School Plan for Student Achievement

For the School Year

July 1, 2020 – June 30, 2021

Version 1 – 07/28/2020

Version 2 – 02/09/2021

Hamilton Elementary School

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School Year: 2020-2021

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	ELAC Recommendation to SSC Date	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Hamilton Elementary	39686760111369	Ver 1 – 01/29/2020	Ver 1 – 04/24/2020 Ver 2 – 01/28/2021	Ver 1 – 07/28/2020 Ver 2 – 02/09/2021

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Hamilton Elementary is implementing a Schoolwide Program. The school has also been identified as a Comprehensive Support and Improvement (CSI) school for the 2020-2021 school year. Therefore, this plan will support the Hamilton learning community to make growth and improvement in a variety of areas such as, but not limited to, academics, school climate, and parent involvement.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Hamilton Elementary's school plan aligns with the district's Local Control Accountability Plan (LCAP) as each goal (and its associated strategy(ies)/activit(ies)) can be referenced to the LCAP's intent.

The plan also identifies the community's requests as verified by multiple parent, community, and stakeholder involvement meetings, along with various survey results.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Hamilton Elementary developed a one-year (2020-2021) school plan which aligned to the district's goals and incorporated strategies specific to its school. The original plan was reviewed by the school's School Site Council on April 24, 2020.

Throughout the 2019-2020 school year, the School Site Council reviewed the activities relating to budget adjustments and modifications to the strategies originally identified.

Hamilton Elementary and its School Site Council reviewed the progress of the 2019-2020 (Year 1) culminating the document. This evaluation included responses to four questions focusing on each goal within the SPSA. Question 1 inquired about the implementation of strategies within the plan. Question 2 inquired about the effectiveness of the strategies within plan. Question 3 inquired about material changes – fiscal or programmatic. Question 4 inquired about future changes based on the results of questions 1 and 2.

In school year 2019-2020, Hamilton School initiated a needs assessment process that included a review of the school's mission and educational expectation, data, assessments and gaps. These meetings with stakeholders included the School Site Council, ELAC, parents, and teachers. In summary, the needs assessment identified a gap in reading with areas of focus such as comprehension.

In school year 2019-20, Year 3, Hamilton conducted another needs assessment process that included multiple staff surveys, data analysis, and collection of data points. Meetings with various stakeholders include the School Site Council, Leadership Committee, ELAC, Parents, teachers, students, and other various teacher and staff led committees. As a summary, the compilation of meetings and data points reveal a need for academic improvement (reading and math), revised behavioral processes and interventions, AVID support, mental health and restorative practices improvements, as well as parent involvement activities.

Student surveys were focused on anti-bullying and school safety. Parent surveys focused on school/parent connection satisfaction. Parent Coffee Hours were conducted monthly providing opportunities for greater understanding of school activities and supports.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Hamilton Elementary continues to have a high number of emerging teachers (approximately 20). Current instructional coaching model only provides part-time support for the high number of emerging teachers from different instructional coaches.

Site provided trainings and support for its teachers utilizing experienced staff, support staff and substitutes.

Hamilton's high suspension rates required the site to contract mentor services, wrap around services, inconsistent counseling services by local agency.

Hamilton was allocated an additional Campus Security Assistant.

School staff and various committees also denote a need for a combination or variation of refocus rooms, counseling/calming centers, or other type of wellness center.

Based on being a CSI school, Hamilton will need to continue to continue support teaching for behavioral management and instructional guidance. Teachers will need to ensure grade level standards are taught and expectations are maintained.

Goals, Strategies, Expenditures, & Annual Review

Complete a copy of the Goal table for each of the school's goals. Duplicate the table as needed.

LCAP/SPSA Goal 1 – Student Achievement

ELA: By June 30, 2021, students meeting/exceeding proficiency will increase by 8% for All students.

Math: By June 30, 2021, students meeting/exceeding proficiency will increase by 8% for All students.

Identified Need

- Be sure English Learner data is reviewed and included.

All students:

ELA:

18-19 School Year, SBAC Proficiency Rate: **17.66**

Winter Iready Estimation ELA, 21% (**3.4% increase by half mark of 20-21)**

Math:

18-19 School Year, SBAC Proficiency Rate: **11.20**

Winter Iready Estimation Math: 14.3% **(3.1% increase by half mark of 20-21)**

English Language Learners:

EL Learners Summary Winter IReady:

ELA proficiency **9%**

Math proficiency **5%**

English Language Learner Progress:

Level 4 – Well Developed 1.4%

Level 3 – Moderately Developed 36.6%

Level 2 – Somewhat Developed 36.6%

Level 1 – Beginning Stage 25.3%

Initial ELs: 15.8%

(Large influx of initial students during 19-20 school year; high number of reclassification rate from 18-19 year.)

Students with disabilities:

18-19 SBAC:	**3%** ELA	**2%** Math
Winter IReady:	**2%** ELA	**4%** Math

Students from Low Socioeconomic Status

18-19 SBAC:	**18%** ELA	**10%** Math
Winter IReady:	**20%** ELA	**14%** Math

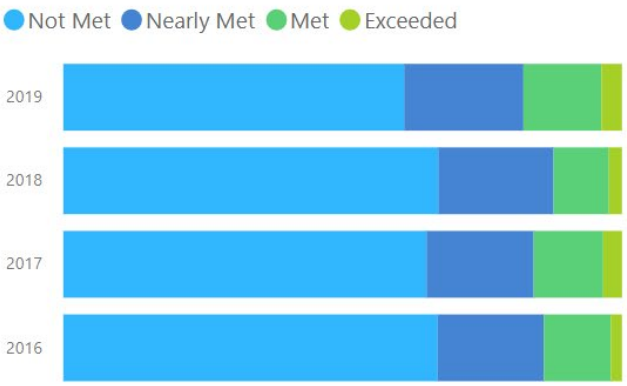
Hamilton qualifies for a CSI school for underperformance in Math and behavioral suspension rates of the subgroups for African American students and those students with disabilities.

ELA

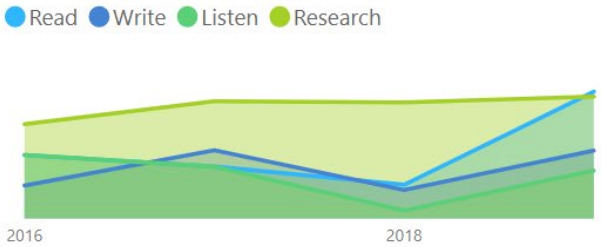
Percent Met/Exceed Standard: All Students

