



SCHOOL PLAN
FOR
STUDENT ACHIEVEMENT

YEAR 3 REVISION
(SY 2019-2020)

KENNEDY ELEMENTARY

Contents

School Plan for Student Achievement (SPSA) Template	2
Purpose and Description	2
Stakeholder Involvement	2
Resource Inequities	3
Goals, Strategies, Expenditures, & Annual Review	4
Goal 1 – Student Achievement	4
Identified Need	5
Annual Measurable Outcomes	6
Strategy/Activity 1	7
Strategy/Activity 2	8
Strategy/Activity 3	9
Strategy/Activity 4	11
Strategy/Activity 5	12
Strategy/Activity 6	13
Annual Review – Goal 1	14
Analysis	14
Goal 2 – School Climate	15
Identified Need	15
Annual Measurable Outcomes	16
Strategy/Activity 1	17
Annual Review – Goal 2	18
Analysis	18
Goal 3 – Meaningful Partnerships	19
Identified Need	19
Annual Measurable Outcomes	19
Strategy/Activity 1	20
Strategy/Activity 2	21
Strategy/Activity 3	22
Annual Review – Goal 3	23
Analysis	23
Budget Summary	24
Budget Summary	24
Other Federal, State, and Local Funds	24

School Year: 2019-2020 - Revision

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Kennedy Elementary	39686766042667	Original – 02/08/2018 Revision – 05/22/2019	Original – 04/10/2018 Revision – 06/25/2019

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Kennedy Elementary is implementing a Schoolwide Program. The school has been identified as Additional Targeted Support and Improvement (ATSI).

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Kennedy Elementary's school plan aligns with the district's Local Control Accountability Plan (LCAP) as each goal (and its associated strategy(ies)/activit(ies)) can be referenced to the LCAP's intent.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Kennedy Elementary developed a three-year (2017-2020) school plan which aligned to the district's goals and incorporated strategies specific to its school. The original plan was reviewed by the school's School Site Council on February 8, 2018 and obtained board approval on April 10, 2018.

Throughout the 2017-2018 school year, the School Site Council reviewed the activities relating to budget adjustments and modifications to the strategies originally identified.

Kennedy Elementary and its School Site Council reviewed the progress of the 2017-2018 (Year 1) culminating the document 2017-2018 SPSA Evaluation. This evaluation included responses to four questions focusing on each goal within the SPSA. Question 1 inquired about the implementation of strategies within the plan. Question 2 inquired about the effectiveness of the strategies within plan. Question 3 inquired about material

changes – fiscal or programmatic. Question 4 inquired about future changes based on the results of questions 1 and 2. Discussion and review of the evaluation has been notated in the School Site Council meetings.

In school year 2018-2019, Kennedy Elementary initiated a specific an assessment process called the Fidelity Integrity Assessment (FIA). The assessment was conducted on January 31, 2019, with the School Leadership Team.

Both assessments concluded that the area of behavioral management is strong with sustaining implementation of PBIS strategies across grade-levels. The area of strength was having community and parent engagement activities due to having a full time parent liaison on our staff. Academic instruction and support continue to be a challenge and a lack of teacher training and intervention services present barriers for improvement.

As a result of the stakeholder involvement and data reviews, Kennedy Elementary has been able to complete the Decision Making Model (a component of the CNA) in March and April 2019. Stakeholders concluded that Kennedy would benefit from having a support center on campus to provide tier two intervention services for both social/emotional and academic needs. The DMM specifically outlined the need for a full time FTE to provide reading support, especially to our African American population that continues to perform below grade level.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

The FIA outlined that resource inequities continue to be in the area of interventions for students who struggle academically and social/emotionally. Such resources include an instructional assist that can provide small group instruction or mental health services for students who come to school with trauma.

Goals, Strategies, Expenditures, & Annual Review

Complete a copy of the Goal table for each of the school's goals. Duplicate the table as needed.

Goal 1 – Student Achievement

ELA/ELD SMART Goal:

By June 2020, Kennedy will increase in ELA from 20% to 25% for all student groups as met/exceeded ELA standards on SBAC by 5%.

Math SMART Goal: SBAC Math Standards.

By June 2020, Kennedy will increase in Math from 19% to 25% for all students groups as met/exceeded Math Standards on SBAC by 6%.

