


## Fulton Special Education

106216661126191

Principal's Name: Grace Settle

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: May 23, 2018

Title I SWP

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<b>District Goals</b>	
<p>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.</p>	
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**



<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>

**School Site Council**

<b>School Site Council List</b>					
<b>Member Name</b>	<b>Principal</b>	<b>Classroom Teacher</b>	<b>Other Staff</b>	<b>Parent/Community Member</b>	<b>Secondary Student</b>
1. <b>Principal - Grace Settle</b>	X				
2. <b>Chairperson - Robert Gonzales</b>			X		
3. <b>Vice Chairperson - Scott Bentley</b>					
4. <b>Stacie Pimentel</b>				X	
5. <b>Donald Speed</b>		X			
6. <b>Dan Westburg</b>		X			
7. <b>Secretary - Michelle Burke Rodriguez</b>					
8. <b>Michael Ortega</b>					X
9. <b>Josh Kuykendall</b>					X
10. <b>Ionnis Vasilaros</b>					
11.			X		
12.					
13.					
14.					
15.					
16.					

Check the appropriate box below:
<input type="checkbox"/> <b>ELAC reviewed the SPSA as a school advisory committee.</b>
<input checked="" type="checkbox"/> <b>ELAC voted to consolidate with the SSC. Date 3/23/18</b>

**Required Signatures**

<b>School Name:</b>			
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.			
<b>Title</b>	<b>Print Name Below</b>	<b>Signature Below</b>	<b>Date</b>
<b>Principal</b>	Grace V Settle		3-23-18
<b>SSC Chairperson</b>	Robert Gonzalez		3-23-18

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

Office of State and Federal Programs  
Preliminary Site Categorical Allocations

FY 2018/19

Fulton - 0188

**ON-SITE ALLOCATION**

3010	Title I	\$1,242 *
7090	LCFF Supplemental & Concentration	\$5,332
7091	LCFF for English Learners	\$2,286
<b>TOTAL 2018/19 ON-SITE ALLOCATION</b>		<b>\$8,860</b>

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$36
Remaining Title I funds are at the discretion of the School Site Council	\$1,206
Total Title I Allocation	\$1,242

## Fulton School 2018-2019 - Single Plan for Student Achievement (SPSA)

### Goal 1 - All Students will excel in reading, writing and math

#### School Quality Review

##### School Level Dashboard

Goal 1 Metrics	Current %	Target %
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	0	7
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	0	7

#### Needs Assessment

**Step 1:** After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

<p><b>1</b> What were the key factors that contributed to these performance outcomes for each metric.</p>	<p><b>2</b> What were the key factors that contributed to the disproportionality for any significant subgroups.</p>
<p><b>SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)</b></p> <p>Students did not take the SBAC last school year, data is collected on student's IEP's and objectives used to guide instructional decisions.</p> <p><b>SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)</b></p> <p>Students did not take the SBAC last school year, data is collected on student's IEP's and objectives used to guide instructional decisions.</p>	<p><b>SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)</b></p> <p>Students did not take the SBAC last school year, data is collected on student's IEP's and objectives used to guide instructional decisions.</p> <p><b>SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)</b></p> <p>Students did not take the SBAC last school year, data is collected on student's IEP's and objectives used to guide instructional decisions.</p>

**Step 2:** Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

<p><b>1</b> SSC:</p>	<p><b>2</b> ELAC:</p>	<p><b>3</b> Staff:</p>
<p>SSC were pleased with Reading Intervention Program purchased with 2017-2018 funds and voted to renew for the school year 2018-2019.</p>	<p>SSC/ELAC were pleased with Reading Intervention Program purchased with 2017-2018 funds and voted to renew for the school year 2018-2019.</p>	<p>Staff was pleased with Reading Intervention Program purchased with 2017-2018 funds and voted to renew for the school year 2018-2019. They would like to slot for more time for the Reading Intervention Program.</p>

**Step 3: Review actions funded by Title I last year and explain their effectiveness and any changes planned for use of Title I funds:**

SSC/ELAC and all staff members were pleased with Read Naturally Live Reading Intervention Program purchased with 2017-2018 funds voted to renew for the school year 2018-2019. Progress monitoring was reviewed and all groups want to review progress monitoring at meetings.

