



T.R. Smedberg Middle School

Local Control Accountability Plan (LCAP) 2017 - 2018

Principal: _

(Signature): _

**Elk Grove Unified School District
Elk Grove, California**

Approved by the Elk Grove Unified School District Board of Education on _

*Meets E.C. 64001 Requirements for a Single Plan for Student Achievement

Goal Setting

State Priorities

Conditions of Learning:

- Priority 1 - Compliance with Williams criteria - instructional materials, teacher assignments and credentials, facilities
- Priority 2 - Implementation of SBE adopted academic content standards, including programs and services for ELs to access the Common Core and ELD standards
- Priority 7 - Access, including for subgroups, to a broad course of study

Pupil Outcomes:

- Priority 4 - Pupil Achievement - statewide assessments, API, completion of A-G requirements, CTE sequences and AP courses, EL progress toward proficiency, college preparation (EAP)
- Priority 8 - Pupil outcomes in specified subject areas

Engagement:

- Priority 3 - Parental involvement
- Priority 5 - Pupil engagement - attendance, dropout and graduation rates
- Priority 6 - School climate - suspension and expulsion rates, etc.

Strategic Goals

Goal 1: High-Quality Classroom Instruction and Curriculum

- All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.

Goal 2: Assessment, Data Analysis, & Action

- All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.

Goal 3: Wellness

- All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.

Goal 4: Family and Community Engagement

- All students will benefit from programs and services designed to inform and involve family and community partners.

A. Stakeholder Engagement

Involvement Process for LCAP and Annual Update
<p>How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?</p> <hr style="border: 0; border-top: 1px solid black; margin: 10px 0;"/> <ul style="list-style-type: none"> • The Smedberg School Site Council meet several times early in the year to review data, hear input from various stakeholders and draft the Site Plan on the following dates: <ul style="list-style-type: none"> ◦ 8/23/17 ◦ 8/30/17 ◦ 9/06/17 ◦ 9/13/17 ◦ 9/20/17 • The Smedberg staff considered data and provided written input to the Site Plan at a staff meeting on September 6th, 2017. • Parents and the community are invited to all SSC meetings, but were especially invited to the Sept. 6th meeting where specific input was sought for Parent Engagement. • The SSC reviewed staff input at the 9/13/17 meeting • The ELAC Committee provided input on September 20, 2017 by presenting items and trainings they believed would support EL students.
Impact of LCAP and Annual Update
<p>How did these consultations affect the LCAP for the upcoming year?</p> <hr style="border: 0; border-top: 1px solid black; margin: 10px 0;"/> <ul style="list-style-type: none"> • Student performance data, attendance rates and grades were reviewed by the SSC, including a gap analysis and consideration of possible causes for current rates. • Ideas were considered by the SSC to determine possible effectiveness, feasibility and cost. Suggestions that were considered feasible, potentially effective and not cost prohibitive were added to the Site Plan. • It was determined by the Smedberg School Site Council that "Targeted Sub-Groups" would include 1) Failing or At Risk of Failing (low CAASPP scores would indicate a student's "risk of failing", 2) Students exhibiting Chronic Absenteeism, and 3) Students who met the AVID criteria.

B. Goals, Actions, and Progress Indicators

District Strategic Goal 1:	District Needs and Metrics 1:
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All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.	Students need high quality classroom instruction and curriculum as measured by: <ul style="list-style-type: none"> • Access to Courses (Honors, AP/IB, CTE) • A-G Completion • AP/IB Exams • CAASPP • Content Standards Implementation • CTE Sequence Completion • EAP • Instructional Materials • Progress toward English Proficiency • Redesignation • Teacher Assignment
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Site Goal 1.1

Students from targeted sub-groups will receive specialized learning opportunities and support during the school day.