Identified Need

ELA/ELD:

ELA California Dashboard:

Red indicator – 84.4 points below standard; Declined 9.8 points

Only 20% met ELA Standards on CAASPP

English Learner Progress

Level 4 - Well Developed - 22%

Level 3 - Moderately Developed - 33.9%

Level 2 - Somewhat Developed - 23.9%

Level 1 - Beginning Stage - 20.2%

Math:

Math: Orange Indicator - 90.0 points below standard. Declined 10.1 points

Only 19% met Math Standards on CAASPP

Annual Measurable Outcomes

ELA/ELD - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance From Standard - ELA (All Students)	84.4 Points Below	79.2 Points Below
MAP Data (3 times per year)	20% Met ELA Standard	25% Met/Exceeded Standard

Math - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance From Standard - Math (All Students)	90.9 Points Below	87.2 Points Below
MAP Data (3 times per year)	19% met Math Standard	25% Met/Exceeded Standard

Strategy/Activity 1**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers will have opportunities to collaborate in grade-level teams beyond the contracted day to develop lesson plans and Common Formative Assessments around the new research-based ELA Curriculum. Teachers will implement deeper understanding and application of the PLC process.

Teachers will meet with Instructional Coach and/or Program Specialist to discuss assessment and strategies for improvement. Teachers will focus on current data and provide ongoing feedback as the teaching/coaching model is implemented. Academic conferences by grade level is another strategy to monitor the impact of new curriculum implementation.

Additional Hourly Pay Calculation for teachers:

166.5 hours X \$60 = \$9,990 (Allocated \$10,000)

Additional Hourly Pay Calculation for Instructional Coach:

33 hours X \$60 = \$1,980 (Allocated \$2,000)

Additional Hourly Pay Calculation for Program Specialist:

33 hours X \$60 = \$1,980 (Allocated \$2,000)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$10,000 - 11500 (Teacher Additional Hourly)	Title I - 50643
\$2,000 - 19500 (Program Spec Additional Hourly)	Title I - 50643
\$2,000 - 19500 (Inst. Coach Additional Hourly)	Title I - 50643

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Identified student subgroups (African American & Students with Disabilities)

Strategy/Activity

MTSS Model will be utilized with research based curriculum & effective instruction:

Tier 1 - Effective Classroom Instruction for all students (Classroom Teacher)

Tier 2 - Small Targeted Instruction Groups in ELA/Math (Classroom Teacher)

Tier 3 - Small Group Instruction (Intervention Teacher, Instructional Assistant and/or Program Specialist) in ELA/Math

The Intervention Teacher and/or Instructional assist with conduct small group instruction for students who need strategic support in the areas of ELA & Math. The Instructional Assistant will conduct targeted instruction based on common formative assessment and benchmark data.

Substitute Pay Calculation for Intervention Teacher:

100 days X \$200 = \$20,000

In addition, Kennedy has been designated a TSI school, our African American students and children with disabilities will be assigned additional support for targeted intervention in ELA/Math.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$20,000 - 11700 (Substitute Intervention Teacher)	LCFF - 23030
\$15,983 - 21101 (.4375 FTE Instructional Assist)	Title I - 50643
\$5,178 - 30000 (Statutory Benefits)	Title I - 50643

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students in Grades K-8

Strategy/Activity

Kennedy Elementary School implements AVID school-wide strategies to all students. Students in grades 7th-8th have the opportunity to select AVID as an elective course. Students in grades K-6 are learning AVID strategies as they are integrated into the subject matter and instructional delivery.

Kennedy has an AVID site team working on school-wide strategies, such as focused note taking, marking the text, and organization. Grade levels commit to specific instructional strategies and what the evidence for those strategies looks like in a particular grade level. The school-wide team is working on refining these areas and the Instructional Coach and Program Specialist will be providing staff development for the new school year. In addition, grade levels utilize the AVID articulation matrix as a tool for implementing WICOR strategies, for note-taking, use of agendas/planners, and levels of thinking and questioning at different grade levels. Kennedy will also focus on the organizational piece of WICOR, teaching students study skills and how to stay organized with organizational tools such as binders, folders, planners, and materials. Kennedy AVID funds assist with providing the resources and materials required for students to be successful in the organizational component of the program.

Kennedy has a team of four teachers attending the AVID Summer Institute in Sacramento this summer. The goal is for all Kennedy teachers to attend an AVID Summer Institute training for full implementation of the program/strategies.