**Action 1**

**Title:** Reading Intervention Program

**Action Details:**

it was determined through data assessment that from our current student population 73% of our students are below reading level. Through implementation of a reading intervention program, Read Naturally the goal will be to increase from 27% to 50% of the student population to be on grade level reading. Reading Naturally is a powerful reading fluency intervention that accelerates reading achievement by using the research-based Read Naturally Strategy using printed materials and audio CDs. Students become confident readers by developing fluency, phonics skills, comprehension, and vocabulary while reading nonfiction reading passages with questions. This time-tested intervention program engages students with interesting nonfiction stories and yields powerful results. Students are able to work independently with this audio CD program most of the time, along with utilizing the three researched based reading strategies for struggling readers - teacher modeling, repeated reading, and progress mo

**Reasoning for using this action:**     Strong Evidence                       Moderate Evidence                       Promising Evidence

**Explain the Progress Monitoring and data used for this Action**

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

Staff will utilize the reading program's assessment, along with monthly individual scores using DIBELS. The number of books and number of minutes of reading of individual students will be progress monitored for accelerated student performance.

**Owner(s):**

Principal  
Office Manager  
Teachers/SE Parra's

**Timeline:**

From the beginning to the end of school year 2018- 19

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

Staff will be applying reading and writing strategies in all core classes, including math. Measured by common formative assessments.

**Owner(s):**

Principal  
Teachers  
SE Parra's

**Timeline:**

From the beginning to the end of the school year 2018-2019.

**Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):**

This is an online program, but a staff member will give direct instruction prior to student beginning program and while progress monitoring

**Specify enhanced services for EL students:**

It has motivational informational text for struggling reader and it also provides Spanish translation

**Explain the actions for Parent Involvement (required by Title I):**

**Describe Professional Learning related to this action:**



Parents will be exposed to program at Back to School Night. They will be set up with a parent ID and password to check on student's progress from home. Or they will be allowed to come on campus and view student's progress with staff help.

On professional development afternoons staff will be introduced to online professional development and ongoing updates throughout the year.

## 2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0188 Fulton (Locked)

### G1 - All students will excel in reading, writing, and math

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Separate Classes: Special Educat	Bks & Ref			: Reading Materials - Choices Scholastic Magazine and supplemental material from Reading Naturally	325.00
G1A1	Title 1 Basic	Separate Classes: Special Educat	Mat & Supp			Headphones, timers, batteries, graphing materials **NO FOOD, NO INCENTIVES**	210.00
G1A1	Title 1 Basic	Separate Classes: Special Educat	Nc-Equipment			Technology - Elmo projectors	500.00

**\$1,035.00**

## Goal 2 - All Students will engage in arts, activities, and athletic

### School Quality Review

#### School Level Dashboard

Goal 2 Metrics	Current %	Target %
Goal 2 Participation Rate	7.143	14.143

#### Needs Assessment

**Step 1:** After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

**1** What were the key factors that contributed to these performance outcomes for each metric.

#### Goal 2 Participation Rate

The above dashboard does not have correct rate of participation. Currently 80% of the students are enrolled in some sort of arts class, 100% are enrolled in physical education, and 100% are allowed to participate in Goal 2 activities, like field trips. Due to absenteeism not all students participate.

**2** What were the key factors that contributed to the disproportionality for any significant subgroups.

#### Goal 2 Participation Rate

Students state of mental wellness, many of our students experience high anxiety and depression.

**Step 2:** Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

**1** SSC:

Information was shared at meeting by Community group, some suggestions is to provide more incentives for student's to attend. For example, provide more meals and funds for them to purchase or do activities on field trips. Slot more funds for art projects and check with district about obtaining outdoor weight equipment. It was suggested we also try to incorporate Project Based Learning.

