



## Pleasant Grove Elementary

# Local Control Accountability Plan (LCAP) 2017 - 2018

Principal: \_

(Signature): \_

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

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

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

## Goal Setting

### State Priorities

#### Conditions of Learning:

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

#### Pupil Outcomes:

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

#### Engagement:

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

### Strategic Goals

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

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

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

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

#### Goal 3: Wellness

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

#### Goal 4: Family and Community Engagement

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

### A. Stakeholder Engagement

Involvement Process for LCAP and Annual Update
<p><b>How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?</b></p> <hr/> <p>The planning process for our LCAP, creation of its goals, and its review included consulting our stakeholders in the following groups and ways:</p> <ul style="list-style-type: none"> <li>• Multiple staff meetings</li> <li>• Staff surveys</li> <li>• Leadership meetings- 3/13/17, 4/17/17, 5/8/17, 8/21/17</li> <li>• Monthly PTA meetings</li> <li>• ELAC Meetings- 2/8/2017, 4/27/2017, 9/5/2017</li> <li>• SSC Meetings- 1/18/2017, 8/23/2017, 8/29/2017, 9/5/2017</li> <li>• Survey Monkey to all parents</li> <li>• Principal Coffee Chats - 1st Wed of each month</li> <li>• GATE Parent Night- 2/23/2017, 3/23/2017, 4/20/2017</li> </ul>
Impact of LCAP and Annual Update
<p><b>How did these consultations affect the LCAP for the upcoming year?</b></p> <hr/> <p>The consultation of these groups allowed our school to develop a collaborative plan for moving forward with our school. These stakeholder consultations provide opportunities for input, clarification, and consensus regarding short and long term goal setting with measurable outcomes and ideas for consideration. Stakeholder input helps to build consensus and provide clear direction moving forward. Ideas from stakeholders are woven into the four goal areas. Days and times of specific meetings, such as PTA and Principal's Coffee Chat, were modified based on input from stakeholders. At the request of stakeholders, band was brought back for the 2017-2018 school year as well as the development of a primary grades VAPA program.</p>

### 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> </ul>
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- 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**

Increase the number of students attaining proficiency in core subject areas based on CAASPP Math and ELA scores. Driving to improve student achievement scores each year and working towards being the top performing elementary school in the district, we set the following goals for 2018 CAASPP:

Number of students meeting or exceeding standards...

- ELA increase by 3% from 62% to 65%
- Math increase by 2% from 59% to 61%

**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>A. Provide professional development and fully utilize the district instructional coaches.</p> <p>B. Provide release time for teachers for collaboration</p> <p>C. Establish professional learning goals</p> <p>D. Continue to fund intervention opportunities- pull out/push in tutoring by paraeducator during prep time (no cost)</p> <p>E. Purchase supplies- paper, ink, pencils.</p> <p>F. Complete Decision Making Models and Create SMART Goals</p> <p>G. Replace technology as needed to enhance classroom instruction- Elmo, projector, projector bulbs, SmartBoard</p> <p>H. Interpret CELDT results to make informed decisions</p> <p>I. Ensure ELD program is being taught with fidelity</p> <p>J. EL Homework Club after school tutoring</p> <p>K. Offer additional learning opportunities outside of the regular school day- after school tutoring</p> <p>L. Early out release time and site funded 1/2 day release days quarterly to analyze common assessments.</p> <p>M. Fund GATE after school program for staffing and supplies. Pay for sub for NNAT testing and GATE coordinator.</p>	<p>John Hattie, Visible Learning for Teachers: Maximizing Impact on Learning</p> <ul style="list-style-type: none"> <li>• Teacher Clarity</li> <li>• Formative Assessments</li> <li>• Clear Learning Intentions and Success Criteria</li> </ul> <p>John Hattie, October 2015 Influences and Effect Size</p> <ul style="list-style-type: none"> <li>• Collective teacher efficacy 1.57</li> <li>• Teacher clarity 0.75</li> <li>• Formative Evaluation 0.68</li> </ul>	<p>CAASPP K/1 Benchmark Interim assessments Formative assessments CELDT Classroom observations Administrative walk-throughs</p>

**What funding source will you use?**

Concentrated/Supplemental Funding

- B & L- 1/2 day (\$125) x 3 per teacher x 17 classes= \$6,375
- E- \$2,000
- K- 60 mins (\$40) x 1 day per week x 7 grade levels x 20 weeks= \$5,600

General Fund

- E- \$2,000

EL Supplemental

- J- 1 hr (\$40) x 3 people x 32 weeks= \$3,840

GATE funding

- M - Coordinator and staffing after school program \$1000. Sub for NNAT assessment \$250. Supplies for rocketry and art \$250. GATE/STEM field trip \$1,500.

