



## Edna Batey 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/> <p>School Site Council:</p> <ul style="list-style-type: none"> <li>● 4/26/17</li> <li>● 8/30/17</li> <li>● 9/7/17</li> <li>● 9/14/17</li> </ul> <p>PTA Board Meetings</p> <ul style="list-style-type: none"> <li>● 8/8/17</li> <li>● 9/12/17</li> </ul> <p>PTA General Meetings</p> <ul style="list-style-type: none"> <li>● 3/22/17</li> <li>● 8/22/17</li> </ul> <p>ELAC Meeting</p> <ul style="list-style-type: none"> <li>● 8/7/17</li> </ul> <p>Survey Monkey--STAFF</p> <ul style="list-style-type: none"> <li>● 8/28/17</li> </ul> <p>Survey Monkey--Parents</p> <ul style="list-style-type: none"> <li>● 8/22/17</li> </ul>
Impact of LCAP and Annual Update
<p><b>How did these consultations affect the LCAP for the upcoming year?</b></p> <hr/> <p>Parents gave input mostly around increasing opportunities for students in Art, Science, STEM via PTA Meetings, SSC, and Survey Monkey                      Staff gave input mostly around funding collaboration time and various professional development desires via staff discussions and Survey Monkey</p>

SSC gave overall input on proposed goals and actions  
 ELAC requested additional help in language development for their children suggesting after school tutoring 2x per week

## 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

- Increase number of students who will obtain proficiency in the Common Core content areas and beyond:
  - ELA 67% met or exceeded, increase by 4%
  - Math 65% met or exceeded, increase by 3%

**Metric:** CAASPP

### 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?
<ul style="list-style-type: none"> <li>• Provide additional Professional Development (CCSS, ELD, and others)</li> <li>• Utilize Instructional Coaches during Early Out</li> <li>• Provide release time, materials, and resources to support CCSS</li> <li>• Provide for Extended Day/ Intersession</li> <li>• Review/analyze Accelerated Reader data 3x per year</li> <li>• Provide leveled library books for K-3 class/grade level libraries</li> <li>• Fund nonfiction library books</li> <li>• Increase AR home connection usage</li> <li>• Continue with Co-op/CAST to identify at risk students for interventions</li> <li>• Provide release time for teacher planning</li> </ul>	Hattie, John. Oct. 2015 Collective teacher efficacy 1.57 effect size  See Darling-Hammond, L. (2005) <i>Professional Development Schools: Schools for Developing a Profession</i> , on making teacher professional learning an endemic part of every successful school. Available at <a href="http://www.harvardeducationpress.edu">www.harvardeducationpress.edu</a>	CAASPP K/1 Benchmark Interim assessments Formative assessments CELDT Classroom observations Administrative walk-throughs Teacher evaluations

#### What funding source will you use?

LCFF Concentrated/Supplemental funding

- \$200 subs x 5 teachers x 7 grade levels = \$7000

General Fund

- \$1000 leveled library

GATE Fund

- \$5000

**Site Goal 1.2**

Close the ELA Achievement Gap with lowest performing subgroups by 5%

- White 70%
- African American 45%
- Hispanic 59%

**Metric:** CAASPP

**Actions/Services 1.2.1**

**Principally Targeted Student Group**

- Black or African American • 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?
<ul style="list-style-type: none"> <li>• Provide additional Professional Development (CCSS, ELD, and others)</li> <li>• Utilize Instructional Coaches during Early Out</li> <li>• Provide release time, materials, and resources to support CCSS</li> <li>• Provide for Extended Day/ Intersession</li> <li>• Review/analyze Accelerated Reader data 3x per year</li> <li>• Provide leveled library books for K-3 class/grade level libraries</li> <li>• Fund nonfiction library books</li> <li>• Increase AR home connection usage</li> <li>• Continue with Co-op/CAST to identify at risk students for interventions</li> <li>• Provide release time for teacher planning</li> </ul>	<p>Hattie, John. Oct. 2015 Collective teacher efficacy 1.57 effect size</p> <p>See Darling-Hammond, L. (2005) <i>Professional Development Schools: Schools for Developing a Profession</i>, on making teacher professional learning an endemic part of every successful school. Available at <a href="http://www.harvardeducationpress.edu">www.harvardeducationpress.edu</a></p>	<p>CAASPP K/1 Benchmark Interim assessments Formative assessments CELDT Classroom observations Administrative walk-throughs Teacher evaluations</p>

**What funding source will you use?**

LCCF Concentrated/Supplemental funding

- 4 meetings x 1 roving sub (\$200) x 3 times per year = \$2400

**Site Goal 1.3**

Set a baseline for increasing the number of students reading on grade level and beyond as measured by grade level benchmark assessments.

