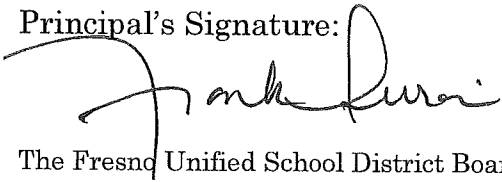


Dewolf High

10621661031632

Principal's Name: Frank Duran

Principal's Signature:

A handwritten signature in black ink that reads "Frank Duran". The signature is written in a cursive style with a large, sweeping initial "F".

The Fresno Unified School District Board of Education approved this plan on: May 3, 2017

Table of Contents	
Topic	Details
Cover Page	<i>CDS Code with Signature</i>
Table of Contents	<i>Listing of SPSA Contents and District Goals</i>
Centralized Services	<i>N/A</i>
Assurances	<i>Consolidated Program Assurances</i>
School Site Council	<i>Members list</i>
Required Signatures	<i>Principal and SSC Chairperson</i>
Additional Documents	<i>Site Parent Involvement Policy/Compact/SSC Bylaws</i>
School Quality Review Process	<i>Data Analysis and identification of needs and goals</i>
School Report Card	<i>Needs Assessment</i>
Action Plan	<i>Action designed to meet the needs and accomplish the goals</i>
Budget	<i>Allocations and planned expenditures</i>

District Goals	
The purpose of the four Fresno Unified School District Goals is to give the District direction to improve student outcomes. To accomplish the four District Goals, it is expected that all students will be in school, on time and ready to learn every day.	
1.	All students will excel in reading, writing and math.
2.	All students will engage in arts, activities and athletics.
3.	All students will demonstrate the character and competencies for workplace success.
4.	All students will stay in school on target to graduate.

Centralized Services - No Centralized Services are utilized at this time.

Consolidated Program Assurances



The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.
The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.
The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.
The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.
The members of the SSC, the school's English Learners' Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant subgroups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.
School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (DAC and DELAC), and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.
Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent Involvement Policy and the Parent-School Compact.
Strategies to improve student achievement, meet measurable objectives, provide high quality professional development, and support struggling students through the use scientifically-based research are included in the SPSA. The SPSA reforms and supplemental funding provide opportunities for all students to meet state standards by extending learning time, supporting grade-level and school-level student transitions and providing social-emotional supports for students.
The Single Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and re-written during the second semester of each school year for annual approval by the Board of Education.

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Frank Duran	X				
2. Chairperson - Gerard Patterson					X
3. David Sarro		X			
4. Cynthia McCutcheon		X			
5. Betty Gong		X			
6. Carol Villalobos			X		
7. Tom Gong				X	
8. Datania Risueno				X	
9. Jose Perez			X		
10. Miriam Melendez					X
11. Hope Cruz					X
12. Faith Cruz					X
13. Nathaniel Casarez					X
14. Bob Gottsilig				X	
15. Fernando Salmeron					X

Check the appropriate box below:
<input type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee.
<input type="checkbox"/> ELAC voted to consolidate with the SSC. Date _____.

Required Signatures

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Frank Duran		3/16/17
SSC Chairperson	Gerard Patterson		3/16/17

Additional Documents include the site Parent Involvement Policy, Compact, and the SSC Bylaws

Office of State and Federal Programs
 Preliminary Site Categorical Allocations

FY 2017/18

DeWolf - 0125

ON-SITE ALLOCATION

3010	Title I	\$8,918 *
7090	LCFF Supplemental & Concentration	\$32,941
7091	LCFF for English Learners	\$11,049
TOTAL 2017/18 ON-SITE ALLOCATION		\$52,908

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$208
Remaining Title I funds are at the discretion of the School Site Council	\$8,710
Total Title I Allocation	\$8,918

2017 - 2018 SPSA Needs Assessment

SCHOOL :

[Print this page](#)

1 - Academic Performance/Growth/Completion

Selected	ID	Description	¹⁴ Rank Based on EOY 15-16	EOY 13-14	EOY 14-15	EOY 15-16	Q3 16-17	Data Source Location
<input type="checkbox"/>	3165	District Dashboard (Goal 1): Performance on Smarter Balance (ELA)	5/6*	N/A ³	0.00%	0.00%	N/A ³	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	3166	District Dashboard (Goal 1): Performance on Smarter Balance (Math)	4/6*	N/A ³	0.00%	0.00%	N/A ³	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	3158	District Dashboard (Goal 4): Percentage of students with a D or F on their report card	5/7	0.00% ⁴	98.28%	86.75%	65.03%	•LCAP Dashboard - 8OtherPupilOutcomes

