



Joseph Kerr Middle School

Local Control Accountability Plan (LCAP) 2017 - 2018

Principal: _

(Signature): _

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

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

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

Goal Setting

State Priorities

Conditions of Learning:

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

Pupil Outcomes:

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

Engagement:

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

Strategic Goals

Goal 1: High-Quality Classroom Instruction and Curriculum

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

Goal 2: Assessment, Data Analysis, & Action

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

Goal 3: Wellness

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

Goal 4: Family and Community Engagement

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

A. Stakeholder Engagement

Involvement Process for LCAP and Annual Update
<p>How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?</p> <hr/> <p>The following opportunities for stakeholder involvement in LCAP planning, review, and analysis were provided:</p> <p>Gathering of input began on February 21, 2017 and is on-going.</p> <p>Input gathered at School Site Council, Staff Meetings, Leadership Team Meetings, and via Parent, Student, and Staff LCAP Surveys.</p> <p>Input gathered during School Site Council meetings from teachers, other school personnel, parents and students on August 21, September 11, and September 18, 2017. Further input will be provided as necessary at later SSC meetings.</p> <p>Input gathered during LCAP Stakeholders Meetings during the 2017-2018 school year on: August 23 and October 19, 2017.</p> <p>Input gathered during ELAC Meetings on August 23 and October 19, 2017.</p> <p>Input gathered during Staff Meetings on an on-going basis during the 2017-2018 school year.</p>
Impact of LCAP and Annual Update
<p>How did these consultations affect the LCAP for the upcoming year?</p> <hr/> <p>Information gathered from these provides input and informs school goals and funding priorities. A variety of stakeholders including students, teachers, parents, and staff have the opportunity to share and discuss their ideas and perspectives and participate in the development of the school plan.</p>

B. Goals, Actions, and Progress Indicators

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

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

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

Site Goal 1.1

Increase in the number of students who will attain proficiency in English Language Arts, Mathematics, Science, Physical Education, and Social Science.

Metric: Other (Site-based/local assessment)

Actions/Services 1.1.1

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Teachers will identify essential skills and Expected Learning Outcomes, in Collaborative Teams, based on units/modules of study. Teachers will assess student mastery of identified skills and review and analyze results. Teachers will develop a plan for what they will do when students did not master identified skills as well as a plan for what they will do when students have mastered identified skills. Teachers will remediate, differentiate, provide enrichment, and otherwise collaborate utilizing the PLC process. Teachers will work through the PLC cycle, from start to finish, multiple times this school year as determined by the individual progress of each collaborative team. It is noted that some teams and members may not move at the same pace.</p> <p>A Solution Tree Consultant will provide PLC support and guidance to the site Guiding Coalition, via private team meeting, as well as directly to teachers during 2 pre-calendared Professional Development Days in October and January.</p> <p>The Action includes financial support for consultation fees, supplies, equipment, teacher substitutes, and resources to conduct meetings. 2 release days 22 Substitutes</p>	<p><u>Best Practices in Professional Learning Communities:</u> Hanover Research 2013.</p> <p><u>21st Century Professional Development:</u> Hanover Research 2012.</p>	<p>PLC deliverables may include:</p> <ul style="list-style-type: none"> • List of Essential Skills • List of Essential Learning Outcomes • Norms • Assessment Results • Meeting Agendas • CAASPP Results

What funding source will you use?

Supplemental Concentration:
\$16,000.00

- Release Days and Timesheets \$3,000
- PLC Coaching \$13,000

Actions/Services 1.1.2

Principally Targeted Student Group

• All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<ul style="list-style-type: none"> School will provide support for teachers in the form of staff release time to work in PLC's to better understand the PLC cycle by actively engaging in improving student learning through a targeted focus on what students know. Provide new teachers to the site, as well as teachers engaged in collaborative lesson planning, the opportunity to observe colleagues. Provide opportunity for teachers to attend professional learning and conferences <p>Action to include funding for professional learning conferences, certificated time sheets for release days/periods, supplies and resources.</p>	<p><u>21st Century Professional Development:</u> Hanover Research 2012. <u>Best Practices in Professional Learning Communities:</u> Hanover Research 2013.</p>	<p>Measures may include:</p> <ul style="list-style-type: none"> Deliverables developed by teachers during collaboration. Collaborative Team share out during Staff Meetings. Meeting agendas. Assessments. Mastery of essential skills.

