



Elliott Ranch 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>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>Ongoing stakeholder engagement is key to the planning and review of our site LCAP process. Input and data analysis is facilitated through multiple measures including surveys, formal meetings and informal conferences with staff and parents throughout the year, including Leadership Meetings (6/22/17, 8/21/17, 9/5/17), Staff Meetings (8/8/17, 8/28/17, 9/11/17), School Site Council Meetings (4/3/17, 8/21/17 (a), 8/21/17(b), 9/18/17), English Language Advisory Committee meeting (8/30/17), Back to School Night (8/8/17), Staff Gifted And Talented Education meeting (8/31/17), School Site Council LCAP training (9/6/17), and Parent Teacher Organization meetings (7/10/17, 8/14/17, 9/11/17).</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>Achieving ongoing broad stakeholder discourse results in engaged stakeholders who help contribute to the developing, implementing and monitoring of our LCAP. These consultations and review of data have provided input such as maintaining our after school Launch Pad Academy program for students at-risk and increasing professional development time for grade levels including vertical articulation. Surveys provided to parents and staff indicate the Elliott Ranch community asks for programs around art, music, PE and STEM. Additionally there is a desire to increase the number of computer devices in the classroom.</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 • Instructional Materials • Progress toward English Proficiency • Redesignation
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• Teacher Assignment

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

Site Goal 1.1

Elliott Ranch Site Goal 1.1 is to increase the number of students who meet or exceed standards in English Language Arts for all 3rd-6th grade students from 66% to 69% as measured by the 2018 CAASPP.

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?
<p>Grade level team and administration will collaborate during weekly early-out days and site funded ½ day release days to collaborate through PLCs focusing on the four essential questions:</p> <ol style="list-style-type: none"> 1. What do we want students to learn? 2. How will we know that they've learned it? 3. What will we do if they already know it? 4. What will we do if they didn't learn it? <p>Additionally, grade level teams and administration will analyze common assessment data so as to monitor student progress towards our site academic goals. Teachers will attend professional development through the district such as: On Grade Level Reading grades K-3, Wonders, Go Math, and Flex.</p>	<p>John Hattie's Visible Learning research indicates collective teacher efficacy has an effect size of 1.57, formative evaluation has an effective size of .68, and uses feedback has an effect size of 0.75.</p>	<p>Teachers will regularly measure student progress with multiple tools including: CAASPP, K/1 Benchmarks assessments, interim and formative assessments developed by the grade level teams, CELDT data, classroom observations and administrative walk-throughs. Co-Op teams will meet twice a year to review current student progress.</p>

What funding source will you use?

Supplemental Concentration Funding

Grade Level Release Day: Substitute costs for three ½ day release days for 32 classroom teachers is \$11,616 (\$121 x 32 teachers x 3 half days).

CoOps: Substitute costs for four full release days for roving subs is \$ 3,600 (\$200 x 3 teachers x 6 days).

Total of \$15,216 (Goals 1.1 & 1.2)

Actions/Services 1.1.2

Principally Targeted Student Group

• All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>GATE students will be invited to participate in a one-hour weekly after-school pull-out enrichment opportunity. Enrichment will include: foreign language instruction, Battle of the Books, Bridge Building (STEM), and Strategy Games.</p>	<p>Hattie's work in Visible Learning for Literacy provides an effect size of 1.07 for Response to Intervention, 0.62 for teaching strategies, 0.49 for small group learning, and 0.84 for promoting and participating in teacher learning and development.</p>	<p>Student progress will be measured by grade level common assessments, teacher observation and CAASPP scores.</p>

What funding source will you use?

GATE Funds

1. GATE Coordinator stipend \$1000
2. Weekly after-school pull-out enrichment (hourly pay) \$1200
3. Weekly after-school pull-out enrichment supplies \$1350
 - Battle of the Books
 - Foreign Language
 - Strategy Games
 - Art
 - Bridges
 - General
4. Site GATE Referral Committee stipends \$300
5. Substitute Teachers for 3rd grade blanket NNAT testing \$450
6. Parent Library supplies \$300
7. Scholarships for programming outside Elliott Ranch \$400

Total of \$5000

Site Goal 1.2

Elliott Ranch Site Goal 1.2 is to increase the number of students who meet or exceed standards in Mathematics from all 3rd-6th grade students from 67% to 70% as measured by the 2018 CAASPP.

