



School Plan for Student Achievement

For the School Year

July 1, 2020 – June 30, 2021

Version 1

Pulliam Elementary

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Budget Spreadsheet Overview – LCFF52

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
Pulliam Elementary	39686766042741	Ver 1 – 05/27/2020	Ver 1 – 05/27/2020	Ver 1 – 07/28/2020

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)

Pulliam Elementary is implementing a Schoolwide Program. The school has been identified as Additional Targeted Support and Improvement (ATSI).

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.

Pulliam 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.

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

Pulliam Elementary developed a one-year (2020-2021) school plan which aligned to the district's goals and incorporated strategies specific to its school. The principal provided an overview of the 2019-2020 SPSA Year 3 revision, which was approved by the Board of Education on June 25th, 2019.

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

A Summary of the School Site Council Meetings:

9/26/2019

Ms. Taylor reviewed the 2019-2020 SPSA year 3, which was approved by the board of Education on June 25, 2019. Goal 2 was discussed. 30% of 6-8th grade students felt safe at school. The goal for the year is to increase this by 3%. This will be accomplished by the inclusion of organized sports at lunch recess. 2 organizations were being considered – Playworks and Structured Sports. Videos were shown of the possible programs. The board agreed to move \$20,000 from conferences to consultant/noninstructional to cover the cost.

Ms. Taylor shared the departure of the program specialist and the monies saved would be used for field trips and student assemblies.

10/17/2019

Goal 2 of the SPSA was discussed (student safety) – Structured Sports was approved.

The instructional assist position remains vacant, which will focus on 4-8th grade.

Ms. Taylor asked the district for a CSA but was denied.

The need for a program specialist still exists and how to best utilize one when the position is filled. The board voted to accept a 40% program specialist from Fremont or Marshall if available. The additional funding could help increase the library assist's hours to 8 hours beginning in January

12/20/2019

SSC discussed that the school has been operating without a program specialist. Inquiries were made to other schools to see about sharing a program specialist but one was not available. The budget allocated \$88,000 for this position, so the SSC voted to reallocate these funds in the subsequent editing and approval of the SPSA. Parts of SPSA needing review were discussed including increased funding for goal 1/strategy 2 – instructional materials, Goal 1 strategy 3 – change the AVID conference to “Get Your Teach On” conference, Goal 1/strategy 6 -instructional materials, Goal 1/strategy 7 – increase library assist to FTE and add Accelerated Reader, Goal 2/strategy 1-addition of Organized Sports

3/11/2020

The LCAP evaluation was conducted.

Goal 1 – Student Achievement

An 8% gain was shown from Fall to Winter in math and a 9% gain was shown in ELA. The after school tutoring program showed 70% of students growing at least 1 level as measured by Fountas and Pinnell testing. The instructional assist was working with tier 3 at risk students as identified by i-Ready scores and 7/10 students had mastered the sight words covered

Goal 2 – School Climate

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Version 1 – Board Approval 07/28/2020

Suspensions were down 40% from previous school year at same time. Decrease attributed to PBIS measures being implemented by administration and a focus on proactive preventative approaches to supervision. Organized sports at lunch also helped decrease office referrals

Goal 3 – Meaningful Partnership

Parent liaison creates meaningful partnerships via weekly newsletter to families, principal phone calls and updated marquee, literacy nights, workout Wednesdays, bingo nights, etc.

5/27/2020 –

The ELAC committee recommended a de-escalation room to be run by the school counselors. The counselors will be moved to a larger room to accommodate this. The Title I and LCFF budget was discussed and the inclusion of Sports for Learning was prioritized for Goal 2, a .75 library assist, .5 program specialist, and .375 instructional assist were prioritized to help goal 1, and a FTE parent liaison was prioritized for Goal 3. Term limits were discussed for council members for the upcoming year

Pulliam Elementary and its School Site Council reviewed the progress of the 2019-2020 (Year 1) on 5/27/2020 culminating the document 2020-2021 SPSA Evaluation.

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 Pulliam Elementary School Plan for Student Achievement|

Question 4 inquired about future changes based on the results of questions 1 and 2.

Discussion and review of the evaluation has been notated in the May 27, 2020 School Site Council meeting. In school year 2019-2020. The comprehensive school profile and the i-Ready data was used to substantiated that the area of behavioral management is strong with sustained implementation of PBIS strategies across grade-levels. The area that improved from August to April was community and parent engagement due to having a full-time parent liaison on staff. Academic instruction and support continue to be a challenge and a lack of intervention services present barriers for improvement. As a result of the stakeholder involvement and data reviews, Pulliam Elementary has been able to complete the Decision-Making Model (a component of the CNA) in February and April 2020. Stakeholders concluded that Pulliam would benefit from having a support center on campus to provide tier two intervention services for both social/emotional and academic needs. The DMM specifically outlined the need for a .5 program specialist, .75 library media assist, and a .375 instructional assist provide reading support, and certificated teacher tutoring before and after school for the lowest performing students in ELA.

Resource Inequities

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

SBAC and i-Ready data along with the comprehensive school profile were utilized to identify resource inequities.

- Need for a calm down/restorative practices space for counselors to work in
 - An instructional assistant who can provide small group instruction
 - .5 program specialist who can support students with small group instruction, support teachers with instruction in the classroom, and monitor instructional programs to ensure data driven instruction and intervention
 - .75 media clerk to provide small group instruction and support the implementation of reading instruction and monitoring
 - Organized sports program to support students social/emotional development and help minimize behaviors that interfere with students being in class and learning
- Parent liaison who will bridge communication between school and home regarding student needs and help support parents with parent education and information opportunities

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

School Goal for ELA/ELD: (Must be a SMART Goal)

Pulliam's ELA proficiency rate will increase from 19% to 23%, as measured by the SBAC in Spring of 2021.

Pulliam's ELA proficiency rate will increase from 21% to 26% as measured by the i-Ready Spring assessment

School Goal for Math: (Must be a SMART Goal)

Pulliam's Math proficiency rate will increase from 14% to 18%, as measured by the SBAC in Spring of 2021.

Pulliam's ELA proficiency rate will increase from 14% to 19% as measured by the i-Ready Spring assessment

Identified Need

- Be sure English Learner data is reviewed and included.

CDE California Dashboard:

ENGLISH LANGUAGE ARTS

2016/17 – 81 pts below standard (-14 pt decline from previous year) – red

2017/18 – 82.2 pts below standard (-1.2 pt decline from previous year) - red

2018/2019 – 77.5 pt below standard (+3.8 pt increase from previous year) - orange

MATH

2016/17 – 90.4 pts below standard (15.2 pt decline from previous year) – orange

2017/18 – 94.4 pts below standard (4 pt decline from previous year) – orange

2018/19 – 102.7 pts below standard (9.2 pt decline from previous year) - red

i-Ready data (this district assessment given to K-8th grade students 3x a year)

This is the 1st year this assessment has been given

ENGLISH LANGUAGE ARTS

Fall 2019:

12% at or above grade level (tier 1-green)

39% approaching grade level or 1 year behind (tier 2 – yellow)

49% at risk or 2 or more grade levels below (tier 3 – red)

Winter 2020:

21% at or above grade level (tier 1 – green)

39% approaching grade level or 1 year behind (tier 2 – yellow)

41% at risk or 2 or more grade levels below (tier 3 – red)

MATH

Fall 2019:

6% at or above grade level (tier 1 – green)

46% approaching grade level or 1 year behind (tier 2 – yellow)

48% at risk or 2 or more grade levels below (tier 3 – red)

Winter 2020:

14% at or above grade level (tier 1 – green)

50% approaching grade level or 1 year behind (tier 2 – yellow)

36% at risk or 2 or more grade levels below (tier 3 – red)

