T. R. Smedberg Middle School

Local Control Accountability Plan (LCAP) 2025-2026

Principal: Richard Wall

County-District-School (CDS) Code: 34673146113831

Elk Grove Unified School District
Elk Grove, California

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

Goal Setting (lcapid: 795) | goalsComplete: 0

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 Curriculum, Instruction & Assessment
- All students will receive high-quality classroom curriculum, instruction, and assessment to promote college, career, and life readiness and close achievement and opportunity gaps.

Goal 2: Targeted Supports & Interventions
- Students who identify as Black/African American, students with disabilities, students in foster care or experiencing homelessness, and students who identify as Native American will benefit from targeted programs and services that leverage their assets, affirm their identities, and address their needs to close achievement, opportunity, and relationship gaps.

Goal 3: Wellness
- All students will learn in an equitable, 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 engage family and community partners.

Stakeholder Engagement

1. Involvement Process for LCAP and Annual Update

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

School Site Council Meetings:
10/7/24
12/4/24

12/10/24
2/26/25
4/15/25
ELAC Meetings:
9/26/25
2/25/25
Site Leadership Meetings:
9/2/24
9/30/24
11/4/24
12/2/24
1/6/25
2/3/25
3/3/25
4/7/25

LCAP Re-Cap (March 2025): Staff survey to solicit feedback regarding program effectiveness as well as suggested changes/additions.
Perspectives Survey (Feb. 2025): Reviewed with the School Site Council the parent/student responses regarding perceptions of student performance and school culture/climate.

2. Impact of LCAP and Annual Update

How did these consultations affect the LCAP for the upcoming year?

It was determined that supports should continue. Additional support is necessary for English in the form of ELA Lit classes. Additionally, another section of EL Level One class is necessary due to high numbers of enrollment.

Resource Inequities (ATSI, TSI and CSI designated schools only)

Briefly describe any resource inequities identified by the site needs assessment.
Definition: A resource inequity is a change you will make from your past practice to a new innovation to improve support for your most at-risk students. This change could include reallocating resources such as staff, funding, time, space, etc.

No inequities were identified at this time.

Goals, Actions, and Progress Indicators

District Strategic Goal 1:	District Needs and Metrics 1:
High-Quality Curriculum, Instruction & Assessment All students will receive high-quality classroom curriculum, instruction, and assessment to promote college, career, and life readiness and close achievement and opportunity gaps.	Students need high quality classroom instruction and curriculum as measured by: • A-G Completion - Percent of Graduates Completing A-G Requirements • AP/IB Exams - Percent of Graduates Passing an AP/IB Exam • CAASPP (ELA, Math, Science) - Distance from Standard • CAASPP (ELA, Math, Science) - Percent Standard Met or Exceeded

- **CTE Sequence Completion - Percent of Graduates Completing a CTE Sequence**
- **Progress toward English Proficiency - Percent Increasing ELPI Level**
- **Reclassified - Percent of English Learners Reclassified**
- **Test Participation Rate on Districtwide Assessments**

Site Goal 1.1   (SiteGoalID: 8982) (DTS: 01/01/10)

95% of eligible students will be administered all of the required EGUSD assessments designed for their grade level or course

Metric: Test Participation Rate on Districtwide Assessments

Action 1.1.1   (SiteGoalID: 8982) (DTS: 03/11/25)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan To ensure consistent administration of **ILLUMINATE** assessment, admin will: • Collaborate with department chairs to create a plan and schedule for assessments. • Collaborate with department teams to discuss and ensure understanding of assessment plan. • Monitor teacher administration of assessments according to the agreed upon plan.	**Progress Monitoring** **Who will evaluate effectiveness?** • School Administration & Department Chairs **What data will be collected?** • Assessment Calendar • Illuminate assessment rates **When will data collection occur?** • End of each quarter **How will data be communicated?**	**Evaluation**

Certificated Salaries *Certificated Timesheets* *Classified Timesheets* *Contracts/Services* *Materials/Equipment*	• Department Team Meetings

Site Goal 1.2   (SiteGoalID: 9264) (DTS: 04/16/25)

Teachers will report increased effective use of **Active Participation** from 74% to 77% by the end of the year as measured by the Teaching and Learning Program Implementation Continuum (PIC) as evidenced by:

- School Wide, students will improve in:
  - Math on the SBAC from 24% to 27% met/exceeded standard.
  - English on the SBAC from 43% to 46% met/exceeded standard.
  - PIC Score: "Active Participation" from 70% to 74%
- African American students will improve in:
  - Math on the SBAC from 9% to 11% met/exceeded standard.
  - English on the SBAC from 25% 27% met/exceeded standard.
- Hispanic students will improve in:
  - Math on the SBAC from 13% to 15% met/exceeded standard
  - English on the SBAC from 29% to 31% met/exceeded standard
- White students will improve in:
  - Math on the SBAC from 22% to 24% met/exceeded standard
  - English on the SBAC from 36% to 38% met/exceeded standard
- Asian students will improve in:
  - Math on the SBAC from 33% to 35% met/exceeded standard
  - English on the SBAC from 57% to 59% met/exceeded standard
- EL students will improve in:
  - Math on the SBAC from 5% to 7% met/exceeed standard.
  - English on the SBAC from 15% to 17% met/exceeded standard.
- LTEL students will improve in:
  - Math on the SBAC from 4% to 6% met/exceeded standard.
  - English on the SBAC from 17% to 19% met/exceeded standard.
- Foster Youth will improve in:
  - Math on the SBAC from --% to --% met/exceeded standard.
  - English on the SBAC from 20% to 22% met/exceeded standard.

