

Central Union High School

Single Plan for Student Achievement

2018-2019



The Single Plan for Student Achievement

School: **Central Union High School**

District: Central Union High School District

County-District School (CDS) Code: 13 63115 1333004

Principal: **Craig Lyon**

Date of this revision: May 2018

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Craig Lyon

Position: Principal

Telephone Number: 760-336-4310

Address: 1001 Brighton Ave.
El Centro, CA 92243

E-mail Address: clyon@cuhsd.net

The District Governing Board approved this revision of the SPSA on _____.

Table of Contents

I. Single Plan for Student Achievement

Form A: Planned Improvements in Student Performance	2
Form B: Centralized Services for Planned Improvements in Student Performance	14
Form C: Programs Included in This Plan	15
Form D: School Site Council Membership	17
Form E: Single Plan for Student Achievement Annual Evaluation	19
Form F: Budget Planning	22

Form A: Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students who do not meet the standards required by the California Department of Education state indicators: chronic absenteeism, suspension, English Learner Progress, graduation rate and college/career readiness. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

GOAL: SPSA #2 - Implement systematic schoolwide strategies and services to identify targets and success criteria, common formative assessments, and classroom interventions to support struggling students and support them in finding success in their coursework.
 LCAP Goal #2 Effectively use instructional strategies and resources, including technology, to improve student learning and achievement.

Related State and/or Local Priorities:
 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__
 COE only: 9__ 10__
 Local: Specify _____

Identified Need: There is a high percentage of failures in some "gatekeeper" courses, particularly in the areas of science and math which keep students from taking a third or fourth year of instruction in the courses keeping them from meeting a-g requirements and doing well on state exams or college entrance exams (like the Accuplacer).

Goal Applies to: Schools: Central Union High School
 Applicable Pupil Subgroups: All, EL LI, FY, At-Risk, R-FEP

LCAP Year 4: 2018-19

Expected Annual Measurable Outcomes: CAASPP Math- Increase the number of students who meet or exceed the standards by 3% and close the gap of EL performance by 5% - from a 18% gap to 13%. Provide additional support SWD and their teachers and instructional assistants through professional development opportunities to increase the percent of students who meet or exceed the standards by 2%. Offer a variety of additional support to students including help during advisory, support classes, afterschool tutoring, and 9th period intervention. Support the math staff through high quality professional development and coaching to support their work to implement the CCSS and the new textbook curriculum.

Actions/Services		Person Responsible	Pupils to be served within identified scope of service	Budgeted Expenditures	Title I	Title II	Title III	LCFF	CRBG	1000	2000	3000	4000	5000
2.1 1. Provide intervention and support for at-risk students in all subjects.														
a. Establish an Intervention Committee to determine intervention schedule and logistics for 18-19 (Leadership team/Department chair)		Admin.								2500				
b. Purchase lanyards and other supplies to easily identify students and where they should be for intervention		PIRT		b. 1000 (Title I)	1000								5000	
c. Host after-school targeted English support RRR (2 teachers 2 days 35 weeks@40.00)		PIRT		c. 3840 (LCFF 1.5b)				3840						
d. Benefits				d. 396 (LCFF 1.b)				396						
e. Host after-school targeted Math support RRR (2 teachers 2 days 35 weeks@40.00)		PIRT		e. 2800 (LCFF 1.5b)				2800						
f. Benefits				f. 396 (LCFF 1.5b)				396						
g. Offer 3 sections of online instruction through "Egenuity"		Asst. Princ.		g. 51513 (General Fund)										
h. Benefits				h. 13637 (General Fund)										
i. Provide online intervention offerings during the school year and summer school.		Asst. Princ.		i. 4000 (LCFF 1.5)				4000						
j. Continue supplemental Intervention (Edenuity) teacher after school		Asst. Princ.		j. 5600 (Title I)	5600									
k. Benefits				k. 565 (Title I)	565									
l. Continue to employ Supplemental Intervention (Edgenuity) teacher during Summer Intervention (7 hrs/day* \$31/hr* 20 days)		Asst. Princ.		l. 4340 (Title I)	4340									
m. Benefits				m. 636 (Title I)	636									
n. Edgenuity Contract		Asst. Princ.		n. 45000 (LCFF)				45000						
o. Summer connections program and staff				o. 17973 (Central)										
p. Provide Summer Connections for specialized summer intervention targeted at students from feeder schools.		Asst. Princ.		p. 36516 (District)										
q. Purchase loaner PE clothes and laundry supplies for maintenance of clothing to decrease number of referrals and allow students to remain in class to participate		Asst. Princ.		q. 3500 (Title I)	3500									
2.2 2. Continue to use diagnostic tools to determine areas of support and intervention for all Algebra I and Geometry students. Use results to place students in support and/or intervention programs.														
a. Adopt and utilize ALEKS or like program assessment tool for Math Support classes		Asst. Princ.		a. 10,000 (Title I)	10000									
b. Provide in-class tutors for ALL algebra I sections at least 3 days a week. (4 tutors x 2 days per week x 33 weeks x \$15)		PIRT		b. 23760 (Title I)	23760						39375			
c. Benefits				c. 4045 (Title I)	4045								4045	

