



## Carroll 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; border-top: 1px solid black; margin: 10px 0;"/> <p>The engagement process with all Carroll stakeholder groups is an on-going one. As pertinent and relevant data is released for analysis and to help with decision-making, this principal shares the data and facilitates discussions with the Carroll Leadership Team (8/7/17), School Site Council (1/17, 2/21, 3/21, 4/25, 8/10, 8/31, 9/7 2017), English Language Advisory Parent Council (9/7/17), all grade level teams of teachers and resource personnel (7/11/17) and at a variety of parent meetings, Back to School Night (BCD 7/18/17; A 8/15/17), Parent Teacher Association Board meetings (7/20/17). Continued opportunities for stakeholder input will be offered throughout the school year, both formally at meetings and informally via one-to-one conferences with staff and parents, as appropriate.</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>Stakeholder input helps to build consensus and a clear direction for services to students and supports for continued staff development to meet the unique needs of our student population. Through questioning and the cycle of inquiry, parents and staff review our progress, make suggestions for improvement, express their desires for school improvement targets, and better understand the larger picture of school improvement efforts, funding sources and the allocation of resources.</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> <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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Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

**Site Goal 1.1**

Carroll Site Goal 1.1 is to increase the number of students reaching proficiency in Mathematics from 63% of 3rd-6th grade students to 75% of 3rd-6th grade students as measured by the 2018 CAASPP.

**Metric:** CAASPP

**Actions/Services 1.1.1**

**Principally Targeted Student Group**

- All • Asian • Black or African American • EL • 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?
Grade level teams and administration will meet quarterly during Late Start release time and site funded 1/2 day release days to analyze common assessment data so as to monitor student progress towards our site academic goals.	From John Hattie's Visible Learning research, collective teacher efficacy has a 1.57 effect size. In addition, providing formative assessment has a .68 effect size.	Student progress will be monitored by individual teachers each trimester, with specific quarterly meetings centered on K-1 benchmark assessments, interim and formative 2nd-6th grade team developed and curriculum-based assessments, CELDT outcomes data, classroom observations and administrative walk throughs as well as CAASPP results data.

**What funding source will you use?**

Supplemental/Concentration Funds- \$10,008  
 Substitute costs for 2 full release days for 27 classroom teachers is \$10,008 (\$200/day x 27 teachers x 2 days) and \$8,400 for off track teachers (\$40/hour 7.5 hours x 14 teachers x 2 days). *See Goal 1.1 above as both goals are tied together and funded jointly.*

**Site Goal 1.2**

Carroll Site Goal 1.2 is to increase the number of students reaching proficiency in English Language Arts from 65% of 3rd-6th grade students to 70% of 3rd-6th grade students as measured by the 2018 CAASPP.

**Metric:** CAASPP

**Actions/Services 1.2.1**

**Principally Targeted Student Group**

- All • Asian • Black or African American • EL • 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?
Grade level teams and administration will meet quarterly during Late Start release time and site funded 1/2 day release days to analyze common assessment data so as to monitor student progress towards our site academic goals.	From John Hattie's Visible Learning research, collective teacher efficacy has a 1.57 effect size. In addition, providing formative assessment has a .68 effect size.	Student progress will be monitored by individual teachers each trimester, with specific quarterly meetings centered on K-1 benchmark assessments, interim and formative 2nd-6th grade team developed and curriculum-based assessments, CELDT outcomes data, classroom observations and administrative walk throughs as well as CAASPP results data.

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**Actions/Services 1.2.2**

**Principally Targeted Student Group**

• All • Black or African American • 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?
An intervention teacher to provide specific intervention for identified K-6 students in the area of early literacy skills. Each grade level will receive: <ul style="list-style-type: none"> <li>• 30 mins of intervention 4x a week</li> </ul>	Hatie's work in Visible Learning for Literacy provides and effect size of 1.07 for Response to Intervention	Students progress in early literacy skills will be measured with tools such as Lexile, fluency and BPST. Kinder and 1st grade students will be measured based on progress on their K&1 Benchmark assessments.

