

Fort Bend Independent School District

Dulles Elementary

2024-2025 Campus Improvement Plan



Mission Statement

District: FBISD exists to inspire and equip all students to pursue futures beyond what they can imagine.

Campus: DE is a positive and supportive community centered around high expectations, continuous improvement, and servant leadership.

Vision

District: Fort Bend ISD will graduate students who exhibit the attributes of the District’s Profile of a Graduate.

Campus: DE students and staff will grow every day.

Core Beliefs

- 1. FBISD will provide an educational system that will enable all students to reach their full potential.
- 2. FBISD will recruit, develop, and retain effective teachers.
- 3. FBISD will provide a supportive climate and a safe learning/working environment.
- 4. FBISD will provide and promote leadership development at all levels.
- 5. FBISD will be a collaborative, efficient, and effective learning community.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

School Population (2023 - 2024 Fall PEIMS file loaded 01/21/2024)

Student Total	704	100%
Pre-Kindergarten Grade	66	9.38%
Kindergarten Grade	80	11.36%
1st Grade	85	12.07%
2nd Grade	111	15.77%
3rd Grade	113	16.05%
4th Grade	111	15.77%
5th Grade	138	19.60%

Ethnicity/Race

Hispanic-Latino	196	27.84%
American Indian - Alaskan Native	7	0.99%
Asian	149	21.16%
Black - African American	262	37.22%
Native Hawaiian - Pacific Islander	1	0.14%
White	47	6.68%
Two-or-More	42	5.97%

Student Programs (2023 - 2024 Fall PEIMS file loaded 01/21/2024)

Dyslexia 30 4.26%

Gifted and Talented 20 2.84%

Regional Day School Program for the Deaf 3 0.43%

Section 504 24 3.41%

Special Education (SPED) 107 15.20%

Emergent Bilingual (EB) 156 22.16%

English as a Second Language (ESL) 151 21.45%

Alternative ESL Language Program 4 0.57%

Title I Homeless 14 1.99%

Student Indicators (2023 - 2024 Fall PEIMS file loaded 01/21/2024)

At-Risk 195 27.70%

Immigrant 64 9.09%

Intervention Indicator 116 16.48%

Military Connected 22 3.12%

Transfer In Students 20 2.8409%

Economic Disadvantage Total 479 68.04%

Free Meals 386 54.83%

Reduced-Price Meals 28 3.98%

Other Economic Disadvantage 65 9.23%

Homeless Status Total 14 1.99%

Special Education Services (2023 - 2024 Fall PEIMS file loaded 01/21/2024)

Other health impairment 4 3.74%

Auditory impairment 1 0.93%

Deaf-Blind 1 0.93%

Intellectual disability 11 10.28%

Emotional disturbance 4 3.74%

Learning disability 25 23.36%

Speech impairment 22 20.56%

Autism 39 36.45%

SPED Instructional Settings

Speech Therapy 17 15.89%

Mainstream 10 9.35%

Resource Room 34 31.78%

Self Contained 46 42.99%

Attendance

Sixth six weeks	93.9%				
Fifth six weeks	93.1%				
Fourth six weeks	92.1%				
Third six weeks	93%				

Sixth six weeks	93.9%				
Second six weeks	94.3%				
First six weeks	95.1%				

Discipline

Sixth six weeks	0.7%			
Fifth six weeks	0.28%			
Fourth six weeks	0.14%			
Third six weeks	0.56%			
Second six weeks	0%			
First six weeks	0%			

Demographics Strengths

Dulles Elementary includes a diverse mix of families from across the economic spectrum.

DE is ethnically diverse, with 19 different languages spoken at home.

Our students treat each other with respect and show kindness and care towards one another.

Our students respect and appreciate different cultures, and we celebrate these cultures with events such as Multicultural Night.

Enrollment increased by 59 students since last school year.

The number of Gifted and Talented students increased by 11 students.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Not all parents complete the Free and Reduced Lunch Form, which can negatively affect state accountability.

Root Cause: All students at DE receive free breakfast and lunch. This may provide less incentive for parents to fill out the form. Also, the form is on the computer, which could hinder some parents from filling out the form.