English Learner Progress

2016/17 – 65.1 % of students making progress toward English language proficiency

2017/2018 – transition to ELPAC – data not reported

2018/19 – 35.7% of students making progress English language proficiency

EL Reclassification Rates

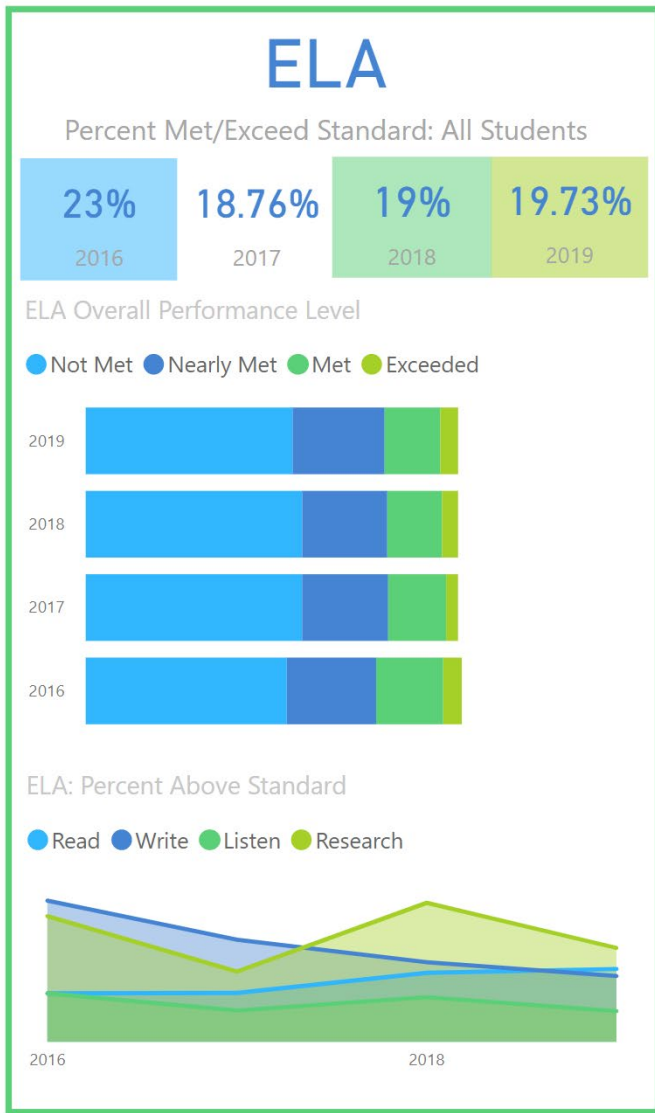
4% or 5 of Pulliam’s 127 EL students were reclassified for the 2019/2020 school year.

Root Causes in ELA:

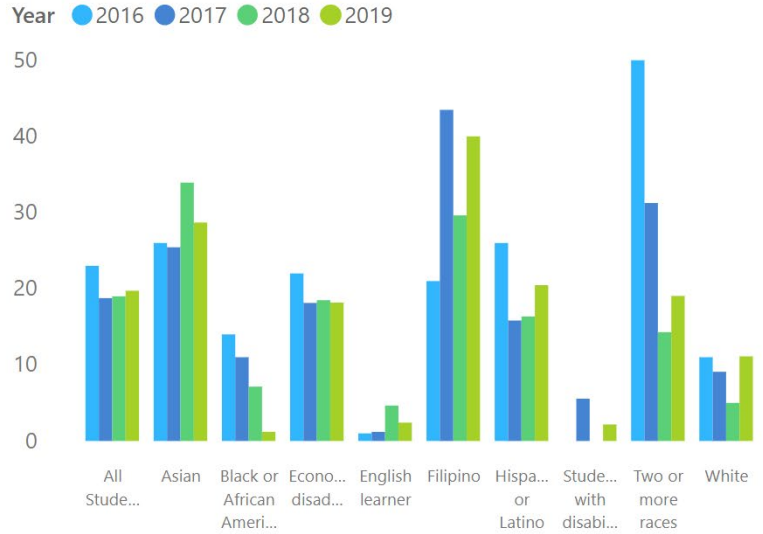
- * teachers are still learning the new district adopted curriculum
- * classroom management in some classes interferes and limits direct instruction and support for all students learning
- * attendance issues and removal from class for behavior is impacting some students learning
- *small group instruction is not consistent across all classes, nor is intervention and scaffolding to meet students performing below grade level
- * Writing instruction is not consistently rigorous and explicitly taught

Root causes in math:

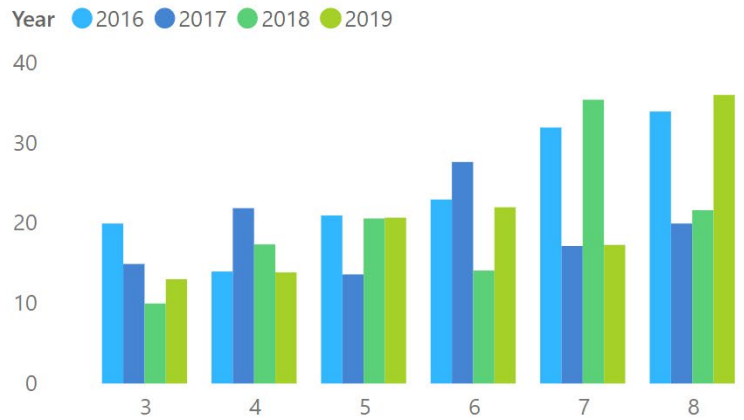
- * teachers are still learning the new district adopted curriculum
- * classroom management in some classes interferes and limits direct instruction and support for all students learning
- * attendance issues and removal from class for behavior is impacting some students learning
- *small group instruction is not consistent across all classes, nor is intervention and scaffolding to meet students performing below grade level
- * Writing instruction is not consistently rigorous and explicitly taught