Metric: CAASPP

Actions/Services 1.2.1

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?
<p>Grade level team and administration will collaborate during weekly early-out days and site funded ½ day release days to collaborate through PLCs focusing on the four essential questions:</p> <ol style="list-style-type: none"> 1. What do we want students to learn? 2. How will we know that they've learned it? 3. What will we do if they already know it? 4. What will we do if they didn't learn it? <p>Additionally, grade level teams and administration will analyze common assessment data so as to monitor student progress towards our site academic goals. Teachers will attend professional development through the district such as: Go Math, Math Gen, On Grade Level Reading grades K-3, Wonders, and Flex.</p>	<p>John Hattie's Visible Learning research indicates collective teacher efficacy has an effect size of 1.57 and formative evaluation has an effective size of .68.</p>	<p>Teachers will regularly measure student progress with multiple tools including: CAASPP, K/1 Benchmarks assessments, interim and formative assessments developed by the grade level teams, CELDT data, classroom observations and administrative walk-throughs. Co-Op teams will meet twice a year to review current student progress.</p>

What funding source will you use?

Supplemental Concentration Funding

Grade Level Release Day: Substitute costs for three ½ day release days for 32 classroom teachers is \$11,616 (\$121 x 32 teachers x 3 half days).

CoOps: Substitute costs for four full release days for roving subs is \$ 3,600 (\$200 x 3 teachers x 6 days).

Total of \$15,216 (Goals 1.1 & 1.2)

Actions/Services 1.2.2

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?
GATE students will be invited to participate in a one-hour weekly after-school pull-out enrichment opportunity. Enrichment will include: foreign language instruction, Battle of the Books, Bridge Building (STEM), and Strategy Games.	Hattie's work in Visible Learning for Literacy provides an effect size of 1.07 for Response to Intervention, 0.62 for teaching strategies, 0.49 for small group learning, and 0.84 for promoting and participating in teacher learning and development.	Student progress will be measured by grade level common assessments, teacher observation and CAASPP scores.

What funding source will you use?

GATE Funds

- 1.GATE Coordinator stipend \$1000
- 2.Weekly after-school pull-out enrichment (hourly pay) \$1200
- 3.Weekly after-school pull-out enrichment supplies \$1350
 - Battle of the Books
 - Foreign Language
 - Strategy Games
 - Art
 - Bridges
 - General
- 4.Site GATE Referral Committee stipends \$300
- 5.Substitute Teachers for 3rd grade blanket NNAT testing \$450
- 6.Parent Library supplies \$300
- 7.Scholarships for programming outside Elliott Ranch \$400

Total of \$5000

Site Goal 1.3

Elliott Ranch Site Goal 1.3 is to increase the number of students who attain proficiency in English Language Arts for 3rd -6th grade students who fall into the achievement gap as indicated; 42% to 46% for African Americans; 50% to 75% Foster Youths; 9% to 14% English Learners; 39% to 42% SED.

Metric: CAASPP

Actions/Services 1.3.1

Principally Targeted Student Group

- American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • School-wide • SWD • 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?
Elliott Ranch teachers will 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 such as Launch Pad Academy for targeted students. Teachers will be offered ELD strategy training provided by the District EL Coach so as to develop their	Hattie's work in Visible Learning for Literacy provides an effect size of 1.07 for Response to Intervention, 0.62 for teaching strategies, 0.49 for small group learning, and 0.84 for promoting and participating in teacher learning and development.	Student progress will be measured by grade level common assessments, CELDT scores, teacher observations with feedback and administrative walk throughs.

repertoire. Teachers will be provided continued quality professional development with Culturally Relevant Instruction. FLEX program will be available for students performing two years below grade level. Site EL coordinator along with support staff will assess students with CELDT and the new ELPAC when available.

What funding source will you use?

Summer School Funds
 Supplemental Concentration Funds
Launch Pad Academy

Teacher: 5 hrs/week x 24 weeks = 120 hrs/week x \$42/hr = \$5,040

Paraeducator: 2.5 hrs/week x 24 weeks = 60 hrs/week x \$15/hr = \$900

Total estimated cost would be \$5,040 + \$900 = \$5,940 (\$2,200 from Summer School Funds and \$3,740 from Supplemental Concentration Funds)

EL Supplemental Funds

EL Coordinator: 37 hrs x \$42/hr=\$1554

Sub for testing: 190 hrs x \$42/hr=\$7980

Total estimated cost would be \$1554 + \$7,980=\$9,534

(Goals 1.3 & 1.4)

Site Goal 1.4

Elliott Ranch Site Goal 1.4 is to increase the number of students who attain proficiency in Math for 3rd -6th grade students who fall into the achievement gap as indicated; 33% to 36% for African Americans; 0% to 50% Foster Youths; 26% to 29% English Learners; 39% to 41% SED.

