



# School Plan for Student Achievement

For the School Year

July 1, 2020 – June 30, 2021

Version 1

Weber Institute of Applied Science and Technology

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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 |
|-----------------|-----------------------------------|---------------------------------|--|---------------------------|
| Weber Institute | 39686763930427                    | Ver 1 – 06/01/2020              | Ver 1 – 06/02/2020                     | 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)

Weber Institute is implementing a Schoolwide Program.

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.

Weber Institute's school plan aligns with the district's Local Control Accountability Plan (LCAP). 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

Weber Institute developed a school plan (2020-2021) 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 Thursday, June 2, 2020 and will be submitted for board approval on or about June 23, 2020.

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

Weber Institute and its School Site Council reviewed the progress of the SPSA with a culminating Year 3 Revision during the school year 2018-2019 in May 2019 and submitted for board approval June 25, 2019. The evaluation included responses to four questions each focusing on goals entered into the SPSA.

As a result of the stakeholders involvement and data reviews. Weber Institute reviewed, evaluated and rewrote several key components of our plan as well to complete the Decision Making Model (a component of the CNA).

## Resource Inequities

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

Resources inequities at Weber Institute have to do with facilities. We are unable to provide a comparable PE experience for our students without a gym or other comparable facilities. We also need updated science and cafeteria facilities to meet the needs of our student population.

# 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)

By June 2021, the percentage of all students meeting or exceeding the standard in English Language Arts will remain above 70%.

By June 2021, the percentage of EL students meeting SUSD reclassification criteria will increase by 5 percentage points.

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

By June 2021, the percentage of all students meeting or exceeding the standard in Math will increase by 5 percentage points.

By June 2021, the percentage of EL students meeting or exceeding the standards in Mathematics will also increase by 5 percentage points.

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

By June 2021, the percentage of all students meeting or exceeding the standard in Science will increase by 5 percentage points.

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

By June 2021, increase the percentage of students who have completed courses that satisfy UC or CSU entrance requirements or programs that align with state board approved career technical educational standards by 10 percent.

**Identified Need**

- Be sure English Learner data is reviewed and included.

**ELA/ELD:**

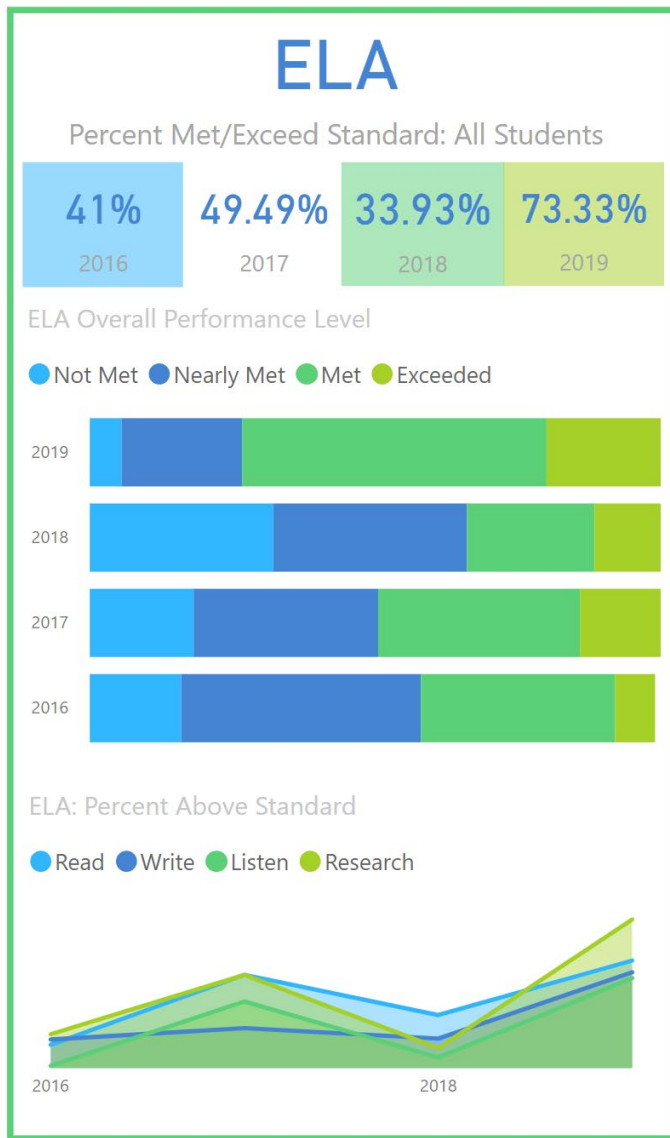
Based on the 2018-2019 SBAC, 73% of the Weber student population met or exceeded the standard on the ELA portion of CAASPP. The percentage of ELLs who met or exceeded the standard was 7% in 2019 on the ELA portion of the SBAC on the CAASPP. In 2018 33.93 % of Weber students were proficient in ELA and in 2017 49.9 % of Weber students were proficient in ELA.

**Math:**

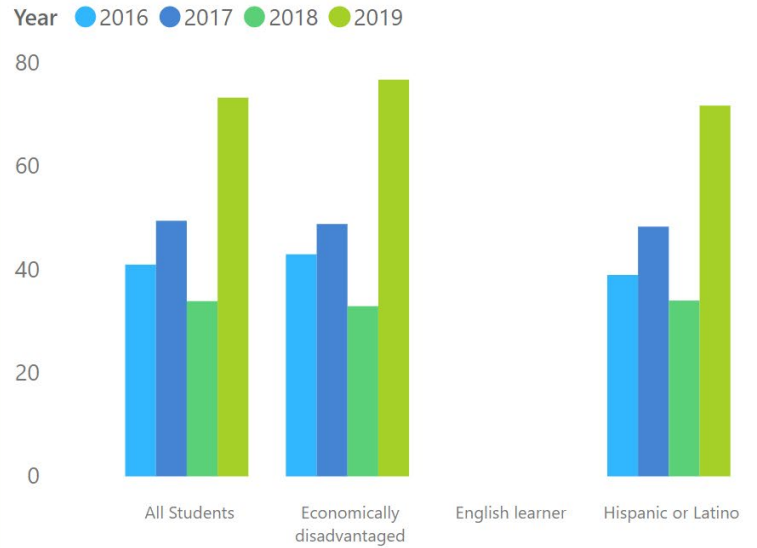
Based on the 2018-2019 SBAC, 22% of the Weber student population met or exceeded the standard on the Math portion of CAASPP. The percentage of ELLs who met or exceeded the standard in the Math portion of the SBAC was 0% in 2019 on the CAASPP. In 2018 12.5 % of Weber students were proficient in Math and in 2017 18.8% of Weber students were proficient in Math.

**College and Career Readiness:**

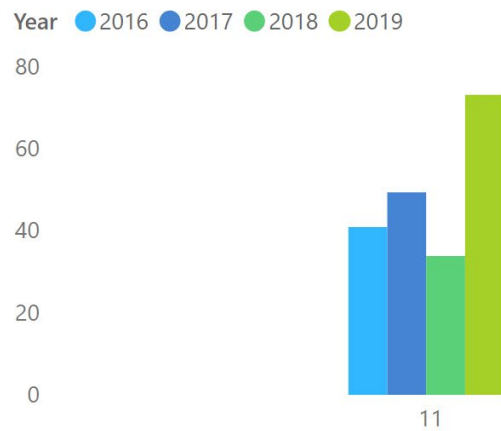
Despite our consistent 98% graduation rate, only 49.5% of our student population meet were considered College/career prepared on the CCI in 2019, 55.7% in 2018 and 50.6% in 2017.



