



Monterey Trail 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 style="border: 0; border-top: 1px solid black; margin: 10px 0;"/> <p>Data Analysis: A series of engagements to investigate several metrics occurred throughout the spring, summer and into the school year with different stakeholder groups. The metrics that were focused on were A-G completion, 4 Year college going rate, CAASPP results, SAT results, AP results, student connectedness, attendance and suspensions. In spring (4/27/17 and 5/25/17), the Leadership Team (30 staff members), went through a metal modeling exercise looking at our big data buckets: Student Achievement, College Going, Connectedness and Interventions.</p> <p>Plan Development: The products from data analysis exercises were then utilized during our Summer Admin Retreat (5/31/17-6/2/17). From this, a spending model was drafted and shared with the entire staff on 8/7/17 and the School Site Council on 9/14/17. School Site Council voted to approve on 9/21/17.</p>
Impact of LCAP and Annual Update
<p>How did these consultations affect the LCAP for the upcoming year?</p> <hr style="border: 0; border-top: 1px solid black; margin: 10px 0;"/> <p>These consultations were instrumental in setting priorities for spending. The data analysis provided us with a clear picture of the metrics that were the most salient in addressing for student success. Furthermore, these consultations pointed the dollars in the direction of research proven, high leverage strategies for student achievement such as, offering more time to master content through the deployment of intervention classes, offering more support to students in crisis through the utilization of an intervention counselor, professional development for teachers, several opportunities for our students to engage with the community and university campuses.</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
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- Instructional Materials
- Progress toward English Proficiency
- Redesignation
- Teacher Assignment

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

Site Goal 1.1

Increase the number of students that qualify and are prepared to succeed at a 4 year college/university.

Metric: A-G Completion

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?
An additional 8.16 FTE was funded to meet the needs of our students through intervention.	Hattie Effect Size: Formative evaluation .90 Teacher Student Relationships .72 Early Intervention .47	<ul style="list-style-type: none"> • A-G Rates • 4 Year College Going Rates • CAASPP • Student Connectedness • SAT Scores • Suspension • Attendance

What funding source will you use?

Title 1 Basic: \$494,152
 Title 1 Parent: \$12,084
 Title 1 Afterschool: \$18,206
 Supplemental/Concentration: \$53,513
 English Learner: \$21,487

Actions/Services 1.1.2

Principally Targeted Student Group

- Black or African American
- Foster Youth
- Hispanic or Latino

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 Summer Institute (Teacher fees)	Hattie Effect Size: Professional Development .62	<ul style="list-style-type: none"> • A-G Rates • 4 Year College Going Rates • CAASPP • Student Connectedness • SAT Scores

What funding source will you use?

Title 1: \$21,010

Actions/Services 1.1.3

Principally Targeted Student Group		
<ul style="list-style-type: none"> All 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?
Instructional Materials and Equipment	Hattie Effect Size: Direct Instruction .59	<ul style="list-style-type: none"> A-G Rates 4 Year College Going Rates CAASPP CELD/ELPAC
What funding source will you use? Title 1: \$26,811 Instructional Materials Title 1: \$6,500 Instructional Equipment Supplemental Concentration: \$6,657 Instructional Materials \$10,700 Instructional Equipment EL: \$1,055 Rosetta Stone Headsets EL: \$4,950 Rosetta Stone Licenses EL: \$6,909 Supplemental Instructional Materials (Includes Dictionaries, Supplies, Equipment, and Curriculum)		

Actions/Services 1.1.4

Principally Targeted Student Group		
<ul style="list-style-type: none"> All 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?
Site Planning and Professional Development	Hattie Effect Size: Professional Development .62	<ul style="list-style-type: none"> A-G Rates 4 Year College Going Rates CAASPP Student Connectedness SAT Scores
What funding source will you use? Title 1: \$31,653 Timesheets Title 1: \$ 3,000 Conferences Supplemental Concentration: \$13,464 Timesheets \$ 5,100 Conferences EL: \$6,000 Timesheets EL: \$5,679 Conferences		

Actions/Services 1.1.5

Principally Targeted Student Group		
<ul style="list-style-type: none"> 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?

