

**Santa Ana Unified School District
School Plan for Student Achievement Summary
2023-24**



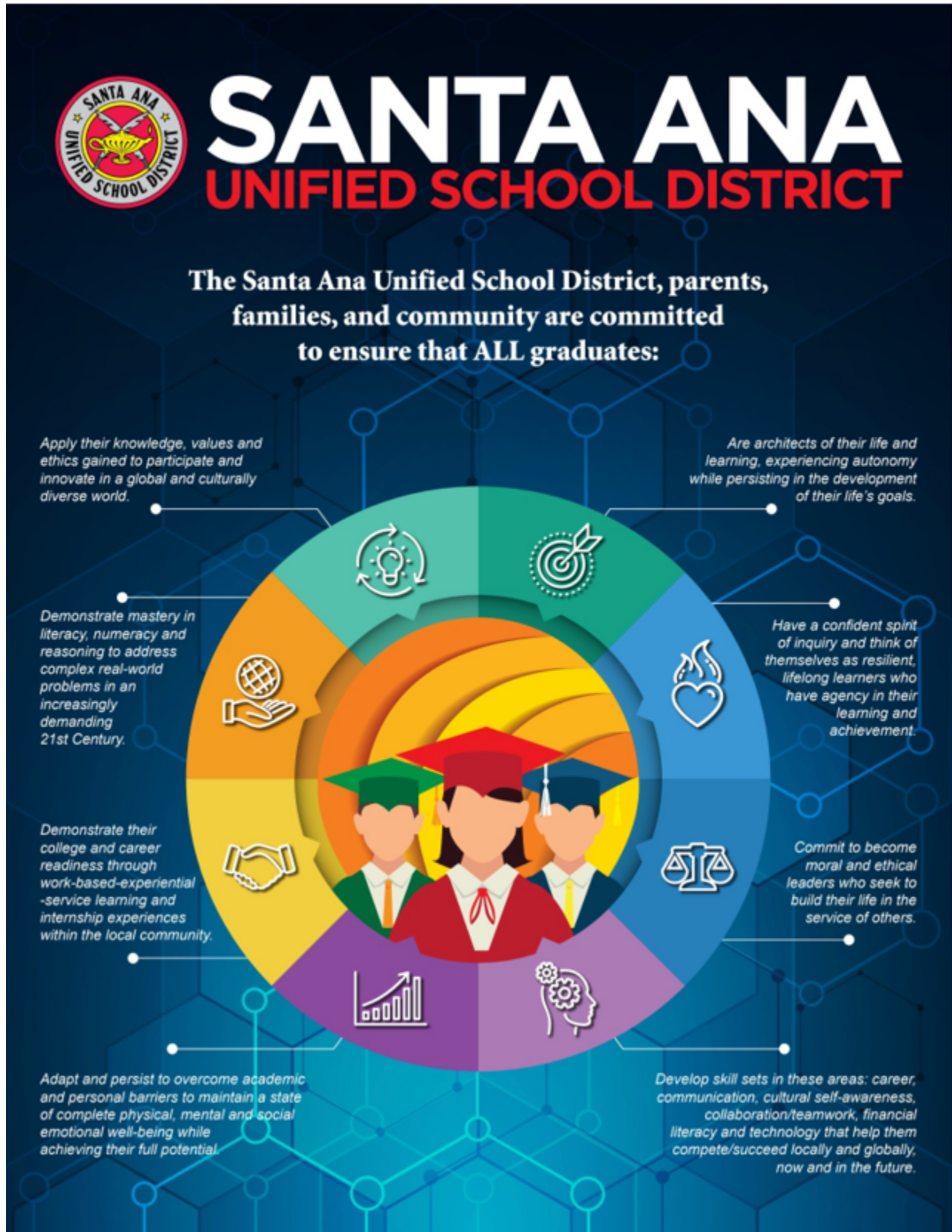
Julia C. Lathrop Intermediate

Superintendent
Jerry Almendarez

Board of Education
Rigo Rodriguez, Ph.D., President • Carolyn Torres, Vice President
Alfonso Alvarez, Ed.D., Clerk • John Palacio, Member • Valerie Amezcua, Member

SAUSD Graduate Profile

In addition to addressing components of the District's Local Control and Accountability Plan (LCAP) and fulfilling other requirements as specified herein, this School Plan for Student Achievement (SPSA) is developed to support students and families in alignment with Santa Ana Unified School District's Graduate Profile Characteristics:



Goal Areas and Planned Improvements

Goal 1 - School Climate and Vision

LCAP Goal and SAUSD Board Priority Alignment

Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.

