



T. R. Smedberg Middle School

Local Control Accountability Plan (LCAP) 2026-2027

Principal: Erin Grady

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

IV. Goals, Action Plans and Progress Monitoring

T. R. Smedberg Middle School | Focused Work: 2026-2027

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 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:

9/30/25
10/29/25
11/20/25
2/17/26
3/25/26
4/16/26

ELAC Meetings:

10/22/25
2/12/26

Site Leadership Meetings:

9/1/25
9/29/25
10/27/25
12/1/25

1/5/26
2/2/26
3/2/26

LCAP Re-Cap (March 2026): Staff survey to solicit feedback regarding program effectiveness as well as suggested changes/additions.

2. Impact of LCAP and Annual Update

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

It was discussed concluded that with a change in leadership, supports should largely continue the same. Although, last year saw additional support in English in the form of ELA Lit classes, it was determined the Math Mindset class funding would shift to provide another ELA Lit class. The second EL Level I class will continue to be offered.

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.

We did not identify inequities at this time.

Goals, Actions, and Progress Indicators

District Strategic 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.

District Needs and Metrics 1:

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

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

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?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
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. Certificated Salaries Certificated Timesheets Classified Timesheets Contracts/Services Materials/Equipment	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 first semester How will data be communicated? - Department Team Meetings	Evaluation

Site Goal 1.2

Teachers will report increased effective use of **Active Participation** from 72% to 74% 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 27% to 29% met/exceeded standard.
 - English on the SBAC from 45% to 48% met/exceeded standard.
 - PIC Score: "Active Participation" from 72% to 74%
- African American students will improve in:
 - Math on the SBAC from 13% to 15% met/exceeded standard.
 - English on the SBAC from 18% 25% met/exceeded standard.
- Hispanic students will improve in:
 - Math on the SBAC from 15% to 17% met/exceeded standard
 - English on the SBAC from 34% to 36% met/exceeded standard
- White students will improve in:
 - Math on the SBAC from 25% to 27% met/exceeded standard
 - English on the SBAC from 39% to 41% met/exceeded standard
- Asian students will improve in:
 - Math on the SBAC from 36% to 38% 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/exceeded standard.
 - English on the SBAC from 12% to 15% met/exceeded standard.
- LTEL students will improve in:
 - Math on the SBAC from 4% to 6% met/exceeded standard.
 - English on the SBAC from 12% to 15% met/exceeded standard.

- Foster Youth will improve in:
 - Math on the SBAC from --% to --% met/exceeded standard.
 - English on the SBAC from --% to --% met/exceeded standard.

Metric: Active Participation

Action 1.2.1

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?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan Teachers will participate in <u>PLC / Collaboration and Professional Development:</u> • 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 instructional coaches to: ◦ Continue to develop effective, culturally and linguistically responsive strategies ◦ Improve instructional strategies Certificated Salaries Certificated Timesheets \$5,000 (TITLE) Classified Timesheets Contracts/Services \$10,000 (SUPP) \$21,000 (TITLE) - AVID Smr Inst Materials/Equipment	Progress Monitoring 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 the first semester Who will data be shared with? • Teachers • Site admin • School Site Council	Evaluation

Site Goal 1.3

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

Metric: Active Participation

Action 1.3.1

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?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan Provide <u>Instructional materials, equipment and software:</u> • 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 assessments. Certificated Salaries Certificated Timesheets Classified Timesheets Contracts/Services \$14,004 (TITLE) \$25,586 (SUPP) Materials/Equipment \$10,000 (TITLE)	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 • Illuminate Data • SBAC Data • FONT Data. Who will collect data? • Site admin When will it be collected? • At the end of the first semester Who will data be shared with? • Teachers • Admin • School Site Council When will data be shared? • At the beginning of the following quarter	Evaluation