2 - Social Emotional/Climate Culture

Selected	ID	Description	¹⁴ Rank Based on EOY 15-16	EOY 13-14	EOY 14-15	EOY 15-16	Q3 16-17	Data Source Location
<input type="checkbox"/>	917	District Dashboard (Goal 1): Number and percentage of English Learner students redesignated (current progress).	2/7	0.00%	0.00%	5.56%	0.00%	•LCAP Dashboard - 4PupilAchievement •SQII Index - EL Redesignation - LTEL Redesignation Rate (Related) •SPSA SQII View - AcademicGrowth - TeacherEffectiveness - CELDT
<input type="checkbox"/>	863	Annual Measurable Achievement Objective 2: Less than 5 years cohort – English Learners attaining the English Language proficiency level on the California English Language Development Test (CELDT)	1/6*	0.00%	0.00%	N/A ⁹	N/A ⁹	•LCAP Dashboard - 4PupilAchievement

Number and percentage of current English

<input type="checkbox"/>	2358	Number and percentage of current English Learner students not advancing at least one proficiency level on the current CELDT from previous year CELDT	7/7	31.25%	18.18%	52.94%	33.33%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	48	ADA Attendance Rate	N/A*	0.00%	0.00%	0.00%	0.00%	•LCAP Dashboard - 5PupilEngagement •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input type="checkbox"/>	4849	Number and percentage of students who are truant as defined by education code (3 or more truancy violations)	4/7	N/A ¹⁰	N/A ¹⁰	68.67%	69.93%	•LCAP Dashboard - 5PupilEngagement
<input type="checkbox"/>	2001	District Dashboard (Goal 4): On-campus suspension instances per 100	7/7	92.39%	1.72%	1.20%	0.00%	•LCAP Dashboard - 6SchoolClimate
<input type="checkbox"/>	843	District Dashboard (Goal 4): Out of school suspension instances per 100	6/7	88.04%	53.45%	60.24%	24.48%	•LCAP Dashboard - 6SchoolClimate •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Suspensions
<input type="checkbox"/>	528	District Dashboard (Goal 4): Expulsions per 100	1/7	3.26%	0.00%	0.00%	0.00%	•LCAP Dashboard - 6SchoolClimate

Notes

* An asterisk signifies that the rank is from EOY 14-15 rather than EOY 15-16

1. Will be populated after official CALPADS data submission which is typically several months after End of Year
2. District level indicator - requiring CALPADS data submission
3. Annual SBAC Testing started in '14-15 School Year
4. Standardized Elementary grading reporting in ATLAS was started after the '13-14 School Year. This indicator reflects 2nd through 12 grade students. It is important to note that all 2nd through 6th letter grades started being reported in ATLAS during the '15-16 school year. Thus, prior school years are listed as N/A. This includes all subject areas in the Elementary grades and is reflective of all grading periods. This means if a student received at least one D or F during the school year (e.g. at the quarter or semester), he/she will be reflected in this count.
5. Advanced Placement testing takes place once in year; results are typically available in September of the following school year
6. Not tested prior to '13-14 School Year
7. Formative Assessment started in '15-16 School Year
8. Formative Assessment started in '15-16 School Year. This number is not available for Middle and High schools during the 15-16 School Year
9. Updated once we have Annual Report from CDE
10. Ties to official ATLAS reporting starting in '15-16 School Year
11. District level indicator - requiring CDE data submission
12. Project launched in '15-16 School Year
13. Tracking started in '15-16 School Year (Baseline Year)
14. A rank of 1 means best performer. There are limited instances where a denominator will not equal the total of all school sites in a segment due to unique circumstances as defined below:

Elementary Segment Example:

Indicator 3169's rank denominator variance is a result of two sites categorized as elementary segments but do not have third grade students and therefore would not be included in this rank. The same could be said for indicator 3751 with the KAIG and sites with no kindergarten body.

High School Segment Example:

In the case of Indicator 3165, the '15-16 School Year was the opening for one site (Patino) with no 11th grade class; a grade when the SBAC is tested.

