



Isabelle Jackson 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>March-May 2017 Parent/Staff input surveys conducted/ Data gathered at ELAC and SSC meetings April 12, 2017 revised budget taken to leadership meeting for input in proposed cuts April 19, 2017 revised budget discussed at Staff Meeting May 31, 2017 revised PD plan, Parent Conference plan and DMM/Intervention release schedule with Leadership August 16, 2017 Leadership discussed and presented LCAP input survey to staff August 24, 2017 LCAP analysis conducted with SSC September 5, 2017 goals were presented and input asked for at ELAC September 12, 2017 input was sought from our kick-off WATCH DOG event July 20 and August 17, 2017 School Programs and interventions shared at Back-to-School nights Title 1 Parent meetings</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>Based on input and revised budget we will eliminate supplemental grade level funding for educational field trips, supplemental curriculum and reduce spending on outside PD conferences. We eliminated set aside funds for technology, as district will now provide Chromebooks to the site. Depending on district level of support, technology curriculum will be reduced. We will increase spending and utilization of PD in the areas of Social Emotional Learning.</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
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- CTE Sequence Completion
- EAP
- Instructional Materials
- Progress toward English Proficiency
- Redesignation
- Teacher Assignment

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

Site Goal 1.1

Provide Professional Development (PD) opportunities to teachers in the areas of CCSS, behavior management, ELD, integration of art, and district adopted curriculum in order to support student learning.

Metric: A-G Completion

Actions/Services 1.1.1

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<ol style="list-style-type: none"> 1. Provide release time for observation and reflection, planning and application, data analysis and goal setting. 2. Purchase needed training materials, art materials, technology and/or secure outside resources. 3. Attend outside conferences as needed. 	<ul style="list-style-type: none"> • Instructional quality effect size 1.0 • Teacher Clarity effect Size .75 • Professional Development effect size .62 	<ul style="list-style-type: none"> • Observable implementation of PD received. • Improved student achievement on grade level common assessments, K/1 Benchmark, LPAC and CAASP.

What funding source will you use?

- 1: Title \$36,000
- 2: Title \$1,000
Supplemental: \$3,000
- 3: Title \$10,000

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?
<ol style="list-style-type: none"> 1. Establish PD outcomes and goals in collaboration with ELA/Math and ELD coaches. 	<ul style="list-style-type: none"> • Teacher Clarity effect Size .75 • Professional Development effect size .62 	<ol style="list-style-type: none"> 1. Increase in teacher attendance to after school PD opportunities. 2. Increased student achievement in grade level assessments, LPAC and CAASP.

What funding source will you use?

1. No funding needed

Site Goal 1.2

Increase the number of students reading on grade level and reaching grade level standards across all subject areas.

Metric: CAASPP

Actions/Services 1.2.1

Principally Targeted Student Group

- 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?
<ol style="list-style-type: none"> 1. Delivering high quality first instruction followed by focused small group intervention provided by AIT/Para support that is based on on-going grade level assessments. 2. Support with additional curriculum and materials as needed. 	<ul style="list-style-type: none"> • Small Group Learning Effect Size .49 • Reading Phonic Instruction Effect Size .60 • Reading Comprehension Programs Effect Size .58 • Reading Second Chance Programs Effect Size 50 	<ol style="list-style-type: none"> 1. Reading Fluency rate and accuracy collected each trimester. 2. K/1 Benchmark trimester data 3. Decreasing number of students needing focused intervention with foundational reading skills.

What funding source will you use?

1. Title1 \$250,000
2. Title 1 \$2,000

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?
<ol style="list-style-type: none"> 1. Increase contract hours for Library Tech.to present mini lessons during library time. 2. Purchase high interest titles for student use and high interest/low level books for intervention. 	<ul style="list-style-type: none"> • Reading Is Fundamental, Access to Print Materials Improves Children's Reading: A Meta-Analysis of 108 Most Relevant Studies Shows Positive Impacts, 2010) • Reach Out and Read, Reading Aloud to Children: The Evidence, 2008) • National Endowment for the Arts, To Read or Not to Read: A Question of National Consequence, 2007) 	<ol style="list-style-type: none"> 1. Increased levels of reading fluency, measured each trimester.

What funding source will you use?