What funding source will you use?
<p>Supplemental Concentration: \$17,000.00</p> <ul style="list-style-type: none"> Conferences \$3,500 Release Days and Timesheets \$13,500

Site Goal 1.2

Close the Achievement Gap among low performing subgroups.

Metric: CAASPP

Actions/Services 1.2.1

Principally Targeted Student Group
<ul style="list-style-type: none"> 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?
<ul style="list-style-type: none"> Develop clustered support classes for EL students to assist in accessing curriculum in Science and Social Science. Support EGUSD SDAIE professional development opportunities. EL Coordinator to offer EL support to site teachers throughout the school year. Continue Transitional Writing elective. Refine after school Tutoring Program through implementation of identification process. EL Coordinator to monitor RFEP 1st and 3rd quarters, as required by EGUSD. Additional chromebooks may be purchased for EL students to assist them in core classes and utilization of Rosetta Stone and CAASPP preparation. 	<p><u>Improving Education for English Learners: Research Based Approaches,</u> California Department of Education, 2010.</p>	<p>Effectiveness may be measured by:</p> <ul style="list-style-type: none"> CAASPP scores CELDT scores Common formative, interim, and summative assessments Grades EL Student attendance in after school tutoring

- Fund EL Coordinator.
- Fund support staffing for CELDT, LPAC testing, and to support EL students during testing as necessary.

What funding source will you use?

EL Supplemental:
\$9,180.00

- EL Coordinator \$2,500
- CELDT/LPAC Testing Support \$500
- Chromebooks \$6,180

Actions/Services 1.2.2

Principally Targeted Student Group

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<ul style="list-style-type: none"> • Provide counseling team support with academic counseling and mentoring. • Refine GATE Committee to facilitate qualifying new GATE students by working to identify underrepresented students. Expand GATE opportunities to students via GATE funding. • Periodic data presentation of below 2.0 list to Administration and Counseling. Monitor progress of students and provide necessary administrative, counseling, and/or academic supports. • PBIS work. • Counselors continue, via Honors/AP Management Plan, to identify underrepresented excelling students to encourage Honors classes. • Expand student supports. 5 AVID classes taught by core content area teachers. Hire AVID coordinator. • Funding support for teachers to attend AVID Summer Institute. • Continue Extended Day, tutoring, Summer School, Jump Start, and GATE specific opportunities. • Parent Outreach--support students below 2.0 GPA, and encourage those qualified to enroll in Honors. • Why Try curriculum and online tools will be purchased to support at-risk students in closing the achievement gap. 	<p>"A comprehensive meta-analysis of over 200 studies of social-emotional learning skills implementation (Durlak, et.al, 2011) found that well-implemented SEL is linked to student gains in social-emotional skills, improved attitudes about self, others, and school, positive classroom behavior, and 10 percentile-point gains on standardized achievement tests. Also, negative behaviors that compromise academic life success, such as conduct problems, aggressive behavior and emotional distress were significantly reduced. "Social-emotional skills Can Boost Common Core Implementation", M.J. Elias, <u>Phi Delta Kappan</u>, November 2014, p.60).</p> <p>Gifted Programs provide specific curricula aimed at challenging students at the appropriate level. (See research on positive outcomes by Kulik, J. & Kulik, C.L. (1992) available at www.gifted.uconn.edu/nrcgt/rbmd9204.pdf)</p> <p>AVID has been extensively researched, and where implemented with fidelity, is associated with improved student academic achievement and increased academic opportunities for traditionally underrepresented students. See the AVID research Web-page, at www.AVID.org/research.ashx</p>	<p>Measures of effectiveness may include:</p> <ul style="list-style-type: none"> • Increase in students' GPA's • Increase in enrollment in Honors/accelerated courses • Improved CAASPP scores • Increase in number of GATE identified students • Increased AVID enrollment • Positive feedback on Student Climate Survey

What funding source will you use?