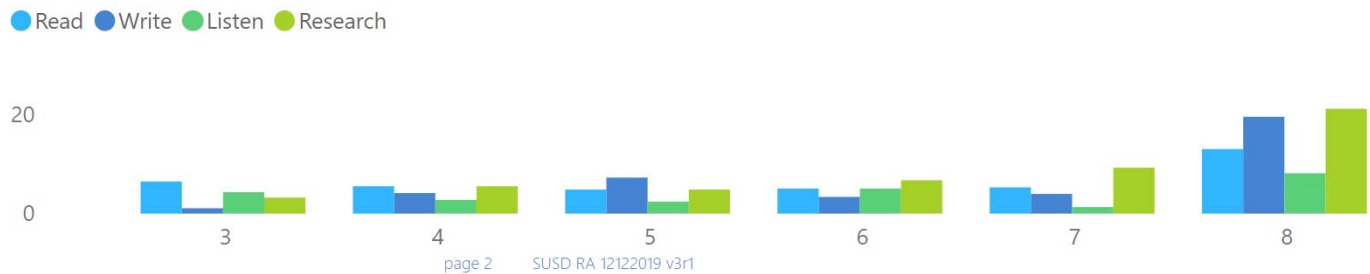
ELA CAASPP: Percent Met/Exceed Standard

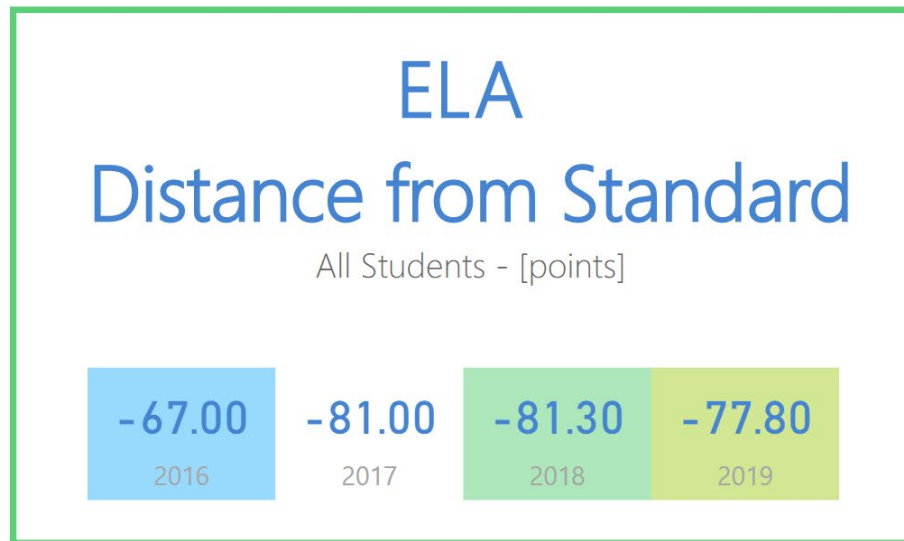


ELA CAASPP: Percent Met/Exceed Standard by Grade Level



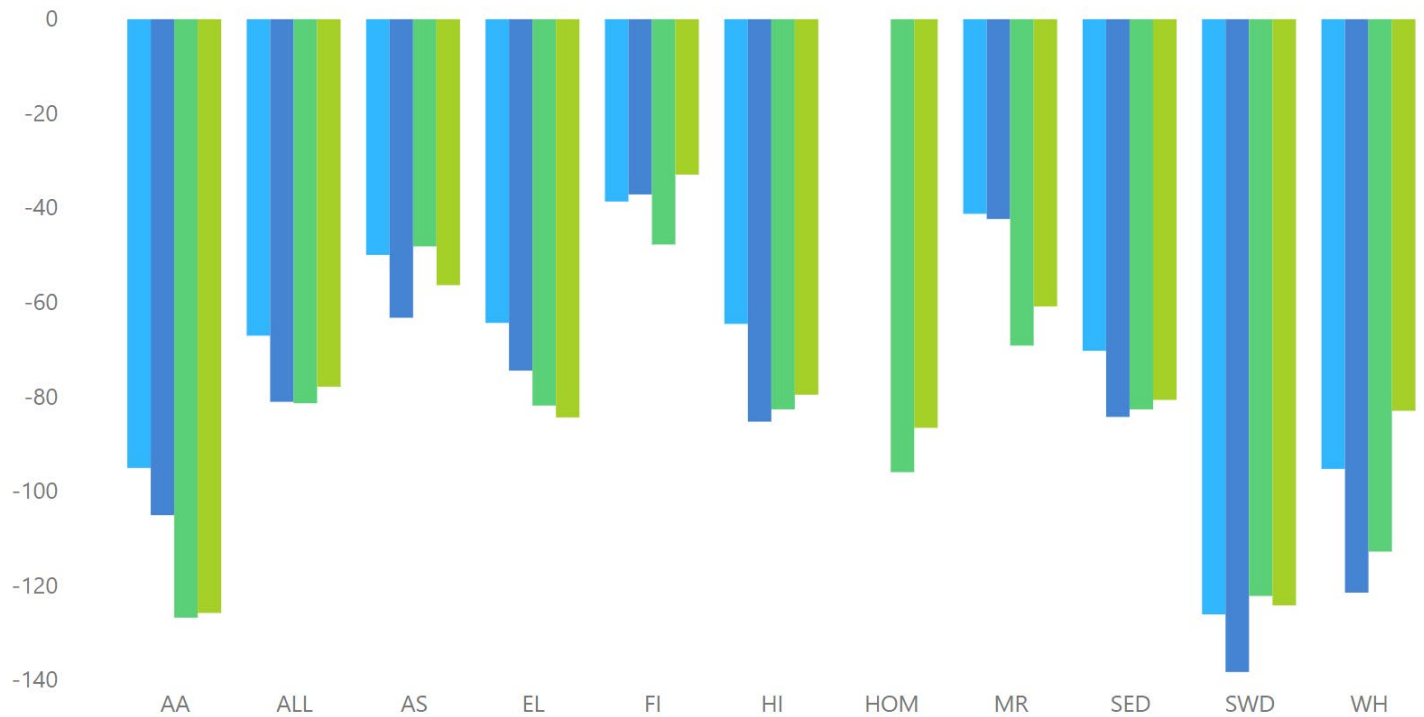
2019 Prelim ELA CAASPP: Area - Percent Above Standard

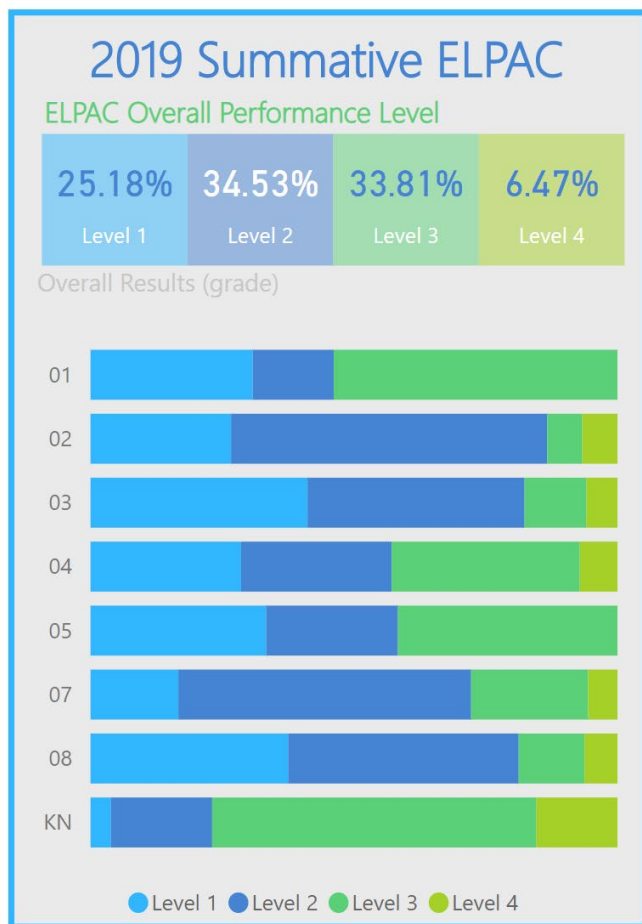




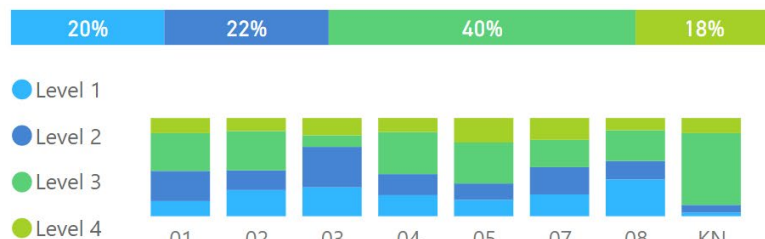
ELA Distance from Standard [points]

Year ● 2016 ● 2017 ● 2018 ● 2019

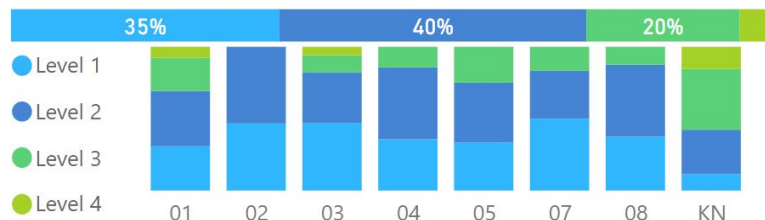




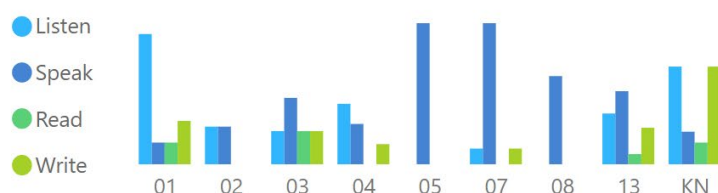
Oral Language Overall Performance Level



Written Language Overall Performance Level



Performance Area: Percent Well Developed



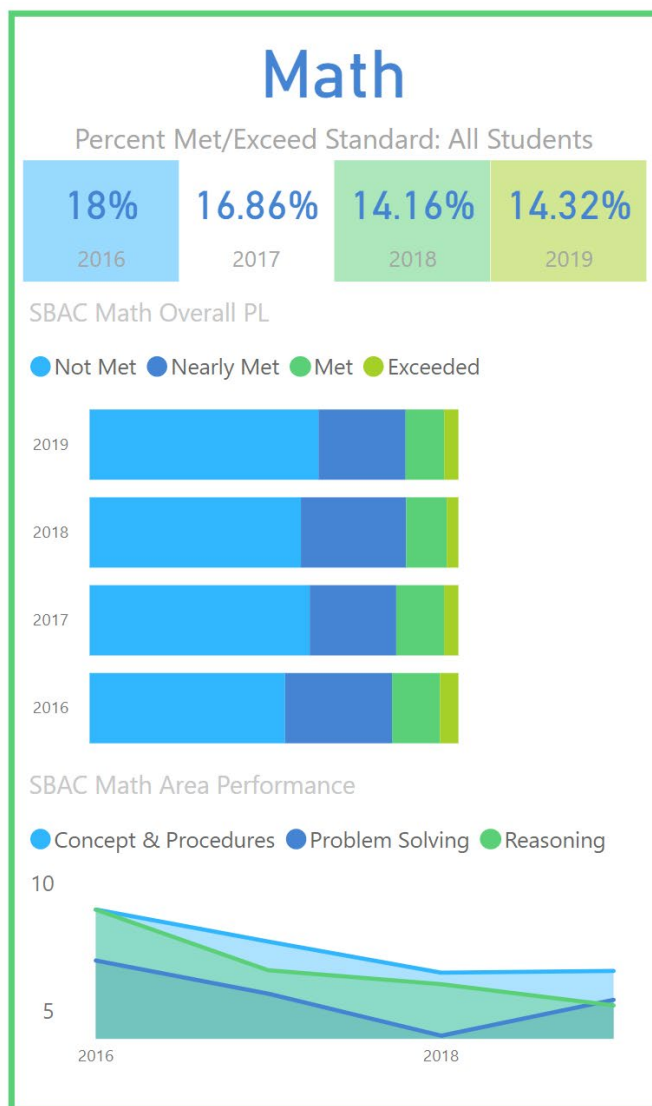
English Learner Progress Reclassification Rates

English Learner Progress Indicator (ELPI)

