



## T. R. Smedberg Middle School

# Local Control Accountability Plan (LCAP) 2021-2022

**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

### State Priorities

**Conditions of Learning:**

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

**Pupil Outcomes:**

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

**Engagement:**

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

### Strategic Goals

**Goal 1: High-Quality Classroom Instruction and Curriculum**

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

**Goal 2: Assessment, Data Analysis, & Action**

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

**Goal 3: Wellness**

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

**Goal 4: Family and Community Engagement**

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

### Stakeholder Engagement

<b>Involvement Process for LCAP and Annual Update</b>
<p><b>How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?</b></p> <hr style="border: 0; border-top: 1px solid black; margin: 10px 0;"/> <p>School Site Council Meetings: 11/18/20, 1/20/21, 3/10/21, 5/7/21                  Reviewed and discussed performance levels on state assessments including disaggregated data by ethnicity and on chronically absent students as well as performance on the ELPAC and redesignation rates.</p> <p>Staff, students and families participated in the districts LCAP survey in November 2020.</p> <p>ELAC parents reviewed current budgeting practices and provided input at the 11/13/21 and 3/4/21 meetings.</p> <p>Admin meets on an ongoing basis with teacher leaders from departments to discuss site needs.</p>
<b>Impact of LCAP and Annual Update</b>
<p><b>How did these consultations affect the LCAP for the upcoming year?</b></p> <hr style="border: 0; border-top: 1px solid black; margin: 10px 0;"/> <p>All stakeholder groups voiced concern for future student performance in light of Distance Learning. All agreed the LCAP should continue its focus on student support, including social emotional support. Because much of the plan was not implemented due to COVID, groups agreed that we should continue with previously established goals and consider new goals once students return and we have the opportunity to see what deficiencies arise.</p>

### Resource Inequities

<b>Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.</b>
No significant inequities were identified.

### Goals, Actions, and Progress Indicators

<b>District Strategic Goal 1:</b>	<b>District Needs and Metrics 1:</b>
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All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.

Students need high quality classroom instruction and curriculum as measured by:

- A-G Completion
- Access to Courses (Honors, AP/IB, CTE)
- AP/IB Exams
- CAASPP
- Content Standards Implementation
- CTE Sequence Completion
- EAP
- Other (Site-based/local assessment)
- Progress toward English Proficiency
- Redesignation
- Teacher Assignment

Site Goal 1.1

**At-Risk Students will receive additional academic and social/emotional support.**

- School Wide, students will improve in Math on the SBAC from 34% to 36% met/exceeded standard and in English from 48% to 50% met/exceeded standard.
- African American students will improve in Math on the SBAC from 7% standard to 14% met/exceeded standard and in English from 23% 28% met/exceeded standard.
- EL students will improve in Math on the SBAC from 7% to 14% met/exceeded standard and in English from 4% to 8% met/exceeded standard.
- Foster Youth will improve in Math on the SBAC from 10% to 20% met/exceeded standard and in English from 22% to 32%

Metric: CAASPP

Actions/Services 1.1.1

**Principally Targeted Student Group**

- Black or African American • Foster Youth

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide an <b>Intervention Teacher</b> to support and mentor students from Targeted Sub-Groups. <ul style="list-style-type: none"> <li>• This will be done as an elective class with smaller numbers of students.</li> <li>• Intervention will include regular ed. class performance monitoring, teaching students organizational skills, frequent contact with family and teachers regarding academic and social/emotional progress as well as consult time with regular ed. classroom teachers.</li> </ul>	Adelman, H.S., & Taylor, L. (2008). <i>Rebuilding for learning: Addressing barriers to learning and teaching and re-engaging students.</i>  Perry, N.E. Turner, J.C. & Meyer, D.K. (2006) <i>Classrooms as Contexts for Motivating learning.</i>  Appelstein, C. (1998). <i>No such thing as a bad kid: Understanding and responding to the challenging behavior of troubled children and youth.</i> Weston, MA: The Gifford School.	<ul style="list-style-type: none"> <li>• GPA of students exiting the program</li> <li>• Attendance record of students exiting the program</li> <li>• Discipline record of students exiting the program</li> </ul>

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$87200	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.1.2

**Principally Targeted Student Group**

- Black or African American • EL • Foster Youth

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide a <b>Counselor</b> to support students from Targeted Sub-Groups.	Borders, L.D. & Drury, S.M. (1992). <i>Comprehensive school counseling programs: A review for policymakers and practitioners.</i>	<ul style="list-style-type: none"> <li>• Attendance rates in students who have a history of chronic absenteeism</li> </ul>

<ul style="list-style-type: none"> <li>• One-on-One Mentoring</li> <li>• Small Groups</li> <li>• Regular Family Contact</li> </ul>	<p>Journal of Counseling &amp; Development</p> <p>Carey, J., &amp; Dimmitt, C. (2012). <i>School counseling and student outcomes: Summary of six statewide studies</i>. Professional School Counseling</p>	<ul style="list-style-type: none"> <li>• GPA of students participating in Intervention Program</li> <li>• CAASPP scores of students participating in Intervention program</li> <li>• Instances of re-offending in students who participate in Restorative Practices vs. who opt-out of Restorative Practices</li> </ul>
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Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$74200	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 1.1.3**

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

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$19657	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 1.1.4**

Principally Targeted Student Group		
<ul style="list-style-type: none"> <li>• Black or African American</li> <li>• Foster Youth</li> </ul>		
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Students will receive <b>supplemental support in Mathematics</b> via the Math Mindset classes and Math Support classes.</p>	<p>Slavin, R., Lake, C., and Groff, C. (2008) <i>Effective Programs in Middle and High School Mathematics: A Best-Evidence Synthesis</i>. Best Evidence Encyclopedia.</p> <p>Cheung, A. and Slavin, R. (2011) <i>The Effectiveness of Educational Technology Applications for Enhancing Mathematics Achievement in K-12 Classrooms: A Meta-Analysis</i>. Best Evidence Encyclopedia.</p>	<ul style="list-style-type: none"> <li>• CAASPP Scores</li> <li>• Math grades</li> </ul>