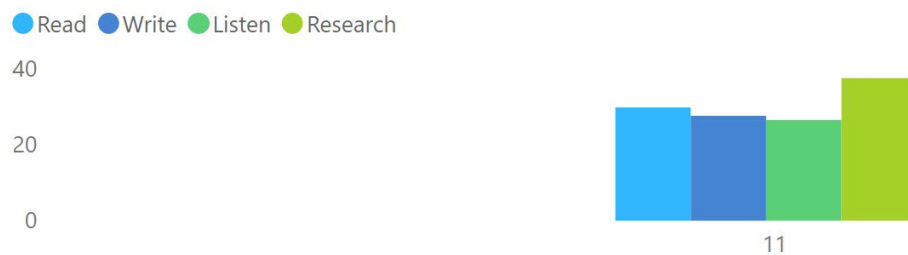
ELA CAASPP: Percent Met/Exceed Standard

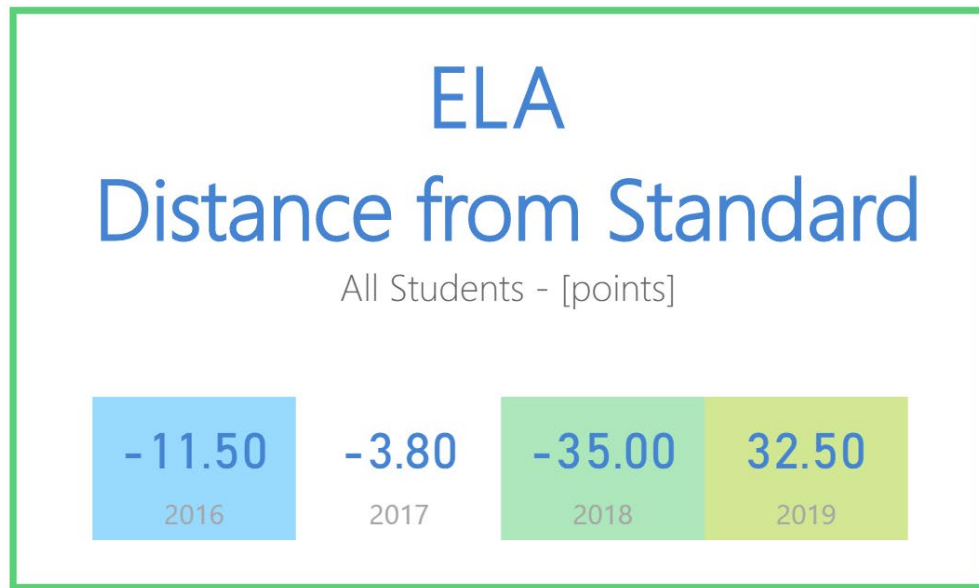


ELA CAASPP: Percent Met/Exceed Standard by Grade Level



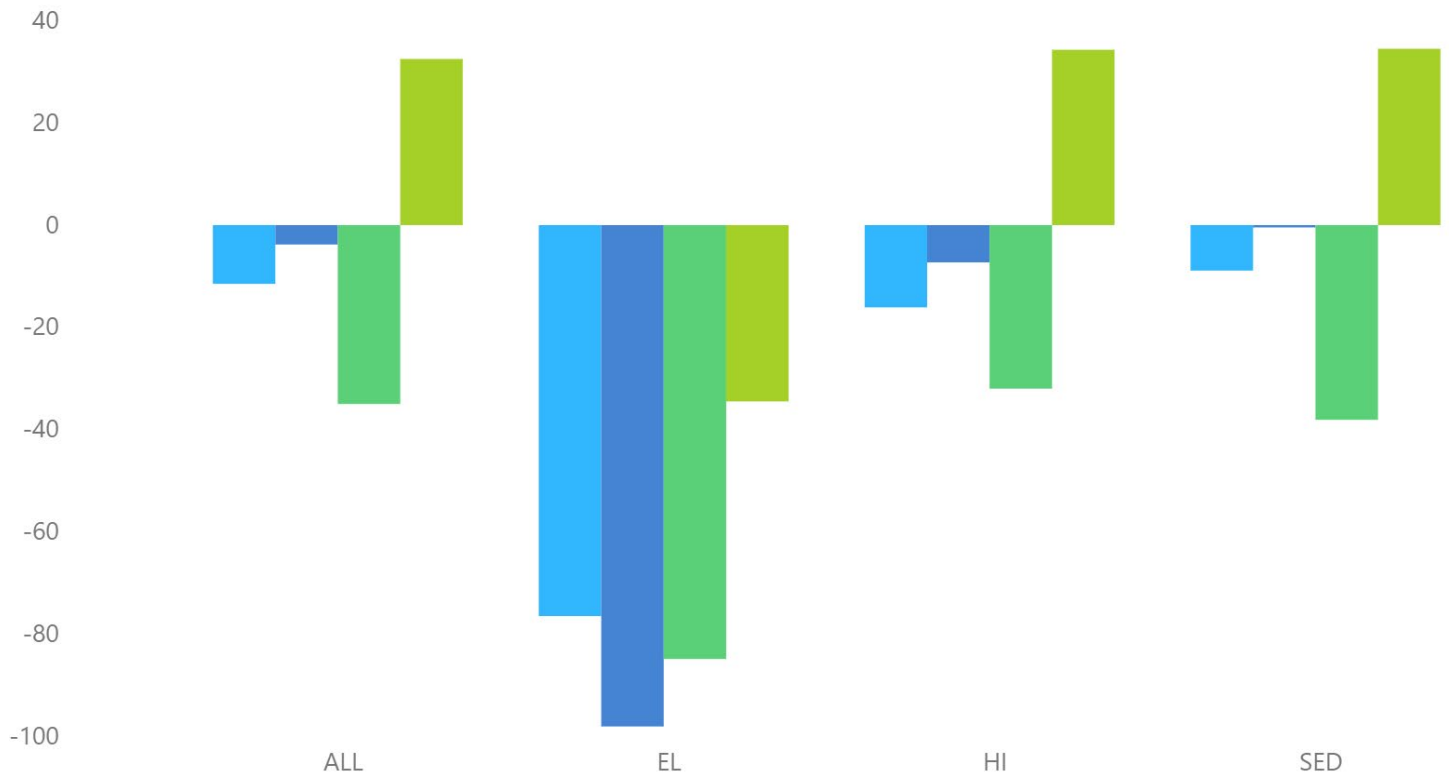
2019 Prelim ELA CAASPP: Area - Percent Above Standard

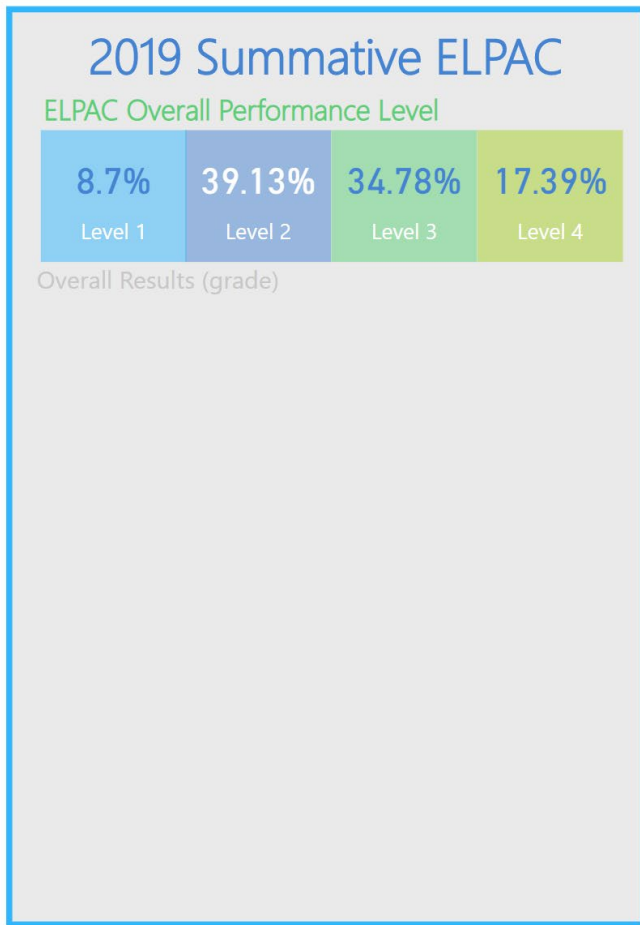




ELA Distance from Standard [points]

Year ● 2016 ● 2017 ● 2018 ● 2019





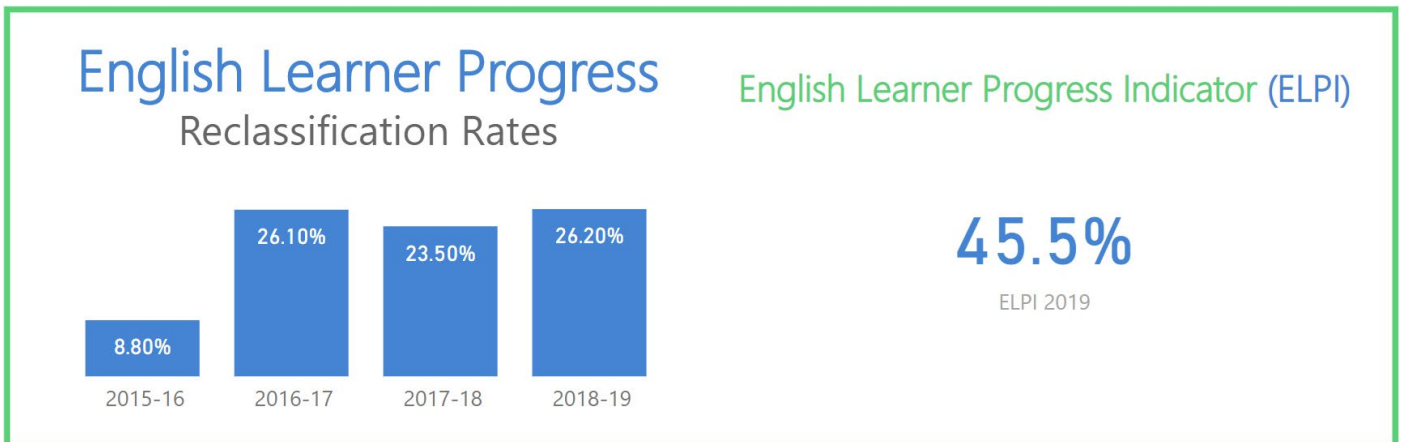
#### Oral Language Overall Performance Level