Instructional supervisor name will appear once approved

Instructional Superintendent Approval : No Yes | Approval Date :

Last Edit: -

Save

Dewolf High 2017-2018 - Single Plan for Student Achievement (SPSA)

Action # 1

Domain	<input checked="" type="checkbox"/> 1. Academic Performance	<input type="checkbox"/> 2. Social/Emotional Learning (SEL) and Culture & Climate
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School Quality Review

SQI Element	Current %	Target %	Vendor
2523 - Total graduation rate	60	70	Edgenuity

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Detail the action: 100 % of students enrolled at DeWolf will be enrolled in a credit recovery course to assist students obtaining the necessary credits to progress towards graduation. Our counselor and teachers will create a goal for each student and conduct quarterly meetings to monitor progress. Students who aren't making sufficient progress towards graduation will have a parent/student conference. We will have quarterly assemblies and monthly student of the month luncheons to acknowledge successful students and provide interventions for those that aren't being successful; Teachers will meet weekly to discuss student goals and intervene when students are not progressing. Students will be offered opportunity to take coursework at home through our laptop loaner program. Accelerated students will be referred to the Advance to College coordinator by the counselor to determine eligibility for the program and early enrollment at Fresno City College. Students will be referred to the site job developer for an aptitude assessment utilizing Career Cruising. They will also be referred to the workforce connection liaison for eligibility assessment for possible internships and employment upon graduation. 100% of graduating seniors will conference with their counselor and begin the application process for Post Secondary options: Fresno City College, Vocational or Technical programs, Military or Work force. New laptops will need to ordered to update old equipment and increase the laptop loaner program.

Increase the number of students earning 15 credits or more per quarter. Our counselor will create a goal for each student and conduct quarterly meetings to monitor progress. Students who aren't making sufficient progress towards graduation will have a conference and be assigned after school tutorial. We will have quarterly academic assemblies to acknowledge and encourage students. Teachers will meet weekly to discuss student goals and intervene when students are not progressing. Students will be offered the opportunity to take coursework at home through our laptop loaner program. Accelerated students will be referred to the Advance to College coordinator by the counselor to determine eligibility for the program and early enrollment at College. New laptops will need to ordered to update old equipment and increase the laptop loaner program.

SMART Goals

Write a SMART Goal to address each data point: 100% of students will be enrolled in a credit recovery opportunity in a total of 5 to 6 classes. DeWolf will increase the graduation rate by 10% from June 2017 to June 2018. DeWolf will increase the applications to Fresno City rate by 5% from June 2017 to June 2018.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

Details: Explain the data which will specially monitor progress toward each indicator target

Individual student credit completion will be reviewed monthly by the counselor and teachers. The counselor will provide an update to parents of student progress monthly. Phone calls each week to parents of students who are not making progress. Faculty will meet monthly and review academic data during Professional Development days scheduled and discuss strategies to increase student success.

Students will have access to a computer lab after school and during school hours to access Edgenuity, Apex and any other online programs to increase credit earnings. Computers will need to be available for students to use. Students will participate in monthly conferences to review their Student Credit Recovery plan, attendance and behavior with their counselor and 5th year students will meet with the principal.

Explain the Targeted Actions for Parent Involvement (required by Title I):

Parents will be notified quarterly and or monthly through various formats of student's progress towards graduation. Parent Portal, Edu text, School Messenger

Describe Direct Instructional Services to Students, Including Materials and Supplies Required (curriculum and instruction):

Students will be enrolled in 5 content area and elective classes and will also be assigned a 6th class in an Online credit recovery course.

Owner(s):

Counselor, teachers and Principal

Timeline:

Quarterly progress reports and quarterly reports.

Describe Related Professional Learning:

A/C group will meet biweekly to monitor student data and discuss and identify strategies for improving the student achievement.

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

Students will receive a personalized academic plan to follow to earn a diploma or to make progress towards earning a diploma. All students on track for graduation will also receive services to apply for post secondary options and for the FAFSA. Speech to Text capability built into online program also video tutorials and vocabulary glossaries

DeWolf Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Teacher-Supplemental Salaries					\$ 2,368.00
1	1	Sup & Conc	Instruction	Books & Other Reference				Edgenuity Licences	\$ 10,000.00
								Total	\$ 12,368.00

Action # 2

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQI Element	Current %	Target %	Vendor
48 - Attendance rate	88.5	93.5	

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

By June of 2018, DeWolf will increase attendance rates by 5%. Our staff will review attendance data weekly to identify patterns of absenteeism of students. Parent/guardian will receive daily phone calls from School Messenger Service. Students with all day absences will be contacted by attendance clerk.