Metric: CAASPP

Actions/Services 1.1.1

Principally Targeted Student Group

- Black or African American • Low Income

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide an Intervention Teacher to support and mentor students from Targeted Sub-Groups.	Adelman, H.S., & Taylor, L. (2008). <i>Rebuilding for learning: Addressing barriers to learning and teaching and re-engaging students.</i> Perry, N.E. Turner, J.C. & Meyer, D.K. (2006) <i>Classrooms as Contexts for Motivating learning.</i> Appelstein, C. (1998). <i>No such thing as a bad kid: Understanding and responding to the challenging behavior of troubled children and youth.</i> Weston, MA: The Gifford School.	<ul style="list-style-type: none"> • GPA of students exiting the program • Attendance record of students exiting the program • Discipline record of students exiting the program

What funding source will you use?

Title I:

- Teacher .5 FTE = \$55,000

Actions/Services 1.1.2

Principally Targeted Student Group

- Black or African American • Foster Youth • Low Income

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide a Counselor to support students from Targeted Sub-Groups	Borders, L.D. & Drury, S.M. (1992). Comprehensive school counseling programs: A review for policymakers and practitioners. <i>Journal of Counseling & Development</i> Lapan, R.T., Gysbers, N.C., & Sun, Y. (1997). <i>The impact of more fully implemented</i>	<ul style="list-style-type: none"> • Attendance rates in students who have a history of chronic absenteeism • GPA of students participating in Intervention Program • CAASPP scores of students participating in Intervention program • Instances of re-offending in students

guidance programs on the school experiences of high school students: A statewide evaluation study. Journal of Counseling & Development

who participate in Restorative Practices vs. who opt-out of Restorative Practices

What funding source will you use?

Title I:

- Counselor .6 FTE = \$51,000

Actions/Services 1.1.3

Principally Targeted Student Group

- Black or African American • Low Income

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide ELA Literacy Teacher to provide instruction and support to students from Targeted Sub-Groups.	<p>Archer, A. L., Gleason, M. M., & Vachon, V. (2003). <i>Decoding and fluency: Foundation skills for older struggling readers</i>. Learning Disability Quarterly, 26(2), 89-101.</p> <p>Biancarosa, C., & Snow, C. E. (2006). <i>Reading next—A vision for action and research in middle and high school literacy: A report to Carnegie Corp. of New York</i> (2nd ed.). Washington, DC: Alliance for Excellent Education.</p>	<ul style="list-style-type: none"> • Scores on ELA Literacy Assessments • CAASPP scores

What funding source will you use?

Title I:

- Teacher .7 FTE = \$67,000

Actions/Services 1.1.4

Principally Targeted Student Group

- Black or African American • Low Income

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Students from Targeted Sub-Groups will receive additional instruction in Mathematics via a Math Bridge class in lieu of one of their exploratory classes.	<p>Slavin, R., Lake, C., and Groff, C. (2008) <i>Effective Programs in Middle and High School Mathematics: A Best-Evidence Synthesis</i>. Best Evidence Encyclopedia.</p> <p>Cheung, A. and Slavin, R. (2011) <i>The Effectiveness of Educational Technology Applications for Enhancing Mathematics Achievement in K-12 Classrooms: A Meta-Analysis</i>. Best Evidence Encyclopedia.</p>	<ul style="list-style-type: none"> • CAASPP Scores • Math grades

What funding source will you use?

Title I:

- Teacher .7 FTE = \$51,000

Actions/Services 1.1.5

Principally Targeted Student Group

- Black or African American • Low Income

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Intervention teacher will utilize Smart Projector and iPad to enhance learning experience of targeted sub-group students.	Min, Siege (2011) <i>Integration of SMART board technology and effective teaching</i> ; Fairfield Univ.	<ul style="list-style-type: none"> • Student GPA • CAASPP

What funding source will you use?

Title I:

- \$6,000

Site Goal 1.2

Students from targeted sub-groups will have access to extended learning opportunities after school.