Student Learning

Student Learning Summary

STAAR:

3rd Grade Reading STAAR:

3rd Grade Math STAAR:

4th Grade Reading STAAR:

4th Grade Math STAAR:

5th Grade Reading STAAR:

5th Grade Math STAAR:

5th Grade Science STAAR:

REN Reading:

1st Grade Reading: 52% At/Above, 48% Below

Percentage of Students who met SGP Expectations (35 SGP): 55% (45/82 students)

SGP Grade Level Median Score: 39

2nd Grade Reading: 49% At/Above, 51% Below

Percentage of Students who met SGP Expectations (35 SGP): 60% (64/107 students)

SGP Grade Level Median Score: 44

3rd Grade Reading: 49% At/Above, 51% Below

Percentage of Students who met SGP Expectations (35 SGP): 55% (58/106 students)

SGP Grade Level Median Score: 40

4th Grade Reading: 64% At/Above, 36% Below

Percentage of Students who met SGP Expectations (35 SGP): 71% (80/112 students)

SGP Grade Level Median Score: 58

5th Grade Reading: 43% At/Above, 57% Below

Percentage of Students who met SGP Expectations (35 SGP): 67% (86/128 students)

SGP Grade Level Median Score: 51

REN Math:

1st Grade Math: 62% At/Above, 38% Below

Percentage of Students who met SGP Expectations (35 SGP): 52% (43/82 students)

SGP Grade Level Median Score: 38

2nd Grade Math: 60% At/Above, 40% Below

Percentage of Students who met SGP Expectations (35 SGP): 54% (59/109 students)

SGP Grade Level Median Score: 36

3rd Grade Math: 71% At/Above, 29% Below

Percentage of Students who met SGP Expectations (35 SGP): 62% (63/102 students)

SGP Grade Level Median Score: 52

4th Grade Math: 70% At/Above, 30% Below

Percentage of Students who met SGP Expectations (35 SGP): 64% (71/111 students)

SGP Grade Level Median Score: 45

5th Grade Math: 56% At/Above, 44% Below

Percentage of Students who met SGP Expectations (35 SGP): 46 % (58/122 students)

SGP Grade Level Median Score: 34

REN Early Lit:

Kinder: 77% At/Above, 23% Below

Percentage of Students who met SGP Expectations (35 SGP): 61 % (47/77 students)

SGP Grade Level Median Score: 43

School Wide REN SGP Data:

Reading:

61.2% of students scored at or above typical growth (35th current SGP) from Fall to the given test period. (327/534 students)

This is up 11% from Fall to Spring 2022-2023

Math:

Dulles Elementary

Generated by Plan4Learning.com

56.4% of students scored at or above typical growth (35th current SGP) from Fall to the given test period (291/516 students)
This is up 4% from Fall to Spring 2022-2023

Kinder TX-KEA:

Math: 73% On Track, 8% Monitor, 20% Needs Support

Pre-K Circle:

Phonological Awareness: 56% On Track, 44% Needs Support

Math: 87% On Track,13% Needs Support

EB Data:

ONE YEAR’S GROWTH IN INSTRUCTIONAL COMPOSITE RATINGS

GRADE	STUDENTS	GROWTH PERCENTAGE
PRE-K	19/23	82%
KINDER	12/21	57%
1 st	12/23	52%
2nd	8/19	42%
3rd	19/25	76%
4th	11/19	58%
5th	13/24	54%

Student Learning Strengths

REN Reading and Math:

71% of 4th Grade students met SGP expectations for the year in Reading.
64% of 4th Grade students met SGP expectations for the year in Math.

School Wide REN SGP Data:

Reading:

61.2% of students scored at or above typical growth (35th current SGP) from Fall to the given test period. (327/534 students)

This is up 11% from Fall to Spring 2022-2023

Math:

56.4% of students scored at or above typical growth (35th current SGP) from Fall to the given test period (291/516 students)

This is up 4% from Fall to Spring 2022-2023

TELPAS:

82% of PreK students made one year's growth on TELPAS.