Metric: Active Participation

Action 1.2.1   (SiteGoalID: 9264) (DTS: 04/16/25)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation

• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?

Action Plan	Progress Monitoring	Evaluation

Teachers will participate in **PLC / Collaboration and Professional Development:**
 	
• Teachers will meet as PLCs to develop effective instructional strategies, including Active Participation, as well as short-term and long-term instructional goals.
• Teachers will meet as PLCs to develop AVID techniques across the curriculum.
• Teachers will attend the AVID Summer Institute to learn strategies for teaching AVID students.
• Teachers will engage in Professional Development including the use of CPL/EL instructional coaches to:
   ○ Continue to develop effective, culturally and linguistically responsive strategies
   ○ Improve instructional strategies
 	
Certificated Salaries
Certificated Timesheets
$6,000 (TITLE)
$6,000 (SUPP)
Classified Timesheets
Contracts/Services
$5,000 (SUPP)
Materials/Equipment
	How will you measure implementation?
	
	• FONT/PIC data
	
	What data will be collected?
	
	• Number of teachers using interactive technologies.
	• PIC - "Active Participation" scores.
	• Student GPA
	• CAASPP
	
	Who will collect data?
	
	• Tech App Coordinator
	• Site admin
	
	When will it be collected?
	
	• At the end of each quarter
	
	Who will data be shared with?
	
	• Teachers
	• Site admin
	• School Site Council	

Site Goal 1.3   (SiteGoalID: 9265) (DTS: 04/16/25)

Student **Academic Performance** will increase through improved classroom instruction as evidenced by:

Metric: Active Participation

Action 1.3.1   (SiteGoalID: 9265) (DTS: 04/16/25)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?

Action Plan
 	
Provide **Instructional materials, equipment and software:**
 	
• With a focused integration in English and Math, students will benefit from instruction utilizing interactive technologies such as PearDeck Pro, Kahoot Premium, Quizzizz and the like.
• Provide AVID program materials to support instruction.
• Teachers will utilize supplemental instructional materials and equipment to enhance and/or remediate instruction such as:
  ○ Instructional Technology
  ○ Supplemental learning materials
  ○ "Hands-on" materials to supplement learning
• Equipment to enhance or support learning experiences
• Student Planners for students to:
  ○ Develop introductory organizational skills
  ○ Track class assignments and
	Progress Monitoring
	
	How will you measure implementation?
	
	• FONT/PIC data
	
	What data will be collected?
	
	• A representative sample of Lesson Plans reflecting implementation of newly developed practices
	• Agendas and developed materials will be collected by administration.
	• Illuminate Data
	• SBAC Data
	• FONT Data.
	
	Who will collect data?
	
	• Site admin
	
	When will it be collected?
	
	• At the end of each quarter
	
	Who will data be shared with?
	
	• Teachers
	• Admin
	• School Site Council
	
	When will data be shared?
		Evaluation

assessments.

Certificated Salaries
Certificated Timesheets
Classified Timesheets
Contracts/Services
$31,500 (TITLE)
$10,000 (SUPP)
Materials/Equipment

- At the beginning of the following quarter

Site Goal 1.4   (SiteGoalID: 9266) (DTS: 04/16/25)

Low performing students on the **CAASPP** assessment will improve with additional academic and social/emotional support as evidenced by:

- School Wide, students will improve in:
    - Math on the SBAC from 24% to 27% met/exceeded standard.
    - English on the SBAC from 43% to 46% met/exceeded standard.
    - PIC Score: "Active Participation" from 70% to 74%
    - SEL Score from 75% to 78% "Favorable Responses."
- SED students will improve in:
    - Math on the SBAC from 21% to 23% met/exceeded standard.
    - English on the SBAC from 38% to 40% met/exceeded standard.
    - SEL Score from 75% to 78% "Favorable Responses."
- African American students will improve in:
    - Math on the SBAC from 9% to 11% met/exceeded standard.
    - English on the SBAC from 25% 27% met/exceeded standard.
    - SEL Score from 76% to 78% "Favorable Responses."
- Hispanic students will improve in:
    - Math on the SBAC from 13% to 15% met/exceeded standard
    - English on the SBAC from 29% to 31% met/exceeded standard
    - SEL Score from 72% to 74% "Favorable Responses."
- White students will improve in:
    - Math on the SBAC from 22% to 24% met/exceeded standard
    - English on the SBAC from 36% to 38% met/exceeded standard
    - SEL Score from 70% to 72% "Favorable Responses."
- Asian students will improve in:
    - Math on the SBAC from 33% to 35% met/exceeded standard
    - English on the SBAC from 57% to 59% met/exceeded standard
    - SEL Score from 79% to 81% "Favorable Responses."
- EL students will improve in:
    - Math on the SBAC from 5% to 7% met/exceeded standard.
    - English on the SBAC from 15% to 17% met/exceeded standard.
    - SEL Score from 71% to 73% "Favorable Responses."
- LTEL students will improve in:
    - Math on the SBAC from 4% to 6% met/exceeded standard.
    - English on the SBAC from 17% to 19% met/exceeded standard.
    - SEL Score from 71% to 73% "Favorable Responses."
- Foster Youth will improve in:
    - Math on the SBAC from --% to --% met/exceeded standard.
    - English on the SBAC from 20% to 22% met/exceeded standard.
    - SEL Score from 83% to 85% "Favorable Responses."

