



## Sunrise 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 engagement process with all Sunrise stakeholder groups is an on-going one. As pertinent and relevant data is released for analysis and to help with decision-making, this principal shares the data and facilitates discussions with the Sunrise Leadership Team (8/16/17), School Site Council (4/25/17, 8/31/17, 9/7/17, 9/14/17, 10/25/17), English Language Advisory Parent Council (4/19/17, 9/13/17), all grade level teams of teachers and resource personnel (8/21/17) and at a variety of parent meetings, like Coffee Talk with Mr. Hock (8/22/17), Back to School Night (BCD 7/13/17; A 8/10/17), Parent Faculty Organization Board meetings (8/3/17, 8/31/17, 10/5/17) and Parent University events (9/13/17). Continued opportunities for stakeholder input will be offered throughout the school year, both formally at meetings and informally via one-to-one conferences with staff and parents, as appropriate. Our School Site Council has scheduled tentative upcoming meetings on October 25, December 14, January 24, 2018, March 14, April 25, and May 23 to be able to discuss the 2018-19 LCAP and progress towards objectives on our 2017-18 LCAP.</p>
Impact of LCAP and Annual Update
<p><b>How did these consultations affect the LCAP for the upcoming year?</b></p> <hr/> <p>Stakeholder input helps to build consensus and a clear direction for services to students and supports for continued staff development to meet the unique needs of our student population. Through questioning and the cycle of inquiry, parents and staff review our progress, make suggestions for improvement, express their desires for school improvement targets, and better understand the larger picture of school improvement efforts, funding sources and the allocation of resources.</p>

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

District Strategic Goal 1:	District Needs and Metrics 1:
<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>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> <li>• EAP</li> <li>• Instructional Materials</li> </ul>

- 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

Sunrise Site Goal 1.1 is to increase the number of students reaching proficiency in Mathematics from 69% of 3rd-6th grade students to 75% of 3rd-6th grade students as measured by the 2018 CAASPP.

**Metric:** CAASPP

#### Actions/Services 1.1.1

##### Principally Targeted Student Group

- All • Black or African American • EL • Foster Youth • Low Income • 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?
Grade level teams and administration will meet trimesterly during Early Out release time and site funded 1/2 day release days to analyze common assessment data so as to monitor student progress towards our site academic goals. Substitute costs for three 1/2 day release days for 29 classroom teachers is \$10,527 (\$121 x 29 teachers x 3 half days).	From John Hattie's Visible Learning research, collective teacher efficacy has a 1.57 effect size. In addition, providing formative assessment has a .68 effect size.	Student progress will be monitored by individual teachers regularly, with specific quarterly meetings centered on TK-1 benchmark assessments, interim and formative 2nd-6th grade team developed and curriculum-based assessments, CELDT outcomes data, classroom observations and administrative walk throughs as well as CAASPP results data.

##### What funding source will you use?

Supplemental/Concentration Funds (\$10,527)

### Site Goal 1.2

Sunrise Site Goal 1.2 is to increase the number of students reaching proficiency in English Language Arts from 75% of 3rd-6th grade students to 80% of 3rd-6th grade students as measured by the 2018 CAASPP.

**Metric:** CAASPP

#### Actions/Services 1.2.1

##### Principally Targeted Student Group

- All • Black or African American • EL • Foster Youth • Low Income • 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?
Grade level teams and administration will meet quarterly during Early Out release time and site funded release days to analyze common assessment data so as to monitor student progress towards our site academic goals. Substitute costs for three 1/2 day release days for 29 classroom teachers is \$10,527 (\$121 x 29 teachers x 3 half days). <i>See Goal 1.1 above as both goals are tied together and funded jointly.</i>	From John Hattie's Visible Learning research, collective teacher efficacy has a 1.57 effect size. In addition, providing formative assessment has a .68 effect size.	Student progress will be monitored by individual teachers regularly, with specific quarterly meetings centered on TK-1 benchmark assessments, interim and formative 2nd-6th grade team developed and curriculum-based assessments, CELDT outcomes data, classroom observations and administrative walk throughs as well as CAASPP results data.

