THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT
JOHN PAUL JONES SCHOOL

37-68338-6039796
CDS Code

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

Contact Person: Annette Brady

Position: Principal

Telephone Number: 858-496-8140

Address: 2751 Greyling Dr., San Diego, CA 92123

E-mail address: abrady@sandi.net

San Diego Unified School District

Board Approval: 06-20-08

SINGLE PLAN FOR STUDENT ACHIEVEMENT

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San Diego Unified School District
Special Projects Division
Program Monitoring Department

**2008-09 SINGLE PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES**

SCHOOL NAME: Jones Elementary

SITE CONTACT PERSON: Annette Brady

PHONE: 858-496-8140   **FAX:** 858-571-2877   **E-MAIL ADDRESS:** abrady@sandi.netx

☐ TITLE I   ☐ PROGRAM IMPROVEMENT   ☐ SAIT (State-monitored)

TYPE OF SITE PLAN (PLEASE CHECK THE APPROPRIATE BOX):

☐ SPSA   ☐ HPSGP
☐ II/USP   ☐ WASC

REQUIRED OF ALL SCHOOLS: Single Plan for Student Achievement

The School Site Council (SSC) recommends this school's site plan and its related expenditures to the district Board of Education for approval, and assures the Board of the following:

1.   The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.

2.   The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.

3.   The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan. **(BE SURE TO COMPLETE THIS SECTION AND CHECK ALL THAT APPLY TO YOUR SITE):**

☐   English Learner Advisory Committee (ELAC)
☐   Community Advisory Committee for Special Education Programs (CAC)
❶☐   Gifted and Talented Education Program Advisory Committee (GATE)
❶☐   Site Governance Team (SGT)
❶☐   Other (list):   staff

4.   The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.

5.   The site plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6.   The site plan or revisions to the site plan were adopted by the SSC on: March 4, 2008

7.   The SSC reviewed Schoolwide Program status on: March 4, 2008

8.   All carryover funds will be placed in Instructional Supplies (4301). These funds may be transferred to support other program needs with SSC approval in Fall 2008.

The undersigned declare under penalty of perjury that the foregoing is true and correct and that these assurances were signed in San Diego, California, on the date(s) indicated.

Annette Brady   _____   **March 10, 2008**
 Typed Name of School Principal   Signature of School Principal   Date

Richard Shick   _____   March 10, 2008
 Typed Name of SSC Chairperson   Signature of SSC Chairperson   Date

Dr. Rich Cansdale   _____   March 10, 2008
 Typed Name of Area/Assistant Superintendent   Signature of Area/Assistant Superintendent   Date

SUBMIT DOCUMENT WITH ORIGINAL SIGNATURES TO THE PROGRAM MONITORING DEPARTMENT, IMC, BUILDING D, BY MARCH 7, 2008.

ESTABLISHING GOALS FOR IMPROVEMENT OF STUDENT ACHIEVEMENT

School Goals for Improving Student Achievement:

Please provide the following information for each academic goal. Goals should be determined through collaboration among the principal, the School Site Council, and the Area/Assistant Superintendent. As a minimum, schools should be meeting Annual Measurable Objectives (AMOs) for Adequate Yearly Progress (AYP) schoolwide and for significant subgroups for English/Language Arts and Mathematics. Schools that have already met the AMOs should look to increase to the next nearest target or use targets for API.

SCHOOL GOAL # 1

To improve the academic performance in ELA of English Learner students in fourth and fifth grades on the CST in the spring 2008: in fourth grade to 50 % proficient and/or advanced; in the fifth grade from 8.3 % to 50% proficient and/or advanced.

Data Conclusions related to GOAL #1: (Summarize your data patterns and trends based on analysis of program components and student data.)

The data shows that the 4th and 5th grade English Leanner students are performing lower than any other subgroup on the CST in ELA reflecting one of the largest achievement gaps in our student population. The fifth grade students' performance on the CST decreased by 6% from 2006.