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$50484	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Site Goal 1.2**

**Students will receive extended learning opportunities:**

- School Wide, students will improve in Math on the SBAC from 34% to 36% met/exceeded standard and in English from 48% to 50% met/exceeded standard.
- African American students will improve in Math on the SBAC from 7% standard to 14% met/exceeded standard and in English from 23% to 28% met/exceeded standard.
- EL students will improve in Math on the SBAC from 7% to 14% met/exceeded standard and in English from 4% to 8% met/exceeded standard.
- Foster Youth will improve in Math on the SBAC from 10% to 20% met/exceeded standard and in English from 22% to 32%

**Metric:** CAASPP

**Actions/Services 1.2.1**

**Principally Targeted Student Group**

- All • Black or African American • EL

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Students will benefit from instruction utilizing interactive technologies including the <b>NoRedInk, PearDeck Pro, Kahoot Premium, Turnitin, Quizizz Super Account</b> program.	Darling-Hammond, L (2014) <i>Using Technology to Support At-Risk Students' Learning</i> Stanford Center for Opportunity Policy in Education.	<ul style="list-style-type: none"> <li>• Number of teachers using interactive technologies</li> </ul>

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$5000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$35000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 1.2.2**

**Principally Targeted Student Group**

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Students will participate in academic competitions including <b>Science Olympiad</b> .	Neubert, J. (2016) <i>Redefining "competition" in education</i> . <a href="https://www.competitionosciences.org/2016/07/04/10-ways-competitions-enhance-learning/">https://www.competitionosciences.org/2016/07/04/10-ways-competitions-enhance-learning/</a>	<ul style="list-style-type: none"> <li>• Number of students participating in Science Olympiad</li> <li>• Ranking of Science Olympiad team</li> </ul>

Funding Source	Amount	Description of Use		
Academic Competitions (7206/0000)	\$500	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
GATE (7205/0000)	\$500	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 1.2.3**

**Principally Targeted Student Group**

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p><b>Extended Day Program</b> to provide supplemental support after the school day.</p> <ul style="list-style-type: none"> <li>• Providing instruction in study and organizational skills</li> <li>• Providing an environment to complete current assignments</li> <li>• Providing extended learning opportunities</li> <li>• Providing enrichment opportunities</li> <li>• EL students will receive supplemental support in a class of their own via instruction provided by an EL Supplemental funded teacher.</li> </ul>	<p>Little, Wimer, &amp; Weiss (2008) <i>After School Programs in the 21st Century: Their Potential and What It Takes to Achieve It</i></p> <p>Lauer, Akiba, Wilkerson, Apthorp, Snow, &amp; Martin-Glenn (2006) <i>A Profile of the Research Study of Meta-Analysis of Effects of Out-of-School Time Programs for At-Risk Students</i></p>	<ul style="list-style-type: none"> <li>• GPA of students exiting the program</li> <li>• Attendance records</li> <li>• CAASPP scores of attending students</li> </ul>

Funding Source	Amount	Description of Use		
GATE (7205/0000)	\$1500	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$18173	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 1.2.4**

**Principally Targeted Student Group**

- American Indian or Alaska Native • Black or African American • Hispanic or Latino

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>In-coming students will receive information regarding classes and support for <b>honors courses</b>.</p>	<p>Wolpert-Gawron, H. (2013) <i>Honors Classes: A Need for More Diversity</i> Edutopia</p>	<ul style="list-style-type: none"> <li>• Flyers of outreach events</li> <li>• Parent sign-in sheets from outreach events</li> </ul>

Funding Source	Amount	Description of Use		
AP Recruitment (7225/0000)	\$500	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
AP Recruitment (7225/0000)	\$500	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 1.2.5**

**Principally Targeted Student Group**

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Teachers will <b>utilize technologies</b> to support and enhance learning in the classroom.</p>	<p>Darling-Hammond, L. (2014) <i>Using Technology to Support At-Risk Students' Learning</i> Stanford Center for Opportunity Policy in Education.</p>	<ul style="list-style-type: none"> <li>• Number of teachers using interactive technologies</li> <li>• CAASPP scores</li> <li>• Interim assessments</li> </ul>

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$20000	Materials/Supplies/Equipment	Edit	Delete
GATE (7205/0000)	\$1500	Materials/Supplies/Equipment	Edit	Delete
Supplemental/Concentration (7201/0000)	\$11320	Materials/Supplies/Equipment	Edit	Delete

**Actions/Services 1.2.6**

Principally Targeted Student Group										
<table border="1"> <thead> <tr> <th>Specific Actions to Meet Expected Outcome</th> <th>What is the Research Confirming this is an Effective Practice?</th> <th>How will you Measure the Effectiveness of the Actions/Services?</th> </tr> </thead> <tbody> <tr> <td>The <b>GATE program will be coordinated</b> to ensure proper implementation and district alignment.</td> <td></td> <td> <ul style="list-style-type: none"> <li>GATE Implementation Plan</li> <li>Student participation in GATE activities.</li> </ul> </td> </tr> </tbody> </table>					Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?	The <b>GATE program will be coordinated</b> to ensure proper implementation and district alignment.		<ul style="list-style-type: none"> <li>GATE Implementation Plan</li> <li>Student participation in GATE activities.</li> </ul>
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Funding Source	Amount	Description of Use								
GATE (7205/0000)	\$1000	Certificated Salaries	Edit	Delete						

**Site Goal 1.3**

**Students will receive additional learning opportunities through AVID.**

- School Wide, students will improve in Math on the SBAC from 34% to 36% met/exceeded standard and in English from 48% to 50% met/exceeded standard.
- African American students will improve in Math on the SBAC from 7% standard to 14% met/exceeded standard and in English from 23% 28% met/exceeded standard.
- EL students will improve in Math on the SBAC from 7% to 14% met/exceeded standard and in English from 4% to 8% met/exceeded standard.
- Foster Youth will improve in Math on the SBAC from 10% to 20% met/exceeded standard and in English from 22% to 32%