School Climate and Vision Goal:

Lathrop Intermediate School will provide students with a technology-focused, rigorous, standards-based curriculum, delivered through high-quality instruction, in a positive and supportive learning environment in order to help prepare students for high school, college and beyond.

Strategy/Activity 1

Program 1: College and Career Readiness

Tier 1: All students will be provided with high quality instructional support in order to prepare them for high school, college, careers, and life. Every student will be provided with agendas (planners) to help them organize their coursework/assignments, set personal goals, enhance school-family communication, and provide academic tools for success. Counselors will deliver SEL curriculum through lessons delivered once every 6 weeks in order to prepare all students to be college and career ready. Tier 2: Students who are ready to accelerate their learning will have access to Honors courses in their core subjects to allow them to raise their level of achievement in preparation for college and career. Lathrop's GATE Program will address the needs of GATE-identified students by applying the state-adopted approach of Depth and Complexity to enhance and make the core curriculum more challenging and complex in order to build higher level critical thinking skills and more purposeful communication, and Honors teachers will be provided with training in GATE strategies. Lathrop will continue to offer AVID courses in 6th, 7th, and 8th grades to students who are in the academic middle with the desire to go to college and the willingness to work hard. Teachers will develop skills in implementing AVID by participation in trainings offered at the AVID Conference in order to effectively implement the curriculum.

Budgeted Amount:

24,280.20

Strategy/Activity 2

Program 2: Unified Vision/Communications

Tier 1: In an effort to focus on school-home communication with all stakeholders, Lathrop leadership has been working toward building a strong unified vision that defines Spartans as resilient, tenacious, disciplined, and having a thirst for learning and self-improvement. By embracing these qualities, our goal is to provide students and staff with a clear sense of who we are and what we stand for. We recognize that students who can read and perform at grade level are much less likely to exhibit externalizing behaviors that disrupt learning across campus, and we are committed to transforming our school culture to value hard work and high expectations. We communicate our vision with students and their families with regular messaging via our Lathrop website, ParentSquare posts, telephone broadcasts, letters, posters, presentations, brochures, and marketing materials. Lathrop's ASB works to raise school spirit by providing a wide variety of activities for students throughout the year. All Lathrop teachers participate in committees that meet regularly to strengthen school culture and climate. These committees (College Prep Lessons/Instructional Technology, PBIS, Safety, and Social/Recognition) develop specific, measurable, achievable, relevant, and time-bound (SMART) goals that they work toward throughout the year. This work builds capacity among the teachers and holds all accountable to creating the environment needed to improve our students' achievement. In addition, our instructional leadership team will participate in professional development opportunities designed to fortify our instructional leadership competencies, thus helping to strengthen and unify our school community.

Budgeted Amount:

8,296.80

Strategy/Activity 3

Program 3: Academic and Behavioral Supports

All students (Tier 1) will be provided with a multi-tiered system of academic and behavioral supports to ensure a high level of achievement and well-being. Teachers in all content areas will provide tutoring before and after school as needed to support students' academics (Tier 2). Lathrop will continue positive student behavior recognition practices in order to engage students, improve academics, support increase of attendance rates, and decrease the rate of suspensions. We will work to achieve these outcomes by having staff participate in PBIS training and school-wide implementation of PBIS strategies in order to establish a climate in which appropriate behavior is the norm; we will implement the Axiom software system to carry out proven school-wide systems and practices that help teachers effectively manage classroom behavior and improve school culture and climate; we will continue consistent and targeted implementation of the Saturday WIN Program to promote attendance recovery (Tier 2) when the program resumes; we will continue to provide social-emotional support through school-based mental health services (Tiers 2 & 3), restorative practices (Tier 2), student and family support services provided by Project Kinship Conexiones (Tier 2), and group and individual counseling provided by Phoenix House (Tiers 2 & 3). Administration will work closely with counselors to identify student needs in order to provide them with appropriate counseling and/or academic support services provided on and off campus (Tiers 1, 2 & 3). Lathrop's Family and Community Engagement Liaison and classified support staff will provide parents with assistance to meet their children's needs, both on campus and within the community, including on-going parenting classes, trainings, resources, and support for parents in addressing social, emotional, and academic needs of students (Tiers 1, 2 & 3). All teachers will lead students in a student self-tracking and reflection platform (Sown to Grow) that builds stronger, more reflective learners.