After School Tutoring/Intervention	Hattie Effect Size: Acceleration .88 Direct Instruction .59 Worked Examples .57	<ul style="list-style-type: none"> • A-G Rates • 4 Year College Going Rates • CAASPP • SAT Scores • Graduation Rates
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What funding source will you use? Title 1 Basic: \$5,100 Timesheets Title 1 Afterschool: \$26,468 Timesheets Title 1 Afterschool: \$326 Supplies EL: \$2,000 Timesheets
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Actions/Services 1.1.6

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?
Library Databases	Hattie Effect Size: Online Digital Tools .32	<ul style="list-style-type: none"> • A-G Rates • 4 Year College Going Rates • CAASPP • SAT Scores

What funding source will you use? Title 1: \$3,836
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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:

- Assessment System
- Data and Program Evaluation
- Student Information System

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

Site Goal 2.1

Utilize an assessment system that allows teachers to not only collect and disaggregate data, but also inform next steps for planning and instruction.

Metric: Assessment System

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?
Subscription to GradeCam (software helps to aggregate and disaggregate data at the question, student and class level)	Hattie Effect Size: Feedback .73	<ul style="list-style-type: none"> A-G Rates 4 Year College Going Rates CAASPP Student Grades

What funding source will you use?
Title 1: \$5,665

Actions/Services 2.1.2

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?
Advanced Placement Test Support	Hattie Effect Size: Feedback .73	<ul style="list-style-type: none"> AP Passage Rates

What funding source will you use?
Supplemental: \$4,100 Timesheets

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

Foster a college going atmosphere for all learners.

Metric: School Climate

Actions/Services 3.1.1

Principally Targeted Student Group

- Black or African American
- Hispanic or Latino
- Low Income

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an	How will you Measure the Effectiveness of the
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	Effective Practice?	Actions/Services?
AVID Student Field Trip	Hattie Effect Size: Teacher Student Relationships .72 Not Labeling Students .61	<ul style="list-style-type: none"> • A-G Rates • 4 Year College Going Rates • Student Connectedness • SAT Scores

What funding source will you use?

Title 1: \$1,240 Transportation
Title 1: \$2,000 Timesheets

Actions/Services 3.1.2

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?
Academic Competitions (i.e. AcaDeca, History Day, Cyber Patriots etc.)	Hattie Effect Size: Teacher Student Relationships .72 Expectations .43 Cooperative Learning .41	<ul style="list-style-type: none"> • A-G Rates • 4 Year College Going Rates • CAASPP • Student Connectedness

What funding source will you use?

Supplemental Concentration:
\$ 400 Timesheets
\$1,430 Supplies
\$1,917 Registrations
\$4,430 Transportation

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?
College/Instructional Field Trips	Hattie Effect Size: Teacher Student Relationships .72 Expectations .43	<ul style="list-style-type: none"> • A-G Rates • 4 Year College Going Rates • Student Connectedness • SAT Scores

What funding source will you use?

Supplemental Concentration:
\$ 1,600 Timesheets
\$ 4,861 Transportation

EL: \$1,500 Timesheets
 EL: \$3,000 Transportation

Actions/Services 3.1.4

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?
Foster Student Support (team building events, supplies, bus passes)	Teacher Student Relationships .72	<ul style="list-style-type: none"> • A-G Rates • 4 Year College Going Rates • CAASPP • Student Connectedness • SAT Scores • Suspension • Attendance

What funding source will you use?

No Funding 17/18 - Provided through other resources

Actions/Services 3.1.5

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?
Student Planners for Targeted Students	Hattie Effect Size: Study Skills .59 Goals .56 Expectations .43	<ul style="list-style-type: none"> • CAASPP • Student Grades

What funding source will you use?

Title 1: \$7,716

Actions/Services 3.1.6

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?
Unity Days	Hattie Effect Size: Teacher Student Relationships .72 Self Concept .43	<ul style="list-style-type: none"> • Student Connectedness • Suspension

Attendance

What funding source will you use?

Supplemental Concentration:
 \$3,000 Timesheets
 \$2,000 Supplies
 \$ 855 Printing Services

Actions/Services 3.1.7

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?
Mustang Gold Tickets	Hattie Effect Size: Teacher Student Relationships .72 Self Concept .43	<ul style="list-style-type: none"> • Connectedness • Suspensions

What funding source will you use?

PBIS Funding: \$1,000

Actions/Services 3.1.8

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?
Safety and Security tools (i.e. radio's, radio earpieces)	The Urban Review December 2010, Volume 42, Issue 5 , pp 458-467 Cite as Perceived School and Neighborhood Safety, Neighborhood Violence and Academic Achievement in Urban School Children	<ul style="list-style-type: none"> • Suspensions • Connectedness

What funding source will you use?

Supplemental: \$2,130 Equipment

<p>District Strategic Goal 4: All students will benefit from programs and services designed to inform and involve family and community partners.</p>	<p>District Needs and Metrics 4: 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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Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

Site Goal 4.1

Increase parent awareness of school activities and presence on campus.