14%	15.81%	12.25%	17.66%
2016	2017	2018	2019

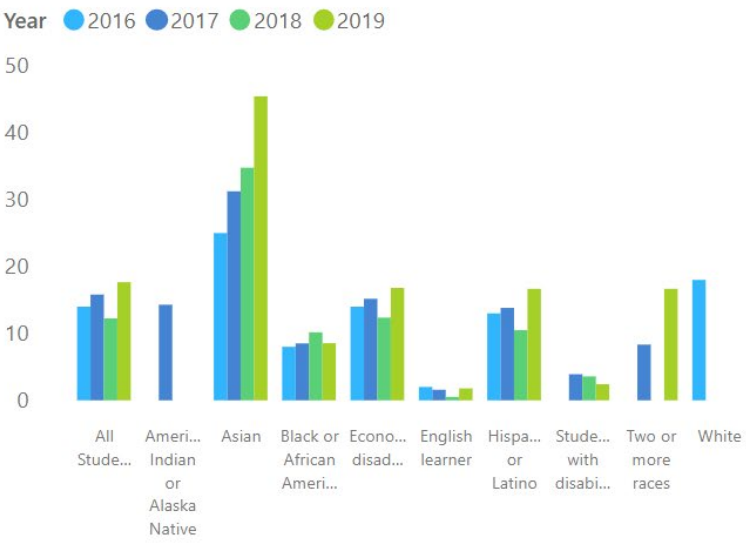
ELA Overall Performance Level



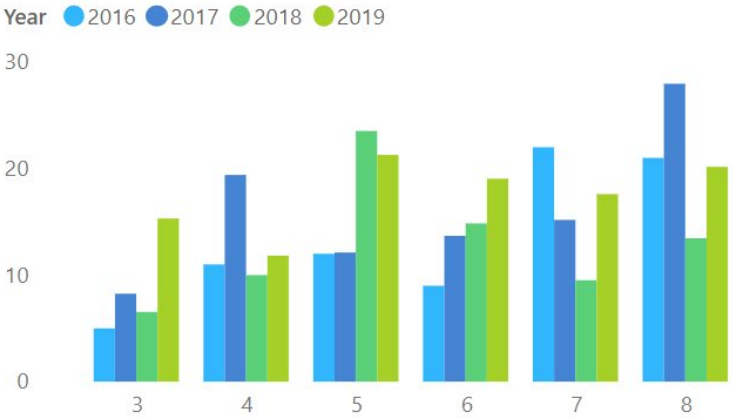
ELA: Percent Above Standard



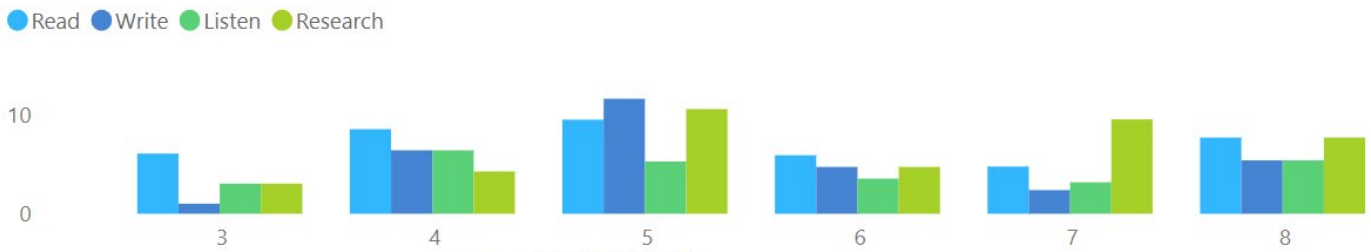
ELA CAASPP: Percent Met/Exceed Standard



ELA CAASPP: Percent Met/Exceed Standard by Grade Level



2019 Prelim ELA CAASPP: Area - Percent Above Standard



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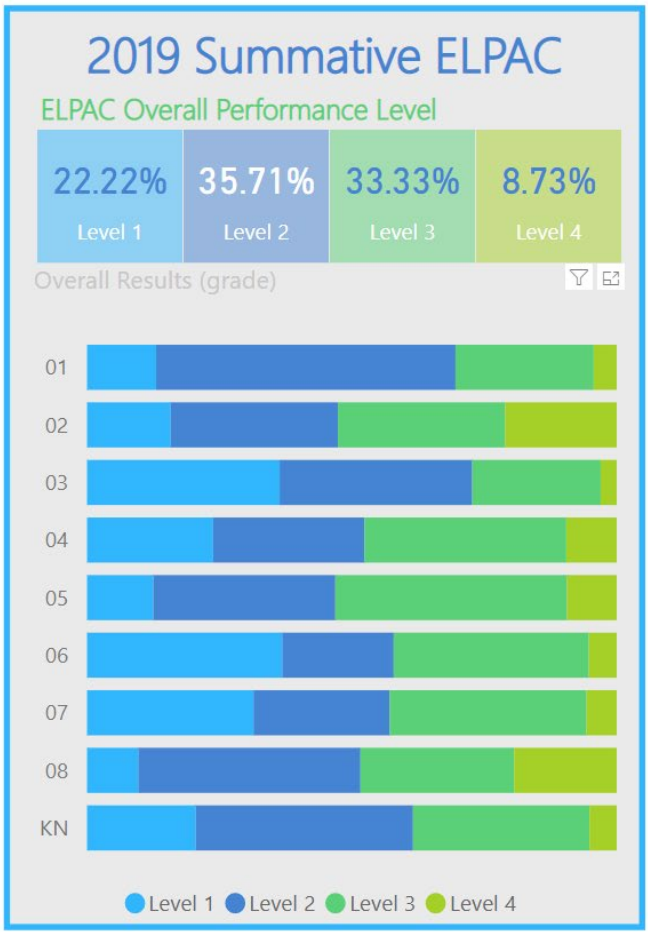

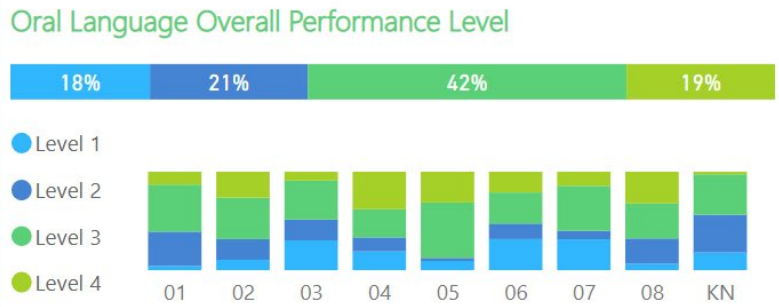

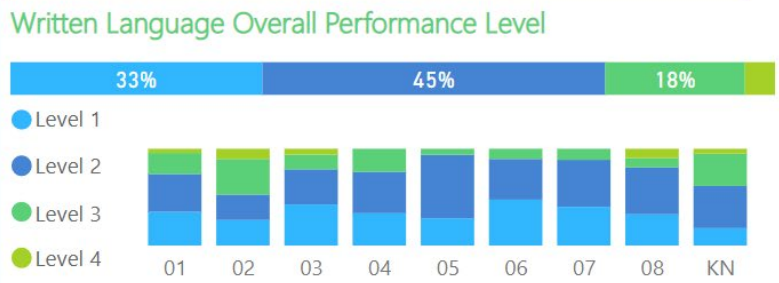

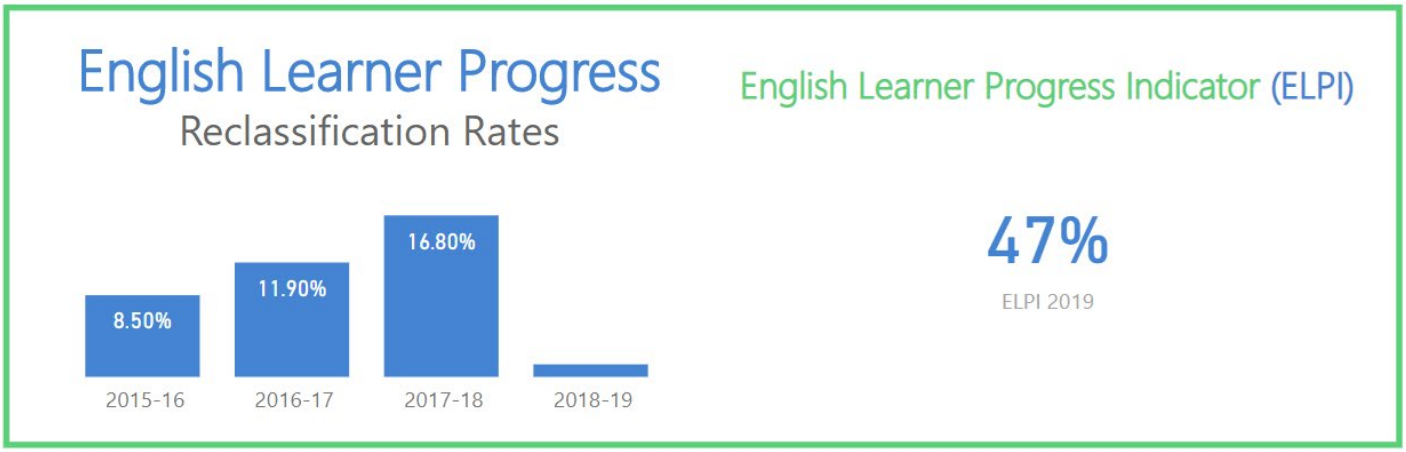

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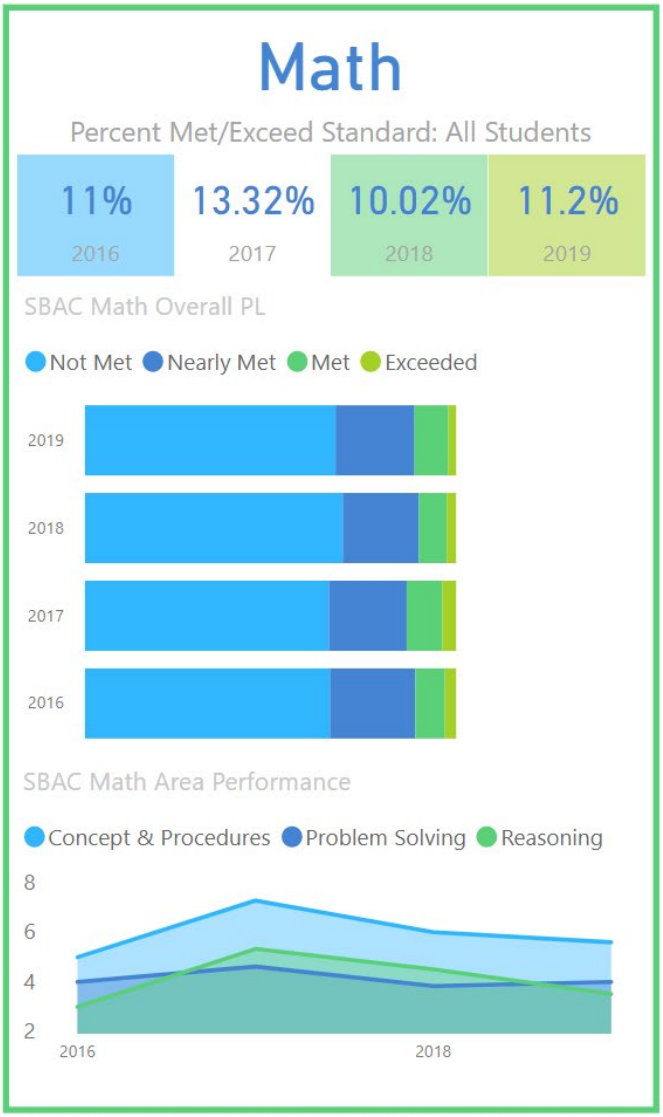