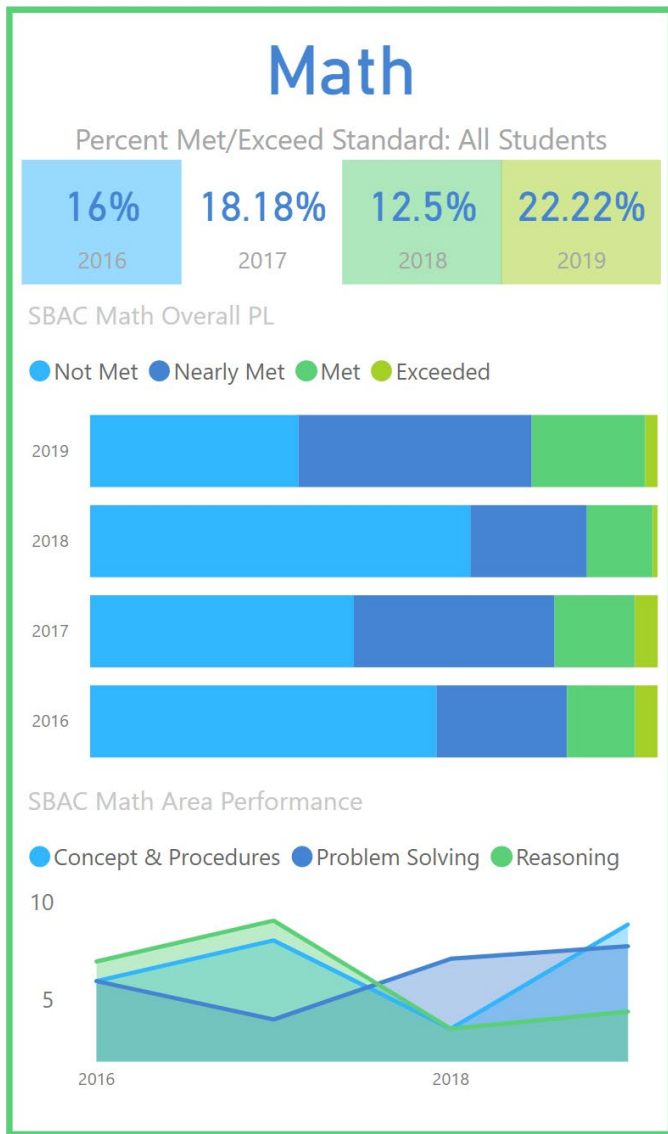


#### Written Language Overall Performance Level

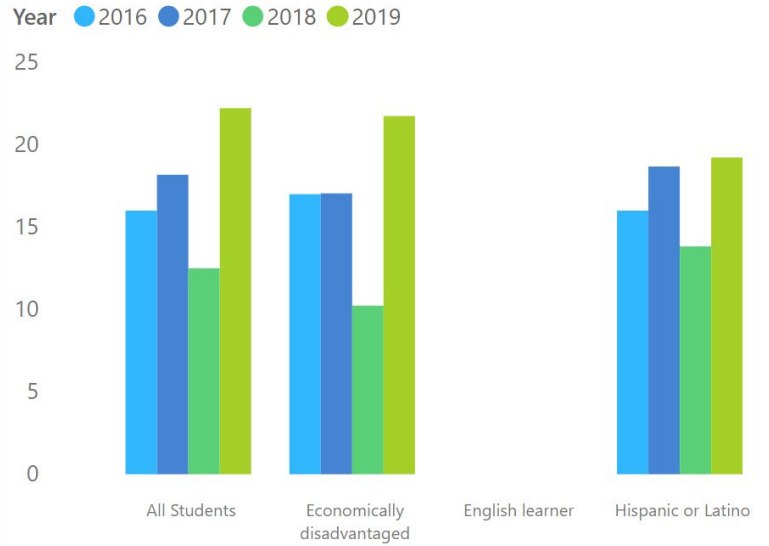


#### Performance Area: Percent Well Developed

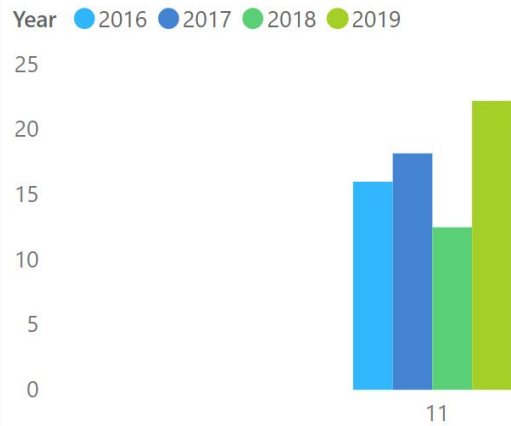




Math CAASPP: Percent Met/Exceed Standard

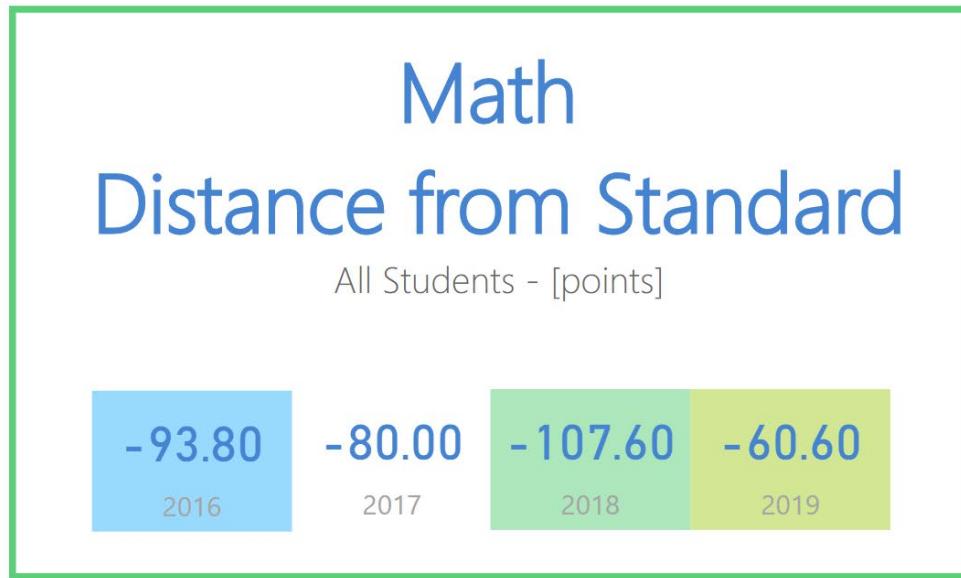


Math CAASPP: Percent Met/Exceed Standard by Grade Level



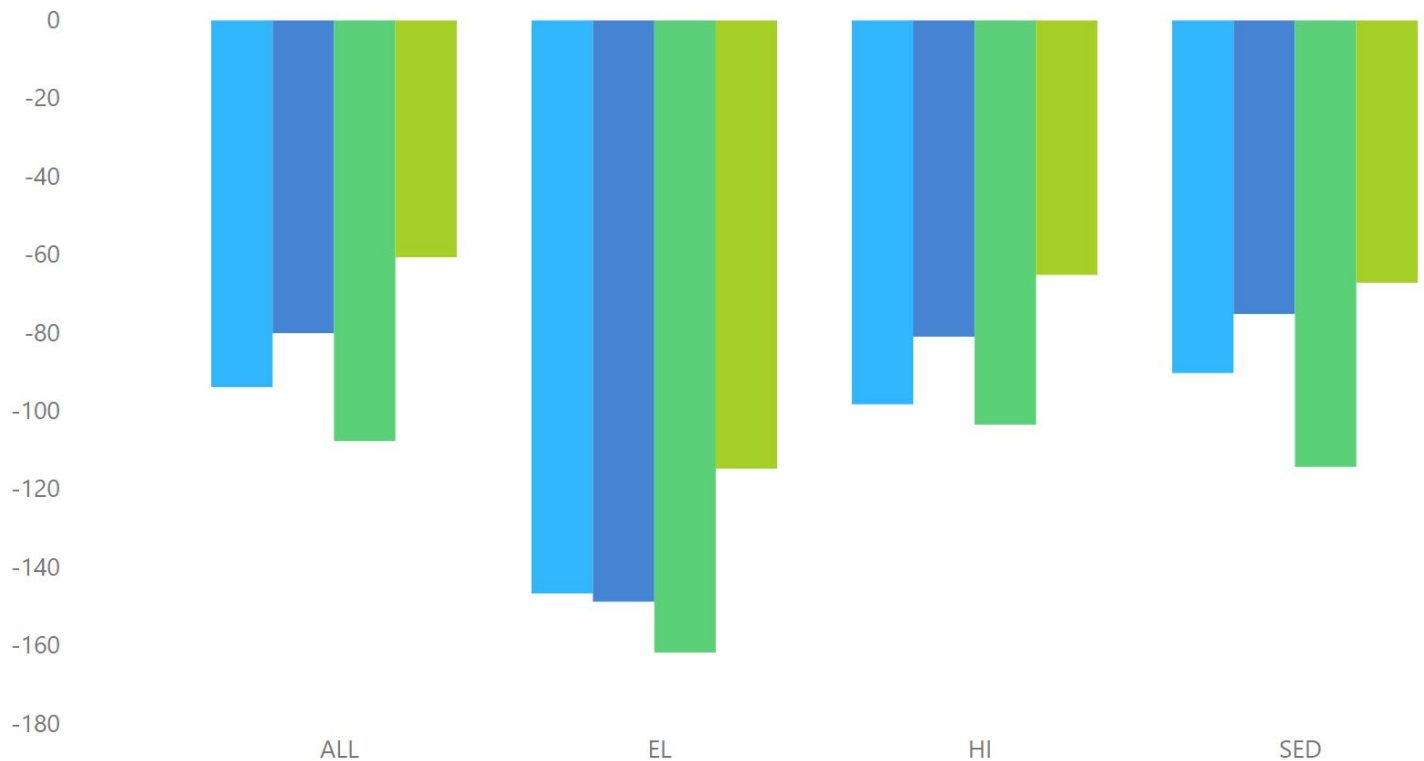
2019 Math CAASPP: Percent Above Standard





Math Distance from Standard [points]

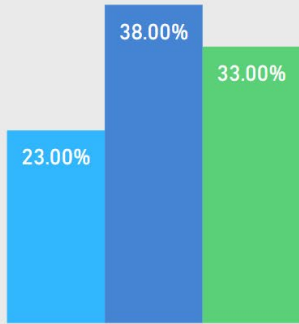
Year ● 2016 ● 2017 ● 2018 ● 2019



# PSAT NMSQT Grade 10

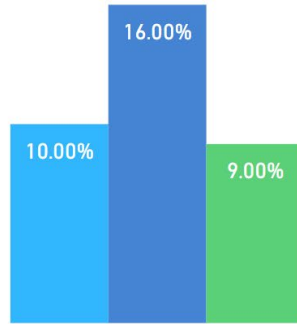
Percent Met Evidence-Based Reading & Writing Benchmark

Year ● 2016 ● 2017 ● 2018

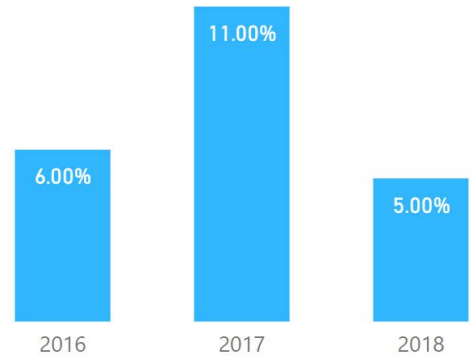


Percent Met Mathematics Benchmark

Year ● 2016 ● 2017 ● 2018



Percent Met ERW & Math Benchmark



# PSAT 8/9 Grade 8

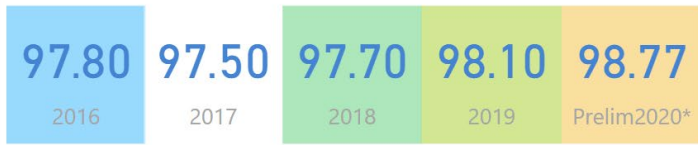
Percent Met Evidence-Based Reading & Writing Benchmark

