

# The Single Plan for Student Achievement 2018 – 2019

**School:** Shadow Hills High School  
**CDS Code:** 33-67058-0118885  
**District:** Desert Sands Unified School District  
**Principal:** Gabriel Fajardo  
**Revision Date:**

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:

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

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**THE STORY:** Briefly describe the students and community and how the school serves them.

Shadow Hills High School is a comprehensive high school located in central region of Indio, California, serving a socioeconomically and ethnically diverse populations in grades 9 -12. The school opened on August 30, 2009. It is situated in the north end of the City of Indio. The City of Indio is located in central Riverside County on the northern edge of the Coachella Valley, forty miles west of Riverside and one hundred sixteen miles east of Blythe on Interstate 10. Historically, the formal Indio town site map was filed in 1888 with the San Diego County recorder; later, in 1893, it became one of the twelve townships within the newly designated Riverside County. Indio's history is rooted in agriculture, light industry, and tourism as evidenced each fall as a large population of retired visitors return to enjoy the mild winter and spring seasons while frequenting the near two hundred golf courses and resorts throughout the Coachella Valley. In spite of its central location and popularity as a vacation destination, Indio has been able to retain the intimacy of the small town atmosphere while progressively adopting modern community features and services. As a community, Shadow Hills is attracting a blend of young families into affordable housing and senior adults investing in second home retirement communities.

At the beginning of the 2017-18 school year, 2096 students were enrolled, including 12.5% in special education, 12.5% qualifying for English Language Learner support, and 68.5% qualifying for free or reduced price lunch. The students of Shadow Hills High School are provided with numerous opportunities to be challenged as they learn and grow through honors and advanced placement courses, career academy classes and dual credit college courses. As part of our school's requirements, students are expected to have four years language arts, mathematics, world languages, science and social studies - four years or more will open a door! Students will also benefit from challenging classes in engineering and computer science, music, drama, studio art and physical education. Shadow Hills High School has a long tradition of excellence in academics as well as extracurricular and co-curricular activities. One of our greatest strengths is the pride and support from our community, and our parents are critical contributors to the success of our students as evidenced by our athletics and band booster clubs, PTO and dedicated parent volunteers.

We are an accredited high school through the Western Association of Schools and Colleges (WASC). Shadow Hills High School's staff work in professional learning communities to collaboratively design, build and improve our programs to meet the college and career needs of our student population. Shadow Hills offers an Academy of Technology and Landscape Management, an Aviation Academy, an Engineering Pathway, and an Education Pathway to provide rigorous instruction and a dynamic, student-centered environment. Our Special Education and English Learner students benefit from our inclusion model. Our seven period master schedule provides extended possibilities for acceleration, intervention and support programs to meet our students' individual needs. We have earned the privilege of being a National AVID Site of Distinction. Our community, students, parents, and staff have united to build a dynamic campus that promotes academic excellence and give definition to the motto, "Knights Do It Right!"

Our most notable events occurring In the 2017-018 school year include:

2 Aviation Academy students earned their pilot certification - first time for SHHS.

The Technology Landscape Management students in SkillsUSA placed at the state competition.

Our first cohort of students took the College Board Advanced Placement Computer Science exam.

Parent Knight University offered a wheel of workshops to parents on various topics aimed increasing parent awareness and involvement.

Planning efforts have finalized for the offering of four Dual Enrollment Courses through College of the Desert.

Our Knights' football team made it to the CIF playoffs for the very first time.

Knights' football team back-to-back Mayor's Cup WIN

Regional Winner of the FAFSA Competition at 85% - a threepeat!