**Site Goal 1.2**

Close the achievement gap with the lowest performing subgroups

- Asian & Filipino score average- 89% meets or exceeds standards
- Hispanic, Pacific Islander, EL Score average- 34% meets or exceeds standards
- Gap of 55 percentage points... Goal is to decrease the gap by 10%... 55% to 45%.

**Metric:** CAASPP

**Actions/Services 1.2.1**

**Principally Targeted Student Group**

- Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • 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?
<p>A. Provide professional development and fully utilize the district instructional coaches.</p> <p>B. Provide release time for teachers for collaboration</p> <p>C. Establish professional learning goals</p> <p>D. Continue to fund intervention opportunities- Push in/Pull out tutoring by paraeducator during contract time</p> <p>E. Complete Decision Making Models and Create SMART Goals</p> <p>F. Replace technology as needed to enhance classroom instruction- Elmo, projector, projector bulbs, SmartBoard</p> <p>G. Interpret CELDT results to make informed decisions</p> <p>H. Ensure ELD program is being taught with fidelity</p> <p>I. EL Homework Club after school tutoring</p> <p>J. Early out release time and site funded 1/2 day release days quarterly to analyze common assessments.</p>	<p>John Hattie's <u>Visible Learning for Teachers</u> identifies the effect size of various influences on student learning.</p> <ul style="list-style-type: none"> <li>• Response to Intervention 1.07</li> <li>• Teaching strategies 0.62</li> <li>• Small Group learning 0.49</li> </ul>	<p>CAASPP K/1 Benchmark Interim assessments Formative assessments CELDT Classroom Observations Administrative walk-throughs</p>

K. Offer additional learning opportunities outside of the regular school day- after school tutoring

**What funding source will you use?**

Concentrated/Supplemental funding

- B & J- 1/2 day (\$125) x 3 per teacher x 17 classes= \$6,375
- F- \$2,000
- K- 60 mins (\$40) x 1 day per week x 7 grade levels x 20 weeks= \$5,600

EL Supplemental funding

- I- 1 hr (\$40) x 3 people x 32 weeks= \$3,840

General Fund  
PreK-6 Education OGLR funding

**Site Goal 1.3**

Increase the number of students reading on grade level or beyond by 5% as measured by grade level benchmark assessments.

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

**Actions/Services 1.3.1**

**Principally Targeted Student Group**

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>A. K-3 teachers will participate in On Grade Level Reading trainings provided by PreK-6 Education</p> <p>B. Appropriate interventions (RTI, Small group instruction, summer school, after school tutoring, other support strategies.</p> <p>C. Provide staff with professional development and research surrounding effective teaching strategies</p> <p>D. Provide staff development on ELD standards and CCSS</p> <p>E. Provide targeted instruction for after school intervention through small group instruction with credentialed teacher. 60 mins (\$40) x 1 day per week x 7 grade levels x 20 weeks= \$5,600</p> <p>F. Increase the number of grade level appropriate reading books in each classroom of a variety of levels.</p> <p>G. Provide paraeducators support and professional development on how to best support students</p>	<p>John Hattie's <u>Visible Learning for Teachers</u> identifies the effect size of various influences on student learning.</p> <ul style="list-style-type: none"> <li>• Response to Intervention 1.07</li> <li>• Teaching strategies 0.62</li> <li>• Small Group learning 0.49</li> </ul>	<p>K/1 Benchmark assessments Grade level common assessments CAASPP CELDT scores Classroom observations Administrative walk-throughs</p>

**What funding source will you use?**

Concentrated/Supplemental funding

- F-\$500

General Fund  
PreK-6 Education OGLR funding

**District Strategic Goal 2:**

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

**District Needs and Metrics 2:**

Students need high quality programs and services driven by assessment, data analysis, and action as measured by:

- 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**

All grade level teams and our support/intervention team will operate as a high functioning Professional Learning Community (PLC) to share best practices, analyzing of assessment data, and make modifications of instruction based on the data. All will participate in the cycle of inquiry to improve student achievement and help close our achievement gap. PLCs will meet weekly.