1. Title 1 \$21,000
2. Title 1 \$2,000

Actions/Services 1.2.3

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?
1. Provide supplementary training, curriculum, technology, resources and supplies to meet SMART goal attainment for each grade level and to focus on student learning needs. (ex. Scholastic news, AR, MyOn, First in Math, iReady, etc...)	<ul style="list-style-type: none"> • Research supports building student reading and math fluency using high interest, interactive programs that provide feedback and adjust to student performance levels. 	<ul style="list-style-type: none"> • Grade level assessments • CAASP • SMART goal results

What funding source will you use?
1. Title 1: \$4,000 and Supplemental/Concentration: \$11,568

Actions/Services 1.2.4

Principally Targeted Student Group

- 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?
1. Provide supervision and instructional support to students and staff of our after school program (SAIL). 2. Time sheeted, targeted instruction to small groups after school.	<ul style="list-style-type: none"> • Research supports building student reading and math fluency using high interest, interactive programs that provide feedback and adjust to student performance levels. 	<ul style="list-style-type: none"> • Increased student achievement, homework completion, attendance to school. • SMART goal results

What funding source will you use?
1. After School (5858) \$41,000 2. After School (5858) \$4,000

Site Goal 1.3

Meet Federally mandated AMAOs for EL students and continue to progress monitor RFEP students.

Metric: Progress toward English Proficiency

Actions/Services 1.3.1

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?
1. Provide scheduled ELD learning time daily.	<ul style="list-style-type: none"> • Instructional quality effect size 1.0 • Teacher Clarity effect Size .75 	<ul style="list-style-type: none"> • Achievement percentages on new AMAO measurements.

2. Support EL students with curriculum and technology as needed.	<ul style="list-style-type: none"> Professional Development effect size .62 	
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What funding source will you use?
1 No cost 2 EL Supplemental: \$1,775

Site Goal 1.4

Provide a quality program after school and in class for students to receive enrichment and advancements to their learning.

Metric: Other (Site-based/local assessment)	
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Actions/Services 1.4.1

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?
1. Provide an after school GATE and MESA program. 2. Timesheet teachers to run the after school program. 3. Pay for any needed materials and supplies to support the program.	<ul style="list-style-type: none"> Instructional quality effect size 1.0 	<ul style="list-style-type: none"> Increased student achievement on CAASP and grade level projects. Participation level in the after school program. Increase in the number of students being recommended for and qualifying for GATE and MESA.

What funding source will you use?
1. No cost 2. GATE funding: \$4,000 3. Title 1: \$1,000

<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

All grade levels will operate as high functioning PLCs to share best instructional practices directly related to common assessments results in order to ensure student learning.

Metric: Assessment System	
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Actions/Services 2.1.1

Principally Targeted Student Group		
• 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?
<ol style="list-style-type: none"> Collaborative teams will meet weekly, sharing student data and instructional practices. Supplies and materials as needed to support the work 	<ul style="list-style-type: none"> Instructional quality effect size 1.0 Teacher Clarity effect Size .75 Professional Development effect size .62 	<ul style="list-style-type: none"> Meeting agendas and minutes Walk-thru observations
What funding source will you use?		
<ol style="list-style-type: none"> No cost Title 1 \$3,000 		

Actions/Services 2.1.2

Principally Targeted Student Group		
• 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?
<ol style="list-style-type: none"> Release/timesheet time focused on PLC process and planning, outside PD conferences. 	<ul style="list-style-type: none"> Instructional quality effect size 1.0 Teacher Clarity effect Size .75 Professional Development effect size .62 	<ul style="list-style-type: none"> Depth of work during PLC time
What funding source will you use?		
<ol style="list-style-type: none"> Title 1 \$16,231 		

Actions/Services 2.1.3

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?
<ol style="list-style-type: none"> Train teachers in best instructional practices, use of curriculum and in newly adopted LPAC assessment by providing release time to train and plan with EL coach. Assess EL students based on State mandates. 	<ul style="list-style-type: none"> Instructional quality effect size 1.0 Teacher clarity effect size .75 Professional Development effect size .62 	<ul style="list-style-type: none"> Achievement percentages on new AMAO measurements.
What funding source will you use?		

1. EI Supplemental: \$3,000
2. EI Supplemental: \$17,000

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: <ul style="list-style-type: none"> Attendance Chronic Absenteeism Cohort Graduation Expulsion Facilities HS Dropout MS Dropout School Climate Suspension
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Site Goal 3.1

To decrease the amount of lost instruction due to office referral and suspension rates.