CUHS SPSA 2018-19

GOAL: #3 - Provide a series of courses and experiences at each grade-level that support students in creating a vision for their future after high school. LCAP #5 Increase instructional program options, student engagement, and school connectedness through expanded access to rigorous and high interest course offerings; strategic supports for struggling and at-risk students; specialized curricula tailored to support EL student's acquisition of English; and targeted actions, interventions, and incentives designed to improve student attendance.

Related State and/or Local Priorities:
 1 ___
 2 X 3 ___ 4 X 5X 6X 7 ___ 8X
 COE only: 9 ___ 10 ___

Key Data Findings

AP Courses and Exams- 217 students (12%) enrolled in grades 10-12 took at least 1 AP exam in 2017. The number of students exams passed with a 3 or better was 43% in 2017.

California Dashboard State Indicators report English Learners Progress Indicator at 88.3% for 2017-a drop from 2016 with 92.5% progress. For 2016 College/Career indicator reports 36.5 prepared, 31.1 approaching and 32.5 not prepared.

CTE Pathway Completion - In 2017, only 6% of graduating seniors completed a CTE pathway. In 2017, only 11.5% of students enrolled in Construction were female and in Transportation, only 13% were female.

Dropout Rate- In 2016-17, the dropout rate of the overall 4-year (graduating) cohort was 3.5% compared to the 2014 dropout rate of 6%. The dropout rates for whites (9.1%), English learners (4.3%), and Migrant (3.9%), and Socioeconomically Disadvantaged (3.8%) were higher than the overall/schoolwide dropout rate.

CUHS SPSA 2018-19

Expected Annual Measurable Outcomes:

AP Courses and Exams - Increase the overall number of students who take and pass the an AP test with a 3 or better by 5% in 2018.

A-G Course Completion- Increase the number of students completing a-g requirements by 3%.

CTE Pathway Completion - Promote and build awareness amongst our students and their families about the pathways that we offer to increase the number of students enrolled in CTE courses. Increase number of students completing pathways by 5%. Increase number of females in traditionally male-dominated pathways (Transportation and Construction) by 2% in each pathway.

Dropout Rate- Decrease the dropout rate by 2% and close the gap between all other subgroups by 1%.

AVID - We will continue to serve AVID students with 8 sections, two classes at each grade level. AVID will continue to guide and support students as they maintain a schedule that will challenge them to complete the A-G pathway and/or AP courses. AVID leaders will encourage professional development focused on WICOR to teachers outside of the AVID program in an effort to "AVIDize" more classrooms on campus, with a vision of possibly growing the program in the future. We will increase the number of AVID seniors applying and being accepted to 4 year colleges and universities by 2%.

