

School Performance Plan

School Name
LAMPING, FRANK ES

Address (City, State, Zip Code, Telephone):
2551 SUMMIT GROVE DRIVE
HENDERSON, NV 89052, 7027991330

Superintendent/Region Superintendent: Jesus Jara / Jill Pendleton

For Implementation During The Following Years: 2020-2021

The Following MUST Be Completed:

Title I Status:	NA
Designation:	NA
Grade Level Served:	Elementary
Classification:	4 Star
NCCAT-S:	Initial

*1 and 2 Star Schools Only:	Please ensure that the following documents will be available upon request	<input type="checkbox"/> Use of Core Instructional Materials	<input type="checkbox"/> Scheduling	<input type="checkbox"/> Model School Visits
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Members of Planning Team * ALL Title I schools must have a parent on their planning team that is NOT a district employee.

Name of Member	Position	Name of Member	Position
Wendy Huang	Parent	Robert Solomon	Principal
Carole McSimov	Fourth Grade Teacher	Jenifer Hanley	Science Teacher
Kim Kearney	Third Grade Teacher	Jeffrey Rapp	Second Grade Teacher
Sheri Kabo	First Grade Teacher	Lori Garman	Kindergarten Teacher
Kim Evans-Cau	Fifth Grade Teacher	Emily Wagner	Special Education Teacher

COMPONENT I: COMPREHENSIVE NEEDS ASSESSMENT (CNA)**DATA REVIEWED & ANALYZED:**

Based on your schools NSPF results, identify what additional data have been reviewed and analyzed in development of the SPP.

School Data For General Education Including FRL	English Language Learner (ELL) Data	Special Education Data
Nevada School Performance Framework (NSPF)	Nevada School Performance Framework (NSPF)	Nevada School Performance Framework (NSPF)
Summative Assessments	Achievement Gap Data	Nevada Alternate Assessment (NAA)
Interim Assessments	Time in ELL Program/Projected Time to Proficiency	NA
NA	NA	NA
NA	NA	NA
Other:	Other:	Other:
Other:	Other:	Other:

Summary Statement: Please provide a brief description for how the analyzed data will impact your Inquiry and Action Planning process.

The Lamping Team worked collaboratively to analyze multiple sources of data from multiple perspectives including, Nevada School Performance Framework (NSPF), Summative Assessments, Achievement Gap Data, ELL Proficiency Levels and Nevada Alternate Assessment (NAA) to determine a data-driven focus. The team utilized data from various levels including student, classroom, grade level and school-wide information to develop a direction for our campus. The Smarter Balanced Consortium SBAC two year data reading trend reports an X trend in reading grades 3 and 4, and an X trend in grade 5 reading. The Smarter Balanced Consortium SBAC two year data math trend reports an increased trend in math grades 3, 4 and 5 math. Data in 2019-2020 reflected third grade X% proficient, fourth grade X% proficient and fifth grade X% proficient. In Math, data results reported X% of third graders proficient, X% of fourth graders proficient and X% of fifth graders proficient. Data in 2018-2019 in Reading reflected third grade 82.4% proficient, fourth grade 74% proficient and fifth grade 76.5% proficient. In Math, data results reported 80.5% of third graders proficient, 72.16% of fourth graders proficient and 67.9% of fifth graders proficient. The two identified areas of concern identified included proficiency in reading and in math.

COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 1

Based on the CNA, identify all that apply:	<input checked="" type="checkbox"/> General Education	<input checked="" type="checkbox"/> FRL	<input checked="" type="checkbox"/> ELL	<input checked="" type="checkbox"/> IEP	<input type="checkbox"/> Other
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Priority Need/Goal 1:

Increase the percent of all students proficient in ELA from X% to Y% by 2021 as measured by state summative assessments.

Root Causes:

Differentiated small group instruction and intervention materials were not consistently implemented. Critical Tier I and Tier II data was utilized at all grade levels to identify deficiencies, yet was not routinely used to provide targeted instruction and intervention based on the analysis of data.

