



## John Reith Elementary

# Local Control Accountability Plan (LCAP) 2017 - 2018

Principal: \_

(Signature): \_

**Elk Grove Unified School District  
Elk Grove, California**

Approved by the Elk Grove Unified School District Board of Education on \_

\*Meets E.C. 64001 Requirements for a Single Plan for Student Achievement

## Goal Setting

### State Priorities

#### Conditions of Learning:

- Priority 1 - Compliance with Williams criteria - instructional materials, teacher assignments and credentials, facilities
- Priority 2 - Implementation of SBE adopted academic content standards, including programs and services for ELs to access the Common Core and ELD standards
- Priority 7 - Access, including for subgroups, to a broad course of study

#### Pupil Outcomes:

- Priority 4 - Pupil Achievement - statewide assessments, API, completion of A-G requirements, CTE sequences and AP courses, EL progress toward proficiency, college preparation (EAP)
- Priority 8 - Pupil outcomes in specified subject areas

#### Engagement:

- Priority 3 - Parental involvement
- Priority 5 - Pupil engagement - attendance, dropout and graduation rates
- Priority 6 - School climate - suspension and expulsion rates, etc.

### Strategic Goals

#### Goal 1: High-Quality Classroom Instruction and Curriculum

- All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.

#### Goal 2: Assessment, Data Analysis, & Action

- All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.

#### Goal 3: Wellness

- All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.

#### Goal 4: Family and Community Engagement

- All students will benefit from programs and services designed to inform and involve family and community partners.

### A. Stakeholder Engagement

Involvement Process for LCAP and Annual Update
<p><b>How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?</b></p> <hr style="border: 0; border-top: 1px solid black; margin: 10px 0;"/> <p>The following opportunities for stakeholder involvement were provided. The School Site Council met three times in the Fall. Input was gathered at Back to School Night from parents and staff via surveys in August. Input gathered during SSC meetings, teachers and other staff members on August 29th, 2017, September 6th, 2017, September 14th, 2017 and September 19th, 2017. Input was gathered from the ELAC on 8/30/2017 and 10/19/2017. Gathering of community and staff input began in August 2017, and is on going via ELAC, SSC, and CCSS parent nights.</p>
Impact of LCAP and Annual Update
<p><b>How did these consultations affect the LCAP for the upcoming year?</b></p> <hr style="border: 0; border-top: 1px solid black; margin: 10px 0;"/> <p>The SSC and ELAC reviewed input from all stakeholders. They synthesized input to include the following goals in the LCAP over the next three years:</p> <ol style="list-style-type: none"> <li>1. Provide extended learning opportunities for students through offering extended day class time for students of low income, EL, and at risk of retention.</li> <li>2. Increase parent involvement through the use of advanced technology such as our website, social media and autodialer. Continued the use of flyers and marquee to announce upcoming events and meetings.</li> <li>3. Increase opportunities for academic support to enable all students access to GATE and honors programs or classes.</li> </ol>

### B. Goals, Actions, and Progress Indicators

<p><b>District Strategic Goal 1:</b></p> <p>All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.</p>	<p><b>District Needs and Metrics 1:</b></p> <p>Students need high quality classroom instruction and curriculum as measured by:</p> <ul style="list-style-type: none"> <li>• Access to Courses (Honors, AP/IB, CTE)</li> <li>• A-G Completion</li> <li>• AP/IB Exams</li> <li>• CAASPP</li> <li>• Content Standards Implementation</li> <li>• CTE Sequence Completion</li> </ul>
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- 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**

1.1 Provide coaching, professional development and educationally relevant conference attendance opportunities for teachers to develop as an effective PLC, to support the implementation of the Common Core State Standards, to deliver effective instructional techniques to diverse learners.

