Elk Grove 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

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

Elk Grove High School administration conducted meetings with staff (3/1/2017) and School Site Council (4/25/2017) to conduct a data analysis meetings and discuss 2017-18 LCAP budget proposal.

Elk Grove High School administration met with multiple stakeholders: staff (8/7/17), Department meetings (8/30/17, 9/13/17), Steering (Staff Leadership) (8/17/17, 8/23/17, 9/13/17), School Site Council (8/22/17, 8/29/17,9/19/17) English Learner Advisory Committee (8/30/17, 9/20/17) and Parent Teacher Organization (9/12/17) to review LCAP data, the prior year's LCAP, CA Dashboard, California Healthy Kids Survey, Staff Culture and Climate Survey, and Parent Survey. Members of each stakeholder group provided feedback and input to the development of the 2017-18 LCAP. Future stakeholder meetings: Department (1/17/18, 2/21/18, 3/21/18, 4/25/18), Steering (11/8/17, 11/29/17, 12/13/17, 1/10/18, 1/24/18, 2/14/18, 2/28/18, 3/14/18, 4/11/18, 4/25/18, 5/9/18), School Site Council (1/23/18, 2/27/18, 4/24/18), English Learner Advisory (11/15/17, 1/17/18, 2/21/18, 3/21/18, 4/18/18) and Parent Teacher Organization (11/14/17, 12/12/17, 1/9/18, 2/13/18, 3/13/18, 4/10/18).

Impact of LCAP and Annual Update

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

The consultations with various stakeholders confirmed continuing with 2016-17 LCAP Goals and Actions or adding/revising new Goals and Actions. In addition, stakeholders developed and approved budget allocations and expenditures.

B. Goals, Actions, and Progress Indicators

District Strategic Goal 1:	District Needs and Metrics 1:
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.	Students need high quality classroom instruction and curriculum as measured by: • 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**

Site Goal 1.1

Ensure academic growth of students in all content areas.

Metric: Content Standards Implementation	

Actions/Services 1.1.1

Principally Targeted Student Group
• All • EL • Foster Youth • Low Income

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?**
Provide professional learning, registration, travel, release time, materials/equipment, supplies, services and stipends for staff to plan and implement Common Core State Standards, Next Generation Science Standards, and Literacy Standards	[Final Evaluation Report: Turnaround Arts Initiative](#) (**Posted** 11-Jul-2016) Turnaround Arts initiative helps low performing schools implement arts education program to strategically engineer a school turnaround. The program focuses on improving school climate and culture, deepening instruction, and increasing student and parent engagement to improved academic achievement. This report includes summaries of: 1) the theory of action and program pillars, 2) the evaluation design and research questions, 3) program operation and implementation in the arts, and 4) outcomes and trends in school reform indicators and student achievement data. [Supporting Linguistically and Culturally Diverse Learners in English Education](#) (**Posted** 05-Apr-2016) The [National Council of Teachers of English](#) provides teachers with eight principles to create humane classrooms where students and teachers learn to use language and literacy in critical and empowering ways. Detailed discussions provide explanations of what it means to develop literacy classrooms that meet the needs of linguistically and culturally diverse learners. [Evaluation of the Expository Reading and Writing Course: Findings From the Investing in Innovation Development Grant](#) (**Posted** 25-Sep-2015) This report is an independent evaluation of the Expository Reading and Writing Course (ERWC). The ERWC was developed by California State University as a full-year grade-12 English course for college-readiness. The ERWC emphasizes an in-depth study of expository, analytical, and argumentative reading and writing. The report reveals a positive impact of the ERWC on student achievement. Educational leaders and teachers will find this document useful. Its extensive description of the ERWC, including curriculum, professional learning, materials, and implementation offers suggestions for improving instruction	• Access to Courses • A- G completion • California Assessment of Student Performance and Progress (CAASPP) • Early Assessment Program (EAP) • Content Standards Implementation • Instructional Materials • CA Dashboard information

What funding source will you use?
o Supplemental/Concentration: Professional Learning (not to exceed $15,750) o Student Fees: Materials and supplies for CCSS, NGSS implementation (not to exceed $9500)

o   Supplemental/Concentration: Purchase of new electric kiln ($10,000)

Actions/Services 1.1.2

Principally Targeted Student Group

• All • EL • Foster Youth • Low Income

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?
Purchase/replace laptops, mobile cart, and other equipment to implement technology embedded lessons for EDGE, CCSS, and SBAC preparation. Mount LCD projectors.	Science and Language for English Language Learners in Relation to Next Generation Science Standards and with Implications for Common Core State Standards for English Language Arts and Mathematics (PDF; **Posted** 08-Apr-2016) This article examines intersections between the learning of science and learning of language. The article identifies key features of the language of science classroom as students engage in these language-intensive science and engineering practices. A complimentary article related to this topic is Opportunities and Challenges in Next Generation Standards (PDF). Find additional articles at Stanford University Understanding Language The Technology Matrix (**Posted** 03-Feb-2015) The matrix is designed to assist schools and districts in assessing the degree to which technology is being integrated in classrooms and to provide teachers with models for using technology to enhance learning for K-12 students in meaningful ways. Short videos illustrate each of the levels for ELA, math, Science and Social Studies, and short lesson overviews provide ideas for implementation.	• Access to Courses • A- G completion • California Assessment of Student Performance and Progress (CAASPP) • Early Assessment Program (EAP) • Content Standards Implementation • Instructional Materials • CA Dashboard information

What funding source will you use?