Metric: CAASPP

Actions/Services 1.2.1

Principally Targeted Student Group

- Black or African American • Foster Youth • Low Income

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide an Extended Day Program for Targeted Sub-Group students.	<p><i>After School Programs in the 21st Century: Their Potential and What It Takes to Achieve It</i> (Little, Wimer, & Weiss, 2008)</p> <p><i>A Profile of the Research Study of Meta-Analysis of Effects of Out-of-School Time Programs for At-Risk Students</i> (Lauer, Akiba, Wilkerson, Apthorp, Snow, & Martin-Glenn, 2006)</p>	<ul style="list-style-type: none"> • GPA of students exiting the program • Attendance records • CAASPP scores of attending students

What funding source will you use?

Title I - After School:

- Teachers = \$35,000
- Clerical = \$1,000
- Coordinator = \$6,500
- Counselor = \$2,500
- TOTAL: \$45,000

Site Goal 1.3

Students from Targeted Sub-Groups will receive support through an AVID Program

Metric: A-G Completion

Actions/Services 1.3.1

Principally Targeted Student Group

- Black or African American • Low Income

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
7th AVID grade students and 8th AVID grade students will attend field trips to promote a college and career mindset.	Black, Little, McCoach, Purcell, & Siegle, (2008). <i>Advancement Via Individual Determination: Method selection in conclusions about program effectiveness.</i> The Journal of Educational Research Watt, Huerta, & Alkan, (2011). <i>Identifying predictors of college success through an examination of AVID graduates' college preparatory achievements.</i> Journal of Hispanics in Higher Education.	<ul style="list-style-type: none"> • Number of students attending • GPA of AVID students • Attendance rate of AVID students

What funding source will you use?

Title I:

- \$7,000

Actions/Services 1.3.2

Principally Targeted Student Group

- Black or African American • Low Income

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Teachers will collaborate during release days to develop AVID curriculum and instructional strategies.	Louis, K. S., & Marks, H. M. (1998). <i>Does professional learning community affect the classroom? Teachers' work and student experiences in restructuring schools.</i> American Journal of Education Phillips, J. (2003). <i>Powerful learning: Creating learning communities in urban school reform.</i> Journal of Curriculum and Supervision	<ul style="list-style-type: none"> • Agendas • Sign-In Sheets • Curriculum Plans • Lesson Plans

What funding source will you use?

Title I:

- # of teachers TBD
- Not to exceed \$4,242

Actions/Services 1.3.3

Principally Targeted Student Group

- Black or African American • Low Income

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Teachers will attend the AVID Summer Institute to learn strategies for teaching AVID students.	Black, Little, McCoach, Purcell, & Siegle, (2008). <i>Advancement Via Individual Determination: Method selection in conclusions about program effectiveness.</i> The Journal of Educational Research Watt, Huerta, & Alkan, (2011). <i>Identifying predictors of college success through an examination of AVID graduates' college preparatory achievements.</i> Journal of Hispanics in Higher Education.	<ul style="list-style-type: none"> • Attendance records • Lesson plans

What funding source will you use?

- Title I:
- Registration \$800 x 10 teachers
 - TOTAL: \$8,000

Actions/Services 1.3.4

Principally Targeted Student Group

- Black or African American • Low Income

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
AVID teachers will utilize Smart Projectors with an iPad to enhance instruction and provide, supervised, hands-on practice in the AVID classroom.	Min, Siegel (2011) <i>Integration of SMART board technology and effective teaching;</i> Fairfield Univ.	Rates of student use of Smart Projector in classroom Rates of teacher use of Smart Projector in classroom.

What funding source will you use?

- Title I:
- \$6,000

Actions/Services 1.3.5

Principally Targeted Student Group

- Black or African American • Low Income

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>AVID students will use easels during Tutorials to display work for the group to see.</p>	<p>Black, Little, McCoach, Purcell, & Siegle, (2008). <i>Advancement Via Individual Determination: Method selection in conclusions about program effectiveness</i>. The Journal of Educational Research</p> <p>Watt, Huerta, & Alkan, (2011). <i>Identifying predictors of college success through an examination of AVID graduates' college preparatory achievements</i>. Journal of Hispanics in Higher Education.</p>	<ul style="list-style-type: none"> • GPA • CAASPP Performance data

What funding source will you use?
<p>Title I:</p> <ul style="list-style-type: none"> • Easels \$80 x 14 = \$1,400

Site Goal 1.4

EL students will benefit from highly trained teachers.

