



## Harriet Eddy 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><b>How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?</b></p> <hr style="border: 0; border-top: 1px solid black; margin: 10px 0;"/> <p>School staff met with Student Site Council on the following dates:</p> <ol style="list-style-type: none"> <li>1. April 26, 2017</li> <li>2. Sept. 13, 2017</li> </ol> <p>School staff meets with parents monthly during Breakfast with Benson on the first Tuesday of each month. The format of the meeting provides the community with an opportunity to receive information about the school and ask questions. School staff met with the community on August 9, 2017 and held workshops and meetings to present information and solicit input on school programs.</p> <p>Monthly Breakfast with Benson Parent Meetings: First Tuesday of each month.</p>
Impact of LCAP and Annual Update
<p><b>How did these consultations affect the LCAP for the upcoming year?</b></p> <hr style="border: 0; border-top: 1px solid black; margin: 10px 0;"/> <p>The information garnered from these meetings provide input and guidance on the school goals and funding priorities. A variety of stakeholders including students, staff, and community have the opportunity to discuss their perspective and provide input on the development of the school plan.</p>

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

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

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**Site Goal 1.1**

Instruction will include the use of a variety of curriculum and supplementary materials to support attainment of student academic proficiency.

**Metric:** Instructional Materials

**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?
Purchase supplementary curriculum, technology and resources such as Moby Max subscription.	<u>Enhancing the Arts and Science of Teaching with Technology</u> by S. Magana and R. Marzano (2014)  <u>Technology Integration in the Classroom</u> Hanover Research 2010	Metrics may include: <ul style="list-style-type: none"> <li>• Classroom observations</li> <li>• MobyMax student assessment data</li> <li>• SBAC Data</li> </ul>

**What funding source will you use?**

Supplemental Concentration

- \$5000

**Site Goal 1.2**

Students will be provided access to extended day opportunities for academic intervention and enrichment.

**Metric:** CAASPP

**Actions/Services 1.2.1**

**Principally Targeted Student Group**

- All • EL • Foster Youth • Hispanic or Latino • 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?
School will provide access to extended day intervention and enrichment opportunities. Action includes funding for staffing, supplies, and equipment.  Certificated Timesheet =\$45/hr Virtual Tutoring Platform=\$1000/Annually	<u>EXTENDED LEARNING IN MIDDLE SCHOOLS</u> . Hanover Research 2011.	Metrics may include: <ul style="list-style-type: none"> <li>• Student Attendance</li> <li>• Essential Skill Mastery</li> <li>• Course Assessments</li> <li>• SBAC Data</li> </ul>

**What funding source will you use?**

Supplemental Concentration

- \$10,000

GATE

- \$3000

**Actions/Services 1.2.2**

**Principally Targeted Student Group**

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

**What funding source will you use?**

**Site Goal 1.3**

School will provide high quality International Baccalaureate Middle Years Programme instruction and researched affirmed learning opportunities.

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

**Actions/Services 1.3.1**

**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?
Staff will participate in International Baccalaureate and Visible Learning aligned professional learning. Action includes funding for release time, substitutes, conferences and related expenses, supplies, consultation fees, resources for meetings, and equipment.	Research affirms the benefits of IB educational experiences on students High School graduation rates, AP/IB participation rates, college acceptance, and college retention.  <a href="http://www.ibo.org/globalassets/publications/ib-research/globalkeyfindingsheeten.pdf">http://www.ibo.org/globalassets/publications/ib-research/globalkeyfindingsheeten.pdf</a>  <u>Visible Learning For Teachers: Maximizing impact on Learning</u> : John Hattie, 2012	Metrics may include: <ul style="list-style-type: none"> <li>• IB Authorization and Program evaluation</li> <li>• Essential Skill Assessments</li> <li>• Professional Learning Evaluations</li> <li>• MYP Unit Reflections</li> <li>• Classroom Observations</li> </ul>

**What funding source will you use?**

Supplemental Concentration

- \$46080

Pre-AP/IB:

- \$5,000

GATE:

- \$2000

**Actions/Services 1.3.2**

**Principally Targeted Student Group**

• All • 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?
<p>Students will have access to IB aligned courses, instruction and learning experiences.</p> <p>Action includes funding for courses and <b>Learning Experience</b> related expenses.</p> <ul style="list-style-type: none"> <li>• Staffing Timesheets</li> <li>• Staffing Additional Sections</li> <li>• Curriculum</li> <li>• Instructional Materials</li> <li>• Technology Services</li> <li>• Coaching &amp; Facilitation</li> <li>• Release Time</li> <li>• Supplies</li> <li>• Equipment</li> </ul>	<p>Research affirms the positive affect of authentic learning experiences on student academic proficiency.</p> <p>Authentic Learning for the 21st Century: An Overview By Marilyn M. Lombard (2007)</p>	<p>Metrics may include:</p> <ul style="list-style-type: none"> <li>• Student Attendance</li> <li>• Student Participation Rate</li> <li>• Student &amp; Staff Survey</li> <li>• Summative Task Results</li> <li>• SBAC Data</li> </ul>

**What funding source will you use?**

Supplemental Concentration

- Staffing Sections
  - \$53000
- Other Items
  - \$15000

**Site Goal 1.4**

Increase the percent of students who attain English Proficiency.

**Metric:** Progress toward English Proficiency

**Actions/Services 1.4.1**

**Principally Targeted Student Group**

• 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?
<p>Actions include providing funding for mandated testing coordination, EL Program coordination, extended learning opportunities, supplementary curriculum, instructional supplies, professional learning, and release time for teacher collaboration.</p> <p>Certificated Time sheets=45/hr                      CELDT/ELPAC=\$3000                      EL Coordinator=\$3000</p>	<p>"Tier III provides intensive, research-based instruction for students who do not adequately respond to Tier II level interventions. Tier III level interventions may serve as either a supplement or a replacement for core classroom and Tier I and Tier II level instruction. Tier III supports are provided as a replacement for traditional classroom instruction only when the student's performance is significantly below grade level</p>	<p>Metrics may include:</p> <ul style="list-style-type: none"> <li>• CELDT/ELPAC Scores</li> <li>• ELA SBAC Scores</li> <li>• ELA Essential Skill Scores</li> </ul>

standards. Tier III provides intensive, research-based instruction for students who do not adequately respond to Tier II level interventions. Tier III level interventions may serve as either a supplement or a replacement for core classroom and Tier I and Tier II level instruction. Tier III supports are provided as a replacement for traditional classroom instruction only when the student's performance is significantly below grade level standards."

Response to Intervention and English Language Learners: Hanover Research Jul. 20, 2012

**What funding source will you use?**

EL Supplementary:  
\$13,320

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

2.1 Professional Learning Communities will develop and follow collaborative norms and procedures to support analysis of student assessment data to improve teaching and student academic proficiency.

**Metric:** Data and Program Evaluation

**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>Site Leadership team will conduct book study on Leadership and Self Deception. Action includes the purchase of books and timesheets. Certificated Timesheet = \$45/hour</p>	<p><u>How Teachers Learn</u> Educational Leadership Vol. 66 Number 5 Pages. 80-82</p>	<p>Participants will complete a Leadership and Self Deception Self-Study book. PLC Artifact collection of:</p> <ul style="list-style-type: none"> <li>• Norms</li> <li>• PLC Inventory Checklist</li> <li>• CPL Paper</li> </ul>