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?
Parent Newsletter	Hattie Effect Size: Parental Involvement: .51	<ul style="list-style-type: none"> • Parent Attendance at activities • Student Connectedness

What funding source will you use?

Supplemental: \$1,329

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?
Quarterly Parent Engagement Events on Campus (i.e. Parent Lunch Days, Movie Nights, Back to School Night, Open House Showcase)	Hattie Effect Size: Parent Involvement .51	<ul style="list-style-type: none"> • Parent Attendance at activities • Student Connectedness

What funding source will you use?

No funding for 17/18 due to reallocation to Home Visits

Actions/Services 4.1.3

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?
SUCCE\$\$ Program	Hattie Effect Size: Parent Involvement .51	<ul style="list-style-type: none"> • Parent/Student Attendance • Surveys • Scholarship earnings

What funding source will you use?

F.A.C.E. Grant: \$3,500

Actions/Services 4.1.4

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?
Bilingual Translators for Parents	Hattie Effect Size: Parent Involvement .51 Bilingual Programs .37	<ul style="list-style-type: none"> • Parent Involvement

What funding source will you use?

EL: \$2,200 Classified Timesheet

Actions/Services 4.1.5

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?
Supplies for ELAC Meetings	Hattie Effect Size: Parent Involvement .51	<ul style="list-style-type: none"> • Parent Attendance

What funding source will you use?

EL: \$300

Actions/Services 4.1.6

Principally Targeted Student Group

- 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?
Parent Home Visit Training and Visits	Hattie Effect Size: Parent Involvement .51	<ul style="list-style-type: none"> • Parent Involvement • A-G Rates • CAASPP • Student Connectedness

- Suspension
- Attendance

What funding source will you use?

Title 1 Parent: \$10,271 Timesheets

**Local Control Accountability Plan (LCAP)
Year 2017 - 2018**
IV. Funding
Monterey Trail High School - 474

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	\$127,881	\$127,881	\$127,881	\$0	\$0	\$0	\$0
2201 Regular Education (9-12) - Allocated FTE 0000 Unrestricted	105.4212	\$0	\$10,941,271	\$10,941,271	\$10,941,271	\$0	\$0	\$0	\$0
2222 Results Staffing EGEA (9-12) 0000 Unrestricted	2	\$0	\$198,773	\$198,773	\$198,773	\$0	\$0	\$0	\$0
2230 Non-Instructional FTE (9-12) 0000 Unrestricted	1.5	\$0	\$162,765	\$162,765	\$162,765	\$0	\$0	\$0	\$0
2240 Visual & Performing Arts (VAPA) 0000 Unrestricted	0	\$8,865	\$0	\$8,865	\$8,865	\$0	\$0	\$0	\$0
2270 Extended Day (9-12) 0000 Unrestricted	0	\$0	\$6,843	\$6,843	\$6,843	\$0	\$0	\$0	\$0
2280 Summer School/Extended Learning (9-12) 0000 Unrestricted	0	\$42,687	\$0	\$42,687	\$42,687	\$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	4.8	\$0	\$593,856	\$593,856	\$593,856	\$0	\$0	\$0	\$0
4020 Secondary Education 0000 Unrestricted	0	\$0	\$692	\$692	\$692	\$0	\$0	\$0	\$0
4255 Regional Occupational Program 0000 Unrestricted	0.334	\$0	\$36,340	\$36,340	\$36,340	\$0	\$0	\$0	\$0
4275 AVID Support 0000 Unrestricted	0.4	\$0	\$36,029	\$36,029	\$36,029	\$0	\$0	\$0	\$0
4380 Health Services 0000 Unrestricted	1	\$0	\$48,258	\$48,258	\$0	\$0	\$48,258	\$0	\$0
5495 Allocated FTE Leave 0000 Unrestricted	0.0001	\$0	\$139,615	\$139,615	\$139,615	\$0	\$0	\$0	\$0
5634 Custodial Services 0000 Unrestricted	8	\$0	\$573,214	\$573,214	\$0	\$0	\$573,214	\$0	\$0
7201 LCFF Supple/Conc 7 - 12 0000 Unrestricted	0	\$0	\$117,486	\$117,486	\$89,434	\$4,100	\$22,623	\$1,329	\$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	\$0	\$4,000	\$4,000	\$4,000	\$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	0.334	\$0	\$55,080	\$55,080	\$48,080	\$0	\$4,500	\$2,500	\$0
7270 PBIS Coordination 0000 Unrestricted	0.333	\$0	\$44,133	\$44,133	\$0	\$0	\$44,133	\$0	\$0
7405 English Learner Augmentation 0000 Unrestricted	0.333	\$0	\$33,793	\$33,793	\$33,793	\$0	\$0	\$0	\$0
7415 Family and Community Engagement 0000 Unrestricted	0	\$0	\$3,500	\$3,500	\$0	\$0	\$0	\$3,500	\$0
7440 Positive Behavior Incentive Supports 0000 Unrestricted	0	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
4900 Director of Learning Support Services 3010 NCLB: Title I, Part A, Basic Grants Low Income and Neglected	0	\$0	\$625,555	\$625,555	\$598,663	\$5,665	\$10,956	\$10,271	\$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	\$27,380	\$27,380	\$27,380	\$0	\$0	\$0	\$0
2201 Regular Education (9-12) - Allocated FTE 4035 NCLB: Title II, Part A, Teacher Quality	1	\$0	\$102,221	\$102,221	\$102,221	\$0	\$0	\$0	\$0
5610 Food and Nutrition Services Center 5310 Child Nutrition: School Programs	9.1566	\$0	\$356,094	\$356,094	\$0	\$0	\$356,094	\$0	\$0
4900 Director of Learning Support Services 5858 Title I - Afterschool (rolls to 3010)	0	\$0	\$45,000	\$45,000	\$45,000	\$0	\$0	\$0	\$0