Measurable Objective 1:

Increase the percent of 3rd grade students proficient in reading from X% to Y%, 4th grade students from X% to Y% and 5th grade students from X% to Y% by 2021 as measured by state assessments.

Monitoring Status
N/A

ACTION PLAN		MONITORING PLAN		
Action Step <small>(please only list one action step per box)</small>	Resources and Amount Needed for Implementation <small>(people, time, materials, funding sources)</small>	List Artifacts/Evidence of Progress: <small>Information (Data) that will verify the action step is in progress or has occurred.</small>	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
1.1 Professional Development (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Teachers will receive site-based professional development on Nevada Academic Content Standards, MTSS, Response to Instruction, using technology meaningfully to increase engagement and provide differentiated instruction Nevada Educator Performance Framework and engagement practices.	Nevada Educator Performance Framework Documents, Professional Development materials both District provided and site created to support individual standards, Core program with supplemental resources aligned with Nevada Academic Content Standards, Reflective Practice.	Site Based Collaboration Time Agendas, Teacher Observation Data, Lesson Plans addressing Nevada Academic Content Standards and Literacy Performance Framework, Teachers' pre/post observation data.	Principal and Assistant Principal; Timeline - Staff Development Days for the 2020-2021 School Year: Dates 9/14/20, 10/5/20, 11/3/20, 4/26/21.	N/A

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
1.2 Family Engagement (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Parents will be provided opportunities to engage and mold their child's learning through a variety of routes that develop Family-School Partnerships, including Parent Student Teacher Academic Planning Time, participation in School Governance, PTA membership, classroom volunteers, and Watch D.O.G.S, Family Engagement Sessions	Literacy resources for parents; Parental Involvement Trainings; and Academic Night parent sessions for enhancing literacy, math, science, and technology development.	PSTAPT Attendance PTA enrollment School Governance Agenda's and Sign-ins, Watch D.O.G.S. attendance at meetings, Daily Parent Volunteer Sign-ins through the office, Family Engagement Session Sign-ins.	Counselor, Coach; Timeline: Ongoing Monthly Analysis of Attendance, Frequency, and Availability of Events.	N/A

Comments:

1.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year:	NCCAT-S Indicators:	
		Year:		
Students will receive whole group, grade level instruction in reading and small group differentiated instruction, based on formative and diagnostic assessment data to meet individual academic needs: reteaching, remediation, and intervention. The integration of meaningful technology will promote optimal academic growth.	Core reading block: CORE program; Nevada Academic Content Standards; leveled text; Intervention using RTI, Reading Decision Map, easyCBM, iStation, Imagine Learning, Flying Start to Literacy, Reach for Reading Intervention; Before and After school Tutoring using iStation and Imagine Learning; RPDP Literacy Framework	Grade level common assessment data, easyCBM progress monitoring, MAPS and SBAC benchmark proficiency levels, administration of NEPF observations.	Principal, Assistant Principal, Instructional Consultation Team Benchmark easyCBM Data (3x's a year) along with SBAC Benchmark marking that occurs in August/September- Benchmark 1, December/January- Benchmark 2, and March/April- Benchmark 3.	N/A

Comments:

1.4 Other (Optional)		Continuation From Last Year:	NCCAT-S Indicators:	
				N/A

Comments:

COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 2

Based on the CNA, identify all that apply:	<input checked="" type="checkbox"/> General Education	<input checked="" type="checkbox"/> FRL	<input checked="" type="checkbox"/> ELL	<input checked="" type="checkbox"/> IEP	<input type="checkbox"/> Other
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Priority Need/Goal 2:

Increase the percent of all students proficient in math from X% to Y%, and in science from X% to Y% by 2021 as measured by state summative assessments.

Root Causes:

Differentiated instruction in mathematics was inconsistently provided to meet the needs of all students. In the area of reading, students in this subgroup exceeded the District's highest subgroup in Reading during the 2019-2020 school year. Therefore, the measurable objective in reading was determined by comparison to Lamping Elementary Schools' own ethnic/racial subgroup populations.

Measurable Objective 1:

Increase the percent of 3rd grade students proficient in math from X% to Y%, 4th grade students from X% to Y% and 5th grade students from X% to Y% by 2021 as measured by state assessments.