**Metric:** Other (Site-based/local assessment)

**Actions/Services 1.1.1**

**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?
Develop our PLCs* Calendar all PD opportunities * Purchase books or materials * Monitor implementation Establish school wide membership to professional organizations to enhance the development of the PLC	Teacher Clarity effect size .75 Professional Development effect size .62	SMART Goals SBAC 100% of teachers will attend all professional development opportunities designed to support CCSS implementation as measured by classroom observation and assessment data

<b>What funding source will you use?</b>
Title I- PLC-\$ 2,000 Title I - Books - \$1,000 Title I - Instructional Materials - \$7, 000 Title I - Memberships- \$1,000

**Actions/Services 1.1.2**

**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?
Provide Academic Intervention Teachers (AIT) to assist teachers in delivering highly effective instruction in the classroom. AIT will also lead new teacher support groups, provide assistance in lesson planning and delivery and provide support to teachers in the implementation of ELA and math curriculum. In addition to targeted small group instruction will be provided to students.	The implementation of Common Core State Standards makes building teacher capacity through professional learning and professional networks an imperative. Leadership and instructional specialists can help teachers develop this new subject matter pedagogical knowledge and practice without reinventing the wheel. Teacher clarity effect size .75 Professional Development effect size .62 Small Group Learning Effect Size .49	SMART Goals SBAC

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<p><b>What funding source will you use?</b></p> <p>Title I- \$140,753                  Title I - Timesheets - \$12,759</p>
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**Actions/Services 1.1.3**

<p><b>Principally Targeted Student Group</b></p> <ul style="list-style-type: none"> <li>Foster Youth</li> <li>School-wide</li> </ul>
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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 time sheeted paraprofessionals to provide extra assistance in those classrooms where students need more individual help in closing the achievement gap.	Small Group Learning Effect Size .49 Reading Phonic Instruction Effect .60 Reading Comprehension Programs Effect Size.58 Reading Second chance Programs Effect Size.50	SBAC SMART Goals Program Assessments

<p><b>What funding source will you use?</b></p> <p>Title I- Timesheets- \$9,000</p>
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**Site Goal 1.2**

1.2 Increase the number of students reading on grade level by 3rd

**Metric:** Other (Site-based/local assessment)

**Actions/Services 1.2.1**

<p><b>Principally Targeted Student Group</b></p> <ul style="list-style-type: none"> <li>Black or African American</li> <li>School-wide</li> </ul>
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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 release time for review all pertinent data, Provide teachers with instructional coaching and opportunities to attend relevant educational conferences, PLC trainings, On Grade Level Reading training, GLAD, and other professional development	Teacher Clarity effect size .75 Professional development effect size .62 Small Group Learning Effect Size .49	Curriculum- based assessments Release time provided to review all pertinent data, GMAP SBAC for 3rd grade

<b>What funding source will you use?</b>
Title I- Timesheet - \$18,900

**Actions/Services 1.2.2**

<b>Principally Targeted Student Group</b>
• Black or African American • Hispanic or Latino • 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?
Provide students with supplies and materials to support increased academic achievement including but not limited to color printers and ink for optimal GLAD implementation. Sufficient paper to accommodated all extra copies of new Wonders program, tutoring and enrichment activities.	Research supports the providing students with the necessary materials and supplies increases achievement and decreases behavior modifications.	SBAC Student Discipline Logs

<b>What funding source will you use?</b>
Title I- Supplies/Instructional Materials- \$1,000

**Actions/Services 1.2.3**

<b>Principally Targeted Student Group</b>
• 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?
Purchase student /parent communication folders and agendas for grades 3-6	Parental involvement in learning Effect Size .51 Research supports that providing students with the necessary materials and supplies increases achievement and decreases behavior modifications	SBAC SMART Goals

<b>What funding source will you use?</b>
Title I - Supplies/Instructional Materials- \$3400

**Site Goal 1.3**

Close the Achievement Gap with the lowest performing subgroups. Increase the number of students reading on grade level by the end of the 3rd grade with the continuation of best practices for 4th, 5th and 6th grade.