76% of 3rd Grade Students made one year's growth on TELPAS.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Campuswide, 44% of students did not make one year of growth in Math, as measured by Ren 360. Campuswide, 39% of students did not make one year of growth in Reading, as measured by Ren 360.

Root Cause: As a campus, we must improve our tracking and targeted teaching practices for all students, especially those who are already at or above grade level.

School Processes & Programs

School Processes & Programs Summary

Professional Development: All K-5 teachers participated in a book study based on their content. We focused our professional development on using data to plan for small groups and intervention, creating CFA's, and analyzing Interim assessment data to drive instruction.

Communication: Communication with parents and staff via newsletters through S'more, Skyward communication, Blackboard, Dojo, and Friday Folder.

Extra-Curricular: Our afterschool clubs include Viking Instrument Squad, Art Club, Coding Club, Student Council, Math Club, UIL Storytelling, Girl Power, Running Club, Cooking Club, Little MD Club, Sci Now Club, Chess Club, Little Viking Cheer Squad, and Choir.

Support Services: Students from DHS supported weekly Math tutorials. Teachers participated in weekly tutorials to support math, reading, and science.

Technology Integration: We have prioritized using district technology programs such as Typing.com, and Dreambox. The campus purchased IXL to support reading and math, in addition to Lone Star Learning.

PBIS Celebrations: Students earn campus dollars to shop at the school store where they can purchase toys, snacks, etc.

Scheduling: Each grade level had an assigned class that participated in Innovation Hour.

School Processes & Programs Strengths

Professional Development is ongoing, focusing on continuous improvement and building teacher capacity.

Parents receive the Parent Newsletter weekly and Grade Level Newsletters monthly.

Students enjoy our variety of clubs, which provide the opportunity to excel in extracurricular areas and develop a sense of self.

Additional technology supports allow teachers to differentiate learning and provide new pathways to growth.

PBIS celebrations incentivize positive behavior and reward students who make good choices.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Not all teachers are utilizing planning time efficiently to create high quality Tier 1 learning experiences.

Root Cause: Not all teachers are familiar with the content/curriculum. Not all teachers are utilizing the Schoology curriculum effectively.

Perceptions

Perceptions Summary

We provide a staff survey quarterly so the administration is kept informed about the culture and climate of the campus and ways to best support the campus.

We also provide a PBIS Survey quarterly to gauge the effectiveness of behavioral interventions.

We have multiple volunteer opportunities to engage the community such as PTO meetings, spirit nights, fundraisers, donations, and after-school events.

Improvement in culture and climate has helped us retain more staff than in previous years.

Perceptions Strengths

Community and parent involvement has a strong presence on the campus by way of library volunteers, classroom volunteers, school beautification projects, special events, etc.

Both parent and staff surveys report positive perceptions of DE.

Parents and businesses are encouraged to visit and volunteer at DE, resulting in increased partnerships.

As of the end of the school year, only two teachers are not returning to DE next year.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Many higher income families who live in the Dulles Elementary zone are choosing private schools.

Root Cause: Parents receive negative messaging from the media about public schools that deter them from enrolling their students at DE.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data

- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: FBISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students

Performance Objective 1: By June 2025, Dulles Elementary will improve the effectiveness of literacy and math instruction and student ownership of learning practices through the implementation of aligned curriculum as evidenced through the indicators of success.

Indicators of Success: Formative Indicators of Success:

Increase the number of classrooms properly implementing small group instructional strategies BOY to MOY by 15% as evidenced in classroom walkthroughs.

Increase the number of classrooms using student ownership tools BOY to MOY by 25% as evidenced in classroom walkthroughs.




(GT) By December 2024, 100% of GT students will have started their GT Learning Plan and Innovation Hour Projects.



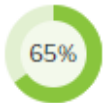






Summative Indicators of Success:











By May 2025, 85% of classrooms will effectively implement small group instructional strategies as evidenced in classroom walkthroughs.

By May 2025, 80% of classrooms will properly implement student ownership tools as evidenced in classroom walkthroughs.

