



Franklin 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>How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?</p> <hr/> <p>Administrative Team Meetings - April 2017, May 2017, August 2017, September 2017 School Site Council- August 22, 2017, September 5, 2017 and September 19, 2017 ELAC Meeting - September 14, 2017 Leadership Meeting- April 2017, May 2017, July 2017, September 2017 Staff Meetings - Pre-service 2017</p>
Impact of LCAP and Annual Update
<p>How did these consultations affect the LCAP for the upcoming year?</p> <hr/> <p>The new District configuration for funding was a very exciting agenda item for our Spring 2017 meetings. Each group or team was provided an opportunity to review our 16-17 LCAP goals as well as our performance data and make suggestions for the upcoming 17-18 school year. Primary emphasis included evaluating our sub group performance in the following areas: CAASPP/SBAC data, progress towards English proficiency and re-designation, AP/Honors data, D and F data and CTE program completers. We also included data from our SEL surveys, parent surveys, as well as Senior surveys. These meetings helped to evaluate what is currently in place and to determine if we should continue to provide funding as well as encouraged us to expand what is in place with the new funding. In some instances we were encouraged to try new and different strategies or programs in an effort to try and move students into the meets or exceeds standards performance area.</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
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	<ul style="list-style-type: none"> Progress toward English Proficiency Redesignation Teacher Assignment
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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 will attain proficiency in the core content areas, ELA, mathematics, social science, and science.

Metric: CAASPP

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>Expand our professional learning community development as needed in ELA, mathematics, social science, and science through:</p> <ul style="list-style-type: none"> Teacher (team) cluster and grade level release days Solution Tree training by consultant PLC Conferences and Seminars Teacher (team) planning time. AP Capstone Training AP Course updates/audits <p>Professional resources (video and audio) to support new ELA core and supplemental literature adoption for classroom instruction.</p>	<p>Article by Dr. Rick DuFour: Professional Learning Communities: The Key to Improved Teaching and Learning.</p> <p>2nd Edition Handbook, <u>Learning By Doing</u> by DuFour, DuFour, Eaker and Many</p> <p>"A PLC is composed of collaborative teams whose members work interdependently to achieve common goals for which members are mutually accountable. These common goals are directly linked to the purpose of learning for all." "In a PLC, collaboration represents a systematic process in which teachers work together interdependently in order to impact their classroom practice in ways that will lead to better results for their students, for their team, and for their school."</p>	<ul style="list-style-type: none"> CAASPP data - Percentage of students achieving at or above standard on the CAASPP. UC a-g completion rate AP/Honors participation AP pass rate Re-designated English Learners State Standards Implementation Survey

What funding source will you use?

- LCAP supplemental concentration funding and general site dollars not to exceed \$30,000**
- Release time** - Certificated Substitutes = \$170/day - not to exceed \$25, 000
- Certificated Timesheet = \$40/Hour - not to exceed \$5,000
- AP Budget - \$4,000**
- Conferences/Seminars /Consultants **LCAP supplemental concentration funding not to exceed \$8,000**

Site Goal 1.2

Implement consistent cross-curricular strategies for reading, writing, and speaking.

Metric: Content Standards Implementation

Actions/Services 1.2.1

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 professional development for CCSS through the following: Use of specific subject level "expert" to present to staff/department on the implementation of a specific skill set related to CCSS.
- Provide release days for culster and grade level PLC's.
- Regional articulation 7-12 focus on CCSS in bi-annual meetings.
- Provide release days to create curricula maps and analyze new CCSS and how to incorporate into the curriculum.

The implementation of Common Core State Standards (CCSS) makes building teacher capacity, through professional learning and professional networks an imperative. Leadership and instructional coaches can help teachers develop this new subject-matter pedagogical knowledge and practice without re-inventing the wheel, particularly when teacher professional communities are part of practice and not an "add-on" to teacher responsibilities.

See Darling-Hammond, L. (2005) Professional Development Schools: Schools for Developing a Profession, on making teacher professional learning an endemic part of every successful school.

2nd Edition Handbook, Learning By Doing by DuFour, DuFour, Eaker and Many
 "A PLC is composed of collaborative teams whose members work interdependently to achieve common goals for which members are mutually accountable. These common goals are directly linked to the purpose of learning for all." "In a PLC, collaboration represents a systematic process in which teachers work together interdependently in order to impact their classroom practice in ways that will lead to better results for their students, for their team, and for their school."

