



James Rutter Middle School

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

How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?

The Teacher leadership team was selected from the following teams on campus: School Site Council (09/28/2016, 10/26/2016, 11/10/2016, 01/25/2017, 03/22/2017, 08/09/2017, 8/30/2017, 9/20/2017, and 10/25/2017, thus far), department Leadership (second Tuesday of each month), Curriculum Steering Team (fourth Tuesday of each month), and Restorative Practices Team (second Wednesday of each month). Classified leadership welcomed as volunteers. Parent leadership recruited using our volunteer parent organizer, autodialer, personal invitation from principal and principal's secretary, and ELAC parent group. We offer Family Language Lab enrichment two nights per week that has helped us identify parents to participate in our Title One programs and decision making teams. We have identified from the after hours English learning intervention: one family that has attended two School Site Council meetings and three other families are attending our Title One Parent University presentations.

This year we used our current LCAP as a foundation for fiscal decision-making. Based upon previous years we have used stakeholder input as a guideline to school priorities.

School Messenger has access to parent, staff and student phones. Additionally, we have access to text and email for stakeholders. We expect a seamless transition to Synergy from SISweb, enabling the site to continue sharing information in the same fashion. We currently use our JRMS Website and our electronic marquee to communicate meeting times with our stakeholders, as well.

Parents are asked multiple times to provide us with contact numbers if they are interested in being a part of the campus in any way. We also provide a parent survey that provides categories of volunteer opportunities on campus. One of the categories is School Site Council - our main decision making organization on campus. We have offered varying times to accommodate parent scheduling needs, made multiple phone calls directly to parents, advertising on the school website, during monthly Parent University meetings, and posting the information on our marquee.

Impact of LCAP and Annual Update

How did these consultations affect the LCAP for the upcoming year?

The comprehensive needs assessment used teacher, parent and student input to identify areas of need for our student population. The areas of need have been constant for the last two years moving into 2017-18 school year: student and staff safety, student basic needs met, highest level of curriculum and instruction, access to technology, a collaborative teaching staff focused on student work, and continued growth and application of restorative practices. This year we are adding a student reward's system (PBIS Rewards), continue with our whole family English classes on Monday and Wednesday evenings, additional MHT support for our "Lifeskills" high-risk students, and continued focus on chromebook carts in each classroom. We want to spend significant LCAP resources on our plan to provide teachers with opportunity to observe each other, collaborate on their observations, create common formative assessment, and any other work that is based on improved student learning. Our the biggest impact on LCAP has been transforming to a Title One school. Additionally, we have identified two conferences, CABE and PTHV, as opportunities to involve parents on our campus to a higher degree.

B. Goals, Actions, and Progress Indicators

District Strategic Goal 1: 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.	District Needs and Metrics 1: Students need high quality classroom instruction and curriculum as measured by: <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 • Teacher Assignment
---	--

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

Site Goal 1.1

Provide all necessary materials, timesheets, technology, and professional learning opportunities to support high quality instruction and promote improved student academic performance.

Metric: Content Standards Implementation

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?
Funds dedicated to supplementary curriculum, timesheets, technology, and workshop fees related to continued implementation of PLC/Cycle of Inquiry work.	From Leading to Succeeding: The Seven Elements of Effective Leadership in Education - D. Reeves (2016)	1. Grade level team presentations to staff 2. Grades 3. SBAC Data

What funding source will you use?

Title One:

Timesheets (cert) - \$2,000
 Supplies/Technology - \$17,000
 Workshop related fees - \$0
 Curriculum - \$1,000

Actions/Services 1.1.2

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?
Support EL professional learning teachers team with materials, technology, timesheets, workshop fees, travel, lodging, associated testing costs and substitute teachers.	Visible Learning for Teachers - Hattie 2014	1. Improved redesignation rates for EL students. 2. Greater implementation of EL instructional strategies school-wide. 3. Improved performance by ELD subgroup on standardized testing.

What funding source will you use?

