



# Barbara Comstock Morse Elementary

## 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: 0.5px solid black;"/> <p>September 8, 2016-Title I Mtg            September 2016 - SSC Mtg            January 19, 2017 - SSC Mtg            May 5, 2017 - SSC Mtg            April - June 2017 -compiled surveys            August 9, 2017 Parent/Staff input surveys gathered at various events i.e., Back To School Day/Night</p> <p>September 16, Title I Mtg            September 22, 2017 -School Wide Event (ROTW) -Surveys used to create the revised plan (SSC, Leadership, ELAC, Staff)            May 2017- SSC compared revisions to the previous plan            July 6, 2017- Parent Input LCAP mtg            August 8, 2017 Staff Stakeholder meeting            September 5 Staff Meeting and September 14th, SSC Mtg- confirmed balanced School Site Council (staff and parents)            September 14, 2017- SSC            September 20, 2017--ELAC - Updated changes shared at Title I, ELAC, SSC, Leadership and Staff)            October 5, 2017 -SSC Mtg            October 12, 2017 SSC Mtg            October 16, 2017 - 6th grade Parent Meeting            October 17, 2017 - Site Support Meeting</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: 0.5px solid black;"/> <p>Priorities listed from stakeholders input            I-ready            Professional Development (PLC funding)            Release Days            Accelerated Reader            Rosetta Stone            MyOn            Intervention</p> <p>AIT Teacher Salaries            Supplies            Project Wellness Counselor</p>

Technology (Hardware, Software, repair)

## B. Goals, Actions, and Progress Indicators

<b>District Strategic Goal 1:</b> 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.	<b>District Needs and Metrics 1:</b> Students need high quality classroom instruction and curriculum as measured by: <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> <li>• CTE Sequence Completion</li> <li>• EAP</li> <li>• Instructional Materials</li> <li>• Progress toward English Proficiency</li> <li>• Redesignation</li> <li>• Teacher Assignment</li> </ul>
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### Site Goal 1.1

Provide targeted instruction for students assessed to be below grade level standards using the following measures: SBAC Data, School Site Assessments, COOP/CASt Assessments, Beginning of the year assessments, Program Assessments, SMART Goals, PLC Common Assessments

**Metric:** CAASPP

### Actions/Services 1.1.1

<b>Principally Targeted Student Group</b>		
• All • American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • R-FEP • School-wide • SWD • White		
<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>
Academic Intervention Teachers Academic Program Coordinator	Small group Learning Size .49 Reading Phonic Instruction Effect Size .60 Reading Comprehension Programs Effect size .58 Reading Second Chance Programs Effect Size .50	SBAC, SMART GOAL, and Program assessments
<b>What funding source will you use?</b>		
Title I, 1511 192,500 (Contracted position - 86, 239 ( including benefits) .5 FTE Open 53,120  .5 FTE ( Timesheets) 53, 141 APC - 24,500		

### Actions/Services 1.1.2

<b>Principally Targeted Student Group</b>		
• Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income		
<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>
Extended Day & differentiated small group instruction; Academic Program Coordinator	Small group Learning Size .49 Reading Phonic Instruction Effect Size .60	SBAC, SMART GOALS, and Program Assessments, NNAT Assessment, Sign up

	Reading Comprehension Programs Effect size .58 Reading Second Chance Programs Effect Size .50	sheets
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**What funding source will you use?**

Title I After School, 5858  
Supplies- 12,000  
Services- 500  
Classified- 4,000  
Certificated- 24,000  
GATE- ( timesheets- 1,500)  
APC - 10,785

**Actions/Services 1.1.3**

**Principally Targeted Student Group**

• Foster Youth • School-wide • 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?
Time-sheeted para educators in classroom workshop settings.	Small group Learning Size .49 Reading Phonic Instruction Effect Size .60 Reading Comprehension Programs Effect size .58 Reading Second Chance Programs Effect Size .50	SBAC, SMART GOALS< and Program Settings

**What funding source will you use?**

Title 1, 6,000

**Actions/Services 1.1.4**

**Principally Targeted Student Group**

• Black or African American • Foster Youth • Hispanic or Latino • Low Income • R-FEP

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Off-track small group instruction	Small group Learning Size .49 Reading Phonic Instruction Effect Size .60 Reading Comprehension Programs Effect size .58 Reading Second Chance Programs Effect Size .50	SBAC, SMART GOALS, and Program Assessments

**What funding source will you use?**

Summer School,  
Title 1, 2000  
Timesheets - 31,000  
Supplies - 3,000  
Materials/ Materials - 3,000

**Actions/Services 1.1.5**

<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>
Project Wellness Counselor	Small group Learning Size .49 Reading Phonic Instruction Effect Size .60 Reading Comprehension Programs Effect size .58 Reading Second Chance Programs Effect Size .50	Attendance Decreased discipline numbers
<b>What funding source will you use?</b>		
Title 1, 30,000		

**Site Goal 1.2**

Provide supplementary curriculum, technology, resources and supplies to meet SMART goal attainment for each grade level and target student instructional needs.