- The number of teachers who implement the specific skill set.
- The number of curriculum maps that have integrated CCSS into the curriculum.
- CAASPP data - Percentage of students achieving at or above standard on the
- UC a-g completion rate
- AP/Honors participation
- AP pass rate
- Re-designated English Learners
- State Standards Implementation Survey

What funding source will you use?

LCAP supplemental concentration funding and general site budget not to exceed \$20,000. - Substitute coverage and/or timesheet work for Professional development, release days and regional articulation.

Site Goal 1.3

Meet federally mandated AMAO;s for EL students.

Metric: Progress toward English Proficiency

Actions/Services 1.3.1

Principally Targeted Student Group

- EL

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?
<ul style="list-style-type: none"> • Focus EL support services and interventions to increase post-secondary options through staff meeting professional development. • Provide release time for EL, SDAIE, and regular education staff members • EDGE strategic intervention program for students in ELA classes. • Provide a release period for the EL coordinator. • Bilingual peer tutor program to help support EL students in their general education and elective courses. • Refine the EL After School Tutoring Program. 	<p>Effective EL teachers need language skills and knowledge and the ability to teach listening, speaking, reading and writing. Some of the research based skills for effective EL instruction include teacher ability to:</p> <p>www.ascd.org/...Research-Based Practices for English Language Learners. The integration of practices for English as a second language.....</p> <p>www.sde.ct.gov/...Instructional Best practices for English Language Learners</p>	<ul style="list-style-type: none"> • Number of EL student moving on to post-secondary options. • Number of students becoming redesignated. • Number of EL students meeting A-G requirements. • Number of EL students attending AST and increasing their pass rate of all of their courses.

<p>Provide necessary supplemental materials, supplies and technology to support instruction.</p> <ul style="list-style-type: none"> • Provide supplemental supplies for parent meetings. • Timesheet work for certificated and clerical staff • Assessing English learners for CELDT and ELPAC 	<p>www.supportrealteacher.org/strategies for English Language Learners. SDAIE strategies....etc.</p> <p>https://www2.ed.gov/about/inits/ed/lep-partnership/interventions.pdf. Research-Based Recommendations for Instruction and Academic Success</p>
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<p>What funding source will you use?</p> <ul style="list-style-type: none"> • EL Supplemental Funds - Staff Professional Dev \$4,840 • Non-instructional FTE allotment • General Site Budget • LCAP supplemental concentration funding Chromebook Cart - 36 books + cart = \$12,160 • EL Supplemental Funds Additional Chromebooks for existing cart = \$5,300 • EL Supplemental Funds -EL Afterschool Tutoring \$4,000 • EL Supplemental Funds - supplies for EL/ELAC/SDAIE team meetings -\$1,020 • EL Supplemental Funds - assessing English learners for CELDT and ELPAC - \$3,000

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

Site Goal 2.1

Increase the number of authentic and timely assessments to inform instructional needs.

Metric: Assessment System

Actions/Services 2.1.1

<p>Principally Targeted Student Group</p> <ul style="list-style-type: none"> • All
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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?
<ul style="list-style-type: none"> • Provide release time for collaborative PLC planning. • Provide instructional support with coaches and workshops that teachers can attend. • Provide access to resources to help create common assessments and rubrics. • Provide professional development and support for the use of the interim/SBAC/CAASPP assessments. • Grade CAM accounts for WL teachers • Supplemental dictionaries in World Language 	<p>Article by Dr. Rick DuFour: Professional Learning Communities: The Key to Improved Teaching and Learning.</p> <p>2nd Edition Handbook, Learning By Doing by DuFour, DuFour, Eaker and Many</p> <p>Our own site data regarding timely and data driven student assessment providing immediate feedback for students and staff members has been key to informing teacher instruction.</p>	<ul style="list-style-type: none"> • Data collection on authentic assessments used in all subject matter and grade level areas. • Data collection on rubrics used in all subject matter and grade level areas. • Number of teachers accessing and utilizing SBAC/CASSPP interim assessments.