English Learner Supplemental:
Timesheet/stipend (cert)- \$8,771

Actions/Services 1.1.3

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide supplies, materials, and training for Middle School CTE pathway classroom.	<p>College and Career Readiness EGUSD - http://www.egusd.net/academics/college-and-career-readiness/</p> <p>http://www.ascd.org/publications/newsletters/policy-priorities/vol23/num01/Career-Technical-Education@-Pathways-Toward-Postsecondary-Success.aspx</p>	<ol style="list-style-type: none"> 1. All supplies and materials prepare JRMS students for CTE pathways at Florin High School 2. Increased enrollment and promotion through Middle School PLTW 3. Survey of Academy/Pathway programs measuring student participation in program at JRMS

What funding source will you use?

Site CTE Budget Augmentation:
Supplies/tech/curric- \$5,000

Actions/Services 1.1.4

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Personnel including teachers, coaches, administration, technology, Academic Program Coordinator and para-educators necessary to successful school operation. Necessary feeder school outreach, recruitment and promotion of Florin Region attendance.	EGUSD mission and vision	<ol style="list-style-type: none"> 1. Reduced suspensions 2. Improved attendance 3. Improved promotion rates 4. School safety 5. Improved enrollment 6. Improved testing participation rates

What funding source will you use?

Title One:
Salaries/FTE- \$201,747
Technology - \$42,000
Field Trips - \$700

Actions/Services 1.1.5

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Colleague Walk Observe Collaboration Teams. Timesheets, supplies, ACES afterschool timesheets, workshops, and curriculum.	<u>Instructional Rounds in Education</u> - City, Elmore, Fiarman and Teitel 2011	<ol style="list-style-type: none"> 1. Teacher 1 X 1 meetings 2. Improved formative assessment results 3. Grades 4. SBAC data

What funding source will you use?

Title One:
 Timesheets (cert) - \$4,889
 ACES Timesheets - \$18,364
 Supplies - \$500
 Workshop related fees - \$2,000
 Curriculum - \$500

Actions/Services 1.1.6

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?
Staff teaching in the ASES after school program to include timesheets/stipends. Supplies necessary to provide highest level enrichment programs.	EGUSD mission and E4 vision	<ol style="list-style-type: none"> 1. improved attendance 2. increased enrollment in ASES 3. improved student achievement measured by formative assessments, grades, and SBAC

What funding source will you use?

Title One Afterschool:
 APC Coordinator- \$28,540
 Timesheets - \$16,460

Actions/Services 1.1.7

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide extra materials, software, timesheets for student intervention needs.	<u>Embedding Formative Assessment</u> - William and Leahy 2015	<ol style="list-style-type: none"> 1. Student attendance to intervention opportunities. 2. Admin walkthrough and observation

3. improved grades for students that attend

What funding source will you use?

Supp Con:
 Supplies- \$2,187
 Title One:
 Timesheets- \$5,000

Actions/Services 1.1.8

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 activities and coordination. Timesheets, stipend, materials, light snacks, field trip and supplies.	District goals	1. Increased student participation and nomination into the GATE program.

What funding source will you use?

GATE funding:
 Timesheets/stipends- \$2,000
 supplies/transportation- \$3,000

Actions/Services 1.1.9

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?
AP/Honors placement and recruitment. Training for Honors teachers, timesheets, stipends, and supplies.	1. EGUSD mission 2. EGUSD vision	1. increased honors enrollment

What funding source will you use?

AP placement
 Timesheets/stipend- \$4,000
 Supplies- \$1,000

Actions/Services 1.1.10

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?
AP outreach and recruitment at the feeder elementary schools. Only cost relative is Timesheets for staff to present to Elementary feeder 6th grade classes.		1. Increased enrollment in 7th grade honors and accelerated 7th grade math classes.

What funding source will you use?

AP outreach
Timesheets- \$1,000

Actions/Services 1.1.11

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?
AVID program support. Teacher timesheets, College field trip costs, and supplies.	https://www.ed.gov/esea AVID is aligned with ESSA, 2016	1. Increased enrollment in AVID program 2. Grades

What funding source will you use?