Percent Met Mathematics Benchmark

Percent Met ERW & Math Benchmark

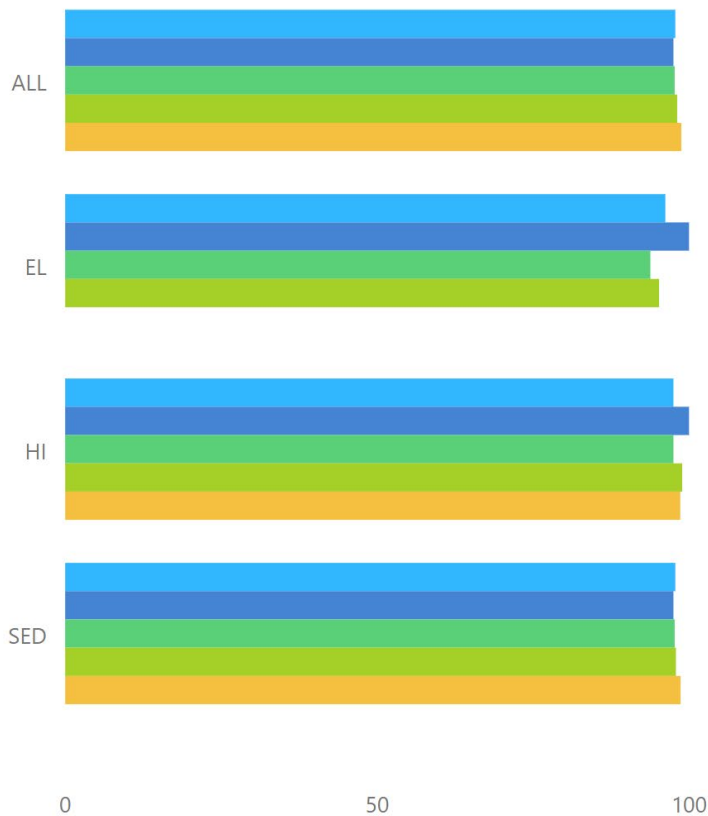
# Graduation Rate

Four Year Cohort - All Students



Four-Year Student Group Graduation Rate

Year ● 2016 ● 2017 ● 2018 ● 2019 ● 2020



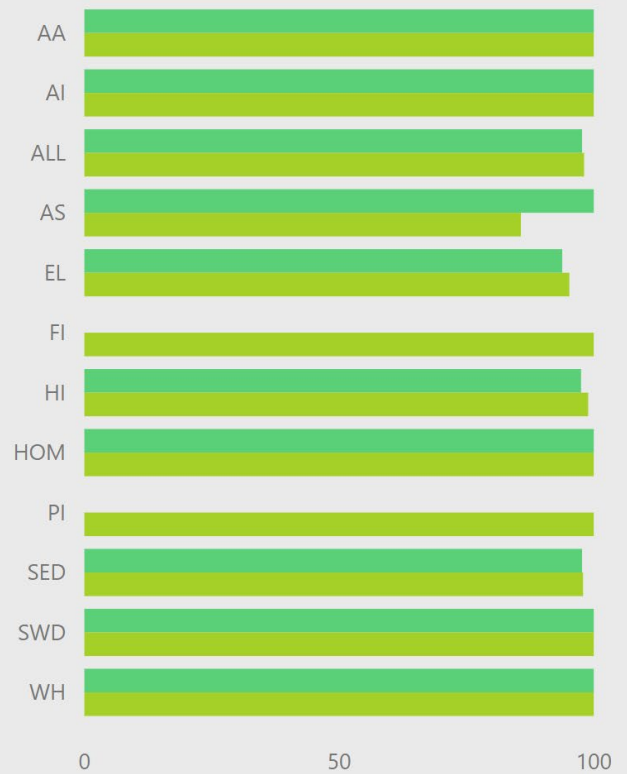
# Graduation Rate

Four-Five Year Combined - All Students



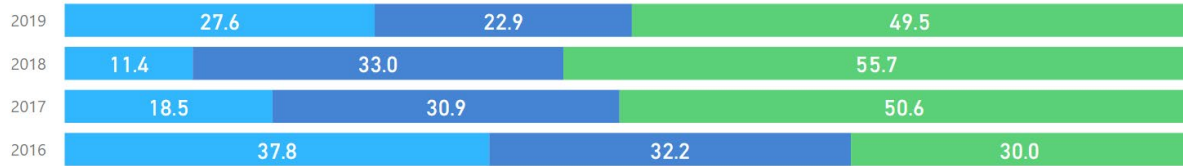
Four-Five Year Combined Student Group Graduation Rate

Year ● 2018 ● 2019



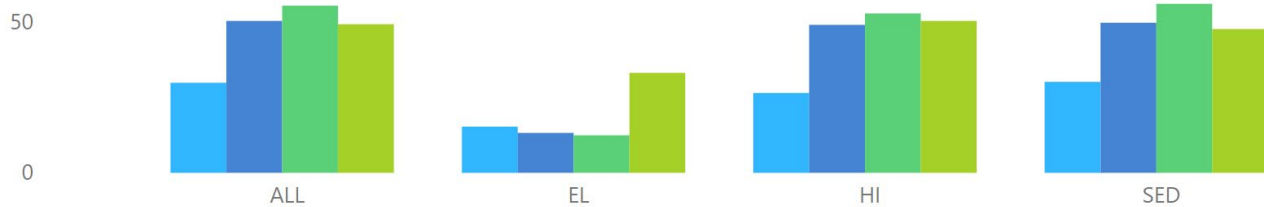
## 2019 College Career: Prepared All

● Not Prepared ● Approach Prepared ● Prepared



Percent CCI Prepared by Student Group

Year ● 2016 ● 2017 ● 2018 ● 2019



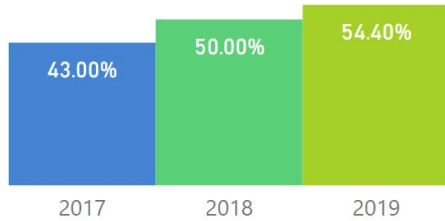
2019 CCI Percent Prepared by CCI criteria

| Student Group | Year | UC/CSU | Dual Enrollment | CTE   | IB Exam | Military Science | Summative SBAC | State Seal: Biliteracy | AP Exam |
|---------------|------|--------|-----------------|-------|---------|------------------|----------------|------------------------|---------|
| ALL           | 2019 | 88.50  | 0               | 30.80 | 0.00    | 0.00             | 25.00          | 34.60                  | 0.00    |
| EL            | 2019 | 85.70  | 0               | 0.00  | 0.00    | 0.00             | 0.00           | 14.30                  | 0.00    |
| HI            | 2019 | 86.40  | 0               | 29.50 | 0.00    | 0.00             | 27.30          | 40.90                  | 0.00    |
| SED           | 2019 | 87.00  | 0               | 32.60 | 0.00    | 0.00             | 21.70          | 30.40                  | 0.00    |

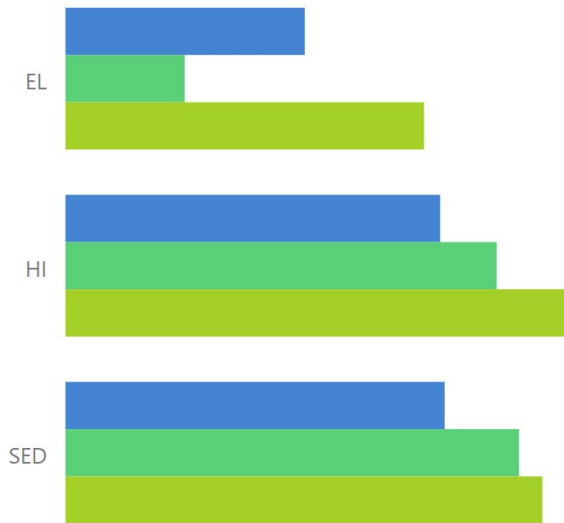
## UC/CSU

Graduates meeting A-G requirements

Percent Graduates Met UC/CSU (A-G)