Funding source(s) include:

- Gate: \$5,000.00
- AVID: \$8,127.00
- Honors/AP Outreach: \$1,000.00
- Supplemental Concentration: Why Try Curriculum \$499.00

District Strategic Goal 2: All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.	District Needs and Metrics 2: Students need high quality programs and services driven by assessment, data analysis, and action as measured by: <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 students receiving authentic and timely assessment information.

Metric: Other (Site-based/local assessment)

Actions/Services 2.1.1

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<ul style="list-style-type: none"> • Collaborative teams will administer and analyze at least 3 common assessments during the 2017-2018 school year. • Teachers will analyze their own student assessment data to inform the needs of students and modification/differentiation of instruction. • Teachers will analyze data in Collaborative Teams (PLC's), and modify instruction as necessary. • Provide staff with on-site professional development days and the assistance of EGUSD Instructional Coaches. • Additional chromebooks and/or ipads will be purchased to allow student access to online common formative assessments as well as bringing JKMS closer to the goal of 1:1 ratio of students to computers. • Purchase additional Chromebooks and other technology such as Elmo document cameras, projectors and bulbs, to ensure equitable access to necessary technology for newly adopted ELA curriculum. 	<p>See Mandinach, E. and Jackson, S. (2014) Transforming Teaching and Learning through Data-Driven Decision Making.</p> <p>Assessment is formative when teachers gather interpret and use evidence about student performance to make decisions about next steps in instruction. (Tomlinson, C.A. & Moon, R.R. (2013) Assessment and Student Success in a Differentiated Classroom.</p>	<p>Metrics may include:</p> <ul style="list-style-type: none"> • Classroom observations • Common Assessments • Standardized State Testing • Grades • Teacher/Parent/Student Surveys

What funding source will you use?

Supplementary/Concentration: \$27,101.00

- iPads \$1,500
- Projectors and bulbs \$3,601
- Document Cameras \$2,280
- Chromebooks \$19,720

Site Goal 2.2

Increase the number of students accessing research based EL instruction.

Metric: Other (Site-based/local assessment)

Actions/Services 2.2.1

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"> • Refine the EL curriculum (Inside) and SDAIE strategies; develop clustered classes for Science and Social Science. • Improve capacity to support EL students in technology-based instruction by funding more Chromebooks for EL use. 	<p>Positive effects of technology on cognition, affect and behavior--Waxman, H.C., Lin, M., & Michk, G.M. (2003) report on evidence from 42 primary studies. See "A meta-analysis of the effectiveness of teaching and learning with technology on student outcomes" accessed at www.treeves.coe.uga.edu/edit6900/metaanalysisNCREL.pdf</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" . Review of Educational Research, (81(4), 4-28.</p>	<p>Possible Metrics may include:</p> <ul style="list-style-type: none"> • Classroom observations • Common assessments • EL Walk throughs • Teacher/Parent/Student feedback. • Redesignation data.

What funding source will you use?

Supplemental/Concentration:

- Chromebooks \$5,000.00

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

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

Site Goal 3.1

Increase student attendance for at-risk students by encouraging all students to be vested in, and connected to, the school community.