**Metric:** Instructional Materials

**Actions/Services 1.2.1**

<b>Principally Targeted Student Group</b>		
• EL • R-FEP		
<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>
Purchase Rosetta Stone and other supplemental curriculum for EL students	Research supports providing high interest, grade leveled curriculum and computer assisted technology to re-enforce taught skills.	SMART GOALS Grade Level Assessments
<b>What funding source will you use?</b>		
EL, 7150 Rosetta Stone -9,000		

**Actions/Services 1.2.2**

<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>
Purchase supplementary on-line resources to provide additional reading, language and math practice assessable from home; I-Ready, MyOn, Accelerated Reader, STARFALL,	Research supports building student reading and math fluency using high interest, interactive programs that provide feedback and adjust to student performance levels.	Student fluency scores in reading and math

**What funding source will you use?**

Title I, 7111 3,000  
 ELL, 4,000  
 Suppl/Conc- 1,000  
 (Central Support- LSS -I-ready)

**Actions/Services 1.2.3**

**Principally Targeted Student Group**

- All • 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?
Provide maintenance agreements, parts, services, supplies, copying and replacement of supplemental resources.	Research support that working equipment provides students higher levels of access to supplemental technology and instrumental supports than non-functional equipment.	Site equipment matrix, work orders, supply inventory records

**What funding source will you use?**

Title I, 7111,  
 Supplies - 15,000 (Paper & Ink),  
 Services - 2,000  
 Suppl/Concen 2,000

**Actions/Services 1.2.4**

**Principally Targeted Student Group**

- Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • R-FEP

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Purchase additional instructional supplies for workshop, intervention, Accelerated Reader and after school programs.	Small group Learning Size .49 Reading Phonic Instruction Effect Size .60 Reading Comprehension Programs Effect size .58 Reading Second Chance Programs Effect Size .50	SBAC, SMART GOALS, and Program Assessments

**What funding source will you use?**

Suppl./Conc. 1,000

**Actions/Services 1.2.5**

**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?
Purchase student planners (1st -6th) and Communication folders for Kindergarten students	Research supports the teaching of organizational and study skills, has an effect size of .59	Student report cards

<b>What funding source will you use?</b>
Title 1, 2200

**Site Goal 1.3**

Provide additional Librarian support for more frequent access to research materials, supplemental reading materials, Accelerated Reader, that can be checked out by students and families.

<b>Metric:</b> Instructional Materials
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**Actions/Services 1.3.1**

<b>Principally Targeted Student Group</b>
• 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?
Librarian Support Technician - Title I	Research shows that family reading increases language development, fluency and comprehension skills.	Number of books checked out Increased Lexile Levels Accelerated Reader info

<b>What funding source will you use?</b>
Title I, 11,100

<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**

Provide time and resources for teachers to analyze data, set goals, create lessons and respond to students based on the assessed need demonstrated in common grade level assessments.

<b>Metric:</b> Data and Program Evaluation
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**Actions/Services 2.1.1**

<b>Principally Targeted Student Group</b>
• 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 substitutes, stipends and professional development opportunities (workshops, conferences, etc) and resources based on grade level needs assessments	Teacher Clarity effect size .75 Professional Development effect size .62	SMART GOALS LESSON PLANS SBAC

What funding source will you use?
Title I Pd- 31,513 Timesheets - 25,000 EL - PD & Timesheets, 2,000 Suppl/Conc 12,300 Afterschool 5858 - PD- 4,500 Gate - 2,000

**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?
Purchase online resources for data collection and monitoring of student progress and incentives for students reading set goals.	Matching student supplemental/ instructional materials and opportunities to Lexile Level increases reading proficiency	Accelerated Reading Lexile Level

What funding source will you use?
Title 1- 4,,000 Suppl/Conc - 1,000

**Site Goal 2.2**

Providing Extended Day opportunities based on site assessments.