**What funding source will you use?**

Supplemental Concentration

- \$500

**Actions/Services 2.1.2**

<b>Principally Targeted Student Group</b>		
• All		
<b>Specific Actions to Meet Expected Outcome</b>	<b>What is the Research Confirming this is an Effective Practice?</b>	<b>How will you Measure the Effectiveness of the Actions/Services?</b>
Solution Tree Consultant will provide PLC support to the site Guiding Coalition. Action includes financial support for consultation fees, supplies, equipment, teacher substitutes, and resources to conduct site meetings. 2 Solution Tree Visits: \$6500 15 Substitutes: 15 subs x \$200 x 2 days=\$6000	Research supports the effectiveness of Professional Learning Communities to improve student learning.  <u>21st Century Professional Development</u> Hanover Research 2012 <u>Best Practices in Professional Learning Communities</u> : Hanover Research 2013	Metrics may include: <ul style="list-style-type: none"> <li>• PLC Inventory Tool</li> <li>• PLC Meeting Observations</li> <li>• PLC Artifacts                         <ul style="list-style-type: none"> <li>◦ Norms</li> <li>◦ Essential Skills Data</li> </ul> </li> </ul>
<b>What funding source will you use?</b>		
Supplemental Concentration <ul style="list-style-type: none"> <li>• \$15000</li> </ul>		

**Actions/Services 2.1.3**

<b>Principally Targeted Student Group</b>		
• All		
<b>Specific Actions to Meet Expected Outcome</b>	<b>What is the Research Confirming this is an Effective Practice?</b>	<b>How will you Measure the Effectiveness of the Actions/Services?</b>
School will provide staff release time to work in PLC's to develop MYP practices and improve student learning. Action includes funding for release time, substitute teachers, supplies, & equipment.  Substitute Cost: \$200/Day	Research affirms improvement of student outcomes when teachers are engaging in high functioning collaborative teams.  <u>21st Century Professional Development</u> Hanover Research 2012 <u>Best Practices in Professional Learning Communities</u> : Hanover Research 2013	Metrics may include: <ul style="list-style-type: none"> <li>• Artifacts from the meetings                         <ul style="list-style-type: none"> <li>◦ Agendas</li> <li>◦ Minutes</li> <li>◦ Common Assessments</li> <li>◦ Unit Plans</li> </ul> </li> <li>• Measure of student mastery of Essential Skills</li> </ul>
<b>What funding source will you use?</b>		
Supplemental Concentration <ul style="list-style-type: none"> <li>• \$10000</li> </ul>		

<p><b>District Strategic Goal 3:</b></p> <p>All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.</p>	<p><b>District Needs and Metrics 3:</b></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"> <li>• Attendance</li> <li>• Chronic Absenteeism</li> <li>• Cohort Graduation</li> <li>• Expulsion</li> </ul>
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- Facilities**
- HS Dropout
  - MS Dropout
  - School Climate
  - Suspension

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**Site Goal 3.1**

School climate will promote a safe, respectful, and inclusive school environment that encourages stakeholder connectedness.

**Metric:** School Climate

**Actions/Services 3.1.1**

**Principally Targeted Student Group**

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Funding to support purchase and installation of positive messaging and public displays.</p> <p>Messaging for Quad and L-Wing areas.</p>	<p>Research affirms the affect of the quality of school facilities and physical environments on teacher tenure and student attitudes toward learning.</p> <p><u>SCHOOL CLIMATE RESEARCH SUMMARY</u>: August 2012                      Authors : Amrit Thapa, Ph.D., Jonathan Cohen, Ph.D., Ann Higgins-D'Alessandro, Ph.D., &amp; Shawn Guffey  <a href="https://www.schoolclimate.org/climate/documents/policy/sc-brief-v3.pdf">https://www.schoolclimate.org/climate/documents/policy/sc-brief-v3.pdf</a></p>	<p>Metrics may include:</p> <ul style="list-style-type: none"> <li>• Stakeholder Surveys</li> </ul>

**What funding source will you use?**

Supplemental Concentration

- \$5000

**Actions/Services 3.1.2**

**Principally Targeted Student Group**

• All • 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>School will provide a Positive Rewards based behavior program.</p> <p>Action includes funding for PBIS Rewards Program, student incentives, student store incentives, field trips, signage, enrichment opportunities and related costs.</p> <p>PBIS Rewards Contract=\$2100</p>	<p>Research affirms the benefit of a positive school climate on student learning. Increasing school connectedness support improvements in student academic and social growth.</p> <p><u>PRACTICES FOR SCHOOL-WIDE PBIS IMPLEMENTATION</u>                      Published: Mar 23, 2015 Hanover Research</p>	<p>Metrics may include:</p> <ul style="list-style-type: none"> <li>• Student Participation Rates</li> <li>• Teacher Participation Rates</li> <li>• Student Surveys</li> <li>• Teacher Surveys</li> <li>• PBIS Rewards Program Usage Data</li> <li>• Site Discipline Data</li> </ul>