**Metric:** Data and Program Evaluation

**Actions/Services 2.1.1**

**Principally Targeted Student Group**

- All • 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?
<p>A. Provide training in PLC to strengthen our awareness of purpose, our PLC practices, and our focus on student outcomes</p> <p>B. PLCs meet weekly during early out time</p> <p>C. Administrators participate in PLCs routinely</p> <p>D. Provide release time to allow for collegial observations and co-teaching to support structured student interactions, responsive classroom teaching, and gradual release of responsibility- Admin cover class or during preps. No additional cost.</p> <p>E. Utilize district instructional coaches to support our faculty with ELD (standards and instruction), on grade level reading by end of 3rd grade, and structured student interactions (particularly in math and writing)</p>	<p>Voelkel, R. (2011). <u><a href="#">A Case Study of the Relationships Between Collective Efficacy and Professional Learning Communities</a></u></p>	<p>Agendas and minutes from PLC meetings</p> <p>CAASPP</p> <p>K/1 Benchmark Assessments</p> <p>Grade level common formative and summative assessments</p> <p>Classroom observations</p> <p>EL and other administrator walk-through opportunities</p> <p>Teacher evaluations</p> <p>CELDT</p> <p>EL Redesignation</p>

**What funding source will you use?**

LCFF \$0  
Concentrated/Supplemental Funding \$0  
General Fund \$0  
District professional learning opportunities (including Math Generations) \$0

**Site Goal 2.2**

Increase the frequency and quality of the use of research proven ELD practices throughout the instructional day. Use CELDT data to drive ELD instruction in both designated and integrated ELD instruction. Teachers will provide designated ELD to EL students 30 min per day, 5 days per week (K- 15 mins) as required by law.

**Metric:** Data and Program Evaluation

**Actions/Services 2.2.1**

**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?
A. Provide PLC training B. PLCs meet weekly C. Provide instruction during the school day and beyond to support ELD D. ELD Professional Development E. Professional development to support Gradual Release of Responsibility (GRR) and Structured Student Interactions (SSI) F. Utilize district instructional coaches G. CELDT testing in the fall and ELPAC testing in the spring	<u>Teaching Academic Vocabulary</u> By Kate Kinsella, Ed.D.	CAASPP K/1 Benchmark Interim assessments Formative assessments CELDT Classroom observations Administrative walk-throughs Teacher evaluations

**What funding source will you use?**

Concentrated/Supplemental funding \$0

General Fund \$0

EL Supplemental

- G - \$500

**District Strategic Goal 3:**

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

**District Needs and Metrics 3:**

Students need a safe and engaging academic, social-emotional, and physical school environment as measured by:

- Attendance
- Chronic Absenteeism
- Cohort Graduation
- Expulsion
- Facilities
- HS Dropout
- 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**

Support physical and emotional well-being of all on campus by continuing to develop as a PBIS team and move towards full implementation of PBIS. PBIS team will meet monthly and continue to move towards full implementation of PBIS as measured by the POI and TFI.

**Metric:** School Climate

**Actions/Services 3.1.1**

**Principally Targeted Student Group**

- All • 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?
A. Utilize site interventions B. PBIS implementation C. Sharing of school wide data D. Continued teacher education on interventions vs. consequences. E. Social Groups/MHT referrals F. Implement use of check in - check out process with "at risk" students G. Continue to fund WATCH DOG program H. Identify Foster Youth & inform staff of FY I. Gather and analyze behavior data J. Share data analysis with staff & parents K. Schedule monthly meetings of PBIS team	Robert Marzano, "What Works in Schools," 2002 (Safe and Orderly Environment)  "Is School-wide Positive Behavior Support an Evidenced-based Practice?" by Rob H. Horner, George Sugai, and Timothy Lewis	Reduction in behavior referrals (minor and major) and suspensions.