We will continue to maximize efforts to transition students back to an in-person instruction model, and we will support student attendance and engagement needs in the following ways: Tier 1: All students will be provided with the expectations and tools needed for academic and behavioral success through daily College Prep lessons in their 0 period classes and will be monitored each period via GoGuardian (online classroom management/monitoring tool). Students will be rewarded for excellent attendance, positive behaviors, and academic achievement. Tier 2: Students who need additional support will receive teacher, counselor, support staff, and/or administrator interventions as needed to address areas of concern; they will be invited to attend teacher tutoring hours before or after school; they may be assigned after-school academic support under the supervision of a teacher in the ESPN (Extra Support Provided Now) program; they may sign a SART contract as needed; and they may be enrolled in a small group for targeted behavioral skill building. Tier 3: Students who do not respond to the supports offered at the Tier 1 or 2 levels may be scheduled for home visits by counselors and/or administrators; they may be referred to a school-based mental health services; they will be provided with additional resources to assist with attendance and engagement and may be referred for district or outside services; they may be recommended for a SARB hearing as needed; they may have academic and/or behavior plans drawn up and monitored by counselors; and parent/teacher conferences will be held to maximize the school-family system of support.

Budgeted Amount:

61,100

Strategy/Activity 4

Program 4: Technology Support

Tier 1: Technological access and support will be provided for all students to assist them in developing the 21st century skills needed to be successful global citizens. Lathrop is committed to meeting this goal in the following ways: We will ensure effective 1:1 Chromebook implementation for all students by maintaining an ample supply of loaner devices and quick system of device repairs; our computer technician will provide maintenance and manage repairs as needed to ensure students' consistent access to Chromebooks and apps; he will maintain all systems, monitor students' internet usage, and regulate updates to hardware and software. We will offer extended hours in the Library/Learning Center, including internet access Tuesday-Saturday until 6 p.m. and on Saturday mornings, from 8 a.m.-12 p.m. We will provide explicit instruction in effective use of integrated tools in order to optimize use of LMS, such as Canvas and Google Classroom, for all students and staff. Teachers will be provided with upgraded technology and training to improve their instruction to support all students.

Budgeted Amount:

0

Total Expenditures

93,677.00

Goal 2 - English Language Arts

LCAP Goal and SAUSD Board Priority Alignment

Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.

School English Language Arts Goal:

Lathrop Intermediate School will provide equitable access to high quality reading instruction through standards-based reading in all content areas, supported by professional development to further develop students' ability to read grade-level text independently, to actively seek information needed to problem solve or complete a task, and to develop a love of reading.

Strategy/Activity 1

Program 1: English Language Arts Program

Tier 1: All students will receive high quality reading instruction based on their reading proficiency and needs. Teachers use standards aligned district approved curriculum materials to provide appropriate Reading/Language Arts instruction based on the California Common Core Standards and district curriculum maps. The core English Language Arts (ELA) classes will use the StudySync curriculum, which engages students while advancing reading, writing, critical thinking, speaking and listening skills. ELA teachers will take part in on-going District-provided training designed to foster implementation of the StudySync curriculum. All students will participate in the SAUSD District Writing Assessment to determine their writing proficiency for accurate placement and appropriate instruction.