3150 Independent Living Skills (ILS) 6500 Special Education	2.75	\$0	\$204,716	\$204,716	\$204,716	\$0	\$0	\$0	\$0
3155 Supported Living Skills (SLS) 6500 Special Education	3.3126	\$0	\$228,083	\$228,083	\$228,083	\$0	\$0	\$0	\$0
3200 Language Speech and Hearing (LSH) 6500 Special Education	0.55	\$0	\$70,231	\$70,231	\$70,231	\$0	\$0	\$0	\$0
3410 Special Education Mild/Moderate 6500 Special Education	9.5	\$0	\$906,808	\$906,808	\$906,808	\$0	\$0	\$0	\$0
3550 Low Incidence (DHOH and VI) 6500 Special Education	6.834	\$0	\$469,762	\$469,762	\$469,762	\$0	\$0	\$0	\$0
3770 Full Inclusion 6500 Special Education	8.5628	\$0	\$369,503	\$369,503	\$369,503	\$0	\$0	\$0	\$0
3650 Emotionally Disturbed (ED) - Tier II 6512 Special Education: Mental Health Services Prop 98	3.083	\$0	\$244,294	\$244,294	\$244,294	\$0	\$0	\$0	\$0
4455 Textbook Reimbursement 9020 Lost/Damaged Textbooks Reimbursement	0	\$28,668	\$0	\$28,668	\$28,668	\$0	\$0	\$0	\$0
4020 Secondary Education 9305 Miscellaneous Site Donations (<\$1000)	0	\$332	\$0	\$332	\$332	\$0	\$0	\$0	\$0
2200 Regular Education (9-12) 9307 Preliminary Scholastic Aptitude Test (PSAT) Donations	0	\$942	\$0	\$942	\$942	\$0	\$0	\$0	\$0
5280 Fiscal Services 9314 Muriel Vint Memorial - 9-12 Band	0	\$307	\$0	\$307	\$307	\$0	\$0	\$0	\$0
4900 Director of Learning Support Services 9321 ASSETs Family Literacy Donations	0	\$1,125	\$0	\$1,125	\$1,125	\$0	\$0	\$0	\$0
4020 Secondary Education 9432 Raley's Reach - Monterey Trail High School	0	\$5,000	\$0	\$5,000	\$5,000	\$0	\$0	\$0	\$0
4020 Secondary Education 9485 SAGE Global - Monterey Trail High School	0	\$147	\$0	\$147	\$147	\$0	\$0	\$0	\$0
4020 Secondary									

Education 9539 Target Donations	0	\$1,000	\$0	\$1,000	\$1,000	\$0	\$0	\$0	\$0
4020 Secondary Education 9581 Air and Waste Management Association	0	\$37	\$0	\$37	\$37	\$0	\$0	\$0	\$0
Totals	169.2044	\$89,110	\$16,808,803	\$16,897,913	\$15,809,770	\$9,765	\$1,060,778	\$17,600	

Signatures: (Must sign in blue ink)

Date

Principal **Erik Swanson**

School Site Council Chairperson **Ron Peters**

EL Advisory Chairperson **Jaime Ortega**

_____	_____
_____	_____
_____	_____

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

