T. R. Smedberg Middle School

Local Control Accountability Plan (LCAP) 2022-2023

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

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?

Families, students, and staff provided feedback via the district's LCAP Needs Survey in Jan. 2022
Smedberg's School Site Council met on 10/21/21, 12/1/21, 1/27/22, 4/14/22, 4/28/22
SSC members were provided data from LCAP Needs Survey
SSC members were provide Smedberg data from Math and English Illuminate assessments.
SSC members were provided data from district's Culture and Climate survey
ELAC families reviewed current LCAP and provided the opportunity to provide feedback on current and future practices during meeting on 1/25/22 and 5/3/22.

Staff provided feedback on LCAP effectiveness and implementation through the "LCAP Re-CAP" survey in March 2022.

Impact of LCAP and Annual Update

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

It was seen that significant parts of the LCAP were not implemented due to COVID restrictions (primarily around staff develop and collaboration). Recognizing limited implementation, it was the decision of the counsel to maintain programs into the coming year so that they may have a greater opportunity to occur.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

No resource inequities were identified.

Goals, Actions, and Progress Indicators

District Strategic Goal 1:	District Needs and Metrics 1:
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 10% met/exceeded standard and in English from 23% 28% met/exceeded standard.
- EL students will improve in Math on the SBAC from 7% to 8% met/exceeded standard and in English from 4% to 5% met/exceeded standard.
- Foster Youth will improve in Math on the SBAC from 10% to 11% met/exceeded standard and in English from 22% to 24%

Metric: CAASPP	

Actions/Services 1.1.1

Principally Targeted Student Group

• Black or African American • Foster Youth

What Specific Actions/Services will you Provide to this Student Group?	**What is the Research Confirming this is an Effective Practice?**	**How will you Measure the Effectiveness of each Action/Service?**
Provide an **Intervention Teacher** to support and mentor students from Targeted Sub-Groups. • This will be done as an elective class with smaller numbers of students. • 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.	Adelman, H.S., & Taylor, L. (2008). *Rebuilding for learning: Addressing barriers to learning and teaching and re-engaging students.* Perry, N.E. Turner, J.C. & Meyer, D.K. (2006) *Classrooms as Contexts for Motivating learning.* Appelstein, C. (1998). *No such thing as a bad kid: Understanding and responding to the challenging behavior of troubled children and youth.* Weston, MA: The Gifford School.	• GPA of students exiting the program • Attendance record of students exiting the program • Discipline record of students exiting the program • CAASPP • Illuminate • CHKS

Funding Source	**Amount**	**Description of Use**	
Title I – Basic (4900/3010)	$87912	Certificated- Salaries	

Actions/Services 1.1.2

Principally Targeted Student Group

• Black or African American • EL • Foster Youth

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
Provide a **Counselor** to support students from Targeted Sub-Groups. - One-on-One Mentoring - Small Groups - Regular Family Contact	Borders, L.D. & Drury, S.M. (1992). *Comprehensive school counseling programs: A review for policymakers and practitioners.* Journal of Counseling & Development Carey, J., & Dimmitt, C. (2012). *School counseling and student outcomes: Summary of six statewide studies.* Professional School Counseling	- Attendance rates in students who have a history of chronic absenteeism - GPA of students participating in Intervention Program - CAASPP scores of students participating in Intervention program - Instances of re-offending in students who participate in Restorative Practices vs. who opt-out of Restorative Practices

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	$78000	Certificated- Salaries	

Actions/Services 1.1.3

Principally Targeted Student Group

• All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
Provide **ELA Literacy Teacher** to provide instruction and support to students from Targeted Sub-Groups.	Archer, A. L., Gleason, M. M., & Vachon, V. (2003). *Decoding and fluency: Foundation skills for older struggling readers*. Learning Disability Quarterly, 26(2), 89-101. Biancarosa, C., & Snow, C. E. (2006). *Reading next—A vision for action and research in middle and high school literacy: A report to Carnegie Corp. of New York* (2nd ed.). Washington, DC: Alliance for Excellent Education.	- Scores on ELA Literacy Assessments - CAASPP scores - Illuminate scores

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	$23000	Certificated- Salaries	

Principally Targeted Student Group

• Black or African American • Foster Youth

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
Students will receive **supplemental support in Mathematics** via the Math Mindset classes and Math Support classes.	Slavin, R., Lake, C., and Groff, C. (2008) *Effective Programs in Middle and High School Mathematics: A Best-Evidence Synthesis.* Best Evidence Encyclopedia. Cheung, A. and Slavin, R. (2011) *The Effectiveness of Educational Technology Applications for Enhancing Mathematics Achievement in K-12 Classrooms: A Meta-Analysis.* Best Evidence Encyclopedia.	• CAASPP Scores • Math Grades • Illuminate Scores