Supplemental/Concentration: Chromebooks and Carts ($53,000)

Actions/Services 1.1.3

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?
Provide instructional supplies, supplemental books, equipment repair, duplication which are provided for students.	Raising the Bar on Instruction (**Posted** 03-Jun-2016) Provides free, high-quality, research-based multimedia resources from nationally recognized content and pedagogy experts, tools for planning and delivering highly effective professional development and consultation to support standards implementation, and opportunities to collaborate, share ideas, and interact with peers and other content and teaching specialists.	• Access to Courses • A- G completion • California Assessment of Student Performance and Progress (CAASPP) • Early Assessment Program (EAP) • Content Standards Implementation • Instructional Materials • CA Dashboard information

What funding source will you use?

Student Fees: (not to exceed $5,500)

Actions/Services 1.1.4

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?
Provide/expand out of school and within school learning opportunities (i.e. APEX, Extended Day, tutoring, field trips, summer school, etc.). Extend hours in the library (before and after school, currently 7:30-3:30)	Quality Standards for Expanded **Learning** - After School Programs ... File Format: PDF/Adobe Acrobat should be student-centered, results-driven, include community partners, and complement but not replicate **learning** activities in the regular school **day**/year."1 … www.cde.ca.gov/ls/ba/as/documents/qualstandexplearn.pdf	• Access to Courses • A- G completion • California Assessment of Student Performance and Progress (CAASPP) • Early Assessment Program (EAP) • Content Standards Implementation • Instructional Materials • CA Dashboard information

What funding source will you use?

o   Extended Day (not to exceed $27,167)
o   Student Fees

Site Goal 1.2

Provide access to courses and high quality instruction which prepare students for college, career, other post-secondary opportunities, and life readiness.

Metric: Access to Courses (Honors, AP/IB, CTE)

Actions/Services 1.2.1

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?
Support AVID, Honors, and Advanced Placement programs by providing funding for field trips, professional development, registrations, coordination, release time, and materials, supplies, services and required training to increase access and participation of under-represented student groups.	Broadening the Benefits of Dual Enrollment: Reaching Underachieving and Underrepresented Students with Career-Focused Programs (**Posted** 19-Sep-2016) The authors provide recommendations for effective dual enrollment practices and public policies. The authors provide tools, processes and procedures to improve educational outcomes for a broader range of students including at-risk, low-income pupils and those who are historically underrepresented in higher education. The authors collected and evaluated data from 8 sites including 10 colleges and 21 high schools which generated a quality resource. K-12 and college teachers and administrators may use these concepts, strategies and findings in dual enrollment classrooms, programs, schools and districts. Initiatives Crosswalk for Recommendation 10 - Professional Learning	• Access to Courses • AVID, Honors, AP participation • AP performance and equity data • A- G completion • California Assessment of Student Performance and Progress (CAASPP) • Early Assessment Program (EAP) • Content Standards Implementation • Instructional Materials • CA Dashboard information

	… the California Standards for the Teaching Profession, and **best practices** as the … Collaboration, including structured **AVID** tutorials (as opposed to one-on-one … pubs.cde.ca.gov/tcsii/initiativcrosswalk/crosswalkrec10.aspx	

What funding source will you use?

o   AVID and Honors & Advanced Placement Outreach: (not to exceed $500)
o   AVID Coordination w/benefits ($4,827)
o   AVID Conferences and field trips ($2,200)
o   AVID Coordinator PD ($600)
o   Pre-AP and AP Training (Not to exceed $5,000)
o   Supplemental/Concentration: Cal-Soap AVID Tutors ($17,000)

Actions/Services 1.2.2

Principally Targeted Student Group

• All • EL • 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?
Provide materials (Rosetta Stone), release days for EL and Transition teachers, translation services and staffing for courses that includes intervention and support for students (ELD, SDAIE, Transitions, etc.).	Secondary School Courses Designed to Address the Language Needs and Academic Gaps of Long Term English Learners (PDF; **Updated** 25-Sep-2015) This report provides four specific case studies of innovative courses provided to Long Term English Learning (LTELs) in four school districts. The publication includes a course design and planning checklist Top 10 Instructional Strategies for Struggling Students (**Posted** 20-Aug-2014) This accessible article presents ten strategies teachers may be familiar with, succinctly explains how each strategy works with different kinds of learners, and offers suggestions to implement them sustainably school- or district-wide. These suggestions highlight some key information in the guidebook, "Teaching English Learners and Students with Learning Difficulties in an Inclusive Classroom: A Guidebook for Teachers" (WestEd, 2012).	• Access to Courses • A- G completion • California Assessment of Student Performance and Progress (CAASPP) • Early Assessment Program (EAP) • Content Standards Implementation • Instructional Materials • CA Dashboard information • English Learner redesignation • California English Language Development Test (CELDT) data • Progress toward English Proficiency

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What funding source will you use?

o   Supplemental/Concentration *($1,500)*
o   EL Supplemental ($1,000)

Actions/Services 1.2.3

Principally Targeted Student Group

• 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?
Provide professional learning activities, release time, and stipends to staff to support	ONE SYSTEM: Reforming Education to Serve All Students (PDF; **Posted** 09-Jul-2015)	• Access to Courses • A- G completion

| success for students with disabilities. | This is a report produced by the California Statewide Task Force for Special Education in March 2015. It provides a blueprint for general and special education educators to work together seamlessly to address the needs of all students—as soon as those needs are apparent. Recommendations are made on how students with disabilities (SWD) receive effective services, learn in classrooms that are guided by one set of academic standards, expectations and accountability standards alongside their general education peers when appropriate, and are equipped with knowledge and skills to make their own way as adults. Within the system, services for SWD are provided from the time they are born through preschool, and until they graduate with a high school diploma or reach the age of 22; services are devised and implemented by well-prepared general and special education educators who work collaboratively to ensure the success of each student. | California Assessment of Student Performance and Progress (CAASPP)
• Early Assessment Program (EAP)
• Content Standards Implementation
• Instructional Materials
• CA Dashboard information |

What funding source will you use?