<p>What funding source will you use?</p>

LCAP supplemental concentration funding- \$10,000

Timesheets/Release day substitute coverage - \$7,000

Grade cam accounts for staff - \$2,000

Supplemental dictionaries - \$1,000

Actions/Services 2.1.2

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?
<ul style="list-style-type: none"> • Purchase 250 calculators to support familiarity in using CAASPP/SBAC testing metrics. • Purchase 5 HP desktop computers and monitors to provide more visually supported instruction for Special Education students. • Installation of technology access outlets to existing classrooms. 	<p>National Council of Teachers of Mathematics, Research Brief, September 30, 2011 states: "In general, we found that the body of research consistently shows that the use of calculators in the teaching and learning of mathematics does not contribute to any negative outcomes for skill development or procedural proficiency, but instead enhances the understanding of mathematics concepts and student orientation toward mathematics.</p> <p>Research on Graphing Calculators at the Secondary Level: Implications for Mathematics Teacher Education, by Signe Kastberg, Indiana University Purdue University Indianapolis; & Keith Leatham, Brigham Young University. "Access to graphing calculators is associated with student achievement gains and a wide array of problem-solving approaches. The research suggests students' achievement is positively affected when they use curricula designed with graphing calculators as a primary tool.</p> <p>Positive effect of technology on student achievement - Tamin, R., Bernard, R., Borokhovski, E., Abrami, P., & Schmid, R (2011) report on positive effects of technology on student achievement from 25 meta-analyses of 1, 055 primary studies. See " What forty years of research says about the impact of technology on learning: A second-order meta-analysis and validation study." <u>Review of Education Research</u>, (81 (4), 4-28.</p> <p>Our own site past experience of supporting students in classes where technology is used to a greater degree has shown that the ability to walk students through assignments with step-by-step modeling, on a computer, has led to a higher level of achievement in technology rich courses such as Computer Technology, Intermediate Computers, etc.</p>	<ul style="list-style-type: none"> • CAASPP data • Grade data • End of course data for technology classes • UC a-g completion rate • AP/Honors participation • AP pass rate • Re-designated English Learners

What funding source will you use?

LCAP supplemental concentration funding- \$3,940

LCAP supplemental concentration funding - \$1,500

Actions/Services 2.1.3

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>Math department after school tutoring program that will target struggling students.</p>	<p>https://www.understood.org/...school/tutors/afterschool.../benefits. "Many afterschool programs offer structured homework help." Last year at FrHS the math afterschool program was successful because it provided targeted afterschool support with small group instruction.</p> <p>http://www.sedl.org/pubs/sed.-letter/v20n02/afterschool_findings.html "Afterschool Programs Make a Difference: Findings from the Harvard Family Research Project. Afterschool programs can have an impact on academic achievement. Improved test scores are reported in evaluations of The After-School Corporation (TASC) programs in New York City and In Foundations, Inc. (Reisner, White, Birmingham, & Welsh, 2001; White, Reisner, Welsh & Russell 2001)</p>	<ul style="list-style-type: none"> • CAASPP scores • Grades

What funding source will you use?

Extended Day Budget = 32 hours x \$50/hour x 3 teachers = \$4800.

Actions/Services 2.1.4

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?
<p>Purchase 2 Chromecarts of 36 computers to support teaching of research skills, using technology to efficiently provide feedback, and to prepare students for using technology in the work place after high school</p>	<p>https://cft.vanderbilt.edu/...teaching.../how-technology-enhances-teaching-and-learning. "How Technology Enhances Teaching and Learning" As they introduce more and more technology into the classroom, faculty are...wide coordination is essential for ensuring an effective learning environment.</p> <p>www.ala.org/aasl.../SLMQ "The Effectiveness of Technology in Schools." Showed that the use of technology as a learning tool could make a measurable difference.</p>	<ul style="list-style-type: none"> • Access to courses (AP, Honors, CTE) • UC a-g completion • CAASPP • Content Standards Implementation • CTE Sequence Completion • EAP • Instructional materials • Progress toward English proficiency • Redesignation • Student and Teacher Survey

What funding source will you use?

LCAP supplemental concentration funding - \$30, 000

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

Identify and address the academic and behavioral needs, including social, emotional, mental and physical wellness and disproportionality of the lowest performing, most often disciplined subgroups.