**Metric:** Content Standards Implementation

**Actions/Services 1.3.1**

Principally Targeted Student Group										
<ul style="list-style-type: none"> <li>American Indian or Alaska Native • Black or African American • Hispanic or Latino</li> </ul>										
<table border="1"> <thead> <tr> <th>Specific Actions to Meet Expected Outcome</th> <th>What is the Research Confirming this is an Effective Practice?</th> <th>How will you Measure the Effectiveness of the Actions/Services?</th> </tr> </thead> <tbody> <tr> <td>Provide <b>AVID program materials</b> to support instruction.</td> <td>Black, Little, McCoach, Purcell, &amp; Siegle, (2008). <i>Advancement Via Individual Determination: Method selection in conclusions about program effectiveness.</i> The Journal of Educational Research</td> <td> <ul style="list-style-type: none"> <li>Purchase Orders</li> <li>Lesson Plans</li> </ul> </td> </tr> </tbody> </table>					Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?	Provide <b>AVID program materials</b> to support instruction.	Black, Little, McCoach, Purcell, & Siegle, (2008). <i>Advancement Via Individual Determination: Method selection in conclusions about program effectiveness.</i> The Journal of Educational Research	<ul style="list-style-type: none"> <li>Purchase Orders</li> <li>Lesson Plans</li> </ul>
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Provide <b>AVID program materials</b> to support instruction.	Black, Little, McCoach, Purcell, & Siegle, (2008). <i>Advancement Via Individual Determination: Method selection in conclusions about program effectiveness.</i> The Journal of Educational Research	<ul style="list-style-type: none"> <li>Purchase Orders</li> <li>Lesson Plans</li> </ul>								
Funding Source	Amount	Description of Use								
AVID (7233/0000)	\$1150	Materials/Supplies/Equipment	Edit	Delete						

**Actions/Services 1.3.2**

Principally Targeted Student Group				
<ul style="list-style-type: none"> <li>American Indian or Alaska Native</li> <li>Black or African American</li> <li>Hispanic or Latino</li> </ul>				
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?		
Provide <b>AVID tutors</b> to provide support and guidance to AVID students.	Evaluation Association Multnomah County Partnership, (2015) <i>Evaluation of AVID Effectiveness</i> ; Portland Public Schools University of Portland & Northwest for Education Research	<ul style="list-style-type: none"> <li>AVID Tutor sign-in sheets</li> <li>Teacher observation of Tutorial Process</li> </ul>		
Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$4500	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 1.3.3**

Principally Targeted Student Group				
<ul style="list-style-type: none"> <li>American Indian or Alaska Native</li> <li>Black or African American</li> <li>Hispanic or Latino</li> </ul>				
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?		
The <b>AVID Program will be coordinated</b> by Smedberg staff to ensure proper implementation.	Evaluation Association Multnomah County Partnership, (2015) <i>Evaluation of AVID Effectiveness</i> ; Portland Public Schools University of Portland & Northwest for Education Research	<ul style="list-style-type: none"> <li>AVID review records</li> </ul>		
Funding Source	Amount	Description of Use		
AVID (7233/0000)	\$4934	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 1.3.4**

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



Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$8000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 1.3.5**

**Principally Targeted Student Group**

- Black or African American • Hispanic or Latino

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Teachers will <b>collaborate regarding AVID</b> techniques across the curriculum.</p> <ul style="list-style-type: none"> <li>• Reflecting on data of current practice</li> <li>• Determining future practice and implantation</li> <li>• Development of lessons containing AVID strategies</li> </ul>	<p>Louis, K. S., &amp; Marks, H. M. (1998). <i>Does professional learning community affect the classroom? Teachers' work and student experiences in restructuring schools.</i> American Journal of Education</p>	<ul style="list-style-type: none"> <li>• Meeting Agendas/Minutes</li> <li>• Lesson Plans</li> </ul>

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$2200	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 1.3.6**

**Principally Targeted Student Group**

- American Indian or Alaska Native • Black or African American • Hispanic or Latino

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p><b>AVID teachers will attend trainings</b></p> <ul style="list-style-type: none"> <li>• To Improve skills</li> <li>• Deepen understanding of AVID strategies and techniques.</li> </ul>	<p>Black, Little, McCoach, Purcell, &amp; Siegle, (2008). <i>Advancement Via Individual Determination: Method selection in conclusions about program effectiveness.</i> The Journal of Educational Research</p>	<ul style="list-style-type: none"> <li>• Registrations</li> <li>• Lesson Plans</li> </ul>

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$2000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$2000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
AVID (7233/0000)	\$2150	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Site Goal 1.4**

**Teachers will support student learning through continued professional development and collaboration.**

- School Wide, students will improve in Math on the SBAC from 34% to 36% met/exceeded standard and in English from 48% to 50% met/exceeded standard.
- African American students will improve in Math on the SBAC from 7% standard to 14% met/exceeded standard and in English from 23% 28% met/exceeded standard.
- EL students will improve in Math on the SBAC from 7% to 14% met/exceeded standard and in English from 4% to 8% met/exceeded standard.
- Foster Youth will improve in Math on the SBAC from 10% to 20% met/exceeded standard and in English from 22% to 32%

<b>Metric:</b> CAASPP
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**Actions/Services 1.4.1**

<b>Principally Targeted Student Group</b>				
• All				
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?		
Teachers will engage in Professional Development in <b>effective PLC practices</b> . <ul style="list-style-type: none"> <li>• Trainings in effective PLC's</li> <li>• Books with effective PLC strategies</li> </ul>	Phillips, J. (2003). <i>Powerful learning: Creating learning communities in urban school reform</i> . Journal of Curriculum and Supervision  Louis, K. S., & Marks, H. M. (1998). <i>Does professional learning community affect the classroom? Teachers' work and student experiences in restructuring schools</i> . American Journal of Education	<ul style="list-style-type: none"> <li>• Sign-in sheets</li> <li>• PLC progress reporting</li> <li>• Evidence of growing effectiveness in the PLC process</li> </ul>		
Funding Source	Amount	Description of Use	Edit	Delete
Title I – Basic (4900/3010)	\$6000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7201/0000)	\$3000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 1.4.2**