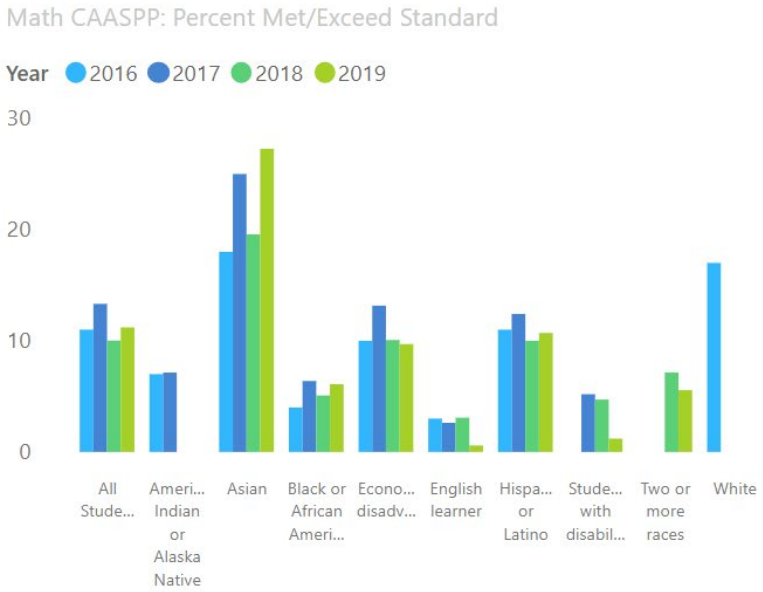

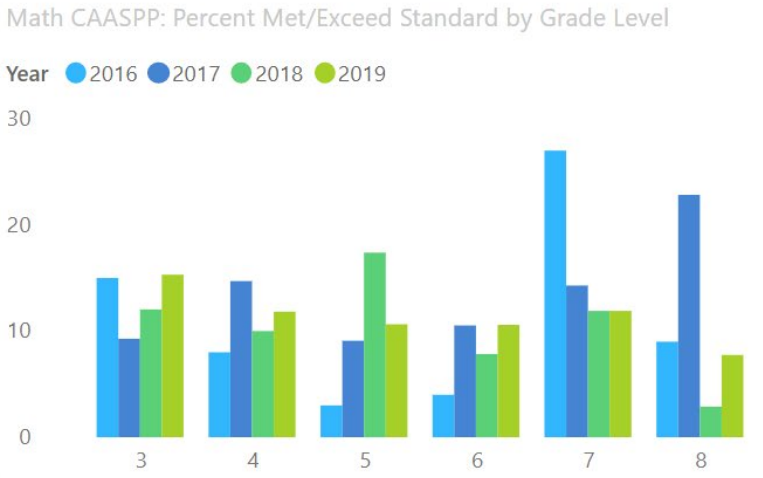

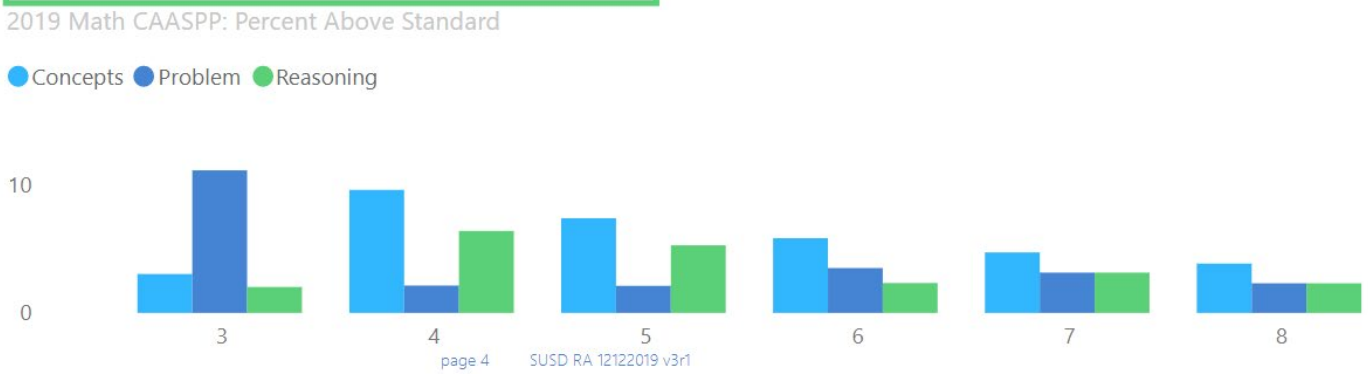

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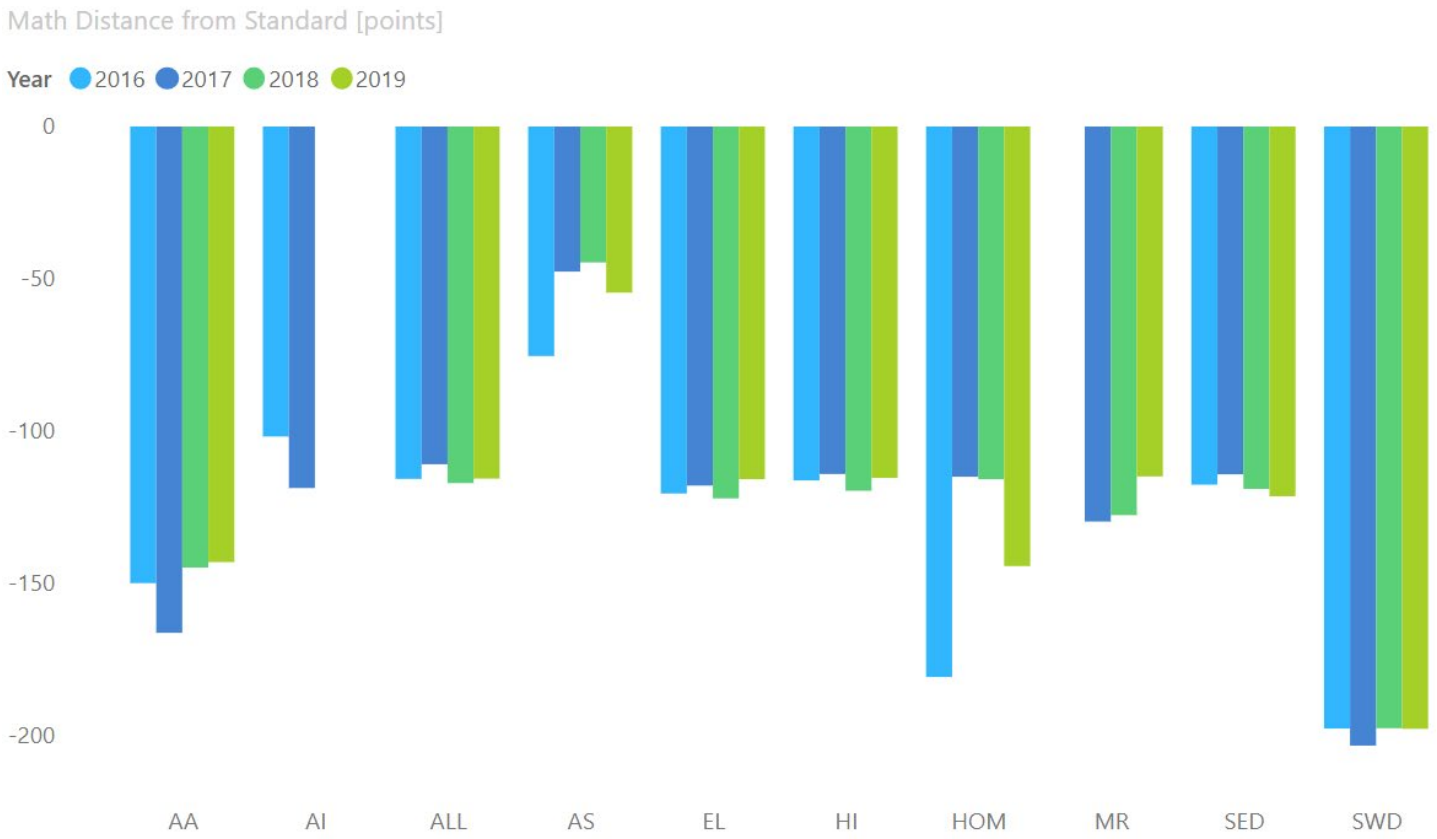
Math
Distance from Standard

All Students - [points]

-115.60	-110.80	-117.00	-115.50
2016	2017	2018	2019



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PSAT NMSQT Grade 10

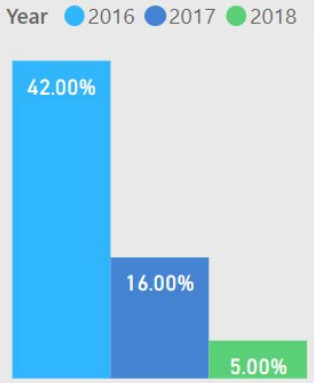
Percent Met Evidence-Based Reading & Writing Benchmark

Percent Met Mathematics Benchmark

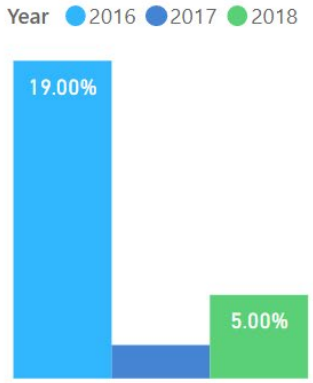
Percent Met ERW & Math Benchmark

PSAT 8/9 Grade 8

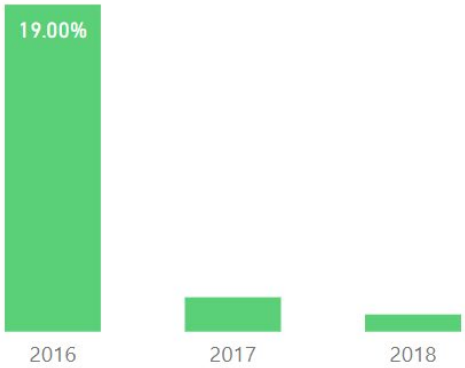
Percent Met Evidence-Based Reading & Writing Benchmark



Percent Met Mathematics Benchmark



Percent Met ERW & Math Benchmark



Annual Measurable Outcomes

ELA/ELD - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - ELA (All Students)	-91.131 points below standard	-80 points below standard

Math - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - Math (All Students)	-117.0 points below standard	-100 points below standard

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide teachers with professional learning opportunities to supplement core instruction, such as co-teach, demo lessons in the classroom, conferences including virtual (e.g. AVID, PLC, RTI, etc.), data analysis, extended collaboration time, etc. focusing on evidenced based, instructional practices; integrated ELD strategies, CAFE, phonics, etc. For AVID, teachers will be offered digital resources and PD (goal for 25% of all Hamilton Teachers to participate) such as that from AvidDigitalXP.