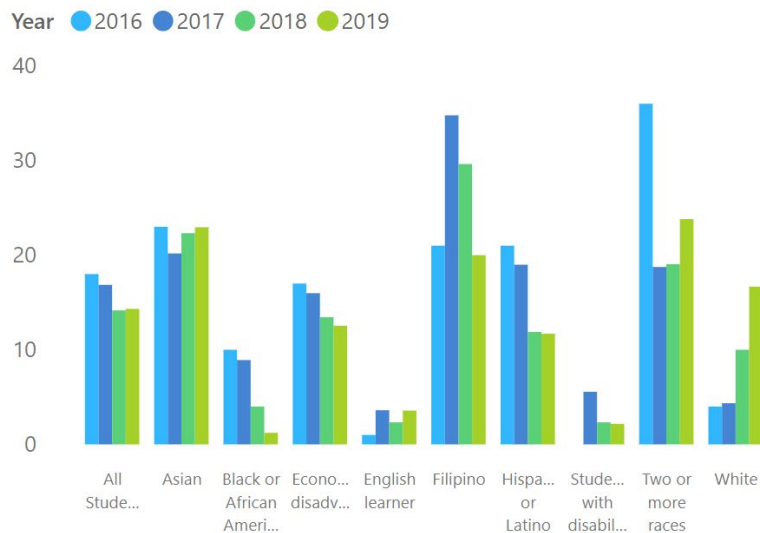


35.7%

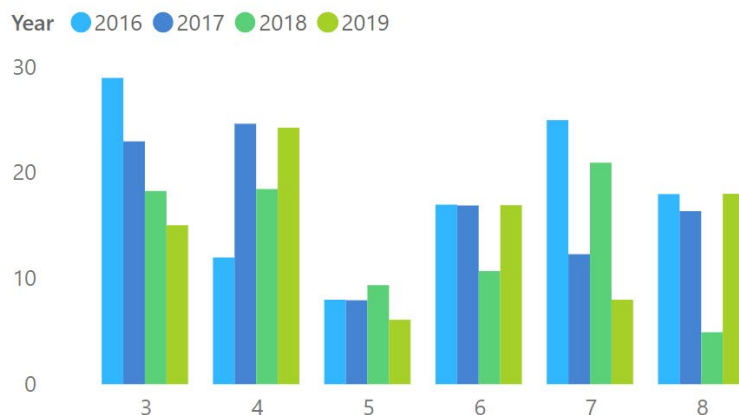
ELPI 2019



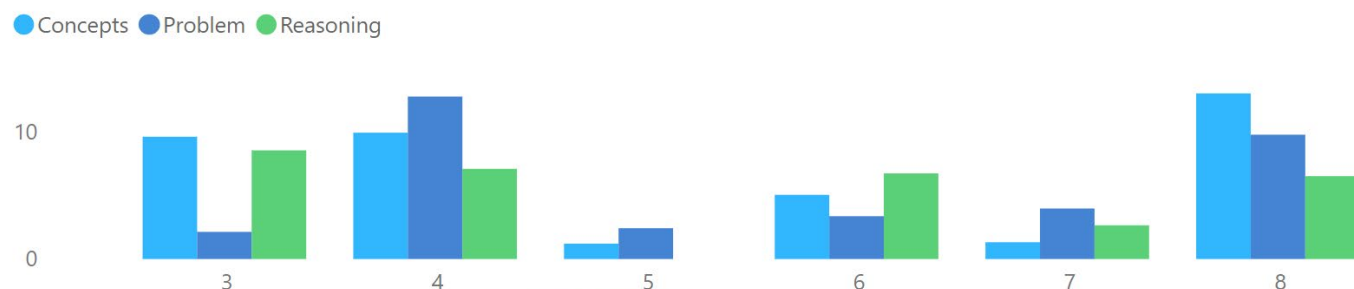
Math CAASPP: Percent Met/Exceed Standard

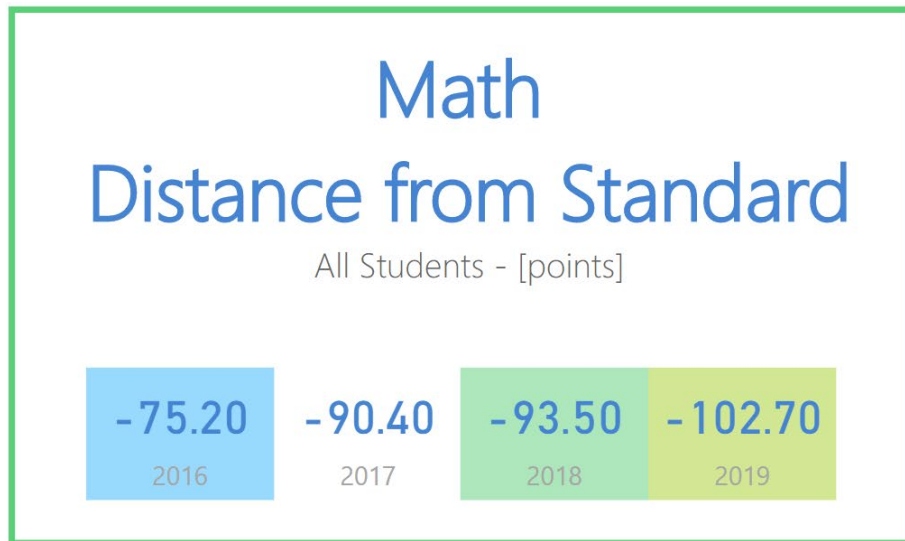


Math CAASPP: Percent Met/Exceed Standard by Grade Level



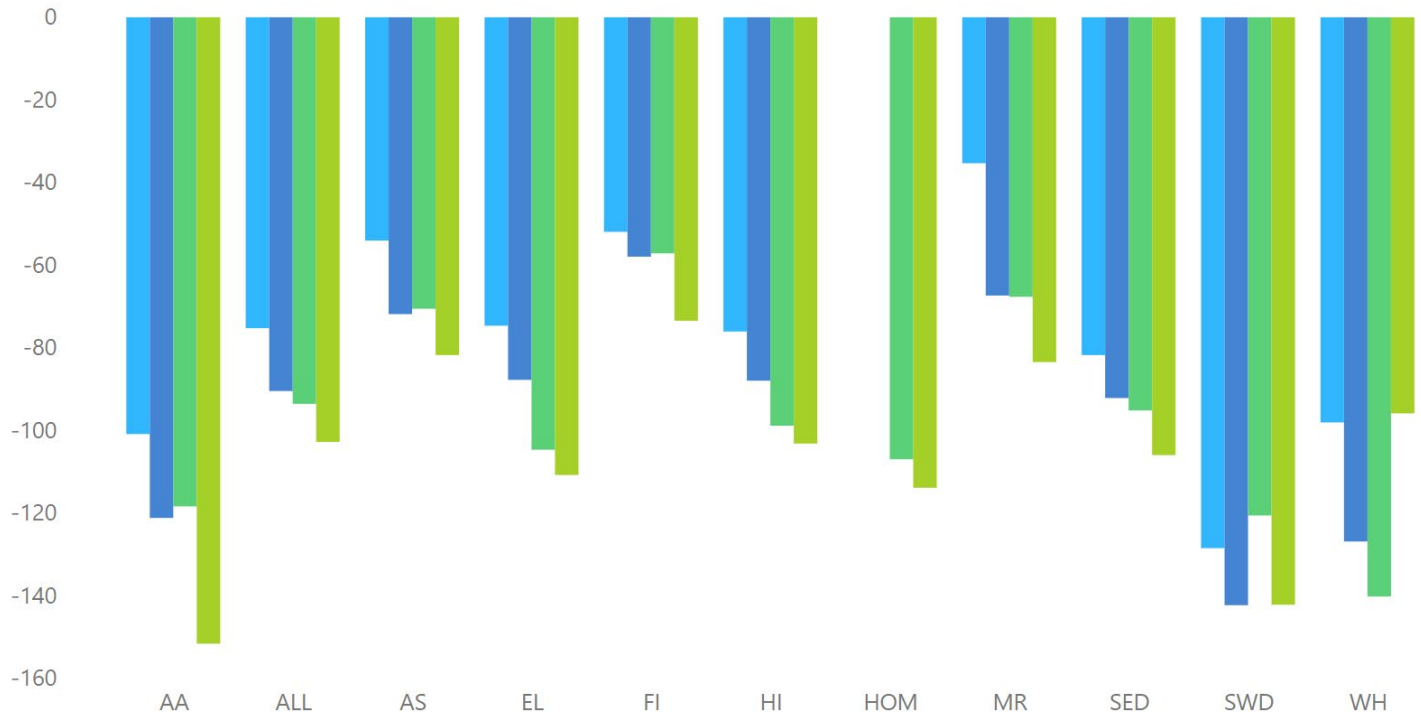
2019 Math CAASPP: Percent Above Standard





Math Distance from Standard [points]

