



SCHOOL PLAN  
FOR  
STUDENT ACHIEVEMENT

YEAR 3 REVISION  
(SY 2019-2020)

CESAR CHAVEZ HIGH SCHOOL

## 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 .....	9
Strategy/Activity 3 .....	11
Annual Review – Goal 1 .....	12
Analysis .....	12
Goal 2 – School Climate .....	15
Identified Need .....	15
Annual Measurable Outcomes .....	15
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
Annual Review – Goal 3 .....	21
Analysis .....	21
Budget Summary .....	22
Budget Summary .....	22
Other Federal, State, and Local Funds .....	22

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
Cesar Chavez High School	39686760108159	Original – 01/16/2018 Revision – 05/21/2019	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)

Cesar Chavez High School 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.

Cesar Chavez High School'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

Cesar Chavez High School 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 January 16, 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.

Cesar Chavez High School 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 the 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 January 8, 2019 School Site Council meeting.

In school year 2018-2019, also Year 2, Cesar Chavez High School initiated a needs assessment process that included a review of the school's mission and educational expectation, data, assessments and gaps. These monthly meetings with stakeholders included the School Site Council and Teacher Leadership, as well as an advisory group composed of students, parents, and teacher leaders which began meeting weekly in March 2019. In summary, the needs assessment identified gaps in Math with areas of focus such as foundational concepts, English with writing skills, and Science with laboratory activities, reports, and presentations.

In summary, it was determined that additional support in Math, ELA and Science was needed to increase rigor, student engagement, and task alignment to the common core standards. A Math coach was hired mid-year and a partnership with the district Science department and a consulting organization was formed to support Science, with the current instructional coach continuing to focus on English and new teachers.

As a result of the stakeholder involvement and data reviews, Cesar Chavez High School has been able to complete the Decision Making Model (a component of the CNA) in March and April 2019. Goals and specific strategies were planned to increase student achievement and decrease discipline and truancy rates.

## Resource Inequities

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

Resource inequities will be determined during the comprehensive needs assessment process in the upcoming year.

# 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 the end of the 19-20, Chavez High School juniors will increase ELA achievement from 25% to 30% of students meeting or exceeding standards proficiency on the CAASPP testing. This increase will be supported through the implementation of standards based curriculum and a full time ELA coach to support instruction.

### Math SMART Goal:

By the end of the 19-20, Chavez High School juniors will increase Math achievement from 11% to 16% of students meeting or exceeding standards proficiency on the CAASPP testing. This increase will be supported through the implementation of standards based curriculum and a full time Math coach to support instruction.

## Identified Need

### ELA/ELD:

The focus on the increase in ELA achievement is based on fluctuating data from year to year on the CAASPP testing. The school has a high number of new teachers and has not had curriculum to support instruction. The plan for increasing achievement in this area includes curriculum to support teacher planning, high quality rigorous first instruction, and standard/task alignment, as well as coaching to support student engagement and scaffolding strategies.

### Math:

The focus on the increase in Math achievement is based on fluctuating data from year to year on the CAASPP testing. The school has a high number of new teachers and has not had curriculum to support instruction. The plan for increasing achievement in this area includes curriculum to support teacher planning, high quality rigorous first instruction, and standard/task alignment, as well as coaching to support student engagement and scaffolding strategies.

**Annual Measurable Outcomes**

ELA/ELD - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - ELA (All Students)	84.2 points below	10 point growth

Math - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - Math (All Students)	147 points below	10 point growth

## 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

Teacher Training - Teachers will receive in depth training on new curriculum, instructional strategies and standards through the district in ELA and Math.

Tech Professional Development \$325 – 52150 – Title I

AP Training for Teachers \$3,702 – 52150 – Title I

Release and collaboration time for teachers \$20,000 (11700 - subs, 11500 - additional hours) – Title I

Instructional Coach - Provide curricular and instructional support to new teachers and experienced teachers in their subject matter. Collaboration, teachers meet for action walks and professional development relevant to their subject matter

Instructional Coach \$90,000 – Title I

AVID Training and Targeted Professional Development - teachers learn new instructional techniques to engage students and increase rigor, as well as materials and supplies for students and staff.

AVID strategies - Students will be provided with planners, binders, and other needed materials.

Data Dives - Teachers, admin and instructional coach meet each semester to review assessment data and grades, calibrate instruction, and A2Z Learning coaching for Science teachers.

