



Roy Herburger Elementary

Local Control Accountability Plan (LCAP) 2017 - 2018

Principal: _

(Signature): _

County-District-School (CDS) Code: 34673140105932

**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.

Stakeholder Engagement

Involvement Process for LCAP and Annual Update
<p>How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?</p> <hr/> <p>The following opportunities for stakeholders to be part of the planning process for this LCAP/Annual Review and Analysis:</p> <ul style="list-style-type: none">• 4/13/17 Staff Survey - Feedback on Title I/ Targeted Assistance Funds• 5/1/17 Leadership Team meeting - obtained additional input from staff on budget items• 5/17/17 School Site Council meeting• 5/18/17 ELAC Meeting• 5/24/17 Parent Title I informational meeting• 8/7/17 Staff meeting• 8/8/17 and 8/10/17 Title I Meeting and Back to School Night Meetings• 8/14/17 Leadership Meeting• 8/22/17 School Site Council Meeting• 8/31/17 School Site Council Meeting• 9/7/17 SSC and ELAC Meetings
Impact of LCAP and Annual Update
<p>How did these consultations affect the LCAP for the upcoming year?</p> <hr/> <p>Site Goals and expenditures were based on input and feedback from multiple committees and stakeholder groups.</p>

Goals, Actions, and Progress Indicators

District Strategic Goal 1:	District Needs and Metrics 1:
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.	Students need high quality classroom instruction and curriculum as measured by: <ul style="list-style-type: none">• Access to Courses (Honors, AP/IB, CTE)• A-G Completion• 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 by 3-5% the number of students from targeted groups that meet grade level standards by providing intensive, targeted, small-group or one on one instruction throughout the school day.

Metric: CAASPP

Actions/Services 1.1.1

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?
Provide push-in paraeducator support in the classroom during intervention, workshop and WIN time. <ul style="list-style-type: none"> • 6 paraeducators at an estimated cost of \$15 an hour for 80 days. 	John Hattie's' research on <i>Visible Learning for Teachers</i> identifies the effect size of various influences on student achievement. <ul style="list-style-type: none"> • RTI - 1.07 effect size • Small group learning - .49 effect size 	Students will make a 3-5% gain as measured by; benchmark assessments, ELA CAASPP results, BPST, and program assessments. Students will reach grade level SMART goals.

What funding source will you use? Title 1 - \$55,000
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Site Goal 1.2

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

Metric: Instructional Materials

Actions/Services 1.2.1

Principally Targeted Student Group

- All • 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?
Purchase supplementary on-line resources to provide additional ELA support and intervention both at school and at home. On-line subscriptions to: <ul style="list-style-type: none"> • Accelerated Reader • Lexia Core 5 	John Hattie's' research on <i>Visible Learning for Teachers</i> identifies the effect size of various influences on student achievement. <ul style="list-style-type: none"> • Reading Phonic Instruction - .60 effect size • Reading Comprehension Programs - .58 effect size 	Progress will be monitored on the following: grade level SMART goals, program assessments, grade level benchmarks. An increased number of students will reach proficiency on benchmarks.

What funding source will you use?

Concentration/Supplemental - \$10,174

Actions/Services 1.2.2**Principally Targeted Student Group**

• Asian • 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?
Purchase additional supplementary curriculum, instructional supplies/materials for workshop, intervention, and after-school program. i.e, replacement bulbs for new projectors used for intervention groups; extension cords; copy paper; masters/ink cartridges for intervention copies; etc...	John Hattie's' research on <i>Visible Learning for Teachers</i> identifies the effect size of various influences on student achievement. <ul style="list-style-type: none"> • RTI - 1.07 effect size • Reading Phonics Instruction - effect size .60 • Small group learning - .49 effect size 	Grade Level SMART Goals CAASPP Benchmark Assessments

What funding source will you use?Title 1 Basic - \$9,110
Title 1 After School - \$3,000**Actions/Services 1.2.3****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?
Purchase 4 rolling/mobile technology carts to be used during small group academic intervention. Carts will move to different locations throughout the day to support targeted students on campus: <ul style="list-style-type: none"> • 4 AV carts • 4 projectors • 4 document cameras 	Positive effect of technology on student achievement - Tamin, R., Bernard, R., Borokhovski, E., Abrami, P., & Schmid, R (2011) report on positive effects of technology on student achievement from 25 metat-analyses of 1,055 primary studies, See "What forty years of research says about the impact of technology on learning: A second-order meta-analysis and validation study" <i>Review of Educational Research</i> , 15 (3) 250-281	Grade Level SMART Goals CAASPP Benchmark Assessment Data

What funding source will you use?