(GT) By May 2024, 100% of GT students will effectively complete and present their Innovation Hour project during the GT Showcase.

Strategy 1 Details	Reviews			
Strategy 1: DE teachers will teach using small group rotations daily. Strategy's Expected Result/Impact: Teachers will differentiate based on student need, allowing all students to grow. Staff Responsible for Monitoring: Admin, ILT TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy Funding Sources: - 199 General Fund - \$600	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 2 Details	Reviews			
Strategy 2: Students will use tools to increase student ownership, such as checklists, learning progressions, and feedback protocols. Strategy's Expected Result/Impact: Student ownership tools will help students hold themselves accountable, increase academic student talk, and allow students to take ownership of their learning. Staff Responsible for Monitoring: Admin, ILT TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy Funding Sources: - 199 General Fund - \$600	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 3 Details	Reviews			
Strategy 3: All GT Classrooms will implement Innovation Hour during the Enrichment block. Strategy's Expected Result/Impact: GT students will have increased opportunities to extend their learning while thinking critically and creatively. Staff Responsible for Monitoring: COGS, Administration TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: - 199 General Fund - \$100	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 4 Details	Reviews			
Strategy 4: DE teachers will pull intervention groups daily and provide tutorials as a means of accelerated instruction for students who did not make adequate growth on Campus, District, and State Assessments. These students will be tracked and monitored in PLC and SST. Strategy's Expected Result/Impact: All students will make at least one year of growth. Staff Responsible for Monitoring: Administration, Instructional Leadership Team, Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy Funding Sources: Tutorial Booklets/ Computer Programs - 199 General Fund SCE - \$4,496	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 5 Details	Reviews			
Strategy 5: All teachers will utilize Formative Assessment data to inform lesson planning and make appropriate instructional decisions based on student need. Strategy's Expected Result/Impact: Lessons will be appropriately differentiated for student's individual needs, leading to increased growth for all students. Staff Responsible for Monitoring: ILT, Administration TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments - Targeted Support Strategy	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 6 Details	Reviews			
Strategy 6: DE Teachers will use their Data Binder to monitor EB progress and log accommodations. Strategy's Expected Result/Impact: EB students will receive the supports needed to be successful. Staff Responsible for Monitoring: EB Specialist, Administration TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Feb	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: FBISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students

Performance Objective 2: By June 2025, Dulles Elementary will improve implementation of intervention and enrichment practices through effective PLCs in order to ensure growth of every student, as evidenced through the indicators of success.

Indicators of Success: Formative Indicators of Success:




Increase the number of classrooms properly implementing intervention and enrichment strategies BOY to MOY by 20% as evidenced in classroom walkthroughs.










Increase number of students making expected growth in Reading and Math on the MAP Assessment from BOY to MOY by 15%.

Summative Indicators of Success:

By May 2025, 90% of classrooms will properly implement intervention strategies as evidenced in classroom walkthroughs.

By May 2025, 80% of students will make at least one year's growth in Reading and Math as measured by the MAP Assessment.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
<p>Strategy 1: Increase effective implementation of the Data Binder to track student growth and ensure that every student is pulled in small group at least twice a week.</p> <p>Strategy's Expected Result/Impact: Using more frequent monitoring, teachers will increase support for students who are not making appropriate growth.</p> <p>Staff Responsible for Monitoring: Admin, ILT</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 General Fund - \$600</p>				

Strategy 2 Details	Reviews			
Strategy 2: Students will use a system of student growth tracking so they can visually measure their own growth. Strategy's Expected Result/Impact: When students can see their own progress, it promotes self-reflection and empowers students to strive for personal growth. Staff Responsible for Monitoring: Teachers, ILT, Admin TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy Funding Sources: - 199 General Fund - \$600	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 3 Details	Reviews			
Strategy 3: Morning and after-school tutorials for intervention and enrichment. Strategy's Expected Result/Impact: Ensuring that each student grows with targeted support. Staff Responsible for Monitoring: ILT, Admin TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy Funding Sources: - 199 General Fund - \$6,000	Formative			Summative
	Oct	Dec	Feb	June
	N/A			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: FBISD will provide a positive culture and climate that provides a safe and supportive environment for learning and working

Performance Objective 1: By June 2025, Dulles Elementary will improve student behavior by implementing student ownership of behavior practices as evidenced through the indicators of success.