Supplemental/Concentration *($750)*

Actions/Services 1.2.4

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?
Provide registration, release time, materials for Academic Competitions.	**Academic Competitions** - *Taking Center Stage - Act II (TCSII) (CA ...* Middle grades schools can use **academic competitions** to develop social, emotional and academic skills and teamwork in young adolescent students. pubs.cde.ca.gov/tcsii/ch5/adcmicmptition.aspx **Competitions** - *Taking Center Stage - Act II (TCSII) (CA Dept of ...* However, carefully planned events can build school spirit, student confidence, and individual **academic** and social skills. In planning **competitions**, school staff ... pubs.cde.ca.gov/tcsii/ch5/**competitions**.aspx	• Access to Courses • A- G completion • California Assessment of Student Performance and Progress (CAASPP) • Early Assessment Program (EAP) • Content Standards Implementation • Instructional Materials • CA Dashboard information • Academic Competition participation and performance

What funding source will you use?

o   Academic competitions ($500)
o   Extended Day

Actions/Services 1.2.5

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?
Support implementation of CA Partnership Academies and Career Technical Education pathways to expand work-based learning activities, opportunities to receive college credit, and student participation by providing professional learning, release time, materials, supplies, and services.	The Building Blocks of Project-Based Learning (**Posted** 19-Aug-2014) This video describes what project-based learning is and how this process supports 21st Century Skills. This practical overview also offers implementation guidelines and tools, including a template contract for collaborative work. The video offers a strong beginning to a suite of related videos set in a high school, which illustrate how project-based learning increases student engagement in all content areas. See SAGE: A Framework for Project-Based Learning and Group Contracts for Collaborative Work Recognizing College and Career Readiness in the California School Accountability System (PDF; **Posted** 11-Feb-2015) From the executive summary: "This paper proposes a set of strategies for identifying and supporting career as well as college readiness within the Local Control and Accountability Plans (LCAPs) that will shape accountability reporting for schools and districts. In addition, the paper proposes ways that student accomplishments illustrating career readiness can be included in graduation standards and conveyed to postsecondary audiences." Standards & Framework - Career Technical Education (CA Dept of … The California Career Technical Education (**CTE**) Model Curriculum Standards … a rigorous and relevant **CTE** curriculum that increases **student achievement**. www.cde.ca.gov/ci/ct/sf/ **CTE** Model Curriculum Standards - Standards & Framework (CA … The newly revised **CTE** Model Curriculum Standards designed to prepare **students** to be both Career and College ready were adopted by the SBE on January …www.cde.ca.gov/ci/ct/sf/**cte**mcstandards.asp	• Access to Courses • A- G completion • California Assessment of Student Performance and Progress (CAASPP) • Early Assessment Program (EAP) • Content Standards Implementation • Instructional Materials • CA Dashboard information • Career Technical Education Sequence Completion

What funding source will you use?

o   Career Technical Education: (not to exceed $27,000)
Multiple Ag pathways ($6500)
Design, Visual and Media Arts ($2000)
Food Service & Hospitality ($17,000)
System Diagnostics ($1500)

Actions/Services 1.2.6

Principally Targeted Student Group

• All • EL • Foster Youth • Hispanic or Latino • Low Income

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?
Support ongoing development of Transitions Program by providing professional development, release time, materials, supplies and services.	Improving Adolescent Literacy: Effective Classroom and Intervention Practices (PDF; **Updated** 27-Sep-2016) This guide presents specific strategies that classroom teachers and specialists can use to increase the reading ability of adolescent students. These recommendations have been validated by What Works Clearinghouse as effective approaches to help students gain more from their reading tasks, improve their motivation for and engagement in the learning process, and assist struggling readers who may need intensive and individualized attention. **Small Learning Communities** - Taking Center Stage - Act II (TCSII … Generally, a **small learning community** (SLC) is any individualized learning unit within a larger school setting. Schedules allow students and teachers to meet …	• Access to Courses • A- G completion • California Assessment of Student Performance and Progress (CAASPP) • Early Assessment Program (EAP) • Content Standards Implementation • Instructional Materials • CA Dashboard information

pubs.cde.ca.gov/tcsii/ch5/smllrngcmunities.asp

Professional **Learning**-Recommendation 5-Assess - Taking Center …
Interdisciplinary **small learning communities**: There is regular collaboration in **small learning communities** (grade-level and department teams) that foster …
pubs.cde.ca.gov/tcsii/pro**learning**toolkit/…/r5pla2asses201010c.aspx

What funding source will you use?

Supplemental/Concentration *(not to exceed $1,000)*

Actions/Services 1.2.7

Principally Targeted Student Group

• Foster Youth

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?
Meet with Foster Youth students twice a week during Herd Time to provide academic, emotional, and behavioral support and intervention	Fostering Educational Success: An Analysis of Investments in School Climate and Foster Youth Through the Local Control Accountability Plan (PDF; **Posted** 08-Apr-2015) Fostering Educational Success is the first statewide report that investigates how school districts have responded to the school climate and attendance LCFF requirements for foster youth in their LCAPs for the 2014–2015 school year. The districts that are the subject of this report serve approximately 55% of the foster youth enrolled in California schools. The enlightening findings are a call for all school districts in the state to take a critical look at the unique school climate needs of foster youth and revise their baseline data, goals, actions, and expenditures to address those needs. And the recommendations are, in the authors' words, "concrete, simple and aligned with the letter and intent of the law." Foster **Youth** Services Program Resources Jul 27, 2017 **…** Resources related to foster **youth** service coordinating programs. … and **best practices** regarding school stability for foster **youth** as outlined in the …. Information on the interconnection of PBIS and school **mental health** systems … www.cde.ca.gov/ls/pf/fy/resources.asp	• Access to Courses • A- G completion • California Assessment of Student Performance and Progress (CAASPP) • Early Assessment Program (EAP) • Content Standards Implementation • Instructional Materials • CA Dashboard information

What funding source will you use?