SMART Goals

By June of 2018, DeWolf will increase attendance rates by 5%.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

Details: Explain the data which will specially monitor progress toward each indicator target

Attendance will be monitored daily by office staff. Students with poor attendance will be referred to the counselor for a conference. Student with excessive absences and tardiness will be referred to the principal for intervention. Assemblies and certificates along with other activities to promote positive school attendance and positive school behaviors.

Owner(s):

Attendance clerk, counselor, staff, principal

Timeline:

daily, monthly and quarterly.

Explain the Targeted Actions for Parent Involvement (required by Title I):

Parent meetings and conferences to increase connections with families to help support positive attendance and behavior. Parent Portal, Edutext, School Messenger

Monthly A2A meetings with student, parent or guardian.

Describe Related Professional Learning:

A/C group will monitor student data to discuss and identify strategies for improving the percentage rates. Lead teachers will work with departments to review attendance patterns by teacher and case manage students with excessive absences looking for strategies that work in individual classes.

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

DeWolf Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
2	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries					\$ 2,368.00
2	1	LCFF: EL	Instruction	Teacher-Supplemental Salaries					\$ 2,368.00
2	1	Sup & Conc	Instruction	Non Capitalized Equipment				Laptops	\$ 6,000.00
2	1	Sup & Conc	Instruction	Materials & Supplies				Materials and supplies	\$ 824.00
								Total	\$ 11,560.00

Action # 3

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
7139 - Secondary students social awareness survey results for questions 21-28	31	65	Edgenuity

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

DeWolf will utilize School-wide read will focus on reading fictional literature that helps to teach empathy, goal setting, self control, integrity, and embracing diversity. Books will need to be purchased to provide all students with a copy.

SMART Goals

BY June 2018, SQI 7139 will increase from 31% to 65% as measured by Social Awareness Survey. .

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

Details: Explain the data which will specially monitor progress toward each indicator target

Students will be given the SRA reading test upon with in the first month of school and new studenst be given the pretest upon enrollment.

Owner(s):

Principal, office staff and counselor.

Timeline:

daily, monthly quarterly

Explain the Targeted Actions for Parent Involvement (required by Title I):

Edutext, School messenger, and Parent Portal

Describe Related Professional Learning:

Teachers will do a book study on The Formative Five, Thomas R. Hoerr and also receive Professional development from DP and I.

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

School wide reading program, fictional materials (books) or E Books.

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

EI students can receive additional support from ELA teacher during school day using Edgenuity's reading intervention program and or during the early morning 0 period interventions.

DeWolf Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
3	1	Title 1 Basic	Instruction	Materials & Supplies				Materials and supplies	\$ 1,342.00
3	2	Title 1 Basic	Parent Participation	Materials & Supplies				Parent Participation	\$ 208.00
3	2	Sup & Conc	Instruction	Books & Other Reference				Books for Reading program to address campus culture	\$ 2,500.00
3	1	LCFF: EL	Instruction	Materials & Supplies				Materials and supplies	\$ 3,421.00
								Total	\$ 7,471.00

Action # 4

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
2523 - Total graduation rate	60	85	

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

.2 FTE for Math or other content area that is impacted due to increased need based on student enrollment data. In 2016-2017 school year, Math was impacted, we foresee similar need for next as Math offering at night school may not be available. \$11,000 based on salary and benefits.

SMART Goals

By September 5, 2017 the Master Schedule will be modified to meet the academic needs of students based on enrollment and class sizes in content areas courses.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

Details: Explain the data which will specially monitor progress toward each indicator target

Student transcripts, Master schedule and student schedules will provide necessary data to determine need for additional period

Owner(s):

Counselor, Principal

Timeline:

September 5, 2017

Explain the Targeted Actions for Parent Involvement (required by Title I):

Parent orientation meetings, School messenger, Parent Portal

Describe Related Professional Learning:

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

.2 fte added to master schedule to decrease impacted math classes and or add additional period of a required subject based on scheduling needs.

