



## Union House 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>Parent/Staff Surveys conducted at Open House on May 25, 2017 in preparation for the upcoming school year.            August 2017 Parent/Staff surveys conducted/data gathered @ Title I Parent meeting on 8/17/17 , PTO on 8/24/17 , SSC on 8/23/17 , Staff on 8/21/17, and at ELAC on 8/24/17.            August/September 2017 draft based on survey results and revised @ Leadership Meeting.            Revised budget discussed at August 21 staff meeting            Program shared @ ELAC on 9/21/17, SSC on 9/20/17.</p>
Impact of LCAP and Annual Update
<p><b>How did these consultations affect the LCAP for the upcoming year?</b></p> <hr/> <p>The data collected from our presentations provided our SSC the foundational information needed to create our school goals. Our goals are aligned to the needs as shared by our parents, teachers, and other stakeholders. Parents expressed need for additional support for their students in math as well as in reading. In addition, our EL parents expressed the desire to have support in learning English. Staff expressed that they would like to see continued support with staff development specifically that supports their PLC process.</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> <li>• Progress toward English Proficiency</li> <li>• Redesignation</li> <li>• Teacher Assignment</li> </ul>

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**Site Goal 1.1**

Provide targeted instruction for students assessed to be below grade level standards using the following measures: SBAC data, Beginning of the Year assessments, Program Assessments, PLC Common Assessments

**Metric:** CAASPP

**Actions/Services 1.1.1**

**Principally Targeted Student Group**

- All • American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • School-wide • SWD • White

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?
Academic Intervention Teachers	Small Group Learning Effect Size .49 Reading Phonic Instruction Effect Size .60 Reading Comprehension Programs Effect Size .58 Reading Second Chance Programs Effect Size .50	SBAC, SMART Goal, and Program Assessments

**What funding source will you use?**

Title I: \$355,437

**Actions/Services 1.1.2**

**Principally Targeted Student Group**

- Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • 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?
Purchase additional instruction supplies for workshop, intervention, Reading Counts and After School programs	Small group Learning Effect Size .49 Reading Phonic Instruction Effect Size .60 Reading Comprehension Programs Effect Size .58 Math program effect size .49 Reading Second Chance Programs Effect Size .50 Science Program Effect Size .40	SMART goals, SBAC, Program Assessments

**What funding source will you use?**

Title I \$6980

**Site Goal 1.2**

Provide supplementary curriculum, technology, resources and supplies to meet SMART goal attainment for each grade level and focus student instructional needs.

**Metric:** Instructional Materials

**Actions/Services 1.2.1**

<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>
Purchase Scholastic News subscription for each student in grades 1-6	Research supports providing high interest, grade level reading materials for student instruction and home practice to re-enforce taught skills.	SMART goals Grade Level assessments
<b>What funding source will you use?</b>		
Title I \$4,362		

**Actions/Services 1.2.2**

<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 supplemental instructional materials and technological supports to teachers and students to increase academic competence and supplemental learning experiences.	Research supports building student reading and math fluency using high interest, interactive programs that provide feedback and adjust to student performance levels.	Student fluency scores in reading and math
<b>What funding source will you use?</b>		
Title 1 \$11,545		

**Actions/Services 1.2.3**

<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>
Purchase technology hardware and parts, provide maintenance agreements, parts, services, supplies, copying and replacement of supplemental resources	Research supports that working/functional equipment provides students with greater access to supplemental technology and instructional supports than non-functional equipment.	Site equipment matrix, work orders, supply inventory records
<b>What funding source will you use?</b>		
Title I \$15,000		

**Actions/Services 1.2.4**

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**Principally Targeted Student Group**

• Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • 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?
Purchase supplementary curriculum for additional ELA and Mathematics lessons	Reading Comprehension Programs Effect Size .58 Small group learning Effect size . .49 Math programs effect Size .49	SBAC, SMART goals, program assessments