Teacher Prep $25,000 (estimated based on base teacher salary) to cover classes while teachers are being trained.

Conferences/Trainings/Workshops - $10,000

Program Specialist will provide professional development and co-teaching opportunities to individual and grade level teachers. The Program Specialist will also support all teachers with full implementation of the new curriculum and accessing resources to support all components of the new programs. The Program Specialist will work with teachers to assist with planning, collaboration and the data cycle for analyzing student assessment results. The Program Specialist will assist and organize with facilitation of Academic Conferences twice a year per grade level. Program Specialist will coordinate all state and district assessments such as ELPAC, CAASP and PSAT. The Program Specialist will serve as one of the EL Coordinators and the AVID Coordinators (along with an assistant principal).

To meet the expectation of 2 hours per day in classrooms, hiring a continued FT Program Specialist (1.0 FTE) will allow site instructional leadership to examine and dig deep into trends, patterns, and next steps for professional development to improve teacher capacity, thus increasing student achievement.

Program Specialist would take over the responsibilities of ELPAC Coordinator which test students (LPAC, MAP, SBAC), monitors reclassifications, monitors student progress and creates and monitors the two, part time (.4375 hrs each) Bilingual aides schedule. Assistant Principal will support with EL instruction and AVID strategies' utilization within the classroom. AVID trainings if applicable as well as PBIS-related initiatives, Program Specialist will provide support for the Bilingual Assistant in supporting EL students.

Instructional rounds and the development of professional development based on site needs will allow instruction to be fine-tuned to meet student needs and increase achievement. Program Specialist and Administrators (principals) will ensure they are visible in the classrooms where admin can serve as an instructional leader for new/probationary teachers.

Being a CSI school for the 20-21 school year, Hamilton will need to ensure that it continues to develop the Bilingual Assistant rote and ensure that they are able to support more students and at various levels. The school will also ensure that the program specialist receives support from the assistant principal(s) in ensuring that the Reading programs and math programs offered in the 20-21 school year have adequate leadership and structure for proper and effective implementation.

Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Fund Source - Title I:

$ Amount(s)	Object Code	Description
$72,831	19101	.5 FTE Program Specialist (salary & benefits)
		2 @ .5 FTE Instructional Coaches – Centralized Service

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
$72,831	19101	.5 FTE Program Specialist (salary & benefits)
$10,000	52150	Conferences
$25,000	11101	Teacher Prep

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students, Subgroup: English Learners

Strategy/Activity

Provide students with opportunities to increase reading proficiency through literacy and intervention programs (e.g. Benchmark, IReady, Pearson, AVID strategies, SIPPs, Fountas & Pinnell, etc.), level books (in classroom and at home), and in an atmosphere that conducive to literacy, guided support to students checking out leveled library books. Provide in class and small group instruction for EL and struggling EO students (Bilingual Assistant). Bilingual Assistant will ensure that all EL students receive an individualized program monitoring form (internally created) that helps create goal setting for EL students and provides another layer of support for all EL students.

Instructional Materials/Supplies - $4,999 – Title I, $21,273 - LCFF: Applicable supplemental instructional materials include: novels/books, white boards, clipboards, dry erase markers, flashcards, games, copy paper, folders/ sleeves, pencils, construction paper, color printer/scanner, printer ink, printer paper, chart paper, glue sticks, envelopes, colored pencils, scissors, markers, whiteboard erasers, graph paper, index cards, erasers, post it notes (sticky notes), binder tab inserts, binders, 2 pocket folders, envelopes, ball point pens, masking tape, file folders, butcher (fadeless) paper, glitter, pencil sharpener, chalk, fasteners (brads), tissue paper, white out, clear tape, metal rings, paper clips, rubber bands, permanent markers, rulers, compass, wet erase markers, crayons, journals, highlighters, sentence strips, pipe cleaners, spiral notebooks, and composition books.

Equipment - $5,000: Projectors, SmartBoards, and technology to support distance learning.

Equipment Repair of technology to ensure applicable use during instruction.

Library Media Assistant will assist students with appropriate book selection based on Lexile levels and allow access to the library for additional access to books/literature. Nearpod License- Provides teachers and staff with strategic lessons in all content areas, interactive content/field trips, formative assessments and quizzes to be used with whole class or strategic small groups. Seesaw for enhanced blended learning supports for primary grade students. Cami creates an digital canvas over documents for students to write and show their work. Bilingual Assistant will provide support for EL students through strategies such as preview/review, reteaching, guided reading and primary Spanish language support.

Bilingual Assistant will provide tiered support for struggling EO students in small groups or in the class.

Program Specialist will coordinate all state and district assessments such as ELPAC, CAASP and PSAT. The program specialist will serve as the EL Coordinator and the AVID Coordinator. The Program Specialist will provide support for the Bilingual Assistant in supporting EL students.

Teachers will use various equipment such as the laminator, copier, Duplo, poster maker and access to virtual/ flipped classroom instruction. Maintenance agreements ensure the equipment (list the equipment) are available and usable to provide a print rich environment.

Resources: Maintenance Agreement for {equipment} $ estimated cost

Being a CSI school in the 20-21 school year, Hamilton will ensure that Nearpod activities that are enriching and supplemental for EL and all students is utilized frequently by teachers and not just as an optional activity.

Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Fund Source - Title I:

$ Amount(s)	Object Code	Description
$6,000	58450	License Agreement: Nearpod, Cami, Seesaw
$2,000	56590	Maintenance Agreements
$4,999	43110	Instructional Materials/Supplies

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
$45,977	24101	.785 FTE Library Media Assistant (salary & benefits)
$17,095	21101	.4375 FTE Bilingual Assistant (salary & benefits)
$21,273	43110	Instructional Materials
$5,000	44000	Equipment

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers will enhance NGSS (science) curriculum through hands-on science experiments integrating Project Lead the Way (PLTW) and Science Technology Engineering Mathematics (STEM) projects to include PLTW/STEM project materials.

Applicable supplemental instructional materials include math manipulatives, paper for graphic organizers, writing tools - whiteboards/chart paper, STEM specific materials including Little Bits project materials, science specific project materials, 3D printers and Project Lead the Way specific project materials.

PTLW Conference: (district is funding due to initial implementation of PLTW) –

Substitute teacher to cover for teacher release.

Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Fund Source - Title I:

$ Amount(s)	Object Code	Description

Fund Source – site LCFF:

$ Amount(s)	Object Code	Description
$5,000	11700	Substitute Teachers

$ Amount(s)	Object Code	Description

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Subgroup: Preschool, Transitional Kindergarten

Strategy/Activity

Provide students opportunities to: *interact with their peers who will attend their kindergarten class promoting social skills, *establish a connection between the kindergarten teacher and preschooler, *practice kindergarten rituals such as eating in the cafeteria, attending assemblies and visiting the computer lab, and *attend the district's one-week Summer Bridge program.

Preschool parents will be provided the opportunity to participate in classroom and school events and to learn about school readiness and early literacy activities

Proposed Expenditures for this Strategy/Activity 4

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Fund Source - Title I:

$ Amount(s)	Object Code	Description
		Centralized Service

Fund Source – site LCFF:

$ Amount(s)	Object Code	Description

Annual Review – Goal 1

SPSA Year Reviewed: 2018-2019 (Year 2) and 2019-2020 (Year 3)

Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Implementation

1.1 Provided teachers with professional learning opportunities during various meetings, conferences and coaching meetings. This PD was aimed to support teachers and students in the teaching & learning cycle (planning, assessments, data analysis, intervention, instructional strategies).

1.2 Provided students with opportunities to increase reading proficiency through literacy and intervention programs (SIPPs, Fountas & Pinnell) and leveled books (in classroom and at home).

1.3 Provide support from Bilingual Assistant (in-class or small group).

1.4 Materials were purchased to provide support for supplemental and core programs.

Effectiveness

1.1 Professional development was planned and held on a timely manner and attended by all teachers as evidenced by agendas. Taught strategies were observed being utilized in classrooms. Admin Support team (Admin, program specialist, coaches) provided follow-up support to ensure implementation of taught strategies as evidenced by logs and meeting notes.