Metric: CAASPP

Actions/Services 1.4.1

Principally Targeted Student Group

- American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • School-wide • SWD • 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?
<p>Elliott Ranch teachers will 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 such as Launch Pad Academy for targeted students. Teachers will be offered ELD strategy training provided by the District EL Coach so as to develop their repertoire. Teachers will be provided continued quality professional development with Culturally Relevant Instruction. Site EL coordinator along with support staff will assess students with CELDT and the new ELPAC when available.</p>	<p>Hattie's work in Visible Learning for Literacy provides an effect size of 1.07 for Response to Intervention, 0.62 for teaching strategies, 0.49 for small group learning, and 0.84 for promoting and participating in teacher learning and development.</p>	<p>Student progress will be measured by grade level common assessments, CELDT scores, teacher observations with feedback and administrative walk-throughs.</p>

What funding source will you use?

Summer School Funds
 Supplemental Concentration Funds
Launch Pad Academy

Teacher: 5 hrs/week x 24 weeks = 120 hrs/week x \$42/hr = \$5,040

Paraeducator: 2.5 hrs/week x 24 weeks = 60 hrs/week x \$15/hr = \$900

Total estimated cost would be \$5,040 + \$900 = \$5,940 (\$2,200 from Summer School Funds and \$3,740 from Supplemental Concentration Funds)

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EL Supplemental Funds

EL Coordinator: 37 hrs x \$42/hr=\$1554

Sub for testing: 190 hrs x \$42/hr=\$7980

Total estimated cost would be \$1554 + \$7,980=\$9,534

(Goals 1.3 & 1.4)

<p>District Strategic Goal 2:</p> <p>All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.</p>	<p>District Needs and Metrics 2:</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"> • Assessment System • Data and Program Evaluation • Student Information System
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Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

Site Goal 2.1

The Elliott Ranch staff will operate as a high functioning Professional Learning Community (PLC) in order to identify and effectively utilize best practices in Common Core reading and math instructional strategies, analyze common formative assessment data, and make modifications of instruction based on the data.

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?
<p>All teachers will participate in weekly grade level PLC meetings and the cycle of inquiry to improve student achievement and help close the achievement gap. Teachers will share best practices, develop common assessments, review student data, develop interventions and enrichment opportunities for struggling and accelerated learners. Teams will develop a clear and coherent assessment system that encompassess formative, interim and summative assessments. Teachers are participating in Project Lead The Way, OGLR (On Grade Level Reading) and implementation of Next Generation Science Standards. PLC meetings will be held every Wednesday during early out time. Once a month the PLC team will focus on mathematics specifically from the Math Generation Grant.</p>	<p>Hattie's Visible Learning research indicates collective teacher efficacy has a 1.57 effect size and quality instruction has a 1.0 effect size.</p>	<p>Grade level PLCs will meet weekly and submit their agendas and notes. Administration will observe and collaborate during weekly meetings. CAASPP, K/1 assessments, grade level formative assessments, Classroom walk throughs.</p>

What funding source will you use?

General Fund-weekly meetings are embedded into the teachers work week at no additional cost.

Site Goal 2.2

Elliott Ranch teaching staff will be given access to an instructional coach to provide support in the areas of demonstration lesson, peer observations, data analysis, lesson planning and design, CCSS instructional strategies, and PLC/common assessment implementation.

Metric: Data and Program Evaluation

Actions/Services 2.2.1

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?
Elliott Ranch's Leadership/PD team composed of admin, teacher leaders, and coach will drive the PLC process along with visible learning and culturally relevant instruction professional development with the use of peer observations and vertical articulation. Teachers will be given the opportunity to observe peers and/or the instructional coach conducting a lesson (substitutes needed). The need for vertical articulation was established therefore staff meetings will include articulation time.	According to Hattie's work teacher clarity has an effect size of 0.75 and instructional quality of 1.0.	Number of teachers requesting demo lessons and time for peer observations. Administration observation during PLC as well as before and after demo lesson or peer observation.

What funding source will you use?