**Metric:** CAASPP

**Actions/Services 1.3.1**

**Principally Targeted Student Group**

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<ul style="list-style-type: none"> <li>Provide additional Professional Development (CCSS, ELD, and others)</li> <li>Utilize Instructional Coaches during Early Out</li> <li>Provide release time, materials, and resources to support CCSS</li> <li>Provide for Extended Day/ Intersession</li> <li>Review/analyze Accelerated Reader data 3x per year</li> <li>Provide leveled library books for K-3 class/grade level libraries</li> <li>Fund nonfiction library books</li> <li>Increase AR home connection usage</li> <li>Continue with Co-op/CAST to identify at risk students for interventions</li> <li>Provide release time for teacher planning</li> </ul>	<p>Hattie, John. Oct. 2015 Collective teacher efficacy 1.57 effect size</p> <p>See Darling-Hammond, L. (2005) <u><a href="#">Professional Development Schools: Schools for Developing a Profession</a></u>, on making teacher professional learning an endemic part of every successful school. Available at <a href="http://www.harvardeducationpress.edu">www.harvardeducationpress.edu</a></p>	<p>CAASPP K/1 Benchmark Interim assessments Formative assessments CELDT Classroom observations Administrative walk-throughs Teacher evaluations</p>

**What funding source will you use?**

LCFF Concentrated/Supplemental funding

- \$1500 materials and resources

General Fund

- K-3 release day \$200 per sub x 21 teachers = \$4200

<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**

All grade levels will operate as high functioning Professional Learning Communities (PLC) to share best practices and participate in a cycle of inquiry to improve student achievement.

**Metric:** Data and Program Evaluation

**Actions/Services 2.1.1**

**Principally Targeted Student Group**

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<ul style="list-style-type: none"> <li>PLCs meet weekly</li> <li>Provide instruction during the school day and beyond to support ELD</li> <li>ELD Professional Development</li> <li>Materials and resources aligned to CCSS to support EL students</li> <li>Release time, materials, and resources to support student instruction</li> <li>Utilize district instructional coaches</li> <li>Encourage ELD students to attend Intersession</li> </ul>	<p><u><a href="#">A Case Study of the Relationship Between Collective Efficacy and Professional Learning Communities</a></u> Voelkel, R. (2011)</p> <p>McLaughlin, M. &amp; Talbert, J. (2013) discuss how focused strategic inquiry on student learning can both improve student learning and serve as the basis for a professional learning school. <u><a href="#">See Strategic Inquiry: Starting Small for Big Results in Education</a></u>,</p>	<p>CAASPP K/1 Benchmark Interim assessments Formative assessments CELDT Classroom observations Administrative walk-throughs Teacher evaluations</p>

available at [www.harvardeducationpress.edu](http://www.harvardeducationpress.edu)

**What funding source will you use?**

LCFF Concentrated/Supplemental funding

- \$2000 materials and resources

**Site Goal 2.2**

Increase the opportunities for ELD Professional Development from 2 opportunities to 4 opportunities, with consideration of teachers' off-track time. Continue with the frequency and quality of research proven ELD practices throughout the instructional day. Use CELDT data to drive ELD instruction inside and outside the classroom.

**Metric:** Data and Program Evaluation

**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"> <li>• PLCs meet weekly</li> <li>• Provide instruction during the school day and beyond to support ELD</li> <li>• ELD Professional Development</li> <li>• Materials and resources aligned to CCSS to support EL students</li> <li>• Release time, materials, and resources to support student instruction</li> <li>• Utilize district instructional coaches</li> <li>• Encourage ELD students to attend Intersession</li> </ul>	<p>Teaching Academic Vocabulary By Kate Kinsella, Ed.D.</p> <p>McLaughlin, M. &amp; Talbert, J. (2013) discuss how focused strategic inquiry on student learning can both improve student learning and serve as the basis for a professional learning school. <i>See Strategic Inquiry: Starting Small for Big Results in Education</i>, available at <a href="http://www.harvardeducationpress.edu">www.harvardeducationpress.edu</a></p>	<p>CAASPP K/1 Benchmark Interim assessments Formative assessments CELDT Classroom observations Administrative walk-throughs Teacher evaluations</p>

**What funding source will you use?**

LCFF Concentrated/Supplemental funding

- \$3000 release time

EL Supplemental

- \$2000 materials and resources

**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

	<b>MS Dropout</b> <ul style="list-style-type: none"> <li>• School Climate</li> <li>• Suspension</li> </ul>
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**Site Goal 3.1**

Fully implement Tier 2 of PBIS.