<b>Metric:</b> Other (Site-based/local assessment)
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**Actions/Services 2.2.1**

Principally Targeted Student Group
• 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?
Intervention Groups, 3 hours a week after school	Small group Learning Size .49 Reading Phonic Instruction Effect Size .60 Reading Comprehension Programs Effect size .58 Reading Second Chance Programs Effect Size .50	Report cards SMART GOALS

What funding source will you use?
Title I 5,000



<b>District Strategic Goal 3:</b> All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.	<b>District Needs and Metrics 3:</b> Students need a safe and engaging academic, social-emotional, and physical school environment as measured by: <ul style="list-style-type: none"> <li>• Attendance</li> <li>• Chronic Absenteeism</li> <li>• Cohort Graduation</li> <li>• Expulsion</li> <li>• Facilities</li> <li>• HS Dropout</li> <li>• MS Dropout</li> <li>• School Climate</li> <li>• Suspension</li> </ul>
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**Site Goal 3.1**

Provide school-wide, whole-class and small group instruction in Skills for Social and Academic Success.

**Metric:** School Climate

**Actions/Services 3.1.1**

<b>Principally Targeted Student Group</b>		
• 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?
Project Wellness Counselor	Small group Learning Size .49 Reading Phonic Instruction Effect Size .60 Reading Comprehension Programs Effect size .58 Reading Second Chance Programs Effect Size .50	SBAC scores Attendance Decreased Discipline numbers
<b>What funding source will you use?</b>		
Title 1, 35,100		

**Actions/Services 3.1.2**

<b>Principally Targeted Student Group</b>		
• 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 resources for culturally responsive teaching and self-regulation	Decreasing disruptive behavior effect Size .53 Self-Concept Effect Size .46 Motivation Effect size . 48 Redusing Anxiety Effect Size .48	Student Discipline Logs Teacher/Student rating scales
<b>What funding source will you use?</b>		

Title I , 500

**Site Goal 3.2**

Providing students with opportunities with fieldtrips and recognition as incentives for increased attendance.

**Metric:** Attendance

**Actions/Services 3.2.1**

**Principally Targeted Student Group**

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide instruction, recognition and increased awareness of the importance of on-time school attendance and citizenship	Research support the need for regular school attendance in order school proficiency	Improved attendance

**What funding source will you use?**

Title 1 -  
Supplies - 2,000  
Parent/Family Communication - ( Newsletters, Ink, paper) 1,000  
Timesheets - 1,000  
PBIS - 200

**Actions/Services 3.2.2**

**Principally Targeted Student Group**

- Foster Youth • Low Income

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide fieldtrip scholarships, entrance fees, recognition transportation fees, books, on site contracts with outside providers to guarantee all students opportunities for culturally relevant/college-career and academic program participation.	Research supports students with these experiences demonstrate stronger critical thinking skills and a greater awareness to value character, kindness, and career awareness	Fieldtrip logs Attendance

**What funding source will you use?**

Title I - 2,000  
GATE - 500

**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

**Site Goal 4.1**

Increase the productivity and frequency of home/school partnerships

**Metric:** Family and Community Engagement

**Actions/Services 4.1.1**

**Principally Targeted Student Group**

• Foster Youth • 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?
Time-sheet Teachers/ Para-educators to participate in Parent University workshops and Home visits with parents and contract with outside providers to provide content.	Research supports home visits lead to increased attendance, academic success and stronger home/school connects. Parental involvement in learning effect size .51	Attendance record Home Visit Log Event Calendar

**What funding source will you use?**

Title 1 2,000  
GATE - 500 -stipend

**Actions/Services 4.1.2**

**Principally Targeted Student Group**

• Black or African American • 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?
Fund Teacher leaders, Para Educators and Parent Liaison to support community involvement in Home Visits, conferences, and community activities.	Research supports home visits lead to increased attendance, academic success and stronger home/school connections. Parental involvement in learning effect size .51	Attendance records Home Visit log Event Calendar

**What funding source will you use?**

Title I 2,000  
PBIS - 350 (conference)  
PBIS - 450 Timesheets

**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?
Purchase student handbooks with school contact and parent involvement information, and school success	Parental involvement in learning effect size .51	Attendance Increased Academic Progress

**What funding source will you use?**

Title 1 , 4,500

**Actions/Services 4.1.4**

**Principally Targeted Student Group**

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide training for Parent Safety Committee, Parent Leadership, WATCH Dogs, Parent Liaison to facilitate parent involvement	Parental involvement in learning effect size .51	Sign In Logs

**What funding source will you use?**

Title 1  
Supplies 1000  
Parent Liaison - 1000  
Parent Engagement-Timesheets for Certificated and Classified staff -500  
Training for Parent Liaisons - 500