1.2 Teachers, Librarian and staff provided students with opportunities to increase reading proficiency using SIPPS, Fountas and Pinnell and leveled libraries as evidence by library schedule, book circulation, intervention schedules, PLC meeting notes.

1.3 Bilingual Assistant provided mainly small group support as evidenced by logs, and schedules.

1.4 Supplemental materials were directly aligned and supported classroom instruction and supplemental programs as evidenced by purchase orders.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Material Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Due to approximately 103K in budget cut (lower budget for 20-21 year than for 19-20 year), extra materials were cut, instructional aide was cut but 2 less than half time bilingual assists were added. Conferences were cut entirely but specifics on digital professional development was added. Changes can be found in budget costs as outline in each goal and corresponding activities.

Goal 2 – School Climate

To decrease the 1% for all students according to the California Dashboard by May 2021.

To decrease suspension by 5% for African American student subgroup, by May 2021.

To decrease suspension by 5% for Students with Disabilities subgroup, by May 2021.

To decrease chronic absenteeism 1% for all students according to the California Dashboard by May 2021.

To decrease chronic absenteeism by 5% for African American student subgroup, by May 2021.

To decrease chronic absenteeism by 5% for Students with Disabilities subgroup, by May 2021.

Identified Need

Suspension –

Decreased suspensions during 19-20 school year – March 2020, Unduplicated rate at 5%

Suspension data: -Peak hours 11am-1pm

-68/117 Suspensions with physicality (58%)-usually fighting

-65% of suspensions occurring in 4th and 8th grade.

-Decrease in suspensions across the following subgroups:

EL, SWD, Homeless, AA, Asian, Hispanic, White, MRaces

-AA students are disproportionately suspended at a higher rate than Latino students (60% versus 20%)

Attendance/Chronic Truancy – CA Dashboard (Chronic Absenteeism):

- Overall increase by approximately 3%

-SWD (Orange) decreased 2%

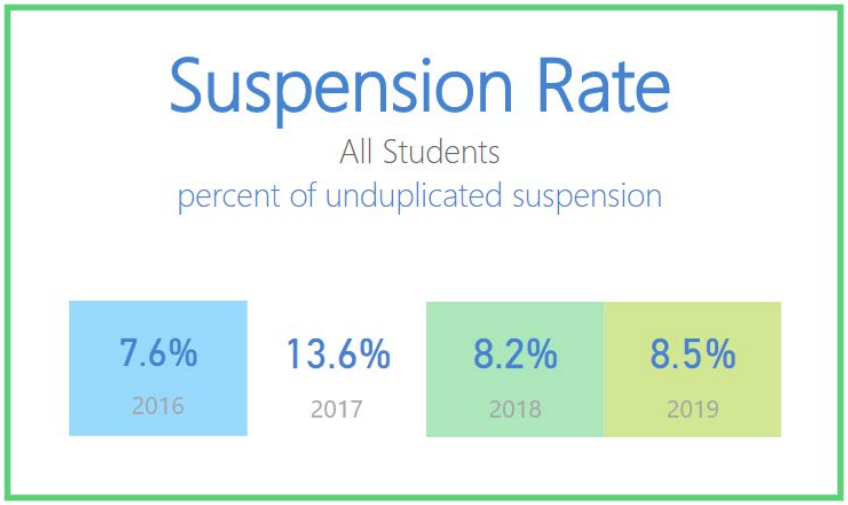
-AA (Orange) increased 4%

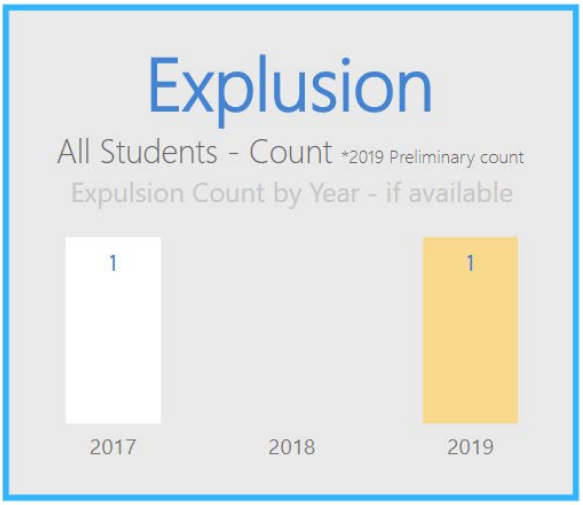
Weekly Parent classes (avg 18 attendees)

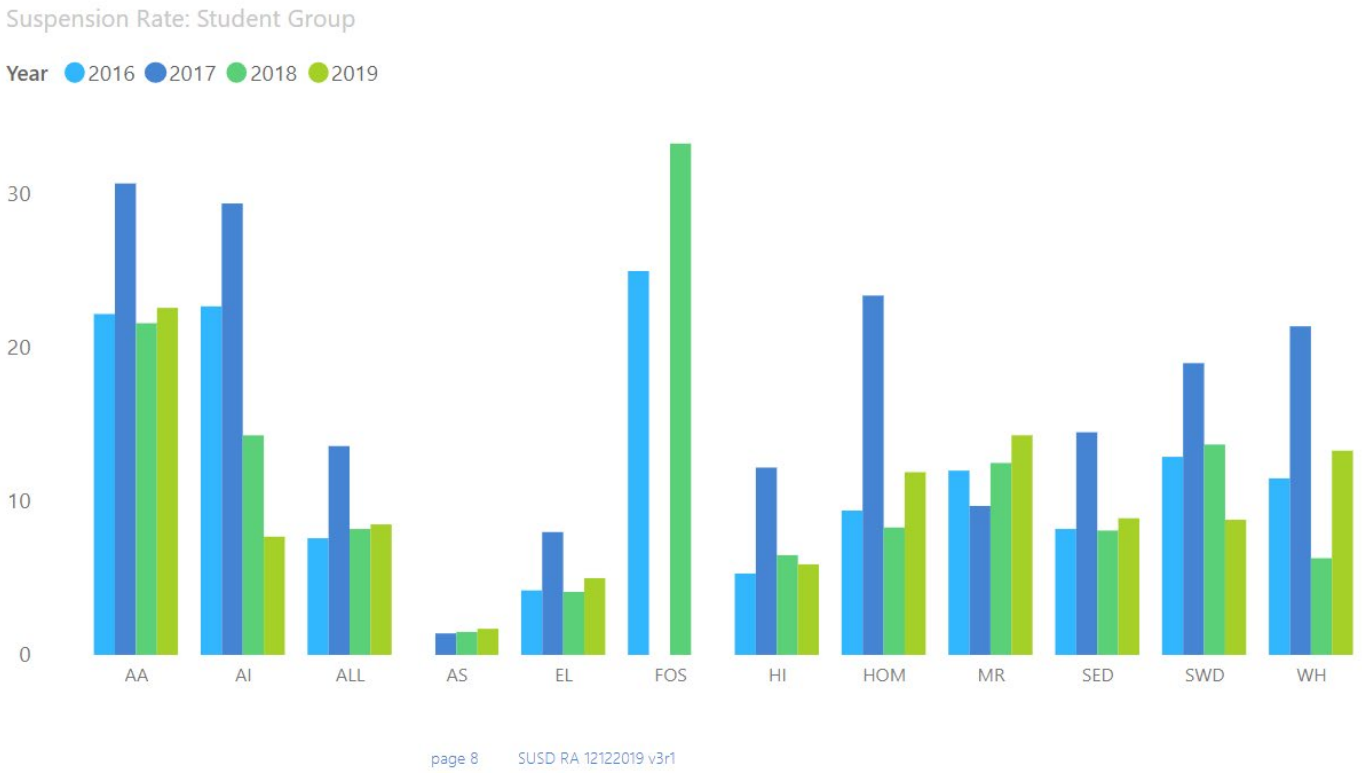
Very few AA parents attend meetings (approximately 5 have attended any parent-liaison led meetings at all)

Increase in consistent Parent Academic-focused workshops (112 meetings, Avg 20 attendees)

School Climate – Based on student survey results, only 85% of students felt “connected” to school and only 86% felt like they could go to a teacher that they trusted. Other survey results denoted that at least 15% of all students felt bullied at school. Additional surveys, to parents, reveal that more than 50% of parents want support with behavior management at home as well as at school. Teacher surveys reveal that more than 2/3rds of the staff belief that students struggle with regulating their emotions and managing anger or conflicts. Other climate data (such as behavior, suspension, attendance and participation in events, clubs/programs) was used qualitatively to denote a need to increase positive events/connections at school.


