education <b>9382</b> Chromebook Donations - Cosumnes Oaks High School	0	\$78	\$0	\$78	\$78	\$0	\$0	\$0	\$0
<b>4020</b> Secondary Education <b>9402</b> PG&E Bright Ideas Grant	0	\$4,313	\$0	\$4,313	\$4,313	\$0	\$0	\$0	\$0
<b>4020</b> Secondary Education <b>9434</b> Walmart Community Grant	0	\$104	\$0	\$104	\$104	\$0	\$0	\$0	\$0
<b>4020</b> Secondary Education <b>9508</b> Community Foundation	0	\$217	\$0	\$217	\$217	\$0	\$0	\$0	\$0
<b>4030</b> Student Services <b>9508</b> Community Foundation	0	\$24	\$0	\$24	\$24	\$0	\$0	\$0	\$0
<b>4020</b> Secondary Education <b>9539</b> Target Donations	0	\$815	\$0	\$815	\$815	\$0	\$0	\$0	\$0
<b>Totals</b>	178.349	\$105,197	\$16,668,057	\$16,773,254	\$15,850,339	\$0	\$906,915	\$16,000	

**Signatures:** (Must sign in blue ink)

**Date**

Principal **Maria Osborne**

School Site Council Chairperson **Rene Kum**

EL Advisory Chairperson **HongJun Zhao**

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Benefits Calculator	
Certificated	Staff Amount \$
	Benefits Amount \$
Classified	Total \$

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