**2** ELAC:

Information was shared at meeting by Community group, some suggestions is to provide more incentives for student's to attend. For example, provide more meals and funds for them to purchase or do activities on field trips. Slot more funds for art projects and check with district about obtaining outdoor weight equipment. It was suggested we also try to incorporate Project Based Learning.

**3** Staff:

Information was shared at meeting by Community group, some suggestions is to provide more incentives for student's to attend. For example, provide more meals and funds for them to purchase or do activities on field trips. Slot more funds for art projects and check with district about obtaining outdoor weight equipment. It was suggested we also try to incorporate Project Based Learning.

## Action 1

**Title:** Improve Social/Emotional Learning (SEL) & Culture & Climate

### Action Details:

Fulton School is an education program that is safe, therapeutic and academically proficient, whose aim is to provide an environment which allows for each student to develop coping and social skills that leads to reintegration and successful transition to a comprehensive campus to promote maximum success. Students will demonstrate social/emotional progress by participating in 4 local activities and minimum of 1 long distance activity per year.

Our site is proactive to create positive relationships to develop among staff, peers and community in a non-judgmental and bully free environment. It's reflexive with appropriate opportunities for social emotional improvement. The goal

to have every student become a productive and stable citizen in society.

**Reasoning for using this action:**     Strong Evidence                       Moderate Evidence                       Promising Evidence

**Explain the Progress Monitoring and data used for this Action**

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

Students meet minimum of once a week with therapist for progress monitoring of social emotional well being.  
Staff meets daily to debrief and discuss SE well being and strategies for improvement.

Owner(s):

Principal  
Therapist  
Teachers  
SE Parras  
Campus Assistant  
Office Manager

Timeline:

Throughout the 2018-2019 school year.

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

- By the end of the 1st quarter - parent survey will be created and administered.
- By 2nd quarter start setting up appointments and developing a Transition Plan for students to attend 2nd semester at a comprehensive school.
- By 4th quarter set up appointments and develop a Transition Plan for students to attend a comprehensive school for next school year.

Owner(s):

Principal  
Therapist  
Teachers  
SE Parras  
Campus Assistant  
Office Manager

Timeline:

Throughout the 2018-2019 school year.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

Services and materials for social emotional well being activities, including research based activities such as yoga, ceramics, community based activities.

Student incentives to promote participation and efforts.

Materials including information provided for parents and surveys.

Refreshments for parents and professional learning.

Minimum of 4 local field trips and a minimum of one long distance field trip to overcome anxiety about riding city transportation, large crowds and community involvement, which will require expenses associated with off campus activities. Snacks and materials needed to support student safety and welfare of campus.

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

Parents will be invited to participate as chaperones during our off campus experience and their admissions will be

Specify enhanced services for EL students:

Materials and translators will be provided in necessary languages.

Describe Professional Learning related to this action:

Climate & Culture, Behavioral, and Social emotional professional learning will be provided for all staff.

provided through our site.

## 2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0188 Fulton (Locked)

### G2 - All students will engage in arts, activities, and athletics

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Separate Classes: Special Educat	Mat & Supp			Incentives and materials for goal 2 activities	1,950.00
G2A1	Sup & Conc	Separate Classes: Special Educat	Direct Trans			Study trips - Transportation	1,432.00
G2A1	Sup & Conc	Parent Participation	Mat & Supp			Parent involvement in Back to School Night, SSC meetings, Field trips, Open House	1,600.00
G2A1	LCFF: EL	Parent Participation	Direct-Graph			Graphics for Climate & Culture Expectations	336.00
G2A1	LCFF: EL	Attendance & Social Work Service	Travel			: Travel and professional development fees for staff to bring back to social well being, school climate & culture.	1,007.00

**\$6,325.00**

**Goal 3 - All Students will demonstrate the character and competencies for workplace success**

**School Quality Review**

School Level Dashboard

Goal 3 Metrics	Current %	Target %
Linked Learning Enrollment	0	7

Needs Assessment

**Step 1:** After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

<b>1</b> What were the key factors that contributed to these performance outcomes for each metric.	<b>2</b> What were the key factors that contributed to the disproportionality for any significant subgroups.
<p><b>Linked Learning Enrollment</b></p> <p>Our site is currently connected to Work Experience, Workability and Department of Rehab (DoR).</p>	<p><b>Linked Learning Enrollment</b></p> <p>We did not have competent district TSA, we now have been reassigned an individual for workability and DOR.</p>