**What funding source will you use?**

LCFF, specifically funds for summer school/intersession- . \$4,000  
 Supplemental/Concentration - \$19,994

- 4 hours a day 4 days a week (38 weeks @ 640/week)
- Aprox \$24,000

**Actions/Services 1.2.3**

**Principally Targeted Student Group**

• Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • White

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?
Students who are not showing progress after intervention will be identified and invited to attend intersession. Off track teachers will provide intersession to their students who have been identified in Co-ops.	Hatie's work in Visible Learning for Literacy provides and effect size of 1.07 for Response to Intervention	k/1` Benchmark assessments, unit/chapter assessments, formative and summative assessments.

**What funding source will you use?**

Intersession/Summer School: \$15,000

**Site Goal 1.3**

Carroll Site Goal 1.3 is to increase the number of 3rd grade students reading on grade level from 60% to 70% as measured by 2018 CAASPP ELA results.

**Metric:** Content Standards Implementation

**Actions/Services 1.3.1**

**Principally Targeted Student Group**

• All • Black or African American • EL • 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?
TK-3rd grade level teachers will all participate in on-going On Grade Level Reading trainings hosted by PreK-6 Education. The specific costs are incurred by PreK-6 Education with a District-wide budget for TK-3 OGLR at \$1.5 million.	Effective teaching strategies have a .60 effect size.	K-1 benchmark assessment data, 2nd and 3rd grade common assessments, and CAASPP results for 3rd grade will be used to measure our progress and student achievement.

**What funding source will you use?**

PreK-6 Education funding

**Actions/Services 1.3.2**

**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?
Utilize Lexia Core 5 and Scholastic Reading Counts as a supplemental intervention and or acceleration tool for students in the area of ELA.  Teachers and computer teacher will monitor usage rate of ANY student identified as reading below grade level entering 1st-3rd.	Lexia Core 5 is a research based reading intervention program proven to accelerate the development of fundamental literacy skills.  <a href="#">Specifically, one study showed at-risk students made substantial progress in Core5 in the last few months of school. One-third of nearly 10,000 students ended the year working on skills in or above their grade level.</a>	All students that have been identified as reading below grade level will meet identified usage rates

**What funding source will you use?**

Intersession

- Lexia: \$5000
- Reading Counts: \$1500

**Site Goal 1.4**

Carroll Site Goal 1.4 will address the need of students to be able to write to three different text types and purposes which include: argument, informative/explanatory, and narrative. Students will receive a solid foundation in production and distribution of writing as well as the ability to research in order to build and present knowledge. In 2017-2018, Carroll Elementary will exceed 70% proficiency in writing.

**Metric:** Content Standards Implementation

**Actions/Services 1.4.1**

**Principally Targeted Student Group**

- All • 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?
A team of 6 teachers will attend a conference, "Strategies and Structures for Teaching Reading and Writing" on December 5, 2017. This workshop will be presented by Jennifer Serravallo, who wrote both <u>The Writing Strategies Book</u> and <u>The Reading Strategies Book</u> . Her strategies are also used extensively at the "On Grade Level" trainings provided by the district. Teachers who attend the training will present to the staff regularly at staff meetings throughout the year.	From John Hattie's Visible Learning research, collective teacher efficacy has a 1.57 effect size. In addition, effective teaching strategies have a .60 effect size.	K-1 benchmark assessment data, 2nd and 3rd grade common assessments, and CAASPP results for 3rd grade will be used to measure our progress and student achievement.

**What funding source will you use?**

Concentration/Supplemental  
 Conference: 6 teachers x \$209 = \$1,254  
 6 subs x \$200 = \$1200  
 Total: \$2,454

<p><b>District Strategic Goal 2:</b>                  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>                  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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Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

**Site Goal 2.1**

Carroll Site Goal 2.1 is focused on the need for site teachers to have professional development, collaborative time and resources to better equip them to plan and teach the grade level California Common Core State Standards.