Benchmark Assessments, Common Assessments, Analysis of grades, credits earned, EL Assessment and Reclassification Data, SBAC, and Action Walk data will be used to monitor.

Instructional materials and resources include novels, paper, writing tools, markers, toner/ink, whiteboards, chart paper, etc.

AVID Planners \$1,200 – 43110 – Title I

Materials and Supplies \$75,475 – 43110 – Title I

Resources, materials, supplies for instruction \$100,000 – 43110 – LCFF

### 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)

\$90,000 – 19101 (Instructional Coach)

Title I – 50643



Amount(s)	Source(s)
\$76,675 – 43110 (Instructional Materials) \$100,000 – 43110 (Instructional Materials)	Title I – 50643 LCFF – 23030
\$4,027 – 52150 (Conferences)	Title I – 50650
\$15,000 – 11500 (Teacher Additional Hourly)	Title I – 50643
\$5,000 – 11700 (Substitutes)	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)

Support and intervention for all students in all subjects

### Strategy/Activity

Tutoring for Core Subjects - Teachers provide tutoring to students three days per week for 1.5 hours a day in all core content areas

Additional compensation/release time for teachers \$10,000 – LCFF

Program Specialist - Coordinate all state, district, and common assessments, CAASPP and ELPAC preparation, and intervention, grade/credit data, and action walk data, as well as identify students who need additional support and connect them to programs and resources

Program Specialist \$130,000 – LCFF

Bilingual Assistant - Will assist students in acquiring ELA skills, specifically in reading, writing, listening and speaking

Bilingual Assistant \$21,237 - LCFF

Benchmark Assessments, Common Assessments, D/F List, EL Data, SBAC will be used to monitor progress and identify those who need additional assistance.

Assistant Principals - Oversee instructional supports and intervention programs, coordinate services and supports.

Assistant Principals \$268,443 - LCFF

Applicable supplemental instructional materials include math manipulatives, paper for graphic organizers, writing tools, markers, copy paper, toner/ink, whiteboards, chart paper, etc.

Materials, resources, and supplies \$10,000 – Title I, \$19,119 - LCFF

### 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)

\$130,000 – 19101 (1 FTE Program Specialist)

Title I – 50643

\$16,107 – 21101 (.4375 FTE Bilingual Assistant)

Title I – 50650

\$5,129 – 30000 (Statutory Benefits)

Title I – 50650

Amount(s)	Source(s)
\$65,857 – 13201 (.5 FTE Assistant Principal) \$25,380 – 30000 (Statutory Benefits)	LCFF – 23030 LCFF – 23030
\$67,630 – 13201 (.5 FTE Assistant Principal) \$25,787 – 30000 (Statutory Benefits)	LCFF – 23030 LCFF – 23030
\$59,802 – 13201 (.5 FTE Assistant Principal) \$23,989 – 30000 (Statutory Benefits)	LCFF – 23030 LCFF – 23030
\$10,000 – 43110 (Instructional Materials) \$19,119 – 43110 (Instructional Materials)	Title I – 50650 LCFF – 23020

### 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

Teachers will enhance NGSS (science) standards instruction 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 paper for graphic organizers, writing tools - whiteboards/chart paper, STEM specific materials, science specific project materials, 3D printers and Project Lead the Way specific project materials.

Inner Orbit Science assessments will be purchased through an online clearing house. Assessments will provide data on student needs, assessing what the students have learned to assist in focusing reteaching needs.

A2Z Consultants will partner with district curriculum to provide pacing and instructional planning support, as well as demo lessons, observations and feedback to teachers.

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.

#### 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)
\$50,000 – 58100 (Consultant Instructional - A2Z)	Title I – 50643
\$8,325 – 58450 (License Agreement)	Title I – 50643
\$66,236 – 43110 (Instructional Materials)	LCFF – 23030

# 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

1.1a The instructional coach trained all department chairs in the coaching cycle of co-teaching, demo lessons, and observation/feedback.

1.1b Teachers meet with their department monthly and then with their colleagues twice a month to plan for assessments, lesson studies, and to discuss outcomes of leadership walks and professional development needs.