Metric: Redesignation

Actions/Services 1.4.1

Principally Targeted Student Group
<ul style="list-style-type: none"> • EL

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>EL teachers will participate in guided Language Acquisition and Design (GLAD) training consisting of five full days of training throughout the year.</p>	<p>Darling-Hammond, Hyler, Gardner (2017) <i>Effective Teacher Professional Development</i>. Learning Policy Institute</p>	<ul style="list-style-type: none"> • Sign-In Sheets • Agendas/Training Notes • Lesson Plans • Instructional Strategies in the classroom

What funding source will you use?
<p>EL:</p> <ul style="list-style-type: none"> • 3 Teachers Participating • Registration: \$5,550 • Substitutes: \$3,370 • TOTAL: \$8,920

Actions/Services 1.4.2

Principally Targeted Student Group
<ul style="list-style-type: none"> • EL

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an	How will you Measure the Effectiveness of the
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	Effective Practice?	Actions/Services?
<p>EL Teachers will collaborate during release days to develop EL/SDAIE curriculum and instructional strategies.</p>	<p>Louis, K. S., & Marks, H. M. (1998). <i>Does professional learning community affect the classroom? Teachers' work and student experiences in restructuring schools.</i> American Journal of Education</p> <p>Phillips, J. (2003). <i>Powerful learning: Creating learning communities in urban school reform.</i> Journal of Curriculum and Supervision</p>	<ul style="list-style-type: none"> • Agendas • Sign-In Sheets • Curriculum Plans • Lesson Plans

What funding source will you use?

- EL:
- # of teachers TBD
 - Not to exceed \$2,140

Site Goal 1.5

EL students will benefit from better forms of bilingual communication.

Metric: Redesignation

Actions/Services 1.5.1

Principally Targeted Student Group

- EL

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>EL teachers will be equipped with VASCO Electronic Translators to facilitate communication with Limited English Students.</p>	<p>Lankshear, C., & Knobel, M. (2003). <i>New literacies: Changing knowledge and classroom learning.</i> Open University Press.</p>	<ul style="list-style-type: none"> • Number of instances teachers use the device in class. • Reports of effectiveness in communicating with limited English students

What funding source will you use?

- EL:
- 6 x \$300
 - TOTAL: \$1,800

Site Goal 1.6

Students from Targeted Sub-Groups will benefit from the work of teachers in PLC's

Metric: CAASPP

Actions/Services 1.6.1

Principally Targeted Student Group		
<ul style="list-style-type: none"> School-wide 		
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
The Leadership Team will engage in Professional Development in effective PLC practices .	<p>Louis, K. S., & Marks, H. M. (1998). <i>Does professional learning community affect the classroom? Teachers' work and student experiences in restructuring schools</i>. American Journal of Education</p> <p>Phillips, J. (2003). <i>Powerful learning: Creating learning communities in urban school reform</i>. Journal of Curriculum and Supervision</p>	<ul style="list-style-type: none"> Sign-in sheets PLC progress reporting

What funding source will you use?
<p>Supple/Conc:</p> <ul style="list-style-type: none"> Solution Tree trainer x 2 days training = \$13,000 Substitutes for 34 teachers = \$5,950 TOTAL - \$18,950

Site Goal 1.7

Students from targeted sub-groups will benefit from trained, collegial teachers.