CUHS	CUHS	CUHS	CUHS	CUHS	CUHS
------	------	------	------	------	------

Actions/Services	Person(s) Responsible	Pupils to be served within identified scope of service	Budgeted Expenditures	Title I	Title II	Title III	LCFF	CRBG	1000	2000	3000	4000	5000	6000
3.1 Offer college going initiatives through the special programs (AVID, Get Focused, CSTEM, MESA).														
a. Provide a prep period for AVID Coordinator	Asst Princ.		a. 18438 (Title I)	25711					18438					
b. Provide Employee Benefits			b. 7273 (Title I)	7273							7273			
c. Continue AVID Courses (8 sections) salary and benefits	Asst. Princ		c. 149022 (LCFF 5.7)				149022		149022					
d. benefits			d. 41909 (LCFF 5.7)				41909				41909			
e. Purchase SAT and ACT prep book class sets and 7 Habits book class set.	Asst Princ/PIRT		e. 3000 (Title I)	3000										
f. Employ AVID Tutors (74 madated tutor hours per week x's 33 weeks @15)	Asst Princ/PIRT		f. 36630 (Title I)	36630										
g. Provide Employee Benefits			g. 3675.05 (Title I)	3675.05										
h. Provide AVID Summer Institute, coordinator training, site training.	AVID Coord./PIRT		h. 5800 (Title II)		5800									
i. Provide AVID tutorial training (8 tutors x's 16 hours)	AVID Coord.		i. 1920 (Title II)		1920									
j. Benefits			j. 192.63 (Title II)		192.63									
k Provide training for History/Math teachers for CUE technology conference in Palm Springs March 2019 (registration, hotel, travel, food and subs)	PIRT		k. 5000 (Title II)		5000									
l. Provide <i>Get Focused Stay Focused</i> substitutes for professional development and curriculum development.	101 Coord.		l. 2000 (Title I)	2000					1600					
m. benefits			m. 269 (Title I)	269						269				
n. Support computing and robotics pathway with replacing/replenishing Barobo Bots (as needed)	Asst. Princ/Robotics Coord.		n.1000 (LCFF 5.1c)				1000				1000			
o. Renew partnership fee with UC Davis CSTEM program	Asst. Princ/Robotics Coord.		o. 1000 (LCFF 5.1c)				1000						1000	
p. Maintain up-to-date training for teachers by participating in the UC Davis C-STEM Conference or Summer Institute (1 teachers + Subs)	Asst. Princ/Robotics. Coord.		p. 3000 (Title II)		3000								3000	
q. Provide MESA (materials, supplies)	Asst Princ/Robotics Coord.		q. 4000 (Title I)	4000										
r. Provide MESA (materials, supplies)	Asst Princ/Robotics													

Form B: Centralized Services for Planned Improvements in Student Performance

To provide direct assistance to schools in implementing categorical programs which enhance the base instructional program and are in compliance with state and federal regulations. The following services in support of this plan are to be provided by district staff from categorical funds allocated to the school through the Consolidated Application and other sources. At least 85 percent of expenditures from Consolidated Application programs must be spent for direct services to students at school sites.

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in Form B must be aligned with the Consolidated Application.

Centralized Program	Based on Preliminary BUDGET 2018-2019
Title I	\$17,973.00
Title II Teacher	\$0
Title III	\$0
LCFF	\$0

- Summer Connections Program** – This summer bridge program targets incoming freshmen who struggled in middle school/junior high and need additional support in Math and English language arts before starting high school in the fall.

Note: Centralized services may include the following direct services:

- ☐ Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff
- ☐ District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches
- After-School and Summer School programs funded by categorical programs
- ☐ Data analysis services, software, and training for assessment of student progress

Centralized services do not include administrative costs.

Form C: Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: for many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility), which are described at:

<http://www.cde.ca.gov/fg/aa/co/ca12squiappcatprog.asp>

State Programs	Allocation
<input checked="" type="checkbox"/> California School Age Families Education (Cal-SAFE) Purpose: Assist expectant and parenting students to succeed in school.	\$163,800
<input checked="" type="checkbox"/> Educator Effectiveness Grant (District-wide) Purpose: Attract, train, and retain personnel to improve student performance in core curriculum areas (Academic coach and ICOE MOU).	\$98,773
<input checked="" type="checkbox"/> Career Technical Education Incentive Grant Purpose: To provide courses and pathways for students to learn practical skills, related to a particular career.	\$214,900
Total amount of state categorical funds allocated to this school	\$477,473