##### What funding source will you use?

Supplemental/Concentration Funds (See cost of 1.1.1 as both content areas are tied to the same funding source)

**Site Goal 1.3**

Sunrise Site Goal 1.3 is to increase the number of 3rd grade students reading on grade level from 70% to 75% as measured by 2018 CAASPP ELA results.

**Metric:** Content Standards Implementation

**Actions/Services 1.3.1**

**Principally Targeted Student Group**

- All • Black or African American • EL • Foster Youth • Low Income • 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?
TK-3rd grade level teachers will all participate in on-going On Grade Level Reading trainings hosted by PreK-6 Education. The specific costs are incurred by PreK-6 Education.	From Hattie's research, effective teaching strategies have a .60 effect size.	K-1 benchmark assessment data, 2nd and 3rd grade common assessments, and CAASPP results for 3rd grade will be used to measure our progress and student achievement.

**What funding source will you use?**

PreK-6 Education funding

**Site Goal 1.4**

Sunrise Site Goal 1.4 is to increase access to core content aligned to the California Common Core State Standards by integrating technology instruction and assessment tools.

**Metric:** Instructional Materials

**Actions/Services 1.4.1**

**Principally Targeted Student Group**

- All • Black or African American • EL • Foster Youth • Low Income • 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?
Sunrise will integrate opportunities for the use of technology within the school day and/or during extended day and intersession programs. Sunrise will also purchase instructional materials and technology hardware and software to match the needs of GATE units of instruction. For example, an after school STEM program offered to all students (with GATE students given priority registration) is the Piper Toolkit Program at a cost of \$260/unit. 10 units will cost \$2600. Extended day teacher costs are \$48/hour with 10 hours needed and a cost of \$480. The total cost of the program is \$3,080. Sunrise will also purchase instructional materials and technology hardware and software as appropriate for other extended	Positive effects of technology on cognition, affect and behavior- Waxman, H.C., Lin M., & Michko, G.M. (2003) report on evidence from 42 studies. www.treeves.coe.uga.edu/edit 6900/metaanalysisNCREL.pdf.	Administrative walk throughs and classroom observations focused on student engagement, structured student collaboration and problem solving, as well as GATE participation rates and survey results.

day opportunities. Lastly, our extended day media teacher will provide opportunities for GATE and interested students to write, produce, film and edit our Spartan TV episodes. The teacher's time is compensated by the adjunct stipend.

**What funding source will you use?**

GATE (\$5,000)  
 Adjunct stipend (\$500)  
 General Fund (as needed for overages)

**Site Goal 1.5**

Sunrise Site Goal 1.5 is designed to increase the frequency, quality and use of research-based ELD practices throughout the instructional day as well as in designated ELD lesson time (WIN time) and in extended day opportunities (including intersession) for targeted students so as to increase the percentage of ELL students meeting AMAO 1 from 84% to at least 85%. Instruction will be adjusted to meet their assessed needs as measured by the CELDT/annual EL assessment.

**Metric:** Progress toward English Proficiency

**Actions/Services 1.5.1**

**Principally Targeted Student Group**

- All • EL • R-FEP • 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>Teachers will be offered Guided Language Acquisition and Design (GLAD) strategy training so as to develop their strategy repertoire designed to meet the needs of ELL students as identified by progress on CELDT. Our goal is to increase the number of EL students being re-designated from 18 students (a re-designated rate of 16.5%) in 2016-17 to 10 students (a re-designated rate of 20% due to the fact we now have 50 ELLs) in 17-18. The cost to send 7 teachers to a 2 day GLAD professional development is \$3,388 (7 teachers x \$242/day substitute cost x 2 days of follow up training on September 6 and 7, 2017). <i>This expense is related to finishing the GLAD professional development that began in the spring of 2017.</i> The cost for fall 2017 GLAD professional development is \$18,930 (5 teachers x \$242/day substitute cost x 8 days of training = \$9680 + \$1850/teacher in program registration costs = \$9,250, totaled is \$18,930.) The total GLAD cost is \$22,318 (of which \$11,275 will come from ELL Supplemental funds to cover the overage and approved by Sue Larson on June 26 and Shannon Hayes on June 27 via email).</p>	<p>Please refer to <a href="http://ell.nwresd.org">ell.nwresd.org</a> for research briefs and evidence of ELL best practice strategies.</p>	<p>Administrative walk throughs and classroom observations and feedback, and CELDT/EL assessment scores, and specifically AMAO 1 data.</p>