Metric: School Climate

Actions/Services 3.1.1

Principally Targeted Student Group

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

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?
<ul style="list-style-type: none"> • Provide intervention programs such as Challenge Day, LINK crew, and PBIS that focus on a positive school climate and culture. • Implement PBIS (P.R.I.D.E) to ensure effective interventions for students, including an Advocacy curriculum for specific grade levels • Provide workshops and enrichment opportunities for underperforming subgroups. • Create positive support and incentives for students. • Provide targeted services and workshops that promote the social, emotional well being of our school. • Offer support and training for the expansion of our mental health awareness protocols and procedures. • Explore the benefits of restorative practices. • School wide Advocacy lessons implementing AVID strategies. 	<p>www.bommerangproject.com/testimonials/how-link-crew-impacts-freshmen. "Link Crew is an organized and highly effective program for all students...we're already seeing a happier, more comfortable group of ninth graders.</p> <p>Challenge Day is a highly interactive and energetic program that provided teens and adults with tools to break down the walls of separation and isolation and replace them with compassion.</p> <p>https://www.pbis.orf/school/pbis-in-th-classroom.</p> <p>PBIS strategies are important tools to decrease disruptions, increase instructional time, and improve student social behavior and academic outcomes.</p> <p>https://www2.ed.gov/about/inits/ed/earlylearning/talk-read.../feeling-research.pdf Social and Emotional Development Research Background.</p> <p>www.mindfulnessschools.org/about-mindfulness/research/ Research on Mindfulness in Education/Mindful Schools.</p> <p>www.mindfulteachers.orf/p/benefits-of-mindfulness.html Mindful Teachers: Benefits of Mindfulness</p>	<ul style="list-style-type: none"> • Number of students participating in Challenge Day • Number of students participating in LINK crew • Number of student involved in clubs, activities, athletics, programs, and academies. • CHKS survey • SEL survey • Student survey

What funding source will you use?

LCAP supplemental concentration funding- \$32,000

- Link Crew - \$2,000
- Challenge Days 2 per year \$10,000
- PBIS/Mental Health/Mindfulness \$7,000
- Empowerment Days -\$3,000
- AVID Advocacy Lessons - \$3,000
- PRIDE Advocacy Lessons - \$7,000
- PBIS \$1,000

<p>District Strategic Goal 4:</p> <p>All students will benefit from programs and services designed to inform and involve family and community partners.</p>	<p>District Needs and Metrics 4:</p> <p>Students need parent, family and community stakeholders as direct partners in their education as measured by:</p> <ul style="list-style-type: none"> • Family and Community Engagement
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Site Goal 4.1

Increase the number of community and parent partnerships.

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?
<ul style="list-style-type: none"> • Create more opportunities for parents/guardians and community members that promote positive school culture, such as Take Your Parents to School, Back to School Night, and Sober Grad Night. • Increase parent communication through ParentVUE, Principal's Newsletter and School Messenger. • Implement Synergy evenings for ParentVUE and StudentVue. • Provide translation services for EL parents when attending major school activities/meetings. • Increase the percentage of students participating in certificate or career pathways and fulfilling their UC a-g requirements. • Continue to support programs that create effective partnerships: Apple internships, CTE classes and Career pathways. • Continue to host parent programs and services for the Franklin region. • FACE liasion/Career technician • Timesheet for clerical and certificated staffing 	<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 & Wright, 2003: <u>Deepening Democracy: Institutional Innovations in Empowered Participator Governance</u>.</p> <p>https://www.ed.gov/parent-and-family-engagement. Family and Community Engagement/ US Department of Education</p> <p>www.schoolcommunitynetwork.org/downloads/FACEHandbook.pdf The Handbook on Family and Community Engagement.</p>	<ul style="list-style-type: none"> • Number of parent events held annually. • Community participation in annual school activities. • Number of students receiving certifications. • Number of internship opportunities • Number of regional parent events.

What funding source will you use?

LCAP supplemental concentration funding - \$25,000

EL Supplemental funding - \$2,000

C. Justification of School-Wide Use of Funds

For sites below 40 percent of enrollment of unduplicated pupils, when using supplemental and concentration (LCAP) funds in a school-wide manner, the site must additionally describe how the services provided are the most effective use of funds to meet the site's goals for unduplicated pupils in the state priority areas. Include a description and justification for the use of any funds in a school-wide manner as described in **Actions, Services, and Expenditures** above.

Franklin High School sits below 40% of enrollment of unduplicated students. Quality classrooms and schools evolve around powerful teaching and learning for ALL students. Many years have been spent examining the work of J. McTighe's Understanding by Design, which focuses on identifying, guiding and designing sound curriculum. Examination of our school wide performance data indicates that we have room to improve. The services and programs requested in our Supplemental LCAP funding will help us to advance our practice and ensure that all students receive the tools and skills necessary to become successful life-long learners.