Measurable Objective 2:

Increase the percent of 5th grade students proficient in science from X% to Y%.

Monitoring Status
N/A

ACTION PLAN		MONITORING PLAN		
Action Step <small>(please only list one action step per box)</small>	Resources and Amount Needed for Implementation <small>(people, time, materials, funding sources)</small>	List Artifacts/Evidence of Progress: <small>Information (Data) that will verify the action step is in progress or has occurred.</small>	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
2.1 Professional Development (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	

Teachers will receive Site Based Professional Planning Time to expand their strategies to enhance critical thinking and math reasoning skills related to Nevada Academic Content Standards through the use of scaffolds, organizers and effective instructional planning. Teachers will be provided professional development with a focus on meaningful technology integration with regard to engagement and differentiated instruction.	Core program with supplemental resources aligned to Nevada Academic Content Standards; Alignment of Learning Targets to Assessment; Reflective Practice (substitute release)	Staff Development Day Agendas; Teacher Observation Data; Lesson plans addressing Nevada Academic Content Standards, Literacy Framework, and engagement strategies	Principal, Assistant Principal, Instructional Coach; Timeline - SBCT - Staff Development Days to determined for the 2020-2021 School Year: Dates 9/14/20, 10/5/20, 11/3/20, 4/26/21.	N/A
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Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
2.2 Family Engagement (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Parents will be provided opportunities to engage and mold their child's learning through a variety of routes that develop Family-School Partnerships, including Parent Student Teacher Academic Planning Time, participation in School Governance, PTA membership, classroom volunteers, and Watch D.O.G.S., Family Engagement Sessions.	PTA volunteers, Office Staff time to create and organize communication to the Lamping Community, materials and space for the use of volunteer activities by Instructional Coach and Counselor, and space for meetings.	PSTAPT Attendance, PTA enrollment, School Governance Agenda's and Sign-ins Watch D.O.G.S attendance at meetings; Daily Parent Volunteer Sign-in through the office, Family Engagement Session Sign-Ins.	Counselor, Office Staff, Site-Based Technician; Timeline: Ongoing Monthly Communication and Analysis of Attendance, Frequency and Availability of Events.	N/A

Comments:

2.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year:	NCCAT-S Indicators:	
Students will master grade level Nevada Academic Standards as a result of targeted Tier I skill based instruction delivered in whole group and small group differentiated learning to exemplify mastery and acceleration of curriculum. Meaningful technology integration will promote optimal academic growth.	Nevada Academic Content Standards, enVision materials, SBAC benchmark assessments, Certified Teaching Tutors,	Increase Catch-up percentages for Math, performance on enVision Math 2.0 topic tests	Principal, Assistant Principal, Instructional Coach, Classroom Teachers, Grade level analysis on end-of-topic cumulative assessments, MAPS, along with SBAC benchmark assessments that are administered in September/October- Benchmark 1, December/January- Benchmark 2, and April/May- Benchmark 3	N/A

Comments:

2.4 Other (Optional)	Continuation From Last Year:		NCCAT-S Indicators:	
				N/A

Comments:

COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 3

Based on the CNA, identify all that apply:	<input type="checkbox"/> General Education	<input type="checkbox"/> FRL	<input type="checkbox"/> ELL	<input type="checkbox"/> IEP	<input type="checkbox"/> Other
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Priority Need/Goal 3:

Root Causes:

Monitoring Status
N/A

ACTION PLAN		MONITORING PLAN		
Action Step <small>(please only list one action step per box)</small>	Resources and Amount Needed for Implementation <small>(people, time, materials, funding sources)</small>	List Artifacts/Evidence of Progress: <small>Information (Data) that will verify the action step is in progress or has occurred.</small>	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
3.1 Professional Development (Required)		Continuation From Last Year:	NCCAT-S Indicators:	N/A

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
3.2 Family Engagement (Required)		Continuation From Last Year:	NCCAT-S Indicators:	

				N/A
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Comments:

3.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year:	NCCAT-S Indicators:	
				N/A

Comments:

3.4 Other (Optional)		Continuation From Last Year:	NCCAT-S Indicators:	
				N/A

Comments:

COMPONENT III: Budget Plan

COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS: Provide the sources of funds your school is currently receiving and identify the purposes for which those funds are spent. Sources of funds may include General Budget, Title I , Title II, Title III, Migrant, Immigrant, Neglected & Delinquent, 21st Century After School Programs, Gear Up, IDEA, McKinney-Vento/Homeless, Head Start, state-funded Pre-Kindergarten, Teacher Incentive Fund, Striving Readers, and other state/federal funds.