**What funding source will you use?**

Supplemental Concentration Funds (\$9473)  
 ELL Supplemental Funds (\$11,275)  
 General Fund (\$1570)

<b>District Strategic Goal 2:</b> All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.	<b>District Needs and Metrics 2:</b> Students need high quality programs and services driven by assessment, data analysis, and action as measured by: <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**

Sunrise Site Goal 2.1 is for site teachers to have professional development, collaborative time and resources to better equip them to plan and teach the grade level California Common Core State Standards so as to meet our instructional goals of 80% of students meeting or exceeding standards on the ELA CAASPP and 75% meeting or exceeding standards on the Mathematics CAASPP.

**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?
All grade level teams will operate as Professional Learning Communities (PLCs) to share best practices, develop common assessments, review student data, develop interventions and enrichment opportunities for struggling and accelerated learners, respectively. Early Out Thursdays are dedicated PLC time, as well as the fourth Monday of every month being explicitly set aside for Mathematics PLC time (as per the Math Generation/Math in Common grant).	Collective teacher efficacy has an effect size of 1.67.	Grade level PLCs will meet weekly, submit agendas and notes with outcomes, and collaborate with site administrators.

**What funding source will you use?**

Supplemental/Concentration Funds  
 General Funds  
*Weekly meetings are embedded into the educator work week at no cost to the site. If funding is needed to include off track staff we will utilize the above funding sources.*

**Site Goal 2.2**

Sunrise site goal 2.2 is that all incoming ELL students will be assessed using the CELDT assessment and all ELL students will be assessed using the EL assessment. Our specific goal is to see the percentage of ELL students increase from 84% meeting AMAO 1 benchmarks or being re-designated to at least 85% of ELL students meeting AMAO 1 benchmarks or being re-designated.

**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>All incoming ELL students will be assessed using EL assessments and data will be inputted into our student information system at a paraeducator cost of \$35/hour. Assessment data will drive instruction for specific levels of students during designated ELD (WIN) and integrated ELD instruction.</p>	<p>"Research to Guide English Language Development Instruction" and "Programs and Practices for Effective Sheltered Content Instruction" (Echevarria and Short) are chapters focused on research, definitions and effective practices and appear in <i>Improving Education for English Learners: Research-based Approaches</i>.</p>	<p>Ensuring all ELL students are assessed.</p>
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<p><b>What funding source will you use?</b></p>
<p>General Budget</p>

<p><b>District Strategic Goal 3:</b> 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> 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> <li>• School Climate</li> <li>• Suspension</li> </ul>
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Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

**Site Goal 3.1**

Sunrise Site Goal 3.1 is to increase the rate of attendance at school from 96.6% in 2016-17 to 97.6% in 2017-18 as measured by the end of year EGUSD RED attendance rate report.

<p><b>Metric:</b> Attendance</p>	
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**Actions/Services 3.1.1**

**Principally Targeted Student Group**

- All
- 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?
<p>Sunrise Site Goal 3.1 is to continue monitoring attendance and begin making personal phone calls to families of at risk students and developing student and family attendance contracts for at risk students.</p>	<p>Please see <a href="https://www.edweek.org/media/chronicabsenteeism-15chang.pdf">https://www.edweek.org/media/chronicabsenteeism-15chang.pdf</a> which emphasizes the negative effects on student outcomes due to chronic absenteeism.</p>	<p>Student attendance rates will increase from 96.6% to 97.6% as measured by the end of year EGUSD RED attendance rate report.</p>

<p><b>What funding source will you use?</b></p>
<p>General budget</p>

**Site Goal 3.2**

Sunrise Site goal 3.2 is that the Sunrise PBIS team will continue to develop and align our procedures, programs and protocols with best practices, with a special focus on tiered levels of support and intervention.

