



## Stone Lake 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, it's review, and its goals moving forward included consulting the following stakeholder groups:</p> <ul style="list-style-type: none"> <li>• Multiple staff meetings 4/1/17; 8/16/17; 9/6/17; 9/11/17</li> <li>• Leadership meetings 8/30/17</li> <li>• Monthly Stone Lake parent forums on the school's direction moving forward 6/5/17; 8/7/17; 9/11</li> <li>• School Site Council meetings:9/13; 9/7; 8/24; 5/26 4/6</li> <li>• ELAC Meeting 9/13</li> <li>• Survey Monkey 6/17</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>These consultations allowed our school to develop a collaborative plan moving forward. For example, based on parent meetings, surveys, and staff input we have decided to continue with the implementation of Lexia Core 5 as a additional resource to help our school reach the goal of having 100% of our students reading at grade level by the end of their current grade level.</p> <p>The Stone Lake Community continues to ask for programs around the arts and GATE. We will continue to look for ways to provide our students with these opportunities, and have used the feedback from our parents to continue to provide students after school academies.</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> <li>• AP/IB Exams</li> <li>• CAASPP</li> <li>• Content Standards Implementation</li> </ul>
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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**

Based on the California Dashboard, Stone Lake Elementary School will maintain at least a High Status (Green or Blue) for the "All Students" category in both English Language Arts and Math. Moreover, Stone Lake will at least Increase Change of "All Students" by growing the average distance from "Met Standard" by at least seven points in ELA and five points for Math.

**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>Provide teachers with opportunities to collaborate through PLC's focusing on the four PLC questions:</p> <ul style="list-style-type: none"> <li>• What we want students to learn?</li> <li>• How are we going to know they have learned it?</li> <li>• What are we going to do to support those that have not learned it?</li> <li>• What are we going to do for those that have already learned it?</li> </ul> <p>RTI-A focus on supporting an intervening with students that are struggling with grade level concepts. Provide teachers the opportunity to report via a Co-Op process struggling students and progress being made.</p>	<p>Hattie and multiple researchers have identified teachers as having the greatest impact on student learning.</p> <p>According to Hattie, RTI has 1.07 effect size.</p>	<p>We will measure effectiveness based on the California Dashboard presented to the public each year.</p>

**What funding source will you use?**

**Supplemental Concentration Funds**

- 2 Sessions of 4 Track Co-ops x 1 roving substitute for each Co-Op=\$242x4=\$1,936

**Site Goal 1.2**

100% of our 3rd grade students will be reading at grade level by the end of 3rd grade based on minimum standards in the areas of fluency and lexile.

**Metric:** Instructional Materials

**Actions/Services 1.2.1**

**Principally Targeted Student Group**

- All • 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?
<p>Utilize Lexia Core 5 as a supplemental intervention and or acceleration tool for students in the area of ELA.</p> <p>Teachers and computer teacher will monitor usage rate of ANY student identified as reading below grade level entering 1st-3rd.</p> <p>Our librarian is currently only working 15 hours a week. We are going to supplement her hours by allowing her to work an additional hour per day.</p> <p>K-3 teachers will participate in On Grade Level Reading trainings provided by Pre K-6</p>	<p>Lexia Core 5 is a research based reading intervention program proven to accelerate the development of fundamental literacy skills.</p> <p><a href="#">One study showed at-risk students made substantial progress in Core5 in the last few months of school. One-third of nearly 10,000 students ended the year working on skills in or above their grade level.</a></p> <p>Based on research from the School Library Journal, <a href="#">Quality school library programs significantly impact the most vulnerable students. For the first time, the impact of library programs on selected student groups that tend to experience achievement gaps was examined directly.</a> The Pennsylvania System of School Assessment (PSSA), which measures how well schoolchildren are doing in reading, writing, math, and science according to the state's education standards, maintains separate test scores for subgroups of students who are economically disadvantaged, black, Hispanic, and have Individualized Education Programs (IEPs). PSSA scores range from "Advanced," which indicates an in-depth understanding of the subject and superior academic performance, to "Below Basic," which reflects poor understanding and inadequate academic performance.</p> <p>Consistently, reading and writing scores are better for students who have a full-time certified librarian than those who don't. Students who are economically disadvantaged, black, Hispanic, and have IEPs (i.e., students with disabilities) benefit proportionally more than students generally. These findings suggest that staffing libraries with certified librarians can help close achievement gaps.</p>	<p>All students that have been identified as reading below grade level will meet identified usage rates. This will be monitored by our computer lab teacher.</p> <p>K&amp;1 Benchmark assessment data</p>