AVID
Timesheets \$2,000
Field Trips \$5,000
Supplies \$1,127

Actions/Services 1.1.12

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?
Testing for EL learners, materials, light snacks for ELAC meetings, stipends for teachers, and FTE.	EGUSD mission and vision.	1. ELAC meeting attendance 2. increased EL student re-designation 3. increased parent participation on campus

What funding source will you use?

EL supplemental:
Materials- \$1,000
Stipends, subs, and FTE- \$35,989

Actions/Services 1.1.13

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?

<p>What funding source will you use?</p>

Actions/Services 1.1.14

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?

<p>What funding source will you use?</p>

Actions/Services 1.1.15

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?

<p>What funding source will you use?</p>

<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

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

Site Goal 2.1

JRMS will provide technology, supplies and necessary support to all students.

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 Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Purchase/repair chromebooks for full time student access to tech options and student access for SBAC testing.	Technology integration in the Classroom - Hanover Research 2015	<ol style="list-style-type: none"> SBAC data Team lessons shared during staff meetings and on-site professional development days

What funding source will you use?

Title One:

Tech/Supplies- \$44,354

Actions/Services 2.1.2

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide timesheets and necessary materials for planning, presentation, recruitment, assessment and placement of incoming 6th graders.	Common Core Standards In Diverse Classrooms - J. Zwiers, S. O'Hara 2014	<ol style="list-style-type: none"> Decrease in schedule changes after the first week of school Grades SBAC

What funding source will you use?

Supp Con:

Timesheet/stipend- \$6,000
Materials - \$1,000

Actions/Services 2.1.3

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Fund any academic competition: entry fees,	Affective Benefits from Academic	<ol style="list-style-type: none"> Increased Math 1 enrollment

timesheets, supplies, and uniforms.	Competitions for Middle School & Gifted Students - M.Ozturk, C.Debelak, 2008 eric.ed.gov	<ol style="list-style-type: none"> Teacher/student feedback Student sign in sheets during practice sessions
-------------------------------------	---	---

<p>What funding source will you use?</p> <p>Academic Competition:</p> <p>Uniforms- \$500</p> <p>Supp Con</p> <p>Timesheets/stipend- \$2,500</p> <p>Supplies- \$500</p>

Actions/Services 2.1.4

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Purchase class set of thirty-six Texas Instrument graphing calculators.	Common Core Mathematics - Kanold 2010	<ol style="list-style-type: none"> SBAC Increase student placement in Math 1 Improved promotion rates

<p>What funding source will you use?</p> <p>Title One:</p> <p>Tech supplies- \$5,000</p>

<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
--	--

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

Site Goal 3.1

School climate to emphasize: reward for positive behavior, reward for hard work, safety and access to all necessary needs.

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?
All school targeted rewards system emphasizing positive behavior for every student. Associated costs: signage, reward items, and student activities. Timesheet employee for running store program, tracking student success and classroom visitations.	<u>Practices for school-wide PBIS implementation</u> - Hanover Research 2015	1. Lower chronic attendance issues 2. decrease in suspension days 3. increase in SBAC performance.

What funding source will you use?
Title One: Timesheet/salary- \$10,000 Tech/Supplies- \$2,800 Reward Program- \$3,634 PBIS Reward Program- \$1,000

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?
Support Safe School Ambassadors program with materials, timesheets for meetings/training, coordinator stipend, substitute teachers, technology, light snacks for students, and training fees.	<u>Safe School Ambassadors: Harnessing Student Power to Stop Bullying and Violence</u> - Phillips, Linney and Pack 2008	1. Improved attendance 2. Improved promotion percentages

What funding source will you use?
Title One: timesheets/stipend: \$2,000 supplies/light snacks: \$1,500

Actions/Services 3.1.3

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Purchase calendar agenda/planners for every student.	<u>Seven Habits of Highly Effective Teens</u> - S.Covey 2013	1. Teacher observation 2. Decrease suspension rate 3. Improved attendance

What funding source will you use?