**Metric:** School Climate

**Actions/Services 3.2.1**

**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?
<p>Student suspensions for major offenses will drop from 17 incidents per year in 2016-17 to 12 incidents per year or less in 2017-18 as measured by the EGUSD RED suspension incident end of year report. We will accomplish this by increasing the Tier 2 positive contacts with at risk students via the Check In- Check Out protocol from 5 students in 2016-17, to 8 students in 2017-18. Other PBIS tier 2 level supports, including, but not limited to, at least one small group Tier 2 counseling session will be established per trimester. The PBIS Team will continue to support students and staff in implementing our Tier 1 interventions, as well. Additional data from our CO-OP meetings indicate a specific need for a full service approach for students with inattention and impulse control concerns. Our Tier 2 team will work with families and educators on effective interventions to support students in the school setting and support families with navigating the medical system for other supports as needed. Our goal is to begin holistic early intervention for ADHD students so as to minimize learning loss and behavioral issues that can lead to suspension.</p>	<p>Research from Maurice Elias of Rutgers links social-emotional learning skill development to student engagement with the CCSS. See "Social-Emotional Skills Can Boost Common Core Achievement" by M. J. Elias, in <i>Phi Delta Kappan</i>, November, 2014, page 60.</p>	<p>The PBIS team, with support from our PBIS Coach, will conduct a year end evaluation survey of students and staff to measure effectiveness and to help set further goals for improvement. Additionally, a quarterly review of suspension data and on-going reflection of our school PBIS expectations, procedures, and supports will ensure timely feedback for adjustments to our program.</p>

<p><b>What funding source will you use?</b></p>
<p>PBIS (\$1000)</p>

<p><b>District Strategic Goal 4:</b> All students will benefit from programs and services designed to inform and involve family and community partners.</p>	<p><b>District Needs and Metrics 4:</b> Students need parent, family and community stakeholders as direct partners in their education as measured by:</p> <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**

Sunrise Site Goal 4.1 is focused on equipping parents with knowledge about how to access student information and improve home-school communication.

**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?



Parents will be given the opportunity to learn how to use the Synergy platform to review student progress, connect with educators, and update student information at trimesterly Coffee Talk meetings and/or evening meetings. Staff will be paid the hourly rate of \$48/hour and light refreshments will be purchased as well.

Educating parents on how to be more involved in their child's education have positive outcomes, including more informed decision-making, greater motivation to implement decisions, greater acceptance of collective decisions, etc. See *Deepening Democracy: Institutional Innovations in Empowered Participator Governance* (Funk and Wright, 2003).

Parent feedback at meetings will help direct further in-services.

**What funding source will you use?**

General budget  
Possible FACE grant

**Actions/Services 4.1.2**

**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?
Parents of English Language Learners will have opportunities to engage educators around EL assessment data, ELL progress on CAASPP data and programs offered to English Language Learner students. EL Parent feedback will inform revisions to our LCAP.	See the book <i>Educating English Language Learners: A Synthesis of Research Evidence</i> (Genesee, 2006) on the importance of including the families of ELL students for overall student success.	End of Year EGUSD Parent Survey data as well as informal data collection at meetings.

**What funding source will you use?**

General budget (\$400)

**Site Goal 4.2**

Sunrise Site Goal 4.2 is focused on increasing and revitalizing home-school partnerships, for example our Parent Faculty Organization, the Intel PC Pals program, Watch DOGS, Safe Routes to School and Career Day opportunities.