**Metric:** CAASPP

**Actions/Services 1.3.1**

**Principally Targeted Student Group**

- Black or African American • Foster Youth • Hispanic or Latino • 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?
Purchase technology to enhance instruction including but not limited to: SMARTBoard/LCD projector bulbs, color printer and ink, Chrome Books for student use in preparation for SBAC and writing assignments	Research supports that technology has a positive effect on cognition, affect and behavior. The use of technology enhances instruction and increases academic achievement.	SBAC Assessment Results throughout the year

**What funding source will you use?**

Title I- materials and supplies- \$4,000

**Actions/Services 1.3.2**

**Principally Targeted Student Group**

- Foster Youth • 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. Supplement the cost of a library technician to help support literacy in the school and close the achievement gap 2. Purchase supplemental reading materials for the classroom to enhance grade level reading goals.	Research shows that family reading increases language development, fluency and comprehension skills	Number of books checked out Lexile Level Progress

**What funding source will you use?**

Title I- Contracted Classified Staff- \$5,523  
Title I - Reading Materials-\$1,000

**Actions/Services 1.3.3**

**Principally Targeted Student Group**

- Foster Youth • 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?
Provide stipends and timesheets to teachers for extra work outside of the school day: tutoring, attending workshops/PD and prepping with the grade level members	Teacher clarity effect size .75 Professional Development effect size.62	SBAC SMART Goals Assessment results/analysis of student achievement data

**What funding source will you use?**

Title I- Certificated Timesheets- \$14,000  
 Title I - Workshops & Conferences-\$10,000  
 Title 1 Afterschool - \$45,000

**Site Goal 1.4**

Provide students transportation and access to curricular and cultural resources off campus and contracts with on-campus providers.

**Metric:** A-G Completion

**Actions/Services 1.4.1**

**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?
Provide field trip scholarships, entrance fees, transportation fees, on site contracts with outside providers to guarantee all students opportunities for culturally relevant/academic program participation.	Research supports students with these experiences demonstrate stronger critical thinking skills and higher levels of tolerance.	Field trip logs Attendance records

**What funding source will you use?**

Title I - Field Trips- \$10,000  
 Title I - Contracts with Providers- \$2,000  
 GATE- \$2,000

<p><b>District Strategic Goal 2:</b>                  All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.</p>	<p><b>District Needs and Metrics 2:</b>                  Students need high quality programs and services driven by assessment, data analysis, and action as measured by:</p> <ul style="list-style-type: none"> <li>• Assessment System</li> <li>• Data and Program Evaluation</li> <li>• Student Information System</li> </ul>
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**Site Goal 2.1**

Increased proficiency in instructional practices including having objectives posted and instructed. Provide time and resources for teachers to analyze data, set goals, create lessons and respond to students based on the assessed need demonstrated in common grade level assessments.

**Metric:** Other (Site-based/local assessment)

**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?

Provide Professional development on the full implementation of CCSS and Wonders, On Grade Level Reading and developing as a PLC. Release days for teachers to observe and be observed and PD that will enable teachers to work towards closing the achievement gap.	Teacher clarity effect size .75 Professional Development effect size .62	SMART Goals SBAC
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<b>What funding source will you use?</b>
Title I - Professional Development- \$10,000 Title I - Certificated Timesheets- \$10,000

**Site Goal 2.2**

Provide time and resources for teachers to analyze data, set goals, create lessons and respond to students based on the assessed need demonstrated in common grade level assessments.