Metric: CAASPP (ELA, Math, Science) - Percent Standard Met or Exceeded

Action 1.4.1   (SiteGoalID: 9266) (DTS: 04/16/25)

Targeted Student Group(s)

• Low Income

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation

Action Plan	Progress Monitoring	Evaluation
Provide 1.0 FTE for an **Intervention Teacher** in Study Skills classes to support and mentor students from Targeted Sub-Groups. Intervention will include: • Math/English support through monitoring and regular communication with teachers • Addressing chronic absenteeism in Study Skills students • Mentoring to prevent behaviors leading to classroom/school suspension • Teaching students organizational skills • Frequent contact with family and teachers regarding academic and social/emotional progress • Consult time with regular ed. classroom teachers ***Certificated Salaries*** ***$156,000 (TITLE)*** ***Certificated Timesheets*** ***Classified Timesheets*** ***Contracts/Services*** ***Materials/Equipment***	**How will you measure implementation?** • FONT/PIC data **What data will be collected?** • GPA of students exiting the program • Attendance record of students exiting the program • Discipline record of students exiting the program • CAASPP • Illuminate **Who will collect data?** • Intervention teacher • Site admin **When will it be collected?** • At the end of each quarter **Who will data be shared with?** • Counselors • Site admin • PBIS team • School Site Council **When will data be shared?** • At the beginning of each quarter	

Action 1.4.2   (SiteGoalID: 9266) (DTS: 04/18/25)

Targeted Student Group(s)

• Low Income

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What **formative student data** will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?

Action Plan	Progress Monitoring	Evaluation
Provide 0.834 FTE for **supplemental support in Mathematics and** 0.333 FTE for **English** via the Math Mindset, Math Support and English literacy intervention classes. Intervention will include: • Math Support classes will provide year-long math instruction in support classes • English classes will privide half-year literacy instruction in support classes • Math Support classes will utilize slower paced "scope and sequence" of curriculum. • Math Support classes will utilize extended instructional strategies. • English support classes will utilize literacy-based support curriculum and instructional strategies. • Math and English Support classes will utilize smaller class sizes to better support intervention students. • Mindset class will develop extended understandings of mathematics while creating confidence in understanding math concepts. ***Certificated Salaries*** *0.834 FTE - $95,000 (SUPP)* *0.333 FTE - $50,000 (TITLE)* ***Certificated Timesheets*** ***Classified Timesheets*** ***Contracts/Services*** ***Materials/Equipment***	**How will you measure implementation?** • FONT/PIC data regarding Active Participation **What data will be collected?** • Attendance rates in students who have a history of chronic absenteeism. • GPA of students receiving services. • CAASPP scores of students receiving services. • SEL favorable response rates for students receiving services. **Who will collect data?** • School Administration • Department Chairs **When will it be collected?** • At the end of each quarter **Who will data be shared with?** • Counselors • Department Chairs • Site admin • PBIS Team • School Site Council **When will data be shared?** • At the beginning of each quarter	

Action 1.4.3   (SiteGoalID: 9266) (DTS: 04/18/25)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-	• Describe your step by step plan for progress monitoring	• Throughout the year, report the results of the formative

risk students, as related to your goal.	your action plan. What *formative student data* will you collect and how often?	data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**

After School Tutoring Program to provide supplemental support after the school day.

- Provide supports for Math and English and other core subject areas
- Provide instruction in study and organizational skills.
- Provide an environment to complete current assignments.
- Provide extended learning opportunities.
- Provide enrichment opportunities.

Certificated Salaries
Certificated Timesheets
$15,000 (TITLE)
Classified Timesheets
Contracts/Services
Materials/Equipment

How will you measure implementation?

- FONT/PIC data

What data will be collected?

- GPA of students exiting the program.
- Attendance records.
- CAASPP scores of students attending the program.

Who will collect data?

- Site admin

When will it be collected?

- At the end of each quarter

Who will data be shared with?

- Counselors
- Site admin
- School Site Council

When will data be shared?

- At the beginning of each quarter

Action 1.4.4   (SiteGoalID: 9266) (DTS: 04/21/25)

Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan A **Site Testing Coordinator** will monitor completion rates of CASSPP testing. Accommodations will be provided for make-up testing. • Completion rates will be communicated by teachers. • Make-up sessions will be scheduled. • Families of students who are chronically absent during testing will be contacted. • Make-up rates will be closely monitored. *Certificated Salaries* *Certificated Timesheets* *Classified Timesheets* *Contracts/Services* *Materials/Equipment*	**Progress Monitoring** **What data will be collected?** • Completion rates of CASSPP testing **Who will collect data?** • VP overseeng testing **When will it be collected?** • At the end of the testing window. **Who will data be shared with?** • Research & Evaluation **When will data be shared?** • At end of the school year.	**Evaluation**

Site Goal 1.5   (SiteGoalID: 9267) (DTS: 04/16/25)

EL Student academic performance will improve by receiving supplemental academic support as evidenced by:

- EL students increasing ELPI Levels from 72% to 76%.
- EL students increasing reclassification rates from 23% to 25%
- LTEL students increasing ELPI Levels from 69% to 73%
- LTEL students increasing reclassification rates from 18% to 20%

Metric: Progress toward English Proficiency - Percent Increasing ELPI Level

Action 1.5.1 (SiteGoalID: 9267) (DTS: 04/16/25)

Targeted Student Group(s)

• EL

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**

Action Plan

Provide 0.333 FTE for **supplemental support for Level One EL students** via basic English literacy intervention class. Intervention will include:

- Support class will provide year-long, EL Newcomer language support.
- Utilize slower paced "scope and sequence" of curriculum.
- Instruction will utilize EL specific learning strategies.
- Level One support classes will create smaller class sizes to better support Newcomer EL students.