Site Goal 1.4

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 27% to 29% met/exceeded standard.
 - English on the SBAC from 45% to 48% met/exceeded standard.
 - PIC Score: "Active Participation" from 72% to 74%
 - SEL Score from 74% to 76% "Favorable Responses."
- African American students will improve in:
 - Math on the SBAC from 13% to 15% met/exceeded standard.
 - English on the SBAC from 18% 25% met/exceeded standard.
 - SEL Score from 73% to 76% "Favorable Responses."
- Hispanic students will improve in:
 - Math on the SBAC from 15% to 17% met/exceeded standard
 - English on the SBAC from 34% to 36% met/exceeded standard
 - SEL Score from 70% to 72% "Favorable Responses."
- White students will improve in:
 - Math on the SBAC from 25% to 27% met/exceeded standard
 - English on the SBAC from 39% to 41% met/exceeded standard
 - SEL Score from 71% to 73% "Favorable Responses."
- Asian students will improve in:
 - Math on the SBAC from 36% to 38% met/exceeded standard
 - English on the SBAC from 57% to 59% met/exceeded standard
 - SEL Score from 77% to 79% "Favorable Responses."
- EL students will improve in:
 - Math on the SBAC from 5% to 7% met/exceeded standard.
 - English on the SBAC from 12% to 15% 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 12% to 15% 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 --% to --% met/exceeded standard.
 - SEL Score from 58% to 60% "Favorable Responses."

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

Action 1.4.1

Targeted Student Group(s)

- Low Income

Action Plan

- Describe your step by step plan for intervention, for at-risk students, as related to your goal.

Progress Monitoring Plan

- Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?

Data Collection & Evaluation

- Describe the overall implementation and effectiveness of this action plan.
- Describe any major differences between the planned implementation and the actual implementation.
- Describe any changes that will be made based on the data collected.

Action Plan	Progress Monitoring	Evaluation
Provide .833 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 .833 FTE \$144,000 (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 - CAASPP of students in program - Illuminate scores of students in the program Who will collect data? - Intervention teacher - Site admin When will it be collected? - At the end of each semester Who will data be shared with? - Counselors - Site admin - PBIS team - School Site Council When will data be shared? - At the beginning of the new semester	

Action 1.4.2

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?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan	Progress Monitoring	Evaluation
Provide 0.526 FTE for supplemental support in Mathematics and 0.5 FTE for English via the Math Support and English literacy intervention classes. Intervention will include: Math Support classes will provide year-long math instruction in support classes	How will you measure implementation? - FONT/PIC data regarding Active Participation What data will be collected? - GPA of students receiving services.	

- English classes will provide 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. Certificated Salaries 0.526 FTE - \$61,500 (SUPP) Math 0.167 FTE - \$20,300 (SUPP) English 0.333 FTE - \$56,400 (TITLE) English Certificated Timesheets Classified Timesheets Contracts/Services Materials/Equipment	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 semester 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 semester	
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Action 1.4.3

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 <i>formative student data</i> will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
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. - Provide enrichment opportunities. Certificated Salaries Certificated Timesheets \$5,000 (TITLE) Classified Timesheets	Progress Monitoring How will you measure implementation? - FONT/PIC data What data will be collected? - Attendance records. - CAASPP scores school wide Who will collect data? - Site admin When will it be collected? - At the end of each semester Who will data be shared with?	Evaluation

Contracts/Services Materials/Equipment	• Counselors • Site admin • School Site Council When will data be shared? • At the beginning of each semester	
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Action 1.4.4

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 <i>formative student data</i> will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
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 overseeing 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

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

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 <i>formative student data</i> will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan Provide 0.333 FTE for supplemental support for Emerging EL students via basic English literacy intervention class. Intervention will include: - Support class will provide year-long, EL Newcomer language support. - Instruction will utilize specific EL learning strategies that are research-based. - Support classes will create smaller class sizes to better support Newcomer EL students. Certificated Salaries .167 FTE = \$20,700 (SUPP) .100 FTE = \$12,500 (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? - 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 semester Who will data be shared with? - Site admin - EL Support Team - School Site Council When will data be shared? - At the beginning of each semester	Evaluation

Action 1.5.2

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 <i>formative student data</i> will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan Certificated staff will administer the initial and summative ELPAC assessment. Certificated Salaries Certificated Timesheets \$7,292 (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? • VP Overseeing EL 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

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 <i>formative student data</i> will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan	Progress Monitoring	Evaluation