Year ● 2016 ● 2017 ● 2018 ● 2019



PSAT NMSQT Grade 10

Percent Met Evidence-Based
Reading & Writing
Benchmark

Percent Met Mathematics
Benchmark

Percent Met ERW &
Math Benchmark

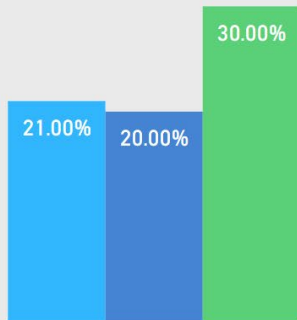
PSAT 8/9 Grade 8

Percent Met Evidence-Based
Reading & Writing
Benchmark

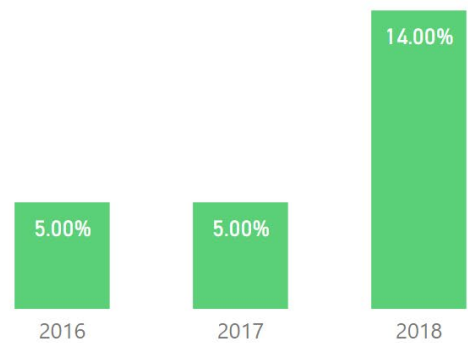
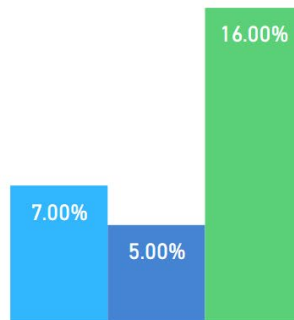
Percent Met Mathematics
Benchmark

Percent Met ERW &
Math Benchmark

Year ● 2016 ● 2017 ● 2018



Year ● 2016 ● 2017 ● 2018



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Annual Measurable Outcomes

ELA/ELD - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - ELA (All Students) 2019 SBAC	-82.2 points below	-79.2 points below
i-Ready data (3x a year) met or exceeded grade-level standards (tier 1 - green) Winter	21%	26%

Math - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - Math (All Students) 2019 SBAC	-94.4 points below	-91.4 points below
i-ready data (3x a year) met or exceeded grade-level standards (tier 1-green) Winter	14%	19%

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

Program Specialist .5 FTE

The program specialist helps support the coach with co-teaching, demonstrating lessons, peer observation feedback, program implementation, assists with collecting, analyzing and interpreting data as well as technology integration. He/she will also support programs like Fountas & Pinnell in the form of targeted small group instruction within the school day. Additionally, the program specialist oversees the EL instructional programs and testing, state testing and analysis, and PSAT testing

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

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
\$75,139	19101	.5 FTE Program Specialist (Salary/benefits)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Reading Comprehension Assessment and Monitoring

Students will be provided opportunities and resources to increase reading and vocabulary proficiency through the use of the Accelerated Reader and STAR programs. These programs will be funded by the PTA and run by the Library Media Assistant. The STAR assessment will provide initial reading levels for students and can be repeated each trimester as a data point for reading comprehension growth. With the initial Fall reading level, the teachers and the Library Media Assist will help students select appropriate leveled books to read, and then students will take corresponding comprehension and vocabulary tests based on the books they have read. Students will choose future books to read based on the scores of the AR test.

The Library Media Assistant will monitor school wide progress and provide incentives for students and classes for weekly word counts and individual student reading comprehension goals. These will be posted to motivate students to read and improve vocabulary and comprehension skills. The Library Media Assistant will work to foster an I AM A READER mindset and love of reading.

The Library Media Assistant will also support teachers with training on Accelerated Reader and monitoring of student progress.

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

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
\$61,410	24101	.75 FTE Library Media Assistant (salary & benefits)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Subgroup – At Risk 2-5th Grade ELA/Reading Students (as identified each trimester by i-Ready test scores)

Strategy/Activity

Small Group Tutoring by Certificated Teachers

This strategy focuses on intervention activities to help students master and overcome foundational deficits. 2nd – 5th grade students identified as needing tier 3 intervention supports ELA/Reading will have access to small group tutoring provided by classroom teachers outside of the instructional day – before or after school. Tier 3 – At Risk is identified as a student scoring 2 or more levels below grade level on the i-Ready assessment. Students receiving services will be chosen each trimester following i-Ready testing is completed. The bottom 10 per grade level in reading from 2nd-5th grade class will be offered these spots. When a student cannot or will not attend the tutoring, the next lowest student will be offered the spot

Teacher Additional Comp Pay Calculation (Object Code 11500) for tutoring:

4 teachers X 3 hours per week X 17# weeks X \$60 rate of pay = \$12,240 total cost

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
\$12,998	11500	Teacher Additional Comp

Fund Source – site LCFF:

\$ 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)

Strategic Support Students

Strategy/Activity

At risk students as identified by i-Ready assessments will be provided small group intensive support by an instructional assistant during MTSS time.

Instructional assist will work with 5 students at a time at 40-minute intervals with grade 1-3rd 5 days per week. They will provide intervention in phonemic awareness, sight words, and phonics.

The instructional assist will provide instruction based on the breakdown of the i-Ready data.

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
\$28,396	21101	.4375 Instructional Assistant (salary & benefits)

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Intervention students

Strategy/Activity

Building Professional Learning Communities is a core component to the success of the school plan, Teachers are consistently participating in the cycle of inquiry and within the PLC planning, teachers will utilize evidence-based instructional strategies to ensure students can access the core. Training will support intervention strategies for instructional practices in support of

Get Your Teach On – This program will provide virtual professional development for teachers grades 2-8 on strategies to support intervention students within each teacher's own classroom with their intervention students.

Intervention will be provided to 3-6th grade students Fountas & Pinnell – Training will be provided to the Assistant Principal, library media clerk, and the program specialist on the assessment and intervention components of the Fountas & Pinnell program for 3-6th grade teachers. The school already owns the assessment and instructional kits.

Proposed Expenditures for this Strategy/Activity 5

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
\$8,000	52150	Conferences (Get Your Teach On, Fountas and Pinnell)

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description

Strategy/Activity 6**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 be provided the opportunity to collaborate outside of the contracted day to develop lesson plans

Teacher Additional Comp Pay Calculation (Object Code 11500):

6teachers X 1 hours X \$60 rate of pay = \$360.00 total cost

Proposed Expenditures for this Strategy/Activity 6

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
		Funds not allocated.

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
		Funds not allocated.

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Instructional resources will be provided to support school-wide AVID implementation. These resources will include binders, planners and folders will support AVID implementation of organization, reading, writing, and inquiry across grade levels

K-8 students will utilize binders and dividers to incorporate organizational skills as part of AVID instruction. These binders will allow students to organize instructional resources, notes, and assessment data for study and reflection. The material effectiveness to student achievement will be measured by organization at weekly binder checks and Spring and Fall showcases. The cost of binders, folders and dividers = \$12,450 – Title I, \$3,131 - LCFF

Maintenance Agreement – \$6,500: Teachers will use various equipment such as the laminator, copier, Duplo, poster maker and access to virtual/ flipped classroom instruction. Maintenance/ License agreements ensure the equipment (3 copy machines) access is available and usable to provide a print rich environment.

Proposed Expenditures for this Strategy/Activity 7

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
\$12,450	43110	Instructional Materials/Supplies
\$2,000	56530	Equipment Repair

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
\$3,131	43110	Instructional Materials/Supplies
\$6,500	56590	Maintenance Agreement
\$4,000	56530	Equipment Repair

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Strategy/Activity 8

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
- *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 8

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)

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.

2018/2019 - Implementation 1.1 The walk-through tool

The walk-through tool is used by administration and the leadership team when visiting classrooms for informal observations. Teachers receive immediate feedback and biweekly professional development is provided based on trend data. Additional support by administration and the program specialist was provided to new teachers, as Pulliam had a large percentage of new teachers on campus. This additional support helped guide teachers in lesson planning, goal setting, and implementation of Pulliam's systems.

2019/2020- The walk-through tool used was a feedback form that offered low inference notes for teachers. These were paper copies that were left in the room for the teacher and a copy was maintained by the administrator. Bi-weekly professional development was based on trend data and additional support was offered by administrators and coaches as needed with a special focus on support for new teachers. This nonevaluative process positively allowed for additional support to help guide teachers in lesson planning, goal setting, and implementation of Pulliam's systems

2018/2019 1.2 Program specialist:

The program specialist effectively data-driven decision making for instructional program. Program Specialist assists teachers and parents to analyze MAP data and EL data. Collaborates with parent liaison and other staff to ensure that systems are in place to increase academic awareness with parents. Program Specialist effectively coordinates the EL program to ensure students are receiving additional ELD support. The Program Specialist provided instructional data that guided Pulliam's academic conferences where teachers were able to review student data and set specific goals for each student. Program Specialist catalogs all of Pulliam's technology and holds regularly scheduled technology forums for teachers on ways to successfully implement technology in the classroom. Program Specialist continues to coordinate and monitor assessments and in turn collects data for data analysis. In addition, the Program Specialist is effective in supervising the instructional program, which includes the delivery of assessments and the monitoring of EL implementation.

2019/2020 – Pulliam had a designated program specialist until October 2019. When the program specialist moved to another position, Pulliam was unable to secure another person in this position. The program specialist responsibilities were distributed among those on the operations team while the school worked to secure someone for this needed position.