Metric: School Climate

Actions/Services 3.1.1

Principally Targeted Student Group		
• All • Black or African American • EL • 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?
<ol style="list-style-type: none"> 1. Full implementation and training of PBIS tier 1 and 2 practices. 2. Utilize Tier 3 services and MTSS tracking with at risk students. 3. Share PBIS data monthly at Leadership/Staff meetings 	<ul style="list-style-type: none"> Classroom management effect size: .56 Classroom cohesion effect size: .53 Teacher-student relationships effect size: .52 	<ul style="list-style-type: none"> Decrease in referrals and suspensions Monthly attendance data
What funding source will you use?		
<ol style="list-style-type: none"> 1. Title 1 \$1,000 2-3. No cost 		

Actions/Services 3.1.2

Principally Targeted Student Group		
• All		
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<ol style="list-style-type: none"> 1. Structured Sports (ASSIST program) during recess. 	<ul style="list-style-type: none"> Lewis, T. J., Colvin, G., Sugai, G. (2000). The effects of precorrection and active supervision on the recess behavior of elementary school students. Education and Treatment of Children, 	<ul style="list-style-type: none"> Decrease in office referrals

- Murphy, H. A., Hutchinson, J. M., & Bailey, J. S. (1983). Behavioral school psychology goes outdoors: The effect of organized games on playground aggression. Journal of Applied Behavior Analysis

What funding source will you use?

1. Title 1: \$12,000

Site Goal 3.2

Increase the amount of positive student interactions by staff and community with all students, especially those at risk.

Metric: School Climate

Actions/Services 3.2.1

Principally Targeted Student Group

- All • Black or African American • 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?
<ol style="list-style-type: none"> 1. Weekly public announcements for students caught showing character. 2. Positive behavior luncheons each trimester. 3. Adopt-a-student teacher participation 4. Time sheet teacher, para, parent liaison when needed for additional student recognition work. 5. Teacher training in specific behavior areas by PBIS coach/MHT/School psychologist 6. Positive behavior Incentives 7. Watch DOG program 	<ul style="list-style-type: none"> • Not labeling students effect size: .61 	<ul style="list-style-type: none"> • Decrease in office referrals • Increase in student and teacher attendance

What funding source will you use?

- 1, 3. No cost
- 2, 6: PBIS \$1,000
- 4: Title: \$2,000
- 5: Title: \$4,000
- 7: Supp/Con: \$1,000

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

Increase the number of and attendance to educational school event opportunities for parents and families.

Metric: Family and Community Engagement

Actions/Services 4.1.1

Principally Targeted Student Group

- 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?
<ol style="list-style-type: none"> 1. Provide parents with instructional strategies and specific areas of focus for leaning at home, via substitute supported teacher/student led parent conferences each trimester. 2. Student learning materials and supplies as needed. 	<ul style="list-style-type: none"> • Coleman's research shows that students benefit most when parents and schools work together 	<ol style="list-style-type: none"> 1. Attendance to conferences. 2. Increased student achievement based on at home reinforced learning.

What funding source will you use?

1. Title 1 Parent Involvement: \$7500
2. Title 1 \$4,000

Actions/Services 4.1.2

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<ol style="list-style-type: none"> 1. Provide food and materials (poster maker, art supplies) for Parent Education Nights (PEN) 2. Compensate teachers, BTAs and/or outside speakers to attend/facilitate PENS. 3. Provide food and materials for ELAC meetings. 	<p>Coleman's research shows that students benefit most when parents and schools work together</p>	<ul style="list-style-type: none"> • Attendance to events.

What funding source will you use?

1. Supplemental/Concentration: \$4,000
2. Title 1 Parent Involvement: \$750
3. EI Supplemental \$1,500

Actions/Services 4.1.3

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?
<ol style="list-style-type: none"> Utilize EL Parent liaison position to inform, translate and connect with families. Provide any needed materials to support. 	Coleman's research shows that students benefit most when parents and schools work together	<ol style="list-style-type: none"> Attendance

What funding source will you use?

- Supplemental/Concentration: \$ 650

Actions/Services 4.1.4

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?

Site Goal 4.2

Increase attendance to events that celebrate student success.

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?
<ol style="list-style-type: none"> Hold monthly assemblies celebrating character and academics. Hold evening assemblies each trimester celebrating student achievement. Supply food and materials when needed. 	<ul style="list-style-type: none"> Coleman's research shows that students benefit most when parents and schools work together 	<ol style="list-style-type: none"> Attendance to events

What funding source will you use?