Title 1 Funds - 5,380

Site Goal 1.3

Provide additional Librarian for more frequent access by students and parents to research materials, supplementary reading materials, and Accelerated Reader.

Metric: Instructional Materials

Actions/Services 1.3.1

Principally Targeted Student Group

• Asian • 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?
Time-sheeted library support - additional 2.25 hours a day.	Research shows that family reading increases language development, fluency, and comprehension skills.	Number of books checked out Lexile Level progress Accelerated Reader data

What funding source will you use?

Supplemental/Concentration - \$7,620

Site Goal 1.4

Increase the number of English Learners that reach English Proficiency and support language acquisition.

Metric: Progress toward English Proficiency

Actions/Services 1.4.1

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?
Purchase on-line subscription of Rosetta Stone to support EL students at CELDT levels 1 and 2 of their English Language acquisition • \$110 a student - 35 students total	Rosetta Stone delivers interactive learning that helps students acquire English language skills. Educating English Learners: Building teacher capacity. National Clearinghouse for English Language Acquisition (2008). English Language Learners: A Policy Brief. National Council of Teachers of English. Mainstream classroom curriculum can be adapted successfully for EL students when teachers focus on communication and content, use visuals as an alternate to verbal instructions, teach the English language and subject matter simultaneously, build on the student's literacy in their native language, engage the parents and families, and respect that students benefit society when they are bilingual. 57% of EL students are born in the United States but do not achieve at the same rates as their English-proficient peers. These students can benefit from using the Rosetta Stone program to provide additional, rigorous English instruction to support the English Language Development and English instruction being provided in the regular classroom setting.	Increase of students redesignated and/or an increase of CELDT/ELPAC level.

What funding source will you use?

EL Supplemental - \$3,850

Actions/Services 1.4.2

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?
<p>Support English Learners throughout the school day and assess their language acquisition level to meet state requirements:</p> <ul style="list-style-type: none"> • EL Coordinator - up to \$1900 • CELDT/ELPAC Coordinator - Time-Sheet for administering CELDT/ELPAC • Supplemental EL supplies/materials to support student learning, and also including certificate paper for awards and recognition - \$1,800 • EL push-in support by paraeducator - from January-May - 65 days - 5 hours each day: \$4,875 	<p>Research indicates higher gains for English Learner students who participate in small group intervention and individualized instruction. Paraprofessional support in the general education classroom can offer the opportunity for extended small group intervention time for our English Learner students.</p> <p>Use of Evidence-Based, Small-Group Reading Instruction for English Language Learners in Elementary Grades: Secondary-Tier Intervention. Sage Journals. Volume: 30 issue: 3, page(s): 153-168. Issue published: August 1, 2007 https://doi.org/10.2307/30035561</p>	<p>Increase of students redesignated and/or an increase of CELDT/ELPAC level. Grade Level SMART Goals CAASPP Benchmark Assessments</p>

What funding source will you use?

EL Supplemental - \$22,525

Site Goal 1.5

Students will have an increased opportunity to participate in afterschool STORM program.

Metric: CAASPP

Actions/Services 1.5.1

Principally Targeted Student Group

- Asian • 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?
<p>Increase the number of targeted students being served in our STORM program by 40 students - Hire 2 additional teachers.</p>	<p>Studies have shown that students who participate in after school programs reap the following benefits; academic achievement, social/emotional support, risky behavior prevention, health and wellness, along with supporting English Language Learners. Our students at Herburger also participate in service learning, arts and music, STEAM, college and career readiness, and youth leadership. Research suggests that 1 in 2 after school students improved Math and Language Arts grades, close to 2 in 3 students improved their homework completion and class participation, and close to 3 in 5 students improved their behavior in class (afterschoolalliance.org).</p>	<p>Progress will be monitored during the school day on the following: grade level SMART goals, program assessments, grade level benchmarks. An increased number of students will reach proficiency on benchmarks.</p>

What funding source will you use?