Source of Funds applicable to Priority Need/Goal	Amount Received for this School Year	Purposes for which funds are used (include targeted audience, specific activities, intended outcomes, etc.)	Applicable Goal(s)
Strategic Budget	61,379.00	School general supplies will be used to provide support and services when implementing identified actions steps.	Goals 1 and 2

Plan for improving the school climate

Goal:

Increase the percent of students who respond "agree or strongly agree" to the following statement, "I like my school" from X% to Y% by December 2021 as measured by the district wide survey.

Action Plan: How will this plan improve the school climate?

The following strategies will promote a positive climate for students: Family/Parent Engagement Sessions, School Wide Classroom Incentives, Student of the Week Recognition.

Monitoring Plan: How will you track the implementation of this plan?

Parent Sign ins and flyers will be collected for Family/Parent Engagement Sessions and flyers for school wide events.

Evaluation Plan: What data will you use to determine if the climate of the school has been improved through the implementation of this plan?

The effectiveness of the plan will be measured through the use of the district wide survey.

APPENDIX A - Professional Development Plan

1.1

Teachers will receive site-based professional development on Nevada Academic Content Standards, MTSS, Response to Instruction, using technology meaningfully to increase engagement and provide differentiated instruction Nevada Educator Performance Framework and engagement practices.

Goal 1 Additional PD Action Step (Optional)

Teachers will receive site-based professional development on the newly implemented Reach for Reading Series, small group targeted intervention, and how to analyze student data in order to drive appropriate planning and instruction.

2.1

Teachers will receive Site Based Professional Planning Time to expand their strategies to enhance critical thinking and math reasoning skills related to Nevada Academic Content Standards through the use of scaffolds, organizers and effective instructional planning. Teachers will be provided professional development with a focus on meaningful technology integration with regard to engagement and differentiated instruction.

Goal 2 Additional PD Action Step (Optional)

3.1

Goal 3 Additional PD Action Step (Optional)

APPENDIX B - Family Engagement Plan

1.2

Parents will be provided opportunities to engage and mold their child's learning through a variety of routes that develop Family-School Partnerships, including Parent Student Teacher Academic Planning Time, participation in School Governance, PTA membership, classroom volunteers, and Watch D.O.G.S, Family Engagement Sessions

Goal 1 Additional Family Engagement Action Step (Optional)

2.2

Parents will be provided opportunities to engage and mold their child's learning through a variety of routes that develop Family-School Partnerships, including Parent Student Teacher Academic Planning Time, participation in School Governance, PTA membership, classroom volunteers, and Watch D.O.G.S., Family Engagement Sessions.

Goal 2 Additional Family Engagement Action Step (Optional)

3.2

Goal 3 Additional Family Engagement Action Step (Optional)

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 1

Priority Need/Goal 1:

Increase the percent of all students proficient in ELA from X% to Y% by 2021 as measured by state summative assessments.

Measurable Objective(s):

- Increase the percent of 3rd grade students proficient in reading from X% to Y%, 4th grade students from X% to Y% and 5th grade students from X% to Y% by 2021 as measured by state assessments.

