



Elizabeth Pinkerton Middle 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>How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?</p> <hr style="border: 0; border-top: 1px solid black; margin: 10px 0;"/> <p>At the August 2017 Pre-Service Staff Meeting, the EPMS staff had the chance to provide their input into the LCAP. Teachers were given a summary of last year's LCAP plan and then had the chance to provide feedback to each of the four district goals.</p> <p>On August 19, 2017, parents and students were both sent an electronic survey to provide feedback to each of the four district goals. They could choose to submit their feedback electronically or could attend the School Site Council Meeting set for August 30, 2017. Many EPMS teachers had their students complete the survey during class.</p> <p>In the Spring of 2017, parents had the opportunity to provide feedback in the 2017 Parent Survey related to the culture and climate of EPMS. This data was compiled by grade level, ethnicity, and other subgroups. It also provided parents with a chance to provide open-ended responses.</p> <p>THE EPMS ELAC Committee met on August 16, 2017 and were informed of the LCAP.</p> <p>The EPMS School Site Council provided feedback to the LCAP at the August 30, 2017 meeting. All parents were invited to attend this meeting to provide feedback.</p>
Impact of LCAP and Annual Update
<p>How did these consultations affect the LCAP for the upcoming year?</p> <hr style="border: 0; border-top: 1px solid black; margin: 10px 0;"/> <p>All data was compiled and many suggestions will be implemented this school year. For example, the teachers are requesting time to work in their PLC groups and this will be written into the LCAP.</p>

B. Goals, Actions, and Progress Indicators

<p>District Strategic Goal 1:</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>District Needs and Metrics 1:</p> <p>Students need high quality classroom instruction and curriculum as measured by:</p> <ul style="list-style-type: none"> ● Access to Courses (Honors, AP/IB, CTE) ● A-G Completion ● AP/IB Exams
--	--

- CAASPP
- Content Standards Implementation
- CTE Sequence Completion
- EAP
- Instructional Materials
- Progress toward English Proficiency
- Redesignation
- Teacher Assignment

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

Site Goal 1.1

Increase the number of students who attain proficiency in core content areas: ELA, Social Science, Mathematics, and Science.

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?
<p>Through the PLC process, teachers will determine essential skills, write SMART goals for each essential, assess these skills, discuss the results, and remediate/extend as necessary. They will work through this cycle at least twice this school year.</p> <p>Hire a coach from Solution Tree to assist us with the PLC process over two release days shared with HEMS. (Supplemental Concentration \$6500 for coach and \$5000 in timesheets)</p>	<p>Implementing a strategy of common, rigorous standards with differentiated resources and instruction can create excellence and equity for all students. (Childress, Doyle, & Thomas, 2009, p133)</p>	<p>Teachers will have at least two essentials developed by department and they will analyze their assessment results.</p> <p>We will also use our CAASPP scores and should see an increase over last year's scores.</p>

What funding source will you use?

Supplemental Concentration - \$11,500

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?
<p>Support for teachers:</p> <ul style="list-style-type: none"> • Give teachers release time or time after school to collaborate with their colleagues as they work through the PLC cycle. (Supplemental Concentration: timesheets \$13,526) • Hold two Teachers on the Move Days to provide an opportunity for teachers to observe and learn from each other. (Supplemental Concentration: timesheets \$1,000) • Provide new teachers to the site or the profession with release time to observe veteran teachers. (Supplemental Concentration: 	<p>Empowered teams are such a powerful force of integration and productivity that they form the basic building block of any intelligent organization. (Pinchot & Pinchot, 1993, p. 66)</p>	<p>Teachers will share collaborative products developed during their collaboration time and discuss the impact this had on student learning.</p> <p>Teachers will share with site administrators and each other what they learned from observing each other.</p> <p>Improvement in student GPAs, enrollment in honors classes, and overall success in school. CAASPP scores will be analyzed as well.</p>