Student groups and grade levels to participate in this goal:	Anticipated annual performance growth for each group:
All English Learner students in fourth and fifth grades.	4th grade ELs – to 50% proficient and advanced 5th grade ELs – from 8.3% to 50% proficient and advanced
Means of evaluating progress toward this goal: Teacher conferences re: monthly monitoring of DRA & instructional reading levels, teachers' IRC notes, daily informal teacher observation, summative assessments and CST data.	Group data to be collected to measure academic gains: The data will be DRA levels, monthly monitoring data, summative assessment data and CST data, reading rubrics and Independent Reading conference notess.

ESTABLISHING GOALS FOR IMPROVEMENT OF STUDENT ACHIEVEMENT

SCHOOL GOAL # 2

To increase academic performance on the spring 2008 CST in math of the 4th and 5th grade English Learner students: in the fourth grade from 50% to 60% proficient and/or advanced; in the fifth grade from 8.3% to 50% proficient and/or advanced.

Data Conclusions related to GOAL #2: (Summarize your data patterns and trends based on analysis of program components and student data.)

The fourth and fifth grade English Learners scored below other subgroups in mathematics.

Student groups and grade levels to participate in this goal:	Anticipated annual performance growth for each group:
All fourth and fifth grade English Learners.	To increase achievement from 50% to 60% in fourth grade and from 8.3% to50% proficient and advanced for all English Learners in fourth and fifth grade.
Means of evaluating progress toward this goal: End of module assessments, benchmark assessments, daily student work and participation in class share outs, math journals and math discussions.	Group data to be collected to measure academic gains: End of module data, chapter tests, district benchmark assessment data, class work and CST.

ESTABLISHING GOALS FOR IMPROVEMENT OF STUDENT ACHIEVEMENT

SCHOOL GOAL # 3 (Optional)	
Data Conclusions related to GOAL #3: (Summarize your data patterns and trends based on analysis of program components and student data.)	
Student groups and grade levels to participate in this goal:	Anticipated annual performance growth for each group:
Means of evaluating progress toward this goal:	Group data to be collected to measure academic gains:

Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, it has adopted the following related actions and expenditures to raise the academic performance of student groups not meeting state standards:

Actions to be Taken to Reach Stated Goals: Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date/ Completion Date	Proposed Expenditures (e.g., Personnel, Supplies, Travel Expenses)	Estimated Cost	Funding Source

Actions to be Taken to Reach Stated Goals: Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date/ Completion Date	Proposed Expenditures (e.g., Personnel, Supplies, Travel Expenses)	Estimated Cost	Funding Source
1. Alignment of instruction with content standards: Use curriculum maps and units of inquiry/modules to guide instructional planning. Pilot the Standards Based Report Card (SBRC) year 2 Teachers collaborate in order to ensure there is school wide instructional consistency within grades Align Units of Inquiry to state standards Analyze student work from common assessments within grade levels to calibrate and identify instructional next steps Use rubrics for writing and reading to calibrate student work – what is proficiency. Use Summative Assessments	On-going from 9/08 through 7/09	Instructional supplies	See # 2 $3,152 $440	72500 73940
		Visiting teachers	TBD	PEP funds
Provide Professional Development for content knowledge and alignment to standards. Use "backward planning" as a vehicle for standards planning. Flexible grouping of students within the classroom to differentiate instruction to meet specific needs. Use adopted text to support standards-based teaching.	Throughout the year	Resource teacher/ staff	$45,505	00000 and 73940
Provide common prep period to teachers for professional staff Development, developing timelines from which the standards will be taught; create standards-based lessons; share standards-aligned materials that have been used successfully to teach and re-teach the standards; analyze data to guide instruction; share "best practices" that improve mastery of standards. Analyze released test items and CST blueprints to determine in conjunction with school strand data to target instructional support, ELD training 08-09.		Push-in teacher (as funds become available)		
		Teachers	TBD	PEP funds
Provided focused ELD instruction to EL students. Provide common duty-free lunch time to teachers for informal grade level collaboration and planning.	On-going from 10/08 through 7/09	Push-in teacher and Resource Teacher	See above	See above
		Noon duty supervision (Paras) as funds become available	$1,000	73940