**Metric:** School Climate

**Actions/Services 3.1.1**

**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?
<ul style="list-style-type: none"> <li>• Hold weekly PBIS Site Team meetings</li> <li>• Consistent Synergy PBIS reporting</li> <li>• Share data with staff</li> <li>• Additional release days for PBIS if needed for planning</li> <li>• Activate SARB process early</li> <li>• Call home of at-risk students when absent</li> <li>• Teacher/Administrator conferences regarding attendance</li> <li>• Fund part-time Parent Liaison</li> <li>• Continue the Task Force Against Bullying program</li> <li>• Use TFAB students as behavior mentors</li> <li>• When teachers have buddy classes, strategically pair TFAB students with behaviorally challenged students when possible</li> <li>• Anti-bullying assemblies</li> </ul>	<p>Is School-wide Positive Behavior Support An Evidence-based Practice? by Rob H. Horner, George Sugai and Timothy Lewis April 2015 <a href="#">Download Word Document (120 KB)</a></p> <p>PBIS (Positive Behavior Interventions and Supports). See <a href="http://www.PBIS.org">www.PBIS.org</a></p>	<p>Discipline data Survey results (student/parent/teacher) Attendance reports</p>

**What funding source will you use?**

LCFF Concentrated/Supplemental funding

- PBIS Team release day \$200 x 8 teachers = \$1600

General Fund

- PBIS Team release day \$200 x 8 teachers = \$1600

PBIS Fund

- \$500 Anti-bullying assembly

**Site Goal 3.2**

Decrease the rate of absentees, tardies, and early dismissals for all students by 5%

**Metric:** Attendance

**Actions/Services 3.2.1**

**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?
Hold weekly PBIS Site Team meetings • Consistent Synergy PBIS reporting • Share data with staff • Additional release days for PBIS if needed for planning • Activate SARB process early • Call home of at-risk students when absent Teacher/Administrator conferences regarding attendance Fund part-time Parent Liaison Continue the Task Force Against Bullying program Use TFAB students as behavior mentors When teachers have buddy classes, strategically pair TFAB students with behaviorally challenged students when possible Anti-bullying assemblies	Chronic Elementary Absenteeism: A Problem Hidden in Plain Sight  <a href="http://www.edweek.org/media/chronicabsence-15chang.pdf">http://www.edweek.org/media/chronicabsence-15chang.pdf</a>	Attendance reports

What funding source will you use?
LCFF Concentrated/Supplemental funding <ul style="list-style-type: none"> <li>• \$500 part-time parent liaison</li> </ul> PBIS funds <ul style="list-style-type: none"> <li>• \$500 part-time parent liaison</li> </ul>

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

Increase the number of parent activities to support student learning.

**Metric:** Family and Community Engagement

**Actions/Services 4.1.1**

Principally Targeted Student Group
<ul style="list-style-type: none"> <li>• All</li> </ul>

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"> <li>• Offer at least 2 Math and/or ELA CCSS Parent Nights/Activities with District coaching support</li> <li>• Create at least one other parent/community event to promote student achievement and community partnerships</li> <li>• Publicize events via email, flyers, newsletters, morning announcements, marquis, Facebook, Twitter, EBES website,</li> </ul>	Children whose parents were more involved across elementary school had fewer problem behaviors and better social skills, but that children's academics weren't affected. The study followed 1,300 children from 10 US cities from birth to fifth grade.  <a href="https://www.sciencedaily.com/releases/2010/05/100514074915.htm">https://www.sciencedaily.com/releases/2010/05/100514074915.htm</a>	Parent surveys Sign in sheets



Synergy, Remind  
 · Call EL parents to inform of ELAC meetings  
 · Give EL parents information of how to volunteer at the school  
 Provide food, materials and resources to support meetings and events.  
  
 Implement WatchDOGS program  
 Communicate events in other languages

**What funding source will you use?**

LCFF Concentrated/Supplemental funding

- \$600 pizza night WatchDOGS
- \$400 snacks for parent nights

EL Supplemental

- \$1,000 district translator

General Fund

- \$200 materials and supplies

**Site Goal 4.2**

Create a process to increase parent/community participation as measured by sign-in sheets

**Metric:** Family and Community Engagement

**Actions/Services 4.2.1**

**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?
<ul style="list-style-type: none"> <li>· Offer at least 2 Math and/or ELA CCSS Parent Nights/Activities with District coaching support</li> <li>· Create at least one other parent/community event to promote student achievement and community partnerships</li> <li>· Publicize events via email, flyers, newsletters, morning announcements, marquis, Facebook, Twitter, EBES website, Synergy, Remind</li> <li>· Call EL parents to inform of ELAC meetings</li> <li>· Give EL parents information of how to volunteer at the school</li> <li>Provide food, materials and resources to support meetings and events.</li> <li>Implement WatchDOGS program</li> </ul>	<p>Children whose parents were more involved across elementary school had fewer problem behaviors and better social skills, but that children's academics weren't affected. The study followed 1,300 children from 10 US cities from birth to fifth grade.</p> <p><a href="https://www.sciencedaily.com/releases/2010/05/100514074915.htm">https://www.sciencedaily.com/releases/2010/05/100514074915.htm</a></p>	<p>Parent surveys                      Sign in sheets</p>