<u>EL</u> teachers will provide instruction with <u>supplemental materials and supplies.</u> <i>Certificated Salaries</i> <i>Certificated Timesheets</i> <i>Classified Timesheets</i> <i>Contracts/Services</i> <i>Materials/Equipment</i> \$10,760 (EL)	What data will be collected? • Redesignation rates • EL students' GPA Who will collect data? • VP overseeing EL 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.	
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Action 1.5.4

Targeted Student Group(s)

- EL • R-FEP

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 <i>formative student data</i> will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan Teachers will engage in <u>EL Professional Development</u> including the use of EL instructional coaches to: • Continue to develop effective, culturally and linguistically responsive strategies • Improve instructional strategies <i>Certificated Salaries</i> <i>Certificated Timesheets</i> \$1,292 (EL) <i>Classified Timesheets</i> <i>Contracts/Services</i> <i>Materials/Equipment</i>	Progress Monitoring 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?	Evaluation

- At the end of the first semester

Who will data be shared with?

- Teachers
- Site admin
- School Site Council

Action 1.5.5

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?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan Host ELAC Meetings that include training materials and light refreshments. Certificated Salaries Certificated Timesheets Classified Timesheets Contracts/Services Materials/Equipment \$300 (EL)	Progress Monitoring How will you measure implementation? • Meeting agendas/minutes What data will be collected? • Number of attendees • Parent response rates on Perspectives Survey • CAASPP Who will collect data? • Admin overseeing EL When will it be collected? • After the end of the school year Who will data be shared with? • Regional EL Coordinator • Teachers • Site admin • School Site Council	Evaluation

Site Goal 1.6

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 27% to 29% met/exceeded standard.
 - English on the SBAC from 45% to 48% met/exceeded standard.
 - PIC Score: "Active Participation" from 72% to 74%
 - SEL Score from 74% to 76% "Favorable Responses."
- African American students will improve in:
 - Math on the SBAC from 13% to 15% met/exceeded standard.
 - English on the SBAC from 18% 25% met/exceeded standard.
 - SEL Score from 73% to 76% "Favorable Responses."
- Hispanic students will improve in:
 - Math on the SBAC from 15% to 17% met/exceeded standard
 - English on the SBAC from 34% to 36% met/exceeded standard
 - SEL Score from 70% to 72% "Favorable Responses."
- White students will improve in:
 - Math on the SBAC from 25% to 27% met/exceeded standard
 - English on the SBAC from 39% to 41% met/exceeded standard
 - SEL Score from 71% to 73% "Favorable Responses."
- Asian students will improve in:
 - Math on the SBAC from 36% to 38% met/exceeded standard
 - English on the SBAC from 57% to 59% met/exceeded standard
 - SEL Score from 77% to 79% "Favorable Responses."
- EL students will improve in:
 - Math on the SBAC from 5% to 7% met/exceeded standard.
 - English on the SBAC from 12% to 15% 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 12% to 15% 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 --% to --% met/exceeded standard.
 - SEL Score from 58% to 60% "Favorable Responses."

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

Action 1.6.1

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 <i>formative student data</i> will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan	Progress Monitoring	Evaluation
Students will utilize personal Student	How will you measure implementation?	

Planners to: - List upcoming assignments - Prioritize their academic workload - Make long-term goals to complete assignments throughout the quarter. - Communicate with family regarding upcoming assignments and long-term goals. Certificated Salaries Certificated Timesheets Classified Timesheets Contracts/Services \$6,000 (SUPP) Materials/Equipment	- Weekly planner checks What data will be collected? - English teacher reports of number of students regularly utilizing their planner - Illuminate Data - SBAC 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 semester	
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Funding Sources for District Goal 1		
Funding Source	Amount	Description of Use
Title I Basic (4900/3010)	\$182,267	Certificated- Salaries
Title I Basic (4900/3010)	\$43,040	Certificated- Timesheets
Title I Basic (4900/3010)	\$32,939	Classified- Salaries
Title I Basic (4900/3010)	\$0	Classified- Timesheets
Title I Basic (4900/3010)	\$2,000	Materials/Supplies/Equipment
Title I Basic (4900/3010)	\$9,000	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	\$0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	\$85,000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	\$0	Classified- Salaries
Supplemental/Concentration (7101/0000)	\$35,000	Classified- Timesheets
Supplemental/Concentration (7101/0000)	\$11,500	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$14,091	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	\$0	Certificated- Salaries
EL Supplemental (7150/0000)	\$19,341	Certificated- Timesheets
EL Supplemental (7150/0000)	\$0	Classified- Salaries