1.3 A. K2 Leveled Readers and Manipulatives

2018/2019 - K-2 grade level readers and assessments were researched. Teachers and administration visited a school site where the K-2 leveled readers (Fountas and Pinnell) were fully implemented and began building an action plan for implementation. K-2 Leveled Reader curriculum arrived in April 2018. The implementation has been slow going, due to the complexity of the program. K-2 Leveled Reading Assessments (Fountas and Pinnell) have been implemented in grades K-2 to provide accurate reading levels for student. An action plan has been created for the implementation of leveled readers. Substitute teachers will be utilized to ensure that assessments are implemented three times per school year. District curriculum office provided manipulatives to support student learning. B. Library Media Assist - Library Media Clerk conducted small reading groups for grades 1-4 to assist struggling readers by providing intensive instruction where specific goals were set and monitored. The small reading groups conducted by the Library Media Clerk proved to provide growth in the areas of fluency and comprehension as demonstrated by data tracking sheets. The Library Media Clerk continues to conduct small reading groups with struggling readers where progress is tracked on data sheets that are kept in each student's AVID binder.

2019/2020 – The library media clerk continued to provide small reading groups for grades 1-4 to assist struggling readers by providing intensive instruction where specific goals were set and monitored. The small reading groups conducted by the Library Media Clerk proved to provide growth in the areas of fluency and comprehension as demonstrated by data tracking sheets. The Library Media Clerk continues to conduct small reading groups with struggling readers where progress is tracked on data sheets that are kept in each student's AVID binder.

The K-2 implementation of the Fountas and Pinnell curriculum previously purchased was not implemented this year due to lacking a program specialist and instructional assist to run groups. This will be included in the 2020/2021 plan

1.4 A. PLC Process

2018/2019- Grade level teams established. Teachers are submitting meeting notes. Instructional guide developed and used for professional development at faculty meetings.

2019/2020- PLC teams continue to work collectively in bi-weekly meetings and submit meeting notes.

Pulliam Elementary – Goal 1/ **Effectiveness** (School Plan for Student Achievement (Page 16 of 28)

1.1 There has been an increase of literacy- based activities in the classrooms. New teacher meetings and additional classroom visits have allowed for teachers to gain knowledge of school systems and instruction. This is evidenced by lesson planning and the delivery of instruction.

1.2 Instruction has improved by focusing in on how to best serve students who are underperforming. Teachers are utilizing small group instruction more often based on data.

1.3 A. K2 Leveled Readers and Manipulatives - We are in the planning stages so data is not yet available. B. Library Media Assist – Students participating in these groups showed gains in reading as indicated by assessments given by the library media clerk.

1.4 A. PLC Process - Notes submitted effective for principal to develop PD.

1.5 Instructional Assist

2019/2020 – this position was filled in the Winter of 2020 and the instructional assist was assigned to certain classrooms in the k-2 span to provide 1-1 and small group support to students identified as at-risk by i-Ready assessment. No data is available to assess the utility of the position, but feedback from teachers suggest the assists presence increased engagement by the targeted students and an increase in completed classwork.

1.6 Accelerated Reader

2019/2020 – Spring of 2020 we were able to acquire the Accelerated Reader program for monitoring student reading and vocabulary comprehension. During distance learning, this program provided teachers and administration a way to see student reading engagement and development through AR reports. This program will be continued into the 2020/2021 school year and will be overseen by the library media assist

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

The loss of the program specialists in the Fall delayed the implementation of the F&P program

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

1. A .5 program specialist will be brought on for the 2019/2020 school year. This will allow for the implementation of the F&P program and ensure adequate implementation of all curricular programs and state assessments.
2. The Accelerated Reader program will be continued for the 2020/2021 school year as it has shown evidence of increased student engagement in reading by the number of tests being taken and words read school wide (over 2 million during the first month of implementation)
3. A .75 library media assist will be maintained to implement the small reading groups utilizing the F&P program and oversee schoolwide implementation of the Accelerated Reader Program
4. The instructional assist will continue to assist with push in support for students in k-2 identified as at risk (tier 3) as indicated by the i-Ready assessments and Accelerated Reader STAR assessment.

Goal 2 – School Climate

Pulliam's Suspensions:

GOAL -Pulliam's days of suspension will not exceed the 124 days of suspension (Aug 2019-mid-March 2020) for the entire 2020-2021 school year

Attendance/Chronic Truancy:

GOAL - Pulliam's average daily attendance will increase from 93.13% to 95% for the 2020/2021 school year

Identified Need

Suspension – Average number of suspensions per month (30 days) – 6 (Aug-Mar 2019/2020)

Daily average of students of classroom discipline referrals – 6

Daily average of student referrals from common areas – 8

Highest incident type was caused, attempted or threatened physical injury with a total of 75 incidents by March 2020

Evidence:

2018/19 - 298 days of suspension - 7.5%

2019/2020 (total through mid-March when distance learning began) decreased to 124 days of suspension – 5.7%

Suspension for the entire 2020/2021 will not increase from the mid-March level of 124 days of suspension as measured by Synergy reports sent by CWA.

Daily referrals from common areas and classroom averaged 14 a day with 8 coming from common areas and 6 coming from classrooms for the 2019-2020 school year. These referrals will decrease to an average of 8 a day, with no more than half coming from the classroom or common areas. The bulk of the referrals occurred from 11am on.

Attendance/Chronic Truancy –

Pulliam's chronic absenteeism rate is 22.3% and the overall average daily attendance for the school year is 93.13%

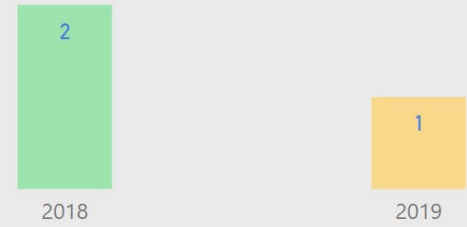
Suspension Rate

All Students
percent of unduplicated suspension



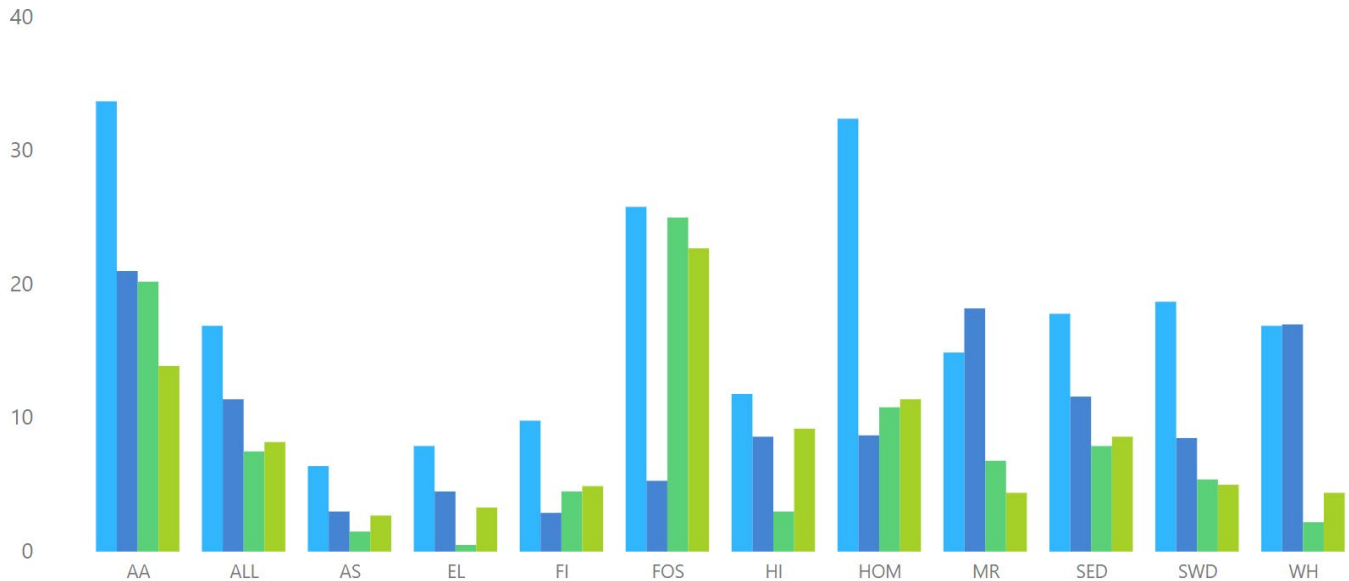
Expulsion

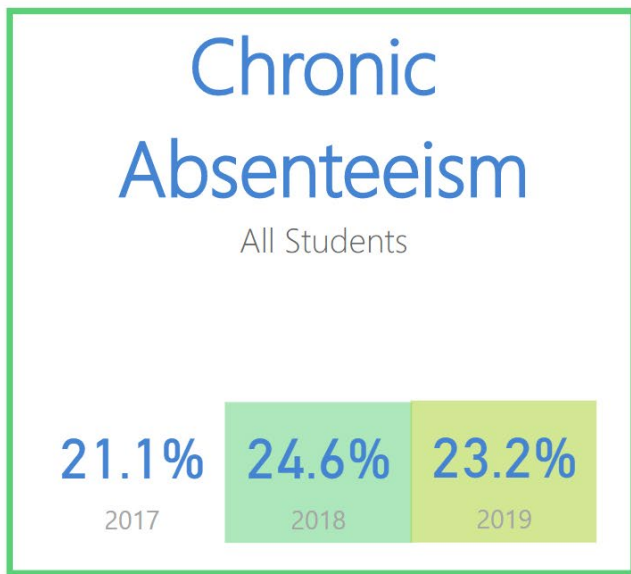
All Students - Count *2019 Preliminary count
Expulsion Count by Year - if available