Boys Basketball team was recognized with the Highest GPA in Riverside County for two consecutive seasons

Most Seniors in the District earning the Seal of Bi-literacy

**SPSA HIGHLIGHTS:** Identify and briefly summarize the key features of this year's SPSA.

The actions and strategies within our 2018-19 SPSA support grades 9-12 in efforts to increase rigor, relevance and achievement in student coursework and maintain a high level of students who are A-G compliant (71%). Strengthening the focus on rigor and relevance will result in a higher Prepared graduation cohort as measured by the California College and Career Indicator System (CCI). Professional development will be expanded to include strategies in differentiated instruction, AVID WICOR and Professional Learning Communities (PLC). Training to the framework, and in the selection of appropriate instructional strategies for differentiated instruction for high needs students including English learners, will be provided by International Center for Education Leadership (ICLE), Solution Tree and Riverside County Office of Education. Another significant change from our prior year SPSA is a focus on building school culture through our extra-curricular activities including all visual & performing arts and athletics programs. Further, we have increased opportunities for parents to engage in their students' learning through our Parent Knights University, school governance teams and booster clubs.

## NEEDS ASSESSMENT - REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators in the California School Dashboard, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, what progress is the school proudest of, and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

### GREATEST PROGRESS

With the graduating class of 2017, the established goal to reach a 97% graduation rate was achieved. Significant progress was further made by the class of 2017 graduates in the completion of A-G college entrance requirements. 71% met the rigorous requirements, an increase of 11 percentage points over the previous year's cohort. With the release of the Fall 2017 CA Dashboard current graduation rate status and change from the prior year resulted in an increase of 1.3% from the prior year and the school's performance category is Blue. With the release of the new California Dashboard, the academic achievement measured by growth from 2016 to 2017 resulted in an all students performance category in English Language Arts with 11.2 points above Level 3 resulting in a -12.6% points; and 83.5 points below Level 3 in mathematics with a +2.1 point change. In ELA, we had the greatest increase resulting in 29.3 points. The growth in English is mainly attributed to the professional development work conducted by the English collaborative teams focusing on SMART Goals as well as the ongoing implementation of WICOR-based instructional strategies namely critical reading (close reading) and evidence-based writing.

Referring to the California School Dashboard, identify any state indicator for which overall performance was in the "Red" or "Orange" performance category. Additionally, identify any areas that the school has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

### GREATEST NEEDS

In reviewing the California College & Career Indicator Systems, the reports do highlight an area of high need in our Suspension and Graduation indicators. Three student groups (Students with Disabilities, English Learners and African American) have a current status of Yellow (Very High) despite the Change which declined significantly -3.4%, -2.1% and -4.7% respectively. In addition, the 2016-17 Chronic Absenteeism rate is 17%. The two student groups with the highest Chronic Absenteeism Rates are Hispanic (17.4%) and Whites (17.9%). These percentages are above the Desert Sands Unified School District's rate of 13.2%, the Riverside County rate of 11.8% and the California state rate of 10.8%.

Actions and strategies supporting State Priority 5 (Pupil Engagement) and 6 (School Climate) through professional development, intervention, and the support of a parent volunteers to reach out to parents regarding the importance of attendance. Our school also needs a school attendance campaign entitled, "You Can't Get There (college), Unless You Are (school)" will continue to be branded and publicized on campus. A dialogue with the City of Indio should also be considered with a focus on the importance of education and school attendance in an effort for the city to help support school attendance. Additionally, there is great need in obtaining continued support of an Attendance Facilitator to help mitigate the chronic absenteeism and period by period absences. There is also a continuing need to continue to implement positive-behavior interventions and support to help reduce suspension rates with effective alternatives to suspension. Moving forward, increased parent outreach will begin in 2018-19. We will continue to implement the Knights Parent University as a means to seek parent input for promoting parent participation.

Our priority also continues to be school safety including the socio-emotional well being of our students. Our safety committee will continue meet frequently addressing our student and staff needs to ensure that we are continuously improving our plans, practices and protocols. In the 2018-19 school year, we will be working with Collaborative Learning Solutions to address many of the concerns outlined in the Panorama Education Survey related to School Climate. A focus will be on Tier 2 Multi-Tiered System of Supports (MTSS) for student behavior.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. Additionally, identify any areas in which the school has determined there are significant performance gaps based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these performance gaps?