Tiers 2 & 3: Students who are functioning at 2 or more years below grade level in reading performance will receive an extra period of ELA support using the iLit curriculum, in addition to the Benchmark ELA curriculum course in order to help close the achievement gap. ELA teachers who teach the intervention classes will receive District-provided iLit training to ensure that the program is taught with fidelity. ELA teachers may also supplement the core curriculum with MobyMax lessons. The MobyMax program, which specializes in closing learning gaps for all subjects by both finding and fixing missing skills, is available to supplement core instruction in all subject areas. Specific to gaps in reading, MobyMax Foundational Reading focuses on key skills such as phonological and phonemic awareness, decoding, segmenting, blending, syllabication, and more. Mastering these skills will lay a solid foundation for future reading success. Students will be identified using NextGen Math and MAP data and invited to participate in an after school intervention academy referred to as 7th period.

All Tiers: The Learning Center and the Engage 360 after-school program will provide continued ELA support. All students will have access to the SORA digital library of grade-level appropriate enhanced reading content which provides students with digital access to texts to increase access to high-interest, high-quality reading materials at home and school. In addition, all students are provided with the opportunity to receive tutoring after school with their ELA teachers.

Budgeted Amount:

6,956.84

Strategy/Activity 2

Tier 1: All teachers will participate in professional development workshops to identify key standards to support vertical alignment guided by Axiom and to support interpretation of MAP reading data in order to guide students in meeting their personal growth targets through strategic lesson planning. Administrators will conduct data chats with teachers as they analyze MAP data to guide future instruction. ELA teachers will guide students in determining their personal growth targets on MAP Reading Assessment and plan lessons accordingly to address student needs. Administration and teachers will communicate to parents how to read and

interpret MAP scores with the goal for parents to understand what their students can do to improve and to provide them with additional support in reading at home.

Budgeted Amount:

Total Expenditures

6,956.84

Goal 3 - English Learner Progress

LCAP Goal and SAUSD Board Priority Alignment

Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.

School English Learner Progress Goal:

Lathrop Intermediate School will provide the necessary academic support for English learners in advancing English language growth, as measured by ELPAC, in order to reach English proficiency, including the ability to competently read, write and speak standard English, using appropriate academic language, and meet reclassification requirements.

Strategy/Activity 1

Program 1: EL Instruction

Tier 1: All English Learner (EL) students will receive integrated and designated ELD (English Language Development) instruction within their core and elective classes.

Tier 2: EL students in need of support beyond that offered in a strategic core placement class will be provided that assistance through metered placement into the district's ELA/ELD intensive intervention program. The ELA Support classes will implement the iLit Program to help address the reading gaps that exist with our English Learners.

Tier 3: EL students who are newcomers to the United States (two years or less) take one period of English Language Development using the iLit Program as their core ELA curriculum. English learners who are also identified as special needs are provided the option, should their Individual Educational Plans (IEP) call for it, of assistance through placement in a self contained Special Education class of 9-11 students reading at Primer and Pre-Primer levels (Tier 3) to provide targeted intensive instruction using the iLit Program to meet these students' educational needs.

Budgeted Amount:

7,480.20

Strategy/Activity 2

Program 2: School-wide Strategies to Support English Learners

Tiers 1-2 (EL's and LTEL's): Lathrop is committed to meeting the challenge of supporting English learner students in progressing with their English language acquisition and eventual reclassification to English fluency. With a large percentage of students identified as Long Term English Learners, or LTEL's (students who have been enrolled in American schools for more than six years, who are not progressing toward English proficiency, and who are struggling academically due to their limited English skills), additional supports are in place to accelerate these students' English proficiency, such as reading intervention classes using the iLit Program. In addition, all Science, Social Studies, PE, and elective classes will be integrating the Achieve3000

differentiated reading intervention program into the curriculum to target and reduce reading gaps. Similarly, all content area teachers will have the option of supplementing their lessons using the MobyMax program, which specializes in closing learning gaps for all subjects by both finding and fixing missing skills, including reading.

Tiers 2 & 3: As a school, we will invest in school-wide professional development and year-long support to train staff in learning about and implementing research-based literacy processes that support EL/SPED learners. After identifying common areas of need using longitudinal Dashboard data, we will develop and implement literacy action plans using the Improvement Science Cycle of PDSA (Plan, Do, Study, Act) to most effectively address the needs of struggling readers. Additionally, all teachers will receive training in Ellevation, a district-wide EL program management platform which helps build the capacity of teachers to serve multilingual learners, and empower students with the academic language necessary for success in school.