N/A

Site Goal 1.3

English Learner (EL) students will meet federally mandated Annual Measurable Achievement Objectives (AMAO).

Metric: Progress toward English Proficiency	

Actions/Services 1.3.1

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?
· Provide professional learning, release time, coordination, services, stipends to staff to implement and evaluate EL research-based strategies and EDGE curriculum · Provide out of school and within school learning opportunities for EL students (i.e. APEX, Extended Day, tutoring) · Ensure the necessary materials and services are in place to ensure effective implementation of CCSS and NGSS. Purchase laptops, mobile cart, and other equipment to implement technology embedded lessons for EDGE, CCSS, and SBAC preparation	[Effective Instruction for English Learners](#) (PDF; **Posted** 19-Sep-2016) Educational leaders may read this article about a comprehensive model of implementing high-quality instruction for English Learners. Based on research, the authors provide detailed components that can be used in school reform, instructional planning, professional development, parent outreach, and monitoring outcomes. [The Language of Reform: English Learners in California's Changing Landscape](#) (PDF; **Posted** 27-May-2015) This report highlights eleven California districts that have successfully implemented practices and strategies that have contributed to positive results for English learners, including low-income English Learners. These succinctly described approaches have resulted in improved proficiency on state standards, a decrease in retention rates, and increased enrollment in college-preparatory coursework in high school.	• Access to Courses • A- G completion • California Assessment of Student Performance and Progress (CAASPP) • Early Assessment Program (EAP) • Content Standards Implementation • Instructional Materials • CA Dashboard information

What funding source will you use?

o   EL Supplemental: (not to exceed $9,840)
o   EL Coordination
o   CELDT Administration throughout the year for new EL students
o   Supplemental/Intervention curriculum and supplies for EL students (Rosetta Stone software for Newcomers)
o   Chromebooks used only by EL students in an EL exclusive environment
o   Release day for EL teachers (PL and planning)

District Strategic Goal 2:	District Needs and Metrics 2:
All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.	**Students need high quality programs and services driven by assessment, data analysis, and action as measured by:** • **Assessment System** • **Data and Program Evaluation** • **Student Information System**

Site Goal 2.1

Students will benefit from teachers working in Professional Learning Communities (PLCs)

Metric: Data and Program Evaluation	

Actions/Services 2.1.1

Principally Targeted Student Group

• All • EL • Foster Youth • Low Income • 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?
Provide professional development and release	[Conclusion - Taking Center Stage-Act II](#)	• Professional Learning Communities

time to support ongoing efforts of Professional Learning Communities (PLCs)- develop and monitor student learning, create/norm/grade common assessments, use and evaluate CAASPP interim and summative assessments and data

(TCSII) (CA Dept of Education)
Professional Learning Community (**PLC**) members not only convey the … serve as a catalyst for schoolwide improvement by continually sharing **best practices**. pubs.cde.ca.gov/tcsii/ch10/conclusion.aspx
The Importance of Data Comparability (PDF; **Posted** 19-Aug-2014) This is the second in a series of three articles on interim assessment. This article emphasizes the importance of making sure the assessments used are comparable when comparing data horizontally (across classes, schools, or districts), vertically (comparing the school level to the district, state or federal averages), or longitudinally (looking at individual student growth or student cohort achievement over time).
Balanced Assessment Combining Multiple Measures to Drive Learning (PDF; **Posted** 19-Aug-2014) This is the third in a series of three articles on interim assessment. This article emphasizes the importance of a balanced approach to assessment, using formative and interim assessment to inform day-to-day practice and summative assessment to capture what has been learned at the end of the school year. Examples are given of multiple measures and of how administrators and teachers use data to inform their practice.
Teaching Solutions: Many Ways Up, No Reason to Move Out (PDF; **Updated** 27-Jan-2017)
Teachers do not need to move out of the classroom to develop their expertise to solve our schools' most pressing problems, suggests this new model that encourages effective teachers. California teachers provide examples of new professional teaching tracks that align with Greatness by Design (PDF).
Center on Great Teachers and Leaders (MET) Measures of Effective Teaching Project (**Posted** 02-Jun-2016)
Is it possible to identify and measure effective teaching? Can educators and researchers pinpoint what works in the classroom? At the end of three years of research, 3,000 teacher volunteers' overwhelming response was, "Yes!" Learn why multiple measures of effective teaching are so important and find resources and tools to support this approach. Is it possible to identify and measure effective teaching? Can educators and researchers pinpoint what works in the classroom? At the end of three years of research, 3,000 teacher volunteers' overwhelming response was, "Yes!" Learn why multiple measures of effective teaching are so important and find resources and tools to support this approach.
Why Interim Assessment Matters (PDF; **Posted** 19-Aug-2014) This is the first in a series of three articles on interim assessment. This article distinguishes the purposes of formative, interim and summative assessments, and describes the purpose of fixed form and computer adaptive assessments. The authors describe the instructional, predictive and evaluative uses of interim assessment and stress the importance of interim assessment in measuring growth.

(PLC) Continuum rubric and self-reflection results
- CAASPP results
- Site level assessment results

What funding source will you use?
Supplemental/Concentration funding: *(not to exceed 12,100)*

Actions/Services 2.1.2

Principally Targeted Student Group

• All • Black or African American • EL • Hispanic or Latino • Low Income

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?
AVID program evaluation and articulation: coordination, release time	[Targeted Resources for Recommendation 2 related to Instruction ...](#) Just for the Kids Best Practice Studies and Institutes: Findings from 20 States, (Outside ... The Magnificent Eight: **AVID Best Practices** Study, (Outside Source) ... pubs.cde.ca.gov/tcsii/targetedresources/targetresourcesrec2a.aspx	- AVID Certification Self-Study results - AVID participation - Access to Courses - A- G completion - California Assessment of Student Performance and Progress (CAASPP) - Early Assessment Program (EAP) - Content Standards Implementation - Instructional Materials - CA Dashboard information

What funding source will you use?