**Metric:** Data and Program Evaluation

**Actions/Services 2.2.1**

<b>Principally Targeted Student Group</b>		
• All		
<b>Specific Actions to Meet Expected Outcome</b>	<b>What is the Research Confirming this is an Effective Practice?</b>	<b>How will you Measure the Effectiveness of the Actions/Services?</b>
Provide substitutes, stipends and professional development opportunities and resources based on grade level needs assessments.	Teacher clarity effect size .75 Professional Development effect size. 62	SMART Goals SBAC
<b>What funding source will you use?</b>		
Title 1 - Timesheets-\$12,000 Title I - Conferences & Workshops- \$1,000		

**Site Goal 2.3**

To increase the number of EL and achievement gap students scoring proficient on state assessments

**Metric:** Assessment System

**Actions/Services 2.3.1**

<b>Principally Targeted Student Group</b>		
• School-wide		
<b>Specific Actions to Meet Expected Outcome</b>	<b>What is the Research Confirming this is an Effective Practice?</b>	<b>How will you Measure the Effectiveness of the Actions/Services?</b>
Create a solid intervention program for all subgroups that have a disproportionate number of students at risk through the Fountas and Pinnell Leveled Literacy Intervention Program. Create an intervention program specifically for English Learners using a program to be determined.	Research has shown that EL student success in schools will be accelerated only when students are proficient in English, requiring consistent , explicit and purposeful language instruction with regular structured practice. Well taught, systematic, differentiated instruction for all underperforming students	SBAC Curriculum Embedded Assessments



improves student achievement.

**What funding source will you use?**

Title I- Intervention- materials, supplies, timesheets- \$1,500  
 EL- Timesheets- \$2,000

**Actions/Services 2.3.2**

**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?
Provide CELDT testing for EL students. Provide an EL Coordinator and bilingual paraprofessionals to coordinate EL activities, ELAC meetings, and translations	Research as shown that EL student success in schools will be accelerated only when students are proficient in English, requiring consistent, explicit and purposeful language instruction with regular structured practice.	Meeting AMAO targets for EL students and increase in number of students being redesignated as English proficient

**What funding source will you use?**

EL- Certificated and Classified Timesheets- \$9,875  
 EL and CELDT Coordinator Timesheets \$500

**Actions/Services 2.3.3**

**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?
<ul style="list-style-type: none"> <li>• Provide release time for teachers to assess all third grade students for GATE identification.</li> <li>• Provide GATE Coordinator stipend</li> </ul>	Students who are identified in elementary school are more likely to enroll in honor and AP course.	Provide release time for teachers to assess all third grade students for GATE identification.

**What funding source will you use?**

GATE: \$1,000

<p><b>District Strategic Goal 3:</b></p> <p>All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.</p>	<p><b>District Needs and Metrics 3:</b></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"> <li>• Attendance</li> <li>• Chronic Absenteeism</li> <li>• Cohort Graduation</li> <li>• Expulsion</li> <li>• Facilities</li> <li>• HS Dropout</li> <li>• MS Dropout</li> </ul>
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- School Climate
- Suspension

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**Site Goal 3.1**

Decrease the disproportionality of discipline actions for at risk subgroups.

**Metric:** Suspension

**Actions/Services 3.1.1**

**Principally Targeted Student Group**

- Black or African American • Hispanic or Latino • SWD

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide guest administrators on days when one or both site administrators have to be absent to ensure continuity of positive school climate. Supplement the cost of a half-time counselor and utilize the services of the Mental Health Therapist to address behavior concerns.	Self Concept Effect Size .46 Motivation Effect Size.48 Reducing Anxiety Effect Size .48 Decreasing Disruptive Behavior Effect Size .53	Student Discipline Logs PBIS team Data reviews

**What funding source will you use?**

Supplemental/Concentration- Certificated Timesheets- \$11,221

**Actions/Services 3.1.2**

**Principally Targeted Student Group**

- Black or African American • Hispanic or Latino • 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?
Utilize the service of a Wellness Counselor to address behaviors of students and to coach teachers in implementing character education curriculum. Support PBIS efforts with implementing PBIS school wide with the purchase of relevant materials and supplies.	Decreasing Disruptive Behavior Effect Size .53 Self Concept Effect Size .46 Motivation Effect Size.46 Reducing Anxiety Effect Size .48	Student Discipline Logs Teacher/Student rating scales PBIS team data reviews

**What funding source will you use?**

Title I- Salaries- \$38,961  
PBIS- Materials & Supplies- \$1,000

**Site Goal 3.2**

Decrease the number of students who are absent and or tardy to school.