Suspension Rate
All Students
percent of unduplicated suspension
7.6%
2016
13.6%
2017
8.2%
2018
8.5%
2019


Explusion
All Students - Count *2019 Preliminary count
Expulsion Count by Year - if available
1
1
2017
2018
2019


Suspension Rate: Student Group
Year 2016 2017 2018 2019
30
20
10
0
AA
AI
ALL
AS
EL
FOS
HI
HOM
MR
SED
SWD
WH
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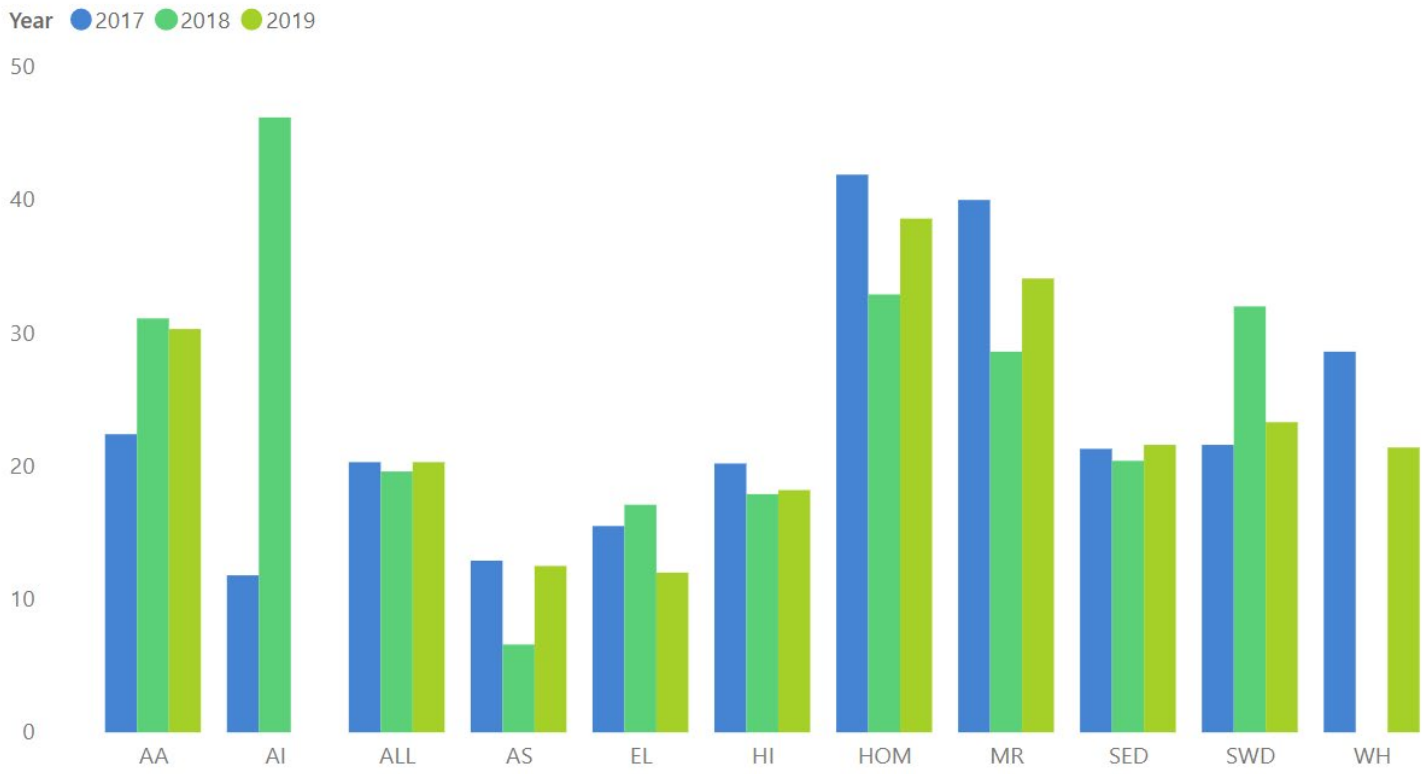
Chronic Absenteeism

All Students

2017	2018	2019
20.3%	19.6%	20.3%

Chronic Absenteeism Rate by Student Group and Year



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Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspensions (All Students)	5.2%	4.2%
Chronic Absenteeism (All Students)	21.2%	20.2%

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students and Subgroups (African American, Students with Disabilities, students from Low Socioeconomic statuses)

Strategy/Activity

Provide students with social and emotional supportive resources that positively impacts student learning through program such as PBIS, PLUS program, counseling, Sow A Seed Mentoring, Improve Your Tomorrow, structured student engagement activities that focus on attendance and discipline.

Classified Staff: Will participate in training on restorative practices and PBIS strategies to be implemented while providing supervision in specific areas and at times yielding more referrals/suspensions.

PBIS Committee: Additional Hourly Pay (Additional Comp) for teachers: Approximately $3500 to be allocated for committee meetings. PBIS committee members to receive compensation for attending meetings to improve school climate-reduce suspensions and increase attendance.

Parent Liaison: Parent Liaison will be making individual contact with parents regarding absenteeism to support a healthy school environment as well as support for behavioral parent trainings.

Parent Liaison, along with CWA and counselor support, will actively monitor the following data points:

# of student attending school

# of student attending on time

# of discipline referrals

# of students suspended

# of student counseling referrals

Parent Liaison continues to provide a safe, collaborative environment with parents and the community while supporting communication needs (Spanish language support), connecting to resources/community agencies, identifying academic and behavioral needs in the home. Parent Liaison ensures at least 20 phone calls per week are made on chronic absentee list encouraging parent participation.

Hamilton will ensure that various partnerships are obtained that will support with behavioral training, education and knowledge for both parents and students.

Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Fund Source - Title I:

$ Amount(s)	Object Code	Description
$3,500		Classified Additional Comp
$17,500	58320	Consultant, Non-Instructional

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
$38,144	58320	Consultant, Non-Instructional

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Tier 2 and 3 students with At-Risk behaviors

Strategy/Activity

Hamilton Counselors will create a wellness-like center to address students that are exhibiting At-Risk Behaviors that provides students with hands on resources for learning social emotional skills (anger management, trauma practices, therapeutic activities). The wellness center will include various social emotional learning, dealing with trauma and trauma informed, healing based practices.

Counselors will ensure various resources are obtained in the form of tables, healing games, healthy physical and mental health activities (functional toys, rewards, games, and other student interests for motivational activities).

Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Fund Source - Title I:

$ Amount(s)	Object Code	Description
$2,625	43110	Instructional Materials/Supplies

Fund Source – site LCFF:

$ Amount(s)	Object Code	Description

Annual Review – Goal 2

SPSA Year Reviewed: 2018-2019 – Year 2

Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Implementation

1.1 Similar to year before: Our Admin, Counselor and Staff provided students with social and emotional supportive resources that positively impacts student learning through program such as PBIS, PLUS program, counseling (e.g. in-house and outside agency), structured student engagement activities, etc. that focuses on attendance, discipline, etc.
1.2 Admin worked on in-school suspension and other informal restorative practices to curb suspensions.

Effectiveness

1.1 Effective social emotional and attendance support provided directly to students as evidenced by PLUS Climate survey, number of PLUS forums, counselor logs, attendance data (CA Dashboard, classroom incentive chart), suspension data (District data, CA Dashboard), student participation in incentive activities. Teachers also participated in PBIS forums, Restorative Circles training and surveys as evidenced by agendas and sign-in sheets.
1.2 Admin was able to lessen suspension with restorative practices such as behavior conferences, student circles/meetings to discuss disputes, as well as an informal use of Kelso's choices among CSA and noon-duty staff.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Material Changes

School did not find use of Suite 360 very useful. Program was difficult to use across the needs of various students on different days.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Future Changes

Discontinue use of Suite 360; add the initial creation of a Wellness Center.

Goal 3 – Meaningful Partnerships

Meaningful Partnerships

By May 2021, Hamilton School will increase the number of regular volunteers from 9 to 18.

By May 2021, increase parent class attendance average from 17 to 27 and maintain number of community events and increase the family attendance.

Identified Need

Meaningful Partnerships:

Weekly Parent Classes (average 17 attendees) Increase in Parent Academic-focused workshops (7 meetings, average 20 attendees) Mental Health Workshops (4 classes. average 12 attendees) Rosetta Stone (13 parents regularly attend) Volunteers- 9 Increased Community Events by 50% (10 events, average 50 families).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Volunteers Sign-In	15 Volunteers	27 Volunteers
Parent Meeting Sign-In	19 Attendees	27 Attendees
Community Events	6 Events	10 Events

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide parents with support and resources that empowers them be engaged in their student's learning such as parent/teacher conferences (including student academic focused resources), communication, after school & academic focused activities Parent Liaison will partner with local agencies to bring parenting classes to Hamilton such as Wednesday Parent Coffee Hours. Also meetings and forums will be held to discuss the impact of truancy and suspensions. Opportunities for parents to get connected to the school will be established such as SSC, ELAC and volunteering. Regular written communication (calendar, flyers, etc.). Non-Instructional Materials: manipulatives, flashcards, resource materials/flyers display Instructional Materials: paper, books, folders

Parent Liaison will track:

# of meetings coordinated

# of parents attending

# of parent community meetings

Due to the fact that many Parents have limited current understanding of the impact in the following areas:

-Absenteeism

-Routines in the home

-Academic support in the home

-Behavioral strategies to support in the home

Parent Liaison will ensure that Improved communication exists between home and school by- Providing information about communication methods with school (newsletter, website, SUSD app, etc.), Regularly contacting students on chronic absentee list, Providing Spanish language support, and Providing opportunities to improve English language skills

Also, Parent Liaison will ensure a Safe Environment for Parent/Community collaboration by continuing to develop the Parent Resource Room - Parent Liaison continues to provide a safe, collaborative environment with parents and the community while supporting communication needs (Spanish language support), connecting to resources/community agencies, identifying academic and behavioral needs in the home.

Parent Liaison ensures at least 20 phone calls per week are made on chronic absentee list encouraging parent participation.