EL Supplemental (7150/0000)	\$0	Classified- Timesheets
EL Supplemental (7150/0000)	\$0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	\$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
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Site Goal 2.1

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 27% to 29% met/exceeded standard. ◦ English on the SBAC from 45% to 48% met/exceeded standard. ◦ PIC Score: "Active Participation" from 72% to 74% ◦ SEL Score from 74% to 76% "Favorable Responses." • African American students will improve in: ◦ Math on the SBAC from 13% to 15% met/exceeded standard. ◦ English on the SBAC from 18% 25% met/exceeded standard. ◦ SEL Score from 73% to 76% "Favorable Responses."
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Metric: African American Disparity

Action 2.1.1

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?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan Provide .80 FTE an Intervention Counseling to support students from	Progress Monitoring How will you measure implementation? • Synergy documentation regarding	Evaluation

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 - \$130,000 (SUPP) Certificated Timesheets Classified Timesheets Contracts/Services Materials/Equipment	counselor contacts with students/families What data will be collected? - Attendance rates in students who have a history of chronic absenteeism. - 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 semester 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	
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Action 2.1.2

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?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
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	Progress Monitoring How will you measure implementation? - FONT/PIC data What data will be collected? - GPA of African American students participating the program. - Attendance records African American students. - CAASPP scores of African American students attending the program.	Evaluation

Certificated Timesheets \$5,216 (TITLE) Classified Timesheets Contracts/Services Materials/Equipment	Who will collect data? • Site admin When will it be collected? • At the end of each semester Who will data be shared with? • Counselors • Site admin • School Site Council When will data be shared? • At the beginning of each semester	
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Action 2.1.3

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?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan 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	Progress Monitoring What data will be collected? • Team meeting agenda and minutes • Revised policies • Suspension/expulsion rates of African American students. Who will collect data? • Site Admin When will it be collected? • At the end of the each semester Who will data be shared with? • Teachers • Counselors • Site Admin • School Site Council When will data be shared? • The beginning of each semester	Evaluation

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Action 2.1.4

Targeted Student Group(s)

- Black or African American • 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?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan Counselors will provide Academic Monitoring & Early Identification for <i>Black or</i> African American students and Students with Disabilities by: • Reviewing F data every quarter • Identifying students receiving two or more failing grades • Conducting individual academic conferences to review progress • Connecting students with tutoring and intervention supports • Contacting families to communicate intervention plan and provide support Certificated Salaries Certificated Timesheets Classified Timesheets Contracts/Services Materials/Equipment	Progress Monitoring How will you measure implementation? • FONT/PIC data What data will be collected? • GPA of African American students participating the program. • Attendance records African American students. • CAASPP scores of African American students attending the program. Who will collect data? • Site admin When will it be collected? • At the end of each semester Who will data be shared with? • Counselors • Site admin • School Site Council When will data be shared? • At the beginning of each semester	Evaluation

Site Goal 2.2

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

Metric: Students with Disabilities Disparity

Action 2.2.1

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?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan 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	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

Funding Sources for District Goal 2		
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)	\$0	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	\$0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	\$10,000	Certificated- Timesheets

Supplemental/Concentration (7101/0000)	\$0	Classified- Salaries
Supplemental/Concentration (7101/0000)	\$0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	\$0	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	\$0	Certificated- Salaries
EL Supplemental (7150/0000)	\$0	Certificated- Timesheets
EL Supplemental (7150/0000)	\$0	Classified- Salaries
EL Supplemental (7150/0000)	\$0	Classified- Timesheets
EL Supplemental (7150/0000)	\$0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	\$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
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Site Goal 3.1