## **PERFORMANCE GAPS**

Shadow Hills High School strives to ensure equity for all students by closing achievement gaps between student groups and the all students. There is a performance gap in mathematics with the status of 83.5 points below Level 3 despite a change in +2.1 points. Additionally, a gap exists between our English Learner and Students with Disabilities student groups in the Percent Prepared as measured by the California College & Career Indicator index in comparison to All Students (41%). English Language Learners are 23.3% Prepared whereas Students with Disabilities are 9.4% Prepared.

## **INCREASED OR IMPROVED SERVICES**

If not previously addressed, identify the two to three most significant ways the school will increase or improve services for low-income students, English learners, and foster youth.

The three most significant ways Shadow Hills High School will improve services for EL learners and low-income students respectively, is to first hire a full time instructional coach who will not only focus on literacy but on building numeracy across the curriculum. In addition, the implementation of a new English curriculum with embedded/integrated ELD programmatic services for EL learners will provide for an increase in direct services. And thirdly, continued outreach for parent involvement by introducing Knights Parent University classes and workshops as a means to create more family and community engagement.

**Desert Sands Unified School District  
Local Control and Accountability Plan (LCAP)  
2017-2020 Goals**

**LCAP Goal 1:**

All students will demonstrate growth as measured by federal, state and district assessments.

**LCAP Goal 2:**

All students will graduate and be prepared to make a successful transition to further education and/or career opportunities.

**LCAP Goal 3:**

All students will develop and consistently demonstrate responsible, respectful and ethical behavior in a safe, clean and orderly learning environment.

**Shadow Hills High School  
Single Plan for Student Achievement  
2018-19 School Goals**

Goal	State Priorities Addressed	Performance Indicator Addressed	Measure/Metric	Base	Target
1	Priority 4: Pupil Achievement	Academic Indicator English Language Arts 75% of our students will be at Standards Met or above.	CAASPP	67.86%	75%
2	Priority 4: Pupil Achievement	Academic Indicator Mathematics 31% of our students will be at Standards Met or above.	CAASPP	21%	31%
3	Priority 6: School Climate	Suspension Rate Indicator The suspension rate will decrease by -.50 to reach 4.0	Suspension Rate	4.5%	4%
4	Priority 5: Pupil Engagement	Chronic Absence Rate The chronic absence rate will decrease by 5% down from 17% to 12%.	Chronic Absence Rate	17%	12%
5	Priority 4: Pupil Achievement	College/Career Indicator The number of AP exams passed will increase by 15%.	Advanced Placement Exam Passing	35%	55%
6	Priority 4: Pupil Achievement	College/Career Indicator The number of CTE completers by way of Measure A in the CCI will increase by 10%.	CTE Completers	4.5%	14.5%
7	Priority 4: Pupil Achievement	College/Career Indicator The A-G completer rate will increase by 5%.	A-G Rate	71%	75%
8	Priority 4: Pupil Achievement	College/Career Indicator The number of Dual/Concurrent Enrollment courses will increase to 3 course offerings.	Dual/Concurrent Enrollment Course Offerings	1	4

## 2018-19 Strategies to Improve the Academic Achievement of Students

A - Standards-based Curriculum and Instruction	All students are provided the standards-based core curriculum delivered by appropriately assigned and fully credentialed staff.
B - Assessment & Data Monitoring	Programs are based on the assessed academic needs of students.
C - Ongoing Professional Development & Collaboration	Student academic achievement increases through strategies for improving teacher and principal quality.
D - Interventions & Specialized Program Support (EL, Sp. Ed., GATE, At-Risk) (Before/during/after school, summer)	Students are provided the appropriate program services to reach grade level mastery of State standards & assessments.
E - Parent Education and Community Involvement	Parents, staff, students, and community members participate in developing, implementing and evaluating core and categorical programs.
F – School Climate/Pupil Engagement	Students are provided a positive environment with opportunities to connect to their school and community.
G - Other Academic Support Strategies	