**What funding source will you use?**

Supplemental and Concentration funding

- G - \$500

LCFF  
General fund

**Site Goal 3.2**

Decrease absentee, tardy, and early dismissal rate for all students, especially at risk subgroups.

- Increase overall attendance rate to 97.0%
- Decrease average tardies per person to 6.0

**Metric:** Attendance

**Actions/Services 3.2.1**

**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?
A. Gather and analyze attendance data B. Personal phone calls home regarding attendance	Chronic Elementary Absenteeism: A Problem Hidden in Plain Sight <a href="https://www.edweek.org/media/chronicabsence-15chang.pdf">https://www.edweek.org/media/chronicabsence-15chang.pdf</a>	Synergy Attendance Data SART process info Discipline data



C. Letters mailed home regarding attendance- district level  D. Hold monthly PBIS/Intervention team meetings  E. Implement & fund PBIS attendance incentives-Every Day, On Time, All Day campaign  F. Monitor SART program  G. Admin/parent conferences		
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<b>What funding source will you use?</b>  LCFF Supplemental/Concentrated funding <ul style="list-style-type: none"> <li>• E- \$500</li> </ul> General Fund
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<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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Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

**Site Goal 4.1**

Increase opportunities to participate in school-wide events by focusing on parent groups who do not traditionally attend school functions, including SSC, ELAC, PTA, parent conferences, Parent University nights, Student Study Team, and school-wide community events such as BTSN, Open House, Carnival, Auction, Mother/Son Game Night, Father/Daughter Dance, SOTM assemblies, and PTA grade level performances.

- Identify main languages within first two weeks of school
- Increase the translation of flyers into Spanish and any other significant language
- Hold a minimum of two Parent University Nights per year

**Metric:** Family and Community Engagement

**Actions/Services 4.1.1**

**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?
A. Continue with WATCHDOGS program  B. Parent/Teacher conferences  C. Back to School Night Open House  D. Fund light refreshments for family and community events  E. Ensure home/school communications/flyers are translated whenever possible  F. Make phone calls to personally invite families to events	John Hattie's <a href="#">Visible Learning for Teachers</a> identifies the effect size of various influences on student learning. <ul style="list-style-type: none"> <li>• Parental Involvement 0.51</li> </ul> Back to school: How parent involvement affects student achievement <a href="http://www.centerforpubliceducation.org/Main-Menu/Public-education/Parent-Involvement/Parent-Involvement.html">http://www.centerforpubliceducation.org/Main-Menu/Public-education/Parent-Involvement/Parent-Involvement.html</a>  Research Spotlight on Parental Involvement in Education <a href="http://www.nea.org/tools/17360.htm">http://www.nea.org/tools/17360.htm</a>	Parent surveys Sign-in Sheets Sign-ups for events

- G. Establish & communicate current events in print, website, social media
- H. Determine impact on student achievement of current events
- I. Determine how to enhance activities to meet the needs of students socially and academically
- J. Parent University Nights- PTA to fund childcare
- K. Articulate with PG region
- L. Utilize BTA's during parent-teacher conferences and special education meetings to aid in communication.

**What funding source will you use?**

LCFF  
Supplemental/Concentrated funding

- A - \$500
- D - \$500

General Fund  
EL Supplemental

- L- \$300

**Site Goal 4.2**

Increase community partnerships directly supporting students (Intel, Rotary Club, partnerships with KAMS/PGHS)

**Metric:** Family and Community Engagement

**Actions/Services 4.2.1**

**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?
<ul style="list-style-type: none"> <li>A. Continue with WATCHDOGS program</li> <li>B. Back to School Night Open House</li> <li>C. Make phone calls to community organizations</li> <li>D. Fund light refreshments for family and community events</li> <li>E. Make phone calls to personally invite families to events</li> <li>F. Establish &amp; communicate current events in print, website, social media</li> <li>G. Determine impact on student achievement of current events</li> </ul>	<p>Parent, Family, Community Involvement in Education  <a href="http://www.nea.org/assets/docs/PB11_ParentInvolvement08.pdf">http://www.nea.org/assets/docs/PB11_ParentInvolvement08.pdf</a></p>	<p>Increased number of community organizations involved in and linked to PGES</p>