Year ● 2017 ● 2018 ● 2019



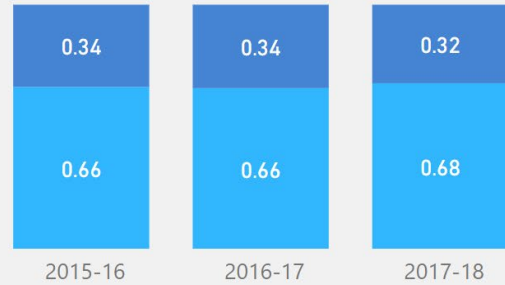
page 12 SUSD RA 12122019 v3r1

## College-Going Rate

High School Completers

Percent of High School Completers and College Enrollment

● College-Going ● No Record of College Enrollment

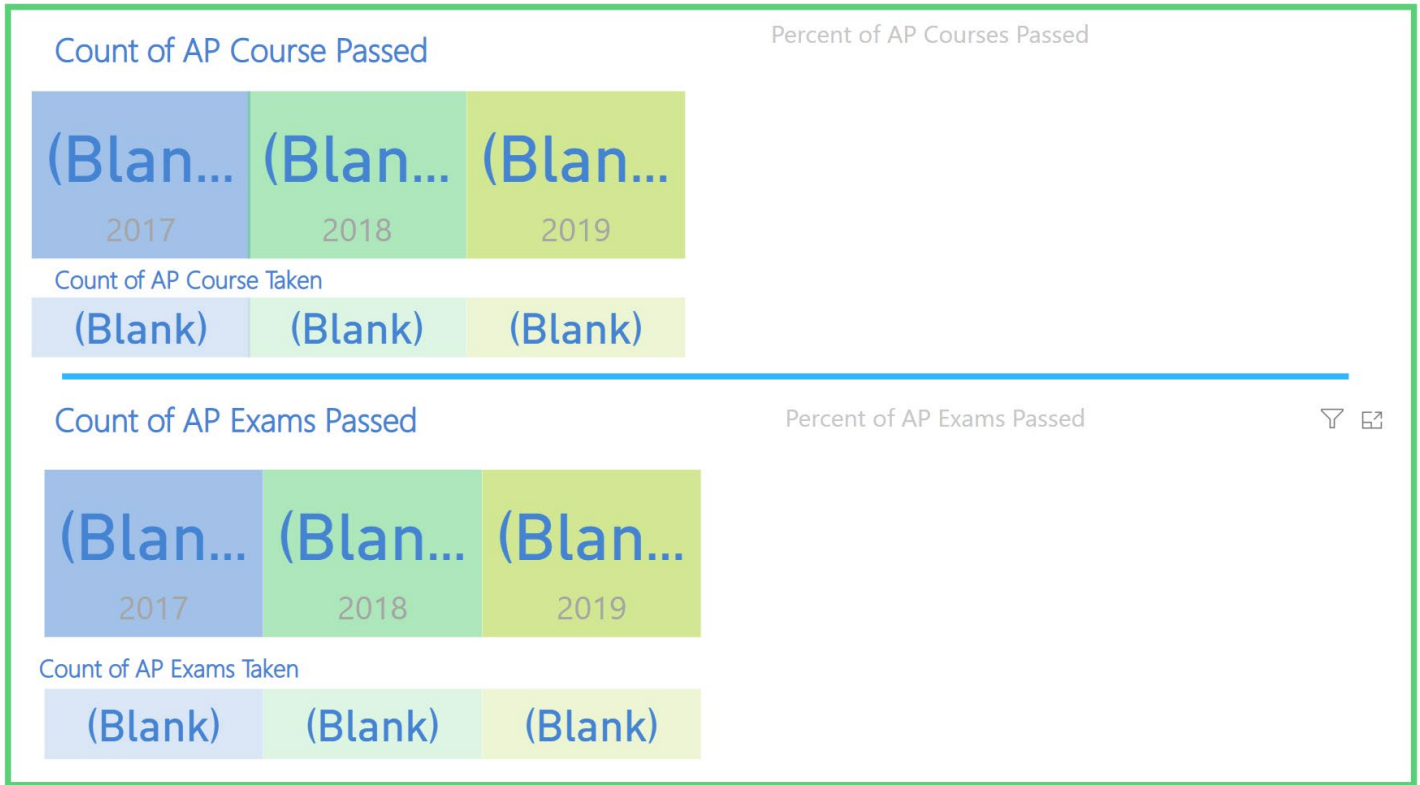


Percent of High School Completers and College Enrollment

Year ● 2015-16 ● 2016-17 ● 2017-18



# Advanced Placement



| AP Courses Offered                                 | Eng Lang & Comp | Eng Lit & Comp | Calculus AB | Calculus BC | Statistics | Physics | Biology | US History | US Govt | European History | World History | Micro-economics | Spanish Lang & Culture | Music Theory | Studio Art |
|--|-----------------|----------------|-------------|-------------|------------|---------|---------|------------|---------|------------------|---------------|-----------------|------------------------|--------------|------------|
| Cesar Chavez High                                  | •               | •              | •           | •           |            | •       |         | •          |         |                  | •             |                 | •                      | •            | •          |
| Edison High  | •               | •              | •           | •           | •          |         |         | •          | •       |                  | •             |                 | •                      |              |            |
| Edward C. Merlo Institute of Environmental Studies | •               | •              |             |             |            |         |         | •          |         |                  |               |                 | •                      |              |            |
| Health Careers Academy                             | •               | •              |             |             |            |         | •       |            |         |                  |               |                 |                        |              |            |
| Pacific Law Academy                                | •               | •              | •           |             | •          |         | •       | •          | •       | •                |               |                 |                        |              |            |
| Stagg Senior High                                  | •               | •              | •           |             |            | •       | •       | •          |         | •                |               |                 | •                      |              |            |
| Stockton Unified Early College Academy             | •               |                | •           | •           |            | •       | •       | •          | •       | •                |               | •               |                        |              |            |

## Annual Measurable Outcomes

| ELA/ELD - Metric/Indicator                     | Baseline/Actual Outcome    | Expected Outcome         |
|--|----------------------------|--------------------------|
| Distance from Standard - ELA<br>(All Students) | 32.5 points above standard | 33 points above standard |

| Math - Metric/Indicator                         | Baseline/Actual Outcome     | Expected Outcome          |
|---|-----------------------------|---------------------------|
| Distance from Standard - Math<br>(All Students) | -60.6 points below standard | -50 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 and support to supplement core instruction, such as attending conferences/training focusing on evidenced based, instructional practices, assessments, curriculum, Professional Learning Community work, Cross Curricular and ELD specific training.

Conferences/Trainings/Workshops:

Certificated Staff will participate in CTE Online Professional Development and Project Based learning PD in the fall. The objective of this PD is to enhance students experience in the classroom and make the learning more relevant. Topics covered will be:

Standards Alignment to CTE coursework and lesson plans, CTE and Academic Integration, Tools for developing, copying and sharing lessons, projects and course outlines

Provide curricular and instructional support to new and experienced teachers in Math and ELA. Instructional coaches will promote teacher collaboration, conduct action or instructional walks with teachers as well as provide professional development relevant to teacher's subject matter. Instructional coaches will provide further support through co-teaching, co-planning or demo lessons in the classroom.

Substitutes to release teachers for full day collaboration, lesson studies, and Cross Curricular integration PD. Teachers will be provided 1 day during the school year for 23 teachers (23 teachers X 2 days X \$200= \$9,200

Use common formative assessments in all content areas as the basis for continuous cycle of improvement. Collaboration, data reviewing, and instructional practices will be shared on a weekly basis. (Teacher Additional Comp for data review in support of instructional practices. 30 hours X \$60 = \$1,800)

# of trainings/conferences attended # of site level PLC collaborative events # Common Formative Assessments # of common formative assessments, # of data cycles, # of students failing/passing assessments

**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  |
|--------------|-------------|--|
| \$6,700      | 11500       | Teacher Additional Comp                                |
| \$2,000      | 11700       | Substitutes  |
|              |             | 2 @ .5 FTE Instructional Coaches – Centralized Service |

**Fund Source – LCFF:**

| \$ Amount(s) | Object Code | Description |
|--------------|-------------|-------------|
| \$4,000      | 52150       | Conferences |
|              |             |             |
|              |             |             |

## 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

To provide students with resources and support to increase reading and writing proficiency across all disciplines. Students will be provided with library books and designated library time. Each Quarter, students will engage in Accelerated reader activities through their ELA classes. The goal of Accelerated reader is to create independent readers. It tracks, monitors and rewards students for reading books of their choice and reaching AR goals. ELA teachers make it part of their classroom grade to provide incentive for students to reach their goals.

License Agreement - \$6,300: Renaissance Learning, Inc.

To provide students with resources and support to improve literacy skills (e.g., fluency, accuracy, vocabulary, and comprehension, and listening), improve basic math computation and solving word problems (e.g., fluency, computation, accuracy and comprehension) using Academy specific cross curricular projects to increase interest and rigor (such as emerging level for English Learner students) and meet grade level expectations (e.g., level 2 and 3 question development, web-based programs that supports student collaboration (e.g., pair-share,).

EL students who need to be reclassified will be placed in appropriate ELD classes. Students will be provided with targeted one-on-one or small group instruction, hands-on instruction and after school tutoring. Supplemental materials and readings will be provided to students to support learning and instruction.

1 X 6 hours X \$60 rate of pay = \$360 (Allocating \$371) – Title I

1 X 3 hours X \$60 rate of pay = \$180 (Allocating \$200) - LCFF

Instructional Materials/Supplies - \$2,000: Applicable supplemental instructional materials include notebooks, binders, paper for graphic organizers, journals, writing tools-whiteboard/chart paper and technology.

Bilingual Assistant (.4375 FTE) will work with students in class (small group or one-on-one) practicing content learned during instruction. Tutoring will also be offered and available for EL students after school. (District funded)

Teachers will use various equipment such as the copier. Maintenance agreements ensure the equipment is available and usable to provide a print rich environment. Maintenance Agreement Cost

### 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                           |
|--------------|-------------|---------------------------------------|
| \$6,300      | 58450       | License Agreement: Accelerated Reader |
| \$371        | 11500       | Tutoring for EL students              |
|              |             |                                       |

#### Fund Source – site LCFF:

| \$ Amount(s) | Object Code | Description                 |
|--------------|-------------|-----------------------------|
| \$2,000      | 43110       | Instructional Materials     |
| \$200        | 11700       | Substitutes                 |
| \$3,000      | 43200       | Non-Instructional Materials |

### 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

To provide students with College and Career Readiness strategies by implementing rigor in classroom instruction and 21st century skills, monitoring completion of graduation requirements (A-G) and utilizing a comprehensive guidance program to support student achievement.

The counselor will meet with students to discuss transcripts and establish semester goals. Counselor and students will complete an Individualized Student Four Year Plans. The counselor will monitor student achievement and schedule coursework to meet district graduation and A-G requirements. Opportunities for grade recovery are identified by the counselor to support students who are not on track to meet graduation requirements. Grade level advisors will also monitor student achievement through continuous academic evaluations and refer students to the counselor based on academic need and support.

Credit recovery and the achievement of graduation and A-G requirements may also be completed through the Cyber High program. Students will be placed in Academic support classes by the school counselor.

1 teacher X .16 salary = 16,000

Students will be provided with opportunities to participate in grade level College Entrance Examinations, i.e. PSAT for 10th graders and SAT/ACT for 11th and 12th graders. Grade level advisors will provide students with opportunities to practice exam questions using resources provided by Khan Academy and College Board.

All grade levels will be provided with Grade Level Academic Boot Camps which will provide students with the opportunity to review transcripts and learn about graduation, A-G and college requirements. All grade levels will be provided with one grade level, college field trips to explore first hand (UC, CSU, Technical and Private) school offerings and majors.

Academic Support Classes: ???

# of students meeting graduation requirements, # of students meeting A-G requirements, # of students participating in PSAT, SAT and ACT, # of students participating in college tours/field trips# of students completing courses through Cyber High.