Indicators of Success: Formative Indicators of Success:

From BOY to MOY there will be a 10% decrease in PBIS discipline data from the prior school year.

From BOY to MOY 100% of all classrooms will have a co-created respect agreement signed and displayed with evidence that it is being used to develop positive teacher to student and student to student interactions, as noted in walkthroughs and observations.




Summative Indicators of Success:








From MOY TO EOY there will be a 10% decrease in PBIS discipline date from the prior school year.

From MOY TO EOY student engagement will increase by 15% as measured by the Student Engagement Survey Data.

By May 2025, there will be evidence of behavior expectations implemented with fidelity in 100% of all classrooms as noted by walkthroughs and observations.

By May 2025, behavior expectations will be implemented with fidelity 90% of the time in hallways, restrooms, the cafeteria, and dismissal areas.

Strategy 1 Details	Reviews			
Strategy 1: DE will implement PBIS strategies, Dulles Dollars, Snack Cart, Quarterly Incentive Parties, Student of the Month, and student recognition during announcements. These strategies will assist with character development and violence prevention. Strategy's Expected Result/Impact: Student behavior will improve in classrooms and common areas. Staff Responsible for Monitoring: Teachers, Admin, Counselor, ILT TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture Funding Sources: - 199 General Fund - \$1,200	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 2 Details		Reviews			
Strategy 2: The Wellness Committee will meet monthly to plan and implement activities to increase the health and wellness of students and staff. Strategy's Expected Result/Impact: Student and staff health and wellness will improve. Staff Responsible for Monitoring: Administration, teachers TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Funding Sources: - 199 General Fund - \$300		Formative			Summative
		Oct	Dec	Feb	June
					
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Goal 3: FBISD will recruit, develop, and retain high quality teachers and staff

Goal 4: FBISD will engage students, parents, staff, and community through ongoing communication, opportunities for collaboration and innovation, and partnerships that support the learning community


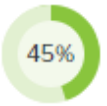




Performance Objective 1: By June 2025, Dulles Elementary will increase parental outreach to improve attendance from 93.52% to 95.30% as evidenced through the indicators of success.

Indicators of Success: Formative Indicators of Success:

From BOY to MOY attendance will improve to 94.3%.

Summative Indicators of Success:

From MOY TO EOY attendance will improve to 95.3%.

Strategy 1 Details	Reviews			
Strategy 1: DE attendance team will improve attendance practices for students who have less than 90% attendance through consistent parent contact and interventions through the social worker. Strategy's Expected Result/Impact: Improvement in attendance percentage to 95.30% or higher and increased collaboration with supporting parents. Staff Responsible for Monitoring: Admin, ADA, Social Worker, Counselor TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 2 Details	Reviews			
Strategy 2: Weekly announcements to celebrate the class in each grade level with the best attendance. Monthly celebration for class with best attendance in each grade level. Bulletin board to celebrate monthly perfect attendance. Strategy's Expected Result/Impact: Additional accountability will lead to more parent contact on behalf of teachers. Staff Responsible for Monitoring: Admin TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Feb	June
				



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 5: FBISD will utilize financial, material, and human capital resources to maximize district outcomes and student achievement

State Compensatory

Budget for Dulles Elementary

Total SCE Funds: \$4,496.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

Students who regressed or did not make one year of growth on STAAR will receive tutorials before or after school. Additional computer programs and books are purchased to supplement these tutorials.

Campus Funding Summary

199 General Fund					
Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$600.00
1	1	2			\$600.00
1	1	3			\$100.00
1	2	1			\$600.00
1	2	2			\$600.00
1	2	3			\$6,000.00
2	1	1			\$1,200.00
2	1	2			\$300.00
Sub-Total					\$10,000.00
199 General Fund SCE					
Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Tutorial Booklets/ Computer Programs		\$4,496.00
Sub-Total					\$4,496.00