Focus	LCAP Goal Supported	Site Goal Supported	Strategy	SSC Priority	Program	Amount
A.1	1	2	Students will receive instruction using standards-based State/District adopted core programs.		Supplemental/Concentration	0
A.2	1	1	All English learners receive both integrated and designated English Language Development (ELD) instruction daily using curriculum based on ELD standards. Integrated ELD is provided across all content areas. Designated ELD provides specialized attention to building language proficiency in English.		Supplemental/Concentration	0
B.1	1	1	Teachers will use IO Education to analyze and monitor student progress.		Supplemental/Concentration	0
B.2	1	1	Continued support for increasing the number of students taking advanced placement courses as well as students taking AP and SAT/ACT tests.		Supplemental/Concentration	0
B.3	1	1	Continued support of District benchmark assessments, and other common assessments to monitor achievement throughout the year.		Supplemental/Concentration	0
B.4	3	2	Certificated and classified team members will participate in school improvement teams to analyze student data and to focus on improving student achievement through effective instructional strategies,	X	Supplemental/Concentration	4000

Focus	LCAP Goal Supported	Site Goal Supported	Strategy	SSC Priority	Program	Amount
			learning rounds, peer observations and networking with other schools in the District and out of the District. Extra duty and/or substitute coverage will be provided for expenses above DSUSD's allocations.			
B.5	1	2	During weekly late-start Thursday meetings, through departmental-based collaborative Professional Learning Communities (PLCs), teachers will provide timely data to the principal and fellow colleagues in order to make decisions that will improve instruction, implement new teaching strategies, and improve student achievement.		Supplemental/Concentration	0
B.6	1	2	Provide extra duty and/or substitute coverage for teachers and classified staff release time to design and create collaborative common assessments, and to analyze common formative assessment data for targeted standards-based instruction for student groups who are not scoring proficient in order to meet school wide achievement goals in the areas of English Language Arts (ELA), Mathematics, World Languages, Science, and Social Science; and for compliance related state & federal requirements.		Supplemental/Concentration	7000
B.7	5	2	Certificated and classified staff will receive extra services pay in order to research, collect and analyze data of students who are not scoring at the prepared levels in ELA, math, social studies and science to insure proper support for Tier 2 / Tier 3 interventions. The appropriate placement is based on their most current PSAT, California State Tests (CAASPP), EAP data, ELPAC data, and district benchmark data.	X	Supplemental/Concentration	4500
B.8	2	2	EL Taskforce will meet regularly to monitor EL learners' progress, evaluate students for reclassification, and monitor the reclassification follow-ups of reclassified EL students. Funding will be used to cover sub costs for both certificated and classified staff in addition to babysitting for parents, parent transportation and or any and all other ancillary costs associated with reviewing progress data for EL learners and involving parents in the process.		Supplemental/Concentration	2000
C.1	2	2	All core classroom teachers are appropriately assigned		Supplemental/Concentration	0

Focus	LCAP Goal Supported	Site Goal Supported	Strategy	SSC Priority	Program	Amount
			and fully credentialed. A focus of building academic vocabulary and increasing student engagement of English learners and all learners will be administered during the year.			
C.2	2	2	Instructional staff will receive additional support from the Ed Services division to enhance academic success of all students including students not proficient, students with disabilities and English learners through systematic professional development opportunities, support from district facilitators, and through participation in the TRAC process in collaboration with outside consultants. TRAC goals include a focus on structured student collaboration and close reading techniques (District Title III funds).		Supplemental/Concentration	0
C.3	1	2	Provide training for all teachers including athletics for a systematic school wide writing program (school wide writing) that is linked to student achievement and literacy and numeracy standards.	X	Supplemental/Concentration	3500
C.4	2	1	Provide extra duty and/or substitute coverage for an English Learner (EL) Coach, EL Lead and classified support staff whose responsibilities include report writing, research and assisting teachers through coaching and modeling instruction that includes full implementation of EL strategies in the core classes and ELD. In addition, the EL Coach will oversee the collection, analysis, and use of data to improve teaching and learning.		Supplemental/Concentration	2750
C.5	3	2	Provide guest teacher coverage for certificated staff to observe peer classrooms, build a professional learning network with off-site teachers, as well as discuss best strategies that promote SHHS' SPSA, TRAC and WASC goals toward improved academic achievement for EL students, special education students, and other student group requiring support.		Supplemental/Concentration	4000
C.6	3	2	Provide staff training, consultation, professional books, and professional development to raise student achievement for students not prepared as measured by the College & Career Indicators. Support across all curriculum in ELA, Math, Athletics, Physical Education,		Supplemental/Concentration	64000