Title One
Supplies- \$4,512

Actions/Services 3.1.4

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Support the work of Restorative Practices team through timesheets/stipends, conference fees, travel, lodging, literature, and supplies.	<u>The Little Book of Restorative Justice</u> - H.Zehr, A.Gohar 2003	<ol style="list-style-type: none"> 1. Student visitations to Restorative Practices Center. 2. Decrease in student behavior referrals.

What funding source will you use?

Title One
Timesheets/Stipends- \$11,000
Supplies/Curriculum- \$2,000
Conference fees/travel- \$2,000

Actions/Services 3.1.5

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Purchase items for increased student safety.	California Healthy Kids Survey	<ol style="list-style-type: none"> 1. Continued high scores for student safety as measured by district driven student surveys and assessments.

What funding source will you use?

Supp Con
Supplies and materials identified as necessary to increase campus safety- \$500

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

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

Site Goal 4.1

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?
Provide light snacks for meetings and events at JRMS for parent volunteers. Purchase plaques and reward items for parent volunteers. Fund staffing, supplies, equipment, technology and other resources for meetings including school site council, ELAC, Open House, Back to School Night, Award's night, and Parent University.	<u>Lost at School: Why Our Kids with Behavioral Challenges are Falling Through the Cracks and How We Can Help Them</u> - R.Greene 2014	<ol style="list-style-type: none"> 1. Sign in sheets 2. Feedback 3. Surveys 4. Attendance

What funding source will you use?

Title One:

Timesheets/stipend - \$5,000
 Supplies, plaques - \$3,000
 Rewards for parent volunteers- \$1,000
 Light Snacks- \$1,000
 Technology - \$5,000.00

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?
Provide entrance fees for parents and staff to attend Parent Teacher Home Visit conference and related training. Provide materials, light snack, and technology.	PTHV.org	<ol style="list-style-type: none"> 1. Parent sign in sheets 2. Teacher training 3. Increase in volunteer parents

What funding source will you use?

FACE Grant
 \$1,500.00

Actions/Services 4.1.3**Principally Targeted Student Group**

- All • 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?
Provide funding for parent/staff to attend CABE conference. Provide necessary materials, light snacks, technology, travel fees and conference fees to support team	<u>English Learner Roadmap</u> - California State Board of Education 2017 http://www.cde.ca.gov/sp/el/rm/	<ol style="list-style-type: none"> 1. Increased parent and staff participation in ELAC/DELAC meetings 2. Increase in EL parent participation in volunteer opportunities, decision

planning meetings before, during and after the conference.		making meetings, and Home Visit program
--	--	---

What funding source will you use?
FACE Grant \$1,500.00
EL supplemental \$5,000.00

Actions/Services 4.1.4

Principally Targeted Student Group		
• All • 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?
Continue to offer JRMS Family Language Lab, including teacher timesheet, program and material costs, and light snack. Families can come to campus twice per week to learn any language that they choose.	Lost at School: Why Our Kids with Behavioral Challenges are Falling Through the Cracks and How We Can Help Them - R.Greene 2014	1. Sign in sheet 2. Parent feedback

What funding source will you use?
Supp Con: Timesheets- \$6,200.00 Rosetta Stone license and Supplies- \$800.00

Actions/Services 4.1.5

Principally Targeted Student Group		
• Foster Youth		
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?
Start up Foster Youth Support program: KEYS (Keeping Every Youth Safe). Vice Principal and Parent Volunteer, and other interested staff will meet with Foster Youth, identify areas of need, provide sharing circles, conduct dinners, provide gifts at Christmas, grade incentives, birthday gifts, and field trip opportunities.	http://www.collab4youth.org/documents/NCYCommonOutcomes.pdf Foster youth benefit from activities, relationships, and counselling. 2017	1. Grades 2. Attendance 3. Promotion

What funding source will you use?
Title One: Supplies- \$3,000

Activities- \$2,000
 Timesheets- \$2,000

Actions/Services 4.1.6

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?
Supp Con: Students will benefit from the purchase of instruments and music supplies. Increase in music department of 40% has created the need for more instruments and music supplies.	EGUSD schoolboard has put forth board policy supporting the growth of music in the district.	<ul style="list-style-type: none"> • Increase in the enrollment of music students • Improved attendance school-wide • increased parent attendance to school functions

What funding source will you use?