Title 1 Afterschool - \$20,000

Site Goal 1.6

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

Metric: CAASPP

Actions/Services 1.6.1

Principally Targeted Student Group

• Asian • 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?
Afterschool intervention groups: one per grade level for approximately 65 hours - \$20,475	<p>John Hattie's' research on <i>Visible Learning for Teachers</i> identifies the effect size of various influences on student achievement.</p> <ul style="list-style-type: none"> • Reading Phonic Instruction - .60 effect size • Reading Comprehension Programs - .58 effect size • Small Group Learning - .49 effect size 	Student progress will be monitored on the following: grade level SMART goals, program assessments, grade level benchmarks, and CAASPP.

What funding source will you use?

Title 1 Afterschool - \$22,000

Site Goal 1.7

Increase after school enrichment opportunities and provide differentiated instruction during the school day to meet the diverse needs of GATE students.

Metric: A-G Completion

Actions/Services 1.7.1

Principally Targeted Student Group

• All • American Indian or Alaska Native • Asian • Black or African American • EL • 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?
<p>Use our allocated GATE funds to support the needs of our GATE students and to increase the number of students identified as GATE.</p> <ul style="list-style-type: none"> • GATE Coordinator - \$1000 • GATE Testing (substitute for teacher administering the GATE test) - \$250 • B Street Theater Performance - \$1,000 	<p>Gifted programs (separate from advanced placement/high ability courses) provide specific curricula aimed at challenging students at the appropriate level. [See research on positive outcomes by Kulik, J. & Kulik, C.L. (1992) available at www.gifted.uconn.edu/nrcgt/rbdm9204.pdf</p>	<p>Increase in our GATE population Goal will also be monitored by student achievement and the following measures: grade level SMART goals, program assessments, grade level benchmarks, CAASPP</p>

- Purchase a Lego Mindstorm robot and Space mission pack to expand our robotics program to serve more students. Approximate cost = \$700
- Extended day enrichment classes - 4 teachers \$1,800
- Referral process timesheets - \$200

and Goldring, E., (1990) "Classroom Organizational Frameworks for Gifted Education.

What funding source will you use?

GATE \$5,000

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

By June 2018 we will have a 5% increase of targeted students in each grade level that meet benchmark standards by providing time and resources for teachers to analyze data, set goals, create lessons and respond to students based on the assessed need demonstrated in common grade level assessments.

Metric: Data and Program Evaluation

Actions/Services 2.1.1

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?
<p>Release Days per grade level, including resource and special education. Days will be used for planning and collaboration; analyzing data; planning intervention; peer observations; and CAST/Co-ops.</p> <ul style="list-style-type: none"> • 40 teachers at 5 days each - Each teacher will be out of the classroom for less than 3% of year. • 12 additional days of 1 roving sub = \$2400 	<p>Using the PLC at work model, teachers will use release time to collaborate, continue to explore, utilize, and develop a deeper understanding of the Wonders curriculum, plan intervention lessons and groups, and address the needs of our SED, EL, and FY students.</p> <p>John Hattie's research on Visible Learning for Teachers identifies the effect size of various influences on student achievement.</p> <ul style="list-style-type: none"> • Response to Intervention: 1.07 effect size • Professional Development: .75 effect size • PLC: 1.57 effect size 	<p>SMART Goals CAASPP Benchmark Assessment Data</p>

What funding source will you use?

Title 1 - \$42,400

Site Goal 2.2

Increase the use of technology to collaboratively analyze data from common written and online assessments. Offer students more opportunities to access online assessments and curriculum components.

Metric: Data and Program Evaluation

Actions/Services 2.2.1

Principally Targeted Student Group

• Asian • 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 2 laptop computers to be used by admin during Co-op/CAST and teacher collaboration time to track and monitor student progress.	<p>Technology resources and equipment can help us realize the full potential of using assessment data to improve learning. One recent study of teacher perceptions of the use of data revealed a range of frustrations with many current implementations. These frustrations include being overwhelmed with large amounts of data from disparate sources, incompatibility of data systems and tools that make data analysis unnecessarily time-consuming, inconsistency in the level of detail and quality of data, and delays in being able to access data in time to modify instruction. With the appropriate tools and equipment, site administration, instructional coaches, and support staff will be able to sort and analyze student data and share that data in a concrete and understandable way with our teachers, parents, students, and community stakeholders.</p> <p>Bill & Melinda Gates Foundation. (2015). Teachers know best: Making data work for teachers and students. https://s3.amazonaws.com/edtech-production/reports/Gates-TeachersKnowBest-MakingDataWork.pdf</p> <p>Bill & Melinda Gates Foundation. (2015). Reaching the summit of data-driven instruction. http://collegeready.gatesfoundation.org/2015/06/summit-of-data-driven-instruction/</p>	Grade Level SMART Goals SBAC Benchmark Assessment Data