**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	How will you Measure the Effectiveness of the
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	Effective Practice?	Actions/Services?
All grade level teams will operate as Professional Learning Communities (PLCs) to share best practices, develop common assessments, review student data, develop interventions and enrichment opportunities for struggling and accelerated learners, respectively. Late Start Wednesdays are dedicated PLC time, as well as the fourth Monday of every month being explicitly set aside for Mathematics PLC time (as per the Math Generation/Math in Common grant).	Collective teacher efficacy has an effect size of 1.67.	Grade level PLCs will meet weekly, submit agendas and notes with outcomes, and collaborate with site administrators.

**What funding source will you use?**

Supplemental/Concentration Funds  
General Funds

*Weekly meetings are embedded into the educator work week at no cost to the site. If funding is needed to include off track staff we will utilize the above funding sources.*

**Site Goal 2.2**

Carroll Site Goal 2.2 is designed to increase the frequency, quality and use of research-based ELD practices throughout the instructional day as well as in designated ELD lesson time (WIN time) and in extended day opportunities (including intersession) for targeted students. Instruction will be adjusted to meet their assessed needs as measured by the CELDT assessment.

**Metric:** Assessment System

**Actions/Services 2.2.1**

**Principally Targeted Student Group**

- 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?
Teachers will be offered ELD strategy training provided by the District EL Coach so as to develop their repertoire. Our goal is to increase the number of EL students being re-designated from ___ in 16-17 to ___ in 17-18.  Administrators will use ipad devices in order to provide immediate feedback to teachers based on Best Practices and the CSTPs.	Please refer to ell.nwresd.org for research briefs and evidence of ELL best practice strategies. According to Hattie, there is a .90 efficacy effect rate when formative evaluation and feedback is provided to teachers. In addition, there is a 1.57 effect size when collective teacher efficacy is supported.	Administrative walk throughs and classroom observations and feedback, and CELDT scores, specifically AMAO 1 data.

**What funding source will you use?**

Supplemental Concentration Funds

- 2 ipads @ \$1059

Total: \$2118  
 • ELPAC Testing: \$2778

**Actions/Services 2.2.2**

**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?
Carroll will hold Co-op meetings once per trimester. The team will consist of classroom teacher, Resource teacher, MHT, and administration. From an analysis of data, recommendations will be made for intervention, Intersession, and mental health/ special education referrals.	Collective teacher efficacy has an effect size of 1.67.	Pre and post Co-op assessments

<p><b>What funding source will you use?</b></p> <p>Intersession:                  Supplemental Concentration for intervention teacher                  Roving sub when needed (most meetings will be held during teacher computer time)                  Sub for RSP when needed.                  \$2000</p>
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**Site Goal 2.3**

Carroll site goal 2.3 is to increase access to core content and English Language Development instruction aligned to the California Common Core State Standards which makes use of technology instruction, integration and assessment tools.

**Metric:** Assessment System

**Actions/Services 2.3.1**

**Principally Targeted Student Group**

• All • 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?
Carroll will include opportunities for the use of technology within the school day and/or during extended day and intersession programs. Carroll may also purchase instructional materials and technology hardware and software as appropriate.		Administrative walk throughs and classroom observations, CELDT scores, and overall student progress measures, like formative assessments and CAASPP.

<p><b>What funding source will you use?</b></p>
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Supplemental Concentration: \$500  
 GATE \$500  
 EL Supplemental Funds \$500

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

**Site Goal 3.1**

Carroll site goal 3.1 is that students need a learning environment and school culture that is academically, socially, emotionally, and physically safe.

**Metric:** School Climate

**Actions/Services 3.1.1**

**Principally Targeted Student Group**

• All • Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • School-wide • 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?
We will continue to utilize our PBIS and COMET Code to identify and celebrate the accomplishments of Carroll students, and continue to help make them feel connected to their school.  We will provide unique after school opportunities for our students such as tutoring, choir, VAPA, STEM, and Project based learning.	School Climate and the CCRPI : Dennis A. Kramer II, Senior Research and Policy Analyst; Jeff Hodges, Program Specialist, Safe and Drug-Free Schools; Marilyn Watson Program Manager, Safe and Drug-Free Schools Research has demonstrated that a positive school climate is associated with: <ul style="list-style-type: none"> <li>•Academic achievement</li> <li>•Student engagement in school</li> <li>•Positive social skills development</li> </ul>	We will utilize the CHKS with a specific focus on question No.14.