Metric: CAASPP

Actions/Services 1.7.1

Principally Targeted Student Group		
<ul style="list-style-type: none"> Black or African American Low Income 		
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Teachers will attend ASCD Empower18 conference to learn strategies in educating students of Targeted Sub-Groups.	Darling-Hammond (2005) <i>Professional Development Schools: Schools For Developing A Profession</i> ; Teachers College Press	<ul style="list-style-type: none"> Lesson Plans Staff Presentations

What funding source will you use?
<p>Title I:</p> <ul style="list-style-type: none"> # of teachers/ admin/counselor = 7 total Substitutes - 1 day x 4 x \$175 = \$700 Travel = \$800 x 7 = \$5,600 Hotel = \$1,000 x 7 = \$7,000 Meals - \$200 x 7 = \$1,400 Registration \$700 x 7 = \$4,900 TOTAL = Not to exceed \$25,000

Site Goal 1.8

Students of targeted sub-groups will utilize materials to support learning.

Metric: CAASPP

Actions/Services 1.8.1

Principally Targeted Student Group

- Black or African American
- Low Income

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
AVID and Intervention teachers will utilize supplemental instructional materials while teaching students from Targeted Sub-Groups.	P. Subban (2006) <i>Differentiated instruction: A research basis</i> . International Education Journal	<ul style="list-style-type: none"> • Student GPA • CAASPP

What funding source will you use?
Title I: <ul style="list-style-type: none"> • Not to exceed \$10,000

Site Goal 1.9

EL students will benefit from support, identification and appropriate academic placement.

Metric: Redesignation

Actions/Services 1.9.1

Principally Targeted Student Group

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Teachers will provide supplemental support to EL students by assessing new EL students, determining proper EL placement, assess for redesignation, communicate with EL families and coordinate the site ELAC committee.	NATIONAL EDUCATION ASSOCIATION (2015) <i>How Educators Can Advocate for English Language Learners</i> . NEA.org	<ul style="list-style-type: none"> • # of Redesignations • ELAC Mtg Agendas/ Minutes/Sign-In sheets

What funding source will you use?
EL <ul style="list-style-type: none"> • 2 Teachers • Timesheet - 10 hours per month • Not To Exceed: \$10,360

District Strategic Goal 2: All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.	District Needs and Metrics 2: Students need high quality programs and services driven by assessment, data analysis, and action as measured by: <ul style="list-style-type: none"> • Assessment System • Data and Program Evaluation • Student Information System
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Site Goal 2.1

Teachers will use data to inform instruction regarding Targeted Sub-Groups.

Metric: Assessment System

Actions/Services 2.1.1

Principally Targeted Student Group		
• Black or African American • Foster Youth • Low Income		
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Release Days for teachers to review student performance data of students from Targeted Sub-Groups to determine best practices and strategies for improvement, while determining student needs for support and remediation.	Louis, K. S., & Marks, H. M. (1998). <i>Does professional learning community affect the classroom? Teachers' work and student experiences in restructuring schools.</i> American Journal of Education Phillips, J. (2003). <i>Powerful learning: Creating learning communities in urban school reform.</i> Journal of Curriculum and Supervision	<ul style="list-style-type: none"> • Lesson Plans • Minutes from meetings

What funding source will you use?
Title I: <ul style="list-style-type: none"> • Two release days • 40 Teacher Substitutes • TOTAL: \$14,000

District Strategic Goal 3: All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.	District Needs and Metrics 3: Students need a safe and engaging academic, social-emotional, and physical school environment as measured by: <ul style="list-style-type: none"> • Attendance • Chronic Absenteeism • Cohort Graduation • Expulsion • Facilities • HS Dropout • MS Dropout • School Climate • Suspension
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Site Goal 3.1

Students from Targeted Sub-Groups will receive education and support for positive behavior.

Metric: Suspension

Actions/Services 3.1.1

Principally Targeted Student Group

- School-wide

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Smedberg staff will use release time to develop aspects of Smedberg's Positive Behavior Intervention and Support (PBIS) program.	Brandi Simonsen, George Sugai (Aug 2013); <i>PBIS in Alternative Education Settings: Positive Support for Youth with High-Risk Behavior.</i> Education and Treatment of Children	<ul style="list-style-type: none"> • Discipline Data of Targeted Sub-Groups

What funding source will you use?