Supplemental Concentration Fund
 Substitute costs for 8 half days is \$968 (\$121 x 8 1/2 day substitutes)
 General Fund-weekly meetings embedded into the teachers work week at no additional cost

<p>District Strategic Goal 3:</p> <p>All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.</p>	<p>District Needs and Metrics 3:</p> <p>Students need a safe and engaging academic, social-emotional, and physical school environment as measured by:</p> <ul style="list-style-type: none"> • Attendance • Chronic Absenteeism • Cohort Graduation • Expulsion • Facilities • HS Dropout • MS Dropout • School Climate • Suspension
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Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

Site Goal 3.1

The Elliott Ranch school community will support physical and emotional well-being of all students on campus by continuing to develop as a PBIS team and move toward full implementation.

Metric: School Climate

Actions/Services 3.1.1

Principally Targeted Student Group

• All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>The PBIS Tier I team will meet once a month and the PBIS Tier II team will meet every other week to review student needs. The team will work toward increasing interventions instead of consequences, increasing the number of blue "Rocket " tickets given for positive behaviors, implement social groups/MHT referrals, continue to support Watch DOGS program, and share school wide data with staff. In order to increase supervision during recess, the number of yard supervisors increased to typically four a day. School wide displays of our three expectations: Be Safe, Be Respectful, Be Responsible with specific behaviors will continue to be posted throughout campus. School focuses on character traits each month. Students receive character awards once a month during assemblies. We will also host character building/positive behavior school-wide assemblies.</p>	<p>Blonigen, B., Harbaugh, W., Singell, L., Horner, R.H., Irvin, L., & Smolkowski, K. (2008). Application of economic analysis to school-wide positive behavior support programs. <i>Journal of Positive Behavior Intervention</i> s. <i>Positive Behavior Support in Secondary Schools: A Practical Guide</i> J. Michael Richardson, Ellie L. Young, Paul Caldarella, K. Richard Young</p>	<p>Reduction in behavior referrals and suspensions. Analyze the CHKS survey.</p>

What funding source will you use?

PBIS Funds-\$1000 for a school-wide assembly.

General Funds-PBIS meetings embedded into administration, PBIS coach and MHT work week at no additional cost

Site Goal 3.2

Elliott Ranch's number of students who are chronically absent and/or tardy will decrease, thereby guarding instructional time: increase overall attendance rate from 96.7% to 98%.

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?
<p>Teachers will contact parents when students are absent. Vice Principal and School Office Assistants will make personal phone calls home regarding chronic absences. Letters will be mailed home regarding attendance. Monthly reports of tardies, early dismissals and absences will be analyzed. Monthly recognition to classes with the highest attendance. Administration will conference with parents if attendance does not improve. Administration and School Office Assistants will collaborate with the district Attendance Improvement Office. Staff will encourage students to participate in the No Excuses-Go to School poster contest. Class with the highest attendance rate</p>	<p>Chang, Hedy and Romero, Mariajose. Present. Engaged and Accounted For: The Critical Importance of Addressing Chronic Absence in the Early Grades. National Center for Children in Poverty. New York, NY, September 2008. Ginsburg, Alan, Phyllis Jordan and Hedy Chang. Absences Add Up: How School Attendance Influences Student Success. Attendance Works, August 2014.</p>	<p>Synergy attendance data Teacher record sheets</p>

for the month is presented with the "Golden Rocket" award at a monthly assembly.

What funding source will you use?

General Fund-embedded into office staff and administrations work week at no additional cost

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

Elliott Ranch will increase opportunities to participate in school-wide events by focusing on parent groups who do not traditionally attend school functions, including SSC, ELAC, PTO, parent conference, Watch DOGS, Parent University nights, Student Study Teams, and school-wide community events such as Back to School Night, Open House, Ice Cream Social, Harvest Dance, Multicultural Fair, Spring Fling, and Coffee with the Principal.