<p>timesheets \$700)</p> <ul style="list-style-type: none"> • Send teachers to conferences such as CLS. (Supplemental Concentration: timesheets and registration \$2,005) (GATE \$900) • Purchase chromebooks for use in the classroom to assist with accessing curriculum, including the new ELA adopted materials, which heavily rely on technology. (Supplemental Concentration: \$3,827) • Provide teachers and students with updated resources such as access to technology, materials in the library, online resource support, and classroom materials. (Supplemental Concentration: supplies \$2050) • AVID - pay a coordinator, PD, subs for teacher coverage, and college-aged tutors. (AVID: \$8,127) • Two subs for release days for VAPA teachers to set up for Arts Alive. (Supplemental Concentration: timesheets \$400) • Conferences: Engagement by Design and PLCs at work (\$11,689) 		
--	--	--

<p>What funding source will you use?</p>
<p>Supplemental Concentration - \$35,438</p> <p>GATE - \$900</p> <p>AVID - \$8127</p>

Site Goal 1.2

Close the achievement gap among low performing subgroup populations.

Metric: CAASPP

Actions/Services 1.2.1

Principally Targeted Student Group

- EL • 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>EL students will be clustered onto two interdisciplinary teams to provide more direct interventions as needed. Level 1 and Level 2 students will have an ELD teacher for one period per day and this will be considered their Humanities class.</p> <p>After school tutoring will be offered to assist our EL students in their core subject areas. (timesheets: \$2520)</p> <p>Additional chromebooks may be purchased for EL students to assist them in their core classes.</p> <p>Increase EL enrollment in honors classes and we will recruit students for Honors Humanities as they make the transition from 7th to 8th grade.</p>	<p>Regardless of approach, all authors agree that EL student success in California schools will be accelerated only when students are proficient in English, requiring consistent, explicit, and purposeful language instruction with regular structured practice. (CDE 2010)</p>	<p>EL students will be more successful in class as measured by common formative and summative assessments.</p> <p>CAASPP scores will also be used as a measure of improvement.</p> <p>More students will attend after school tutoring and this will impact their grades in class in a positive manner.</p> <p>More EL students will be enrolled in honors classes.</p>

Pay for a site EL Coordinator. Pay for CELDT and ELPAC testing. (timesheets: \$3776)

Pay for paraeducator support to EL students during finals to assist with accommodations of exams.(timesheets: \$240)

Rosetta Stone will be used with EL students. (timesheets: \$1734)

Classroom supplies will be purchased as necessary to assist students with accessing the curriculum. (supplies: \$445)

What funding source will you use?

EL Supplemental - \$8715

Actions/Services 1.2.2

Principally Targeted Student Group

• Black or African American • Foster Youth • Hispanic or Latino • 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>Use our equity work to help staff be aware of implicit biases they may have when working with students and their families.</p> <p>Identify specific students in these groups who are struggling. Counselors and Admin can conduct check-ins with these students.</p> <p>Students can be given strategies to help them be successful in class, can attend extended day for help outside the school day, and parent/student conferences will be held as necessary.</p> <p>Encourage students to take honors courses or enroll in AVID as they transition from 7th to 8th grade.</p>	<p>Equity is premised upon a recognition that because all children are different there must be a deep commitment to meet the needs of every child in order ensure that each students receives what he or she needs to grow and develop and ultimately succeed. (Blankstein & Noguero, 2015, p. 12)</p>	<p>See an increase in students' GPAs, enrollment in honors classes will increase, and there will be an improvement in CAASPP scores.</p> <p>Decrease in the number of students who are sent to the office for disciplinary referrals.</p>

What funding source will you use?

none needed

<p>District Strategic Goal 2:</p> <p>All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.</p>	<p>District Needs and Metrics 2:</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"> • Assessment System • Data and Program Evaluation • Student Information System
--	--

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

Site Goal 2.1

Utilize PLCs to plan, implement, and calibrate common assessments to inform instruction and to develop remediation/extension practice.