**What funding source will you use?**

PBIS Money-\$1000 to purchase posters, and celebration materials for our Comets.

Supplemental/Concentration Funds \$1000 to purchase incentives, assemblies, posters, and celebration materials for students.

GATE Money \$5000 to stipend teachers, provide programs and any other supplemental materials or fees needed to run our GATE program.

Intersession: \$15,000  
 Supplemental Concentration: \$9000  
 Stipend Allocation: \$ 6000

**Actions/Services 3.1.2**

<b>Principally Targeted Student Group</b>		
• Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • R-FEP • School-wide		
<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>
In an effort to reduce recess referrals and to provide continuity with character education, Carroll Elementary will implement a mentoring program. 2 program coaches will provide structured games and mentoring with a focus on the Character Education Program. Training for Yard Supervisors for mentoring students at risk.	School Climate and the CCRPI : Dennis A. Kramer II, Senior Research and Policy Analyst; Jeff Hodges, Program Specialist, Safe and Drug-Free Schools; Marilyn Watson Program Manager, Safe and Drug-Free Schools Research has demonstrated that a positive school climate is associated with: •Academic achievement •Student engagement in school •Positive social skills development	Parent Survey Healthy Kids Survey
<b>What funding source will you use?</b>		
Supplemental Concentration: \$11,400 Intersession: \$9000 PTA \$2000		

**Site Goal 3.2**

Carroll will exceed the district attendance goal of 96.4%. Carroll will have a 10% decrease in absents and a 5% decrease in early dismissals.

**Metric:** Attendance

**Actions/Services 3.2.1**

<b>Principally Targeted Student Group</b>		
• All • School-wide		
<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>
Our school SOA and VP will closely monitor the attendance of students. A spreadsheet has been created, and our office will be proactive in working with and notifying families with attendance problems.  Continue to utilize our PBIS work to make Carroll a safe and enjoyable place for all students to attend.	Students cannot learn if they are not in school. The research for the Dept of Education is clear. Children who are chronically absent in preschool, kindergarten, and first grade are <a href="#">much less likely to read at grade level by the third grade</a> . Students who cannot read at grade level by the end of third grade are <a href="#">four times more likely than proficient readers to drop out of high school</a> .	We will utilize the goals set in our LCAP as the basis of the measurement of effectiveness.
<b>What funding source will you use?</b>		

Supplemental Concentration: \$2000 for incentives and signage

**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**

Carroll will provide our parents with opportunities to participate in family friendly school-wide activities. With a focus this year that 80% of our parents will attend events and or be present 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?
Utilize multiple communication platforms to get notify parents of school events such as Facebook, Twitter, and Instagram, School Messenger, and Synergy	Research is clear, parents that are involved in their child's education provide their children a better chance to be academically successful. Hatie's research assigns a 0.49 ES on parental involvement.	

**What funding source will you use?**

No cost associated

**Actions/Services 4.1.2**

**Principally Targeted Student Group**

- Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • R-FEP • 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?
Provide Carroll families the opportunity to participate in curricular focused events outside of the school day. All events that are based on input received from parents. Events will include: Family Science Night, Family Writing Night, and Family Arts Night.	Research is clear, parents that are involved in their child's education provide their children a better chance to be academically successful. Hatie's research assigns a 0.49 ES on parental involvement.	Parent Survey Healthy Kids Survey

**What funding source will you use?**

Supplemental Concentration: \$2000

**Actions/Services 4.1.3**

**Principally Targeted Student Group**

• Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • R-FEP • 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?
Carroll Elementary will implement an Art Docent Program. The program provides a sequential, interactive education in art history and artistic skills. Parents will coordinate and participate in the ADP.	Research is clear, parents that are involved in their child's education provide their children a better chance to be academically successful. Hatie's research assigns a 0.49 ES on parental involvement	Parent Survey