Certificated Salaries
.167 FTE = $21,000 (SUPP)
.167 FTE = $20,000 (EL)
Certificated Timesheets
Classified Timesheets
Contracts/Services
Materials/Equipment

Progress Monitoring

How will you measure implementation?

- FONT/PIC data regarding Active Participation

What data will be collected?

- Attendance rates in students who have a history of chronic absenteeism.
- GPA of students receiving services.
- CAASPP scores of students receiving services.
- SEL favorable response rates for students receiving services.

Who will collect data?

- School administration
- Level One teacher.

When will it be collected?

- At the end of each quarter

Who will data be shared with?

- Site admin
- EL Support Team
- School Site Council

When will data be shared?

- At the beginning of each quarter

Action 1.5.2   (SiteGoalID: 9267) (DTS: 04/20/25)

Targeted Student Group(s)

• EL

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan **EL Coordinator** and staff will provide support to EL students • Identification/placement of EL students • Reclassification and EL/RFEP monitoring • Support for ELAC (training materials and light refreshments provided) • ELPAC assessment administration ***Certificated Salaries*** ***Certificated Timesheets*** *$6,000 (EL)* ***Classified Timesheets*** ***Contracts/Services*** ***Materials/Equipment***	**Progress Monitoring** What data will be collected? • # of Redesignations • ELAC Mtg Agendas/ Minutes/Sign-In sheets Who will collect data? • EL Coordinator When will it be collected? • After each ELAC meeting • At the end of the school year Who will data be shared with? • EL Teachers • EL Coach • Site Admin • School Site Council When will data be shared? At the beginning of the new school year.	**Evaluation**

Action 1.5.3   (SiteGoalID: 9267) (DTS: 04/20/25)

Targeted Student Group(s)

• EL

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan Certificated staff will administer the initial and summative **ELPAC assessment.** ***Certificated Salaries*** ***Certificated Timesheets*** *$5,000 (EL)* ***Classified Timesheets*** ***Contracts/Services*** ***Materials/Equipment***	**Progress Monitoring** **What data will be collected?** • # of Redesignations • ELAC Mtg Agendas/ Minutes/Sign-In sheets **Who will collect data?** • EL Coordinator **When will it be collected?** • After each ELAC meeting • At the end of the school year **Who will data be shared with?** • EL Teachers • EL Coach • Site Admin • School Site Council **When will data be shared?** • At the beginning of the new school year.	**Evaluation**

Targeted Student Group(s)

• EL

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.		• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results.

	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Based on your summary, what will you adapt/adopt/abandon?
Action Plan **EL** teachers will provide instruction with **supplemental materials and supplies.** *Certificated Salaries* *Certificated Timesheets* *Classified Timesheets* *Contracts/Services* *Materials/Equipment* *$3,760 (EL)*	**Progress Monitoring** **What data will be collected?** • Redesignation rates • EL students' GPA **Who will collect data?** • EL Coordinator **When will it be collected?** • At the end of the school year **Who will data be shared with?** • EL Teachers • EL Coach • Site Admin • School Site Council **When will data be shared?** • Beginning of the school year.	**Evaluation**

Site Goal 1.6   (SiteGoalID: 9393) (DTS: 04/23/25)

Students will become college, career, and life ready through the development of organizational skills and personal planning strategies as evidenced by:

- School Wide, students will improve in:
    - Math on the SBAC from 24% to 27% met/exceeded standard.
    - English on the SBAC from 43% to 46% met/exceeded standard.
    - PIC Score: "Active Participation" from 70% to 74%
    - SEL Score from 75% to 78% "Favorable Responses."
- African American students will improve in:
    - Math on the SBAC from 9% to 11% met/exceeded standard.
    - English on the SBAC from 25% 27% met/exceeded standard.
    - SEL Score from 76% to 78% "Favorable Responses."
- Hispanic students will improve in:
    - Math on the SBAC from 13% to 15% met/exceeded standard
    - English on the SBAC from 29% to 31% met/exceeded standard
    - SEL Score from 72% to 74% "Favorable Responses."
- White students will improve in:
    - Math on the SBAC from 22% to 24% met/exceeded standard

- - English on the SBAC from 36% to 38% met/exceeded standard
  - SEL Score from 70% to 72% "Favorable Responses."
- Asian students will improve in:
  - Math on the SBAC from 33% to 35% met/exceeded standard
  - English on the SBAC from 57% to 59% met/exceeded standard
  - SEL Score from 79% to 81% "Favorable Responses."
- EL students will improve in:
  - Math on the SBAC from 5% to 7% met/exceeded standard.
  - English on the SBAC from 15% to 17% met/exceeded standard.
  - SEL Score from 71% to 73% "Favorable Responses."
- LTEL students will improve in:
  - Math on the SBAC from 4% to 6% met/exceeded standard.
  - English on the SBAC from 17% to 19% met/exceeded standard.
  - SEL Score from 71% to 73% "Favorable Responses."
- SED students will improve in:
  - Math on the SBAC from 21% to 23% met/exceeded standard.
  - English on the SBAC from 38% to 40% met/exceeded standard.
  - SEL Score from 75% to 78% "Favorable Responses."
- Foster Youth will improve in:
  - Math on the SBAC from --% to --% met/exceeded standard.
  - English on the SBAC from 20% to 22% met/exceeded standard.