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

- % of Students Suspended, **schoolwide** will decrease from 11.6% to 10.6%
- Suspension rates for **African American** will decrease from 28.2% to 26.2%
- Suspension rates for **Asian** students will decrease from 5.5% to 3%
- Suspension rates for **Hispanic** students will decrease from 12.3% to 11.9%
- Suspension rates for **White** students will decrease from 13.9% to 11.7%
- Suspension rates for **EL** students will decrease from 10.4% to 9.5%
- Suspension rates for **LTEL** students will decrease from 13.1% to 10.2%
- Suspension rates for **Foster Youth** students will decrease from 30% to 23.5%
- School wide, "Favorable" responses on School Climate survey increasing from 73% to 76%
- Number of Character Strong lessons taught in Advocacy will increase from an average of 5 a month to 6 a month

Metric: School Climate - Average Favorability Rating

Action 3.1.1

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	• Describe your step by step plan for progress monitoring your action plan.	• Describe the overall implementation and effectiveness of this action plan.

related to your goal.	What formative student data will you collect and how often?	- Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan 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 \$2,500 (SUPP) Classified Timesheets Contracts/Services Materials/Equipment	Progress Monitoring 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	Evaluation

Action 3.1.2

Targeted Student Group(s)

- All

Action Plan Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Progress Monitoring Plan Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	Data Collection & Evaluation - Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan Train classified staff in the foundational elements of Restorative Practices that most closely aligns to their job duties. Equity Coaches/Admin will support in training. Certificated Salaries Certificated Timesheets Classified Timesheets \$1,500 (TITLE) Contracts/Services Materials/Equipment	Progress Monitoring What data will be collected? - Presentation schedules - CHKS Survey Data - District SEL Survey Data Who will collect data? - Site Admin When will it be collected? - At the end of each semester Who will data be shared with? - Teachers	Evaluation

- Counselors
- Site admin
- School Site Council

When will data be shared?

- Beginning of 3rd quarter and end of the year

Funding Sources for District Goal 3

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)	\$12,714	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	\$0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	\$0	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	\$0	Classified- Salaries
Supplemental/Concentration (7101/0000)	\$0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	\$10,000	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$1	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	\$0	Certificated- Salaries
EL Supplemental (7150/0000)	\$0	Certificated- Timesheets
EL Supplemental (7150/0000)	\$0	Classified- Salaries
EL Supplemental (7150/0000)	\$0	Classified- Timesheets
EL Supplemental (7150/0000)	\$0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	\$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

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 27% to 29% met/exceeded standard.
 - English on the SBAC from 45% to 48% met/exceeded standard.
 - PIC Score: "Active Participation" from 72% to 74%
 - SEL Score from 74% to 76% "Favorable Responses."
- African American students will improve in:
 - Math on the SBAC from 13% to 15% met/exceeded standard.
 - English on the SBAC from 18% 25% met/exceeded standard.
 - SEL Score from 73% to 76% "Favorable Responses."
- EL students will improve in:
 - Math on the SBAC from 5% to 7% met/exceeded standard.
 - English on the SBAC from 12% to 15% met/exceeded standard.
 - SEL Score from 71% to 73% "Favorable Responses."
- Parent participation rates will improve:
 - From 4% to 14%
- Student attendance will improve by subgroup:
 - African American 91% to 92%
 - Asian - 95% to 96%
 - Hispanic - 91% to 92%
 - White - 93% to 94%
 - SWD - 90% to 91%

Metric: Parents indicating a respectful and welcoming school environment

Action 4.1.1

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 <i>formative student data</i> will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
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.	What data will be collected? • Flyers/communication regarding event • Presentation agendas • Parent sign-in sheets • Baseline and expected outcome data,	

Certificated Salaries Certificated Timesheets \$2,416 (SUPP) \$3,000 (TITLE) Classified Timesheets \$1,000 (TITLE) Contracts/Services Materials/Equipment \$1,000 (TITLE)	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.	
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Action 4.1.2

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?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
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

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Action 4.1.3

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 <i>formative student data</i> will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan <u>Parents will be provided opportunities</u> 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) Classified Timesheets Contracts/Services Materials/Equipment \$700 - (TITLE)	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.	Evaluation

Site Goal 4.2

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

Metric: Attendance Rate

Action 4.2.1

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 <i>formative student data</i> will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan <u>Chronically absent students who identify as Two or More Ethnicities</u> will meet with their family and a counselor to determine causes and solutions for this behavior. <i>Certificated Salaries</i> <i>Certificated Timesheets</i> <i>\$1,000 (TITLE)</i> <i>Classified Timesheets</i> <i>Contracts/Services</i> <i>Materials/Equipment</i>	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