What funding source will you use?
Title 1 - \$2,800

<p>District Strategic Goal 3:</p> <p>All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.</p>	<p>District Needs and Metrics 3:</p> <p>Students need a safe and engaging academic, social-emotional, and physical school environment as measured by:</p> <ul style="list-style-type: none"> • Attendance • Chronic Absenteeism • Cohort Graduation • Expulsion • Facilities • HS Dropout • MS Dropout • School Climate • Suspension
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Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

Site Goal 3.1

Through the district adopted PBIS strategies, provide school-wide, whole class and small group instruction to support physical and emotional

wellbeing of students and to promote skills for social and academic success.

Metric: School Climate

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?
Funds will be used to support the PBIS process on campus by purchasing PBIS related signs, posters, safety cones, lesson plan materials, and student acknowledgment, as well as offer active supervision training for our yard supervisors.	PBIS (Positive Behavior Interventions and Supports) See www.PBIS.org	Herburger "Caught a Hawk" data Parent Feedback - survey Staff Feedback - survey Discipline/suspension data

What funding source will you use?

PBIS Funds - \$1,000

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

Throughout the 2017-2018 school year, increase the number of staff members participating in the Home Visit project by 50%.

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?
Teachers will conduct Parent Teacher Home Visits throughout the school year. Six teachers were trained last year and we will train at least an additional 6 staff members, including administration. Teachers are compensated at an hourly rate for the visit. <ul style="list-style-type: none"> • \$45 an hour and 2 teachers per visit for a total of \$90 per visit = approximately 76 visits between January and May 2018. 	§ Effective family engagement builds relationships and capacity, and is linked to student learning. Parent/Teacher Home visits are one such engagement tool. Students whose families received a home visit, had 24 percent fewer absences than similar students whose families did not receive a visit. These same students also were more likely to read at or above grade level compared to similar students who did not receive a home visit. John Hopkins Study Report 2015: Parent/Teacher Home Visit Project -model Home Visits Make Significant Impact on Student Outcomes. Retrieved from http://www.pthvp.org/wp-content/uploads/2016/09/JHU-STUDY_FINAL-REPORT.pdf	Increased productivity and frequency of home/school partnerships will be measured by parent involvement data including number of parents attending parent conferences, school-wide events, School Site Council, English Learner Advisory Committee, and Parent Faculty Organization meetings

What funding source will you use?

Title 1 - \$6,866

Site Goal 4.2

Increase opportunities for families to participate in PFO, Parent University, Back to School Night, Open House and other family and community events.

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?
<p>In addition to our scheduled annual events (PFO events, Parent University, Back to School Night, Open House, School Site Council and ELAC meetings, etc.) provide 1-2 additional parent and/or family and community involvement activities on campus during the 2017-2018 school year.</p> <ul style="list-style-type: none"> Contract through STORM for parent engagement/family nights - \$750 Purchase materials/supplies, i.e., books and light refreshments. - \$250 	<ul style="list-style-type: none"> Parent involvement in education is crucial. No matter their income or background, students with involved parents are more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved behavior, and adapt well to school. <p>National Coalition for Parent Involvement in education. 2006. <i>Research Review and Resources</i>. Retrieved September 16, 2011, from www.ncpie.org/WhatsHappening/researchJanuary2006.cfm.</p> <p>The most accurate predictors of student achievement in school are not family income or social status, but the extent to which the family creates a home environment that encourages learning, communicates high yet reasonable expectations for the child's achievement, and becomes involved in the child's education at school.</p> <p>National PTA. 2000. <i>Building Successful Partnerships: A Guide for Developing Parent and Family Involvement Programs</i>. Bloomington, Indiana: National Education Service, 11-12.</p>	<p>Increased opportunities for families to participate and partner with the school will be measured by parent involvement data including number of parents attending parent conferences, school-wide events, School Site Council, English Learner Advisory Committee, and Parent Faculty Organization meetings</p>

What funding source will you use?