Status
N/A

Comments:

1.1 Professional Development:

1.2 Family Engagement:

1.3 Curriculum/Instruction/Assessment:

1.4 Other:

	Mid-Year	End-of-Year
1.1	Teachers will receive site-based professional development on Nevada Academic Content Standards, MTSS, Response to Instruction, using technology meaningfully to increase engagement and provide differentiated instruction Nevada Educator Performance Framework and engagement practices.	
Progress		
Barriers		
Next Steps		
1.2	Parents will be provided opportunities to engage and mold their child's learning through a variety of routes that develop Family-School Partnerships, including Parent Student Teacher Academic Planning Time, participation in School Governance, PTA membership, classroom volunteers, and Watch D.O.G.S, Family Engagement Sessions	
Progress		

Barriers		
Next Steps		
1.3	Students will receive whole group, grade level instruction in reading and small group differentiated instruction, based on formative and diagnostic assessment data to meet individual academic needs: reteaching, remediation, and intervention. The integration of meaningful technology will promote optimal academic growth.	N/A
Progress		
Barriers		
Next Steps		
1.4		N/A
Progress		
Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 2

Priority Need/Goal 2:

Increase the percent of all students proficient in math from X% to Y%, and in science from X% to Y% by 2021 as measured by state summative assessments.

Measurable Objective(s):

- Increase the percent of 3rd grade students proficient in math from X% to Y%, 4th grade students from X% to Y% and 5th grade students from X% to Y% by 2021 as measured by state assessments.
- Increase the percent of 5th grade students proficient in science from X% to Y%.

Status
N/A

Comments:

2.1 Professional Development:

2.2 Family Engagement:

2.3 Curriculum/Instruction/Assessment:

2.4 Other:

	Mid-Year	End-of-Year
2.1	Teachers will receive Site Based Professional Planning Time to expand their strategies to enhance critical thinking and math reasoning skills related to Nevada Academic Content Standards through the use of scaffolds, organizers and effective instructional planning. Teachers will be provided professional development with a focus on meaningful technology integration with regard to engagement and differentiated instruction.	N/A
Progress		
Barriers		
Next Steps		
2.2	Parents will be provided opportunities to engage and mold their child's learning through a variety of routes that develop Family-School Partnerships, including Parent Student Teacher Academic Planning Time, participation in School Governance, PTA membership, classroom volunteers, and Watch D.O.G.S., Family Engagement Sessions.	N/A
Progress		

Barriers		
Next Steps		
2.3	Students will master grade level Nevada Academic Standards as a result of targeted Tier I skill based instruction delivered in whole group and small group differentiated learning to exemplify mastery and acceleration of curriculum. Meaningful technology integration will promote optimal academic growth.	N/A
Progress		
Barriers		
Next Steps		
2.4		N/A
Progress		
Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 3

Priority Need/Goal 3:

Measurable Objective(s):

Status
N/A

Comments:

3.1 Professional Development:

3.2 Family Engagement:

3.3 Curriculum/Instruction/Assessment:

3.4 Other:

	Mid-Year	End-of-Year
3.1		N/A
Progress		
Barriers		
Next Steps		
3.2		N/A
Progress		
Barriers		

Next Steps		
3.3		N/A
Progress		
Barriers		
Next Steps		
3.4		N/A
Progress		
Barriers		
Next Steps		



**CCSD Strategic Budget Plan
0256 Lamping, FrankES
2020-2021 School Year**

10/22/2020
WL_0256

ALL FUNDING SOURCES		Gen Fund	CSR	Food	Gen GATE	GenF Read by 3	Sp Ed	Local Plan	Cost	Cost (%)
Plan Summary										
Admin Jobs	Total Funding Amount	277,811							277,811	5.59%
Licensed Jobs	Total Funding Amount	2,205,138	441,028		88,206	88,206	818,592		3,641,169	73.21%
Support Jobs	Total Funding Amount	503,911		29,488			223,932	34,179	791,510	15.91%
Supplies and Other Services	Supplies and Other Services	73,448				794			74,243	1.49%
Supplies and Services	Service Level Agreement	188,963							188,963	3.80%
Total		3,249,272	441,028	29,488	88,206	89,000	1,042,524	34,179	4,973,696	100.00