<b>Principally Targeted Student Group</b>				
• All				
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?		
<b>Math Support Program</b> teachers will <b>collaborate</b> . <ul style="list-style-type: none"> <li>• To identify students for support</li> <li>• Develop lessons, scope/sequence</li> <li>• Reflect on data to consider improved practices</li> </ul>	Louis, K. S., & Marks, H. M. (1998). <i>Does professional learning community affect the classroom? Teachers' work and student experiences in restructuring schools</i> . American Journal of Education	<ul style="list-style-type: none"> <li>• Meeting Agendas/Minutes</li> <li>• Class Lists</li> <li>• Lesson Plans</li> <li>• Program Scope and Sequence</li> <li>• Math Assessment Data</li> </ul>		
Funding Source	Amount	Description of Use	Edit	Delete
Title I – Basic (4900/3010)	\$2750	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 1.4.3**

<b>Principally Targeted Student Group</b>				
• All				
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?		
Teachers will engage in <b>Professional Development</b> <ul style="list-style-type: none"> <li>• Continue to develop effective, culturally responsive strategies</li> <li>• Improve instructional strategies</li> </ul>	Louis, K. S., & Marks, H. M. (1998). <i>Does professional learning community affect the classroom? Teachers' work and student experiences in restructuring schools</i> . American Journal of Education  Phillips, J. (2003). <i>Powerful learning:</i>	<ul style="list-style-type: none"> <li>• Lesson Plans</li> <li>• Meeting Agendas</li> <li>• Teacher Sign-In Sheets</li> </ul>		

Creating learning communities in urban school reform. Journal of Curriculum and Supervision

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$5000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$10000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7201/0000)	\$4000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
GATE (7205/0000)	\$500	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 1.4.4**

Principally Targeted Student Group				
• All				
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?		
CTE teachers will participate in <b>training and staff development</b> to better develop introductory skills that dovetail with programs at the high school.	Lombard, M. (2007) <i>Authentic Learning for the 21st Century: An Overview</i> : Actions support student achievement within Element 2, High Quality Instruction, of the <i>11 Elements of High Quality CTE Pathways</i> : <a href="https://1.cdn.edl.io/gRgSqhMzHiB07h2onbsiVCdL96Fd0p1vbW93ALDNCQj52Ja1.pdf">https://1.cdn.edl.io/gRgSqhMzHiB07h2onbsiVCdL96Fd0p1vbW93ALDNCQj52Ja1.pdf</a> ;	<ul style="list-style-type: none"> <li>Lesson Plans</li> <li>Student Projects</li> <li>Common CTE Essential Skills &amp; Assessments</li> <li>Regional CTE Articulation &amp; Course outcome calibration (MYP Subject Group Overview)</li> </ul>		
Funding Source	Amount	Description of Use		
CTE (7235/0000)	\$950	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
CTE (7235/0000)	\$1400	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 1.4.5**

Principally Targeted Student Group				
• All				
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?		
Teachers will engage in <b>professional development</b> to provide advanced instruction in <b>honors classes</b> .	Wolpert-Gawron, H. (2013) <i>Honors Classes: A Need for More Diversity</i> Edutopia	<ul style="list-style-type: none"> <li>Lesson Plans</li> </ul>		
Funding Source	Amount	Description of Use		
PreAP Training (7218/0000)	\$2500	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
PreAP Training (7218/0000)	\$2500	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Site Goal 1.5**

**Students will receive additional academic support through supplemental materials, equipment and CTE/VAPA learning experiences.**

- School Wide, students will improve in Math on the SBAC from 34% to 36% met/exceeded standard and in English from 48% to 50% met/exceeded standard.
- African American students will improve in Math on the SBAC from 7% standard to 14% met/exceeded standard and in English from 23% to 28% met/exceeded standard.
- EL students will improve in Math on the SBAC from 7% to 14% met/exceeded standard and in English from 4% to 8% met/exceeded standard.
- Foster Youth will improve in Math on the SBAC from 10% to 20% met/exceeded standard and in English from 22% to 32%

**Metric:** CAASPP

**Actions/Services 1.5.1**

**Principally Targeted Student Group**

- All

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

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	\$4000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 1.5.2**

**Principally Targeted Student Group**

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<b>CTE</b> teachers will utilize materials and equipment <ul style="list-style-type: none"> <li>• CTE related instruction and activities</li> <li>• To develop introductory skills</li> <li>• "Dove-tails" with programs at the high school.</li> </ul>	Lombard, M. (2007) <i>Authentic Learning for the 21st Century: An Overview</i> Actions support student achievement within Element 2, High Quality Instruction, of the <i>11 Elements of High Quality CTE Pathways</i> : <a href="https://1.cdn.edl.io/gRgSqhMzHiB07h2onbsiVCdL96Fd0p1vbW93ALDNC0j52Ja1.pdf">https://1.cdn.edl.io/gRgSqhMzHiB07h2onbsiVCdL96Fd0p1vbW93ALDNC0j52Ja1.pdf</a> ;	<ul style="list-style-type: none"> <li>• Lesson Plans</li> <li>• Student Projects</li> <li>• Common CTE Essential Skills &amp; Assessments</li> <li>• Regional CTE Articulation &amp; Course outcome calibration (MYP Subject Group Overview)</li> </ul>

Funding Source	Amount	Description of Use		
CTE (7235/0000)	\$4650	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 1.5.3**

**Principally Targeted Student Group**

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Teachers will utilize <b>materials and services for VAPA</b> instruction including:</p> <p>Sheet Music Open PO for sheet music as chosen for performances \$600</p> <p>Art Supplies drawing paper and pens, paint and paint brushes, canvases and color and poster board and glue and paper mache supplies and masking and mounting tapes and markers \$700</p> <p>Art Clay &amp; Related supplies including Clay and glaze and sculpting supplies \$600</p> <p>Drama Licenses &amp; Royalties For Fall and Spring performances \$400</p> <p>Drama Costumes &amp; Props Qty and items TBD (as shows have not been determined) by student performances chosen \$450</p> <p>Instrument Replacement 2 Clarinets &amp; 2 Trumpets \$3500</p> <p>Instrument Repair Open PO for repair as needed \$2500</p> <p>10 iPads &amp; 10 Otterbox Cases \$3750</p> <p>Music Stands - 100@ \$70 each = \$7,000</p>	<p>Stroufe, G. (2004) <i>THE ARTS AND EDUCATION: NEW OPPORTUNITIES FOR RESEARCH</i> Arts Education Partnership</p>	<ul style="list-style-type: none"> <li>• Record of teacher purchases</li> <li>• VAPA lesson plans</li> </ul>