Supp/Concentration:

- One release day
- Substitutes x 5 teachers
- TOTAL: \$875

Actions/Services 3.1.2

Principally Targeted Student Group

- School-wide

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Smedberg staff will use release time to develop a Restorative Practices program.	McCluskey, Lloyd, Kane, Riddell, Stead & Weedon (2008) <i>Can restorative practices in schools make a difference?</i> Educational Review	<ul style="list-style-type: none"> • Discipline Data

What funding source will you use?

Supp/Concentration:

- 4 Substitutes = \$673

Actions/Services 3.1.3

Principally Targeted Student Group

- School-wide

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Smedberg will purchase and utilize PBIS Rewards , a software program that will be used to reward positive student behavior.	Brandi Simonsen, George Sugai (Aug 2013); <i>PBIS in Alternative Education Settings: Positive Support for Youth with High-Risk Behavior.</i> Education and Treatment of Children	<ul style="list-style-type: none"> • Discipline records • PBIS Rewards Data

What funding source will you use?

Supp/Concentration:

- One year contract
- TOTAL: \$3,000

Actions/Services 3.1.4

Principally Targeted Student Group

- School-wide

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
The site will purchase and display banners and posters that remind and reinforce the principles of Smedberg's "Show G.R.I.T" PBIS program.	Brandi Simonsen, George Sugai (Aug 2013); <i>PBIS in Alternative Education Settings: Positive Support for Youth with High-Risk Behavior</i> . Education and Treatment of Children	<ul style="list-style-type: none"> • Discipline records • PBIS Rewards Data

What funding source will you use?

PBIS:

- PBIS posters for public spaces
- \$1,000

Site Goal 3.2

Students will benefit from GATE related Extra Curricular activities.

Metric: School Climate

Actions/Services 3.2.1

Principally Targeted Student Group

- School-wide

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Students will participate in a variety of GATE-type extra-curricular activities .	Akos, (2006) <i>Extracurricular Participation and the Transition to Middle School</i> , RMLE Online	<ul style="list-style-type: none"> • Student sign-in sheets • GPA of students attending

What funding source will you use?

GATE:

- GATE Coordinator = \$1,100
- Dance = \$1,300
- Theater = \$1,300
- Cyber Patriot = \$1,300

- TOTAL = \$5,000

District Strategic Goal 4:

All students will benefit from programs and services designed to inform and involve family and community partners.

District Needs and Metrics 4:

Students need parent, family and community stakeholders as direct partners in their education as measured by:

- Family and Community Engagement

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Site Goal 4.1

Families of Targeted Sub-Groups will understand the academic expectations Smedberg Middle School has of its students.

Metric: Family and Community Engagement

Actions/Services 4.1.1

Principally Targeted Student Group

- Black or African American • Foster Youth • Low Income

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Families will attend evening presentations in which curricular departments present an Interactive Subject Overview of the curriculum, expectations of student performance and strategies families may utilize in supporting their student.	<p><i>A new wave of evidence: The impact of school, family, and community connections on student achievement.</i> (http://www.sedl.org/connections/resources/evidence.pdf)</p> <p><i>Reframing Family Involvement in Education: Supporting Families to Support Educational Equity.</i> (http://www.hfrp.org/publications-resources/browse-our-publications/reframing-family-involvement-in-education-supporting-families-to-support-educational-equity)</p>	<ul style="list-style-type: none"> • Sign In Sheets • Exit Surveys

What funding source will you use?

Title I:

- 4 Core Subjects
- 4 Teachers per core subject (16 teachers total)
- 5 hrs prep/presentation time x 16 teachers
- 80 hours total time
- 80 x \$50 an hr
- Light snacks - \$200
- TOTAL = \$4,200

Site Goal 4.2

Families of Targeted Sub-Groups will receive additional notification regarding the academic standing and performance.