Focus	LCAP Goal Supported	Site Goal Supported	Strategy	SSC Priority	Program	Amount
			Science, Social Science and the Visual & Performing Arts. Costs will include guest teacher coverage, extra duty, consultants, and cost of training, lodging, travel fees and meals. Training will include but is not limited to CABE, NCAA/NAIA, Paraeducator Conference, AVID, Model Schools, Advanced Placement, PLC, and other notable research based professional development for faculty and staff.			
C.7	2	1	Instructional Coach provided to increase academic achievement with a focus on non-proficient students and English Learners. The Instructional Coach will provide professional development, coaching and modeling of highly effective instructional practices to the instructional staff, and will support the collaborative process of monitoring student progress [.5 LCAP-LCFF funded /.5 site funded (S/C and HSSIS)].		Supplemental/Concentration	10000
D.1	1	2	Provide extra duty for certificated and classified staff through an extended day to tutor non-proficient students in reaching proficiency on CAASPP, benchmarks, and local common formative assessments. Staff will be compensated through HSSIS funds, ADA recovery funds, district Supplemental/Concentration, and site Supplemental/Concentration funds.	X	Supplemental/Concentration	6000
D.2	5	2	Provide extra duty and/or substitute coverage for APEX training of teachers. Purchase supplies and licenses for an APEX computer class that is designed for all students who have not reached proficiency levels in RLA, math, social science, and science. Supplies include paper, ink cartridges, office supplies, and computer ear buds.		Supplemental/Concentration	500
D.3	1	2	Provide a Para-educator who will use research-based intervention strategies and materials while working with small groups of students performing below proficiency in RLA, math, social studies and science.		Supplemental/Concentration	50583
D.5	1	2	Provide sub coverage to allow core teachers time to meet with RSP/SDC case carriers weekly to modify assignments, go over current progress of students, and discuss best first instruction.		Supplemental/Concentration	2925

Focus	LCAP Goal Supported	Site Goal Supported	Strategy	SSC Priority	Program	Amount
D.6	5	2	Support our targeted AVID program through small group tutoring using college age tutors and for college educational field trips.	X	Supplemental/Concentration	3114
D.7	5	2	Provide support for our intervention programs like Scholastic Workforce Opportunity for Recovery and Development (SWORD) for Tier II and Tier III intervention that provide systematic support for core content areas. Funding support includes extra duty, guest teachers days for collaboration, incentives for students meeting grade level, and additional supports for the program.		Supplemental/Concentration	2500
E.1	4	2	Provide educational and support programs for parents. This will include parent workshops through Parent Knight University, EL nights, FAFSA nights, AP Parent Night, AVID nights, junior and senior nights, NCAA/NAIA nights, as well as community sponsored nights that pertain to greater understanding and support of our youths. The cost of this may include trainers, snacks, incentives, guest speakers/consultant fees and materials. Provide postage for parent communication and materials for parents of students not scoring proficient in ELA and math to promote parent involvement. In addition, to providing child care services will be provided for parents attending parenting classes to support students not scoring proficient in ELA and math. Provide extra duty hourly pay for bilingual office specialist to make parent contacts as a method of inviting, recruiting and soliciting involvement for the parenting classes and other academic parent meetings that will be offered during the school year.		Supplemental/Concentration	4200
F.1	1	2	Provide support to Advanced Placement and Dual Enrollment programs for marketing materials, technology/software support, professional development, student exam fees, student incentives and rewards.		Supplemental/Concentration	3000
F.2	5	2	Provide quality, research-based supplemental materials and technology based equipment and software to supplement standards-based common core curriculum across the curriculum. This will include		Supplemental/Concentration	43000