**What funding source will you use?**

**Supplemental/Concentration Funds**

**Lexia Core 5 Cost**

- One year subscription fee of \$8,500

**Librarian Additional Hours**

- 3 hours a week X 26 weeks= 108 hours x \$20=\$1,560

**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?
<p>An intervention teacher to provide specific intervention for identified K-3 students in the</p>	<p>Hattie's work in Visible Learning for Literacy provides and effect size of 1.07 for Response</p>	<p>Students progress in early literacy skills will be measured with tolls such as Lexile, fluency and</p>

area of early literacy skills. Each grade level will receive:

- 45 mins of intervention 3x a week

Provide teachers the opportunity to teach intersession and after school reading academies for struggling readers.

to Intervention

BPST. Kinder and 1st grade students will be measured based on progress on their K&1 Benchmark assessments.

**What funding source will you use?**

**LCFF, specifically funds for summer school/intersession.**

- 3.25 hours a day 3 days a week
- Aprox \$14,000
- Intersession for off-track time with the exact dollar amount unknown due to teacher availability.

<p><b>District Strategic Goal 2:</b></p> <p>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></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"> <li>• Assessment System</li> <li>• Data and Program Evaluation</li> <li>• Student Information System</li> </ul>
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Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

**Site Goal 2.1**

100% of our teachers will use common assessments with common scoring criteria in the core subjects of ELA and Math.

**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?
<p>Early Out Wednesday meetings are periods of time set aside for teachers to specifically create, maintain, and examine student data from assessments. It is considered our PLC time. Our kinder team has traditionally not been included in this PLC time, and this year we will include our kinder team by allowing our kinder team to meet bi-weekly for an hour after school. This hour would be outside of their instructional program.</p> <p>Teachers will be provided release time at the end of the year to evaluate their educational programs, look at SMART goal progress, begin setting SMART goals for the next year</p>	<p>Hattie's work shows that professional development has a 0.51 ES. Teachers learn best practices from each other via PLC time.</p> <p>Rick DuFour, Becky DuFour, and Bob Eaker September 2007 Authors of Learn By Doing Importance of Common Assessments</p>	<p>Teacher agendas and notes for the meetings.</p> <p>SMART Goals set</p> <p>Common Assesments</p>

**What funding source will you use?**

**LCFF Supplemental/Concentration Funds.**

Kinder PLC Release Time

- 3 teachers will be timesheeted each month every other week for one hour. after their contracted work day.
- 6.0 hours X \$45= \$270 a month x9 months=\$2,430

End-of-Year Grade Level Release Day

- 29 teachersX\$242 (full-day sub)=\$7,018

**Site Goal 2.2**

80% of our EL students will demonstrate progress by moving one proficiency level as measured by CELDT and ELPAC.