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

Franklin High School - 468

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	\$143,563	\$143,563	\$143,563	\$0	\$0	\$0	\$0
2201 Regular Education (9-12) - Allocated FTE 0000 Unrestricted	121.4659	\$0	\$12,738,341	\$12,738,341	\$12,738,341	\$0	\$0	\$0	\$0
2222 Results Staffing EGEA (9- 12) 0000 Unrestricted	2	\$0	\$235,963	\$235,963	\$235,963	\$0	\$0	\$0	\$0
2230 Non- Instructional FTE (9- 12) 0000 Unrestricted	1.5	\$0	\$183,384	\$183,384	\$183,384	\$0	\$0	\$0	\$0
2240 Visual & Performing Arts (VAPA) 0000 Unrestricted	0	\$13,684	\$0	\$13,684	\$13,684	\$0	\$0	\$0	\$0
2270 Extended Day (9-12) 0000 Unrestricted	0	\$0	\$41,957	\$41,957	\$41,957	\$0	\$0	\$0	\$0
2280 Summer School/Extended Learning (9-12) 0000 Unrestricted	0	\$61,833	\$0	\$61,833	\$61,833	\$0	\$0	\$0	\$0
2312 Education Fees 0000 Unrestricted	0	\$0	\$20,000	\$20,000	\$20,000	\$0	\$0	\$0	\$0
2340 Secondary Counselors 0000 Unrestricted	6.55	\$0	\$821,943	\$821,943	\$821,943	\$0	\$0	\$0	\$0
4255 Regional Occupational Program 0000 Unrestricted	1.499	\$0	\$174,299	\$174,299	\$174,299	\$0	\$0	\$0	\$0
4275 AVID Support 0000 Unrestricted	0.4	\$0	\$43,463	\$43,463	\$43,463	\$0	\$0	\$0	\$0
4380 Health Services 0000 Unrestricted	1	\$0	\$59,425	\$59,425	\$0	\$0	\$59,425	\$0	\$0
5495 Allocated FTE Leave 0000 Unrestricted	0.0001	\$0	\$159,019	\$159,019	\$159,019	\$0	\$0	\$0	\$0
5634 Custodial Services 0000 Unrestricted	8	\$0	\$510,946	\$510,946	\$0	\$0	\$510,946	\$0	\$0
7201 LCFF Supple/Conc 7 - 12 0000 Unrestricted	0	\$0	\$172,600	\$172,600	\$70,160	\$45,440	\$32,000	\$25,000	\$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	0.833	\$0	\$104,906	\$104,906	\$104,906	\$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	\$20,160	\$20,160	\$18,160	\$0	\$0	\$2,000	\$0
7270 PBIS Coordination 0000 Unrestricted	0.333	\$0	\$35,516	\$35,516	\$0	\$0	\$35,516	\$0	\$0
7405 English Learner Augmentation 0000 Unrestricted	0.333	\$0	\$38,437	\$38,437	\$38,437	\$0	\$0	\$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	\$12,357	\$12,357	\$12,357	\$0	\$0	\$0	\$0
2201 Regular Education (9-12) - Allocated FTE 4035 NCLB: Title II, Part A, Teacher Quality	1	\$0	\$109,840	\$109,840	\$109,840	\$0	\$0	\$0	\$0
5610 Food and Nutrition Services Center 5310 Child Nutrition: School Programs	8.5313	\$0	\$343,223	\$343,223	\$0	\$0	\$343,223	\$0	\$0
3150 Independent Living Skills (ILS) 6500 Special Education	2.75	\$0	\$187,763	\$187,763	\$187,763	\$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	8.7083	\$0	\$782,082	\$782,082	\$782,082	\$0	\$0	\$0	\$0
3660 Full Inclusion - Paraeducators in lieu of NPA 6500 Special Education	0.875	\$0	\$44,842	\$44,842	\$44,842	\$0	\$0	\$0	\$0

3680 Emotionally Disturbed (ED) - Tier I 6500 Special Education	2.125	\$0	\$134,234	\$134,234	\$134,234	\$0	\$0	\$0	\$0
3770 Full Inclusion 6500 Special Education	6.4375	\$0	\$306,526	\$306,526	\$306,526	\$0	\$0	\$0	\$0
4455 Textbook Reimbursement 9020 Lost/Damaged Textbooks Reimbursement	0	\$66,345	\$0	\$66,345	\$66,345	\$0	\$0	\$0	\$0
4020 Secondary Education 9305 Miscellaneous Site Donations (<\$1000)	0	\$5,469	\$0	\$5,469	\$5,469	\$0	\$0	\$0	\$0
2200 Regular Education (9-12) 9307 Preliminary Scholastic Aptitude Test (PSAT) Donations	0	\$2,999	\$0	\$2,999	\$2,999	\$0	\$0	\$0	\$0
Totals	174.8412	\$150,330	\$17,481,058	\$17,631,388	\$16,576,838	\$45,440	\$982,110	\$27,000	

Signatures: (Must sign in blue ink)

Date

Principal **Chantelle Albiani**

School Site Council Chairperson **Lindy Her**

EL Advisory Chairperson **Villa B-Lozano**

_____	_____
_____	_____
_____	_____

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