**Metric:** Attendance

**Actions/Services 3.2.1**

<b>Principally Targeted Student Group</b>		
<ul style="list-style-type: none"> <li>All</li> </ul>		
<b>Specific Actions to Meet Expected Outcome</b>	<b>What is the Research Confirming this is an Effective Practice?</b>	<b>How will you Measure the Effectiveness of the Actions/Services?</b>
Provide instruction, recognition and increased awareness of the importance of on-time school attendance and citizenship. School wide campaign including the ALL HERE incentive program.	Research supports the need for regular school attendance in order for students to demonstrate school proficiency.	Attendance rates based on data from Synergy
<b>What funding source will you use?</b>		
Supplemental/Concentration - \$1,000		

<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 productivity and frequency of home school partnerships. Increase the number of community members attending all school functions and activities.

**Metric:** Family and Community Engagement

**Actions/Services 4.1.1**

<b>Principally Targeted Student Group</b>		
<ul style="list-style-type: none"> <li>School-wide</li> </ul>		
<b>Specific Actions to Meet Expected Outcome</b>	<b>What is the Research Confirming this is an Effective Practice?</b>	<b>How will you Measure the Effectiveness of the Actions/Services?</b>
Utilize groups to facilitate parent involvement: PTO/PTA, ELAC, School Site Council . Attendance at conferences, in home visits and community activities. Provide training to staff on how to make home visits to families. Time sheet teachers to participate in Home Visits and parent universities. Contract with outside providers to provide content.	Research supports home visits lead to increase in attendance, and academic success, Parental involvement in learning effect size .51	Attendance records Event Calendar Home Visits Meeting agendas and minutes
<b>What funding source will you use?</b>		
Parent Involvement- Conference Fees- \$3,000 Title I- Timesheets- \$1,000		

**Actions/Services 4.1.2**

<b>Principally Targeted Student Group</b>
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- 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?
Parent Liaison- Fund Parent Liaison to support community involvement in home visits, conferences and community	Research supports home visits lead to increase in attendance and academic success Parental involvement in learning Effect Size .51	Attendance records Event calendar Home Visits Meeting agendas and minutes

What funding source will you use?
Parent Involvement- Timesheets- \$3,635 Title I- Timesheets-\$1,000 Supplemental/Concentration - \$3,000

**Site Goal 4.2**

Increase the number of families of EL students attending ELAC gatherings

**Metric:** Family and Community Engagement

**Actions/Services 4.2.1**

Principally Targeted Student Group
• American Indian or Alaska Native • EL • Filipino • Native Hawaiian or Pacific Islander

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 separate meetings for families of EL students to attend ELAC meetings Provide refreshments and child care to increase EL parent involvement	Activities such as including parents on governance committees and educating parents on how to be more active in their children's education have positive outcomes. Parental involvement in learning Effect Size .51	Attendance at ELAC Meetings Parent Participation in School Activities