Metric: Other (Site-based/local assessment)

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>Teachers will work collaboratively through the PLC process.</p> <ul style="list-style-type: none"> • Teachers will collaboratively plan common assessments. At least two of the common assessments will relate to department determined essential skills. • Teachers will give the common assessment, analyze results and use this data to inform instruction. • Departments will develop a SMART goal for each essential skill. This SMART goal will include a timeline, the common assessment, and the definition of success. It will be followed up with a plan for extension and enrichment. • All three items from Supplemental Concentration: timesheets \$8,046 <p>Administration will conduct regular walkthroughs, using site-purchased laptops, of teachers to monitor assessments driving instruction. Admin technology is out of date and is needed to access Google Docs and the Admin server while in classrooms. (Supplemental Concentration: technology \$2144)</p> <p>Additional chromebooks and/or iPads will be purchased to give students and teachers access to online common formative assessments where when applicable, results can be viewed instantaneously. (Supplemental Concentration: technology \$5,971)</p> <p>Materials will be purchased to help conduct the PLC work including resources to help guide teachers.</p>	<p>Assessment for learning...when done well, this is one of the most powerful, high-leverage strategies for improving student learning that we know of. Educators collectively at the district and school levels become more skilled and focused at assessing, disaggregating, and using student achievement as a tool for ongoing improvement. (Fullan, 2005, p. 71)</p> <p>Response to intervention has an effect size of 1.07 (Hattie, 2012, Appendix C)</p>	<p>All teachers are using common assessments where applicable to their department. Teachers have immediate access to their assessment data.</p> <p>During walkthrough and formal observations, it will be evident that teachers are using assessment data to make changes on the spot or to address deficiencies in an upcoming lesson.</p> <p>During department PLC meetings, teachers will be discussing results from assessments rather than planning and discussing nuts and bolts topics.</p> <p>If teachers are using assessment data to inform their instruction and making changes to better assist students, students grades and CAASPP scores should improve.</p> <p>More students are college and career ready and when they reach high school, they will take more A-G courses.</p>

What funding source will you use?
Supplemental Concentration- \$16,161
Site

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

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

Site Goal 3.1

To continue with our equity work at the site level to help all staff recognize and understand how the facets of this work impact students' lives on a daily basis.

Metric: School Climate

Actions/Services 3.1.1

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>The staff will participate in three two-hour professional development sessions with topics on racism, power, and privilege. Included in this work this year will also be topics related to gender. During these sessions the staff will gain knowledge, participate in personal reflections, interact with their colleagues, and discuss how this work applies to our school.</p> <p>Staff will attend training at the Gender Symposium for Professionals. (Supplemental Concentration: conference registration \$553)</p> <p>Staff will attend the Love and Logic Training (timesheets and registration \$1240)</p> <p>Community Feedback Meeting related to our equity work. (Supplemental Concentration, timesheets \$800)</p> <p>Students in the ILS program will participate in a performance of 101 Dalmatians. Funds will be used to help purchase rights to the script. (supplemental concentration, \$200)</p>	<p>Equity is premised upon a recognition that because all children are different there must be a deep commitment to meet the needs of every child in order ensure that each students receives what he or she needs to grow and develop and ultimately succeed. (Blankstein & Noguero, 2015, p. 12)</p>	<p>Tickets out the Door after each equity professional development. The staff submits their responses to four questions and the results are analyzed by the Equity Team. This information is used when planning future equity sessions.</p> <p>Discipline analysis by subgroup. We would like to see a decrease in our disproportionality, including male students who are part of the disproportionality.</p> <p>School climate surveys by staff, students and parents will show an improvement in connectedness to campus.</p> <p>More students from our subgroups will participate in school activities.</p>

What funding source will you use?

Supplemental Concentration- \$2,888

Site Goal 3.2

To continue our work with PBIS implementation and start the implementation of Restorative Practices.

Metric: School Climate

Actions/Services 3.2.1

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>PBIS committee will continue to meet monthly for Tier 1 and. A new Tier 2 group will be formed and monthly meetings will be</p>	<ol style="list-style-type: none"> 1. Teacher clarity has a .75 effect size 2. Teacher-student relationships has a .72 effect size 	<p>Consistent expectations across all areas of the campus will be enforced by all staff members.</p>

held. Through monthly staff meetings, the staff will be updated on PBIS expectations and products required of Tier 1 will be developed. Tier 2 implementation will begin this year. (PBIS: supplies \$1,000)

The Restorative Practices team will attend district-offered trainings and will then develop a plan for implementation.