**Step 2:** Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

<b>1</b> SSC:	<b>2</b> ELAC:	<b>3</b> Staff:
<p>Work experience class is held every Friday and has been successful. Workability and DOR are not coming on a regular basis. Suggestion was to contact District leader and as a result a new person was assigned.</p>	<p>In agreement with SSC</p>	<p>Also in agreement with SSC. Staff is supporting work experience class with success.</p>

**Action 1**

**Title:** Develop a Career Readiness Program

Action Details:

Utilize district available career readiness program, along with the Work Experience, Workability Program and Department of Rehabilitation (DOR) program to insure success in the workplace environment.

**Reasoning for using this action:**     Strong Evidence             Moderate Evidence             Promising Evidence

**Explain the Progress Monitoring and data used for this Action**

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

Data will be collected on student attendance and participation. A report will be developed regarding their career readiness input.

**Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):**

An online program and materials, along with speakers and field trips to prepare students for secondary transition after high school.

**Explain the actions for Parent Involvement (required by Title I):**

Program and student needs will be discussed at meetings, such as Back to School Night, School Site Council, IEPs, Open Houses. Refreshments will be provided for parents/guardians/families.

**Owner(s):**

Principal

Teachers

SE Parras

Therapist

**Timeline:**

The entire school year of 2018-2019

**Specify enhanced services for EL students:**

Material will be delivered in student's home language if necessary. Translators will be provided for family members when programs are discussed at various meetings.

**Describe Professional Learning related to this action:**

Professional learning will be delivered to staff at professional development meetings on Wednesday and through accountable community meetings.



## 2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0188 Fulton (Locked)

### G3 - All students will demonstrate the character and competencies for workplace success

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Separate Classes: Special Educat	Bks & Ref			Books and other career readiness material	350.00

**\$350.00**

**Goal 4 - All Students will stay in school on target to graduate**

**School Quality Review**

**School Level Dashboard**

Goal 4 Metrics	Current %	Target %
Chronic Absenteeism	75	73
Suspensions Per 100	25	24

**Needs Assessment**

**Step 1:** After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

**1** What were the key factors that contributed to these performance outcomes for each metric.

**Chronic Absenteeism**  
Overall attendance has been at 67% from school site data.

**Suspensions Per 100**  
Suspensions are not an issue, we only had one suspension this school year.

**2** What were the key factors that contributed to the disproportionality for any significant subgroups.

**Chronic Absenteeism**  
Students state of mental wellness, many of our students experience high anxiety and depression.

**Suspensions Per 100**  
Suspensions are not an issue, we only had one suspension this school year.

**Step 2:** Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

**1** SSC:

In all meetings it was agreed that attendance was an issue. It was suggested that after a student is absent for three consecutive days not due to illness or bereavement then two staff members will do a home visit. Also discussed ways to improve participation at site level. Include more hands on curriculum: Project Based Learning and Ceramics for all students.

**2** ELAC:

In all meetings it was agreed that attendance was an issue. It was suggested that after a student is absent for three consecutive days not due to illness or bereavement then two staff members will do a home visit. Also discussed ways to improve participation at site level. Include more hands on curriculum: Project Based Learning and Ceramics for all students.

**3** Staff:

In all meetings it was agreed that attendance was an issue. It was suggested that after a student is absent for three consecutive days not due to illness or bereavement then two staff members will do a home visit. Also discussed ways to improve participation at site level. Include more hands on curriculum: Project Based Learning and Ceramics for all students.

**Step 3:** Review actions funded by Title I last year and explain their effectiveness and any changes planned for use of Title I funds:

Last year funds were used for supplemental reading material (Choices Scholastic Magazine), Reading Intervention Program (Read Naturally Live-online program), two document cameras and supplies to support this technology. It was agreed that we will continue all of these programs for school year 2018-2019 and include Ceramics and Project Based Learning.