Budgeted Amount:

Strategy/Activity 3

Tier 1: Lathrop will continue to focus on data driven instruction and the use of research-based teaching methodologies to build student capacity and decrease gaps in learning. Teachers will be offered professional learning opportunities to include differentiation strategies to support EL students, integration of ELD standards into lessons, as well as understanding of language expectations for specific levels of English Learners. All teachers will know language proficiency level of their English Learner students and will integrate ELD standards with content standards in order to address their specific needs. Teachers will collaborate to effectively teach academic language. Administrators will conduct data chats with teachers as they analyze MAP data to guide future ELD instruction. Administrative and coaching walk-through observations with meaningful feedback provided during follow-up sessions will be conducted regularly to monitor the progress toward implementation of school-wide strategies and meeting our goals. EL students will be instructed in understanding ELPAC levels and the reclassification process, including the importance of reclassification prior to entering high school, in order to provide them with the tools they need to take responsibility for their own learning and growth. Additional supports (while onsite instruction is in session) include extended learning hours in the Library/Learning Center, including internet access Monday - Friday until 6 p.m., and the Engage 360 after-school program will provide continued ELD/ELA support (online during distance learning). Lathrop will continue to create a culture focused on student achievement and active participation of all stakeholders in the ongoing success of our students.

Budgeted Amount:

Total Expenditures

7,480.20

Goal 4 - Math

LCAP Goal and SAUSD Board Priority Alignment

Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.

School Math Goal:

Lathrop Intermediate School will provide equitable access to high quality math instruction through standards-based math curriculum, supported by technology and professional development in order to promote the application of Mathematical Practices,

while instilling a growth mindset, to support Algebra readiness, leading to achievement of Algebra proficiency.

Strategy/Activity 1**Program 1: Math Instruction**

Tier 1: All students will receive high quality mathematics instruction based on their math proficiency and needs. Lathrop Intermediate School math teachers use standards-based texts, assessments, and curriculum maps effectively to maximize the allotted instructional time. All students have access to standards-based mathematics instruction through the CPM curriculum that utilizes academic vocabulary to teach number sense, algebra and functions, measurement and geometry, statistics, data analysis and probability. Students are provided with an opportunity to work on problem-solving skills, to collaborate with peers and build strategies and skills to solve real-life problems in order to develop the perseverance needed to be successful in algebra, by building a growth mindset and applying the Mathematical Practices in solving problems. By promoting algebra readiness, the intended outcome is a higher rate of students passing Algebra I the first time they are enrolled. In addition to teaching concepts in general math, pre-algebra and algebra, math teachers also teach the appropriate content and academic vocabulary. Word walls and other strategies are recommended to teach the language of the discipline. All students receive the appropriate math curriculum and instruction so they may develop the necessary skills to become proficient in mathematics. Math teachers meet weekly to share best practices, collaborate on lesson plans, and design assessments. All math teachers are trained to use the CPM curriculum with fidelity. Through the UCI Math Project, all math teachers will receive training to 1) actively engage students in the content, 2) see, respond to, and share student thinking in real time, 3) promote student interaction and discourse, 4) strengthen written academic language, and 5) assist students in mastering essential common core standards and topics.

Tiers 2 & 3: Students who require additional math support will be offered targeted support using the Next Gen Math program to improve their skills. Math teachers may also supplement the core curriculum with MobyMax lessons. The MobyMax program, which specializes in closing learning gaps for all subjects by both finding and fixing missing skills, is available to supplement core instruction in all subject areas.

All Tiers: The Learning Center (when onsite instruction is in session) and the Engage 360 after-school program will provide continued math support. In addition, all students are provided with the opportunity to receive tutoring after school with their math teachers.

Budgeted Amount:

10,379.56

Strategy/Activity 2

Tier 1: All teachers will participate in professional development workshops to support interpretation of MAP math data in order to guide students in meeting their personal growth targets through strategic lesson planning. Administrators will conduct data chats with teachers as they analyze MAP data to guide future instruction. Math teachers will guide students in determining their personal growth targets on MAP Math Assessment and plan lessons accordingly to address student needs. Administration and teachers will communicate to parents how to read and interpret MAP scores with the goal for parents to understand what their students can do to improve and to provide them with additional support in math at home.