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

Metric: Attendance Rate

Action 4.3.1

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 <i>formative student data</i> will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the

		actual implementation. Describe any changes that will be made based on the data collected.
Action Plan 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) 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 4.3.2

Targeted Student Group(s)

- All

Action Plan Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Progress Monitoring Plan Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	Data Collection & Evaluation - Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan Student attendance will improve through the creation of a site-based attendance team to: - Partner with the RAIT - Monitor attendance and support interventions. - Provide Proactive and Personalized Communication - Provide Family Education - Utilize Incentives and Recognition - Participate in Flexible Attendance Meetings (SART) Certificated Salaries	Progress Monitoring What data will be collected? - Student attendance records Who will collect data? - Site Data Processor - Counselors When will it be collected? - At the end of each quarter Who will data be shared with?	Evaluation

Certificated Timesheets Classified Timesheets Contracts/Services Materials/Equipment	• Counselors • Site Administration • School Site Council When will data be shared? • At the end of each semester	
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Funding Sources for District Goal 4		
Funding Source	Amount	Description of Use
Title I Basic (4900/3010)	\$3,000	Certificated- Salaries
Title I Basic (4900/3010)	\$0	Certificated- Timesheets
Title I Basic (4900/3010)	\$0	Classified- Salaries
Title I Basic (4900/3010)	\$500	Classified- Timesheets
Title I Basic (4900/3010)	\$3,000	Materials/Supplies/Equipment
Title I Basic (4900/3010)	\$500	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	\$0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	\$20,000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	\$0	Classified- Salaries
Supplemental/Concentration (7101/0000)	\$0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	\$0	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	\$0	Certificated- Salaries
EL Supplemental (7150/0000)	\$0	Certificated- Timesheets
EL Supplemental (7150/0000)	\$0	Classified- Salaries
EL Supplemental (7150/0000)	\$0	Classified- Timesheets
EL Supplemental (7150/0000)	\$0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	\$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	\$200,400	\$0	\$0	\$0	\$200,400
Certificated- Timesheets	\$10,000	\$5,216	\$0	\$8,000	\$23,216
Classified- Salaries	\$0	\$0	\$0	\$1,000	\$1,000
Classified- Timesheets	\$0	\$0	\$1,500	\$0	\$1,500
Materials/Supplies/Equipment	\$10,000	\$0	\$0	\$1,700	\$11,700
Contracts/Services/Subscriptions	\$35,004	\$0	\$1,500	\$0	\$36,504

Title I Basic (4900/3010) Total: \$274,320

Supplemental/Concentration (7201/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$102,500	\$130,000	\$0	\$0	\$232,500
Certificated- Timesheets	\$0	\$0	\$2,500	\$2,416	\$4,916
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	\$41,086	\$0	\$0	\$0	\$41,086

Supplemental/Concentration (7201/0000) Total: \$278,502

EL Supplemental (7250/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$20,700	\$0	\$0	\$0	\$20,700
Certificated- Timesheets	\$7,292	\$0	\$0	\$0	\$7,292
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Materials/Supplies/Equipment	\$10,360	\$0	\$0	\$0	\$10,360
Contracts/Services/Subscriptions	\$0	\$0	\$0	\$0	\$0

EL Supplemental (7250/0000) Total: \$38,352

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) | 2026-2027

Fund Source Mgmt. Code / Description Resc. Code / Description	EGUSD Strategic Goals					Balance
	Allocation	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	\$274,320	\$255,404	\$5,216	\$3,000	\$10,700	\$0
7201 LCFF Supplemental Concentration 7-12 0000 Unrestricted	\$278,502	\$143,586	\$130,000	\$2,500	\$2,416	\$0
7250 English Learners Supplemental Program Services 7-12 0000 Unrestricted	\$38,352	\$38,352	\$0	\$0	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$591,174	\$437,342	\$135,216	\$5,500	\$13,116	

Fund Subtotals	
Subtotal of additional federal funds included for this school	\$274,320
Subtotal of state or local funds included for this school	\$316,854