Instructional materials such as planners, organizers, binders, and folders will support AVID implementation of WICOR strategies. Also, applicable supplemental instructional materials include: novels/books, White boards, clipboards, Dry Erase Markers, Flashcards, Games, Poster Boards, TPR, Copy paper, Folders/ sleeves, Pencils, Construction paper, Color printer, Color printer ink, Printer paper, Post It Chart Paper, glue sticks, envelopes, colored pencils, scissors, markers, whiteboard erasers, graph paper, index cards, erasers, post it notes (sticky notes), binder tab inserts, binders, 2 pocket folders, draft stamp, 10"x 13" & 5" x 7" envelopes, ball point pens, blue masking tape, file folders, butcher (fadeless) paper, glitter, pencil sharpener, chalk, fasteners (brads), tissue paper, white out, clear tape, metal rings, paper clips, rubber bands, permanent markers, rulers, compass, wet erase markers, crayons, journals, highlighters, sentence strips, pipe cleaners, journals, and composition books.

Teachers will use various equipment such as the laminator, copier, Duplo, poster maker. Maintenance agreements ensure the equipment is available and usable to provide a print rich environment.

Duplicating expenses are for student materials in larger quantities such as plays, short stories, to be used as additional resources/manipulatives for student learning.

Teachers will enhance NGSS (science) curriculum through hands-on science experiments integrating Project Lead the Way (PLTW) and Science Technology Engineering Mathematics (STEM) projects to include PLTW/STEM project materials.

Applicable supplemental instructional materials include math manipulatives, paper for graphic organizers, writing tools - whiteboards/chart paper, STEM specific materials including Little Bits project materials, science specific project materials, 3D printers and Project Lead the Way specific project materials.

Computers and/or equipment will be purchased for teachers/staff to increase their use of technology in the classroom and to support AVID and Project Lead the Way implementation.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$4,000 - 44000 (Equipment)	LCFF - 23030
\$4,000 - 43110 (Instructional Materials/Supplies)	LCFF - 23030
\$13,791 - 22601 (.4375 FTE Library Media Clerk) \$4,392 - 30000 (Statutory Benefits)	LCFF - 23030 LCFF - 23030
\$2,500 - 42000 (Books/Novels)	LCFF - 23030
\$4,000 - 58720 (Field Trip Non-District Trans)	LCFF - 23030

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Identified students based on ELA/Math Data

Strategy/Activity

The Program Specialist ensures that teachers are using ELA/ELD & Math best practices based on student data and performance. The Program Specialist helps teachers collect data and models how to disaggregate and analyze data to inform instruction. The Program Specialist also provides teachers resources to implement the new curriculum.

The Program Specialist will target and provide direct instruction for a small group of students using a research based reading/math program (license agreement) on a daily basis. The Program Specialist meets individually with teachers to provide assistance and collaborates with Principal to design professional development opportunities based on classroom observations and conferences.

The Program Specialist monitors the English Learner programs and ensures ELD compliance. The Program Specialist also serves at the school site testing coordinator.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$52,334 - 19101 (.5 FTE Program Specialist)	LCFF - 23030
\$22,549 - 30000 (Statutory Benefits)	LCFF - 23030
\$52,334 - 19101 (.5 FTE Program Specialist)	Title I - 50643
\$22,549 - 30000 (Statutory Benefits)	Title I - 50643
\$3,494 - 58450 (License Agreement)	Title I - 50643

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

The teachers will participate in professional growth and development opportunities. Teacher conferences & workshops will be provided to teaching staff during the school year and breaks.

Solution Tree - Professional Learning Communities & Response to Intervention Conferences

Fountas & Pinnel - Leveled Literacy Intervention Conferences

AVID Conferences/Training

Other Trainings/Conferences as needed

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$8,000 - 52150 (Conferences)

LCFF - 23030

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Subgroup: Preschool, Transitional Kindergarten

Strategy/Activity

Provide students opportunities to:

- *interact with their peers who will attend their kindergarten class promoting social skills,
- *establish a connection between the kindergarten teacher and preschooler,
- *practice kindergarten rituals such as eating in the cafeteria, attending assemblies and visiting the computer lab, and
- *attend the district's one-week Summer Bridge program.

Preschool parents will be provided the opportunity to participate in classroom and school events and to learn about school readiness and early literacy activities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Centralized Service.

Title I

Annual Review – Goal 1

SPSA Year Reviewed: 2017-2018

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Implementation

Effectiveness

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Material Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Future Changes

Goal 2 – School Climate

Suspension –

By June 2020 we will decrease our suspension rate among all subgroups by at least 3%, particularly Special Education (4%) and African American (6%) which are students overrepresented

By June 2020 we will decrease behavioral referrals targeting defiance and disruption by at least 3%.