Funding Source	Amount	Description of Use		
Student Fees (2312/0000)	\$12500	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Visual & Performing Arts (VAPA)(7450/0000)	\$7000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Site Goal 1.6**

**E.L. students will receive supplemental academic support.**

- 80% of EL students will increase one level on the ELPAC.
- Increase redesignation rate by 5% over previous year.

**Metric:** Redesignation

**Actions/Services 1.6.1**

**Principally Targeted Student Group**

- EL

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Staff will provide <b>support to EL students</b></p> <ul style="list-style-type: none"> <li>• Identification/placement of EL students</li> <li>• Re-designation and RFEP monitoring</li> <li>• Support for ELAC</li> </ul>	<p>NATIONAL EDUCATION ASSOCIATION (2015) <i>How Educators Can Advocate for English Language Learners.</i> NEA.org</p>	<ul style="list-style-type: none"> <li>• # of Redesignations</li> <li>• ELAC Mtg Agendas/ Minutes/Sign-In sheets</li> </ul>

Funding Source	Amount	Description of Use		
EL Supplemental (7250/0000)	\$15825	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 1.6.2**

Principally Targeted Student Group				
• EL				
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?		
Staff will administer the initial and summative <b>ELPAC assessment.</b>	NATIONAL EDUCATION ASSOCIATION (2015) <i>How Educators Can Advocate for English Language Learners.</i> NEA.org	<ul style="list-style-type: none"> <li>Assessment participation rates</li> </ul>		
Funding Source	Amount	Description of Use		
EL Supplemental (7250/0000)	\$4500	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 1.6.3**

Principally Targeted Student Group				
• EL				
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?		
<b>EL</b> teachers will provide instruction with <b>additional materials and supplies.</b>	P. Subban (2006) <i>Differentiated instruction: A research basis.</i> International Education Journal  NATIONAL EDUCATION ASSOCIATION (2015) <i>How Educators Can Advocate for English Language Learners.</i> NEA.org	<ul style="list-style-type: none"> <li>Redesignation rates</li> <li>EL students' GPA</li> </ul>		
Funding Source	Amount	Description of Use		
EL Supplemental (7250/0000)	\$2000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**District Strategic Goal 2:**  
 All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.

**District Needs and Metrics 2:**  
 Students need high quality programs and services driven by assessment, data analysis, and action as measured by:

- Assessment System
- Data and Program Evaluation
- Other (Site-based/local assessment)

**Site Goal 2.1**

**Professional Learning Communities will analyze student assessment data to improve instruction resulting in:**

- School Wide, students will improve in Math on the SBAC from 34% to 36% met/exceeded standard and English on the SBAC from 48% to 50% met/exceeded standard.

- African American students will improve in Math on the SBAC from 7% standard to 14% met/exceeded standard and English on the SBAC from 23% 28% met/exceeded standard.
- EL students will improve in Math on the SBAC from 7% to 14% met/exceeded standard and English on the SBAC from 4% to 8% met/exceeded standard.
- Foster Youth will improve in Math on the SBAC from 10% to 20% met/exceeded standard and in English from 22% to 32%

**Metric:** Assessment System

**Actions/Services 2.1.1**

**Principally Targeted Student Group**

- Black or African American • EL

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p><b>Release Days</b> for teachers:</p> <ul style="list-style-type: none"> <li>• Review student performance data</li> <li>• Development of interventions</li> <li>• Determine best practices</li> </ul>	<p>Louis, K. S., &amp; Marks, H. M. (1998). <i>Does professional learning community affect the classroom? Teachers' work and student experiences in restructuring schools.</i> American Journal of Education</p> <p>Phillips, J. (2003). <i>Powerful learning: Creating learning communities in urban school reform.</i> Journal of Curriculum and Supervision</p>	<ul style="list-style-type: none"> <li>• Department agendas/minutes</li> <li>• Teacher sign-in sheets</li> <li>• Lesson Plans reflecting implementation of newly developed practices</li> </ul>

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$8000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**District Strategic Goal 3:**

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

**District Needs and Metrics 3:**

Students need a safe and engaging academic, social-emotional, and physical school environment as measured by:

- Cohort Graduation
- Expulsion
- HS Dropout
- MS Dropout
- Other (Site-based/local assessment)
- School Climate
- Social Emotional Learning
- Suspension

**Site Goal 3.1**

Students will receive education and support for positive behavior as evidenced by:

- School wide suspension rate will decrease from 18% to 15%
- African American suspension rate will decrease from 42% to 37%
- EL suspension rate will decrease from 17% to 12%
- School wide, "Favorable" responses on School Climate survey increasing from 65% to 75%
- African American students' "Favorable" responses on School Climate survey will increase from 64% to 70%
- EL students' "Favorable" responses on School Climate survey will increase from 71% to 75%

**Metric:** Suspension

**Actions/Services 3.1.1**

**Principally Targeted Student Group**

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Students will receive <b>school supplies, or items that could be used in the classroom</b> for earning PBIS points.	Brandi Simonsen, George Sugai (Aug 2013); <i>PBIS in Alternative Education Settings: Positive Support for Youth with High-Risk Behavior</i> . Education and Treatment of Children	<ul style="list-style-type: none"> <li>Discipline records</li> <li>PBIS Rewards Data</li> </ul>

  

Funding Source	Amount	Description of Use		
PBIS (7440/0000)	\$1000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 3.1.2**

Principally Targeted Student Group				
<ul style="list-style-type: none"> <li>All</li> </ul>				

  