At least twice a year, Hamilton will lead a community event that incorporates at least 2 different agencies that can offer supports to the community (such as a health fair, literacy night, or other holiday-like event with support/information relayed to the community attendees).

Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Fund Source - Title I:

$ Amount(s)	Object Code	Description
$95,500	29101	FTE Parent Liaison
$1,585	43400	Meeting Expenses
$2,500	43200	Non-Instructional Materials

Fund Source – LCFF:

$ Amount(s)	Object Code	Description

Annual Review – Goal 3

SPSA Year Reviewed: 2018-2019 (Year 2) and 2019-2020 (Year 3)

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Implementation

1.1 Parent Liaison continued to develop parent resource room. Provided weekly meetings, although some had minor/low attendance.
1.2 Provided parents with support and resources that empowers them to be engaged in their student's learning such as parent/teacher conferences (including student academic focused resources), communication, after school academic focused activities as evidenced by agenda, sign-in sheets, parent survey.

Effectiveness

Parent involvement increased as measured by number of parent meetings/trainings and community events, agendas and sign-in sheets.

1.1 Many parents that attended events were the same parents continually.
1.2 Low participation rate of African American parent attendance/participation.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Material Changes

None.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Future Changes

Parent Liaison will take a bigger role in monitoring and reaching out to parents of students with attendance concerns and create events that are specific to attendance participation.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$209,040
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$449,360

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$209,040

Subtotal of additional federal funds included for this school: $209,040

List the State and local programs that the school is including in the school-wide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
LCFF	$240,320

Subtotal of state or local funds included for this school: $240,320

Total of federal, state, and/or local funds for this school: $449,360

Budget Spreadsheet Overview – Title I

HAMILTON

Preliminary Budget Allocation - TITLE I

FISCAL YEAR 2020-21

TOTAL ALLOCATION	$ 204,955
TOTAL BUDGET DISTRIBUTED BELOW	$ 204,955
TO BE BUDGETED (Should be $0.)	0

50647	TOTAL ALLOCATION	$ 4,085
	TOTAL BUDGET DISTRIBUTED BELOW	$ 4,085
	TO BE BUDGETED (Should be $0.)	0

Object	Description	FTE	TITLE I 50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	50671 GOAL #2 LEARNING ENVIRONMENT NEW COST CENTER	50672 GOAL #3 MEANINGFUL PARTNERSHIPS NEW COST CENTER	50647 GOAL #3 MEANINGFUL PARTNERSHIPS - PARENTS	TOTAL BUDGET
Personnel Cost-Including Benefits								
11500	Teacher - Add Comp				$ 3,500			$ 3,500
11700	Teacher Substitute							$ -
12151	Counselor							$ -
13201	Assistant Principal							$ -
19101	Program Specialist	0.5000	$ 72,831					$ 72,831
19101	Instructional Coach							$ -
19500	Instr. Coach-Add Comp							$ -
	OTHER Certificated							$ -
21101	Instructional Assistant							$ -
21101	CAI Assistant							$ -
21101	Bilingual Assistant							$ -
24101	Library Media Clerk							$ -
29101	Community Assistant							$ -
	OTHER Classified					$ 95,500		$ 95,500
30000	Statutory Benefits							$ -
	Sub Total - Personnel/Benefits		**$ 72,831**	**$ -**	**$ 3,500**	**$ 95,500**	**$ -**	**$ 171,831**
Books & Supplies								
42000	Books							$ -
43110	Instructional Materials		$ 4,999		$ 2,625			$ 7,624
43200	Non-Instructional Materials						$ 2,500	$ 2,500
43400	Parent Meeting						$ 1,585	$ 1,585
44000	Equipment							$ -
43150	Software							$ -
	OTHER							$ -
	OTHER							$ -
	Sub Total-Supplies		**$ 4,999**	**$ -**	**$ 2,625**	**$ -**	**$ 4,085**	**$ 11,709**
Services								
57150	Duplicating							$ -
57250	Field Trip-District Trans							$ -
57160	Nurses							$ -
56590	Maintenance Agreement		$ 2,000					$ 2,000
56530	Equipment Repair							$ -
52150	Conference							$ -
58450	License Agreement		$ 6,000					$ 6,000
58720	Field Trip-Non-District Trans							$ -
58920	Pupil Fees							$ -
58100	Consultants-instructional							$ -
58320	Consultants-Noninstructional					$ 17,500		$ 17,500
	OTHER							$ -
	OTHER							$ -
	Sub Total-Services		**$ 8,000**	**$ -**	**$ -**	**$ 17,500**	**$ -**	**$ 25,500**
	GRAND TOTAL		**$ 85,830**	**$ -**	**$ 6,125**	**$ 113,000**	**$ 4,085**	

Budget Spreadsheet Overview – LCFF

HAMILTON

Preliminary Budget Allocation - LCFF

FISCAL YEAR 2020-21

TOTAL ALLOCATION	$ 240,320
TOTAL BUDGET DISTRIBUTED BELOW	$ 240,320
TO BE BUDGETED (Should be $0.)	0

Object	Description	FTE	LCFF 23030 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	LCFF 23020 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	LCFF 23034 GOAL #2 LEARNING ENVIRONMENT NEW COST CENTER	LCFF 23035 GOAL #3 MEANINGFUL PARTNERSHIPS NEW COST CENTER	TOTAL BUDGET
Personnel Cost-Including Benefits							
11500	Teacher - Add Comp		$ -				$ -
11700	Teacher Substitute		$ 5,000				$ 5,000
12151	Counselor		$ -				$ -
13201	Assistant Principal		$ -				$ -
19101	Program Specialist	0.5000	$ 72,831				$ 72,831
19101	Instructional Coach		$ -				$ -
19500	Instr. Coach-Add Comp		$ -				$ -
	OTHER Certificated		$ 25,000				$ 25,000
21101	Instructional Assistant		$ -				$ -
21101	CAI Assistant		$ -				$ -
21101	Bilingual Assistant	0.4375	$ -	$ 17,095			$ 17,095
24101	Library Media Clerk	0.7500	$ 45,977				$ 45,977
29101	Community Assistant		$ -				$ -
	OTHER Classified		$ -				$ -
30000	Statutory Benefits						$ -
	Sub Total - Personnel/Benefits		**$ 148,808**	**$ 17,095**	**$ -**	**$ -**	**$ 165,903**
Books & Supplies							
42000	Books						$ -
43110	Instructional Materials		$ 21,273				$ 21,273
43200	Non-Instructional Materials						$ -
43400	Parent Meeting						$ -
44000	Equipment		$ 5,000				$ 5,000
43150	Software						$ -
	OTHER						$ -
	OTHER						$ -
	Sub Total-Supplies		**$ 26,273**	**$ -**	**$ -**	**$ -**	**$ 26,273**
Services							
57150	Duplicating						$ -
57250	Field Trip-District Trans						$ -
57160	Nurses						$ -
56590	Maintenance Agreement						$ -
56530	Equipment Repair						$ -
52150	Conference		$ 10,000				$ 10,000
58450	License Agreement						$ -
58720	Field Trip-Non-District Trans						$ -
58920	Pupil Fees						$ -
58100	Consultants-instructional				$ 38,144		$ 38,144
58320	Consultants-Noninstructional						$ -
	OTHER						$ -
	OTHER						$ -
	Sub Total-Services		**$ 10,000**	**$ -**	**$ 38,144**	**$ -**	**$ 48,144**
	GRAND TOTAL		**$ 185,081**	**$ 17,095**	**$ 38,144**	**$ -**	**$ 240,320**

Amendments

The purpose of this amendment will reflect programmatic and budgetary adjustments resulting from COVID-19 restrictions requiring distance learning and virtual interactive opportunities. Hamilton's School Site Council (SSC) reviewed and approved the changes which have been detailed in their minutes.

Other adjustments reflected are business as usual modifications to cover the cost of minor transactions based on actual costs, such as maintenance agreements or salary adjustments, and/or correction to object code assignment.

Furthermore, Hamilton's Parent Involvement 1% allocation has increased. The funds have been reviewed and approved by the School Site Council.

Version 2

SPSA: Goal 1, Strategy 1:

LCFF –

$20,000 – 11101 – Teacher Salaries: Reduced to reallocate funds that will not be used due to COVID/distance learning will be moved into non instructional materials (but in different strategies listed out).

$10,000 – 52150 – Conferences: Reduced funds due to COVID-19 restrictions on social distancing and travel policies, field trips will not be implemented.

SPSA: Goal 1, Strategy 2:

Title I –

$1,039 – 43110 – Instructional Materials/Supplies: Reduced to reallocate funds to cover the invoice for maintenance agreement services.

$1,039 – 56590 – Maintenance Agreements: Reallocated funds to cover the invoice for maintenance agreement services.