Metric: Family and Community Engagement

Actions/Services 4.2.1

Principally Targeted Student Group

- Black or African American • Foster Youth • Low Income

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Staff will send to the families of the students of Targeted Sub-Groups postcards through the mail regarding positive behaviors and academic performance at school	Graham-Clay, Susan (2005) <i>Communicating with Parents: Strategies for Teachers</i> . School Community Journal	<ul style="list-style-type: none"> Records of post cards sent Student grades

What funding source will you use?
Title I: <ul style="list-style-type: none"> Printing of postcards = \$300 Postage for mailing postcards = \$300 TOTAL \$600

Site Goal 4.3

Parents of students of Targeted Sub-Groups will receive greater support with engaging in school activities and services.

Metric: Family and Community Engagement

Actions/Services 4.3.1

Principally Targeted Student Group

- Black or African American
- Foster Youth
- Low Income

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
A Parent Liaison will help support families of students of Targeted Sub-Groups in receiving services and becoming connected with the school	Epstein (2009), <i>School, Family and Community Partnerships: Your Handbook for Action</i> . 3rd Ed. Corwin Press	<ul style="list-style-type: none"> Parent involvement on campus (sign-in sheets) Attendance to parent-related activities (i.e. Coffee with the Principal)

What funding source will you use?
Title I: <ul style="list-style-type: none"> 12 hours a week \$15 an hour Not to exceed \$3,000

**Local Control Accountability Plan (LCAP)
Year 2017 - 2018**
IV. Funding
T.R. Smedberg Middle School - 442

Fund Source Mgmt. Code/Description Resc. Code/Description	FTE	Carry Over	Allocation	Subtotal	EGUSD Strategic Goals				Balance
					1 - Curriculum and Instruction	2 - Assessment	3 - Wellness	4 - Family Engagement	
2122 Results Staffing EGEA (7-8) 0000 Unrestricted	1	\$0	\$114,059	\$114,059	\$114,059	\$0	\$0	\$0	\$0
2130 Non- Instructional FTE (7- 8) 0000 Unrestricted	1	\$0	\$113,765	\$113,765	\$113,765	\$0	\$0	\$0	\$0
2140 Visual & Performing Arts (VAPA) 0000 Unrestricted	0	\$14,000	\$0	\$14,000	\$14,000	\$0	\$0	\$0	\$0
2150 Regular Education (7-8) 0000 Unrestricted	0	\$5,678	\$0	\$5,678	\$5,678	\$0	\$0	\$0	\$0
2150 Regular Education (7-8) 0000 Unrestricted	0	\$0	\$49,892	\$49,892	\$49,892	\$0	\$0	\$0	\$0
2151 Regular Education (7-8) - Allocated FTE 0000 Unrestricted	58.7626	\$0	\$6,035,650	\$6,035,650	\$6,035,650	\$0	\$0	\$0	\$0
2170 Extended Day (7-8) 0000 Unrestricted	0	\$0	\$11,987	\$11,987	\$11,987	\$0	\$0	\$0	\$0
2180 Summer School/Extended Learning (7-8) 0000 Unrestricted	0	\$19,300	\$0	\$19,300	\$19,300	\$0	\$0	\$0	\$0
2312 Education Fees 0000 Unrestricted	0	\$109	\$0	\$109	\$109	\$0	\$0	\$0	\$0
2312 Education Fees 0000 Unrestricted	0	\$0	\$12,500	\$12,500	\$12,500	\$0	\$0	\$0	\$0
2340 Secondary Counselors 0000 Unrestricted	2.4	\$0	\$302,491	\$302,491	\$302,491	\$0	\$0	\$0	\$0
4275 AVID Support 0000 Unrestricted	0.4	\$0	\$36,046	\$36,046	\$36,046	\$0	\$0	\$0	\$0
5495 Allocated FTE Leave 0000 Unrestricted	0.0001	\$0	\$78,688	\$78,688	\$78,688	\$0	\$0	\$0	\$0
5634 Custodial Services 0000 Unrestricted	3	\$0	\$214,682	\$214,682	\$0	\$0	\$214,682	\$0	\$0
7201 LCFF Supple/Conc 7 - 12 0000 Unrestricted	0	\$0	\$23,498	\$23,498	\$18,950	\$0	\$4,548	\$0	\$0
7205 Gifted and Talented Education (GATE) 7-8 0000 Unrestricted	0	\$0	\$5,000	\$5,000	\$0	\$0	\$5,000	\$0	\$0
7206 Academic Competitions 0000 Unrestricted	0	\$0	\$500	\$500	\$500	\$0	\$0	\$0	\$0
7218 Pre-Advanced Placement, Honors and Advanced Placement Training	0	\$0	\$5,000	\$5,000	\$5,000	\$0	\$0	\$0	\$0