**What funding source will you use?**

Supplemental Concentration

- \$13000

PBIS Funding



- \$1,000

**Actions/Services 3.1.3**

**Principally Targeted Student Group**

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>School Intervention Teacher will coordinate site Positive Behavior Program and provide support for site Multi Tiered System of Supports.</p> <p>Action includes funding for teacher staffing, supplies, equipment, professional learning opportunities, conferences and related expenses.</p>	<p>Research affirms the benefit of MTSS and PBIS on school climate, improving school connectedness, improving student mental health and achievement.</p> <p><u>PRACTICES FOR SCHOOL-WIDE PBIS IMPLEMENTATION</u> Published: Mar 23, 2015 Hanover</p>	<p>Metrics may include:</p> <ul style="list-style-type: none"> <li>• Referral Data</li> <li>• Suspension Data</li> <li>• Student Surveys</li> <li>• Staff Surveys</li> </ul>

**What funding source will you use?**

Supplemental Concentration

- \$17354

**Site Goal 3.2**

School will improve student attendance rates to 97%.

**Metric:** Attendance

**Actions/Services 3.2.1**

**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?
<p>Supplemental staffing to be funded to support improvement in student attendance. Position will support parental outreach and communication to families of chronically absent students.</p> <p>Supplemental staffing to support school counselors in providing proactive mental health interventions. Staff supports the timely access to mental health services to address social, emotional, or behavioral issues.</p>	<p><u>Best Practices in Improving Student Attendance</u> Hanover Research 2016: "Early Intervention: Increase monitoring of attendance and inform parents about the importance of attendance when students begin to show absenteeism patterns</p> <p><u>BEST PRACTICES IN COORDINATING SCHOOL-BASED MENTAL HEALTH CARE 2015</u> Hanover Research</p>	<p>Metrics may include:</p> <ul style="list-style-type: none"> <li>• School Attendance Rates                             <ul style="list-style-type: none"> <li>◦ Chronic Absenteeism Rate</li> <li>◦ Overall Attendance Rates</li> </ul> </li> <li>• # of student referrals</li> <li>• Counseling Referral Outcomes</li> <li>• Student Survey</li> </ul>

**What funding source will you use?**

Supplemental Concentration

- \$21065

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

Community will have access to programs and services that inform and provide school involvement opportunities.

**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?
School will provide opportunities to present and inform parents on school initiatives. In addition, school will provide learning opportunities for families to support student learning. Specific Actions: <ul style="list-style-type: none"> <li>Breakfast with Benson (Monthly)</li> <li>MYP Programme Information Meetings</li> <li>Site Council</li> <li>Night at the Nest Parent Series (4)</li> <li>Open House</li> <li>Parent Lunch Days (Monthly)</li> </ul> Action includes funding for staffing, supplies, equipment, curriculum, and resources for meetings.	<u>FAMILY ENGAGEMENT - INCREASING PARENTAL INVOLVEMENT AT THE MIDDLE AND SECONDARY LEVELS</u> Hanover Research 2011	Metrics may include: <ul style="list-style-type: none"> <li>Stakeholder surveys</li> <li>Parent participation and attendance</li> <li>Artifacts or evidence from involvement opportunities.</li> <li>Sign in sheets/Agendas</li> </ul>

<b>What funding source will you use?</b> Supplemental Concentration <ul style="list-style-type: none"> <li>\$2000</li> </ul>
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Local Control Accountability Plan (LCAP)  
Year 2017 - 2018**IV. Funding**