AVID funding (not to exceed $500)

Actions/Services 2.1.3

Principally Targeted Student Group

• All • Black or African American • EL • Hispanic or Latino • Low Income

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?
Honors/AP program: coordination, program evaluation, articulation, outreach	[California's 2015 State Plan to Ensure Equitable Access to Excellent Educators](#) (PDF; **Posted** 02-Jun-2016) This plan details a theory of action and progress toward achieving equitable access to excellent teachers and leaders for all students.	- Access to Courses - A- G completion - California Assessment of Student Performance and Progress (CAASPP) - Early Assessment Program (EAP) - Content Standards Implementation - Instructional Materials - CA Dashboard information - Honors and AP participation and performance results - AP exam results

What funding source will you use?

Honors and Advanced Placement Outreach   (OCR) funding (not to exceed $500)

Site Goal 2.2

Ensure all English Learner students have access to researched based EL instructional strategies.

	Metric: Data and Program Evaluation	

Actions/Services 2.2.1

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?
· Provide professional learning on EL research-based strategies and CELDT. · Provide professional learning on implementing English Language Development standards in alignment to CCSS · Provide release time and stipends for staff to identify, implement, and evaluate programs & assessment data and strategies to support EL learners	ELA/ELD **English Learner** Guide - Curriculum Frameworks (CA Dept ... File Format: Microsoft Word A Guide to Resources with an **English Learner** Emphasis. ... Appraise the suggested instructional **strategies** and **practices** in the ELA/ELD Framework—in ..... Which guidelines and **practices** for ELs **best** align with the priorities of my program, ... www.cde.ca.gov/ci/rl/cf/documents/elaeldfwelguideapr20162.doc	• Access to Courses • A- G completion • California Assessment of Student Performance and Progress (CAASPP) • Early Assessment Program (EAP) • Content Standards Implementation • Instructional Materials • CA Dashboard information • CELDT results • Progress toward English Proficiency • Redesignation

What funding source will you use?

o   EL Supplemental *(not to exceed $1,000)*
o   Supplemental/Concentration *(not to exceed $500)*

District Strategic Goal 3:

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

District Needs and Metrics 3:

Students need a safe and engaging academic, social-emotional, and physical school environment as measured by:

- **Attendance**
- **Chronic Absenteeism**
- **Cohort Graduation**
- **Expulsion**
- **Facilities**
- **HS Dropout**
- **MS Dropout**
- **School Climate**
- **Suspension**

Site Goal 3.1

Increase Positive Behavioral Interventions and Support opportunities for students

	Metric: Other (Site-based/local assessment)	

Actions/Services 3.1.1

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?
Provide release time and stipends for Campus Culture Committee/PBIS team to meet with	How to Create a Positive School Climate (**Posted** 08-Apr-2015) This brief article from the Greater Good	• Attendance • Chronic Absenteeism • Cohort Graduation

district coach to revise site action plan and provide professional learning to staff. Support PBIS/Campus Culture program: coordination, activities, materials, supplies, communication, incentives/recognitions and release time	Science Center at the University of California, Berkeley, contains three strategies for creating a positive school climate. It references the work and resources the National School Climate Council and the Safe and Supportive Schools website as well as principles from psychology and organizational leadership experts such as Peter Senge. Though the straightforward overviews are brief, the article includes links to other resources that more fully describe ways to implement the strategies.	• Expulsion • Facilities • Dropout rate • School Climate Surveys • Social Emotional Learning Surveys • Suspension • PBIS Assessments- Tiered Fidelity Inventory, Self-Assessment Survey and Team Implementation checklist

What funding source will you use?

o   Positive Behavioral Intervention and Support (PBIS): (Not to exceed $1,000).
o   Supplemental/Concentration: PBIS stipends, materials *(not to exceed $2000)*

Actions/Services 3.1.2

Principally Targeted Student Group

• All • Black or African American • Foster Youth • Low Income

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?
Provide opportunities for under-represented groups and African American students to promote and enhance connection to school and student achievement. (i.e. EGHS BSU and Unity Herd). Provide release days, stipends, travel, and workshop registration.	California's 2016 State Plan to Ensure Equitable Access to Excellent … File Format: PDF/Adobe Acrobat access to an excellent education for **students** from historically **underserved** communities, in ….. California Alliance of **African American**Educators. • California … **best practices**, including practices that are culturally relevant and responsive)". www.cde.ca.gov/nclb/sr/tq/documents/caeeplanrevised.pdf Foundations for Young Adult Success: A Development Framework (**Posted** 11-Jul-2016) Educational leaders will find this seminal work relevant for assisting in the school improvement process by bringing elements such as school culture, instructional strategies, and discipline policies and practices into alignment with healthy child and youth development research and practice. This resource provides a framework for developing social/emotional learning strategies that is becoming increasingly a priority in California.	• Attendance • Chronic Absenteeism • Cohort Graduation • Expulsion • Dropout rate • School Climate Surveys • Social Emotional Learning Surveys • Suspension

What funding source will you use?

o   Supplemental/Concentration *(not to exceed $1,000)*
o   PBIS funding

Actions/Services 3.1.3

Principally Targeted Student Group

• All • 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?
Provide equipment and services to	Child Welfare & Attendance - Attendance	• Attendance • Chronic Absenteeism

| monitor student participation in clubs and at events | **Improvement (CA Dept of …** These changes in attendance supervision **practices** help promote a culture of … and **extracurricular activities** that increase pupil **connectedness** to **school**, such … www.cde.ca.gov/ls/ai/cw **California Learning Communities for School Success** File Format: Microsoft Word Apr 7, 2017 **…** These programs and **practices** must complement and enhance the … and **extracurricular activities** that increase pupil **connectedness** to **school**, … www.cde.ca.gov/fg/fo/r8/documents/prop47rfa.doc | Cohort Graduation
• Expulsion
• Facilities
• Dropout rate
• School Climate Surveys
• Social Emotional Learning Surveys
• Suspension |

What funding source will you use?