0000 Unrestricted									
7225 Honors/Advanced Placement Outreach (OCR) 0000 Unrestricted	0	\$0	\$1,000	\$1,000	\$1,000	\$0	\$0	\$0	\$0
7233 AVID Support 0000 Unrestricted	0.0001	\$0	\$8,127	\$8,127	\$8,127	\$0	\$0	\$0	\$0
7250 EL Supplemental Program Services 7-12 0000 Unrestricted	0	\$0	\$23,220	\$23,220	\$23,220	\$0	\$0	\$0	\$0
7270 PBIS Coordination 0000 Unrestricted	0.2	\$0	\$21,421	\$21,421	\$0	\$0	\$21,421	\$0	\$0
7415 Family and Community Engagement 0000 Unrestricted	0	\$0	\$795	\$795	\$0	\$0	\$0	\$0	\$795
7440 Positive Behavior Incentive Supports 0000 Unrestricted	0	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
4900 Director of Learning Support Services 3010 NCLB: Title I, Part A, Basic Grants Low Income and Neglected	0	\$0	\$314,437	\$314,437	\$291,642	\$14,000	\$0	\$8,795	\$0
5610 Food and Nutrition Services Center 5310 Child Nutrition: School Programs	4.6876	\$0	\$185,544	\$185,544	\$0	\$0	\$185,544	\$0	\$0
4900 Director of Learning Support Services 5858 Title I - Afterschool (rolls to 3010)	0	\$0	\$45,000	\$45,000	\$45,000	\$0	\$0	\$0	\$0
3200 Language Speech and Hearing (LSH) 6500 Special Education	0.55	\$0	\$67,327	\$67,327	\$67,327	\$0	\$0	\$0	\$0
3410 Special Education Mild/Moderate 6500 Special Education	5.5	\$0	\$486,463	\$486,463	\$486,463	\$0	\$0	\$0	\$0
3680 Emotionally Disturbed (ED) - Tier I 6500 Special Education	2.125	\$0	\$176,975	\$176,975	\$176,975	\$0	\$0	\$0	\$0
3770 Full Inclusion 6500 Special Education	1.625	\$0	\$60,763	\$60,763	\$60,763	\$0	\$0	\$0	\$0
4455 Textbook Reimbursement 9020 Lost/Damaged Textbooks Reimbursement	0	\$6,644	\$0	\$6,644	\$6,644	\$0	\$0	\$0	\$0
4020 Secondary Education 9305 Miscellaneous Site Donations (<\$1000)	0	\$2,454	\$0	\$2,454	\$2,454	\$0	\$0	\$0	\$0

2150 Regular Education (7-8) 9307 Preliminary Scholastic Aptitude Test (PSAT) Donations	0	\$458	\$0	\$458	\$458	\$0	\$0	\$0	\$0
4020 Secondary Education 9539 Target Donations	0	\$178	\$0	\$178	\$178	\$0	\$0	\$0	\$0
Totals	81.2504	\$48,821	\$8,395,830	\$8,444,651	\$7,988,866	\$14,000	\$432,195	\$8,795	

Signatures: (Must sign in blue ink)

Date

Principal **Richard Wall**

School Site Council Chairperson **Marion Pratt**

EL Advisory Chairperson **Carmen Martinez**

_____	_____
_____	_____
_____	_____

Benefits Calculator	
Certificated	Staff Amount \$
	Benefits Amount \$
Classified	Total \$