**What funding source will you use?**

Title I \$9,036

**Actions/Services 1.2.5****Principally Targeted Student Group**

• All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Send a team to ASCD Empower 18 Conference March 24-26, 2018. Attendees will focus on new ideas that they can bring back to expand our existing efforts to affect student learning. Attendees will be able to attend sessions with speakers such as Baruti Kafele and Eric Jensen and glean additional strategies for addressing the learning needs of students of poverty.	Collective Teacher Efficacy Effect Size of 1.57	Team will present new learning to PLC on what was learned at the conference and provide recommendations for how to improve current systems or structures (PLC notes).

**What funding source will you use?**

Title I Basic: \$12,000

**Actions/Services 1.2.6****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?
Send a team of 4 teachers to Bureau of Education & Research conference on Guided Reading: Differentiating Using Small Group Instruction	Collective Teacher Efficacy Effect Size of 1.57 Small Group Learning Effect Size 0.47 Early Intervention Effect Size 0.44	K-1 Benchmark Assessments Site Universal Assessments Grade Level Goals

**What funding source will you use?**

Title I Basic: \$1000

**Actions/Services 1.2.7**

<b>Principally Targeted Student Group</b>		
<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>
<b>What funding source will you use?</b>		

**Site Goal 1.3**

Provide additional Library Support Technician- Title I time for more frequent access to research materials, supplementary reading materials, Scholastic Reading Counts, that can be checked out by students and their families.

**Metric:** Instructional Materials

**Actions/Services 1.3.1**

<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>
0.46 FTE Title I Library Support Technician	Research shows that family reading increases language development, fluency and comprehension skills	Number of books checked out Lexile Level progress as assessed by Scholastic Reading Counts
<b>What funding source will you use?</b>		
Title I: \$17,482 Summer School/Extended Day: \$750		

**Site Goal 1.4**

Provide After School homework support, enrichment, and literacy for students in grades 1-6.

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

**Actions/Services 1.4.1**

<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 supervision and instructional support for students and staff of our after school program, ACT 2.	ASES grant research	Increased student achievement, homework completion, attendance to school, attainment of grade level goals.

**What funding source will you use?**

Title I After School - \$33,957

**Site Goal 1.5**

Provide extended day opportunities for students with unique needs.

**Metric:** CAASPP

**Actions/Services 1.5.1**

**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?
Extended Day Hands-on Science Club lessons for 4-6 grade students	<ul style="list-style-type: none"> <li>· Students have an even playing field on which to participate</li> <li>· Students are forced to think rather than memorize.</li> <li>· Students learn that they can interpret data.</li> <li>· Students are encouraged to question observed events and resulting data.</li> <li>· Students practice cause and effect thinking.</li> <li>· Students rely less on authority and more on practical experience.</li> <li>· Students will be better able to make independent decisions later in life. Robert C. Knott, Ed.D. Science Curriculum Improvement Study 3, University of California, Berkeley</li> </ul>	Survey of students, staff and parents

**What funding source will you use?**

Title I After School \$6,480  
 Title I Basic \$2,000 for the purchase of materials and supplemental curriculum to support science lessons and experiments

**Actions/Services 1.5.2**

**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?
Provide Extended Day Club: Creative Student Learning (CSL) 2 days a week for grades 3-6.	Creativity programs effect size of .65	Student attendance Staff, Student, Parent Surveys

**What funding source will you use?**

GATE: \$1000 - Coordinator Stipend  
 \$300 - supplies  
 \$1000 - transportation  
 \$1,700 - Activities

**Site Goal 1.6**

Increase the number of students who will attain proficiency in Common Core Standards.