Budgeted Amount:

Strategy/Activity 3

Tier 1: Lathrop will provide students with enrichment opportunities to participate in fun and challenging mathematics experiences designed to broaden their understanding and interest in

math and math-related subjects. These experiences will include participation in the UCI Math Program, which offers students weekly field trips (in person or virtual) to UCI where they practice critical and mathematical thinking skills while learning about college and STEM careers from experts; participation in the Santa Ana Math Club, which provides math related activities and projects in order to further develop Mathematical Practices and support the growth mindset; and participation in the district-wide Math Field Day, where grade-level teams compete in mental math, algebraic thinking, geometry, problem solving, and STEM activities.

Budgeted Amount:

5,000

Total Expenditures

15,379.56

Goal 5 - Content Area Goal

LCAP Goal and SAUSD Board Priority Alignment

Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.

School Content Area Goal:

Lathrop Intermediate School will provide students with a technology-focused, rigorous, standards-based curriculum, delivered through high-quality instruction, both in Science, Social Studies, and elective programs, in order to provide them with a comprehensive, well-rounded educational foundation that will help ensure their success in high school, college, careers, and life.

Strategy/Activity 1

Program 1: Supplemental Science and Social Studies Resources

Tier 1: Lathrop Intermediate School will provide students with a technology-focused, rigorous, standards-based curriculum, delivered through high-quality instruction, both in core and elective programs, in order to provide them with a comprehensive, well-rounded educational foundation that will help ensure their success in high school, college, careers, and life. All students will have access to Achieve3000, but the program will differentiate the content based upon each student's individual reading proficiency to address gaps in learning, particularly English Learners (Tiers 2 & 3).

All Tiers: All content area teachers will have the option of supplementing their lessons using the MobyMax program, which specializes in closing learning gaps for all subjects by both finding and fixing missing skills. Similarly, all content area teachers may supplement their lessons using BrainPop, an online program which makes learning visible using tools that challenge students to reflect, make connections, and engage in deeper, curiosity-driven learning. The Social Studies Department will implement the DBQ Online program, which provides teachers and students with the tools to read and annotate documents, take notes, organize or "bucket" evidence, and write papers in an online environment. The Science Department will utilize the Mosa Mack Science and Legends of Learning programs to support student learning and engagement. Legends of Learning offers over 2,000 fun, curriculum-aligned, math and science games created to engage students and assist teachers using hybrid learning, blended learning & distance learning models.

Budgeted Amount:

30,370.20

Strategy/Activity 2

Tier 1: All teachers in Science, Social Studies, and elective classes will provide structured writing opportunities, including assessments to their students throughout the year. Student writing will be scored by teachers and data will be shared through data chats during department meetings. All teachers will implement ACE strategies to guide their student's writing in preparation for the district writing assessments.

Budgeted Amount:

0

Strategy/Activity 3

Tier 1: Lathrop Intermediate School continues to implement the STEM/STEAM Program encompassing the Project Lead the Way Program, which allows students to take courses such as Digital Media and Robotics to prepare them for participation in the STEM program, not only at Lathrop, but in preparation for high school STEM Pathways. Lathrop will maintain and expand availability of Project Lead the Way (PLTW) courses and continue the STEM program in order to provide students with elective course options in engineering, digital arts, and technical sciences designed to engage students in hands-on activities, projects, and problems; empower them to solve real-world challenges; and inspire them to reimagine how they see themselves. Staff will be given program information about the various CTE pathways in order to support the development of the STEM program.

Budgeted Amount:

1,500

Strategy/Activity 4

Program 2: Content Area Professional Development

Tier 1: All curriculum and instructional improvement activities at Santa Ana Unified School District are aligned to the California Common Core State Standards (CCSS). Areas of focus for staff development are selected based upon student achievement data, LCAP goals, teacher input, CCSS, and professional development surveys. In addition to district-wide opportunities, after-school workshops, conference attendance and pull-out training sessions have been implemented at the school site, in conjunction with in-class coaching, teacher-principal meetings, and student data report analysis to support ongoing professional development at the school site. Lathrop teachers in Science, Social Studies, and elective areas will be provided with opportunities to participate in professional development in order to build their capacity to improve teaching and leadership with the goal of increasing student learning and achievement.