Actions to be Taken to Reach Stated Goals: Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date/ Completion Date	Proposed Expenditures (e.g., Personnel, Supplies, Travel Expenses)	Estimated Cost	Funding Source
2. Improvement of instructional strategies and materials: Use of balanced literacy approaches/ gradual release of responsibility to ensure students become independent readers and writers. Purchase of instructional materials aligned to content standards. Schedule and provide release time for monthly (grade level, core academic area) meetings for monitoring purposes, data analysis, and instructional planning. Bridging concrete experiences to the symbolic and abstract. Differentiate instruction to meet the needs of diverse learners. Strengthen conceptual understandings in mathematics utilizing multiple representations. Engage in focused student/teacher conferring during Independent Reading, Independent Writing and Mathematics. Use of anecdotal note-taking as part of ongoing assessment. Strengthen academic rigor and stamina through extended literacy/mathematics blocks. Provide Mathematics Routine Banks for teachers' use with students to deepen and build upon number and operational sense strategies, grades 2-5. Utilize Mathematics Modules, Chapter and /or End of Module assessments. Computer Lab for technology support for student learning. Assess English Learners(CELDT) to determine class placement and instructional strategies to increase student performance Utilize SDAIE strategies effectively to improve student achievement. Purchase materials which are culturally sensitive and have appealing content. Arrange field trips to enhance building background knowledge or making explicit connections to standards-based learning.	On-going 08-09 September-July September to October and as needed through the year As needed October - July	Instructional materials GATE/Seminar teachers (Consultants) Classroom teachers Computer Lab Assistant Push-in Teacher Instructional materials Field trips	See #1 $1,500 $ 8,705 See #4 $2,604 $300 $1,077	See #1 Pep funds 71401 30100 See # 4 30100 71401 73940

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Actions to be Taken to Reach Stated Goals: Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date/ Completion Date	Proposed Expenditures (e.g., Personnel, Supplies, Travel Expenses)	Estimated Cost	Funding Source
3. Extended learning time: Identify targeted students enrolled in 6-6 (YMCA) program with homework support. Utilize clerical staff to contact parents of students recommended for extended day instructional support. Contact parents of students (targeted sub-groups) by phone to inform them of intervention opportunities. Provide interventions, such as small-group instruction and individual conferring, in order to scaffold learning for struggling students.	October – July September - July September – July October - July	In-school resource teacher Attendance Asst. " " " Push-in teacher	See #1 $15,025 " " See #4	See #1 30100 See #4

Actions to be Taken to Reach Stated Goals: Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date/ Completion Date	Proposed Expenditures (e.g., Personnel, Supplies, Travel Expenses)	Estimated Cost	Funding Source
4. Increased educational opportunity: Provide targeted small-group instruction that focuses on English Language Development. Provide study/organization skills instruction grades 3-5.	September - July	Push-in teacher, resource teacher	See above #1	See above #1
Provide classroom push-in support for 1:1 and flexible small group instruction, literacy and math.	September - July	Push-in teacher	See above # 1	See above #1
Utilize guidance assistant to assist with social/emotional issues that interfere with learning. Utilize guidance assistant for attendance monitoring purposes.	September - July	Guidance Assistance	$9,495	30100
Utilize counselor to assist with social/emotional issues that interfere with learning.	September - July	District Counselor	$16,918	72500
Utilize nurse to assist with health/vision issues that may interfere with learning.	September - July	School Nurse	$8,817	30100
Utilize librarian/library tech to provide student access to library during school and to ensure library is maintained in an orderly fashion.	September - July	Library Tech I (as funds become available)		
Utilize librarian to support students in research/research strategies relevant to curriculum.	September - July	Library books	$10,000	725000
Provide grade level appropriate technology curriculum to students pre-K through grade five.	September - July	Computer Assistant	$8,705	30100
Parent volunteer to provide assistance in the computer lab for GATE students with projects (web pages, power point presentations, etc.)		Instructional/project materials	$200	71401

