

Rata

106216610307171

Principal's Name: Gina Gordon-Boni

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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District Goals	
<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

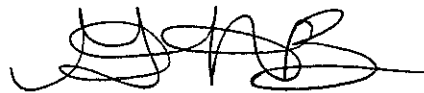
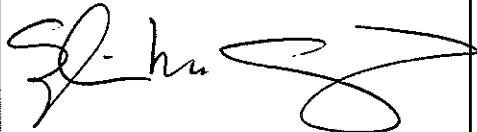
<p>The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance 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

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal – Gina Gordon-Boni	X				
2. Chairperson – Susan Jeff				X	
3. Vice Chairperson – Sylvia Cruz			X		
4. Secretary – Sarah Ogilvie		X			
5. Laura Espinoza				X	
6. Margarita Espinoza				X	
7. Sylvia Vann				X	
8. Patricia Obrero		X			
9. Janessa Jimenez					X
10. Rosalina Espinoza					X
11.					
12.					
13.					
14.					
15.					

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

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	Gina Gordon-Boni		3/23/18
SSC Vice Chairperson	Sylvia M. Cruz		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

Rata - 0552

ON-SITE ALLOCATION

3010	Title I	\$1,782 *
7090	LCFF Supplemental & Concentration	\$9,436
7091	LCFF for English Learners	\$3,048
TOTAL 2018/19 ON-SITE ALLOCATION		\$14,266

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$54
Remaining Title I funds are at the discretion of the School Site Council	\$1,728
Total Title I Allocation	\$1,782

Rata 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>1 What were the key factors that contributed to these performance outcomes for each metric.</p> <p>SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)</p> <p>Students do not participate in SBAC. Data is collected on student IEP goals and objectives and used to guide instructional decisions.</p> <p>SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)</p>	<p>2 What were the key factors that contributed to the disproportionality for any significant subgroups.</p> <p>SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)</p> <p>SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)</p>
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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>1 SSC:</p> <p>Technology and materials for students to access curriculum</p>	<p>2 ELAC:</p>	<p>3 Staff:</p> <p>Classroom materials and supplies, accessibility equipment</p>
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Step 3: Review actions funded by Title I last year and explain their effectiveness and any changes planned for use of Title I funds:

Plans for eye gaze equipment, not a current need, funds moved to purchase more applicable accessibility equipment per approval of SSC. Funds allotted for materials and supplies used to purchase curriculum supplements for

students. Funds will continue to be allotted for this to support student access to curriculum.

Action 1

Title: Unique Materials & Supplies

Action Details:

- Lesson Supplies
- Velcro & Laminate
- Realia for lessons

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 collected around IEP goals and objectives will monitor progress towards use of curriculum and curriculum supports.

Owner(s):

Principal, Staff Members

Timeline:

2018-19 School Year

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

Supplies for computer based lessons, Velcro & Laminate for materials and student activities, realia for support in accessing and understanding curriculum

Specify enhanced services for EL students:

Visual supports, realia, and tactile activities in place for students

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

Parents involved in development of IEP goals and objectives to support student progress in curriculum

Describe Professional Learning related to this action:

Staff development around implementation of Unique curriculum, collaboration time to discuss possible options for accommodations and modifications of curriculum materials to provide access for all students

Action 2

Title: MOVE Training

Action Details:

Trainer brought from the MOVE company to train teachers and paraprofessionals appropriate use of the MOVE program.

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 collection around IEP goals and objectives will monitor progress as MOVE program provides access to curriculum for students

Owner(s):

Principal, Teachers and Classroom Staff

Timeline:

2018-19 School Year

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

The MOVE program provides students access to their curriculum by promoting fuller participation through movement in equipment.

Specify enhanced services for EL students:

Provided the opportunity to access curriculum through the use of the MOVE program.

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

Parents are involved in the development of the IEP for students and are a member of the team to keep collaboration and communication open around the activities and programs students are participating in.

Describe Professional Learning related to this action:

Training for teachers and classroom staff to certify them in being able to safely and effectively implement the MOVE program with our students.

Action 3

Title: Technology

Action Details:

- Switches for communication
- Assistive technology
- Accessibility equipment

Reasoning for using this action:	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

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

Data collection for IEP goals and objectives provide data to monitor progress toward students' use of communication devices and other technology to participate and have access to curriculum

Owner(s):

Principal, Teachers, Classroom Staff, Speech Therapist

Timeline:

2018-19 School Year

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

Students access curriculum, activities, and lessons through the use of communication devices, switch activated technology, and other accessibility equipment

Specify enhanced services for EL students:

Visual picture communication options support EL students

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

Parents are involved in the development of IEP goals and objectives used to monitor the progress of students with the use of these devices and pieces of equipment.