Supplemental/Concentration *(not to exceed $500)*

Actions/Services 3.1.4

Principally Targeted Student Group

• All • 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?
Provide release day, compensation, professional development on mental health to support students in crisis. Develop materials and strategies to support youth mental health services and support.	Model **Youth** Suicide Prevention Policy - **Mental Health** (CA Dept of … File Format: Microsoft Word May 9, 2017 **…** This policy is based on research and **best practices** in suicide prevention, and has been adopted with the understanding that suicide prevention … www.cde.ca.gov/ls/cg/mh/documents/modelpolicy.doc What Works Brief #7: Harassment and Bullying (PDF; **Updated** 08-Apr-2015) This is one of 10 What Works Briefs that provide state-of-the-art strategies, practices, and programs that are proven by research to improve school climate. Each brief is about 4-5 pages and includes practical strategies for use by school staff, parents, and community members. All What Works Briefs are organized into three sections: Quick Wins--What Teachers & Adults Can Do Right Now; Universal Supports—Schoolwide Policies, Practices, & Programs; and Targeted Supports—Intensive Supports for At-Risk Youth.	• Attendance • Chronic Absenteeism • Cohort Graduation • Expulsion • Dropout rate • School Climate Surveys • Social Emotional Learning Surveys • Suspension • Youth Mental Health referrals

What funding source will you use?

Supplemental/Concentration *(not to exceed $1,000)*

Site Goal 3.2

Increase attendance for subgroups with high rates of tardies and absences

Metric: Attendance	

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?
Provide time for Campus Culture Committee/PBIS team to meet with district coach to revise site action plan and provide professional learning to staff · Sustain and enhance programs, strategies and incentives to increase student attendance · Provide time during staff meetings to review attendance rates for all subgroups · Develop and implement attendance goals and action steps in PBIS plan	School Attendance Improvement Strategies - Child Welfare … Aug 23, 2017 **…** Selected school attendance **practices** identified as having a positive effect in … Identify and address factors contributing to **chronic absenteeism** and … to the classroom with the **best** attendance record; allow teachers to spend … www.cde.ca.gov/ls/ai/cw/attendstrategy.asp How School Climate Distinguishes Schools That Are Beating the Achievement Odds (PDF; **Posted** 04-Apr-2016) This report investigates schools referred to as *beating-the-odds* (BTO) schools. These schools are more successful because of two factors, school climate and school personnel resources. This study suggests that a positive school climate may be beneficial for all schools, serving all types of students. This news is especially encouraging for schools whose students face socioeconomic barriers to academic success. The Missing Piece—A Report for CASEL: A National Teacher Survey on How Social and Emotional Learning Can Empower Children and Transform Schools (PDF; **Posted** 11-Feb-2015) This report suggests that teachers understand that social and emotional learning (SEL)—developing competencies, including self-awareness, self-management, social awareness, relationship skills, and responsible decision-making—is critical to student success in school, work, and life. The survey results indicate that educators consider these skills to be teachable; further, they identify key accelerators for social and emotional learning.	• Attendance • Chronic Absenteeism • Cohort Graduation • Expulsion • Facilities • Dropout rate • School Climate Surveys • Social Emotional Learning Surveys • Suspension • PBIS Assessments- Tiered Fidelity Inventory, Self-Assessment Survey and Team Implementation checklist

What funding source will you use?

Costs funded through PBIS Implementation

Site Goal 3.3

Promote a positive, inclusive campus climate by using culturally responsive practices

Metric: School Climate	

Actions/Services 3.3.1

Principally Targeted Student Group

• All • Black or African American • 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?
Provide professional development opportunities and release time for planning to improve culturally responsive practices and	Guiding Principles: A Resource Guide for Improving School Climate and Discipline (**Posted** 20-Aug-2014)	• Attendance • Chronic Absenteeism • Cohort Graduation

instruction and facilitate conversations regarding equity.	The goal of this report is to create safe schools where effective teaching and learning can take place. The Department of Education identifies three guiding principles for policymakers, district officials, school leaders, and stakeholders to consider in improving school climate and discipline. They are to: create positive climates and focus on prevention; develop clear, appropriate, and consistent expectations and consequences; and to ensure fairness, equity, and continuous improvement. The appendices include a directory of "Federal School Climate and Discipline Resources", an online "Compendium of School Discipline Laws and Regulations" and an "Overview of the Supportive School Discipline Initiative" Core Component 2: High Expectations - Multi-Tiered System of ... Jul 19, 2017 **...** Provides technical assistance and professional development to improve **culturally responsive practices**, early intervention, literacy instruction, ... www.cde.ca.gov/ci/cr/ri/corecomp2.asp	• Expulsion • Dropout rate • School Climate Surveys • Social Emotional Learning Surveys • Suspension

What funding source will you use?