SEL Score from 83% to 85% "Favorable Responses."

Metric: CAASPP (ELA, Math, Science) - Percent Standard Met or Exceeded

---

Action 1.6.1   (SiteGoalID: 9393) (DTS: 04/23/25)

Targeted Student Group(s)

• School-wide

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan Students will utilize personal **Student Planners** to: • List upcoming assignments • Prioritize their academic workload • Make long-term goals to complete assignments throughout the quarter.	**Progress Monitoring** **How will you measure implementation?** • Weekly planner checks **What data will be collected?** • Number of students regularly utilizing their planner	**Evaluation**

- Communicate with family regarding upcoming assignments and long-term goals.

Certificated Salaries
Certificated Timesheets
Classified Timesheets
Contracts/Services
$5,000 (SUPP)
Materials/Equipment

- Illuminate Data
- SBAC Data
- FONT Data.

Who will collect data?

- English Dept. Teachers

When will it be collected?

- Through a Google Form completed by teachers each week.

Who will data be shared with?

- Teachers
- Admin
- School Site Council

When will data be shared?

- At the beginning of each quarter

Funding Sources for District Goal 1 (DEV - LCAP ID: 795)

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	206000	Certificated- Salaries
Title I – Basic (4900/3010)	16500	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	0	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	30500	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	116000	Certificated- Salaries
Supplemental/Concentration (7201/0000)	6547	Certificated- Timesheets

Supplemental/Concentration (7201/0000)	0	Classified- Salaries
Supplemental/Concentration (7201/0000)	0	Classified- Timesheets
Supplemental/Concentration (7201/0000)	0	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	20000	Contracts/Services/Subscriptions
EL Supplemental (7250/0000)	20000	Certificated- Salaries
EL Supplemental (7250/0000)	11000	Certificated- Timesheets
EL Supplemental (7250/0000)	0	Classified- Salaries
EL Supplemental (7250/0000)	0	Classified- Timesheets
EL Supplemental (7250/0000)	3760	Materials/Supplies/Equipment
EL Supplemental (7250/0000)	0	Contracts/Services/Subscriptions

District Strategic Goal 2:

Targeted Supports & Interventions

Students who identify as Black/African American, students with disabilities, students in foster care or experiencing homelessness, and students who identify as Native American will benefit from targeted programs and services that leverage their assets, affirm their identities, and address their needs to close achievement, opportunity, and relationship gaps.

District Needs and Metrics 2:

Students need high quality programs and services driven by assessment, data analysis, and action as measured by:

- **African American Disparity**
- **Homeless Student Disparity**
- **Native American Disparity**
- **Students with Disabilities Disparity**
- **Students in Foster Youth Disparity**

Site Goal 2.1   (SiteGoalID: 8883) (DTS: 02/13/25)

Low performing Black or African American students will improve with additional social/emotional and academic support as evidenced by:

- School Wide, students will improve in:
  - Math on the SBAC from 24% to 27% met/exceeded standard.
  - English on the SBAC from 43% to 46% met/exceeded standard.
  - PIC Score: "Active Participation" from 70% to 74%
  - SEL Score from 75% to 78% "Favorable Responses."
- African American students will improve in:
  - Math on the SBAC from 9% to 11% met/exceeded standard.

- English on the SBAC from 25% 27% met/exceeded standard.
- SEL Score from 76% to 78% "Favorable Responses."

Metric: African American Disparity

Action 2.1.1   (SiteGoalID: 8883) (DTS: 02/13/25)

Targeted Student Group(s)

• Black or African American

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan Provide .80 FTE an **Intervention Counselor** to support students from Targeted Sub-Groups. • Addressing chronic absenteeism • Mentoring to prevent behaviors leading to classroom/school suspension • Collaborate with elementary schools to facilitate transition of struggling students • Coordinate supports in Math/English • One-on-one mentoring • Small groups • Regular family contact with struggling students. *Certificated Salaries* *.80 FTE - $125,000 (SUPP)* ***Certificated Timesheets*** ***Classified Timesheets*** ***Contracts/Services*** ***Materials/Equipment***	**Progress Monitoring** **How will you measure implementation?** • FONT/PIC data **What data will be collected?** • Attendance rates in students who have a history of chronic absenteeism. • GPA of students receiving services from counselor • CAASPP scores of students receiving services from counselor. • SEL favorable response rates for students receiving services from counselor. **Who will collect data?** • Intervention counselor **When will it be collected?** • At the end of each quarter **Who will data be shared with?** • Counselors	**Evaluation**

- Site admin
- PBIS Team
- School Site Council

When will data be shared?