1.1c Conferences/training, including AVID, MTSS, MAP, Direct Instruction, Behaviors Systems, Illuminate, Student Engagement, Instructional Strategies

1.1d Teachers, admin and instructional coach meet each semester to review assessment data and grades, calibrate instruction, and plan for the next semester

1.2 Teachers provide tutoring to students three days per week for 1.5 hours a day in all core content areas

1.3a Material (e.g. chart paper, manipulatives, whiteboards, expo markers, graph paper, headphones, etc.)

1.3b Technology/ equipment (e.g. computers, Chromebook, etc.), web-based programs, etc.

1.4 Provide EL students with resources and supports such as tutoring, one-on-one/small group instruction, etc. that aid in increasing student achievement and reclassification.

1.5 Teachers and their department chairs meet after progress reports and report card time to discuss student outcomes and interventions needed. Admin and counselors also meet to review student data, adjust courses and instructors as needed, as well as implement needed interventions.

#### Effectiveness

1.1a The model was implemented effectively in some of the departments, although the level of implementation varied

1.1b The foundation of the model was implemented in the first quarter of the year. Some departments made further progress than others on common assessments and lesson planning. All departments need further refinement in assessment data analysis.

1.1c Teachers are beginning to implement the strategies they have learned. Additional support, training and follow through are still needed.

1.1d This process became problematic with the changes in curriculum and inability to get subs to cover for release time.

- 1.2 The program has been effective for the students who take advantage of it. However, too many students who need it don't use it.
- 1.3a The teachers and students have well utilized additional resources and materials for projects and to increase student engagement.
- 1.3b Teachers are using more technology in their classrooms so students can be more interactive in their learning.
- 1.4 EL students continued to show growth and numbers of reclassified students increased
- 1.5 The program has led to a closer watch on student attendance, credits, GPA and A-G compliance.

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

- 1.1a It was determined that more support was needed in Math and Science. The Math department chair was released from the classroom to provide full time coaching. The Science department required further intervention and was allotted additional support through the district curriculum department and a consultant agreement with A2Z for weekly coaching.
- 1.1b Many of the departments struggled to meet all of the expectations for their framework of collaboration, common assessments, lesson design and action walks. It was determined to slow down and focus on specific steps and supports needed.
- 1.1c Monthly professional development opportunities were developed based on feedback from meetings with departments and based on data of action walks. Conferences to support further development of instructional strategies were also incorporated as needed and available.
- 1.1d Due to the many curriculum changes, we changed the data focus to D/F lists and interventions. Teachers identified students who were not successful and implemented a system of interventions to support those students and each other.
- 1.2 The students all come to the Career Center for tutoring instead of teacher's classrooms, which allows the students to more easily access assistance when needed.
- 1.3a The amount of resources has increased
- 1.3b Students and teachers have expanded their use of technology in support of learning and engagement.
- 1.4 The district implemented new curriculum
- 1.5 Students in lower grades are monitored more closely than previously in an attempt to intervene early in their high school career and provide interventions and alternative options to help support them.

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

1.1a Further support to the departments will be planned after review of the initial implementation of the Math and Science supports. Additional support to the English Dept. is planned for the future, but a specific plan will not be determined until the new curriculum is available.

1.1b Many of the departments are in the process of getting new curriculum. The focus of collaboration in the future will be determined by the needs of the department when they are able to implement the new adoptions.

1.1c There is a need for more training on student engagement and content rigor. Additional teachers will be sent to AVID, will receive coaching and will be provided with curriculum training as the district rolls out new adoptions.

1.1d As departments settle in with their new curriculum and assessments are determined, either by site or by district, we will return to the data dive model while continuing with the D/F intervention system.

1.2 We need to buy more easels so teachers have access to chart paper or a whiteboard when they are tutoring.

1.3a Teachers continue to seek more materials and resources as they are exposed to new strategies through professional development

1.3b Students and teachers will continue to expand their tech resources as the number of chromebooks increase and as teachers are exposed to more tech resources through professional development.

1.4 Training and implementation will continue.

1.5 The number of CTE programs has doubled this year. The students are allowed to take more elective and CTE pathways to expand their interests and options.

## Goal 2 – School Climate

By the end of the 19-20, Chavez High School will have less than 200 days of suspension, no expulsions, less than 15% of the students will be considered chronic truants and school climate will increase with only 5% of students consistently report being bullied on campus, 80% of students report feeling safe at school, and 10% of students report racial tension at school. This increase will be supported through the implementation of standards based curriculum and instructional coaching to increase learning and engagement, in addition to mental health counselors and a mentoring program.