Metric: Family and Community Engagement

Actions/Services 4.1.1

Principally Targeted Student Group

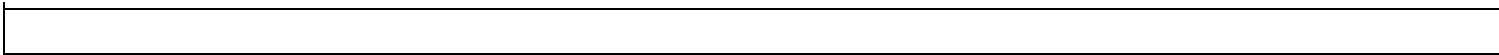
- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Members will strengthen the Diversity Committee, including creating a mission/vision and goals for the group. Continue with Watch DOGS, kicking off with a spaghetti dinner and sign ups. Increase social media announcements (Facebook, Instagram, Twitter) as well as Synergy and School Messenger and school marquee for events and school updates. Ensure home/school communication with flyers sent home and electronically emailed. Provide necessary supplemental materials and light snacks at parent nights. Provide translation when needed. Make personal contact to targeted populations to invite to events.</p>	<p>Back to school: How parent involvement affects student achievement www.centerforpubliceducation.org/Main.../Parent-Involvement/Parent-Involvement.html What Research Says About Parent Involvement Responsive Classroom https://www.responsiveclassroom.org/what-research-says-about-parent-involvement/</p>	<p>Parent surveys Sign-in sheets</p>

What funding source will you use?

General Fund-embedded into staffs work week at no additional cost

FACE Grants-\$400 for Parent University STEM night



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

Elliott Ranch Elementary - 254

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	
1510 Regular Education (TK-6) 0000 Unrestricted	0	\$0	\$25,440	\$25,440	\$25,440	\$0	\$0	\$0	\$0
1511 Regular Education (TK-6) - Allocated FTE 0000 Unrestricted	38.3752	\$0	\$4,614,036	\$4,614,036	\$4,614,036	\$0	\$0	\$0	\$0
1512 Subject Matter Teachers 0000 Unrestricted	1	\$0	\$125,479	\$125,479	\$125,479	\$0	\$0	\$0	\$0
1580 Summer School/Extended Learning (TK-6) 0000 Unrestricted	0	\$12,533	\$0	\$12,533	\$12,533	\$0	\$0	\$0	\$0
5495 Allocated FTE Leave 0000 Unrestricted	0.0001	\$0	\$56,808	\$56,808	\$56,808	\$0	\$0	\$0	\$0
5634 Custodial Services 0000 Unrestricted	3	\$0	\$185,940	\$185,940	\$0	\$0	\$185,940	\$0	\$0
7101 LCFF Supple/Conc TK - 6 0000 Unrestricted	0	\$0	\$20,000	\$20,000	\$20,000	\$0	\$0	\$0	\$0
7105 Gifted and Talented Education (GATE) TK-6 0000 Unrestricted	0	\$0	\$5,000	\$5,000	\$4,800	\$0	\$0	\$200	\$0
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	0	\$0	\$9,550	\$9,550	\$0	\$9,550	\$0	\$0	\$0
7415 Family and Community Engagement 0000 Unrestricted	0	\$0	\$400	\$400	\$0	\$0	\$0	\$400	\$0
7440 Positive Behavior Incentive Supports 0000 Unrestricted	0	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
5610 Food and Nutrition Services Center 5310 Child Nutrition: School Programs	1.1875	\$0	\$57,873	\$57,873	\$0	\$0	\$57,873	\$0	\$0
3100 Special Day Classes (SCC) 6500 Special Education	5	\$0	\$344,698	\$344,698	\$344,698	\$0	\$0	\$0	\$0
3200 Language Speech and Hearing (LSH) 6500 Special Education	1	\$0	\$81,284	\$81,284	\$81,284	\$0	\$0	\$0	\$0
3410 Special Education Mild/Moderate 6500 Special Education	1.625	\$0	\$144,905	\$144,905	\$144,905	\$0	\$0	\$0	\$0

3660 Full Inclusion - Paraeducators in lieu of NPA 6500 Special Education	1.5	\$0	\$78,077	\$78,077	\$78,077	\$0	\$0	\$0	\$0
3770 Full Inclusion 6500 Special Education	2.25	\$0	\$98,865	\$98,865	\$98,865	\$0	\$0	\$0	\$0
4010 Elementary Education PreK-6 9305 Miscellaneous Site Donations (<\$1000)	0	\$5	\$0	\$5	\$5	\$0	\$0	\$0	\$0
4010 Elementary Education PreK-6 9539 Target Donations	0	\$44	\$0	\$44	\$44	\$0	\$0	\$0	\$0
4010 Elementary Education PreK-6 9598 CAL-STAT Professional Development	0	\$29	\$0	\$29	\$29	\$0	\$0	\$0	\$0
Totals	54.9378	\$12,611	\$5,849,355	\$5,861,966	\$5,607,003	\$9,550	\$244,813	\$600	

Signatures: (Must sign in blue ink)

Date

Principal **Tierra Crothers**

School Site Council Chairperson **Jessica Sawko**

EL Advisory Chairperson **Lin Jang Yuan**

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