- At the beginning of each quarter

Action 2.1.2   (SiteGoalID: 8883) (DTS: 04/20/25)

Targeted Student Group(s)

• Black or African American

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan **After School Tutoring Program** to provide supplemental support after the school day. • Provide supports for Math and English and other core subject areas • Provide instruction in study and organizational skills. • Provide an environment to complete current assignments. • Provide extended learning opportunities. ***Certificated Salaries*** ***Certificated Timesheets*** *$15,216 (TITLE)* ***Classified Timesheets*** ***Contracts/Services*** ***Materials/Equipment***	**Progress Monitoring** **How will you measure implementation?** • FONT/PIC data **What data will be collected?** • GPA of Black or African American students participating the program. • Attendance records Black or African American students. • CAASPP scores of Black or African American students attending the program. **Who will collect data?** • Site admin **When will it be collected?** • At the end of each quarter **Who will data be shared with?**	**Evaluation**

- Counselors
- Site admin
- School Site Council

When will data be shared?

- At the beginning of each quarter

Action 2.1.3   (SiteGoalID: 8883) (DTS: 04/21/25)

Targeted Student Group(s)

• Black or African American

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
Staff will meet with students, families and community leaders to **evaluate current exclusionary discipline practices** to develop and recommend implementation strategies around restorative practices, mentoring and counseling. *Certificated Salaries* *Certificated Timesheets* *Classified Timesheets* *Contracts/Services* *Materials/Equipment*	**What data will be collected?** • Team meeting agenda and minutes • Revised policies • Suspension/expulsion rates of Black or African American students. **Who will collect data?** • Site Admin **When will it be collected?** • At the end of the 2nd quarter **Who will data be shared with?** • Teachers • Counselors • Site Admin • School Site Council **When will data be shared?**	

- The beginning of the 3rd quarter

Site Goal 2.2   (SiteGoalID: 9520) (DTS: 05/13/25)

Students with Disabilities will improve from 34% chronically absent to 32% chronically absent.

Metric: Students with Disabilities Disparity

Action 2.2.1   (SiteGoalID: 9520) (DTS: 05/13/25)

Targeted Student Group(s)

• SWD

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
Chronically absent Students with Disabilities will meet with their family and a counselor to determine causes and solutions for this behavior. ***Certificated Salaries*** ***Certificated Timesheets*** ***Classified Timesheets*** ***Contracts/Services*** ***Materials/Equipment***	What data will be collected? • Student attendance records Who will collect data? • Site Data Processor **When will it be collected?** • At the end of each quarter **Who will data be shared with?** • Counselors • Site Administration • School Site Council **When will data be shared?** At the beginning of the following quarter	

Funding Sources for District Goal 2 (DEV - LCAP ID: 795)

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	15216	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	0	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	0	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	125000	Certificated- Salaries
Supplemental/Concentration (7201/0000)	0	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	0	Classified- Salaries
Supplemental/Concentration (7201/0000)	0	Classified- Timesheets
Supplemental/Concentration (7201/0000)	0	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7250/0000)	0	Certificated- Salaries
EL Supplemental (7250/0000)	0	Certificated- Timesheets
EL Supplemental (7250/0000)	0	Classified- Salaries
EL Supplemental (7250/0000)	0	Classified- Timesheets
EL Supplemental (7250/0000)	0	Materials/Supplies/Equipment
EL Supplemental (7250/0000)	0	Contracts/Services/Subscriptions

District Strategic Goal 3:

Wellness

All students will learn in an equitable, 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:

- **Cohort Graduation Rate**
- **School Climate - Average Favorability Rating**
- **Social Emotional Learning - Average Favorability Rating**
- **Suspension Rate: Percent of Students Suspended**

Site Goal 3.1   (SiteGoalID: 8884) (DTS: 02/13/25)

Student academic performance will improve by receiving education and support for positive behavior as evidenced by:

- Suspension rates, **schoolwide** will decrease from 10.6% to 9.6%
- Suspension rates for **African American** will decrease from 21.1% to 20.1%
- Suspension rates for **Asian** students will decrease from 3% to 2%
- Suspension rates for **Hispanic** students will decrease from 12.9% to 11.9%
- Suspension rates for **White** students will decrease from 14.7% to 13.7%
- Suspension rates for **EL** students will decrease from 9.5% to 8.5%
- Suspension rates for **LTEL** students will decrease from 10.2% to 9.2%
- Suspension rates for **Foster Youth** students will decrease from 23.5% to 22.5%
- School wide, "Favorable" responses on School Climate survey increasing from 74% to 77%
- Number of Character Strong lessons taught in Advocacy will increase from an average of 5 a month to 6 a month

Metric: Suspension Rate: Percent of Students Suspended

Action 3.1.1   (SiteGoalID: 8884) (DTS: 02/13/25)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you

Action Plan	Progress Monitoring	Evaluation
Teachers will collaborate to develop and **maintain PBIS** program, including the **mentoring of students**. • Reflecting on data of current practice • Determining future practice and implantation • Development specific strategies for improved implementation of PBIS. *Certificated Salaries* *Certificated Timesheets* *$8,000 (SUPP)* *Classified Timesheets* *Contracts/Services* *Materials/Equipment*	**What data will be collected?** • Meeting agendas/minutes • Updated PBIS practices • Positive change in disciplinary actions **Who will collect data?** • PBIS Coordinator **When will it be collected?** • At the end of each quarter **Who will data be shared with?** • Teachers	

Action 3.1.2   (SiteGoalID: 8884) (DTS: 04/21/25)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
Students, staff, and families will develop SEL skills and understanding through **SEL training.** *Certificated Salaries* *Certificated Timesheets* *Classified Timesheets* *Contracts/Services* *$1,500 (TITLE)* *Materials/Equipment*	**What data will be collected?** • Presentation schedules • Pre/Post program student surveys • CHKS Survey Data • District SEL Survey Data **Who will collect data?** • Site Admin	

When will it be collected?