Actions to be Taken to Reach Stated Goals: Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date/ Completion Date	Proposed Expenditures (e.g., Personnel, Supplies, Travel Expenses)	Estimated Cost	Funding Source
5. Staff development and professional collaboration: Engage in purposeful planning driven by review of assessment data and aligned to content standards.	As needed	Classroom teachers		
Deepen understanding of effective use of Units of Inquiry and Curriculum Maps.	On-going 08 - 09	In-school Resource Teacher	See #1	See #1
Provide common planning time for grade levels.	October - July	Library Tech and PE Prep teacher	See #4	See #4
Participate in professional study of ELD strategies.	On-going – 08- 09			
Provide release time for teachers for classroom visits on/off site and to attend professional development conferences.	As needed 08 - 09			
Utilize clerical support to prepare and order staff development resources.	As needed 08 - 09	School Clerk	$17,222 $5,743	00010, 72500 00010
Engage in grade-level area level articulation to ensure consistency in academic expectations.	As needed throughout the year 08 - 09	School General Secretary	$38,359	00010
Provide common release time for teachers to work collaboratively in analyzing student work in Literacy and Mathematics to determine "Proficiency" to meet grade level standards per the SBRC (Standards Based Report Card).	Scheduled through the year 08 - 09			PEP funds
Provide common release days for teachers at Standards Based Report Card schools to deepen understanding and develop consensus around accurately reporting student achievement as related to grade level standards.		Visiting teachers	TBD	
Collaborative planning time to analyze student achievement and prescribe interventions for targeted students.				
Participate in ongoing site professional development.	On-going 08 - 09			See #1
Develop grade level grading consistency to determine proficiency at each grade level 2-5 in literacy & math.		In-school Resource Teacher	See #1	
Provide professional development opportunities for teachers to learn how to create standards based lessons, including GATE.	On-going 08 - 09			71401
Provide assistance with technology in the classroom to enhance instruction to improve ELA performance.		In-school Resource Teacher & Consultants (GATE/Seminar) Computer Assistant	See #1 $8,705	30100

Actions to be Taken to Reach Stated Goals: Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date/ Completion Date	Proposed Expenditures (e.g., Personnel, Supplies, Travel Expenses)	Estimated Cost	Funding Source
6. Involvement of staff, parents and community: Provide parents with parents with instructional standards And grade level expectations. Provide guest speaker for parenting workshops.	As needed 08 - 09 On-going	Postage Consultant	$68 $500	30103 30103
Encourage involvement in parent groups (SSC, Site Governance, ELAC, GATE). Provide parent involvement information on school website. Provide health care support: Attendance Counseling, Guidance Counseling.	September - July	District Counselor, Nurse	See #4	See #4
Conduct Open House, Parent/Teacher Conferences. Develop and institute discipline plan to reduce suspensions and other discipline-related issues.	September 08	District Counselor, Guidance Aide	See #4	See #4
Establish Partners in Education. Games to be played at home-Grades K-5 (on web site).	September - July	Attendance Assistant	See #3	See #3
Provide translation services at Student Study Teams, Parent Conferences, and other school events. Offer light refreshments at parent meetings and trainings.	As scheduled through the year 08 - 09	School General Secretary, Principal and In-school Resource Teacher	$313	30103
Provide support materials for parent meetings and trainings. Meet regularly with SSC, ELAC and site governance team to keep members informed and to get input.	As needed through the year 08 - 09	In-service materials/supplies	$600	30103
Communicate on a monthly basis with parents about school issues through a school newsletter that is sent home with the students.	On-going throughout 08 - 09	Ikon copier	$8,000	72500

Actions to be Taken to Reach Stated Goals: Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date/ Completion Date	Proposed Expenditures (e.g., Personnel, Supplies, Travel Expenses)	Estimated Cost	Funding Source
7. Auxiliary services for students and parents: (including transition from preschool, elementary and Middle School) Provide student supervision/childcare for parent meetings. Offer professional services referrals. Provide personal/social counseling. Provide counseling/guidance support for referrals to community-based agencies. Offer student support groups. Develop websites, brochures, general information materials for Parents. Provide translation services at parent meetings. Provide parent orientation for students entering kindergarten. Provide health care to improve students' attendance; increased attendance will result in more consistent learning opportunities which will lead to improved test scores. Provide healthcare services and referrals to health agencies. Provide Family Math workshops Math Olympiad.	As needed through the year 08 - 09 On-going August '09 As needed 08 - 09 Fall '08 & Spring '09	District Counselor Attendance Assistant Principal School Nurse Teachers/Consultants	See # 4 See # 3 $750	See # 4 See # 3 71401