Job	Position	Assumption			Gen Fund		CSR	Food	Gen GATE	GenF Read by 3	Sp Ed	Local Plan
		Shared Position	Months Work Override	Avg Hours	Planned FTE	FS Amount Average	FS Amount Average	FS Amount Actual	Average Cost	Average Cost	Actual Cost	Actual Cost
						Cost Basis	Cost Basis	Cost Basis	Basis	Basis	Basis	
ELE PRINC (9 MOS) - U7000	P_10026610_1			11 Months	8.00	1.00						
ELE AST PRINC - U7050	P_10009515_1			11 Months	8.00	1.00						
Total Administrative Staffing						2.00						
									277,810.99			
KDG 1 AM/1 PM1 - C1000	P_10009471_1			09 Months	7.18	1.00			\$88,205.51			
				09 Months	7.18	1.00			\$88,205.51			
				09 Months	7.18	1.00			\$88,205.51			
				09 Months	7.18	1.00			\$88,205.51			
GRADE 1 - C1010	P_10009472_1			09 Months	7.18	1.00			\$88,205.51			
				09 Months	7.18	1.00			\$88,205.51			
	P_10009473_1			09 Months	7.18	1.00			\$88,205.51			
				09 Months	7.18	1.00			\$88,205.51			
GRADE 2 - C1020	P_10009474_1			09 Months	7.18	1.00			\$88,205.51			
				09 Months	7.18	1.00			\$88,205.51			
	P_10009475_1			09 Months	7.18	1.00			\$88,205.51			
				09 Months	7.18	1.00			\$88,205.51			
GRADE 3 - C1030	P_10009476_1			09 Months	7.18	1.00			\$88,205.51			
				09 Months	7.18	1.00			\$88,205.51			
				09 Months	7.18	1.00			\$88,205.51			
				09 Months	7.18	1.00			\$88,205.51			
GRADE 4 - C1040	P_10009477_1			09 Months	7.18	1.00			\$88,205.51			
	P_10000711_1			09 Months	7.18	1.00			\$88,205.51			
	P_10009478_1			09 Months	7.18	1.00			\$88,205.51			
				09 Months	7.18	1.00			\$88,205.51			
				09 Months	7.18	1.00			\$88,205.51			
GRADE 5 - C1050	P_10000837_1			09 Months	7.18	1.00			\$88,205.51			
	P_10009479_1			09 Months	7.18	1.00			\$88,205.51			
				09 Months	7.18	1.00			\$88,205.51			
				09 Months	7.18	1.00			\$88,205.51			
ART, ELEM - C1100	P_10009480_1			09 Months	7.18	1.00			\$88,205.51			
MUSIC, ELEM - C1250	P_10009481_1			09 Months	7.18	1.00			\$88,205.51			
PHYSICAL ED - C1260	P_10001037_1			09 Months	7.18	1.00			\$88,205.51			
HUMANITIES, ELEM - C1400	P_10009482_1			09 Months	7.18	1.00			\$88,205.51			
EAR CHLDHD SP ED - C6030	P_10009483_1			09 Months	7.18	1.00			\$88,205.51			\$82,744.63
				09 Months	7.18	1.00			\$88,205.51			\$108,215.81
ECSE AUTISM-KIDS - C6031	P_10009484_1			09 Months	7.18	1.00			\$88,205.51			\$107,514.38
AUTISM IMPAIRED - C6040	P_10009485_1			09 Months	7.18	1.00			\$88,205.51			\$73,647.12
				09 Months	7.18	1.00			\$88,205.51			\$110,035.84
				09 Months	7.18	1.00			\$88,205.51			\$99,119.62
GEN RR ELEM - C6050	P_10002107_1			09 Months	7.18	1.00			\$88,205.51			\$66,368.33
ARL GEN RR K-8 - C6059	P_10009486_1			09 Months	7.18	1.00			\$88,205.51			\$66,368.33
GATE ELEM - C6130	P_10009487_1			09 Months	7.18	1.00			\$88,205.51			\$66,368.33
COUNSELOR/ELE - C8000	P_10009488_1			09 Months	7.18	1.00			\$88,205.51			\$66,368.33
RBG3 LEARNING STR - C8112	P_10009489_1			09 Months	7.18	1.00			\$88,205.51			\$66,368.33