## Harriet Eddy Middle School - 411

Fund Source Mgmt. Code/Description Resc. Code/Description	FTE	Carry Over	Allocation	Subtotal	EGUSD Strategic Goals				Balance
					1 - Curriculum and Instruction	2 - Assessment	3 - Wellness	4 - Family Engagement	
<b>2122</b> Results Staffing EGEA (7-8) <b>0000</b> Unrestricted	1	\$0	\$121,886	\$121,886	\$121,886	\$0	\$0	\$0	\$0
<b>2130</b> Non- Instructional FTE (7- 8) <b>0000</b> Unrestricted	1	\$0	\$105,777	\$105,777	\$105,777	\$0	\$0	\$0	\$0
<b>2140</b> Visual & Performing Arts (VAPA) <b>0000</b> Unrestricted	0	\$6,359	\$0	\$6,359	\$6,359	\$0	\$0	\$0	\$0
<b>2150</b> Regular Education (7-8) <b>0000</b> Unrestricted	0	\$0	\$43,780	\$43,780	\$43,780	\$0	\$0	\$0	\$0
<b>2151</b> Regular Education (7-8) - Allocated FTE <b>0000</b> Unrestricted	49.761	\$0	\$5,237,969	\$5,237,969	\$5,237,969	\$0	\$0	\$0	\$0
<b>2170</b> Extended Day (7-8) <b>0000</b> Unrestricted	0	\$0	\$13,530	\$13,530	\$13,530	\$0	\$0	\$0	\$0
<b>2180</b> Summer School/Extended Learning (7-8) <b>0000</b> Unrestricted	0	\$26,740	\$0	\$26,740	\$26,740	\$0	\$0	\$0	\$0
<b>2301</b> A/B Block Schedule <b>0000</b> Unrestricted	1.5	\$0	\$144,571	\$144,571	\$144,571	\$0	\$0	\$0	\$0
<b>2312</b> Education Fees <b>0000</b> Unrestricted	0	\$0	\$10,000	\$10,000	\$10,000	\$0	\$0	\$0	\$0
<b>2312</b> Education Fees <b>0000</b> Unrestricted	0	\$4,607	\$0	\$4,607	\$4,607	\$0	\$0	\$0	\$0
<b>2340</b> Secondary Counselors <b>0000</b> Unrestricted	2	\$0	\$241,219	\$241,219	\$241,219	\$0	\$0	\$0	\$0
<b>4275</b> AVID Support <b>0000</b> Unrestricted	0.4	\$0	\$38,675	\$38,675	\$38,675	\$0	\$0	\$0	\$0
<b>5495</b> Allocated FTE Leave <b>0000</b> Unrestricted	0.0001	\$0	\$67,509	\$67,509	\$67,509	\$0	\$0	\$0	\$0
<b>5634</b> Custodial Services <b>0000</b> Unrestricted	4	\$0	\$261,190	\$261,190	\$0	\$0	\$261,190	\$0	\$0
<b>7201</b> LCFF Supple/Conc 7 - 12 <b>0000</b> Unrestricted	0	\$0	\$212,999	\$212,999	\$129,080	\$25,500	\$56,419	\$2,000	\$0
<b>7205</b> Gifted and Talented Education (GATE) 7-8 <b>0000</b> Unrestricted	0	\$0	\$5,000	\$5,000	\$5,000	\$0	\$0	\$0	\$0
<b>7206</b> Academic Competitions <b>0000</b> Unrestricted	0	\$0	\$500	\$500	\$500	\$0	\$0	\$0	\$0
<b>7210</b> International Baccalaureate Middle Years Program <b>0000</b> Unrestricted	0	\$0	\$65,000	\$65,000	\$65,000	\$0	\$0	\$0	\$0