Actions to be Taken to Reach Stated Goals: Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date/ Completion Date	Proposed Expenditures (e.g., Personnel, Supplies, Travel Expenses)	Estimated Cost	Funding Source
8. Monitoring program implementation and results: Consistent SSC monitoring of Single Plan for Student Achievement. Classroom observations with follow-up conferences. Grade level/subject area articulation to ensure that academic expectations/grading is consistent and is aligned with performance standards. Goal setting/monitoring for targeted students. Grade level and individual conferences with the principal and/or In-school Resource Teacher RE: student data; reading records, teacher anecdotal records, conferring notes. Monthly monitoring meetings individual teacher and principal. Utilize Standards-Based Report Cards (K-5) to ensure grade-level expectations align to state standards. Analyze data from Mathematics Modules, Chapter and/or Unit Assessments. Track English learner progress and reclassify students as soon as is practicable. Follow their progress and support them in maintaining and attaining academic achievement. Identify students for reclassification. Monitor their academic progress. Communicate with parents.	On-going As needed	Principal Visiting teachers (as funds become available) Push-in teacher	See # 4	See # 4

Categorical Programs Budget Grid

This grid provides a comprehensive profile of the school's funding decisions for major categorical programs, including a summary of the estimated costs identified in the Planned Improvements in Student Performance section of the plan. The Budget Grid reflects the use of these funds in support of the goals of the Single Plan for Student Achievement.

*The Categorical Programs Budget Grid will be provided by the
Program Monitoring Department.*

Appendix A
School and Student Performance Data

Student performance data summaries for schools and districts are available online at the California Department of Education web site at http://www.cde.ca.gov/ds/sp. School and student data should be used to determine needed improvements. Available data include:

API   Academic Performance Index (http://www.cde.ca.gov/ds/sp/ap/)
                   Measures the academic performance and growth of schools using student test
                   scores and demographic data.

AYP   Adequate Yearly Progress (http://www.cde.ca.gov/ds/sp/ay/)
                   Required by the federal *No Child Left Behind Act*; measures the performance of
                   California schools and districts on standards-based tests.

CALPADS   California Longitudinal Pupil Achievement Data System
                   (http://www.cde.ca.gov/ds/sp/cl/)
                   A system that allows for tracking a student's academic performance over time.

                   Postsecondary Preparation (http://www.cde.ca.gov/ds/sp/ai/)
                   Provides standardized test scores from the Scholastic Assessment Test (SAT-I),
                   American College Test (ACT), and the Advanced Placement Tests (AP) that
                   measure students' achievement in high schools.

SARC   School Accountability Report Card (http://www.cde.ca.gov/ta/ac/sa/)
                   Evaluates and compares schools in terms of student achievement, environment,
                   resources, and demographics.

Additional testing and accountability data are available online at the California Department of Education web site at http://www.cde.ca.gov/ta and include:

STAR   Standardized Testing and Reporting
                   The 2006 STAR Program included the California Standards Tests (CSTs), the
                   California Alternate Performance Assessment (CAPA), the California Achievement
                   Tests, Sixth Edition Survey (CAT/6 Survey), and the Aprenda.   Test results are
                   used for student and school accountability purposes.

CAHSEE   California High School Exit Examination
                   All public school students are required to pass the CAHSEE in both
                   English/Language Arts and mathematics to earn a high school diploma.

Appendix A (cont.)
School and Student Performance Data

Additional School Data Available from Research and Reporting

The Research and Reporting Department processes student, school, and district achievement, assessment, demographic, and other data. Results are then analyzed and reported to parents, the public, schools, district administrators, the Board of Education, and public agencies. Information is available for each school at http://studata.sandi.net/research/index.asp. School and student data should be used to determine needed improvements.