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Students will be encouraged to continue positive behavior through <b>information and visual reminders</b> .	Brandi Simonsen, George Sugai (Aug 2013); <i>PBIS in Alternative Education Settings: Positive Support for Youth with High-Risk Behavior</i> . Education and Treatment of Children	<ul style="list-style-type: none"> <li>Student Behavior Data</li> <li>Records of displayed information</li> </ul>

  

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$2000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 3.1.3**

Principally Targeted Student Group				
<ul style="list-style-type: none"> <li>All</li> </ul>				

  

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Teachers will collaborate to develop and <b>maintain PBIS</b> program. <ul style="list-style-type: none"> <li>Reflecting on data of current practice</li> <li>Determining future practice and implantation</li> <li>Development specific strategies for improved implementation of PBIS.</li> </ul>	Simonsen, B., Sugai, G (2013); <i>PBIS in Alternative Education Settings: Positive Support for Youth with High-Risk Behavior</i> . Education and Treatment of Children	<ul style="list-style-type: none"> <li>Meeting agendas/minutes</li> <li>Updated PBIS practices</li> <li>Positive change in disciplinary actions</li> </ul>

  

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$2000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$400	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 3.1.4**

Principally Targeted Student Group				
<ul style="list-style-type: none"> <li>Black or African American</li> </ul>				

  

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the
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	Effective Practice?	Actions/Services?
Staff will meet with students, families and community leaders to <b>evaluate current exclusionary discipline practices</b> and to develop and implement specific practices around restorative justice, mentoring and counseling.	Skiba, R., & Rausch, M. K. (2006). <i>School Disciplinary Systems: Alternatives to Suspension and Expulsion</i> . National Association of School Psychologists.	<ul style="list-style-type: none"> <li>Meeting agenda and minutes</li> <li>Revised policies</li> <li>Decrease in suspension/expulsion rates</li> </ul>

  

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$2000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 3.1.5**

Principally Targeted Student Group				
<ul style="list-style-type: none"> <li>All</li> </ul>				
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?		
Teachers and staff will utilize <b>PBIS Rewards</b> to recognize positive student behavior.	Simonsen, B., Sugai, G (2013); <i>PBIS in Alternative Education Settings: Positive Support for Youth with High-Risk Behavior</i> . Education and Treatment of Children	<ul style="list-style-type: none"> <li>Data regarding use of Rewards program</li> <li>Discipline/Student behavior data</li> </ul>		

  

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$3000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Site Goal 3.2**

Students will receive additional counseling support for Social and Emotional Learning as evidenced by: <ul style="list-style-type: none"> <li>School wide suspension rate will decrease from 18% to 15%</li> <li>African American suspension rate will decrease from 42% to 37%</li> <li>EL suspension rate will decrease from 17% to 12%</li> <li>School wide, "Favorable" responses on School Climate survey increasing from 65% to 75%</li> <li>African American students' "Favorable" responses on School Climate survey will increase from 64% to 70%</li> <li>EL students' "Favorable" responses on School Climate survey will increase from 71% to 75%</li> </ul>
<b>Metric:</b> Social Emotional Learning

**Actions/Services 3.2.1**

Principally Targeted Student Group				
<ul style="list-style-type: none"> <li>All</li> </ul>				
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?		
Students will develop SEL skills and understanding through the presentation of <b>SEL curriculum.</b>	Lemberger, M., Carboneau, K., Selig, J., Bowers, H. (2018). <b>The role of social-emotional mediators on middle school students' academic growth as fostered by an evidence-based intervention.</b> <i>Journal of Counseling and Development</i> , 96 (1), 27-40.	<ul style="list-style-type: none"> <li>Presentation schedules</li> <li>Pre/Post program student surveys</li> </ul>		

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$3000	Materials/Supplies/Equipment	Edit	Delete
Title I – Basic (4900/3010)	\$15000	Contracts/Services	Edit	Delete

**Actions/Services 3.2.2**

**Principally Targeted Student Group**

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Students will receive services from counselors who have participated in <b><u>SEL training and collegial activities.</u></b>	Lemberger, M., Carbonneau, K., Selig, J., Bowers, H. (2018). <b>The role of social-emotional mediators on middle school students’ academic growth as fostered by an evidence-based intervention.</b> <i>Journal of Counseling and Development, 96</i> (1), 27-40.	<ul style="list-style-type: none"> <li>• Training agendas</li> <li>• Program development</li> <li>• Rate of student participation</li> </ul>

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$2000	Certificated Salaries	Edit	Delete
Title I – Basic (4900/3010)	\$6000	Contracts/Services	Edit	Delete

**Actions/Services 3.2.3**

**Principally Targeted Student Group**

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Students will receive <b><u>additional SEL support</u></b> through additional counseling made available during the school day.	Lemberger, M., Carbonneau, K., Selig, J., Bowers, H. (2018). <b>The role of social-emotional mediators on middle school students’ academic growth as fostered by an evidence-based intervention.</b> <i>Journal of Counseling and Development, 96</i> (1), 27-40.	<ul style="list-style-type: none"> <li>• Sign-In Sheets</li> <li>• Academic performance of students attending</li> <li>• Responses to pre and post program surveys.</li> </ul>

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$20000	Certificated Salaries	Edit	Delete

**Actions/Services 3.2.4**

**Principally Targeted Student Group**

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Students will receive <b><u>individual and group counseling before and after school</u></b> to develop skills and understanding regarding SEL.	Lemberger, M., Carbonneau, K., Selig, J., Bowers, H. (2018). <b>The role of social-emotional mediators on middle school students’ academic growth as fostered by an evidence-based intervention.</b> <i>Journal of Counseling and Development, 96</i>	<ul style="list-style-type: none"> <li>• Sign-In Sheets</li> <li>• Academic performance of students attending</li> <li>• Responses to pre and post program surveys.</li> </ul>

(1), 27-40.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$4000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 3.2.5**

