Somerset Academy Charter High School (South Homestead) School

2023-24

Schoolwide Improvement Plan (SIP)

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Somerset Academy Charter High School (South Homestead)

305 NE 2ND RD, Homestead, FL 33030

www.somersetacademy.dadeschools.net

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

I. School Information

School Mission and Vision

Provide the school's mission statement.

Somerset Academy, Inc. promotes a transformational culture that maximizes student achievement and the development of accountable, global learners in a safe and enriching environment that fosters high-quality education.

Provide the school's vision statement.

Empowering students to explore global learning opportunities to promote and enrich their communities and the communities we serve.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Berry, Lakisha	Assistant Principal	
Morfa, Caridad	Assistant Principal	
Daniel, Matthew	Teacher, ESE	
Bada, Carolina	School Counselor	
Soberon, Walkiria	Principal	

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

To ensure that all stakeholders are involved we will conduct meetings through out the year to discuss the SIP and it's data. We will communicate the times in a timely manner so that all stakeholders are present. As a team we will meet with the department heads to discuss data and improvement strategies. We will conduct meeting to gather insights and suggestions on how to improve data. We will also hold meetings with parent, student's and the community to the understand their expectations and their needs and we will collect their feedback through meetings, surveys, and discussions.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be monitored regularly to asses student performance data and achievement gaps. We will evaluate SIP effectiveness in narrowing gaps and improving student achievement. Revise strategies if needed, based on data and stakeholder input throughout the year. Gather feedback from teachers, staff, and parents through meetings, surveys and discussion. We will put the SIP into action by continuously tracking progress and implementing changes as necessary.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	93%
2022-23 Economically Disadvantaged (FRL) Rate	88%
Charter School	Yes
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: B 2018-19: B 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	41	55	50	45	54	51	46		
ELA Learning Gains				49			52		
ELA Lowest 25th Percentile				46			52		
Math Achievement*	27	43	38	31	42	38	33		
Math Learning Gains				49			25		
Math Lowest 25th Percentile				63			28		
Science Achievement*	27	62	64	25	41	40	41		
Social Studies Achievement*	52	69	66	51	56	48	61		
Middle School Acceleration					56	44			
Graduation Rate	88	89	89	96	56	61	95		
College and Career Acceleration	45	70	65	61	67	67	73		
ELP Progress	73	49	45	67			52		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	353
Total Components for the Federal Index	7
Percent Tested	100
Graduation Rate	88

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	53

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	583
Total Components for the Federal Index	11
Percent Tested	99
Graduation Rate	96

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	30	Yes	1	1
ELL	30	Yes	1	1
AMI				
ASN				
BLK	38	Yes	1	
HSP	50			
MUL				
PAC				
WHT	46			
FRL	48			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	41			
ELL	49			
AMI				
ASN				
BLK	43			
HSP	52			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL				
PAC				
WHT	66			
FRL	52			

Accountability Components by Subgroup
Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	41			27			27	52		88	45	73
SWD	23			17			30	50			4	
ELL	14			21			13	30			5	73
AMI												
ASN												
BLK	33			13				36			4	
HSP	40			27			27	51		47	7	72
MUL												
PAC												
WHT	53			38							2	
FRL	38			23			25	47		43	7	72

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	45	49	46	31	49	63	25	51		96	61	67
SWD	22	32		26	47		18			100	40	
ELL	17	45	50	21	60	70	22	11		94	82	67
AMI												
ASN												

							2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS					
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
BLK	43	45		36	46							
HSP	44	49	46	30	48	60	24	47		97	61	67
MUL												
PAC												
WHT	64	43								90	67	
FRL	43	47	45	29	47	63	24	48		95	60	67

							2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS					
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	46	52	52	33	25	28	41	61		95	73	52
SWD	20	39	55	25	21							
ELL	16	44	54	23	24	13	24			94	65	52
AMI												
ASN												
BLK	39	53		38	50			54				
HSP	43	50	54	32	22	24	42	62		95	73	52
MUL												
PAC												
WHT	78	65		31	23							
FRL	43	52	53	29	23	27	40	61		98	67	55

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

			ELA			
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	39%	54%	-15%	50%	-11%
09	2023 - Spring	37%	51%	-14%	48%	-11%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	*	50%	*	47%	*

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	*	58%	*	54%	*

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	39%	56%	-17%	50%	-11%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	23%	52%	-29%	48%	-25%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	24%	65%	-41%	63%	-39%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	50%	66%	-16%	63%	-13%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Our ELA data showed to be the lowest performing. The contributing factors to last year's low performance was due to the change in assessment and teacher knowledge on the assessments layout.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

ELA had the greatest decline by 4% from the previous year. The contributing factors to last years decline was the lack of coaching to the new BEST standards.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Our science achievement the greatest positive gap when compared to the state average by 26%. Students were provided Saturday tutoring.