**What funding source will you use?**

Supplemental Concentration: or FACE Grant  
\$1250

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

## Carroll Elementary - 223

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	\$33,493	\$33,493	\$33,493	\$0	\$0	\$0	\$0
<b>1511</b> Regular Education (TK-6) - Allocated FTE <b>0000</b> Unrestricted	46.3752	\$0	\$5,662,591	\$5,662,591	\$5,662,591	\$0	\$0	\$0	\$0
<b>1512</b> Subject Matter Teachers <b>0000</b> Unrestricted	1.4	\$0	\$138,112	\$138,112	\$138,112	\$0	\$0	\$0	\$0
<b>1580</b> Summer School/Extended Learning (TK-6) <b>0000</b> Unrestricted	0	\$41,500	\$0	\$41,500	\$41,500	\$0	\$0	\$0	\$0
<b>5495</b> Allocated FTE Leave <b>0000</b> Unrestricted	0.0001	\$0	\$73,036	\$73,036	\$73,036	\$0	\$0	\$0	\$0
<b>5634</b> Custodial Services <b>0000</b> Unrestricted	3	\$0	\$180,599	\$180,599	\$0	\$0	\$180,599	\$0	\$0
<b>7101</b> LCFF Supple/Conc TK - 6 <b>0000</b> Unrestricted	0	\$0	\$85,000	\$85,000	\$49,954	\$8,396	\$23,400	\$3,250	\$0
<b>7105</b> Gifted and Talented Education (GATE) TK-6 <b>0000</b> Unrestricted	0	\$0	\$5,000	\$5,000	\$4,000	\$1,000	\$0	\$0	\$0
<b>7150</b> EL Supplemental Program Services TK- 6 <b>0000</b> Unrestricted	0	\$0	\$13,675	\$13,675	\$5,000	\$7,000	\$0	\$1,675	\$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	1.3438	\$0	\$61,936	\$61,936	\$0	\$0	\$61,936	\$0	\$0
<b>3100</b> Special Day Classes (SCC) <b>6500</b> Special Education	2.5	\$0	\$173,278	\$173,278	\$173,278	\$0	\$0	\$0	\$0
<b>3200</b> Language Speech and Hearing (LSH) <b>6500</b> Special Education	1.1	\$0	\$81,284	\$81,284	\$81,284	\$0	\$0	\$0	\$0
<b>3410</b> Special Education Mild/Moderate <b>6500</b> Special Education	2.6875	\$0	\$245,013	\$245,013	\$245,013	\$0	\$0	\$0	\$0

<b>3660</b> Full Inclusion - Paraeducators in lieu of NPA <b>6500</b> Special Education	3	\$0	\$162,085	\$162,085	\$162,085	\$0	\$0	\$0	\$0
<b>3680</b> Emotionally Disturbed (ED) - Tier I <b>6500</b> Special Education	2.125	\$0	\$122,466	\$122,466	\$122,466	\$0	\$0	\$0	\$0
<b>3770</b> Full Inclusion <b>6500</b> Special Education	6.75	\$0	\$331,887	\$331,887	\$331,887	\$0	\$0	\$0	\$0
<b>5040</b> Human Resources <b>9205</b> EGEA Administration	0.5	\$0	\$58,727	\$58,727	\$58,727	\$0	\$0	\$0	\$0
<b>4010</b> Elementary Education PreK-6 <b>9305</b> Miscellaneous Site Donations (<\$1000)	0	\$250	\$0	\$250	\$250	\$0	\$0	\$0	\$0
<b>Totals</b>	70.7816	\$41,750	\$7,432,682	\$7,474,432	\$7,182,676	\$16,396	\$266,935	\$8,425	

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

**Date**

Principal **Carrie A. Pearson, Ed.D**

School Site Council Chairperson

EL Advisory Chairperson

_____	_____
_____	_____
_____	_____

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