$2,534 – 58450 – License Agreements: Reallocated funds to purchase RAZ Kids license agreement. Hamilton SSC agrees that we need more resources for EL and reading overall. The SSC recommends the use of an online reading program that had been used in the past called Razz Kids. While students currently have access to online books and texts through regular or already obtain curriculum and resources, we do know that our struggling readers are not offered enough high interest, low Lexile reading texts. We plan to implement Razz Kid for all students but have a special focus with our EL students as all classroom teachers, including special day classes, will be asked to utilize at least one Razz kids as all students can log in and utilize texts at their levels immediately. For the remainder of the school year, Razz kids will cost $2,534 for all 32 classroom teachers to be able

to use immediately. Students are having low motivation to log in and complete asynchronous work unless it is extremely high interest and/or at their reading levels. This is significant for all teachers on the SSC and parent members agreed as well that they do not think their children and our school is having students read enough texts that they truly enjoy. Hamilton admin and program specialist will collect data usage of Razz kids and set grade level goals. Hamilton admin will ensure that all teachers utilize the program and not just EL students. Data usage will be analyzed in grade level collaboration and some staff meetings. Data will be reviewed monthly. This will be shared with parents at admin-parent meetings as appropriate. The data can support a comprehensive needs assessment to compare curriculum-text related reading use versus high interest reading materials/texts from Razz Kids.

LCFF –

$1,185 – 43110 – Instructional Materials/Supplies: Reduced to cover salaries/benefits based on actual costs.

$675 – 43110 – Instructional Materials/Supplies: Reduced to cover the cost of an invoice for books. Object code correction.

$1,185 – 22601 – .75 FTE Library Media Assistant: Reallocated to cover salaries/benefits based on actual costs.

$675 – 42000 – Books: Reallocated to cover invoice for books. Object code correction.

$19,000 – 43200 – Non-Instructional Materials: Reallocated to purchase materials to be utilized academically related activities such as literacy nights, math nights, and/or arts related events. Method of distribution (i.e., drive-thru, mailing, etc.) may vary due to COVID-19 restrictions. Due to distance learning, we need to figure out how to utilize funds to meet the new needs of families which includes being able to be interactive virtually and maintain engagement. Participation rates, usage, and attendance of families will be closely monitored and analyzed by the various committees that oversee events in order to ensure that they can participate better in future events.

SPSA: Goal 1, Strategy 3:

LCFF –

$1,800 – XXXXX – Virtual Training: Reallocated to cover the cost of virtual outdoor science programming for students to experience three live virtual lessons through video, exploring outdoor locations. All provided lessons are linked to 5th, 6th or 7th grade NGSS and will use nature journaling to observe phenomena from Jones Gulch and Durham Ferry ecosystems. Lessons will also include social and emotional learning which has always been a key component to outdoor education. Students will receive a themed week program called “Science Camp at Home”. Teachers and/or families can bring science camp to their classrooms and homes with 5 days of fun activities designed to create a “camp” experience.

SPSA: Goal 2, Strategy 1:

Title I –

$2,534 – 58320 – Consultant Non-Instructional: Reduced funds for consultant non-instructional because services have not been implemented due to COVID-19 restriction pertaining to the distance learning and strict social distancing policies.

SPSA: Goal 3, Strategy 1:

Due to a funding increase from the State in the District's 2020-2021 Title I allocation, Hamilton is receiving additional monies in Parent Involvement (Cost Center: 50647). Hamilton's revised Parent Involvement as of 12/2020 is shaded yellow. This increase will be distributed to object code 43400 – Parent Meeting for the purchases of items for in-person parent events.

School	Enrollment (CalPADS 12/1619)	Eligible Students F/R Meals (CalPADS 12/16/19)	Poverty Rate (Oct 2019)	School Allocation	Revised Parent Involvement 12/2020	TOTAL SCHOOL PRELIMINARY ALLOCATION	Original Parent Involvement 07/2020	Increase of:
HAMILTON	818	751	91.8%	$ 204,955	$ 4,562	$ 209,517	$ 4,085.00	$ 477.00

Title I –

$8,200 – 43200 – Non-Instructional Materials: Reallocated funds to purchase items for parent meetings. Distance learning caused parent participation to decrease due to technological logging in and accessing of meetings. Parent attendance will be collected.

HAMILTON 238

	7/28/2020	INITIAL BUDGET/DATE	2/9/2021	REVISED BUDGET/DATE	50647 - inc by $477

TITLE I		LCFF		TITLE I - PARENT - 50647	
TOTAL ALLOCATION	$ 204,955	TOTAL ALLOCATION	$ 240,320	TOTAL ALLOCATION	$ 4,562
TOTAL BUDGET DISTRIBUTED BELOW	$ 204,955	TOTAL BUDGET DISTRIBUTED BELOW	$ 240,320	TOTAL BUDGET DISTRIBUTED BELOW	$ 4,562
TO BE BUDGETED (Should be $0.)	$ -	TO BE BUDGETED (Should be $0.)	0	TO BE BUDGETED (Should be $0.)	0

Object	Description	FTE	ACHIEVEMENT 50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	23030 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	23020 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	LEARNING ENVIRONMENT 50671 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	23034 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	PARTNERSHIPS 50672 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS	FTE	23035 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS	FTE	50647 GOAL #3 MEANINGFUL PARTNERSHIPS PARENTS	TOTAL FTE	TOTAL BUDGET
Personnel Cost-Including Benefits																					
11101	Teacher Salaries	0.000		0.000	$ 20,000	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ 20,000
11500	Teacher - Add Comp (incl benefits)	0.000		0.000	$ -	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
11700	Teacher Substitute (incl benefits)	0.000	$ -	0.000	$ 5,000	0.000	$ -	0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ 5,000
12151	Counselor	0.000		0.000		0.000		0.450		0.000		0.000		0.000		0.000		0.000		0.450	$ 0
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
12500	Counselor-add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
13201	Assistant Principal	0.000	$ -	0.500		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.500	$ 1
30000	Statutory Benefits	0.000	$ -	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
19101	Program Specialist	0.500	$ 52,753	0.500	$ 50,400	0.000		0.000		0.000		0.000		0.000		0.000		0.000		1.000	$ 103,154
30000	Statutory Benefits	0.000	$ 21,537	0.000	$ 17,837	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
19500	Prog Spec-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
19101	Instructional Coach	0.000	$ -	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
19500	Instr Coach-Add Comp (incl benefits)	0.000		0.000	$ -	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
21101	Instructional Asst/CAI	0.600	$ -	0.400	$ -	0.000		0.000		0.000		0.000		0.000		0.000		0.000		1.000	$ 0
30000	Statutory Benefits	0.000	$ -	0.000	$ -	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
21500	Inst Asst/CAI -Add Comp(incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
21101	Bilingual Assistant	0.000		0.000	$ -	0.000		0.438	$ 15,414	0.000		0.000		0.000		0.000		0.000		0.438	$ 15,414
30000	Statutory Benefits	0.000		0.000	$ -	0.000		0.000	$ 1,399	0.000		0.000		0.000		0.000		0.000		0.000	
21500	Bil Asst-Add Comp (incl beneftits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
22601	Library Media Assistant	0.000		0.750	$ 28,409	0.000		0.000	$ -	0.000		0.000		0.000		0.000		0.000		0.750	$ 28,410
30000	Statutory Benefits	0.000		0.000	$ 20,486	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
22500	Lib Med Asst-Addl Comp (incl benefits)	0.000		0.750		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.750	
22901	Community Assistant	0.000		0.000		0.000		0.000	$ -	0.000		0.000		0.000		0.000		0.000		0.000	$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
22500	Comm Asst-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
29101	Parent Liaison	0.000		0.000		0.000		0.000		0.000	$ 3,500	0.000		1.000	$ 54,788	0.000		0.000		1.000	$ 58,289
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ 39,332	0.000		0.000		0.000	
29500	Par Lia-Add Comp (incl benefits)	0.000	$ -	0.000	$ -	0.000		0.000	$ -	0.000		0.000		0.000		0.000		0.000		0.000	$ -
	Sub Total - Personnel/Benefits		**$ 74,290**		**$ 142,132**		**$ -**		**$ 16,813**		**$ 3,500**		**$ -**		**$ 94,120**		**$ -**		**$ -**		**$ 210,268**
Books & Supplies																					
42000	Books				$ 675				$ -										$ -		$ 675
43110	Instructional Materials		$ 3,881		$ 9,827		$ -		$ -		$ 2,625		$ -				$ -		$ -		$ 16,333
43200	Non-Instructional Materials		$ -		$ -		$ -		$ -								$ 8,200		$ 2,977		$ 11,177
43400	Parent Meeting												$ -						$ 1,585		$ 1,585
44000	Equipment				$ 5,000																$ 5,000
	Sub Total - Books & Supplies		**$ 3,881**		**$ 15,502**		**$ -**		**$ -**		**$ 2,625**		**$ -**		**$ -**		**$ 8,200**		**$ 4,562**		**$ 34,770**
Services																					
57150	Duplicating																				$ -
57250	Field Trip-District Trans																				$ -
56590	Maintenance Agreement		$ 3,039				$ -														$ 3,039
52150	Conference				$ -																$ -
52170	Webinar Training				$ 1,800																$ 1,800
58450	License Agreement		$ 6,000				$ -														$ 6,000
58720	Field Trip-Non-District Trans																				$ -
58920	Pupil Fees																				$ -
58100	Consultants-Instructional										$ 17,500		$ 55,873								$ 73,373
58320	Consultants-Noninstructional																				$ -
	Sub Total - Services		**$ 9,039**		**$ 1,800**		**$ -**		**$ -**		**$ 17,500**		**$ 55,873**		**$ -**		**$ -**		**$ -**		**$ 84,212**
	GRAND TOTAL		**$ 87,210**		**$ 159,434**		**$ -**		**$ 16,813**		**$ 23,625**		**$ 55,873**		**$ 94,120**		**$ 8,200**		**$ 4,562**		