Federal Programs		Allocation
<input checked="" type="checkbox"/>	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$ 320,000.00
<input checked="" type="checkbox"/>	Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$3,200.00
<input checked="" type="checkbox"/>	For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$31,680
<input checked="" type="checkbox"/>	Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	\$ 58,500
<input checked="" type="checkbox"/>	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$ 43,000
<input checked="" type="checkbox"/>	Title III, Immigrant	\$6300
<input checked="" type="checkbox"/>	Migrant Education Purpose: Support the unique needs of migrant students	\$249,409
	Career Technical Education Purpose: Support vocational classes in education	\$51,500
Total amount of federal categorical funds allocated to this school		\$ 763,589

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

Form D: School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.¹ The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Craig Lyon	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alicia Apodaca	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
David Henderson	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cristina Plancarte	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Theresa M. Gonzalez	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Olga Ortega	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Norma Bailon	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Luis Urquidez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Christeena Ramirez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Blanca Hernandez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Victor Plancarte	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Voting members in each category	1	3	1	2	3

*Other members include: Jacqueline Rios (alternate student) and Theresa M. Gonzalez (ex-officio member).

¹ EC Section 52852

The school site council recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies relating to material changes in the Single Plan for Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (check all that apply).

State Compensatory Education Advisory Committee

English Learner Program Representative

Special Education Program Representative

District/School Liaison Team for schools in Program Improvement

Compensatory Education Advisory Committee

Departmental Program Representative (secondary)

Other committees established by the school or district (Robotics, Librarian, Link Crew)

4. The SSC reviewed the content requirements for school plans of programs included in the SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The action proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on May 14, 2018.

Attested:

Craig Lyon

Craig Lyon

G. J. - 5/14/18

Signature of School Principal Date

Christeena Ramirez

SSC Member

Christeena Ramirez 5/14/18

Signature of SSC Member Date

SPSA ANNUAL EVALUATION

Which activities funded by Title 1, Part A were successful at closing the achievement gap for our lowest-performing students?	
Activities	Results
9 th Grade Student Agendas <i>Continue</i>	All 9 th grade students, ASB, AVID, Special Ed, Link Crew and some at risk students are encouraged to utilize agendas to support time management and organizational skills. We will work to coordinate expectations for use of the student agendas through all of the 9 th grade advisory classrooms.
9 th grade Parent Conferences <i>Continue</i>	Conferencing with 9 th grade students permits counselors to increase parent awareness of course requirements for graduation versus college entrance. This new strategy is a proactive approach to student success.
AP Tutoring (certificated) <i>Continue</i>	Each AP course was offered up to 6 hours of Saturday tutoring. Sessions are well attended and often teachers offer their time to tutor well beyond the 6 paid hours.
Articulation with feeder schools (math)	District Administration met with administrators from feeder schools regarding scheduling for next year, changes in enrollment procedures, and curriculum development. Math diagnostics were administered to incoming freshman who would like to be considered for Geometry placement for this upcoming school year. Once curriculum is established, English and Math anticipate articulation with feeder schools.
AVID Program 9-12 <i>Continue</i>	AVID remains one of our most successful programs that targets low-income first generation families where 100% of students are on track to graduate having completed all A-G courses making them eligible for acceptance at CSU and UC schools.
AVID tutors <i>Continue</i>	Currently, we maintain a 7:1 student to tutor ratio during Tuesday and Thursday tutorials. All tutors on our site have been trained in the style of AVID tutors, even if they do not tutor for the AVID program.
Turn-it-in	Turn-it-in is a system that supports teacher and students in academic writing. It supports students in improving their writing as well as teachers in providing immediate feedback.
CSTEM Computing and Robotics	CSTEM has offered an alternative Algebra 1 option for Freshmen or for students repeating the Algebra 1 course. We will continue with the course next year with two teachers being trained at the UC Davis institute. We will make this a 2 period course to ensure students can have more interaction with the computing and robotics portion of the course.
English Learner Parent Meeting/Awards Ceremonies <i>Continue</i>	These events have been effective for recognizing English Learners working hard to acquire the English Language and in increasing parent awareness and involvement in their student's education.
Learning Walks as PD <i>Continue</i>	Teachers who walk consistently report that they appreciate seeing their colleagues at work. Teachers reflect on their own practice and begin to implement new teaching strategies. We will work to modify our common language of instruction so that it is more connected to other processes in the district.
Link Crew <i>Continue</i>	Link Crew continues to build a bridge for incoming Freshman. It added a mentoring component with leaders being assigned to a Freshmen advisory class. It plans to continue its program in 2018-19 adding two co-coordinators.