Focus	LCAP Goal Supported	Site Goal Supported	Strategy	SSC Priority	Program	Amount
			supplemental materials/instructional needs for ELD and other intervention materials or programs as well as assessment materials, student incentives as well as equipment needs for ELA, Math, Science, Physical Education, Athletics, Performing & Visual Arts, Social Science, Art and AVID to support "close" reading activities and instruction as well as support ELPAC, District benchmarks, SBAC and other assessment preparation. Supplies include paper and ink cartridges as well as food and other incentives that encourage student participation. Support and supplement instruction with subscription based online- or computer aided instruction for all subject areas Programs will include ELD component. Funding will include HSSIS and Supplemental/Concentration.			
F.3	5	2	Technology costs for annual refurbishment of equipment for classroom / lecture use, investments include peripheral devices, software and other ancillary costs associated with technology implementation in an effort to support Connect Initiative.	X	Supplemental/Concentration	2500
F.5	5	2	During the month of August, counselors will conduct presentations to incoming freshman (Freshman Focus Project) highlighting the California College & Career Indicators (CCI) to ensure parent and student awareness of being "Prepared" as defined by the CCI.		Supplemental/Concentration	2672
F.6	4	1	Funds are provided for our Link-Crew freshmen mentor program. This will include the purchase of food, extra duty, t-shirts for mentors, and materials. In addition, funding for our GATE program that includes supporting Academic Decathlon and other "GATE" driven programs. Also, funds for library for the purpose of adding additional books, materials, and/or furniture to support school climate and pupil engagement.		Supplemental/Concentration	5000
G.1	4	2	School Climate Athletics - ongoing repair and replacement of athletic equipment, safety items, athletic trainer supplies, uniforms and equipment required by NFHS & CIF for participation and to support the classes in the master schedule. The		Supplemental/Concentration	3500

Focus	LCAP Goal Supported	Site Goal Supported	Strategy	SSC Priority	Program	Amount
			<p>athletic department will create a positive school climate working with the associate student body during games with pre-game, halftime and post game activities and by providing student academic support through team study halls and tutoring. Physical Education &amp; Dance supporting the literacy common core through the California Physical Education standards - vocabulary, analytical thinking, through writing and projects (material, supplies, equipment) and to meet Federal Program Monitoring (FPM).</p>			

## Shadow Hills High School District Support 2018-19

### Notes

Title 1 Centralized Services are reviewed annually at the District Advisory Committee (DAC), District English Learner Advisory Committee (DELAC), and at the school site advisory level. TRAC (Team Response for Achievement through Collaboration) is the district's process for systematic professional development to support rigorous learning for all in a 21st Century environment. District funded Project Facilitators and outside consultants guide the site-determined leadership team to establish and monitor the district focus on continuous improvement. The Instructional Coach at all schools supports the focus on content literacy and full implementation of state standards. Professional Development funded through District Title I and II funds continues throughout the year. District Title III funds additionally support all sites in the specific focus on instructional practices designed to meet the needs of English learners and their families through release time, consultants, and district staff support.

Title I, II, III funds provide district Project Facilitators who provide explicit professional development and site support to improve the academic achievement of students at highest risk, i.e., English learners, students of poverty, and foster youth. Both Title I and non-Title I schools benefit from district-wide ongoing professional development. Site leadership teams meet regularly to determine specific next steps for equity in services to identified students and to establish appropriate interventions, monitor progress and determine additional professional development needs. Students are selected to participate in alternative supports such as academic tutoring, shadow classes or extended learning opportunities.

All students identified as eligible for the Migrant Education Program (MEP) have access to supplemental services provided by the District Migrant Education Program and the Regional MEP through the Riverside County Office of Education (RCOE). Parents of students eligible for the MEP regularly receive information regarding family/support services. RCOE Regional Program staff collaborates with district staff to conduct annual needs assessments, analyze goals and program services, and provide appropriate professional development in relation to the MEP program and identified students and their families.

### Shadow Hills High School: Funding Summary

Total Allocations by Program		
Program	Allocation	Balance (Allocations-Expenditures)
Supplemental/Concentration	231,244.00	0.00

Total Expenditures by Program	
Program	Total Expenditures
Supplemental/Concentration	231,244.00