Supplemental/Concentration: *(not to exceed $2,500)*

Actions/Services 3.3.2

Principally Targeted Student Group

• All • American Indian or Alaska Native • Asian • Black or African American • Filipino • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander

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?
Provide student centered activities which promote a positive, inclusive climate. Provide release time, services, materials and supplies.	Guiding Principles: A Resource Guide for Improving School Climate and Discipline (PDF; **Posted** 27-May-2015) This resource draws from emerging research and best practices to create guiding principles to assist policymakers, district officials, school leaders, and stakeholders in developing safe and productive learning environments for all students. The U.S. Department of Education has identified three guiding principles to improve school climate and discipline for all students: climate and prevention; clear, appropriate, and consistent expectations and consequences; and equity and continuous improvement. There are action steps listed for each of the guiding principles which may be considered when creating a positive climate, including evidence-based strategies, professional development, collaborative partnerships, policy development, family engagement, and data analysis. The School Discipline Consensus Report: Strategies from the Field to Keep Students Engaged in School and Out of the Juvenile Justice System (**Updated** 28-Oct-2015) This report of over 400 pages includes an executive summary that explains the focus of the report and findings over the current practice where millions of students are being removed from their mainly middle and high school classrooms for overwhelmingly minor misconduct. A disproportionately large number of disciplined students are youths of	• Attendance • Chronic Absenteeism • Cohort Graduation • Expulsion • Dropout rate • School Climate Surveys • Social Emotional Learning Surveys • Suspension • PBIS Assessments- Tiered Fidelity Inventory, Self-Assessment Survey and Team Implementation checklist

| | color, students with disabilities, and youth who identify as lesbian, gay, bisexual, or transgender. This is a comprehensive report, consensus-based from many professional groups, and a practical guide with real-world approaches. | |

What funding source will you use?

Supplemental/Concentration: Multicultural events/activities *(not to exceed $1,000)*.

District Strategic Goal 4:	District Needs and Metrics 4:
All students will benefit from programs and services designed to inform and involve family and community partners.	**Students need parent, family and community stakeholders as direct partners in their education as measured by:** • **Family and Community Engagement**

Site Goal 4.1

Increase parent involvement for all parents/guardians and community members

| **Metric:** Family and Community Engagement | |

Actions/Services 4.1.1

Principally Targeted Student Group

• All • EL • Foster Youth • Hispanic or Latino • 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?
Sustain and enhance current programs to inform and involve parents/guardians, family and community members (i.e. Latino Family Literacy Project, English Learner Advisory Committee, School Site Council, Bring Your Parent to School Day, etc.). Meet with parents to discuss college and career options, high school graduation requirements (a-g) and academic programs. Provide release days, stipend, materials, services and food. Provide compensation to staff to conduct home visits to provide outreach to families and support under-performing students.	Handbook on Family and Community Engagement (PDF; **Posted** 29-Aug-2014) This Handbook is intended to provide educators, community leaders, and parents with a succinct survey of the best research and practice in family engagement accumulated over the years. Every Student Succeeds Act Stakeholder **Engagement** File Format: Microsoft Word Aug 16, 2016 **... PARENT** AND COMMUNITY **ENGAGEMENT** (42 comments) .... **Best practices** should then be shared through an online resource that includes .... with a process to ensure that **EL** students have access to A-G and AP courses and ... Finally, stakeholders expressed a strong interest in **increasing** instructional ... www.cde.ca.gov/be/pn/im/.../memo-exec-essa-aug16item02.doc Family Engagement Framework - **Parent**/Family (CA Dept of ... File Format: PDF/Adobe Acrobat comprehensive approach to **improving** developmental, academic, and behavioral outcomes for all children and youth. ..... effective and promising **practices** in **parent involvement**. ...... intervention, combining the use of the **Good** Behavior Game with ... Low-Income Youths and **English Language Learners** from Middle School. www.cde.ca.gov/ls/pf/pf/documents/famengageframeenglish.pdf Strategies for Community Engagement in School Turnaround (PDF; **Posted** 18-Aug-2014) This report examined the role of community engagement strategies in the effectiveness of the school turnaround strategy in improving the performance of low achieving schools. Initiatives in eleven states are reviewed, and five primary recommendations (or takeaways) were identified. A description of each of the eleven initiatives is included in the report. School Attendance Improvement Strategies - Child Welfare ... Aug 23, 2017 **...** Make **home visits** concerning student	• Parent evaluations • Parent Surveys

<table>
<tr><td></td><td>absences if parents, guardians, and caregivers cannot be reached by e-mail, text, or telephone. Refer to ... www.cde.ca.gov/ls/ai/cw/attendstrategy.asp</td><td></td></tr>
</table>

What funding source will you use?

o Supplemental/Concentration:
§ Latino Family Literacy Project ($2700)
§ Home visits ($500)
o   EL Supplemental: Food for parent meetings (ELAC and LFLP), Interpretation and translation for languages at parent meetings *(not to exceed $4,000)*

Actions/Services 4.1.2

Principally Targeted Student Group

• All • EL • 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?
Meet with parents to provide information on financial aid resources (i.e. Cash for College, FASFA, and Parent Financial Aid Night etc.), information on courses and programs.	The Power of Parents: Research Underscores the Impact of Parent Involvement in Schools (PDF; **Posted** 03-Feb-2015) This report presents a review of the vast research on the value and impact of parent engagement on their child's academic performance, especially as it relates to the California experience. The report offers highlights of research findings, information on LCFF's priority for parent involvement, and numerous resources to support schools with implementing best practices to increase parent engagement.	• Parent Surveys • Parent evaluations

What funding source will you use?

o   Supplemental/Concentration: Cash for College ($300), Counselor timesheet for 9th grade parent meetings ($1,000), Pathways to Success ($3500)