## Action 1

**Title:** Improve Graduation Rate

### Action Details:

Fulton Secondary will ensure academic progress of students with intensive monitoring of grades, individualized support, and interventions to support students falling behind. The teachers will check grades and progress weekly and coordinated support with the Social Emotional Parra's. Instruction will specifically target each students' academic gaps. Teachers will be given additional training to support the academic progress of English Learners.

**Reasoning for using this action:**     Strong Evidence                       Moderate Evidence                       Promising Evidence

### Explain the Progress Monitoring and data used for this Action

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

Grades will be monitored weekly, interim data on progress towards the semester 1 and semester 2 goal will be obtained from the quarter 1 and quarter 3 report card. Final outcome data will be generated from the semester 1 and semester 2 grades.

#### Owner(s):

Principal  
Teachers  
SE Parras  
Therapist

#### Timeline:

Weekly Monitoring  
End of quarterly grades and semester grades

#### Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

Springboard and Go Math curriculum. Edgenuity (My Path for Special Day Class) Program, curriculum material/supplies and supplemental curriculum. Rewards and incentives to be provided to students who are progressing academically utilizing a tier level system.

#### Specify enhanced services for EL students:

Perform CELDT assessment and obtain data. Provide reading intervention program for EL student support.

#### Explain the actions for Parent Involvement (required by Title I):

Progress reports and quarter/semester grades will be mailed to parents/guardians. Parents/guardians will be contacted by teachers/therapist when there are academic concerns. Patr

#### Describe Professional Learning related to this action:

## 2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0188 Fulton (Locked)

### G4 - All students will stay in school on target to graduate

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent participation **NO FOOD, NO INCENTIVES**	207.00
G4A1	LCFF: EL	Instruction	Mat & Supp			Supplemental - Student Incentives	943.00

**\$1,150.00**

## 2018-2019 Budget for SPSA/School Site Council

### State/Federal Dept 0188 Fulton (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Separate Classes: Special Educat	Bks & Ref			: Reading Materials - Choices Scholastic Magazine and supplemental material from Reading Naturally	325.00
G1A1	Title 1 Basic	Separate Classes: Special Educat	Mat & Supp			Headphones, timers, batteries, graphing materials **NO FOOD, NO INCENTIVES**	210.00
G1A1	Title 1 Basic	Separate Classes: Special Educat	Nc-Equipment			Technology - Elmo projectors	500.00
G2A1	Sup & Conc	Separate Classes: Special Educat	Mat & Supp			Incentives and materials for goal 2 activities	1,950.00
G2A1	Sup & Conc	Separate Classes: Special Educat	Direct Trans			Study trips - Transportation	1,432.00
G2A1	Sup & Conc	Parent Participation	Mat & Supp			Parent involvement in Back to School Night, SSC meetings, Field trips, Open House	1,600.00
G2A1	LCFF: EL	Parent Participation	Direct-Graph			Graphics for Climate & Culture Expectations	336.00
G2A1	LCFF: EL	Attendance & Social Work Service	Travel			: Travel and professional development fees for staff to bring back to social well being, school climate & culture.	1,007.00
G3A1	Sup & Conc	Separate Classes: Special Educat	Bks & Ref			Books and other career readiness material	350.00
G4A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent participation **NO FOOD, NO INCENTIVES**	207.00
G4A1	LCFF: EL	Instruction	Mat & Supp			Supplemental - Student Incentives	943.00
<b>Total</b>							<b>\$8,860.00</b>

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$1,242.00
Sup & Conc	7090	\$5,332.00
LCFF: EL	7091	\$2,286.00
<b>Grand Total</b>		<b>\$8,860.00</b>

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$1,035.00
G2 - All students will engage in arts, activities, and athletics	\$6,325.00
G3 - All students will demonstrate the character and competencies for workplace success	\$350.00
G4 - All students will stay in school on target to graduate	\$1,150.00
<b>Grand Total</b>	<b>\$8,860.00</b>