(Hattie, 2012, Appendix C)

A decline in the number of referrals to the office as students know of the expectations, teachers manage minor behaviors, and administration assists with major behaviors. We will see a decrease in our suspension rates.

We will see teachers implementing Restorative Practices, such as restorative chats and classroom circles.

What funding source will you use?

PBIS - \$1000

Site Goal 3.3

To continue our work with creating classroom environments that are safe and academically enriching for students.

Metric: Other (Site-based/local assessment)

Actions/Services 3.3.1

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>Using the supervision and evaluation process to provide teachers will feedback regarding curriculum and student interactions.</p> <p>Provide teachers who struggle with classroom management with resources and tools to make them effective managers.</p> <p>Site book study on classroom management. (Supplemental Concentration: supplies \$146)</p> <p>Provide time for a teacher and a counselor to revamp the Advocacy program at EPMS. This will include writing lessons and developing a calendar for staff to follow. (Supplemental Concentration: timesheets \$1008)</p>	<p>1. Teaching strategies has an effect size of .61 2. Quality of teaching has an effect size of .48</p> <p>(Hattie, 2012, Appendix C)</p>	<p>More students will have access to the curriculum as evident by improved grades.</p> <p>Less students will be referred to the office for minor offenses.</p>

What funding source will you use?

Supplemental Concentration- \$1154

Site

Site Goal 3.4

To continue to develop a wide range of activities in and out of school for students to participate in.

Metric: School Climate

Actions/Services 3.4.1

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?
Activities during the day: <ul style="list-style-type: none"> • Team incentives • Student initiated clubs • Lunch time activities • Action Civics (GATE, timesheets and supplies \$1,000) Activities before or after school: <ul style="list-style-type: none"> • Extended Day: tutoring or enrichment activities (Extended Day: timesheets and supplies \$18,431) • School-sponsored sports • Theater (GATE, supplies \$1,450) • Mathletes (GATE, supplies \$500) (Academic Competitions, \$500) Pay for a GATE Coordinator (GATE, timesheets \$1,150)	Students who are more connected to school tend to perform better. Students who are more active, retain information.	More students participating in activities during the day and/or after school. Students will feel more connected to EPMS and this will be evident in our CHKS data.

What funding source will you use?
Extended Day - \$18,431 GATE - \$4100 Academic Competitions - \$500

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: <ul style="list-style-type: none"> • Family and Community Engagement
---	---

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

Site Goal 4.1	
To increase stakeholder engagement.	
Metric: Family and Community Engagement	

Actions/Services 4.1.1

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?
To provide regular communication to parents and to receive feedback from parents: <ul style="list-style-type: none"> • Two newsletters per year • Monthly dates email from the principal highlighting events that month 	Parent feedback to principal that they appreciate the communication.	Anecdotal information from parents that they feel connected to the campus and their child's education. More parents on campus for events including Bring Your Parent to Lunch Week, Back to

- Personal conversations when parents are on campus for pickup/drop off and school related events
- Emails as needed to keep parents informed of events or reminders of expectations
- Social Media: Facebook, Twitter, and Instagram
- Teacher communication with families via email or phone call
- Proactive communication
- Surveys when data collection is necessary

School Night, conferences, and participation in school committees such as School Site Council.

What funding source will you use?

none needed

Actions/Services 4.1.2

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?
<p>To provide opportunities for parents to come onto campus in more than a volunteer capacity:</p> <ul style="list-style-type: none"> • At least three Parent Universities held annually. Parents will be surveyed in September for a list of topics. Counselors will also be involved in these or hold their own informational sessions as well. Such topics could be bullying, college preparedness, and mental health topics. (FACE \$650) • Have online resources for parents who cannot attend Parent Universities. • Three Bring Your Parents to Lunch Weeks. ASB Leadership students will provide activities for parents while they are on campus having lunch. • School Site Council • Back to School Nights • Incoming 7th grade Ice Cream Social (Supplemental Concentration \$1300) • Honors Science informational night (Honors Outreach \$288) • Department held informational nights • Two incoming 7th grade informational nights (FACE \$1260) • ELAC • Opportunities to volunteer at dances, food festivals, and other events 	<p>Parent feedback to principal about opportunities to come onto campus. If parents feel connected to the campus and campus life, they feel positive about the school.</p>	<p>We will see an increase in the number of parents attending events overall.</p> <p>Parents are informed and use the information to assist their children.</p>

What funding source will you use?