**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?
In 2016-17, Sunrise had 57 parents who donated 12 or more hours yearly to volunteering directly with children. Due to our reduced school size, our goal in 2017-18 is to have at least 30 parents volunteer at least 12 hours annually to student, staff and family programs.	Educating parents on how to be more involved in their child's education have positive outcomes, including more informed decision-making, greater motivation to implement decisions, greater acceptance of collective decisions, etc. See <i>Deepening Democracy: Institutional Innovations in Empowered Participator Governance</i> (Funk and Wright, 2003).	End of Year EGUSD Parent Survey results

**What funding source will you use?**

General fund  
PFO contributions  
Possible FACE grant  
(\$5000)

**Local Control Accountability Plan (LCAP)  
Year 2017 - 2018**
**IV. Funding**
**Sunrise Elementary - 380**

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	\$23,280	\$23,280	\$23,280	\$0	\$0	\$0	\$0
<b>1510</b> Regular Education (TK-6) <b>0000</b> Unrestricted	0	\$877	\$0	\$877	\$877	\$0	\$0	\$0	\$0
<b>1511</b> Regular Education (TK-6) - Allocated FTE <b>0000</b> Unrestricted	35.3752	\$0	\$7,024,288	\$7,024,288	\$7,024,288	\$0	\$0	\$0	\$0
<b>1512</b> Subject Matter Teachers <b>0000</b> Unrestricted	1.2	\$0	\$169,814	\$169,814	\$169,814	\$0	\$0	\$0	\$0
<b>1580</b> Summer School/Extended Learning (TK-6) <b>0000</b> Unrestricted	0	\$41,500	\$0	\$41,500	\$41,500	\$0	\$0	\$0	\$0
<b>5495</b> Allocated FTE Leave <b>0000</b> Unrestricted	0.0001	\$0	\$48,877	\$48,877	\$48,877	\$0	\$0	\$0	\$0
<b>5634</b> Custodial Services <b>0000</b> Unrestricted	3	\$0	\$173,483	\$173,483	\$0	\$0	\$173,483	\$0	\$0
<b>7101</b> LCFF Supple/Conc TK - 6 <b>0000</b> Unrestricted	0	\$0	\$20,000	\$20,000	\$20,000	\$0	\$0	\$0	\$0
<b>7105</b> Gifted and Talented Education (GATE) TK-6 <b>0000</b> Unrestricted	0	\$0	\$5,000	\$5,000	\$5,000	\$0	\$0	\$0	\$0
<b>7150</b> EL Supplemental Program Services TK- 6 <b>0000</b> Unrestricted	0	\$0	\$11,275	\$11,275	\$11,275	\$0	\$0	\$0	\$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	1.25	\$0	\$75,087	\$75,087	\$0	\$0	\$75,087	\$0	\$0
<b>3200</b> Language Speech and Hearing (LSH) <b>6500</b> Special Education	1.1	\$0	\$80,719	\$80,719	\$80,719	\$0	\$0	\$0	\$0
<b>3410</b> Special Education Mild/Moderate <b>6500</b> Special Education	2.75	\$0	\$230,386	\$230,386	\$230,386	\$0	\$0	\$0	\$0
<b>3660</b> Full Inclusion - Paraeducators in lieu of NPA <b>6500</b> Special Education	1.5	\$0	\$53,389	\$53,389	\$53,389	\$0	\$0	\$0	\$0

<b>3770</b> Full Inclusion <b>6500</b> Special Education	8.2813	\$0	\$388,669	\$388,669	\$388,669	\$0	\$0	\$0	\$0
<b>4010</b> Elementary Education PreK-6 <b>9305</b> Miscellaneous Site Donations (<\$1000)	0	\$1,098	\$0	\$1,098	\$1,098	\$0	\$0	\$0	\$0
<b>4010</b> Elementary Education PreK-6 <b>9428</b> City of Rancho Cordova Music Program - Sunrise Elementary	0	\$3,398	\$0	\$3,398	\$3,398	\$0	\$0	\$0	\$0
<b>4010</b> Elementary Education PreK-6 <b>9512</b> Free to Learn - Center Youth Citizenship	0	\$76	\$0	\$76	\$76	\$0	\$0	\$0	\$0
<b>Totals</b>	54.4566	\$46,949	\$8,305,267	\$8,352,216	\$8,102,646	\$0	\$249,570	\$0	

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

**Date**

Principal **Martin Hock**

School Site Council Chairperson **Blair Douglas**

EL Advisory Chairperson **Sangita Arya**

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