**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                            |
|--------------|-------------|--|
| \$3,000      | 58720       | Field Trip Non-District Transportation |
|              |             |  |
|              |             |  |

**Fund Source – site LCFF:**

| \$ Amount(s) | Object Code | Description                             |
|--------------|-------------|---|
| \$3,000      | 58720       | Field Trip Non-District Transportation  |
| \$43,290     | 11101       | Teacher Prep - Academic support classes |
|              |             |   |

## Strategy/Activity 4

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

Through the PLC process, teachers will collaborate about their instruction and monitor student achievement through common formative assessments. Opportunities for reteaching and mastery of standards will be identified through data analysis within the PLC.

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

# teachers X # hours X \$60 rate of pay = \$ total cost

Additional support for students will be provided through in class interventions and after school tutoring.

After school tutoring will be provided three times a week for one hour. Teachers will provide students with support and resources needed for the mastery of skills. Re-teaching of concepts and standards through targeted small group intervention or one-on-one instruction will be provided to students during this time so that they can complete their homework or assignments.

#of common formative assessments, # of data cycles, # of students failing/passing assessments, # of students participating in after school tutoring

### 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 |
|--------------|-------------|-------------|
|              |             |             |
|              |             |             |
|              |             |             |

Fund Source – site LCFF:

| \$ Amount(s) | Object Code | Description                             |
|--------------|-------------|---|
| \$3,000      | 11500       | Teacher Additional Comp - Collaboration |
|              |             |   |
|              |             |   |

# Annual Review – Goal 1

## SPSA Year Reviewed: 2018-2019 (Year 2)

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

The top priorities of the 2018-19 SPSA.

1. Intervention to improve student achievement
2. College and career preparedness
3. Reclassify EL students

#### Effectiveness

1. We graduated 98 % of our students with the help of Cyber class offerings
2. 70% of our students scored proficient on the SBAC for ELA. 57% were considered CCI index college and career ready.
3. 3 students reclassified during the 2018-2019 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

Continue with plan

**SPSA Year Reviewed: 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.

2019-2020 (Year 3):

**Implementation**

The top priorities of the 2019-2020 SPSA.

1. Intervention to improve student achievement
2. College and career preparedness
3. Reclassify EL students

**Effectiveness**

1. I Ready scores went down from 2018-2019 to 2019-2020.

Tutoring was provided after school which helped about 20% of students raise their grades over the course of the year.

2. Many of the field trips to colleges and business were canceled due stopping the school year early. Students were not exposed to as many adult related experiences as a result.

3. A section of ELD was taught and many students improved their language acquisition skills, but many were not able to test in the spring with schools going to Distance Learning.

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**

Less conferences and more Site collaboration using Subs for site specific PD/collaboration.

## Goal 2 – School Climate

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

Suspension: 3 students were suspended at least once

By June 2021, obtain a 0% suspension rate for all students.

Expulsion: 0 students were expelled

By June 2021, maintain a 0% expulsion rate for all students.

School Goal for Attendance/Chronic Truancy: (Must be a SMART Goal)

By the end of the 2020-2021 school year, Weber will reduce chronic truancy by 3%.

By the end of the 2020-2021 school year, Weber will increase school wide attendance by 3%.

## Identified Need

Suspension –

Suspension – 3

Current Dashboard Data: Yellow

Suspensions: 0.7 %

Yellow: 3.0 students suspended at least once

2018-2019: Suspensions: 1

2017-2018: Suspensions: 2

Expulsion: 0

Attendance/Chronic Truancy –

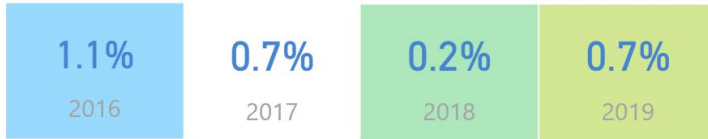
Chronic Truant Students:

2018-2019: 8.3

2017-2018:

# Suspension Rate

All Students  
percent of unduplicated suspension



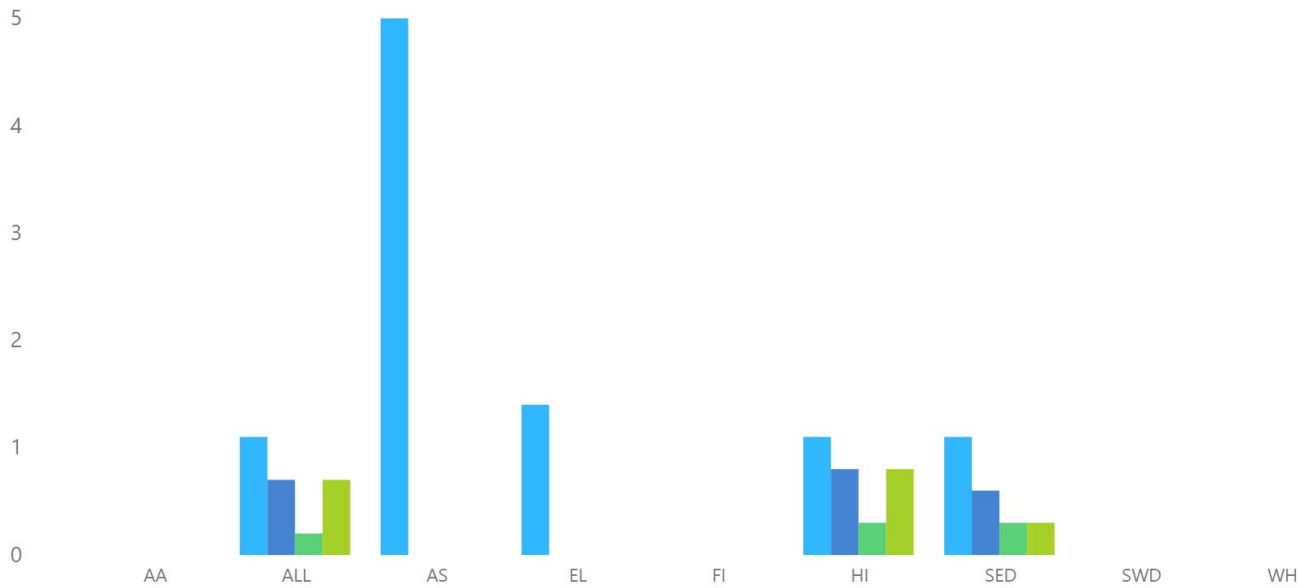
# Expulsion

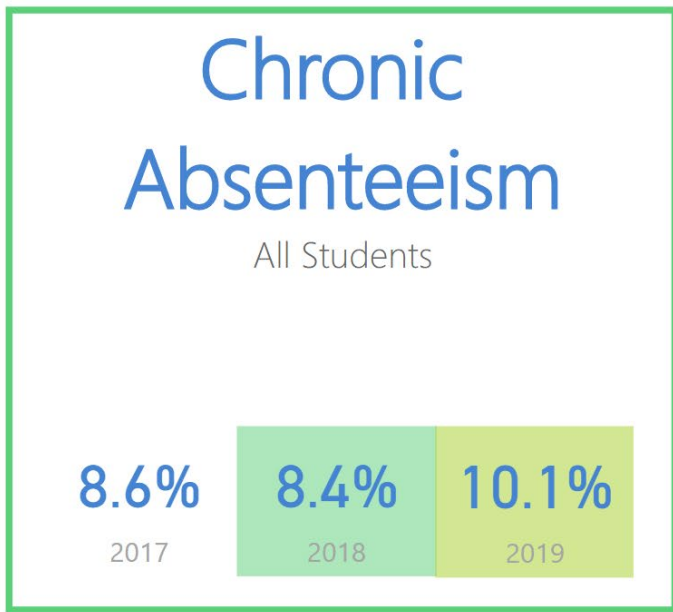
All Students - Count \*2019 Preliminary count  
Expulsion Count by Year - if available