**What funding source will you use?**

LCFF Concentrated/Supplemental funding

- \$1000 WatchDOGS

General Fund

- \$300 WatchDOGS

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

## Edna Batey Elementary - 210

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	\$34,269	\$34,269	\$34,269	\$0	\$0	\$0	\$0
<b>1510</b> Regular Education (TK-6) <b>0000</b> Unrestricted	0	\$1,321	\$0	\$1,321	\$1,321	\$0	\$0	\$0	\$0
<b>1510</b> Regular Education (TK-6) <b>0000</b> Unrestricted	0	\$1,321	\$0	\$1,321	\$1,321	\$0	\$0	\$0	\$0
<b>1511</b> Regular Education (TK-6) - Allocated FTE <b>0000</b> Unrestricted	41.3752	\$0	\$4,927,373	\$4,927,373	\$4,927,373	\$0	\$0	\$0	\$0
<b>1512</b> Subject Matter Teachers <b>0000</b> Unrestricted	1.2	\$0	\$122,860	\$122,860	\$122,860	\$0	\$0	\$0	\$0
<b>1580</b> Summer School/Extended Learning (TK-6) <b>0000</b> Unrestricted	0	\$36,500	\$0	\$36,500	\$36,500	\$0	\$0	\$0	\$0
<b>5495</b> Allocated FTE Leave <b>0000</b> Unrestricted	0.0001	\$0	\$61,661	\$61,661	\$61,661	\$0	\$0	\$0	\$0
<b>5634</b> Custodial Services <b>0000</b> Unrestricted	3	\$0	\$222,478	\$222,478	\$0	\$0	\$222,478	\$0	\$0
<b>7101</b> LCFF Supple/Conc TK - 6 <b>0000</b> Unrestricted	0	\$0	\$20,000	\$20,000	\$10,900	\$5,000	\$2,100	\$2,000	\$0
<b>7105</b> Gifted and Talented Education (GATE) TK-6 <b>0000</b> Unrestricted	0	\$0	\$5,000	\$5,000	\$4,500	\$0	\$0	\$500	\$0
<b>7150</b> EL Supplemental Program Services TK- 6 <b>0000</b> Unrestricted	0	\$0	\$10,825	\$10,825	\$9,505	\$1,000	\$0	\$320	\$0
<b>7415</b> Family and Community Engagement <b>0000</b> Unrestricted	0	\$485	\$0	\$485	\$485	\$0	\$0	\$0	\$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>3200</b> Language Speech and Hearing (LSH) <b>6500</b> Special Education	2	\$0	\$153,560	\$153,560	\$153,560	\$0	\$0	\$0	\$0
<b>3410</b> Special Education Mild/Moderate <b>6500</b> Special Education	2.75	\$0	\$230,296	\$230,296	\$230,296	\$0	\$0	\$0	\$0
<b>3660</b> Full Inclusion - Paraeducators in lieu									

of NPA <b>6500</b> Special Education	1.375	\$0	\$58,144	\$58,144	\$58,144	\$0	\$0	\$0	\$0
<b>3670</b> Autism Spectrum Disorder (ASD) PreK-12 <b>6500</b> Special Education	19.2188	\$0	\$1,059,497	\$1,059,497	\$1,059,497	\$0	\$0	\$0	\$0
<b>3770</b> Full Inclusion <b>6500</b> Special Education	6.875	\$0	\$372,689	\$372,689	\$372,689	\$0	\$0	\$0	\$0
<b>5610</b> Food and Nutrition Services Center <b>6500</b> Special Education	1.25	\$0	\$76,099	\$76,099	\$0	\$0	\$76,099	\$0	\$0
<b>4010</b> Elementary Education PreK-6 <b>9302</b> Intel Volunteer Grant Program	0	\$1,792	\$0	\$1,792	\$1,792	\$0	\$0	\$0	\$0
<b>4010</b> Elementary Education PreK-6 <b>9305</b> Miscellaneous Site Donations (<\$1000)	0	\$665	\$0	\$665	\$665	\$0	\$0	\$0	\$0
<b>Totals</b>	79.0441	\$42,084	\$7,355,751	\$7,397,835	\$7,087,338	\$6,000	\$301,677	\$2,820	

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

**Date**

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

Principal **Robert Pasley** \_\_\_\_\_

School Site Council Chairperson **James White** \_\_\_\_\_

EL Advisory Chairperson **Paramjeet Padda** \_\_\_\_\_