**Metric:** CAASPP

**Actions/Services 1.6.1**

**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?
Professional Development for Vice Principal	Professional Development Effect Size is .62	Progress towards EGUSD Leadership standards

<b>What funding source will you use?</b>
Supplemental/concentration - \$1000

**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

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**Site Goal 2.1**

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

**Metric:** Data and Program Evaluation

**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?
Provide substitutes, stipends and professional development opportunities and resources	Teacher Clarity effect Size .75 Professional Development effect size .62	SBAC Grade level Action plans

<b>What funding source will you use?</b>
Title I \$36,556



**Actions/Services 2.1.2****Principally Targeted Student Group**

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Purchase resources for data collection, and monitoring of student progress and incentives for students reaching set goals.	Reading Lexile level increases reading proficiency when matched to student supplemental/instructional reading materials and opportunities	Scholastic Reading Counts Lexile Levels

**What funding source will you use?**

Title I \$4,500

**Actions/Services 2.1.3****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?
Send a team of 4 to Solution Tree RTI at Work Conference April 25-26, 2018 in San Diego	Building Teacher Collective Efficacy Effect Size 1.57	Presentation to Leadership team of new learning, provide recommendations for how to improve current practices, systems, or structures (Leadership notes).

**What funding source will you use?**

Title I Basic: \$12,000

**Site Goal 2.2**

Provide additional time for teachers to deliver targeted instruction based on assessed need.

**Metric:** Data and Program Evaluation**Actions/Services 2.2.1****Principally Targeted Student Group**

- Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • 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?
Reading and Math intervention groups 2 hours per week after school	Small Group Learning Effect size .49 Feedback while learning math effect size .45 Phonics instruction Effect size .60 Comprehension Programs Effect size .58	Report Cards SMART goals Program Assessments

**What funding source will you use?**

Title I \$16,400  
 Title I After School \$4,563

**Site Goal 2.3**

Provide time and resources to administer assessments for EL students to determine their levels as well as to monitor their progress.

**Metric:** Data and Program Evaluation

**Actions/Services 2.3.1**

**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?
Time sheet Teacher and Para Support to administer and analyze assessment data for EL students	Matching student instructional opportunities based on Language proficiency increases their success	ELPAC Program Assessments SBAC

**What funding source will you use?**

EL Supplemental \$22,925

**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

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**Site Goal 3.1**

Provide school-wide, whole class and small group instruction and support in skills for Social and Academic success.

**Metric:** School Climate

**Actions/Services 3.1.1**

**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?
PBIS Wellness Counselor - .50 FTE	Classroom Management Effect Size 0.52 Self-Concept Effect Size 0.43 Social Skills Programs Effect Size 0.40 Decreasing Disruptive Behavior Effect size	California Healthy Kids Survey results Teacher and Student rating scales Increased student achievement and grade level goal attainment for students supported.

0.53  
 Motivation Effect Size 0.48  
 Reducing Anxiety Effect Size 0.48

**What funding source will you use?**

Title I: \$38,136

**Site Goal 3.2**

Provide supplementary curriculum and professional development in culturally responsive teaching practices and teaching self-regulation skills.

**Metric:** School Climate

**Actions/Services 3.2.1**

**Principally Targeted Student Group**

- Asian • Black or African American • EL • Foster Youth • 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?
Purchase supplementary resources for culturally responsive teaching and self-regulation	Decreasing Disruptive Behavior Effect Size 0.53 Self concept Effect Size 0.46 Motivation Effect Size 0.48 Reducing anxiety effect size 0.48	Student Discipline records Teacher and student rating scales Grade level academic goals

**What funding source will you use?**

Title I \$2000

**Actions/Services 3.2.2**

**Principally Targeted Student Group**

- Black or African American • Foster Youth • 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?
Purchase resources and supports for students of focus as identified through the MTSS process.	Decreasing Disruptive Behavior Effect Size 0.53 Motivation Effect Size 0.48 Reducing Anxiety Effect Size 0.48	Student Discipline Records Teaching/Student rating scales Increased achievement and attainment on grade level academic goals.