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

Smaller class sizes in math will provide opportunity for more smaller class instruction and review. Teacher to student ratio

DeWolf Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
4	1	Sup & Conc	Instruction	Teacher-Regular Salaries	Teacher, Senior High	0.1250		Extra Period .125 FTE (Job Code T009) Action 5	\$ 11,249.00
								Total	\$ 11,249.00

Action # 5

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQI Element	Current %	Target %	Vendor
6256 - Students meeting or exceeding grade level standards on Interim/CFA for ELA	0	20	Edgenuity
6258 - Students meeting or exceeding grade level standards on Interim/CFA for Math	0	20	Edgenuity

New-Action
 On-going
 Reasoning: Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Implement the MyPath English and Math intervention program from Edgenuity to support students that may be below grade level. The program has a pre and post test feature so all students would take the assessment and be assigned to a school intervention class. This will help set a baseline to measure the academic intervention program at DeWolf.

SMART Goals

By June of 2018 there will be an increase of 20% in Reading and Math scores over the baseline scores for students scoring below grade reading levels as assessed by the MyPath intervention program.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

Details: Explain the data which will specially monitor progress toward each indicator target

Data will be collected from the Reports generated by The Edgenuity. The leadership team will monitor and analyze the data and present and discuss during the AC meetings as well.

Owner(s):

Principal
Math and ELA and teachers

Timeline:

June 2018

Explain the Targeted Actions for Parent Involvement (required by Title I):

Parents will be notified of the assessments and the after school intervention programs upon enrollment in the school.

Describe Related Professional Learning:

Staff will be required to participate in a webinar training.

Describe Direct Instructional Services to Students, Including Materials and Supplies Required (curriculum and instruction):

Student will need access to laptops for school use and possibly for home use.

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

Due to a lack of access to data from State Assessments DeWolf needs to create its own summative and formative assessment to measure academic growth to drive instructional decisions.

DeWolf Budgeted Expenditures

Actio	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
5	1	LCFF: EL	Instruction	Prof/Consulting Svc & Operating			Edgenuity	Reading and Math Intervention Program (Edgenuity)	\$ 5,000.00
5	1	Title 1 Basic	Instruction	Prof/Consulting Svc & Operating			Edgenuity	Math and Reading Intervention (Edgenuity)	\$ 5,000.00
5	1	LCFF: EL	Instruction	Direct-Other (Dr)				CELDT assessor Fee	\$ 260.00
								Total	\$ 10,260.00

2017-2018 Budget for SPSA/School Site Council

State/Federal Dept 0125 DeWolf High School (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Teacher-Supp				2,368.00
1	1	Sup & Conc	Instruction	Bks & Ref			Edgenuity Licences	10,000.00
2	1	Sup & Conc	Instruction	Teacher-Supp				2,368.00
2	1	Sup & Conc	Instruction	Mat & Supp			: Materials and supplies	824.00
2	1	Sup & Conc	Instruction	Nc-Equipment			Laptops	6,000.00
2	1	LCFF: EL	Instruction	Teacher-Supp				2,368.00
3	1	Title 1 Basic	Instruction	Mat & Supp			Materials and supplies	1,342.00
3	2	Title 1 Basic	Parent Participation	Mat & Supp			Parent Participation	208.00
3	2	Sup & Conc	Instruction	Bks & Ref			Books for Reading program to address campus cultre	2,500.00
3	1	LCFF: EL	Instruction	Mat & Supp			: Materials and supplies	3,421.00
4	1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.125	Extra Period .125 FTE (Job Code T009) Action 5	11,249.00
5	1	Title 1 Basic	Instruction	Cons Svc/Oth			Edgenuity : Math and Reading Intervention (Edgenuity)	5,000.00
5	1	LCFF: EL	Instruction	Direct-Other			: CELDT assessor Fee	260.00
5	1	LCFF: EL	Instruction	Cons Svc/Oth			Edgenuity : Reading and Math Intervention Program (Edgenuity)	5,000.00

\$52,908.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$8,918.00
Sup & Conc	7090	\$32,941.00
LCFF: EL	7091	\$11,049.00
Grand Total		\$52,908.00

Domain Totals	Budget Totals
Academic	\$50,200.00
SEL / Culture & Climate	\$2,708.00
Grand Total	\$52,908.00