- When data is available

Who will data be shared with?

- Teachers
- Counselors
- Site admin
- School Site Council

When will data be shared?

- Beginning of 2nd quarter

Funding Sources for District Goal 3 (DEV - LCAP ID: 795)		
Funding Source	**Amount**	**Description of Use**
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	0	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	0	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	1500	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	0	Certificated- Salaries
Supplemental/Concentration (7201/0000)	8000	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	0	Classified- Salaries
Supplemental/Concentration (7201/0000)	0	Classified- Timesheets
Supplemental/Concentration (7201/0000)	0	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	0	Contracts/Services/Subscriptions

EL Supplemental (7250/0000)	0	Certificated- Salaries
EL Supplemental (7250/0000)	0	Certificated- Timesheets
EL Supplemental (7250/0000)	0	Classified- Salaries
EL Supplemental (7250/0000)	0	Classified- Timesheets
EL Supplemental (7250/0000)	0	Materials/Supplies/Equipment
EL Supplemental (7250/0000)	0	Contracts/Services/Subscriptions

District Strategic Goal 4:

Family & Community Engagement

All students will benefit from programs and services designed to inform and engage 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:

- **Attendance Rate**
- **Parents indicating a respectful and welcoming school environment**
- **Parents indicating opportunities for parent input in making decisions**
- **Parents indicating opportunities for parent involvement**
- **Percent Chronically Absent**

Site Goal 4.1   (SiteGoalID: 8885) (DTS: 02/13/25)

Student performance will improve with additional academic and social/emotional **support for families** as evidenced by:

- Parents' score indicating "respectful and welcoming school environment" will increase from 86% to 90%.
- School Wide, students will improve in:
  - Math on the SBAC from 24% to 27% met/exceeded standard.
  - English on the SBAC from 43% to 46% met/exceeded standard.
  - PIC Score: "Active Participation" from 70% to 74%
  - SEL Score from 75% to 78% "Favorable Responses."
- African American students will improve in:
  - Math on the SBAC from 9% to 11% met/exceeded standard.
  - English on the SBAC from 25% 27% met/exceeded standard.
  - SEL Score from 76% to 78% "Favorable Responses."
- EL students will improve in:
  - Math on the SBAC from 5% to 7% met/exceeded standard.
  - English on the SBAC from 15% to 17% met/exceeded standard.
  - SEL Score from 71% to 73% "Favorable Responses.

Metric: Parents indicating a respectful and welcoming school environment

Action 4.1.1   (SiteGoalID: 8885) (DTS: 02/13/25)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
Staff, by department, will **present to families the curriculum**, **strategies and expectations** of student performance that may be utilized in supporting their student in academic success. *Certificated Salaries* *Certificated Timesheets* *$2,416 (SUPP)* *$3,000 (Title I)* *Classified Timesheets* *$1,000 (TITLE)* *Contracts/Services* *Materials/Equipment* *$1,000 (Title I)*	What data will be collected? • Flyers/communication regarding event • Presentation agendas • Parent sign-in sheets • Baseline and expected outcome data, based on Parent Survey data. Who will collect data? • Site administrators **When will it be collected?** • After each event **Who will data be shared with?** • Counselors • Administration • PBIS Team • School Site Council **When will data be shared?** • At meetings following events.	

Action 4.1.2   (SiteGoalID: 8885) (DTS: 04/23/25)

Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan **Chronically absent students** will meet with their family and a counselor to determine causes and solutions for this behavior. ***Certificated Salaries*** ***Certificated Timesheets*** ***Classified Timesheets*** ***Contracts/Services*** ***Materials/Equipment***	**Progress Monitoring** What data will be collected? • Student attendance records Who will collect data? • Site Data Processor **When will it be collected?** • At the end of each quarter **Who will data be shared with?** • Counselors • Site Administration • School Site Council **When will data be shared?** • At the beginning of the following quarter	**Evaluation**

Action 4.1.3   (SiteGoalID: 8885) (DTS: 05/14/25)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
	• Describe your step by step plan for progress monitoring your action plan. What	• Throughout the year, report the results of the formative data as you collect it.

Describe your step by step plan for intervention, for at-risk students, as related to your goal.	*formative student data* will you collect and how often?	• In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**

Action Plan

Parents will be provided opportunities to be included in the decision and information process through SSC representation, Back to School night, Celebrate Smedberg, Coffee with the Counselors (monthly), Bring Your Parent to Lunch Day (monthly) as the site partners with FACE to support event communication with families.

Certificated Salaries
Certificated Timesheets
$3,000 (Title I)
Classified Timesheets
Contracts/Services
Materials/Equipment
$700 - Title I

Progress Monitoring

What data will be collected?

- Flyers/communication regarding event
- Presentation agendas
- Parent sign-in sheets
- Baseline and expected outcome data, based on Parent Survey data.

Who will collect data?

- Site administrators

When will it be collected?

- After each event

Who will data be shared with?

- Counselors
- Administration
- PBIS Team
- School Site Council

When will data be shared?

- At meetings following events.

Students identifying as Two or More ethnicities will improve from 24% chronically absent to 22% chronically absent.