**What funding source will you use?**

Title I \$1500

**Site Goal 3.3**

Provide instruction for Student Conflict Managers

**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?
Provide staff development for PBIS Leadership Team and Student Council Advisor for development of a Peer Conflict Management program	Decreasing Disruptive Behavior Effect Size 0.53 Self Concept Effect Size 0.46 Motivation Effect Size 0.48 Peer Influences Effect Size 0.53	Student Discipline records Teacher and Student rating scales Increase student achievement on grade level goals

**What funding source will you use?**

Title I \$2,500 - Student Council  
PBIS \$1000 - PBIS Leadership Team

**Site Goal 3.4**

Provide students with structured recess activities and character education.

**Metric:** School Climate

**Actions/Services 3.4.1**

**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?
Structured Sports team will provide services for all students in grades 1-6.	Providing structured recess is a confirmed effective practice that is linked to favorable student outcomes based on published research. Stanford research published in the "Journal of School Health" shows the positive benefits to children and school climate when there is a well-organized structured recess in place. [Playing Fair: The contribution of High-Functioning Recess to Overall School Climate in Low-Income Elementary School Rebecca A. London, PhD, Isa Westrich MSW, Katie Stokes-Guinan PhD, Milbrey McLaughlin PhD, December 2014]	Data provided by ASSIST (Outside Agency)

**What funding source will you use?**

Supplemental concentration Funding: \$21,000

**District Strategic Goal 4:**

All students will benefit from programs and services designed to

**District Needs and Metrics 4:**

Students need parent, family and community stakeholders as

inform and involve family and community partners.	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 frequency and productivity of the home school connection

**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?
Timesheet teachers and staff to participate in Home visits and parent universities	Parental Involvement Effect Size 0.51	Attendance records Home Visit log Parent University Sign in sheets Event Calendar

**What funding source will you use?**

Title I \$2000

**Actions/Services 4.1.2**

**Principally Targeted Student Group**

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Purchase Parent Communication Folders and Agendas	Parental Involvement Effect Size 0.51	Attendance

**What funding source will you use?**

Title I \$6,300

**Actions/Services 4.1.3**

**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?

**What funding source will you use?**

**Site Goal 4.2**

Increase parent involvement in school through building parent English proficiency

**Metric:** Family and Community Engagement

**Actions/Services 4.2.1**

**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?
Provide English as a Second Language classes on site 2 days per week, each class is 3 hours.	Success of EL students is related to success in increasing parent involvement and connectedness to the school.	EL parent survey

**What funding source will you use?**

Supplemental Concentration - \$2056  
Title I - \$5,544

**Actions/Services 4.2.2**

**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?
Provide supplemental resources and light snacks at ELAC meetings as well as EL parent classes.	The effect size of Parental involvement in school is 0.49	We will measure our effectiveness to increase parental involvement based on our attendance numbers at ELAC and other EL parent classes.