What funding source will you use?
EL- \$1,000

**Local Control Accountability Plan (LCAP)  
Year 2017 - 2018**
**IV. Funding**
**John Reith Elementary - 360**

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	\$20,226	\$20,226	\$20,226	\$0	\$0	\$0	\$0
<b>1511</b> Regular Education (TK-6) - Allocated FTE <b>0000</b> Unrestricted	26.8752	\$0	\$2,667,476	\$2,667,476	\$2,667,476	\$0	\$0	\$0	\$0
<b>1512</b> Subject Matter Teachers <b>0000</b> Unrestricted	0.6	\$0	\$64,644	\$64,644	\$64,644	\$0	\$0	\$0	\$0
<b>1580</b> Summer School/Extended Learning (TK-6) <b>0000</b> Unrestricted	0	\$24,101	\$0	\$24,101	\$24,101	\$0	\$0	\$0	\$0
<b>5495</b> Allocated FTE Leave <b>0000</b> Unrestricted	0.0001	\$0	\$37,536	\$37,536	\$37,536	\$0	\$0	\$0	\$0
<b>5634</b> Custodial Services <b>0000</b> Unrestricted	3	\$0	\$202,124	\$202,124	\$0	\$0	\$202,124	\$0	\$0
<b>7101</b> LCFF Supple/Conc TK - 6 <b>0000</b> Unrestricted	0	\$0	\$15,221	\$15,221	\$0	\$0	\$12,221	\$3,000	\$0
<b>7105</b> Gifted and Talented Education (GATE) TK-6 <b>0000</b> Unrestricted	0	\$0	\$3,000	\$3,000	\$2,000	\$1,000	\$0	\$0	\$0
<b>7111</b> Administrative Support - Title I <b>0000</b> Unrestricted	0.5	\$0	\$62,771	\$62,771	\$62,771	\$0	\$0	\$0	\$0
<b>7150</b> EL Supplemental Program Services TK-6 <b>0000</b> Unrestricted	0	\$0	\$13,375	\$13,375	\$0	\$12,375	\$0	\$1,000	\$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>7534</b> Site Custodial Services <b>0000</b> Unrestricted	0.2	\$0	\$12,021	\$12,021	\$0	\$0	\$12,021	\$0	\$0
<b>4900</b> Director of Learning Support Services <b>3010</b> NCLB: Title I, Part A, Basic Grants Low Income and Neglected	2.3938	\$0	\$326,075	\$326,075	\$243,335	\$34,500	\$38,961	\$9,279	\$0
<b>5610</b> Food and Nutrition Services Center <b>5310</b> Child Nutrition: School Programs	1.6875	\$0	\$60,591	\$60,591	\$0	\$0	\$60,591	\$0	\$0
<b>5610</b> Food and Nutrition Services Center <b>5320</b> CACFP Claims - Centers and Family	0.4375	\$0	\$11,462	\$11,462	\$0	\$0	\$11,462	\$0	\$0

Day Care									
<b>4900</b> Director of Learning Support Services <b>5858</b> Title I - Afterschool (rolls to 3010)	0	\$0	\$45,000	\$45,000	\$45,000	\$0	\$0	\$0	\$0
<b>4900</b> Director of Learning Support Services <b>6010</b> After School Education and Safety (ASES)	0	\$0	\$138,978	\$138,978	\$138,978	\$0	\$0	\$0	\$0
<b>3200</b> Language Speech and Hearing (LSH) <b>6500</b> Special Education	0.8	\$0	\$65,028	\$65,028	\$65,028	\$0	\$0	\$0	\$0
<b>3410</b> Special Education Mild/Moderate <b>6500</b> Special Education	2.75	\$0	\$187,185	\$187,185	\$187,185	\$0	\$0	\$0	\$0
<b>3660</b> Full Inclusion - Paraeducators in lieu of NPA <b>6500</b> Special Education	1.5	\$0	\$93,394	\$93,394	\$93,394	\$0	\$0	\$0	\$0
<b>3680</b> Emotionally Disturbed (ED) - Tier I <b>6500</b> Special Education	2.125	\$0	\$132,414	\$132,414	\$132,414	\$0	\$0	\$0	\$0
<b>3770</b> Full Inclusion <b>6500</b> Special Education	2.5	\$0	\$110,138	\$110,138	\$110,138	\$0	\$0	\$0	\$0
<b>4010</b> Elementary Education PreK-6 <b>9305</b> Miscellaneous Site Donations (<\$1000)	0	\$75	\$0	\$75	\$75	\$0	\$0	\$0	\$0
<b>Totals</b>	45.3691	\$24,176	\$4,269,659	\$4,293,835	\$3,894,301	\$47,875	\$338,380	\$13,279	

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

**Date**

Principal **Princetta Purkins**

School Site Council Chairperson **Brittney Alaniz**

EL Advisory Chairperson **Betzabe Alonzo**

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