Title 1 - \$1000

IV. Funding

Roy Herburger Elementary - 285

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	
1510 Regular Education (TK-6) 0000 Unrestricted	0	\$0	\$26,519	\$26,519	\$26,519	\$0	\$0	\$0	\$0
1510 Regular Education (TK-6) 0000 Unrestricted	0	\$58	\$0	\$58	\$58	\$0	\$0	\$0	\$0
1511 Regular Education (TK-6) - Allocated FTE 0000 Unrestricted	42.3752	\$0	\$4,579,630	\$4,579,630	\$4,579,630	\$0	\$0	\$0	\$0
1512 Subject Matter Teachers 0000 Unrestricted	1	\$0	\$119,678	\$119,678	\$119,678	\$0	\$0	\$0	\$0
1580 Summer School/Extended Learning (TK-6) 0000 Unrestricted	0	\$31,935	\$0	\$31,935	\$31,935	\$0	\$0	\$0	\$0
5495 Allocated FTE Leave 0000 Unrestricted	0.0001	\$0	\$60,851	\$60,851	\$60,851	\$0	\$0	\$0	\$0
5634 Custodial Services 0000 Unrestricted	3	\$0	\$197,941	\$197,941	\$0	\$0	\$197,941	\$0	\$0
7101 LCFF Supple/Conc TK - 6 0000 Unrestricted	0	\$0	\$17,794	\$17,794	\$17,794	\$0	\$0	\$0	\$0
7105 Gifted and Talented Education (GATE) TK-6 0000 Unrestricted	0	\$0	\$5,000	\$5,000	\$5,000	\$0	\$0	\$0	\$0
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	0	\$0	\$26,425	\$26,425	\$10,525	\$15,900	\$0	\$0	\$0
7440 Positive Behavior Incentive Supports 0000 Unrestricted	0	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
7440 Positive Behavior Incentive Supports 0000 Unrestricted	0	\$1,000	\$0	\$1,000	\$1,000	\$0	\$0	\$0	\$0
7534 Site Custodial Services 0000 Unrestricted	0.5	\$0	\$30,051	\$30,051	\$0	\$0	\$30,051	\$0	\$0
4900 Director of Learning Support Services 3010 NCLB: Title I, Part A, Basic Grants Low Income and Neglected	0	\$0	\$123,309	\$123,309	\$69,490	\$45,200	\$0	\$8,619	\$0
5610 Food and Nutrition Services Center 5310 Child Nutrition: School Programs	1.9688	\$0	\$86,983	\$86,983	\$0	\$0	\$86,983	\$0	\$0

5610 Food and Nutrition Services Center 5320 CACFP Claims - Centers and Family Day Care	0.0625	\$0	\$3,247	\$3,247	\$0	\$0	\$3,247	\$0	\$0
4900 Director of Learning Support Services 5858 Title I - Afterschool (rolls to 3010)	0	\$0	\$45,000	\$45,000	\$45,000	\$0	\$0	\$0	\$0
4900 Director of Learning Support Services 6010 After School Education and Safety (ASES)	0	\$0	\$97,435	\$97,435	\$97,435	\$0	\$0	\$0	\$0
3155 Supported Living Skills (SLS) 6500 Special Education	6.5	\$0	\$406,512	\$406,512	\$406,512	\$0	\$0	\$0	\$0
3200 Language Speech and Hearing (LSH) 6500 Special Education	0.8	\$0	\$65,028	\$65,028	\$65,028	\$0	\$0	\$0	\$0
3410 Special Education Mild/Moderate 6500 Special Education	2.25	\$0	\$217,806	\$217,806	\$217,806	\$0	\$0	\$0	\$0
3660 Full Inclusion - Paraeducators in lieu of NPA 6500 Special Education	3	\$0	\$129,153	\$129,153	\$129,153	\$0	\$0	\$0	\$0
3770 Full Inclusion 6500 Special Education	3.75	\$0	\$199,585	\$199,585	\$199,585	\$0	\$0	\$0	\$0
Totals	65.2066	\$32,993	\$6,438,947	\$6,471,940	\$6,082,999	\$61,100	\$319,222	\$8,619	

Signatures: (Must sign in blue ink)

Date

Principal **Jennifer Wilbanks**

School Site Council Chairperson **Magan Gaines**

EL Advisory Chairperson **Manny Singh**

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