Supp Con:
 Music instruments and supplies - \$7500

**Local Control Accountability Plan (LCAP)
Year 2017 - 2018**
IV. Funding
James Rutter Middle School - 438

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	
2122 Results Staffing EGEA (7-8) 0000 Unrestricted	1	\$0	\$89,844	\$89,844	\$89,844	\$0	\$0	\$0	\$0
2130 Non- Instructional FTE (7- 8) 0000 Unrestricted	1	\$0	\$136,551	\$136,551	\$136,551	\$0	\$0	\$0	\$0
2140 Visual & Performing Arts (VAPA) 0000 Unrestricted	0	\$5,716	\$0	\$5,716	\$5,716	\$0	\$0	\$0	\$0
2150 Regular Education (7-8) 0000 Unrestricted	0	\$2,964	\$0	\$2,964	\$2,964	\$0	\$0	\$0	\$0
2150 Regular Education (7-8) 0000 Unrestricted	0	\$0	\$42,886	\$42,886	\$42,886	\$0	\$0	\$0	\$0
2151 Regular Education (7-8) - Allocated FTE 0000 Unrestricted	47.0119	\$0	\$4,498,264	\$4,498,264	\$4,498,264	\$0	\$0	\$0	\$0
2170 Extended Day (7-8) 0000 Unrestricted	0	\$0	\$21,529	\$21,529	\$21,529	\$0	\$0	\$0	\$0
2180 Summer School/Extended Learning (7-8) 0000 Unrestricted	0	\$23,087	\$0	\$23,087	\$23,087	\$0	\$0	\$0	\$0
2312 Education Fees 0000 Unrestricted	0	\$0	\$10,000	\$10,000	\$10,000	\$0	\$0	\$0	\$0
2340 Secondary Counselors 0000 Unrestricted	2	\$0	\$210,958	\$210,958	\$210,958	\$0	\$0	\$0	\$0
4255 Regional Occupational Program 0000 Unrestricted	0.6	\$0	\$75,313	\$75,313	\$75,313	\$0	\$0	\$0	\$0
4275 AVID Support 0000 Unrestricted	0.4	\$0	\$49,281	\$49,281	\$49,281	\$0	\$0	\$0	\$0
5495 Allocated FTE Leave 0000 Unrestricted	0.0001	\$0	\$58,776	\$58,776	\$58,776	\$0	\$0	\$0	\$0
5634 Custodial Services 0000 Unrestricted	4	\$0	\$291,729	\$291,729	\$0	\$0	\$291,729	\$0	\$0
7201 LCFF Supple/Conc 7 - 12 0000 Unrestricted	0	\$0	\$27,187	\$27,187	\$2,187	\$10,000	\$5,000	\$10,000	\$0
7205 Gifted and Talented Education (GATE) 7-8 0000 Unrestricted	0	\$0	\$5,000	\$5,000	\$4,000	\$1,000	\$0	\$0	\$0
7206 Academic Competitions 0000 Unrestricted	0	\$0	\$500	\$500	\$500	\$0	\$0	\$0	\$0
7218 Pre-Advanced Placement, Honors and Advanced	0	\$0	\$5,000	\$5,000	\$5,000	\$0	\$0	\$0	\$0