Metric: Attendance Rate

Targeted Student Group(s)

• Two or More

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan **Chronically absent students who identify as Two or More Ethnicities** will meet with their family and a counselor to determine causes and solutions for this behavior. ***Certificated Salaries*** ***Certificated Timesheets*** *$1,000 (Title I)* ***Classified Timesheets*** ***Contracts/Services*** ***Materials/Equipment***	**Progress Monitoring** What data will be collected? • Student attendance records Who will collect data? • Site Data Processor **When will it be collected?** • At the end of each quarter **Who will data be shared with?** • Counselors • Site Administration • School Site Council **When will data be shared?** • At the beginning of the following quarter	**Evaluation**

Site Goal 4.3   (SiteGoalID: 9519) (DTS: 05/13/25)

Students identifying as Hispanic will improve from 25% chronically absent to 23% chronically absent.

Metric: Attendance Rate

Action 4.3.1   (SiteGoalID: 9519) (DTS: 05/13/25)

Targeted Student Group(s)

• Hispanic or Latino

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation

• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
Chronically absent students who identify as Hispanic will meet with their family and a counselor to determine causes and solutions for this behavior. *Certificated Salaries* *Certificated Timesheets* *$1,000 (Title I)* *Classified Timesheets* *Contracts/Services* *Materials/Equipment*	What data will be collected? • Student attendance records Who will collect data? • Site Data Processor **When will it be collected?** • At the end of each quarter **Who will data be shared with?** • Counselors • Site Administration • School Site Council **When will data be shared?** • At the beginning of the following quarter	

Funding Sources for District Goal 4 (DEV - LCAP ID: 795)		
Funding Source	**Amount**	**Description of Use**
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	0	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	9000	Classified- Timesheets
Title I – Basic (4900/3010)	1700	Materials/Supplies/Equipment

Title I – Basic (4900/3010)	0	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	0	Certificated- Salaries
Supplemental/Concentration (7201/0000)	2416	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	0	Classified- Salaries
Supplemental/Concentration (7201/0000)	0	Classified- Timesheets
Supplemental/Concentration (7201/0000)	0	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7250/0000)	0	Certificated- Salaries
EL Supplemental (7250/0000)	0	Certificated- Timesheets
EL Supplemental (7250/0000)	0	Classified- Salaries
EL Supplemental (7250/0000)	0	Classified- Timesheets
EL Supplemental (7250/0000)	0	Materials/Supplies/Equipment
EL Supplemental (7250/0000)	0	Contracts/Services/Subscriptions

Funding Source Summary for All District Goals

Title I – Basic (4900/3010)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	$206000	$0	$0	$0	$206000
Certificated- Timesheets	$16500	$15216	$0	$0	$31716
Classified- Salaries	$0	$0	$0	$0	$0
Classified- Timesheets	$0	$0	$0	$9000	$9000
Materials/Supplies/Equipment	$0	$0	$0	$1700	$1700
Contracts/Services/Subscriptions	$30500	$0	$1500	$0	$32000

Title I – Basic (4900/3010) Total: **$280,416**

Supplemental/Concentration (7201/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	$116000	$125000	$0	$0	$241000
Certificated- Timesheets	$6547	$0	$8000	$2416	$16963
Classified- Salaries	$0	$0	$0	$0	$0
Classified- Timesheets	$0	$0	$0	$0	$0
Materials/Supplies/Equipment	$0	$0	$0	$0	$0
Contracts/Services/Subscriptions	$20000	$0	$0	$0	$20000

Supplemental/Concentration (7201/0000) Total: **$277,963**

EL Supplemental (7250/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	$20000	$0	$0	$0	$20000
Certificated- Timesheets	$11000	$0	$0	$0	$11000
Classified- Salaries	$0	$0	$0	$0	$0
Classified- Timesheets	$0	$0	$0	$0	$0
Materials/Supplies/Equipment	$3760	$0	$0	$0	$3760
Contracts/Services/Subscriptions	$0	$0	$0	$0	$0

EL Supplemental (7250/0000) Total: **$34,760**

Justification of School-Wide Use of Funds

For sites below 40 percent of enrollment of unduplicated pupils, when using supplemental and concentration (LCAP) funds in a school-wide manner, the site must additionally describe how the services provided are the most effective use of funds to meet the site's goals for unduplicated pupils in the state priority areas. Include a description and justification for the use of any funds in a school-wide manner as described in **Actions, Services, and Expenditures** above.

N/A

V. Funding

T. R. Smedberg Middle School (442) | 2025-2026

Fund Source *Mgmt. Code / Description Resc. Code / Description*	Allocation	EGUSD Strategic Goals				Balance
		1. Curriculum and Instruction	2. Targeted Supports & Interventions	3. Wellness	4. Family Engagement	
4900 Director of School Improvement Support **3010** ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	$280,416	$253,000	$15,216	$1,500	$10,700	$0
7201 LCFF Supplemental Concentration 7-12 **0000** Unrestricted	$277,963	$142,547	$125,000	$8,000	$2,416	$0
7250 English Learners Supplemental Program Services 7-12 **0000** Unrestricted	$34,760	$34,760	$0	$0	$0	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$593,139	$430,307	$140,216	$9,500	$13,116	

Fund Subtotals		Title I Centralized Services			
Subtotal of additional federal funds included for this school	$280,416	Title I Foster Youth	$0	Title I Homeless	$0
		Title I Centralized Services	$0	Title I Preschool	$0
Subtotal of state or local funds included for this school	$312,723				