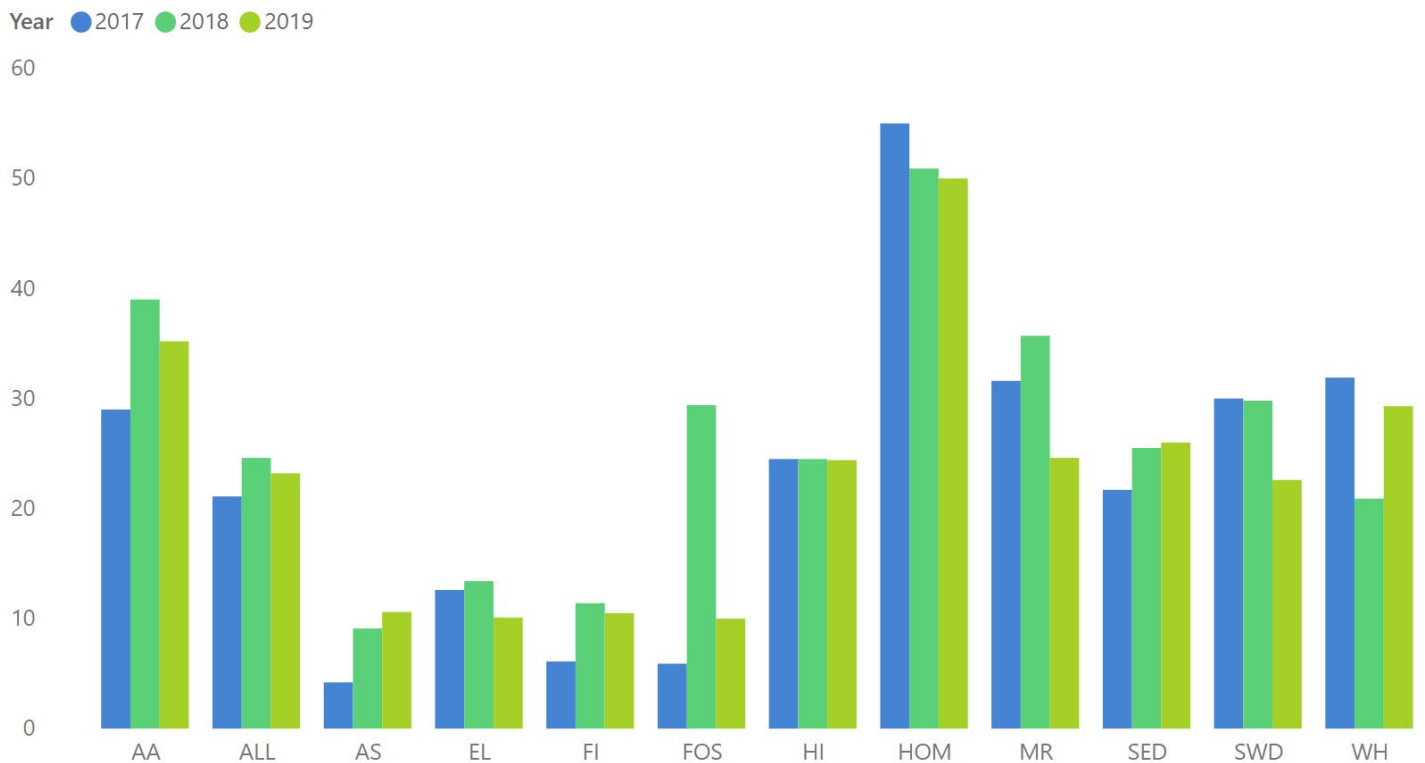
Suspension Rate: Student Group

Year ● 2016 ● 2017 ● 2018 ● 2019





Chronic Absenteeism Rate by Student Group and Year



Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspensions (All Students)	5.3%	5.0%
Chronic Absenteeism (All Students)	22.3%	21%

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

Coordinate with a consultant to provide structured lunch recess enhancement where coaches facilitate a safe inclusive environment for all students. There is a focus on student leadership and character development, as students gain knowledge in structured games, learn sportsmanship and collaboration. The benefit of a structured sports program for lunch recesses is a reduction in bullying, verbal and physical conflicts, a reduction in student discipline referrals and suspensions, an increase in student safety and an increase in a positive school culture. Lastly, students will be able to return to class without bringing conflict from the playground thus increasing instructional time and academic success. We are taking data on the number of discipline referrals that are submitted during lunch recess that removes a student from class which impedes learning. We are also taking data on the increased class time as a result of students resolving issues on the yard and not during class time. This has led to an increase in student achievement in math as math MTSS follows lunch and students are in class.

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

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
\$19,220	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)

All students

Strategy/Activity

Trauma Informed Practices

Staff have read Fostering Resilient Learns: Strategies for Creating a Trauma Sensitive Classroom. The readings have been implemented into biweekly PD, to directly help staff better understand best Pulliam Elementary – Goal 2 School Plan for Student Achievement| Page 23 of 28 practices in supporting students with trauma.

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
		Funds not allocated.

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
		Funds not allocated.

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

Principal attendance at the Excellence through Equity Conference

The Principal will attend the Excellence through Equity Conference to support improvement efforts for student achievement. The principal will lead the staff to develop an understanding of the differences and disparities needing to be addressed to close the achievement gap and ensuring that ALL means ALL. Creating an equity driven environment for students will help to promote regular and accurate assessment of student progress to ensure the success of the instructional program and ensure quality for all students. Attending this conference will provide Pulliam staff with the tools to ensure that no student is left behind and that every student has the opportunity to learn and master curriculum. Having the principal attend the Excellence through Equity Conference will improve school climate and culture as an explicit focus on equity is integrated into the behavioral initiatives of Pulliam. The learning from this conference will ensure that staff possess the skills necessary for culturally competent classroom instruction and that disciplinary programs are culturally responsive, thus decreasing school discipline referrals and suspensions. The Excellence through Equity Conference will support the staff's cultural competence through professional development and provide opportunities for staff to reflect on their individual backgrounds and beliefs regarding diversity. The learning will help to identify disproportionalities in discipline and develop plans to improve equity. Ultimately, this learning will help eliminate exclusionary discipline with guidance interventions and/or strategies such as positive behavioral interventions and supports (PBIS), social-emotional learning (SEL), and restorative justice.

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
		Funds not allocated.

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
		Funds not allocated.

Annual Review – Goal 2

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 Trauma Informed Practices

Staff have worked in site PD during staff meetings on understanding trauma and how to appropriately respond

Leadership students took the role of supporting teachers in classrooms and on the playground as well as supporting in school wide PBIS activities and fundraisers.

PBIS activities included monthly PAWS awards, activities and incentive activities such as popsicles and pizza for students who receive no office referrals, super recess for students with perfect attendance, positive office referrals with positive calls home for these students by administration, and caught being pawstive weekly drawings for prizes. These were critical in the school's success with decreasing suspensions.

2019/2020 – Organized Sports were brought to site for lunchtime recess organized activities to help d positively engage students and keep them out of trouble and increase time in class and access to instruction and academic growth

Effectiveness

- 1.1 Teachers are utilizing trauma informed practices along with tiered approach to behavioral intervention that was evidenced in fewer classroom referrals and a decreased suspension rate of 40% from the previous year
- 1.2 Utilization of PBIS approaches and activities in conjunction with student leadership and a tiered approach to behavioral intervention have been effective as indicated by a decreased suspension rate of 40% over the past school year as well as students being able to demonstrate knowledge of what PAWS stands for.
- 1.3 The inclusion of organized sports during lunch recess helped decrease referrals and a subsequent 40% decrease in suspensions from the previous school year

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.

Future Changes

Goal 3 – Meaningful Partnerships

Meaningful Partnerships SMART Goal: Pulliam’s parent involvement will increase from 5% to 25%, as measured by parent meeting and student activity sign in sheets for the 2020-2021 school year.