Principally Targeted Student Group				
<ul style="list-style-type: none"> <li>All</li> </ul>				
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?		
Families will participate in regular counselor-lead <b>workshops, before and after school</b> , that teach skills and understanding regarding SEL.	Epstein, J. L., & Van Voorhis, F. L. (2010). <b>School counselors’ roles in developing partnerships with families and communities for student success.</b> <i>Professional School Counseling</i> , 14(1), 1 14.	<ul style="list-style-type: none"> <li>Agendas</li> <li>Sign-In sheets</li> <li>Academic progress of participating students</li> </ul>		
Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$4000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**District Strategic Goal 4:**

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

**District Needs and Metrics 4:**

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

- Attendance Rate
- Chronic Absentee Rate
- Family and Community Engagement
- Input in Decision Making
- Other (Site-based/local assessment)
- Partnerships for Student Outcome
- Relationships Between Staff and Families

**Site Goal 4.1**

As a result of greater engagement with the community:

- School Wide, students will improve in Math on the SBAC from 34% to 36% met/exceeded standard and English on the SBAC from 48% to 50% met/exceeded standard.
- African American students will improve in Math on the SBAC from 7% standard to 14% met/exceeded standard and English on the SBAC from 23% 28% met/exceeded standard.
- EL students will improve in Math on the SBAC from 7% to 14% met/exceeded standard and English on the SBAC from 4% to 8% met/exceeded standard.
- Foster Youth will improve in Math on the SBAC from 10% to 20% met/exceeded standard and in English from 22% to 32%

**Metric:** Family and Community Engagement

**Actions/Services 4.1.1**

Principally Targeted Student Group				
<ul style="list-style-type: none"> <li>Black or African American</li> <li>EL</li> </ul>				
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?		
Staff, by department, will <b>present to families the curriculum</b> ,	<i>A new wave of evidence: The impact of school, family, and community connections on student achievement.</i>	<ul style="list-style-type: none"> <li>Flyers/communication regarding event</li> </ul>		

**strategies and expectations** of student performance that may be utilized in supporting their student in academic success.

(<http://www.sedl.org/connections/resources/evidence.pdf>)  
*Reframing Family Involvement in Education: Supporting Families to Support Educational Equity.*  
 (<http://www.hfrp.org/publications-resources/browse-ourpublications/reframing-family-involvement-in-education-supporting-families-to-support-educational-equity>)

- Presentation agendas
- Parent sign-in sheets
- Exit surveys/evaluations from families expressing impact and relevance of event.
- Baseline and expected outcome data, based on Parent Survey data.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$4000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 4.1.2**

**Principally Targeted Student Group**

- EL • R-FEP

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Families will meet to <b>recognize the re-designation</b> of their students and receive information regarding EL programs as they continue on to high school. This is to include staffing for planning and attending the event, food for families and certificates for students.	Farr, Virginia, (2003). <i>"The Role of Celebration in Building Classroom-Learning Communities."</i> Electronic Theses and Dissertations. Paper 771. <a href="http://dc.etsu.edu/etd/771">http://dc.etsu.edu/etd/771</a>	<ul style="list-style-type: none"> <li>• Flyers/communication regarding event</li> <li>• Presentation agendas</li> <li>• Parent sign-in sheets</li> <li>• Baseline and expected outcome data, based on Parent Survey data.</li> </ul>

Funding Source	Amount	Description of Use		
EL Supplemental (7250/0000)	\$500	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 4.1.3**

**Principally Targeted Student Group**

- EL

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Families will receive notification of school <b>events through the mail.</b>	Epstein, J. (1987) <i>Parent involvement: What research says to administrators.</i> Center for Social Organization of Schools	<ul style="list-style-type: none"> <li>• Copies of items sent to families</li> <li>• Receipts of spending</li> <li>• Baseline and expected outcome data, based on Parent Survey data.</li> <li>• Exit surveys/evaluations from families expressing effective modes of communication.</li> </ul>

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	\$500	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 4.1.4**

**Principally Targeted Student Group**

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
A <b>guest speaker</b> to encourage and inform families in supporting their students in school. A kick-Off to work counselors will do in providing a series of workshops for families in learning how to better support their students in school.	Epstein (2009), <i>School, Family and Community Partnerships: Your Handbook for Action</i> . 3rd Ed. Corwin Press	<ul style="list-style-type: none"> <li>• Sign-In sheets</li> <li>• Parent sign-in sheets from events</li> <li>• Baseline and expected outcome data, based on Parent Survey data.</li> </ul>

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$8000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 4.1.5**

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<b>Chronically absent students</b> will meet with their family and a counselor to determine causes and solutions for this behavior.	Epstein, J. L., & Van Voorhis, F. L. (2010). <b>School counselors’ roles in developing partnerships with families and communities for student success.</b> <i>Professional School Counseling</i> , 14(1), 1 14.	<ul style="list-style-type: none"> <li>• Student attendance records</li> </ul>

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	\$4000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