### Identified Need

The focus the increase in culture and climate data is based on fluctuating data from year to year in suspension, expulsion, and truancy rates, as well as survey responses. The school has historically had a high number of suspensions and truants reported in the CA, in addition to poor results on climate surveys. The plan for increasing data in this area includes a significant increase in the rigor and instruction the classrooms, trauma informed care, mental health clinicians, leadership and PLUS programs, and a mentoring program.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspensions (All Students)	7.1%	6.8%
Chronic Absenteeism (All Students)	Data not available.	Data not available.
Ed	Suspensions: 529 total days in 17-18, 425 days for 18-19  Expulsions: 10 in 17-18, 0 for 18-19	Suspension: 19-20 is <200 days  Expulsions 19-20 is 0:
Truancy Rates	25% average for 17-18, 20% for 18-19	19-20 less than 15%
Survey Responses	10% of students consistently report being bullied on campus  61% of students report feeling safe at school	5% of students consistently report being bullied on campus  80% of students report feeling safe at school



Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

28% of students report racial tension at school

10% of students report racial tension at school

**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**

Continue and increase programs to promote a positive school culture, increase attendance and grades, as well as reduce behaviors. PBIS is used to increase campus climate and safety, PLUS is used to increase student leadership and ownership in school culture, Valley Community Counseling, Anger Management, Point Break, Smoking Cessation, Drug and Gang Prevention, Male and Female Empowerment, mental health clinicians and mentoring services provide individual supports and services to those who need.

- Instructional Materials and Supplies \$10,000 50671
- Instructional Materials and Supplies - \$15,000 LCFF
- Hero License Agreement \$9240 50671

**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 – 43110 (Instructional Materials)	Title I – 50671
\$15,000 – 43110 (Instructional Materials)	LCFF – 23034
\$9,240 – 58450 (License Agreement)	Title I – 50671

# 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

PBIS programs is used to increase campus climate and safety, PLUS to increase student leadership and ownership in school culture, Valley Community Counseling, Anger Management, Point Break, Smoking Cessation, Drug and Gang Prevention, Male and Female Empowerment, and Child Abuse Prevention Council for Mental Health Services

### Effectiveness

Attendance rates have increased and suspension rates have decreased. There are no expulsions to date.

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

Programs have increased, as have the incentives for student achievement, behavior and attendance. School culture and student connection to the campus has increased.

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

An additional counselor was added this year. There is a plan for a new intervention program for push in support to provide another layer of assistance for teachers and student in the classroom.

## Goal 3 – Meaningful Partnerships

By the end of the 19-20, Chavez High School will increase parent involvement by 15%, as evidenced by participation in parent meetings and advisory boards.

### Identified Need

Parent meetings are offered monthly, although they are rarely attended. Giving a personal invitation to parents be part of the mentoring advisory board will increase involvement in that committee, as well as extend an opportunity for personal invitations to other parent meetings.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Coffee Hour Attendance	Average 1-3 parents	5-10 parents attend
Parent Truancy Meeting Attendance	Average 2-8 parents	10-15 parents attend
Mentor Advisory Board Attendance	Average 3-4 parents	8-10 parents attend

**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 parents with support and resources that empowers them to be engaged in their student’s learning such as parent/teacher conferences, communication, after school academic focused activities, etc.

# of meetings coordinated

# of parents attending

# of parents attending parent/teacher conference

**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)

\$8,419 – 43400 (Parent Meeting)

Title I – 50647

\$5,742 – 43110 (Instructional Materials)

Title I – 50672

\$10,000 – 43110 (Instructional Materials)

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

Provide parents with support and resources that empowers them be engaged in their student's learning such as parent/teacher conferences, communication, after school academic focused activities, etc.

#### Effectiveness

The number of parents attending college presentations, scholarship nights, and general information sessions has increased.

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

More students have registered for financial aid than ever before.

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

The opportunities for parents to be involved in helping their children succeed will continue to increase.

# 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	\$433,661
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	\$922,461

## 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	\$433,661

Subtotal of additional federal funds included for this school: \$433,661

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	\$488,800

Subtotal of state or local funds included for this school: \$488,800

Total of federal, state, and/or local funds for this school: \$922,461