**Metric:** Assessment System

**Actions/Services 2.2.1**

**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?
<p>Utilize Rosetta Stone, Lexia Core 5 and Reading Wonders during designated ELD time. Rosetta Stone will be used specifically for our Level 1 students. Lexia Core 5 is used with all students.</p>	<p>Rosetta Stone and Reading Wonders are both researched based curriculums for ELL's. In addition, Lexia Core 5 is also shown to be an effective research based program for EL students.</p> <p>The authors examined the implementation of a blended learning program for literacy instruction across kindergarten through Grade 5 in a Title I urban elementary school, including a population of students (18%) who are English learners. Student progress in the online component of the blended learning program was a significant predictor of growth in reading performance on a standardized reading assessment (Group Reading Assessment and Diagnostic Evaluation, Pearson Assessment, Boulder, CO) when controlling for student grade level, initial student skill level, and English learner status; however, students in kindergarten through Grade 2 showed more substantial gains than students in later grades. These results suggest there is a benefit of a blended learning approach to literacy instruction for a diverse cross-section of students, particularly when beginning instruction in the early grades. (Prescott, J., Bundschuh, K., Kazakoff, E.R. &amp; Macaruso, P. (2017) <a href="#">Elementary school-wide implementation of a blended learning program for reading intervention</a>. Journal of Educational Research</p>	<ul style="list-style-type: none"> <li>• Students will be measured based on their progress on the CELDT and the new ELPAC.</li> </ul>

**What funding source will you use?**

**EL Supplemental Allocation**

- \$1,200 for Rosetta Stone Licenses
- \$3,275 for CELDT testing and EL coordinator stipend
- \$1,700 EL tutoring budget

**Site Goal 2.3**

100% of redesignated students will be proficient in ELA as measured by CAASPP scores that meet or exceed standards.

**Metric:** Assessment System

**Actions/Services 2.3.1**

**Principally Targeted Student Group**

- 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?
Redesignated students will be monitored and continue to receive high quality instruction.	Students that are redesignated must be monitored for two years after they are reclassified.	Student progress on the CAASPP in the area of ELA.

**What funding source will you use?**

No specific money will be spent as it will be part of the duties of our EL coordinator to help monitor these students.

**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**

Stone Lake will exceed the district attendance goal of 96.4%. Stone Lake will have a 10% decrease in absents and a 5% decrease in early dismissals.

**Metric:** Attendance

**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?
Our school SOA and VP will closely monitor the attendance of students. A spreadsheet has been created to monitor the progress of students with attendance concerns, and our office will be proactive in working with and notifying families with attendance problems.	Students cannot learn if they are not in school. The research for the Dept of Education is clear. Children who are chronically absent in preschool, kindergarten, and first grade are <a href="#">much less likely to read at grade level by the third grade</a> . Students who cannot read at grade level by the end of third	We will utilize the goals set in our LCAP as the basis of the measurement of effectiveness and utilize district data on attendance as well as site data on early dismissals.

Continue to utilize our PBIS work to make Stone Lake a safe and enjoyable place for all students to attend.

grade are [four times more likely than proficient readers to drop out of high school.](#)

**What funding source will you use?**

No specific dollars will be spent.

**Site Goal 3.2**

Stone Lake will have a 5% decrease in all referrals, with the percentage of referrals for our African American subgroup equal or less than the percentage of African American students enrolled.

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

**Actions/Services 3.2.1**

**Principally Targeted Student Group**

- All • Black or African American

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>We will continue to utilize our PBIS and HAWKS Honor to identify and celebrate the accomplishments of Stone Lake students, and continue to help make them feel connected to their school.</p> <p>We will utilize an RTI model with our Tiered Support Team leading the way in supporting students that might need additional support and rise to Tier 2 and 3 support.</p>	<p>Hattie's research shows that RTI has a 1.07 effect size.</p>	<p>Effectiveness will be measured based on site data on referrals for all students and specifically our African American subgroup.</p>

**What funding source will you use?**

**PBIS Allocation**

\$1,000 for educationally related incentives for students.

**Site Goal 3.3**

Stone Lake will provide a safe, caring, nurturing environment where all kids feel cared for, connected to our school and ready to learn. Based on the CHKS administered to 4th through 6th grade students, 90% of Stone Lake students will answer that adults at Stone Lake care about them either most of the time or all of the time.