Suspension Rate: Student Group

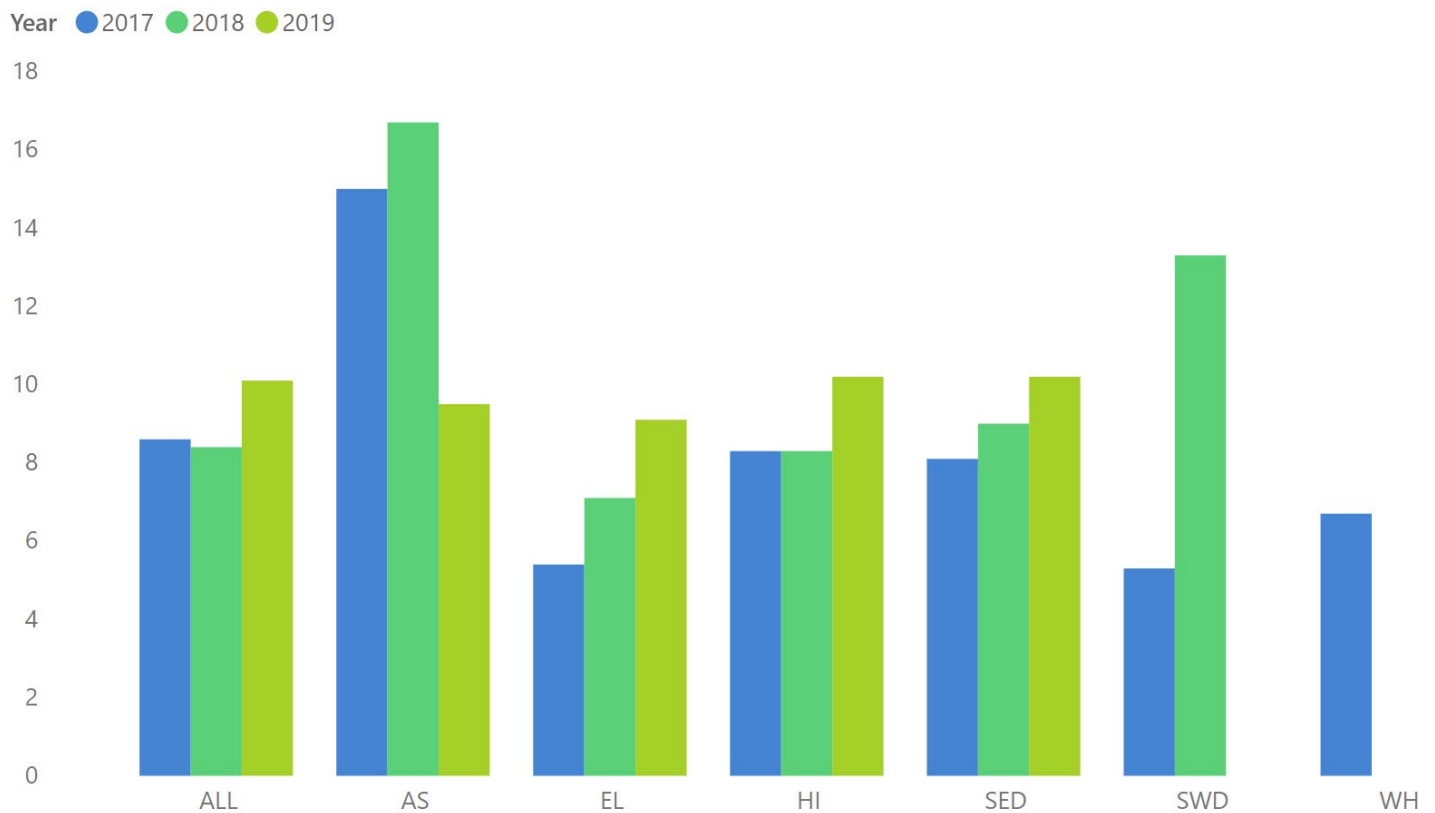


Year ● 2016 ● 2017 ● 2018 ● 2019





Chronic Absenteeism Rate by Student Group and Year



**Annual Measurable Outcomes**

| Metric/Indicator                   | Baseline/Actual Outcome | Expected Outcome |
|------------------------------------|-------------------------|------------------|
| Suspensions (All Students)         | 3.0%                    | 0%               |
| Chronic Absenteeism (All Students) | 5.5%                    | 3%               |

## 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

Through Weber's MTSS system, students will be provided with academic, social and emotional interventions to improve student behavior that promotes increased learning opportunities.

Weber will provide students with social and emotional supportive resources that positively impacts student learning through program such as PBIS, PLUS program, counseling, structured student engagement activities, etc.

Through the PLC process, teachers will identify students with academic and social emotional needs. They will be referred to the counselors and SWAB team for further intervention.

Students will be referred to the school counselor by a staff member or teacher. Counselor will review student data in reference to discipline, grades, attendance and SPED Services. The school counselor will meet with students and provide guidance in areas of concern. Documentation will be kept for these meetings.

The SWAB team meet to discuss the student's progress and what further interventions will be provided to support the students.

Students experiencing school connectedness and mild social emotional issues are referred to the PLUS team to participate in PLUS forums.

# of academic referrals, # of students placed on academic probation # of students who referred to SWAB Team # of students referred outside agencies for intervention. # of PLUS forums

### 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 |
|--------------|-------------|-------------|
|--------------|-------------|-------------|

|  |  |                      |
|--|--|----------------------|
|  |  | Funds not allocated. |
|--|--|----------------------|

| \$ Amount(s) | Object Code | Description |
|--------------|-------------|-------------|
|              |             |             |
|              |             |             |

Fund Source – LCFF:

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

## 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

The Leadership and PLUS programs support initiatives to increase attendance. The ASB/Leadership classes promote a positive school culture and climate through the use of lunch time events, activities and sporting events that celebrate school spirit, attendance, and engagement. Students identified as having attendance concerns are invited to participate in PLUS forums to discuss barriers to attendance and potential solutions. Students are able to take ownership of their discussions and actively engage in the collaborative experience offered by PLUS forums. Additionally, students are able to highlight some of the concerns they have and provide feedback through the PLUS survey regarding their connectedness to the staff and campus at large.

The Plus team will coordinate school wide surveys in order to identify student areas of concern. The Plus Advisor will report and share survey data with school staff. Staff will use data as part of the referral and intervention process. The Plus team will also facilitate quarterly forums for each grade level and provide students with an opportunity to share out and express areas of concern.

Teacher Additional Comp Pay Calculation (Object Code 11500):

1 teachers X .16 salary = 21000 total cost (including benefits)

Counselor Additional Hourly Pay Calculation (Object Code 12500):

2 counselors X 5 hours X \$60 rate of pay = \$600 total cost

Students who are successful in displaying Weber's Expected School Wide Learning Results will be recognized during the "Academy Award" Celebration assembly held at the end of each semester.

License Agreement - \$1,500: ???

# of students attending clubs and after school activities. # of students participating in spirit days

# of students who qualify for off campus lunch pass, # of students who qualify to use the MIC room during lunch # of responses on the PLUS survey. # of students enrolled in PLUS. # of Forums held yearly. # of non-duplicated students attending forums.

**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       |
|--------------|-------------|-------------------|
| \$1,500      | 58450       | License Agreement |
|              |             |                   |
|              |             |                   |

**Fund Source – site LCFF:**

| \$ Amount(s) | Object Code | Description                       |
|--------------|-------------|-----------------------------------|
| \$20,000     | 11500       | PLUS Class on teacher prep period |
|              |             |                                   |
|              |             |                                   |

## Annual Review – Goal 2

### SPSA Year Reviewed: 2018-2019 – Year 2

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

The PLUS class held 4 PLUS forums during the school year and attempted to address some of the data they received about safety on Weber's campus

#### Effectiveness

Students expressed they felt safer on campus after the PLUS forums and said they felt more accepted on campus as a result of the forums. PLUS student, along with the SUSD Police, also put on assemblies to give students tips for staying safe on campus.

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

**SPSA Year Reviewed: 2019-2020 – Year 2**

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**

The PLUS class held 3 PLUS forums during the school year and reached out to students during the last quarter of the 19-20 school year.

**Effectiveness**

Students expressed they felt safer on campus after the PLUS forums and said they felt more accepted on campus as a result of the forums.

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

School Goal for Meaningful Partnerships: (Must be a SMART Goal)

By June 2021, increase participation by 10% at Parent Night and other events to create meaningful partnerships with stakeholders.

By June 2021, establish 2 new opportunities for stakeholders to be engaged with the school community.

## Identified Need

Meaningful Partnerships:

Parent Involvement

Community involvement via internships

## Annual Measurable Outcomes

| Metric/Indicator     | Baseline/Actual Outcome | Expected Outcome |
|----------------------|-------------------------|------------------|
| Event Sign-in Sheets |                         |                  |

## 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

Maintain, and expand on the amount and scope of parent participation and engagement to ensure that parents have a voice and are informed of school policy, A-G, college funding resources, student academic achievement, student behavior, school programs and district goals. Parent engagement events are available throughout the school year to communicate information that will support students in achieving success. These events include monthly “Coffee Hour” with the principal, counselor and other staff members. The monthly “Coffee Hour” is held in both the morning and the evening in order to encourage parent participation. Parents are also encouraged to attend a Title I Parent Meeting which is held during Back to School Night, Winter and Spring Open House, ELAC meetings and serve on the School Site Council.

Parent Meeting - \$500: 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 - \$500: 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.

# of parents attending Back to School Night. # parents attending monthly coffee hours # of parents attending Winter Open House, # of parents attending Spring Open House, # of Parents serving on School Site Council, # of parents serving on ELAC

**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                 |
|--------------|-------------|-----------------------------|
| \$500        | 43400       | Parent Meeting              |
| \$500        | 43200       | Non-Instructional Materials |
| \$200        | 12500       | Counselor Additional Comp   |

**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

Increase communication to parents about school activities, student grades, assignments, programs, activities, events, and informational meetings. Variety of and frequency of communication types to parents including school messenger calls, website, flyers, marketing, video, marquee and monthly newsletters

Parents routinely receive communications through Blackboard that advise of upcoming activities. These communications enable the school to send targeted information (based on grade level, tiered GPAs for school activities, events and informational meetings.) and information to parents of the entire student body. The school website and marquee is regularly updated to reflect activities that occur on campus and opportunities available in the evenings for parents to attend.

ParentView access is available to all parents and students for the purpose of live grade monitoring. Additionally, parents can communicate with their student's teachers via district email or Google Classroom and request homework in the event of an absence.

Develop and administer a series of mandatory surveys for both students and parents in order to obtain greater understanding of student and parent needs and perceptions

# of surveys conducted, # of students responses and parent responses to surveys, # of contacts made with parents

### 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. |
|              |             |                      |

| \$ Amount(s) | Object Code | Description |
|--------------|-------------|-------------|
|              |             |             |

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

School site will hire a full time Community Assistant to serve in a liaison capacity between school and community to secure parent involvement and share information related to school programs and events. He will be asked to work outside of his normal work hours to run evening family engagement events.

Community Assistant Additional Comp Pay Calculation (Object Code 29500) for ???:

#7 hours X \$50 rate of pay = \$350 total cost (Allocating \$372)

#### 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                                 |
|--------------|-------------|---|
| \$55,000     | 22901       | Community Assistant (salary and benefits)   |
| \$372        | 29500       | Community Assistant extra time compensation |
|              |             |   |

## Strategy/Activity 4

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

Build relationships with local businesses in order to provide internships and on-site job training for students in the CTE pathways.

# of students participating in internships and on site job training sessions

### 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          |
|--------------|-------------|----------------------|
|              |             | 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

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

During the 18-19 school year, the counselors and guidance tech did most of the parent communication. Our Spanish speaking counselor left at the end of the year leaving us with a void.

#### Effectiveness

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

During the 18-19 school year, the counselors and guidance tech did most of the parent communication. Our Spanish speaking counselor left at the end of the year leaving us with a void.

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

Hire a part time parent liaison to build better relationship.

### **SPSA Year Reviewed: 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**

A part time Community Assistant was hired in the 2019-2020 school year and he began to immediately bring parents out to meeting that had previously refused to come to meeting because of a language difference.

##### **Effectiveness**

Parent participation in parent coffee hours and ELAC meetings doubled.

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**

Changed from Parent Liaison to Community assist

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**

We would like to make the position a full-time position instead of a part time position to maximize the skill set of the person and further improve the parent/family –school relationship.