### 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



**Local Control Accountability Plan (LCAP)  
Year 2021 - 2022**

**V. Funding**

**T.R. Smedberg Middle School - 442**

Fund Source Mgmt. Code/Description Resc. Code/Description	FTE	Carry Over	Allocation	Subtotal	EGUSD Strategic Goals				Balance
					1 - Curriculum and Instruction	2 - Assessment	3 - Wellness	4 - Family Engagement	
<b>2122</b> Results Staffing EGEA (7-8) <b>0000</b> Unrestricted	1	\$0	\$128,984	\$128,984	\$128,984	\$0	\$0	\$0	\$0
<b>2130</b> Non-Instructional FTE (7-8) <b>0000</b> Unrestricted	1	\$0	\$139,555	\$139,555	\$139,555	\$0	\$0	\$0	\$0
<b>2150</b> Regular Education (7-8) <b>0000</b> Unrestricted	0	\$0	\$44,198	\$44,198	\$44,198	\$0	\$0	\$0	\$0
<b>2151</b> Regular Education (7-8) - Allocated FTE <b>0000</b> Unrestricted	52.7424	\$0	\$6,208,783	\$6,208,783	\$6,208,783	\$0	\$0	\$0	\$0
<b>2170</b> Extended Day (7-8) <b>0000</b> Unrestricted	0	\$0	\$11,987	\$11,987	\$11,987	\$0	\$0	\$0	\$0
<b>2312</b> Education Fees <b>0000</b> Unrestricted	0	\$0	\$12,500	\$12,500	\$12,500	\$0	\$0	\$0	\$0
<b>2340</b> Secondary Counselors <b>0000</b> Unrestricted	2.9	\$0	\$301,066	\$301,066	\$301,066	\$0	\$0	\$0	\$0
<b>4275</b> AVID Support <b>0000</b> Unrestricted	0.4	\$0	\$33,447	\$33,447	\$33,447	\$0	\$0	\$0	\$0
<b>4700</b> Summer School/Extended Learning Administration <b>0000</b> Unrestricted	0	\$0	\$3,657	\$3,657	\$3,657	\$0	\$0	\$0	\$0
<b>5495</b> Allocated FTE Leave <b>0000</b> Unrestricted	0	\$0	\$75,942	\$75,942	\$75,942	\$0	\$0	\$0	\$0
<b>5634</b> Custodial Services <b>0000</b> Unrestricted	4	\$0	\$312,438	\$312,438	\$0	\$0	\$312,438	\$0	\$0
<b>7201</b> LCFF Supplemental Concentration 7-12 <b>0000</b> Unrestricted	0	\$0	\$26,820	\$26,820	\$22,320	\$0	\$0	\$4,500	\$0
<b>7205</b> Gifted and Talented Education (GATE) 7-8 <b>0000</b> Unrestricted	0	\$0	\$5,000	\$5,000	\$5,000	\$0	\$0	\$0	\$0
<b>7206</b> Academic Competitions <b>0000</b> Unrestricted	0	\$0	\$500	\$500	\$500	\$0	\$0	\$0	\$0
<b>7218</b> Pre-Advanced Placement, Honors and Advanced Placement Training <b>0000</b> Unrestricted	0	\$0	\$5,000	\$5,000	\$5,000	\$0	\$0	\$0	\$0
<b>7225</b> Honors/Advanced Placement Outreach (OCR) <b>0000</b> Unrestricted	0	\$0	\$1,000	\$1,000	\$1,000	\$0	\$0	\$0	\$0
<b>7233</b> AVID Support <b>0000</b> Unrestricted	0	\$0	\$8,234	\$8,234	\$8,234	\$0	\$0	\$0	\$0



<b>7235</b> Career and Technical Education (CTE) Site Supplies/Equipment <b>0000</b> Unrestricted	0	\$0	\$7,000	\$7,000	\$7,000	\$0	\$0	\$0	\$0
<b>7250</b> English Learners Supplemental Program Services 7-12 <b>0000</b> Unrestricted	0	\$0	\$22,825	\$22,825	\$22,325	\$0	\$0	\$500	\$0
<b>7270</b> PBIS Coordination <b>0000</b> Unrestricted	0.2	\$0	\$16,891	\$16,891	\$0	\$0	\$16,891	\$0	\$0
<b>7415</b> Family and Community Engagement <b>0000</b> Unrestricted	0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>7440</b> Positive Behavior Incentive Supports <b>0000</b> Unrestricted	0	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
<b>7450</b> Visual & Performing Arts (VAPA) <b>0000</b> Unrestricted	0	\$0	\$7,000	\$7,000	\$7,000	\$0	\$0	\$0	\$0
<b>4900</b> Director of School Improvement Support <b>3010</b> ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	2.1	\$0	\$435,564	\$435,564	\$352,164	\$8,000	\$63,400	\$12,000	\$0
<b>2150</b> Regular Education (7-8) <b>3210</b> Elementary & Secondary School Relief (ESSER)	0	\$0	\$9,341	\$9,341	\$9,341	\$0	\$0	\$0	\$0
<b>2150</b> Regular Education (7-8) <b>3212</b> Elementary & Secondary School Relief II (ESSER II)	0	\$0	\$9,341	\$9,341	\$9,341	\$0	\$0	\$0	\$0
<b>5610</b> Food and Nutrition Services Center <b>5310</b> Child Nutrition: School Programs (e.g., School Lunch, School Breakfast, Milk, Pregnant & Lactating Students)	5.0939	\$0	\$229,283	\$229,283	\$0	\$0	\$229,283	\$0	\$0
<b>3410</b> Special Education Mild/Moderate <b>6500</b> Special Education	5	\$0	\$441,918	\$441,918	\$441,918	\$0	\$0	\$0	\$0
<b>3670</b> Program for the Acquisition of Language and Social Skills (PALSS) <b>6500</b> Special Education	5.1875	\$0	\$366,519	\$366,519	\$366,519	\$0	\$0	\$0	\$0
<b>3680</b> Academic, Behavior and Social Supports Self-Contained Classes (ABSS-SCC)-Tier I <b>6500</b> Special Education	2.125	\$0	\$113,999	\$113,999	\$113,999	\$0	\$0	\$0	\$0
<b>3770</b> Full Inclusion <b>6500</b> Special Education	4.125	\$0	\$190,247	\$190,247	\$190,247	\$0	\$0	\$0	\$0

<b>4455</b> Textbook Reimbursement <b>9020</b> Lost/Damaged Textbooks Reimbursement	0	\$5,578	\$0	\$5,578	\$5,578	\$0	\$0	\$0	\$0
<b>Total Funds Budgeted for Strategies to Meet the Goals in the SPSA</b>	85.8738	\$5,578	\$9,170,039	\$9,175,617	\$8,527,605	\$8,000	\$623,012	\$17,000	

Total Funds Provided to the School Through the Consolidated Application	TBD
Total Federal Funds Provided to the School from the LEA for CSI	N/A
Subtotal of additional federal funds included for this school	\$683,529
Subtotal of state or local funds included for this school	\$8,492,088

<b>Title I Centralized Services</b>			
Title I Foster Youth	\$12,604	Title I Homeless	\$7,930
Title I Centralized Services	\$110,952	Title I Preschool	\$0

Principal **Richard Wall**

School Site Council Chairperson **Katie Morgan**

EL Advisory Chairperson **Mohammad Zahir**

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