Describe Professional Learning related to this action:

Collaboration with speech therapist to ensure maximized use of available communication technology to support our students and provide access to curriculum

Action 4

Title: Professional Learning

[Action Details:](#)

Costs for trainings throughout the year; materials and supplies

Reasoning for using this action: <input type="checkbox"/> Strong Evidence <input type="checkbox"/> Moderate Evidence <input checked="" type="checkbox"/> 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](#)

Survey data collected from staff describing professional learning needed to support instruction

[Owner\(s\):](#)

Principal

[Timeline:](#)

2018-19 School Year

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

Teachers provided professional learning around curriculum, accessibility equipment, mobility equipment, and technologies available, to directly impact the ability to provide high quality instruction for students

[Specify enhanced services for EL students:](#)

Professional learning to support methods of communication for students

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

Parents are involved in the development of IEP goals and objectives and participate in collaboration around instruction provided for students

[Describe Professional Learning related to this action:](#)

Action is about implementation of professional learning around necessary areas to support high quality instruction

Action 5

Title: Teacher Work Time

[Action Details:](#)

Time for teachers to allow for curriculum preparation and site visits to other programs. Allotment will be for 2 times in the year for each teacher, for a total of 16 days.

Reasoning for using this action: <input type="checkbox"/> Strong Evidence <input type="checkbox"/> Moderate Evidence <input checked="" type="checkbox"/> 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 collected for student IEP goals and objectives will be used to assist in monitoring the effectiveness of prep time. Site visits will facilitate collaboration in an effort to continue to improve instruction for students

[Owner\(s\):](#)

Principal, Teachers, Classroom Staff

[Timeline:](#)

2018-19 School Year

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

Prepped curriculum materials and collaboration generated from site visits will directly impact the effectiveness of instruction for students.

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

Parents are involved in the development of the IEP goals and objectives directly aligned to the use of the curriculum and activities in the classroom.

Specify enhanced services for EL students:

Curriculum preparation and site visits will directly impact the effectiveness of EL instruction.

Describe Professional Learning related to this action:

Professional development can be created from knowledge gained from site visits to share experiences and ideas across the staff to increase overall effectiveness of instruction Sub release for teachers.

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0552 Rata (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 Educati	Mat & Supp			: Lesson Supplies and Materials. **NO FOOD, NO INCENTIVES**	500.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			: Materials & Supplies for Parent Involvement **NO FOOD, NO INCENTIVES**	54.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: Lesson Supplies and Materials	1,048.00
G1A2	Sup & Conc	In-House Instructional Staff Deve	Cons Svc/Oth			MOVE International : Trainer and material fees. Vender Number 03360	3,000.00
G1A3	LCFF: EL	Instruction	Nc-Equipment			: Accessibility Technology to Provide Access to Curriculum	2,000.00
G1A4	Title 1 Basic	In-House Instructional Staff Deve	Mat & Supp			: Materials & Supplies for Trainings **NO FOOD, NO INCENTIVES**	1,000.00
G1A4	Title 1 Basic	In-House Instructional Staff Deve	Cons Svc/Oth			To Be Determined : Costs for Trainings	228.00
G1A5	Sup & Conc	Separate Classes: Special Educati	Teacher-Subs			Curriculum prep, site visits	3,185.00

\$11,015.00

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	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.

1 What were the key factors that contributed to these performance outcomes for each metric.	2 What were the key factors that contributed to the disproportionality for any significant subgroups.
<p>Goal 2 Participation Rate</p> <p>Students participate in community outings and other Goal 2 opportunities that may not be tracked in these metrics.</p>	<p>Goal 2 Participation Rate</p> <p>Students are severely handicapped and participate in different types of Goal 2 activities.</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.

1 SSC:	2 ELAC:	3 Staff:
<p>More field trips off campus to expose students to different experiences</p>		<p>More field trips and community outings to expose students to different experiences</p>

Action 1

Title: Goal 2 Support

Action Details:

Admission for field trips, snacks and materials need for trips

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

Goal 2 data and IEP goal and objective data will monitor progress toward implementation of the Goal 2 support

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

Community outings and field trips for severely handicapped students provide experience and exposure to different opportunities

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

Parents are involved in school and community outings with students to support students in experiences

Owner(s):

Principal, Teachers, Classroom Staff

Timeline:

2018-19 School Year

Specify enhanced services for EL students:

Students participate in community outings and field trips to gain exposure and experiences

Describe Professional Learning related to this action:

Staff collaborates to decide on most beneficial experiences and opportunities for students

Action 2

Title: Supplemental Contracts

Action Details:

Contracts provided for engagement activities such as yearbook, field trips, prom, etc.

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 will participate in Goal 2 activities to increase exposure and experiences and impact increasing success on IEP goals and objectives

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

Students will benefit from engagement activities provided, along with exposure to goal 2 oriented experiences.

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

Parents may participate in school outings and field trips to engage with students in goal 2 experiences

Owner(s):

Principal, Teachers, Classroom Staff

Timeline:

2018-19 School Year

Specify enhanced services for EL students:

Students will benefit from engagement activities provided, along with exposure to goal 2 oriented experiences.