FAC SP ED - C8130		P_10009490_1	09 Months	7.18	1.00	\$104,578.39				
Total Licensed Staffing					41.00	\$2,205,137.75	\$441,027.55	\$88,205.51	\$88,205.51	\$818,592.45
FRST AID/SFTY AST - N0090	P_10009491_1	09 Months	6.00	0.56	\$24,830.87					
ELEM SCHOOL CLERK - N0143	P_10009496_1	11 Months	8.00	0.91	\$55,944.06					
SCH OFFICE MANAGE - N0310	P_10009507_1	11 Months	8.00	0.91	\$68,221.82					
COMPUTER TECH I - N1555	P_20003823_1	10 Months	4.00	0.42	\$34,369.40					
CUSTODIAN - N8040	P_10009509_1	12 Months	7.00	0.88	\$45,833.62					
	P_10009510_1	12 Months	8.00	1.00	\$51,312.06					
		12 Months	8.00	1.00	\$51,312.06					
	P_10009511_1	12 Months	1.00	0.13	\$5,478.44					
HD CUST I - N8110	P_10009512_1	12 Months	8.00	1.00	\$63,512.33					
SCHOOL AIDE - N0100	P_10009492_1	10 Months	1.00	0.11	\$3,926.29					
	P_20000029_1	10 Months	7.00	0.74	\$34,968.52					
LIBRARY AIDE - N0105	P_10009493_1	09 Months	3.00	0.28	\$10,615.54					
	P_10009494_1	09 Months	5.00	0.46	\$25,177.09					
SPTA II - N0162	P_10009499_1	09 Months	6.00	0.56						\$31,488.20
		09 Months	6.00	0.56						\$29,236.42
		09 Months	6.00	0.56						\$30,308.70
		09 Months	6.00	0.56						\$28,210.10
	P_10009500_1	09 Months	6.00	0.56						\$28,210.10
	P_20000206_1	09 Months	6.50	0.60						\$29,937.23
		09 Months	6.50	0.60						\$29,937.23
PE INSTR ASST - N0179	P_10009501_1	09 Months	6.00	0.56	\$28,409.24					
INSTRUCTIONAL AST - N0190	P_10009502_1	09 Months	5.00	0.46						\$22,407.04
		09 Months	5.00	0.46						\$22,407.04
	P_10009503_1	09 Months	1.00	0.09						\$2,984.50
		09 Months	1.00	0.09						\$2,984.50
SR FOOD SRVC WRKR - N5030	P_10023833_1	09 Months	5.50	0.51			\$29,487.90			
Total Support Staffing					14.57	\$503,911.34		\$29,487.90		\$223,931.96
										\$34,179.10

WL_0256

Job	Position	Days of Add-On Hours	Add-On Hours	Extra Hours	Days of Extra Hours	Add-On Note	Extra Note
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Add-On and Extra

Total Add-On and Extra

WL_0256

Account Description	Gen Fund	Budget	Budget	(%)
		Gen Fund	Gen Fund by 3	
Supplies and Other Services				
561000000 General Supplies		\$70,448.44	\$794.49	95.96%
561070000 Custodial Supplies		\$3,000.00		4.04%
Total Supplies and Other Services		\$73,448.44	\$794.49	100.00%

WL_0256

Item Description	Gen Fund
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SLA Breakdown

AARSI - ELL Placement Testing Personnel (Vacant)	1,051.05
AARSI - ELL Placement Testing Personnel (Filled)	937.75
AARSI - WIDA Access 2.0 Testing Protocols/Licenses	798.50
AARSI - MAP Testing Protocols/Licenses	4,130.00
BF - Utilities and Trash Disposal	77,414.86
COMM - FACES Support Services	437.86
COMM - Partnership Field Trips	10.00
ELL - Student Success Advocates	1,020.76
ESD - Attendance Officers	4,274.42
ESD - Correctional Schools	6,518.66
ESD - Substance Abuse (SAAP) Instructors	117.28
FD - Landscape Maintenance	13,911.16
SSD - Gifted and Talented Education Specialists	78,341.18

Service Level Agreement Total Cost	188,963.48
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