Supplemental Concentration - \$1300

FACE - \$1910

Honors Outreach - \$288

Actions/Services 4.1.3

Principally Targeted Student Group

• Black or African American • EL • Foster Youth • Hispanic or Latino • 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>Make personal connections with families in our low performing subgroups:</p> <ul style="list-style-type: none"> • Personal invites to school events (EL Supplemental: \$756) • Frequent communication from administration and staff • Work to strengthen parent participation in ELAC and EL participation at EPMS (EL Supplemental: \$504) • EL Coordinator will attend recognition events. (EL Supplemental: timesheets \$105) • Personal phone calls to students not succeeding • Personal communication to encourage honors course enrollment or honors progress check-ins. (Honros Outreach: timesheets \$706) 	<p>Parent feedback to principal about opportunities to come onto campus. If parents feel connected to the campus and campus life, they feel positive about the school.</p>	<p>Students in low-performing sub groups will improve</p> <p>Parents in these sub-groups will be involved in campus life</p>

What funding source will you use?
<p>EL Supplemental - \$1365</p> <p>Honors Outreach - \$706</p>

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

Elizabeth Pinkerton Middle School - 433

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	
2122 Results Staffing EGEA (7-8) 0000 Unrestricted	1	\$0	\$98,147	\$98,147	\$98,147	\$0	\$0	\$0	\$0
2130 Non- Instructional FTE (7- 8) 0000 Unrestricted	1	\$0	\$107,456	\$107,456	\$107,456	\$0	\$0	\$0	\$0
2140 Visual & Performing Arts (VAPA) 0000 Unrestricted	0	\$11,037	\$0	\$11,037	\$11,037	\$0	\$0	\$0	\$0
2150 Regular Education (7-8) 0000 Unrestricted	0	\$49	\$0	\$49	\$49	\$0	\$0	\$0	\$0
2150 Regular Education (7-8) 0000 Unrestricted	0	\$0	\$47,651	\$47,651	\$47,651	\$0	\$0	\$0	\$0
2151 Regular Education (7-8) - Allocated FTE 0000 Unrestricted	53.8033	\$0	\$5,393,801	\$5,393,801	\$5,393,801	\$0	\$0	\$0	\$0
2170 Extended Day (7-8) 0000 Unrestricted	0	\$0	\$18,431	\$18,431	\$18,431	\$0	\$0	\$0	\$0
2180 Summer School/Extended Learning (7-8) 0000 Unrestricted	0	\$13,452	\$0	\$13,452	\$13,452	\$0	\$0	\$0	\$0
2185 Jumpstart (7- 8) 0000 Unrestricted	0	\$9,827	\$0	\$9,827	\$9,827	\$0	\$0	\$0	\$0
2312 Education Fees 0000 Unrestricted	0	\$60	\$0	\$60	\$60	\$0	\$0	\$0	\$0
2312 Education Fees 0000 Unrestricted	0	\$0	\$12,500	\$12,500	\$12,500	\$0	\$0	\$0	\$0
2340 Secondary Counselors 0000 Unrestricted	2.5	\$0	\$315,283	\$315,283	\$315,283	\$0	\$0	\$0	\$0
4275 AVID Support 0000 Unrestricted	0.4	\$0	\$41,811	\$41,811	\$41,811	\$0	\$0	\$0	\$0
5495 Allocated FTE Leave 0000 Unrestricted	0.0001	\$0	\$73,331	\$73,331	\$73,331	\$0	\$0	\$0	\$0
5634 Custodial Services 0000 Unrestricted	3	\$0	\$222,761	\$222,761	\$0	\$0	\$222,761	\$0	\$0
7201 LCFF Supple/Conc 7 - 12 0000 Unrestricted	0	\$0	\$68,200	\$68,200	\$46,697	\$16,161	\$4,042	\$1,300	\$0
7205 Gifted and Talented Education (GATE) 7-8 0000 Unrestricted	0	\$0	\$5,000	\$5,000	\$900	\$0	\$4,100	\$0	\$0
7206 Academic Competitions 0000 Unrestricted	0	\$0	\$500	\$500	\$500	\$0	\$0	\$0	\$0