Expulsion –

By June 2020 we will maintain our expulsion rate of no more than one expulsion.

Attendance/Chronic Truancy –

By June 2020 we will decrease our chronic absenteeism rate from 20.93% to 15.00%

School Climate –

By June 2020 we will increase student and teacher/administration connectedness, especially in the middle school grades. The end of the year PLUS Survey indicated we were below the national average when it comes to teachers treating students fairly. We will focus on grades 6 - 8 in particular.

Identified Need

Suspension –

Dashboard: Yellow

indicator --

12.7% for 2018 decrease of - 1.2%

Hispanic = 8.6% and increase of -.0.3

Two or More Races = 22.2 % an increase of 15.1%

Expulsion –

Attendance/Chronic Truancy –

By June 2020 we will decrease our chronic absenteeism rate by 10%

By June 2020 we will decrease our habitually truant students (tardies more than 30 minutes) by 10%

Dashboard

RED

indicator 2018 - 30.3%

40.5% African American

30.7 Hispanic

32.3 Socio

Economically Disadvantaged

School Climate –

School Climate Survey

(Grades 6-8)

Only 58% of students feel safe at school

Only 65% of students report that there is a teacher or other adult who cares

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspensions (All Students)	12.7%	9.7%
Chronic Absenteeism (All Students)	30.3%	29.8%

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide daily/weekly check-ins along with weekly incentives to students with the highest rates of absenteeism/discipline referrals. Additionally, provide at risk students with incentives for good behavior/on-time attendance (i.e. school supplies, nutritional edibles, and items such as pencils, rulers, etc. designed to increase learning). Provide social and emotional support resources designed to positively impact student learning and school culture through PLUS counseling, PBIS, school wide assemblies, structured lunch and recess sports activities (A.S.S.I.S.T. and YMCA), and counselor led classroom presentations.

Total consultant agreement is for a school year of services is estimated at \$25,000; however, due to available funding the contract has been modified to reflect the services available for \$6,817. Pending additional funding, additional services may be added.

of student being referred for social/emotional issues

of students referred to outside counseling agencies

of student being referred to in-house counseling

of student attending school - 555

of student attending on time

of discipline referrals

of students suspended

of student suspensions related to non-instructional time

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$6,817 - (Consultant - Non-Instructional - A.S.S.I.S.T.)

LCFF - 58320

Annual Review – Goal 2

SPSA Year Reviewed: 2017-2018

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Implementation

Effectiveness

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Material Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Future Changes

Goal 3 – Meaningful Partnerships

Meaningful Partnerships

Stakeholders are provided with numerous opportunities to provide input and assist in the monitoring and development of the SPSA, school activities, school climate and parent involvement opportunities

Identified Need

Parent Engagement Activities:

Back-to-School Night

STEAM Night

Coffee Hour

Donuts for Dad

ELAC- English Learners Advisory Committee

Family Workshops

Latino Literacy

Care Teams

SST- Student Study Teams

Awards Assemblies

Character Trait Assemblies

Parent-Student-Teacher Conferences

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students - All Student Groups

Strategy/Activity

Provide parents with support and resources that empowers them to be engaged in their child's learning such as parent conferences, communication, after school academic focused activities

4 ELAC meeting

16 parents attending each meetings

10 Coffee Hours

19 parents attended on average each meeting

10 Latino Literacy meeting

9 parents attended each meeting

1 STEAM Night

175 parents and children attended

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$544 - 43200 (Parent Meeting)

Title I - 50647

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

A community Assistant who assisted in outreach and parent contact has increased opportunities to make connections between home and school.

20.9% students truant

158 students habitually truant

395 discipline referrals

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$15,983 - 21101 (.4375 FTE Community Assist)

LCFF - 23035

\$5,178 - 30000 (Statutory Benefits)

LCFF - 23035

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Literacy

Literacy Night

Movie Night

Latino Literacy Program

Parent Literacy Events

Parent English Language Support

Homework support for parents and students

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$1,704 - 43400 (Non-Instructional Materials)

Title I - 50643

\$4,000 - 58320 (Consultant Non-Instructional)

LCFF - 23035

Annual Review – Goal 3

SPSA Year Reviewed: 2017-2018

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Implementation

Effectiveness

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Material Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Future Changes

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$115,786
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$283,330

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$115,786

Subtotal of additional federal funds included for this school: \$115,786

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF	\$167,544

Subtotal of state or local funds included for this school: \$167,544

Total of federal, state, and/or local funds for this school: \$283,330