Which data component showed the most improvement? What new actions did your school take in this area?

Science showed the most improvement. The school provided Saturday tutoring and teachers innovations.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

No EWS data was found

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. ELA deficiencies

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Teacher Attendance

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

In previous years we have noticed a decline in teacher attendance. Students expressed the lack of learning due to the teachers absences.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Maintain a teacher attendance rate of 95% or higher by the end of January.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Teacher attendance will be monitored by using an attendance tracking system to record teacher attendance on a daily basis. Regularly compare actual attendance rates with the target of 95% or higher.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

To promote a higher attendance rate from teachers we have put in place an incentive program.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

By promoting this incentive it will encourage teachers to be present and provide students a better education year round.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Monthly Attendance Incentive

Person Responsible: Walkiria Soberon (922606@dadeschools.net)

By When: Monthly

Mid-Year Incentive Program

Person Responsible: Walkiria Soberon (922606@dadeschools.net)

By When: January

Yearly Incentive Program

Person Responsible: Walkiria Soberon (922606@dadeschools.net)

By When: June

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

ELA Reading deficiencies

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By mid-year our ELA will show an increase of 10%.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Teachers will be using small groups for differentiated instructions. Teachers will also be coached on the testing platforms and the different strategies that will help students with the exam.

Person responsible for monitoring outcome:

Lakisha Berry (lmacias@somersetacademysh.com)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Administration will be providing teachers focus calendars with bi-weekly assessments on low performing standards.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Past results have proven that following a focus calendars emphasizing on low standards through out the academic year can increase your data percentage by 5% which has been proven through out our school data.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Pull last year's data

Person Responsible: Caridad Morfa (cmorfa@somersetacademysh.com)

By When: Mid-September

Create monthly focus calendars focusing on specific standards and have teachers test these standards every two weeks

Person Responsible: Caridad Morfa (cmorfa@somersetacademysh.com)

By When: Throughout the year

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

The SIP and SWP is disseminated to the stakeholders at every EESAC/ PTSI meeting as well as posted on our schools website.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

During our quarterly EESAC meeting we come together and provide families with dinner before beginning our meetings. We also do different activities during drop-off and pick-up.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

The administration has created a quick walkthrough form that provides teachers with automatic feedback on what was observed during the visit.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

The school implements yearly assemblies that teach students about cyber bullying, sexting etc. The school also provides CTE programs open to high school students that contribute to different skills that assist them in day to day life outside of the academics.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Our CTE programs and our course tracks provide awareness of postsecondary opportunities allowing them to complete a certification opening opportunities in different workforce areas.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

As a school we have created a positive behavior intervention system. This system provides teachers with white tickets to give to students for doing the right thing (Not to do with academics) after 10 white tickets the students are eligible for a golden ticket that provides them with different rewards and opportunities to win raffles. Our counseling team also provides monthly "Do the Right Thing" students. As a school we have also created a no credit committee to address attendance and tardy issues.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

During the year we provide teachers with the opportunities to complete professional development that digs into school data and curriculum. We also provide teachers with an attendance incentive to promote higher attendance ratings as well as school engagement incentive for teachers in attending different school activities that involve students.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

N/A

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Positive Culture and Environment: Teacher Attendance				$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			7034 - Somerset Academy Charter High (S Homestead)	Title, I Part A		$2,000.00
			Notes: Professional Development			
2	III.B.	Area of Focus: Instructional Practice: ELA				$58,109.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			7034 - Somerset Academy Charter High (S Homestead)	Title, I Part A		$58,109.00
			Notes: CTE/ Curriculum Support Software			

Total:	**$60,109.00**

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No