7218 Pre-Advanced Placement, Honors and Advanced Placement Training 0000 Unrestricted	0	\$0	\$5,000	\$5,000	\$5,000	\$0	\$0	\$0	\$0
7220 Honors/Advanced Placement Coordination 0000 Unrestricted	1	\$0	\$125,649	\$125,649	\$125,649	\$0	\$0	\$0	\$0
7225 Honors/Advanced Placement Outreach (OCR) 0000 Unrestricted	0	\$0	\$1,000	\$1,000	\$1,000	\$0	\$0	\$0	\$0
7233 AVID Support 0000 Unrestricted	0.0001	\$0	\$8,127	\$8,127	\$8,127	\$0	\$0	\$0	\$0
7250 EL Supplemental Program Services 7-12 0000 Unrestricted	0	\$0	\$10,080	\$10,080	\$8,715	\$0	\$0	\$1,365	\$0
7270 PBIS Coordination 0000 Unrestricted	0.333	\$0	\$44,016	\$44,016	\$0	\$0	\$44,016	\$0	\$0
7415 Family and Community Engagement 0000 Unrestricted	0	\$0	\$650	\$650	\$0	\$0	\$0	\$650	\$0
7440 Positive Behavior Incentive Supports 0000 Unrestricted	0	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
5610 Food and Nutrition Services Center 5310 Child Nutrition: School Programs	3.7188	\$0	\$167,514	\$167,514	\$0	\$0	\$167,514	\$0	\$0
3150 Independent Living Skills (ILS) 6500 Special Education	2.917	\$0	\$243,554	\$243,554	\$243,554	\$0	\$0	\$0	\$0
3200 Language Speech and Hearing (LSH) 6500 Special Education	0.7	\$0	\$58,094	\$58,094	\$58,094	\$0	\$0	\$0	\$0
3410 Special Education Mild/Moderate 6500 Special Education	4.125	\$0	\$378,293	\$378,293	\$378,293	\$0	\$0	\$0	\$0
3660 Full Inclusion - Paraeducators in lieu of NPA 6500 Special Education	0.8125	\$0	\$46,990	\$46,990	\$46,990	\$0	\$0	\$0	\$0
3670 Autism Spectrum Disorder (ASD) PreK-12 6500 Special Education	3.5	\$0	\$200,121	\$200,121	\$200,121	\$0	\$0	\$0	\$0
3770 Full Inclusion 6500 Special Education	5.844	\$0	\$268,402	\$268,402	\$268,402	\$0	\$0	\$0	\$0
3650 Emotionally Disturbed (ED) - Tier II 6512 Special Education: Mental	3.483	\$0	\$239,131	\$239,131	\$239,131	\$0	\$0	\$0	\$0

Health Services Prop 98									
4455 Textbook Reimbursement 9020 Lost/Damaged Textbooks Reimbursement	0	\$2,698	\$0	\$2,698	\$2,698	\$0	\$0	\$0	\$0
4020 Secondary Education 9324 Adopt our Wolves - Elizabeth Pinkerton Middle School	0	\$150	\$0	\$150	\$150	\$0	\$0	\$0	\$0
4020 Secondary Education 9598 CAL-STAT Professional Development	0	\$768	\$0	\$768	\$768	\$0	\$0	\$0	\$0
Totals	88.1368	\$38,041	\$8,202,493	\$8,240,534	\$7,777,625	\$16,161	\$443,433	\$3,315	

Signatures: (Must sign in blue ink)

Date

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

Principal **Chandra Victor** _____

School Site Council Chairperson **Amy Solkovits** _____

EL Advisory Chairperson **Baljinderjit Sangha** _____