<b>7218</b> Pre-Advanced Placement, Honors and Advanced Placement Training <b>0000</b> Unrestricted	0	\$0	\$5,000	\$5,000	\$5,000	\$0	\$0	\$0	\$0
<b>7225</b> Honors/Advanced Placement Outreach (OCR) <b>0000</b> Unrestricted	0	\$0	\$1,000	\$1,000	\$1,000	\$0	\$0	\$0	\$0
<b>7233</b> AVID Support <b>0000</b> Unrestricted	0.0001	\$0	\$8,127	\$8,127	\$8,127	\$0	\$0	\$0	\$0
<b>7250</b> EL Supplemental Program Services 7-12 <b>0000</b> Unrestricted	0.0584	\$0	\$13,320	\$13,320	\$13,320	\$0	\$0	\$0	\$0
<b>7265</b> Secondary Support Staffing <b>0000</b> Unrestricted	0.6	\$0	\$50,028	\$50,028	\$50,028	\$0	\$0	\$0	\$0
<b>7270</b> PBIS Coordination <b>0000</b> Unrestricted	0.333	\$0	\$28,486	\$28,486	\$0	\$0	\$28,486	\$0	\$0
<b>7405</b> English Learner Augmentation <b>0000</b> Unrestricted	0.2	\$0	\$22,271	\$22,271	\$22,271	\$0	\$0	\$0	\$0
<b>7415</b> Family and Community Engagement <b>0000</b> Unrestricted	0	\$0	\$3,500	\$3,500	\$0	\$0	\$0	\$3,500	\$0
<b>7440</b> Positive Behavior Incentive Supports <b>0000</b> Unrestricted	0	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
<b>5610</b> Food and Nutrition Services Center <b>5310</b> Child Nutrition: School Programs	3.6252	\$0	\$153,831	\$153,831	\$0	\$0	\$153,831	\$0	\$0
<b>3145</b> Functional Living Skills (FLS) <b>6500</b> Special Education	2.5625	\$0	\$150,719	\$150,719	\$150,719	\$0	\$0	\$0	\$0
<b>3150</b> Independent Living Skills (ILS) <b>6500</b> Special Education	2.625	\$0	\$209,450	\$209,450	\$209,450	\$0	\$0	\$0	\$0
<b>3200</b> Language Speech and Hearing (LSH) <b>6500</b> Special Education	0.55	\$0	\$66,807	\$66,807	\$66,807	\$0	\$0	\$0	\$0
<b>3410</b> Special Education Mild/Moderate <b>6500</b> Special Education	5.325	\$0	\$431,611	\$431,611	\$431,611	\$0	\$0	\$0	\$0
<b>3550</b> Low Incidence (DHOH and VI) <b>6500</b> Special Education	3.8125	\$0	\$217,789	\$217,789	\$217,789	\$0	\$0	\$0	\$0
<b>3660</b> Full Inclusion - Paraeducators in lieu of NPA <b>6500</b> Special Education	2.2188	\$0	\$121,570	\$121,570	\$121,570	\$0	\$0	\$0	\$0
<b>3670</b> Autism Spectrum Disorder (ASD) PreK-12	2.625	\$0	\$150,537	\$150,537	\$150,537	\$0	\$0	\$0	\$0

<b>6500</b> Special Education									
<b>3680</b> Emotionally Disturbed (ED) - Tier I	2.125	\$0	\$132,702	\$132,702	\$132,702	\$0	\$0	\$0	\$0
<b>6500</b> Special Education									
<b>3770</b> Full Inclusion	7.7817	\$0	\$347,854	\$347,854	\$347,854	\$0	\$0	\$0	\$0
<b>6500</b> Special Education									
<b>4455</b> Textbook Reimbursement	0	\$4,718	\$0	\$4,718	\$4,718	\$0	\$0	\$0	\$0
<b>9020</b> Lost/Damaged Textbooks Reimbursement									
<b>4020</b> Secondary Education	0	\$1,011	\$0	\$1,011	\$1,011	\$0	\$0	\$0	\$0
<b>9305</b> Miscellaneous Site Donations (<\$1000)									
<b>4020</b> Secondary Education	0	\$1,260	\$0	\$1,260	\$1,260	\$0	\$0	\$0	\$0
<b>9343</b> Futton Inc/US China Homestay Network									
<b>4020</b> Secondary Education	0	\$156	\$0	\$156	\$156	\$0	\$0	\$0	\$0
<b>9575</b> Lowe's Charitable and Educational Foundation									
<b>Totals</b>	94.1033	\$44,851	\$8,685,207	\$8,730,058	\$8,198,132	\$25,500	\$500,926	\$5,500	

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

**Date**

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

Principal **Mark Benson**  
 School Site Council Chairperson  
 EL Advisory Chairperson

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