**Metric:** School Climate

**Actions/Services 3.3.1**

**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>We will continue to utilize our PBIS and</p>	<p>School Climate and the CCRPI : Dennis A.</p>	<p>We will utilize the CHKS with a specific focus</p>



HAWKS Honor to identify and celebrate the accomplishments of Stone Lake students, and continue to help make them feel connected to their school.

We will provide unique after school opportunities for our students in the area of GATE.

Kramer II, Senior Research and Policy Analyst; Jeff Hodges, Program Specialist, Safe and Drug-Free Schools; Marilyn Watson Program Manager, Safe and Drug-Free Schools  
 Research has demonstrated that a positive school climate is associated with:  
 •Academic achievement  
 •Student engagement in school  
 •Positive social skills development

on question No.14.

**What funding source will you use?**

PTO funds to help supplement incentives for our PBIS program.

District provided incentives utilizing PBIS dollars will be educationally based incentives. \$1000 will be spent on these.

**GATE Funds**

- \$4000 to stipend teachers, provide programs, including EDMO, and any other supplemental materials or fees needed to run our GATE program.
- \$2500-EDMO
- \$500-Mathletes
- \$750-GATE Stipened
- \$250 Materials

**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**

We will provide our parents with opportunities to participate in family friendly school-wide activities. With a focus this year that 85% of our parents will attend our Back to School night.

**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?
Utilize multiple communication platforms to notify parents of school events (adding Facebook this year).  Provide Stone Lake families the opportunity to participate in a science fair, math night, and art night. All events that are based on input received from parents. We will also continue our WATCH D.O.G.S. program at Stone Lake.	Research is clear, parents that are involved in their child's education provide their children a better chance to be academically successful. Hattie's research assigns a 0.49 ES on parental involvement.	Back to School Night attendance goal and end of year parent survey.

**What funding source will you use?**

FACE Grant specifically written to receive funding to bring the Croker Art Ark to our school.

**Supplemental Allocation:**

\$200 will be spent on our WATCH D.O.G.S Program which will include our kickoff dinner and materials for the program itself.  
 \$200 will also be utilized for materials and awards for our Science Fair Night and Art nights at Stone Lake.

**Site Goal 4.2**

Based on the end of the year Administrative Effectiveness Survey that parents take, 85% of our parents will either Agree or Strongly Agree that they are provided opportunities for parent input in making decisions at Stone Lake

**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?
Provide parents with the opportunities to provide input via multiple platforms. Coffee Klatches, that are both PM and AM, and also Survey responses.  Collaborate with our EL population via our ELAC and DELAC meetings and continue to receive feedback from this stakeholder group at our school regarding programs and services for our EL students.	Research is clear, parents that are involved in their child's education provide their children a better chance to be academically successful. Hattie's research assigns a 0.49 ES on parental involvement.	Utilize the 17-18 Admin. Effectiveness survey given at the end of the year via SurveyMonkey as well as to provide input on other things at Stone Lake.

**What funding source will you use?**

**Supplemental/Concentration Funds**

**EL Supplemental Funds**

- For ELAC Meetings at Stone Lake to purchase light refreshments for parents \$200