FACE Grant 3,500

**Site Goal 4.2**

**Metric:**

**Actions/Services 4.2.1**

**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?

**What funding source will you use?**

### 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.

n/a

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

## Barbara Comstock Morse Elementary - 319

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>1510</b> Regular Education (TK-6) <b>0000</b> Unrestricted	0	\$0	\$23,840	\$23,840	\$23,840	\$0	\$0	\$0	\$0
<b>1511</b> Regular Education (TK-6) - Allocated FTE <b>0000</b> Unrestricted	33.8752	\$0	\$4,018,926	\$4,018,926	\$4,018,926	\$0	\$0	\$0	\$0
<b>1512</b> Subject Matter Teachers <b>0000</b> Unrestricted	0.8	\$0	\$85,325	\$85,325	\$85,325	\$0	\$0	\$0	\$0
<b>1580</b> Summer School/Extended Learning (TK-6) <b>0000</b> Unrestricted	0	\$24,096	\$0	\$24,096	\$24,096	\$0	\$0	\$0	\$0
<b>5495</b> Allocated FTE Leave <b>0000</b> Unrestricted	0.0001	\$0	\$48,483	\$48,483	\$48,483	\$0	\$0	\$0	\$0
<b>5634</b> Custodial Services <b>0000</b> Unrestricted	3	\$0	\$205,066	\$205,066	\$0	\$0	\$205,066	\$0	\$0
<b>7101</b> LCFF Supple/Conc TK - 6 <b>0000</b> Unrestricted	0	\$0	\$17,825	\$17,825	\$5,000	\$12,825	\$0	\$0	\$0
<b>7105</b> Gifted and Talented Education (GATE) TK-6 <b>0000</b> Unrestricted	0	\$0	\$4,000	\$4,000	\$1,500	\$2,000	\$0	\$500	\$0
<b>7111</b> Administrative Support - Title I <b>0000</b> Unrestricted	0.5	\$0	\$64,789	\$64,789	\$64,789	\$0	\$0	\$0	\$0
<b>7150</b> EL Supplemental Program Services TK- 6 <b>0000</b> Unrestricted	0	\$0	\$15,550	\$15,550	\$3,000	\$0	\$11,000	\$1,550	\$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>7534</b> Site Custodial Services <b>0000</b> Unrestricted	0.2	\$0	\$12,021	\$12,021	\$0	\$0	\$12,021	\$0	\$0
<b>4900</b> Director of Learning Support Services <b>3010</b> NCLB: Title I, Part A, Basic Grants Low Income and Neglected	0	\$760	\$0	\$760	\$760	\$0	\$0	\$0	\$0
<b>4900</b> Director of Learning Support Services <b>3010</b> NCLB: Title I, Part A, Basic Grants Low Income and Neglected	3.05	\$0	\$407,667	\$407,667	\$338,413	\$24,400	\$35,100	\$9,754	\$0
<b>5610</b> Food and Nutrition Services Center	2.0626	\$0	\$88,411	\$88,411	\$0	\$0	\$88,411	\$0	\$0

<b>5310</b> Child Nutrition: School Programs									
<b>5610</b> Food and Nutrition Services Center <b>5320</b> CACFP Claims - Centers and Family Day Care	0.4375	\$0	\$15,129	\$15,129	\$0	\$0	\$15,129	\$0	\$0
<b>4900</b> Director of Learning Support Services <b>5858</b> Title I - Afterschool (rolls to 3010)	0.1	\$0	\$45,000	\$45,000	\$45,000	\$0	\$0	\$0	\$0
<b>4900</b> Director of Learning Support Services <b>6010</b> After School Education and Safety (ASES)	0.6	\$0	\$171,698	\$171,698	\$171,698	\$0	\$0	\$0	\$0
<b>3200</b> Language Speech and Hearing (LSH) <b>6500</b> Special Education	1.1	\$0	\$123,648	\$123,648	\$123,648	\$0	\$0	\$0	\$0
<b>3410</b> Special Education Mild/Moderate <b>6500</b> Special Education	2.25	\$0	\$170,537	\$170,537	\$170,537	\$0	\$0	\$0	\$0
<b>3660</b> Full Inclusion - Paraeducators in lieu of NPA <b>6500</b> Special Education	0.75	\$0	\$30,640	\$30,640	\$30,640	\$0	\$0	\$0	\$0
<b>3770</b> Full Inclusion <b>6500</b> Special Education	2.25	\$0	\$139,625	\$139,625	\$139,625	\$0	\$0	\$0	\$0
<b>Totals</b>	50.9754	\$24,856	\$5,689,180	\$5,714,036	\$5,295,280	\$39,225	\$367,727	\$11,804	

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

**Date**

Principal **Kilolo Umi**

School Site Council Chairperson **Syreeta Rogers-Beckley**

EL Advisory Chairperson **Laura Escalera**

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