# 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 | \$80,443  |
| 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       | \$155,583 |

## 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          | \$80,443        |

Subtotal of additional federal funds included for this school: \$80,443

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                    | \$75,140        |

Subtotal of state or local funds included for this school: \$75,140

Total of federal, state, and/or local funds for this school: \$155,583

## Budget Spreadsheet Overview – Title I

|   |                               |     |  |   |   |  |   |              |           |
|---|-------------------------------|-----|--|---|---|--|---|--------------|-----------|
| WEBER                                   |                               |     |  |   |   | TOTAL ALLOCATION   |   |              | \$ 78,871 |
| Preliminary Budget Allocation - TITLE I |                               |     |  |   |   | TOTAL BUDGET DISTRIBUTED BELOW   |   |              | \$ 78,871 |
| FISCAL YEAR 2020-21                     |                               |     |  |   |   | TO BE BUDGETED (Should be \$0.)  |   |              | 0         |
|   |                               |     |  |   |   | 50647 TOTAL ALLOCATION   |   |              | \$ 1,572  |
|   |                               |     |  |   |   | TOTAL BUDGET DISTRIBUTED BELOW   |   |              | \$ 1,572  |
|   |                               |     |  |   |   | TO BE BUDGETED (Should be \$0.)  |   |              | 0         |
| Object                                  | Description                   | FTE | TITLE I  |   |   |  |   | TOTAL BUDGET |           |
|   |                               |     | 50643<br>GOAL #1<br>STUDENT<br>ACHIEVEMENT<br><br>LOW INCOME | 50650<br>GOAL #1<br>STUDENT<br>ACHIEVEMENT<br><br>ENGLISH<br>LEARNERS | 50671<br>GOAL #2<br>LEARNING<br>ENVIRONMENT<br><br>NEW COST<br>CENTER | 50672<br>GOAL #3<br>MEANINGFUL<br>PARTNERSHIPS<br><br>NEW COST<br>CENTER | 50647<br>GOAL #3<br>MEANINGFUL<br>PARTNERSHIPS -<br>PARENTS |              |           |
| Personnel Cost-Including Benefits       |                               |     |  |   |   |  |   |              |           |
| 11500                                   | Teacher - Add Comp            |     | \$ 6,700   | \$ 371  |   |  |   |              | \$ 7,071  |
| 11700                                   | Teacher Substitute            |     | \$ 2,000   |   |   |  |   |              | \$ 2,000  |
| 12151                                   | Counselor                     |     |  |   |   |  |   | \$ 200       | \$ 200    |
| 13201                                   | Assistant Principal           |     |  |   |   |  |   |              | \$ -      |
| 19101                                   | Program Specialist            |     |  |   |   |  |   |              | \$ -      |
| 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           |     |  |   |   |  | \$ 55,000   | \$ 372       | \$ 55,372 |
|   | OTHER Classified              |     |  |   |   |  |   |              | \$ -      |
| 30000                                   | Statutory Benefits            |     |  |   |   |  |   |              | \$ -      |
| Sub Total - Personnel/Benefits          |                               |     | \$ 8,700   | \$ 371  | \$ -  | \$ 55,000  | \$ 572  | \$ 64,643    |           |
| Books & Supplies                        |                               |     |  |   |   |  |   |              |           |
| 42000                                   | Books                         |     |  |   |   |  |   |              | \$ -      |
| 43110                                   | Instructional Materials       |     |  |   |   |  |   |              | \$ -      |
| 43200                                   | Non-Instructional Materials   |     |  |   |   |  |   | \$ 500       | \$ 500    |
| 43400                                   | Parent Meeting                |     |  |   |   |  |   | \$ 500       | \$ 500    |
| 44000                                   | Equipment                     |     |  |   |   |  |   |              | \$ -      |
| 43150                                   | Software                      |     |  |   |   |  |   |              | \$ -      |
|   | OTHER                         |     |  |   |   |  |   |              | \$ -      |
|   | OTHER                         |     |  |   |   |  |   |              | \$ -      |
| Sub Total-Supplies                      |                               |     | \$ -   | \$ -  | \$ -  | \$ -   | \$ 1,000  | \$ 1,000     |           |
| Services                                |                               |     |  |   |   |  |   |              |           |
| 57150                                   | Duplicating                   |     |  |   |   |  |   |              | \$ -      |
| 57250                                   | Field Trip-District Trans     |     |  |   |   |  |   |              | \$ -      |
| 57160                                   | Nurses                        |     |  |   |   |  |   |              | \$ -      |
| 56590                                   | Maintenance Agreement         |     |  |   |   |  |   |              | \$ -      |
| 56530                                   | Equipment Repair              |     |  |   |   |  |   |              | \$ -      |
| 52150                                   | Conference                    |     | \$ 4,000   |   |   |  |   |              | \$ 4,000  |
| 58450                                   | License Agreement             |     | \$ 6,300   |   | \$ 1,500  |  |   |              | \$ 7,800  |
| 58720                                   | Field Trip-Non-District Trans |     | \$ 3,000   |   |   |  |   |              | \$ 3,000  |
| 58920                                   | Pupil Fees                    |     |  |   |   |  |   |              | \$ -      |
| 58100                                   | Consultants-instructional     |     |  |   |   |  |   |              | \$ -      |
| 58320                                   | Consultants-Noninstructional  |     |  |   |   |  |   |              | \$ -      |
|   | OTHER                         |     |  |   |   |  |   |              | \$ -      |
|   | OTHER                         |     |  |   |   |  |   |              | \$ -      |
| Sub Total-Services                      |                               |     | \$ 13,300  | \$ -  | \$ 1,500  | \$ -   | \$ -  | \$ 14,800    |           |
| GRAND TOTAL                             |                               |     | \$ 22,000  | \$ 371  | \$ 1,500  | \$ 55,000  | \$ 1,572  |              |           |

## Budget Spreadsheet Overview – LCFF

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

|                                 |           |
|---------------------------------|-----------|
| TOTAL ALLOCATION                | \$ 75,140 |
| TOTAL BUDGET DISTRIBUTED BELOW  | \$ 75,140 |
| 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            |     | \$ 3,000                       |                                      | \$ 20,000                            |   | \$ 23,000    |
| 11700                             | Teacher Substitute            |     |                                | \$ 200                               |                                      |   | \$ 200       |
| 12151                             | Counselor                     |     |                                |                                      |                                      |   | \$ -         |
| 13201                             | Assistant Principal           |     |                                |                                      |                                      |   | \$ -         |
| 19101                             | Program Specialist            |     |                                |                                      |                                      |   | \$ -         |
| 19101                             | Instructional Coach           |     |                                |                                      |                                      |   | \$ -         |
| 19500                             | Instr. Coach-Add Comp         |     |                                |                                      |                                      |   | \$ -         |
|                                   | OTHER Certificated            |     | \$ 43,940                      |                                      |                                      |   | \$ 43,940    |
| 21101                             | Instructional Assistant       |     |                                |                                      |                                      |   | \$ -         |
| 21101                             | CAI Assistant                 |     |                                |                                      |                                      |   | \$ -         |
| 21101                             | Bilingual Assistant           |     |                                |                                      |                                      |   | \$ -         |
| 24101                             | Library Media Clerk           |     |                                |                                      |                                      |   | \$ -         |
| 29101                             | Community Assistant           |     |                                |                                      |                                      |   | \$ -         |
|                                   | OTHER Classified              |     |                                |                                      |                                      |   | \$ -         |
| 30000                             | Statutory Benefits            |     |                                |                                      |                                      |   | \$ -         |
| Sub Total - Personnel/Benefits    |                               |     | \$ 46,940                      | \$ 200                               | \$ 20,000                            | \$ -                                    | \$ 67,140    |
| Books & Supplies                  |                               |     |                                |                                      |                                      |   |              |
| 42000                             | Books                         |     |                                |                                      |                                      |   | \$ -         |
| 43110                             | Instructional Materials       |     | \$ 2,000                       |                                      |                                      |   | \$ 2,000     |
| 43200                             | Non-Instructional Materials   |     | \$ 3,000                       |                                      |                                      |   | \$ 3,000     |
| 43400                             | Parent Meeting                |     |                                |                                      |                                      |   | \$ -         |
| 44000                             | Equipment                     |     |                                |                                      |                                      |   | \$ -         |
| 43150                             | Software                      |     |                                |                                      |                                      |   | \$ -         |
|                                   | OTHER                         |     |                                |                                      |                                      |   | \$ -         |
|                                   | OTHER                         |     |                                |                                      |                                      |   | \$ -         |
| Sub Total-Supplies                |                               |     | \$ 5,000                       | \$ -                                 | \$ -                                 | \$ -                                    | \$ 5,000     |
| Services                          |                               |     |                                |                                      |                                      |   |              |
| 57150                             | Duplicating                   |     |                                |                                      |                                      |   | \$ -         |
| 57250                             | Field Trip-District Trans     |     |                                |                                      |                                      |   | \$ -         |
| 57160                             | Nurses                        |     |                                |                                      |                                      |   | \$ -         |
| 56590                             | Maintenance Agreement         |     |                                |                                      |                                      |   | \$ -         |
| 56530                             | Equipment Repair              |     |                                |                                      |                                      |   | \$ -         |
| 52150                             | Conference                    |     |                                |                                      |                                      |   | \$ -         |
| 58450                             | License Agreement             |     | \$ 3,000                       |                                      |                                      |   | \$ 3,000     |
| 58720                             | Field Trip-Non-District Trans |     |                                |                                      |                                      |   | \$ -         |
| 58920                             | Pupil Fees                    |     |                                |                                      |                                      |   | \$ -         |
| 58100                             | Consultants-instructional     |     |                                |                                      |                                      |   | \$ -         |
| 58320                             | Consultants-Noninstructional  |     |                                |                                      |                                      |   | \$ -         |
|                                   | OTHER                         |     |                                |                                      |                                      |   | \$ -         |
|                                   | OTHER                         |     |                                |                                      |                                      |   | \$ -         |
| Sub Total-Services                |                               |     | \$ 3,000                       | \$ -                                 | \$ -                                 | \$ -                                    | \$ 3,000     |
| GRAND TOTAL                       |                               |     | \$ 54,940                      | \$ 200                               | \$ 20,000                            | \$ -                                    | \$ 75,140    |