**Local Control Accountability Plan (LCAP)  
Year 2017 - 2018**
**IV. Funding**
**Stone Lake Elementary - 377**

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	\$21,535	\$21,535	\$21,535	\$0	\$0	\$0	\$0
<b>1511</b> Regular Education (TK-6) - Allocated FTE <b>0000</b> Unrestricted	35.3752	\$0	\$4,328,452	\$4,328,452	\$4,328,452	\$0	\$0	\$0	\$0
<b>1512</b> Subject Matter Teachers <b>0000</b> Unrestricted	1.2	\$0	\$136,391	\$136,391	\$136,391	\$0	\$0	\$0	\$0
<b>1580</b> Summer School/Extended Learning (TK-6) <b>0000</b> Unrestricted	0	\$36,500	\$0	\$36,500	\$36,500	\$0	\$0	\$0	\$0
<b>5495</b> Allocated FTE Leave <b>0000</b> Unrestricted	0.0001	\$0	\$50,411	\$50,411	\$50,411	\$0	\$0	\$0	\$0
<b>5634</b> Custodial Services <b>0000</b> Unrestricted	3	\$0	\$174,996	\$174,996	\$0	\$0	\$174,996	\$0	\$0
<b>7101</b> LCFF Supple/Conc TK - 6 <b>0000</b> Unrestricted	0	\$0	\$20,000	\$20,000	\$12,596	\$6,996	\$0	\$400	\$8
<b>7105</b> Gifted and Talented Education (GATE) TK-6 <b>0000</b> Unrestricted	0	\$0	\$4,000	\$4,000	\$4,000	\$0	\$0	\$0	\$0
<b>7150</b> EL Supplemental Program Services TK- 6 <b>0000</b> Unrestricted	0	\$0	\$6,175	\$6,175	\$3,000	\$2,975	\$0	\$200	\$0
<b>7415</b> Family and Community Engagement <b>0000</b> Unrestricted	0	\$0	\$3,200	\$3,200	\$0	\$0	\$0	\$3,200	\$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>7440</b> Positive Behavior Incentive Supports <b>0000</b> Unrestricted	0	\$222	\$0	\$222	\$222	\$0	\$0	\$0	\$0
<b>5610</b> Food and Nutrition Services Center <b>5310</b> Child Nutrition: School Programs	1.188	\$0	\$70,916	\$70,916	\$0	\$0	\$70,916	\$0	\$0
<b>3200</b> Language Speech and Hearing (LSH) <b>6500</b> Special Education	1.4	\$0	\$153,014	\$153,014	\$153,014	\$0	\$0	\$0	\$0
<b>3410</b> Special Education Mild/Moderate <b>6500</b> Special Education	2.55	\$0	\$191,860	\$191,860	\$191,860	\$0	\$0	\$0	\$0

<b>3655</b> Pre-K SCC (Non-ASD) <b>6500</b> Special Education	2.5	\$0	\$113,151	\$113,151	\$113,151	\$0	\$0	\$0	\$0
<b>3660</b> Full Inclusion - Paraeducators in lieu of NPA <b>6500</b> Special Education	0.75	\$0	\$28,969	\$28,969	\$28,969	\$0	\$0	\$0	\$0
<b>3670</b> Autism Spectrum Disorder (ASD) PreK-12 <b>6500</b> Special Education	6.5	\$0	\$336,230	\$336,230	\$336,230	\$0	\$0	\$0	\$0
<b>3770</b> Full Inclusion <b>6500</b> Special Education	2.875	\$0	\$114,712	\$114,712	\$114,712	\$0	\$0	\$0	\$0
<b>3650</b> Emotionally Disturbed (ED) - Tier II <b>6512</b> Special Education: Mental Health Services Prop 98	2.75	\$0	\$177,321	\$177,321	\$177,321	\$0	\$0	\$0	\$0
<b>4010</b> Elementary Education PreK-6 <b>9305</b> Miscellaneous Site Donations (<\$1000)	0	\$386	\$0	\$386	\$386	\$0	\$0	\$0	\$0
<b>1510</b> Regular Education (TK-6) <b>9327</b> Kaiser-Get Moving!	0	\$33	\$0	\$33	\$33	\$0	\$0	\$0	\$0
<b>Totals</b>	60.0883	\$37,141	\$5,932,333	\$5,969,474	\$5,708,783	\$9,971	\$246,912	\$3,800	

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

**Date**

Principal **Mark Beard**

School Site Council Chairperson **Carla Troutner**

EL Advisory Chairperson **Kuei Jung Sung**

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