Placement Training 0000 Unrestricted									
7225 Honors/Advanced Placement Outreach (OCR) 0000 Unrestricted	0	\$0	\$1,000	\$1,000	\$1,000	\$0	\$0	\$0	\$0
7233 AVID Support 0000 Unrestricted	0.0001	\$0	\$8,127	\$8,127	\$8,127	\$0	\$0	\$0	\$0
7250 EL Supplemental Program Services 7- 12 0000 Unrestricted	0.2	\$0	\$50,760	\$50,760	\$45,760	\$0	\$0	\$5,000	\$0
7265 Secondary Support Staffing 0000 Unrestricted	0.6	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
7270 PBIS Coordination 0000 Unrestricted	0.2	\$0	\$21,332	\$21,332	\$0	\$0	\$21,332	\$0	\$0
7405 English Learner Augmentation 0000 Unrestricted	0.2	\$0	\$16,274	\$16,274	\$16,274	\$0	\$0	\$0	\$0
7415 Family and Community Engagement 0000 Unrestricted	0	\$0	\$3,000	\$3,000	\$0	\$0	\$0	\$3,000	\$0
7440 Positive Behavior Incentive Supports 0000 Unrestricted	0	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
4900 Director of Learning Support Services 3010 NCLB: Title I, Part A, Basic Grants Low Income and Neglected	0	\$0	\$407,651	\$407,651	\$295,700	\$49,354	\$39,446	\$23,151	\$0
5610 Food and Nutrition Services Center 5310 Child Nutrition: School Programs	6.5627	\$0	\$263,426	\$263,426	\$0	\$0	\$263,426	\$0	\$0
5610 Food and Nutrition Services Center 5320 CACFP Claims - Centers and Family Day Care	0.2188	\$0	\$7,709	\$7,709	\$0	\$0	\$7,709	\$0	\$0
4900 Director of Learning Support Services 5858 Title I - Afterschool (rolls to 3010)	0	\$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	\$176,903	\$176,903	\$176,903	\$0	\$0	\$0	\$0
3200 Language Speech and Hearing (LSH) 6500 Special Education	0.5	\$0	\$40,642	\$40,642	\$40,642	\$0	\$0	\$0	\$0
3410 Special Education Mild/Moderate 6500 Special	6.5	\$0	\$611,585	\$611,585	\$611,585	\$0	\$0	\$0	\$0

Education									
3660 Full Inclusion - Paraeducators in lieu of NPA 6500 Special Education	0.8125	\$0	\$28,323	\$28,323	\$28,323	\$0	\$0	\$0	\$0
3680 Emotionally Disturbed (ED) - Tier I 6500 Special Education	2.125	\$0	\$167,358	\$167,358	\$167,358	\$0	\$0	\$0	\$0
3770 Full Inclusion 6500 Special Education	1.6563	\$0	\$83,413	\$83,413	\$83,413	\$0	\$0	\$0	\$0
3650 Emotionally Disturbed (ED) - Tier II 6512 Special Education: Mental Health Services Prop 98	0.4	\$0	\$32,515	\$32,515	\$32,515	\$0	\$0	\$0	\$0
4455 Textbook Reimbursement 9020 Lost/Damaged Textbooks Reimbursement	0	\$11,399	\$0	\$11,399	\$11,399	\$0	\$0	\$0	\$0
2150 Regular Education (7-8) 9307 Preliminary Scholastic Aptitude Test (PSAT) Donations	0	\$1,191	\$0	\$1,191	\$1,191	\$0	\$0	\$0	\$0
4020 Secondary Education 9325 Teens for Tolerance - James Rutter Middle School (Sacramento Consolidated Charities)	0	\$25,000	\$0	\$25,000	\$25,000	\$0	\$0	\$0	\$0
4020 Secondary Education 9337 Marquee Project - James Rutter Middle School	0	\$5,840	\$0	\$5,840	\$5,840	\$0	\$0	\$0	\$0
4020 Secondary Education 9349 Scoreboard Project - James Rutter Middle School	0	\$443	\$0	\$443	\$443	\$0	\$0	\$0	\$0
Totals	76.5874	\$75,640	\$7,488,836	\$7,564,476	\$6,833,329	\$60,354	\$629,642	\$41,151	

Signatures: (Must sign in blue ink)

Date

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

Principal **Ken Smith** _____

School Site Council Chairperson **Gianna Lockhart** _____

EL Advisory Chairperson **Maria Santiago** _____