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 • R-FEP • SWD

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Provide additional time for designated staff to mentor at-risk students before and after school in a small group setting two hours per week.</p> <p>Continued focus on building a positive school climate and culture through PBIS committee work.</p> <p>Expand CTE opportunities for students via CTEIG funds.</p> <p>Coordinate the work of the PBIS committee with the work of Student Activities to provide synergy and coherence to the programs school-wide.</p> <p>Increase before/after school enrichment and support/mentoring opportunities for students, including GATE. Action to include funding for certificated staff time sheets, supplies, equipment and resources.</p>	<p><u>Best Practices in Improving Student Attendance</u> Hanover Research 2016:</p> <p>Research affirms the benefit of MTSS and PBIS on school climate, improving school connectedness, improving student mental health and achievement. <u>Practices For School-Wide PBIS Implementation.</u> Published: Mar 23, 2015 Hanover http://www.ascd.org/publications/newsletters/policy-priorities/vol23/num01/Career-Technical-Education@-Pathways-Toward-Postsecondary-Success.aspx</p>	<p>Some of the metrics used to measure effectiveness may include:</p> <ul style="list-style-type: none"> • Discipline Data • PBIS Data • Synergy Data • Student/Staff/Parent Surveys • California Healthy Kids Survey Data • Attendance Data • enrollment in pre-CTE and/or career exploration courses.

What funding source will you use?
<p>Supplemental/Concentration: \$2,000.00</p> <ul style="list-style-type: none"> • Timesheets \$1,500 • Supplies \$500 <p>PBIS: \$500.00</p>

Site Goal 3.2

Decrease the suspension/expulsion rate for at-risk students.

Metric: Suspension	
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Actions/Services 3.2.1

Principally Targeted Student Group

- Black or African American
- 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>The staff will participate in 8 Professional Development days in which they will engage in sessions that may include implicit bias, power and privilege, and the interconnectedness between PBIS, PLC's, and Restorative Practices. During this time staff will reflect on the connections between their own beliefs and mindsets as juxtaposed against those of their students. Teachers will collaborate with each other to better serve our diverse student population by learning to better understand varying cultural perspectives.</p> <ul style="list-style-type: none"> • Action includes funding to send staff to Equity Training. 	<p>Research affirms the benefit of a positive school climate on student learning. Increasing school connectedness supports improvements in student academic and social growth. <u>Practices For School-Wide PBIS Implementation.</u> Published: Mar 23, 2015 Hanover Research.</p>	<p>Metrics to measure effectiveness may include:</p> <ul style="list-style-type: none"> • Attendance rates • Suspension rates • Expulsion rates • Grades • Proficiency in core content areas.

Increase positive supports and incentives for struggling students--PBIS Site Coordinator to assist with implementation, follow-up and school wide evaluation.

Provide targeted after school instructional support for academically at-risk students in ELA and Math.

- Action includes funding for Support to include staffing 4 teachers 2 days a week, supplies and equipment.

What funding source will you use?

Supplemental/Concentration:
\$600.00

- Conferences \$300
- Timesheets \$300

PBIS:
\$500.00

District Strategic Goal 4:

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

District Needs and Metrics 4:

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

- Family and Community Engagement

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

Site Goal 4.1

Increase parent involvement for all parents and community members.

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?
<p>Provide increased opportunities for parents to come onto campus:</p> <ul style="list-style-type: none"> • At least two Parent Universities. Possible classes will reflect parent interest. Topics may include social media, online security, and student social/emotional education. • 2 Bring Your Parent to Lunch Days. • School Site Council. • Back to School Nights. • Incoming 7th Grade Parent Night. • Departmental Information Nights. • AVID Parent Night • SPED Parent Night • ELAC • School Dances, Renaissance Festival, Fall Festival, Sunsplash, Gate field 	<p><u>Family Engagement-Increasing Parental Involvement at the Middle and Secondary Levels.</u> Hanover Research 2011.</p>	<p>Metrics to measure effectiveness may include:</p> <ul style="list-style-type: none"> • Volunteer opportunities • Sign-in sheets • Attendance at events • Participation in ELAC and SSC.

trips, AVID field trips.		
Action to include funding for presenter(s), certificated time sheets for teachers, supplies, equipment, and resources.		