H. Determine how to enhance activities to meet the needs of students socially and academically

I. Parent University Nights- PTA to fund childcare. Reach out to organizations to present.

J. Articulate with PG region

K. Welcome Wednesdays

L. Begin and fund guest readers program and provide light refreshments

**What funding source will you use?**

LCFF

Supplemental/Concentrated funding

- A- \$500
- D- \$500
- L - \$200

General Fund

**Local Control Accountability Plan (LCAP)  
Year 2017 - 2018**
**IV. Funding**
**Pleasant Grove Elementary - 348**

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	\$14,852	\$14,852	\$14,852	\$0	\$0	\$0	\$0
<b>1511</b> Regular Education (TK-6) - Allocated FTE <b>0000</b> Unrestricted	21.3752	\$0	\$2,646,884	\$2,646,884	\$2,646,884	\$0	\$0	\$0	\$0
<b>1512</b> Subject Matter Teachers <b>0000</b> Unrestricted	0.6	\$0	\$105,038	\$105,038	\$105,038	\$0	\$0	\$0	\$0
<b>1580</b> Summer School/Extended Learning (TK-6) <b>0000</b> Unrestricted	0	\$11,454	\$0	\$11,454	\$11,454	\$0	\$0	\$0	\$0
<b>5495</b> Allocated FTE Leave <b>0000</b> Unrestricted	0.0001	\$0	\$30,192	\$30,192	\$30,192	\$0	\$0	\$0	\$0
<b>5634</b> Custodial Services <b>0000</b> Unrestricted	2	\$0	\$133,651	\$133,651	\$0	\$0	\$133,651	\$0	\$0
<b>7101</b> LCFF Supple/Conc TK - 6 <b>0000</b> Unrestricted	0	\$0	\$20,000	\$20,000	\$7,500	\$7,500	\$2,000	\$3,000	\$0
<b>7105</b> Gifted and Talented Education (GATE) TK-6 <b>0000</b> Unrestricted	0	\$0	\$3,000	\$3,000	\$1,500	\$0	\$0	\$1,500	\$0
<b>7150</b> EL Supplemental Program Services TK- 6 <b>0000</b> Unrestricted	0	\$0	\$4,600	\$4,600	\$4,000	\$500	\$0	\$100	\$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>5610</b> Food and Nutrition Services Center <b>5310</b> Child Nutrition: School Programs	0.8125	\$0	\$36,372	\$36,372	\$0	\$0	\$36,372	\$0	\$0
<b>3200</b> Language Speech and Hearing (LSH) <b>6500</b> Special Education	0.4	\$0	\$32,513	\$32,513	\$32,513	\$0	\$0	\$0	\$0
<b>3410</b> Special Education Mild/Moderate <b>6500</b> Special Education	1.375	\$0	\$138,367	\$138,367	\$138,367	\$0	\$0	\$0	\$0
<b>3660</b> Full Inclusion - Paraeducators in lieu of NPA <b>6500</b> Special Education	0.4688	\$0	\$14,609	\$14,609	\$14,609	\$0	\$0	\$0	\$0
<b>3770</b> Full Inclusion <b>6500</b> Special Education	2.25	\$0	\$124,217	\$124,217	\$124,217	\$0	\$0	\$0	\$0

<b>Totals</b>	29.2816	\$11,454	\$3,305,295	\$3,316,749	\$3,131,126	\$8,000	\$173,023	\$4,600	
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**Signatures:** (Must sign in blue ink)

**Date**

<b>Benefits Calculator</b>	
Certificated	Staff Amount \$
	Benefits Amount \$
Classified	Total \$

Principal **Deidra Wood** \_\_\_\_\_

School Site Council Chairperson **Kate Nuttall** \_\_\_\_\_

EL Advisory Chairperson **Sandra Rodriguez** \_\_\_\_\_