**What funding source will you use?**

EL Supplemental - \$500

**Local Control Accountability Plan (LCAP)  
Year 2017 - 2018**
**IV. Funding**
**Union House Elementary - 390**

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	\$26,808	\$26,808	\$26,808	\$0	\$0	\$0	\$0
<b>1511</b> Regular Education (TK-6) - Allocated FTE <b>0000</b> Unrestricted	36.8752	\$0	\$4,173,462	\$4,173,462	\$4,173,462	\$0	\$0	\$0	\$0
<b>1512</b> Subject Matter Teachers <b>0000</b> Unrestricted	0.8	\$0	\$122,486	\$122,486	\$122,486	\$0	\$0	\$0	\$0
<b>1580</b> Summer School/Extended Learning (TK-6) <b>0000</b> Unrestricted	0	\$25,735	\$0	\$25,735	\$25,735	\$0	\$0	\$0	\$0
<b>5495</b> Allocated FTE Leave <b>0000</b> Unrestricted	0.0001	\$0	\$53,301	\$53,301	\$53,301	\$0	\$0	\$0	\$0
<b>5634</b> Custodial Services <b>0000</b> Unrestricted	3	\$0	\$175,951	\$175,951	\$0	\$0	\$175,951	\$0	\$0
<b>7101</b> LCFF Supple/Conc TK - 6 <b>0000</b> Unrestricted	0	\$0	\$24,056	\$24,056	\$1,000	\$0	\$21,000	\$2,056	\$0
<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>7111</b> Administrative Support - Title I <b>0000</b> Unrestricted	0.5	\$0	\$70,280	\$70,280	\$70,280	\$0	\$0	\$0	\$0
<b>7150</b> EL Supplemental Program Services TK-6 <b>0000</b> Unrestricted	0	\$0	\$23,425	\$23,425	\$0	\$22,925	\$0	\$500	\$0
<b>7415</b> Family and Community Engagement <b>0000</b> Unrestricted	0	\$0	\$770	\$770	\$500	\$0	\$0	\$270	\$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	0.5	\$0	\$30,253	\$30,253	\$0	\$0	\$30,253	\$0	\$0
<b>4900</b> Director of Learning Support Services <b>3010</b> NCLB: Title I, Part A, Basic Grants Low Income and Neglected	0	\$2,921	\$0	\$2,921	\$2,921	\$0	\$0	\$0	\$0
<b>4900</b> Director of Learning Support Services <b>3010</b> NCLB: Title I, Part A, Basic Grants Low Income and Neglected	4.8688	\$0	\$564,296	\$564,296	\$433,298	\$72,000	\$44,136	\$14,862	\$0
<b>5610</b> Food and									

Nutrition Services Center <b>5310</b> Child Nutrition: School Programs	2.2813	\$0	\$118,196	\$118,196	\$0	\$0	\$118,196	\$0	\$0
<b>5610</b> Food and Nutrition Services Center <b>5320</b> CACFP Claims - Centers and Family Day Care	0.375	\$0	\$14,016	\$14,016	\$0	\$0	\$14,016	\$0	\$0
<b>4900</b> Director of Learning Support Services <b>5858</b> Title I - Afterschool (rolls to 3010)	0.3	\$0	\$45,000	\$45,000	\$40,437	\$4,563	\$0	\$0	\$0
<b>4900</b> Director of Learning Support Services <b>6010</b> After School Education and Safety (ASES)	0.6	\$0	\$189,939	\$189,939	\$189,939	\$0	\$0	\$0	\$0
<b>3200</b> Language Speech and Hearing (LSH) <b>6500</b> Special Education	1.1	\$0	\$129,113	\$129,113	\$129,113	\$0	\$0	\$0	\$0
<b>3410</b> Special Education Mild/Moderate <b>6500</b> Special Education	3.875	\$0	\$235,002	\$235,002	\$235,002	\$0	\$0	\$0	\$0
<b>3680</b> Emotionally Disturbed (ED) - Tier I <b>6500</b> Special Education	2.1562	\$0	\$181,175	\$181,175	\$181,175	\$0	\$0	\$0	\$0
<b>3770</b> Full Inclusion <b>6500</b> Special Education	5.25	\$0	\$271,725	\$271,725	\$271,725	\$0	\$0	\$0	\$0
<b>4010</b> Elementary Education PreK-6 <b>9350</b> Garden Project - Union House Elementary School	0	\$1,194	\$0	\$1,194	\$1,194	\$0	\$0	\$0	\$0
<b>4010</b> Elementary Education PreK-6 <b>9512</b> Free to Learn - Center Youth Citizenship	0	\$65	\$0	\$65	\$65	\$0	\$0	\$0	\$0
<b>Totals</b>	62.4816	\$29,915	\$6,454,254	\$6,484,169	\$5,962,441	\$99,488	\$404,552	\$17,688	

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

**Date**

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

Principal **Dorothy Stoppelmann**

School Site Council Chairperson **Dorothy Mendoza**

EL Advisory Chairperson **Kai Yee Xiong**

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