Local Control Accountability Plan (LCAP)
Year 2017 - 2018

IV. Funding

Elk Grove High School - 463

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	
2200 Regular Education (9-12) **0000** Unrestricted	0	$0	$112,133	$112,133	$112,133	$0	$0	$0	$0
2201 Regular Education (9-12) - Allocated FTE **0000** Unrestricted	90.5975	$0	$9,153,842	$9,153,842	$9,153,842	$0	$0	$0	$0
2222 Results Staffing EGEA (9-12) **0000** Unrestricted	2	$0	$248,606	$248,606	$248,606	$0	$0	$0	$0
2230 Non-Instructional FTE (9-12) **0000** Unrestricted	1.5	$0	$186,776	$186,776	$186,776	$0	$0	$0	$0
2240 Visual & Performing Arts (VAPA) **0000** Unrestricted	0	$28,000	$0	$28,000	$28,000	$0	$0	$0	$0
2250 On Site Necessary Small Schools **0000** Unrestricted	0.0001	$0	$7,758	$7,758	$7,758	$0	$0	$0	$0
2270 Extended Day (9-12) **0000** Unrestricted	0	$0	$27,167	$27,167	$27,167	$0	$0	$0	$0
2280 Summer School/Extended Learning (9-12) **0000** Unrestricted	0	$47,634	$0	$47,634	$47,634	$0	$0	$0	$0
2312 Education Fees **0000** Unrestricted	0	$0	$15,000	$15,000	$15,000	$0	$0	$0	$0
2340 Secondary Counselors **0000** Unrestricted	4.75	$0	$606,750	$606,750	$606,750	$0	$0	$0	$0
4255 Regional Occupational Program **0000** Unrestricted	1.4	$0	$192,234	$192,234	$192,234	$0	$0	$0	$0
4275 AVID Support **0000** Unrestricted	0.4	$0	$42,129	$42,129	$42,129	$0	$0	$0	$0
4380 Health Services **0000** Unrestricted	1	$0	$61,127	$61,127	$0	$0	$61,127	$0	$0
5495 Allocated FTE Leave **0000** Unrestricted	0.0001	$0	$120,267	$120,267	$120,267	$0	$0	$0	$0
5634 Custodial Services **0000** Unrestricted	8	$0	$584,292	$584,292	$0	$0	$584,292	$0	$0
7201 LCFF Supple/Conc 7 - 12 **0000** Unrestricted	0	$0	$127,600	$127,600	$99,000	$12,600	$8,000	$8,000	$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	1.4	$0	$156,749	$156,749	$156,749	$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	0.2	$0	$15,840	$15,840	$9,840	$1,000	$0	$5,000	$0
7270 PBIS Coordination **0000** Unrestricted	0.2	$0	$21,332	$21,332	$0	$0	$21,332	$0	$0
7440 Positive Behavior Incentive Supports **0000** Unrestricted	0	$0	$1,000	$1,000	$0	$0	$1,000	$0	$0
4250 Director of Career and Technical Education and College Readiness **3550** Vocational Programs: Voc and Applied Tech Secondary II C, Sec 131 (Carl Perkins Act)	0	$0	$24,017	$24,017	$24,017	$0	$0	$0	$0
2201 Regular Education (9-12) - Allocated FTE **4035** NCLB: Title II, Part A, Teacher Quality	1	$0	$120,199	$120,199	$120,199	$0	$0	$0	$0
5610 Food and Nutrition Services Center **5310** Child Nutrition: School Programs	6.5	$0	$261,811	$261,811	$0	$0	$261,811	$0	$0
3150 Independent Living Skills (ILS) **6500** Special Education	5	$0	$410,200	$410,200	$410,200	$0	$0	$0	$0
3200 Language Speech and Hearing (LSH) **6500** Special Education	0.5	$0	$40,642	$40,642	$40,642	$0	$0	$0	$0
3410 Special Education Mild/Moderate **6500** Special Education	8.25	$0	$649,538	$649,538	$649,538	$0	$0	$0	$0
3660 Full Inclusion - Paraeducators in lieu of NPA **6500** Special Education	0.875	$0	$27,297	$27,297	$27,297	$0	$0	$0	$0

3670 Autism Spectrum Disorder (ASD) PreK-12 **6500** Special Education	2.75	$0	$198,514	$198,514	$198,514	$0	$0	$0	$0
3680 Emotionally Disturbed (ED) - Tier I **6500** Special Education	2.125	$0	$145,209	$145,209	$145,209	$0	$0	$0	$0
3770 Full Inclusion **6500** Special Education	8.6565	$0	$388,468	$388,468	$388,468	$0	$0	$0	$0
3650 Emotionally Disturbed (ED) - Tier II **6512** Special Education: Mental Health Services Prop 98	3.35	$0	$277,064	$277,064	$277,064	$0	$0	$0	$0
4455 Textbook Reimbursement **9020** Lost/Damaged Textbooks Reimbursement	0	$47,560	$0	$47,560	$47,560	$0	$0	$0	$0
4020 Secondary Education **9305** Miscellaneous Site Donations (<$1000)	0	$2,841	$0	$2,841	$2,841	$0	$0	$0	$0
2200 Regular Education (9-12) **9307** Preliminary Scholastic Aptitude Test (PSAT) Donations	0	$1,250	$0	$1,250	$1,250	$0	$0	$0	$0
5280 Fiscal Services **9314** Muriel Vint Memorial - 9-12 Band	0	$832	$0	$832	$832	$0	$0	$0	$0
4020 Secondary Education **9378** Football Shed Project - Elk Grove High School	0	$8,586	$0	$8,586	$8,586	$0	$0	$0	$0
4020 Secondary Education **9383** Relocate Softball Fence – EGHS	0	$6,750	$0	$6,750	$6,750	$0	$0	$0	$0
Totals	150.4543	$143,453	$14,238,188	$14,381,641	$13,417,479	$13,600	$937,562	$13,000	

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

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

Principal **Catherine Guy**

School Site Council Chairperson **Sarah Wangsgard**

EL Advisory Chairperson **Gloria Yalan**