Describe Professional Learning related to this action:

Staff planning around goal 2 engagement activities, sub release provided for teachers to assist in planning and developing activities and experiences for students

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0552 Rata (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 Educati	Mat & Supp			: Materials & Supplies for Field Trips, Including Snacks	500.00
G2A1	Sup & Conc	Separate Classes: Special Educati	Direct Trans			: Field Trip or Other Necessary Mileage	100.00
G2A1	Sup & Conc	Separate Classes: Special Educati	Cons Svc/Oth			To Be Determined : Admission for Field Trips	500.00
G2A2	Sup & Conc	Separate Classes: Special Educati	Teacher-Subs			Yearbook, Field Trips, Prom, etc.	1,518.00

\$2,618.00

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

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current %	Target %
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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.

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

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:

2 ELAC:

3 Staff:

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	60.87	58.87
Suspensions Per 100	5.769	4.769

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>1 What were the key factors that contributed to these performance outcomes for each metric.</p>	<p>2 What were the key factors that contributed to the disproportionality for any significant subgroups.</p>
<p>Chronic Absenteeism</p> <p>Students at this site are medically fragile, contributing to chronic medical and health needs that frequently cause absences</p> <p>Suspensions Per 100</p> <p>Student behaviors are supported in classrooms.</p>	<p>Chronic Absenteeism</p> <p>Students at this site are medically fragile, contributing to chronic medical and health needs that frequently cause absences</p> <p>Suspensions Per 100</p> <p>Student behaviors are supported in classrooms.</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>1 SSC:</p>	<p>2 ELAC:</p>	<p>3 Staff:</p>
<p>engagement and incentive opportunities</p>		<p>incentive opportunities</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:

Information was provided to parents, but incentives for attendance were not put in place. Incentives can support an increase in attendance and will be implemented in the 2018-19 school year.

Action 1

Title: Attendance Awards

Action Details:

Rewards/incentives for students with 90% or better attendance; materials for parent communication

Reasoning for using this action:	<input type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input checked="" type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

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

Attendance data will be kept in Atlas and used to keep track of attendance records for students

Owner(s):

Principal, Teachers

Timeline:

2018-19 School Year

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

Students need to attend school or a Home Hospital Instruction program anytime their health allows, in order to work towards IEP goals and objectives.

Specify enhanced services for EL students:

Students need to attend school or a Home Hospital Instruction program anytime their health allows, in order to work towards IEP goals and objectives.

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

Parent involvement will be in the means of providing information at events such as back to school night, to share with parents the importance of school attendance

Describe Professional Learning related to this action:

Staff will collaborate around ideas for most effective incentives and rewards to offer to increase attendance

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0552 Rata (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	Sup & Conc	Separate Classes: Special Educati	Mat & Supp			: Rewards/Incentives; Materials for Parent Communication	633.00

\$633.00

2018-2019 Budget for SPSA/School Site Council

State/Federal Dept 0552 Rata (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Separate Classes: Special Educati	Mat & Supp			: Lesson Supplies and Materials. **NO FOOD, NO INCENTIVES**	500.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			: Materials & Supplies for Parent Involvement **NO FOOD, NO INCENTIVES**	54.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: Lesson Supplies and Materials	1,048.00
G1A2	Sup & Conc	In-House Instructional Staff Deve	Cons Svc/Oth			MOVE International : Trainer and material fees. Vender Number 03360	3,000.00
G1A3	LCFF: EL	Instruction	Nc-Equipment			: Accessibility Technology to Provide Access to Curriculum	2,000.00
G1A4	Title 1 Basic	In-House Instructional Staff Deve	Mat & Supp			: Materials & Supplies for Trainings **NO FOOD, NO INCENTIVES**	1,000.00
G1A4	Title 1 Basic	In-House Instructional Staff Deve	Cons Svc/Oth			To Be Determined : Costs for Trainings	228.00
G1A5	Sup & Conc	Separate Classes: Special Educati	Teacher-Subs			Curriculum prep, site visits	3,185.00
G2A1	Sup & Conc	Separate Classes: Special Educati	Mat & Supp			: Materials & Supplies for Field Trips, Including Snacks	500.00
G2A1	Sup & Conc	Separate Classes: Special Educati	Direct Trans			: Field Trip or Other Necessary Mileage	100.00
G2A1	Sup & Conc	Separate Classes: Special Educati	Cons Svc/Oth			To Be Determined : Admission for Field Trips	500.00
G2A2	Sup & Conc	Separate Classes: Special Educati	Teacher-Subs			Yearbook, Field Trips, Prom, etc.	1,518.00
G4A1	Sup & Conc	Separate Classes: Special Educati	Mat & Supp			: Rewards/Incentives; Materials for Parent Communication	633.00

\$14,266.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$1,782.00
Sup & Conc	7090	\$9,436.00
LCFF: EL	7091	\$3,048.00
Grand Total		\$14,266.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$11,015.00
G2 - All students will engage in arts, activities, and athletics	\$2,618.00
G4 - All students will stay in school on target to graduate	\$633.00
Grand Total	\$14,266.00