Available district level data include:

Literacy

ARI	Analytical Reading Inventory
DRA	Developmental Reading Assessment
EDL	Evaluación del desarrollo de la lectura
DRP	Degrees of Reading Power
EOC	End of Course Examinations
IRI	Informal Reading Inventory

Mathematics

DMT	District Mathematics Test
EOC	End of Course Examinations
MDTP	Mathematics Diagnostic Testing Project (Algebra Readiness Test)

Results from most state and district level tests can be provided through the Student Information System Client/Server (SIS/CS) or the Research and Reporting Department of San Diego Unified School District http://studata.sandi.net/research/index.asp . Only group data should be reported (e.g., grade level, subgroup, etc.). *Individual student scores are not to be reported in this document nor shared with the School Site Council or other advisory groups.*

Appendix B
Relevant Data Tables and Charts

Attach pertinent data that helped you arrive at Goal 1 and Goal 2, and if applicable, Goal 3.

Appendix C
School Accountability Report Card (SARC)

Information regarding the school vision and mission, the school profile, and the School Accountability Report Card (SARC) may be found in the SARC following this page. The school shall maintain a copy of the most current SARC and make copies available to the public upon request.

School Vision and Mission

Please see SARC: School Description and Mission Statement.

School Profile

Please see SARC: Section I and Attachment A (Accountability Progress Reports, School Demographic Characteristics).

School Accountability Report Card

Please see SARC.

Appendix D
School Site Council (SSC) Membership Roster
2006-2007

Education Code Section 64001 requires that this plan be reviewed and updated at least annually, including proposed expenditures of funds allocated through the Consolidated Application, by the school site council.

At elementary schools, the council must be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) parents of pupils attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must, in addition, be equal numbers of parents or other community members selected by parents, and students. Teachers, other school personnel, parents and (at secondary schools) students select representatives to the council. (Education Code 52012)

Your 2006-07 SSC Roster will be provided by the Program Monitoring Department.

Jones Elementary
Categorical Budget Allocations
Summary Grid 2008-09

	Sabrina Hereford	Title I Programs		Title I Programs		Gate Site		School-Based		Block Grants - Improvements	
		Basic Program		Parent Involvement		Discretionary Funds		Coordination Program		Targeted Institution	
Dept #		**30100**		**30103**		**71401**		**72500**		**73940**	
0159	**Jones**	Allocated:	**44,646**	Allocated:	**1,168**	Allocated:	**3,240**	Allocated:	**43,813**	Allocated:	**11,016**
		Distributed:	44,646	Distributed:	1,168	Distributed:	3,240	Distributed:	43,813	Distributed:	11,016
	2009 Budget Development	Remaining:	0	Remaining:	0	Remaining:	0	Remaining:	0	Remaining:	0
DUE:	**March 7, 2008**	10% Prof Dev Reqmt	**4,465**								
		(Program Improvement (PI) only)									

Job Code	DESCRIPTION (SORTED A-Z)	FTE	#MONTHS/ AMOUNT	TOTAL	FTE	#MONTHS/ AMOUNT	TOTAL	FTE	#MONTHS/ AMOUNT	TOTAL	FTE	#MONTHS/ AMOUNT	TOTAL	FTE	#MONTHS/ AMOUNT	TOTAL
2040	Inschool Resource Tchr													0.100		8,274
2500	School Nurse	0.100		8,817													
2635	District Counselor										0.200		16,918			
6101	School Clerk I										0.125	10.000	5,743			
6419	Attendance Asst	0.375	10.000	15,025												
6425	Guidance Asst	0.250	10.000	9,495												
6473	Computer Asst	0.250	10.000	8,705												
2951	Noon Supervision / Security														1,000	1,225
4201	Library Books / Library												10,000			
4301	Supplies / Instructional			2,604									3,152			440
4301	Supplies / Parent Involvement						600									
5207	Travel/Conference / Instructional									740						
5209	Conference/Local / Instructional									500						
5721	Dup Services - District Print Shop / Instructional									200						
5726	Postage / School Administration						68									
5735	Field Trips District Bus / Instructional									300						1,077
5801	Consultant Less Than $25K / Instructional						500			1,500						
5880	Equipment Lease / School Administration												8,000			

BOE Approval 6-20-08