- Concentration/Supplemental: \$ 2,300

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

Isabelle Jackson Elementary - 295

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	\$24,897	\$24,897	\$24,897	\$0	\$0	\$0	\$0
1510 Regular Education (TK-6) 0000 Unrestricted	0	\$5,052	\$0	\$5,052	\$5,052	\$0	\$0	\$0	\$0
1511 Regular Education (TK-6) - Allocated FTE 0000 Unrestricted	41.3752	\$0	\$4,644,161	\$4,644,161	\$4,644,161	\$0	\$0	\$0	\$0
1512 Subject Matter Teachers 0000 Unrestricted	1.2	\$0	\$131,644	\$131,644	\$131,644	\$0	\$0	\$0	\$0
1580 Summer School/Extended Learning (TK-6) 0000 Unrestricted	0	\$36,500	\$0	\$36,500	\$36,500	\$0	\$0	\$0	\$0
2355 Energy Savings (TK-12) 0000 Unrestricted	0	\$908	\$0	\$908	\$908	\$0	\$0	\$0	\$0
5495 Allocated FTE Leave 0000 Unrestricted	0.0001	\$0	\$55,052	\$55,052	\$55,052	\$0	\$0	\$0	\$0
5634 Custodial Services 0000 Unrestricted	3	\$0	\$174,776	\$174,776	\$0	\$0	\$174,776	\$0	\$0
7101 LCFF Supple/Conc TK - 6 0000 Unrestricted	0	\$0	\$21,018	\$21,018	\$11,568	\$1,500	\$1,000	\$6,950	\$0
7105 Gifted and Talented Education (GATE) TK-6 0000 Unrestricted	0	\$0	\$4,000	\$4,000	\$4,000	\$0	\$0	\$0	\$0
7150 EL Supplemental Program Services TK- 6 0000 Unrestricted	0	\$0	\$23,275	\$23,275	\$1,775	\$20,000	\$0	\$1,500	\$0
7440 Positive Behavior Incentive Supports 0000 Unrestricted	0	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
7534 Site Custodial Services 0000 Unrestricted	0.5	\$0	\$28,843	\$28,843	\$0	\$0	\$28,843	\$0	\$0
4900 Director of Learning Support Services 3010 NCLB: Title I, Part A, Basic Grants Low Income and Neglected	2.35	\$0	\$385,510	\$385,510	\$334,139	\$19,231	\$19,000	\$13,140	\$0
4900 Director of Learning Support Services 3010 NCLB: Title I, Part A, Basic Grants Low Income and Neglected	0	\$638	\$0	\$638	\$638	\$0	\$0	\$0	\$0

5610 Food and Nutrition Services Center 5310 Child Nutrition: School Programs	1.6875	\$0	\$100,100	\$100,100	\$0	\$0	\$100,100	\$0	\$0
5610 Food and Nutrition Services Center 5320 CACFP Claims - Centers and Family Day Care	0.4375	\$0	\$15,470	\$15,470	\$0	\$0	\$15,470	\$0	\$0
4900 Director of Learning Support Services 5858 Title I - Afterschool (rolls to 3010)	0.3	\$0	\$45,000	\$45,000	\$45,000	\$0	\$0	\$0	\$0
4900 Director of Learning Support Services 6010 After School Education and Safety (ASES)	0.6	\$0	\$144,457	\$144,457	\$144,457	\$0	\$0	\$0	\$0
3200 Language Speech and Hearing (LSH) 6500 Special Education	1.1	\$0	\$140,196	\$140,196	\$140,196	\$0	\$0	\$0	\$0
3410 Special Education Mild/Moderate 6500 Special Education	3.25	\$0	\$236,630	\$236,630	\$236,630	\$0	\$0	\$0	\$0
3670 Autism Spectrum Disorder (ASD) PreK-12 6500 Special Education	7	\$0	\$448,208	\$448,208	\$448,208	\$0	\$0	\$0	\$0
3770 Full Inclusion 6500 Special Education	4.1875	\$0	\$214,434	\$214,434	\$214,434	\$0	\$0	\$0	\$0
4010 Elementary Education PreK-6 9351 Marquee Project - Isabelle Jackson Elementary	0	\$7,330	\$0	\$7,330	\$7,330	\$0	\$0	\$0	\$0
Totals	66.9878	\$50,428	\$6,838,671	\$6,889,099	\$6,486,589	\$40,731	\$340,189	\$21,590	

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

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

Principal **Martin Fine** _____

School Site Council Chairperson **Vicki Thompson** _____

EL Advisory Chairperson **Noemi Bernal** _____