Meetings with parents of At-risk students <i>Continue</i>	Our COSA (Counselor on Special Assignment) continues to support student services by working with students especially those with alarming truancy and academic records. COSA sits on SST, SARB and DAHP, to assist in identifying both school and community based resources for students and families.
Reteach, Retest, Replace (RRR) Math Summer Intervention <i>Continue</i>	Increase in students' ability to receive individualized attention, master standards and attain credits and/or improve GPA. Data collection is ne
Rewards and Recognition <i>Continue</i>	We were able to reward students with perfect attendance with a school voucher of 10 to 15 dollars. Students were excited about using their rewards towards items in the ASB window that would normally be something they could not afford. We plan to continue this type of rewards system. We added rewards for teacher nominated students of ESLR's with a certificate and school spirit item from the ASB store. Parents were receptive to the award ceremonies hosted monthly.
Title I Family Night <i>Continue</i>	We increased in parent awareness of programs available and invited other student outreach organizations such as Upward Bound, Cal-SOAP, UCOP etc. to share information with families. Refreshments for next year will be appropriate for working parents and families.
After-school tutorial in Library	Library tutors were successful as we added two tutors for support. Hiring needs to be completed before the school year in order to support students immediately after school resumes.

Which activities funded by Title 1, Part A were not successful at closing the achievement gap for our lowest-performing students?	
Activities	Results
Turn-it-in	After sharing with the staff that Turn-it-in will no longer be provided due to the small percentage of teacher participation, teachers and coaches advocated to reconsider the decision. We will attempt to use the program for another year.
SAS (Student Academic Success Program) <i>Continue and modify</i>	There will be offered two sections of math only. We will continue to employ a TOSA to follow up on student attendance and maintain parent contact and build a PLC for Algebra I.
Reteach, Retake, Replace (RRR)	There needs to be commitment from teachers prior to the school year in order to ensure positive support.
Professional Learning Community	PLC lacked direction this year. Administration anticipates more teacher participation through professional development and commitment.
Real, World Action Project	Although teachers may provide real, world action projects, very few teachers solicited funding for special projects.

Renaissance Learning Program	Teachers express a small interest in STAR reading results. After training in 2018, teachers need to discuss is this program is an effective tool to monitor student progress.
Parent Assembly	Staff was unable to complete this endeavor this school year. ASB or school leadership needs to re-visit this endeavor to ensure the possibility.

Form F: Budget Planning

SPSA Form F: Budget Planning
 Central Union High School
 Central Union High School District
 CDS Code: 13 63115 1333004
 Craig Lyon, Principal
 Revised: 5/24/2016

Fiscal Year Allocation for Funding Sources	Funding Sources	Total of Estimated Expenditures from Funding Source	Remaining Balance for Funding Source			
\$2,345,629.00	LCFF		\$			
\$369,252.00	Title 1, Part A: Allocation	\$375,155	(5903.00)			
\$3692.52	Title 1, Part A: Parent Involvement	3692.52	0			
\$36,925.20	PI Schools: Title 1, Part A: Professional development	36925.20	0			
\$65,858.00	Title 2, Part A: Improving Teacher Quality	33448.50	\$74,204.05			
\$35,345.00	Title 3, Part A: Language Instruction for LEP Students	35345.00	\$0			
\$57,000.00	Career Technical Support	\$50,000.00	\$7,000			
\$	Unrestricted		\$			