Identified Need

Suspension: 5.7% suspended at least once (Aug-March 2019/20)

Suspension rate – yellow on dashboard

Chronic Absenteeism: 22.3%

School-wide absenteeism - red

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Total Days	124 days of suspension 2019-2020 school year	120 days of suspension for the entire 2020-2021 school year
Monthly Chronic Absenteeism	22.3% 2019-2020 school year	20% 2020-2021 school year

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

Parent Participation on Campus -

Pulliam provides opportunities for parents to participate in their child's education by offering monthly coffee hour, parent forums, parent café trainings, resource fairs, and bi-annual Pulliam showcases. All parents are welcome to attend and provide the staff feedback. – These activities are organized by the parent liaison in collaboration with the program specialist, counselors, and administration

Parent Liaison will also make individual contact with parents regarding suspensions/absenteeism to support a healthy school environment.

Parent Meeting - \$1,291: Light snacks and refreshments. Parent training materials, such as chart paper, markers, white board, toner, paper, etc. to support parent engagement activities while using various strategies such as gallery walks. These materials will be used during Coffee hour and training sessions to provide visuals and hands-on activities for our parents. We want them to learn in a similar fashion that our students do.

Non-Instructional Materials - \$2,000: Materials for parent and student involvement activities, such as literacy night, science night, STEM, multicultural night. These materials are essential to provide hands-on activities for our families to learn together and build a community of learning. Also, alarm clocks for parents and books for parents.

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
\$2,000	43200	Non-instructional Materials
\$96,267	29101	1 FTE Parent Liaison (salary and benefits)
\$1,291	43400	Parent Meeting

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Collaboration with Local Agencies

Parent Liaison will partner with local agencies to provide resources to parents in the form of contact information for resources and to bring resources on to site in the form of resource fairs.

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
		Funds not allocated.

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
		Funds not allocated.

Strategy/Activity 3**Students to be Served by this Strategy/Activity**

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

All

Strategy/Activity**Parent Organizations**

The parent liaison in partnership with the program specialist, counselors, and administration will support the establishment and encourage parent and community participation in organizations such as PTA, SSC, ELAC and volunteering.

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
		Funds not allocated.

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
		Funds not allocated.

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

2018/2019: Opportunities for parent participation increased due to the following events and strategies for communication: Monthly coffee hour is being consistently held and participation is increasing. PTA established resulting in two fundraisers. Quarterly showcases have also had an increase in parent participation which allows for parents not only to view what their student is learning currently but also allows parents to gain knowledge about what they will be learning in future years. Communication of activities: overall communication can be more effective by handing out flyers and talking to parents at drop off and pick up since several students are not giving their flyers to their parents. Phone calls home are only in English. Training for parents on how we communicate needs to be increased.

2019/2020: The activities from 2019/2019 continued and showcases were moved to biannually with the move to the trimester system. Communication increased through parent flyers being passed out during drop off and pick up. Principal school wide weekly calls were added to increase communication. Friday folders were continued to support parent communication and will include weekly school newsletters

Effectiveness

Parent participation at assemblies, showcases, and school activities such as Halloween parade, parent and student dance, bingo increased from the previous year.

Friday folders and weekly principal school-wide calls helped increase parent awareness of school activities as evidenced by increase parent attendance at the activities.

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

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	\$168,402
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	\$337,802

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	\$168,402

Subtotal of additional federal funds included for this school: \$168,402

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

State or Local Programs	Allocation (\$)
LCFF	\$169,400

Subtotal of state or local funds included for this school: \$169,400

Total of federal, state, and/or local funds for this school: \$337,802

Budget Spreadsheet Overview – Title I

PULLIAM**Preliminary Budget Allocation - TITLE I****FISCAL YEAR 2020-21**

TOTAL ALLOCATION	\$	165,111
TOTAL BUDGET DISTRIBUTED BELOW	\$	165,111
TO BE BUDGETED (Should be \$0.)		0

50647	TOTAL ALLOCATION	\$	3,291
	TOTAL BUDGET DISTRIBUTED BELOW	\$	3,291
	TO BE BUDGETED (Should be \$0.)		0

Object	Description	FTE	TITLE I					TOTAL BUDGET
			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	
Personnel Cost-Including Benefits								
11500	Teacher - Add Comp		\$ 12,998					\$ 12,998
11700	Teacher Substitute		\$ 5,000					\$ 5,000
12151	Counselor							\$ -
13201	Assistant Principal							\$ -
19101	Program Specialist							\$ -
19101	Instructional Coach							\$ -
19500	Instr. Coach-Add Comp							\$ -
	OTHER Certificated							\$ -
21101	Instructional Assistant	0.4375	\$ 28,396					\$ 28,396
21101	CAI Assistant							\$ -
21101	Bilingual Assistant							\$ -
24101	Library Media Clerk							\$ -
29101	Community Assistant	1.0000				\$ 96,267		\$ 96,267
	OTHER Classified							\$ -
30000	Statutory Benefits							\$ -
Sub Total - Personnel/Benefits			\$ 46,394	\$ -	\$ -	\$ 96,267	\$ -	\$ 142,661
Books & Supplies								
42000	Books							\$ -
43110	Instructional Materials		\$ 12,450					\$ 12,450
43200	Non-Instructional Materials						\$ 2,000	\$ 2,000
43400	Parent Meeting						\$ 1,291	\$ 1,291
44000	Equipment							\$ -
43150	Software							\$ -
	OTHER							\$ -
	OTHER							\$ -
Sub Total-Supplies			\$ 12,450	\$ -	\$ -	\$ -	\$ 3,291	\$ 15,741
Services								
57150	Duplicating							\$ -
57250	Field Trip-District Trans							\$ -
57160	Nurses							\$ -
56590	Maintenance Agreement							\$ -
56530	Equipment Repair		\$ 2,000					\$ 2,000
52150	Conference		\$ 8,000					\$ 8,000
58450	License Agreement							\$ -
58720	Field Trip-Non-District Trans							\$ -
58920	Pupil Fees							\$ -
58100	Consultants-instructional							\$ -
58320	Consultants-Noninstructional							\$ -
	OTHER							\$ -
	OTHER							\$ -
Sub Total-Services			\$ 10,000	\$ -	\$ -	\$ -	\$ -	\$ 10,000
GRAND TOTAL			\$ 68,844	\$ -	\$ -	\$ 96,267	\$ 3,291	

Budget Spreadsheet Overview – LCFF

PULLIAM**Preliminary Budget Allocation - LCFF
FISCAL YEAR 2020-21**

TOTAL ALLOCATION	\$ 169,400
TOTAL BUDGET DISTRIBUTED BELOW	\$ 169,400
TO BE BUDGETED (Should be \$0.)	0

Object	Description	FTE	LCFF				TOTAL BUDGET
			23030	23020	23034	23035	
			GOAL #1	GOAL #1	GOAL #2	GOAL #3	
			STUDENT ACHIEVEMENT LOW INCOME	STUDENT ACHIEVEMENT ENGLISH LEARNERS	LEARNING ENVIRONMENT NEW COST CENTER	MEANINGFUL PARTNERSHIPS NEW COST CENTER	
Personnel Cost-Including Benefits							
11500	Teacher - Add Comp						\$ -
11700	Teacher Substitute						\$ -
12151	Counselor						\$ -
13201	Assistant Principal						\$ -
19101	Program Specialist	0.5000	\$ 75,139				\$ 75,139
19101	Instructional Coach						\$ -
19500	Instr. Coach-Add Comp						\$ -
	OTHER Certificated						\$ -
21101	Instructional Assistant						\$ -
21101	CAI Assistant						\$ -
21101	Bilingual Assistant						\$ -
24101	Library Media Clerk	0.7500	\$ 61,410				\$ 61,410
29101	Community Assistant						\$ -
	OTHER Classified						\$ -
30000	Statutory Benefits						\$ -
Sub Total - Personnel/Benefits			\$ 136,549	\$ -	\$ -	\$ -	\$ 136,549
Books & Supplies							
42000	Books						\$ -
43110	Instructional Materials		\$ 3,131				\$ 3,131
43200	Non-Instructional Materials						\$ -
43400	Parent Meeting						\$ -
44000	Equipment						\$ -
43150	Software						\$ -
	OTHER						\$ -
	OTHER						\$ -
Sub Total-Supplies			\$ 3,131	\$ -	\$ -	\$ -	\$ 3,131
Services							
57150	Duplicating						\$ -
57250	Field Trip-District Trans						\$ -
57160	Nurses						\$ -
56590	Maintenance Agreement		\$ 6,500				\$ 6,500
56530	Equipment Repair		\$ 4,000				\$ 4,000
52150	Conference						\$ -
58450	License Agreement						\$ -
58720	Field Trip-Non-District Trans						\$ -
58920	Pupil Fees						\$ -
58100	Consultants-instructional						\$ -
58320	Consultants-Noninstructional				\$ 19,220		\$ 19,220
	OTHER						\$ -
	OTHER						\$ -
Sub Total-Services			\$ 10,500	\$ -	\$ 19,220	\$ -	\$ 29,720
GRAND TOTAL			\$ 150,180	\$ -	\$ 19,220	\$ -	\$ 169,400