Budgeted Amount:

8,921.74

Total Expenditures

40,791.94

Goal 6 - Parent Engagement

LCAP Goal and SAUSD Board Priority Alignment

Goal 2: Family and Community Engagement. SAUSD will design, develop, and deliver a multi-tiered system of services and supports that promotes family, staff, and community as active partners in preparing ALL students for college and career readiness and future life success.

School Parent Engagement Goal:

Lathrop Intermediate School will offer a variety of activities, such as meetings, workshops, and conferences in order to increase parent and community involvement, fostering a healthy, safe and secure learning environment supportive of students' success in school.

Strategy/Activity 1

Program 1: Family Engagement

Tier 1: All staff members will provide a welcoming atmosphere, and treat parents, students, and community members with respect and dignity. Parents and family members will be provided with myriad ways to receive information and training to assist them in supporting their children's academic achievement as well as their physical and social-emotional health. Orientation meetings will be held to inform parents of expectations and procedures, encouraging them to support the school's academic programs. The Student-Parent-Teacher-Administrator Agreement will delineate each stakeholder's responsibilities to ensure success for all students. Newsletters, brochures and letters will be distributed and mailed in English and the home language to communicate with families and the community the school's programs, progress, and events. Lathrop's website will provide information on school programs, opportunities for parent involvement, and upcoming events. The ParentSquare and Axiom communication systems will be used to notify families of events and will assist teachers in providing positive notifications to parents in home languages. Parent, student, and teacher conferences will be held in family's primary language to address student needs. Administration will conduct MAP and other assessment data chats with parents to help them support student learning at home through a deeper understanding of students' assessment reports. In addition, a variety of workshops will be offered to parents and families, including the following: Aeries trainings for parents to become proficient at accessing the Aeries student information system so that they can be well-informed of their child's progress and attendance; interactive workshops on homework, study skills, questioning and organizing; monthly meetings providing information, strategies and resources to parents of Special Education students in order to support the specific needs of their children (Tier 2); computer training workshops to assist parents in better supporting their child's learning through the use of technology; interactive workshops on creating a home learning environment; the "Building Highly Capable Kids" workshop series for parents to learn skills and strategies to support their students; and a nutrition course provided by a Community Education Specialist from the Expanded Food & Nutrition Education Program (EFNEP) to teach parents how to integrate healthy eating habits and exercise into their daily routines. For students who are struggling to be successful in school, Student Success Team (SST) meetings may be held with parents, students, and school staff to choose best solutions for getting students on track (Tier 3). Counselors will work with students on time management skills to help alleviate tardies and will share with parents the strategies that they are teaching the students (Tiers 2 & 3).

Budgeted Amount:

14,307.42

Strategy/Activity 2

Tier 1: All parents are encouraged to take an active part in Lathrop activities, events, and decision-making processes. When onsite instruction is in session, parents will be invited to volunteer to assist as chaperones during school functions, such as dances and field trips. They will

have the opportunity to volunteer on a regular basis to provide assistance during the regular school day, such as during lunch or other routine activities. In addition, parents are encouraged to take a leadership role in the school and participate in school decision making through School Site Council and/or the English Learner Advisory Committee. To develop their capacity to lead, parents may choose to participate in a leadership skills academy provided through a partnership with the Orange County Labor Federation.

Budgeted Amount:

Total Expenditures

14,307.42

Expenditures by Goal

Goal Area	Total Expenditures
Goal Area 1, School Climate and Social-Emotional Wellness	93,677.00
Goal Area 2, English Language Arts	6,956.84
Goal Area 3, English Learner Progress	7,480.20
Goal Area 4, Math	15,379.56
Goal Area 5, Content Area Goal	40,791.94
Goal Area 6, Parent Engagement	14,307.42
Total Funds Budgeted	178,592.96