What funding source will you use?
Supplemental/Concentration: \$2,400.00
<ul style="list-style-type: none"> • Parent University Speakers \$1,800 • Certificated Timesheets \$500 • Supplies \$100

Actions/Services 4.1.2

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide increased opportunities for parent communication and feedback: <ul style="list-style-type: none"> • Parent Newsletters • Booster Meetings • SSC • ELAC • School Messenger • Social Media Accounts: Facebook, Twitter, and Instagram • Teacher communication via phone and email positive reinforcement • Parent/Student Surveys • Conversations at school events and 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"> • Parent surveys • Individual parent feedback via email and phone. • More parents participating in campus events and committees.

What funding source will you use?
None

**Local Control Accountability Plan (LCAP)
Year 2017 - 2018**
IV. Funding
Joseph Kerr Middle School - 422

Fund Source Mgmt. Code/Description Resc. Code/Description	FTE	Carry Over	Allocation	Subtotal	EGUSD Strategic Goals				Balance
					1 - Curriculum and Instruction	2 - Assessment	3 - Wellness	4 - Family Engagement	
2122 Results Staffing EGEA (7-8) 0000 Unrestricted	1	\$0	\$122,805	\$122,805	\$122,805	\$0	\$0	\$0	\$0
2130 Non- Instructional FTE (7- 8) 0000 Unrestricted	1	\$0	\$125,188	\$125,188	\$125,188	\$0	\$0	\$0	\$0
2140 Visual & Performing Arts (VAPA) 0000 Unrestricted	0	\$7,031	\$0	\$7,031	\$7,031	\$0	\$0	\$0	\$0
2150 Regular Education (7-8) 0000 Unrestricted	0	\$1,587	\$0	\$1,587	\$1,587	\$0	\$0	\$0	\$0
2150 Regular Education (7-8) 0000 Unrestricted	0	\$0	\$46,037	\$46,037	\$46,037	\$0	\$0	\$0	\$0
2151 Regular Education (7-8) - Allocated FTE 0000 Unrestricted	47.3936	\$0	\$4,824,976	\$4,824,976	\$4,824,976	\$0	\$0	\$0	\$0
2170 Extended Day (7-8) 0000 Unrestricted	0	\$0	\$17,187	\$17,187	\$17,187	\$0	\$0	\$0	\$0
2180 Summer School/Extended Learning (7-8) 0000 Unrestricted	0	\$12,412	\$0	\$12,412	\$12,412	\$0	\$0	\$0	\$0
2185 Jumpstart (7- 8) 0000 Unrestricted	0	\$13,359	\$0	\$13,359	\$13,359	\$0	\$0	\$0	\$0
2312 Education Fees 0000 Unrestricted	0	\$0	\$10,000	\$10,000	\$10,000	\$0	\$0	\$0	\$0
2340 Secondary Counselors 0000 Unrestricted	2.2	\$0	\$297,928	\$297,928	\$297,928	\$0	\$0	\$0	\$0
4275 AVID Support 0000 Unrestricted	0.4	\$0	\$38,034	\$38,034	\$38,034	\$0	\$0	\$0	\$0
5495 Allocated FTE Leave 0000 Unrestricted	0.0001	\$0	\$60,792	\$60,792	\$60,792	\$0	\$0	\$0	\$0
5634 Custodial Services 0000 Unrestricted	4.625	\$0	\$326,263	\$326,263	\$0	\$0	\$326,263	\$0	\$0
7201 LCFF Supple/Conc 7 - 12 0000 Unrestricted	0	\$0	\$70,600	\$70,600	\$33,499	\$32,101	\$2,600	\$2,400	\$0
7205 Gifted and Talented Education (GATE) 7-8 0000 Unrestricted	0	\$0	\$5,000	\$5,000	\$5,000	\$0	\$0	\$0	\$0
7205 Gifted and Talented Education (GATE) 7-8 0000 Unrestricted	0	\$718	\$0	\$718	\$718	\$0	\$0	\$0	\$0
7206 Academic Competitions	0	\$0	\$500	\$500	\$500	\$0	\$0	\$0	\$0

0000 Unrestricted									
7218 Pre-Advanced Placement, Honors and Advanced Placement Training 0000 Unrestricted	0	\$0	\$5,000	\$5,000	\$5,000	\$0	\$0	\$0	\$0
7220 Honors/Advanced Placement Coordination 0000 Unrestricted	1	\$0	\$115,939	\$115,939	\$115,939	\$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
7233 AVID Support 0000 Unrestricted	0	\$541	\$0	\$541	\$541	\$0	\$0	\$0	\$0
7250 EL Supplemental Program Services 7-12 0000 Unrestricted	0	\$215	\$0	\$215	\$215	\$0	\$0	\$0	\$0
7250 EL Supplemental Program Services 7-12 0000 Unrestricted	0	\$0	\$9,180	\$9,180	\$9,180	\$0	\$0	\$0	\$0
7270 PBIS Coordination 0000 Unrestricted	0.2	\$0	\$14,804	\$14,804	\$0	\$0	\$14,804	\$0	\$0
7405 English Learner Augmentation 0000 Unrestricted	0.2	\$0	\$17,075	\$17,075	\$17,075	\$0	\$0	\$0	\$0
7440 Positive Behavior Incentive Supports 0000 Unrestricted	0	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
7440 Positive Behavior Incentive Supports 0000 Unrestricted	0	\$291	\$0	\$291	\$291	\$0	\$0	\$0	\$0
5610 Food and Nutrition Services Center 5310 Child Nutrition: School Programs	4	\$0	\$159,385	\$159,385	\$0	\$0	\$159,385	\$0	\$0
3200 Language Speech and Hearing (LSH) 6500 Special Education	1.12	\$0	\$91,040	\$91,040	\$91,040	\$0	\$0	\$0	\$0
3410 Special Education Mild/Moderate 6500 Special Education	4.3125	\$0	\$371,928	\$371,928	\$371,928	\$0	\$0	\$0	\$0
3660 Full Inclusion - Paraeducators in lieu of NPA 6500 Special Education	0.75	\$0	\$43,412	\$43,412	\$43,412	\$0	\$0	\$0	\$0
3670 Autism Spectrum Disorder (ASD) PreK-12 6500 Special Education	7.6875	\$0	\$453,442	\$453,442	\$453,442	\$0	\$0	\$0	\$0

3770 Full Inclusion 6500 Special Education	3.375	\$0	\$161,444	\$161,444	\$161,444	\$0	\$0	\$0	\$0
9010 Reimbursable 9010 Site Reimbursable	0.375	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
4455 Textbook Reimbursement 9020 Lost/Damaged Textbooks Reimbursement	0	\$11,520	\$0	\$11,520	\$11,520	\$0	\$0	\$0	\$0
4020 Secondary Education 9305 Miscellaneous Site Donations (<\$1000)	0	\$1,858	\$0	\$1,858	\$1,858	\$0	\$0	\$0	\$0
2150 Regular Education (7-8) 9307 Preliminary Scholastic Aptitude Test (PSAT) Donations	0	\$248	\$0	\$248	\$248	\$0	\$0	\$0	\$0
4020 Secondary Education 9508 Community Foundation	0	\$779	\$0	\$779	\$779	\$0	\$0	\$0	\$0
4030 Student Services 9558 Joseph Kerr Middle School ILS - Volunteer Donations	0	\$2,057	\$0	\$2,057	\$2,057	\$0	\$0	\$0	\$0
Totals	79.6388	\$52,616	\$7,398,086	\$7,450,702	\$6,912,149	\$32,101	\$504,052	\$2,400	

Signatures: (Must sign in blue ink)

Date

Principal **Zachary Cheney**

School Site Council Chairperson **Wendy Airoso**

EL Advisory Chairperson **Ana Gallegos**

_____	_____
_____	_____
_____	_____

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