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	$53000	Certificated- Salaries	

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 10% met/exceeded standard and in English from 23% 28% met/exceeded standard.
- EL students will improve in Math on the SBAC from 7% to 8% met/exceeded standard and in English from 4% to 5% met/exceeded standard.
- Foster Youth will improve in Math on the SBAC from 10% to 11% met/exceeded standard and in English from 22% to 24%

Metric: CAASPP

Actions/Services 1.2.1

Principally Targeted Student Group

• All • Black or African American • EL

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
Students will benefit from instruction utilizing interactive technologies including the **NoRedInk, PearDeck Pro, Kahoot Premium, Turnitin, Quizzizz Super Account** program.	Darling-Hammond, L (2014) *Using Technology to Support At-Risk Students' Learning* Stanford Center for Opportunity Policy in Education.	- Number of teachers using interactive technologies. - Measure levels of engagement and improved motivation. - Measure degree of alignment with current, district approved curriculum. - Compare outcomes on formative assessments using paper/pencil vs. instructional apps.

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	$35000	Contracts/Services /Subscriptions	
Supplemental/Concentration (7201/0000)	$5000	Certificated- Timesheets	

Actions/Services 1.2.2

Principally Targeted Student Group

• All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
Students will participate in academic competitions including **Science Olympiad**.	Neubert, J. (2016) *Redefining "competition" in education*. https://www.competitionsciences.org/2016/07/04/10-ways-competitions-enhance-learning/	- Number of students participating in Science Olympiad - Ranking of Science Olympiad team

Funding Source	Amount	Description of Use	
Academic Competitions (7206/0000)	$500	Contracts/Services /Subscriptions	
GATE (7205/0000)	$500	Contracts/Services /Subscriptions	

Principally Targeted Student Group

• All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
Extended Day Program to provide supplemental support after the school day. • Providing instruction in study and organizational skills • Providing an environment to complete current assignments • Providing extended learning opportunities • Providing enrichment opportunities • EL students will receive supplemental support in a class of their own via instruction provided by an EL Supplemental funded teacher.	Little, Wimer, & Weiss (2008) *After School Programs in the 21st Century: Their Potential and What It Takes to Achieve It* Lauer, Akiba, Wilkerson, Apthorp, Snow, & Martin-Glenn (2006) *A Profile of the Research Study of Meta-Analysis of Effects of Out-of-School Time Programs for At-Risk Students*	• GPA of students exiting the program • Attendance records • CAASPP scores of attending students

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	$25000	Certificated- Timesheets	
EL Supplemental (7250/0000)	$10000	Certificated- Timesheets	
GATE (7205/0000)	$1250	Certificated- Timesheets	

Principally Targeted Student Group

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
In-coming students will receive information regarding classes and support for **honors courses**.	Wolpert-Gawron, H. **(**2013) *Honors Classes: A Need for More Diversity* Edutopia	• Flyers of outreach events • Parent sign-in sheets from outreach events

Funding Source	Amount	Description of Use	
AP Recruitment (7225/0000)	$500	Certificated- Salaries	
AP Recruitment (7225/0000)	$500	Materials/Supplies/Equipment	

Actions/Services 1.2.5

Principally Targeted Student Group

• All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
Teachers will **utilize technological hardware** to support and enhance learning in the classroom.	Darling-Hammond, L (2014) *Using Technology to Support At-Risk Students' Learning* Stanford Center for Opportunity Policy in Education.	• Number of teachers using supplemental technology hardware • CAASPP scores • Interim assessments • Levels of student engagement

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	$20000	Materials/Supplies/Equipment	
GATE (7205/0000)	$750	Materials/Supplies/Equipment	

Actions/Services 1.2.6

Principally Targeted Student Group

• All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
The **GATE program will be coordinated** to ensure proper implementation and district alignment.	Lubinski, D., Webb, R. M., Morelock, M. J., & Benbow, C. P. (2001). Top 1 in 10,000: A 10 year follow-up of the profoundly gifted. *Journal of Applied Psychology*,	• GATE Implementation Plan • Student participation in GATE activities.

Funding Source	Amount	Description of Use	
GATE (7205/0000)	$1250	Certificated- Salaries	

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 10% met/exceeded standard and in English from 23% 28% met/exceeded standard.
- EL students will improve in Math on the SBAC from 7% to 8% met/exceeded standard and in English from 4% to 5% met/exceeded standard.
- Foster Youth will improve in Math on the SBAC from 10% to 11% met/exceeded standard and in English from 22% to 24%

Metric: Content Standards Implementation	

Actions/Services 1.3.1

Principally Targeted Student Group

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
Provide **AVID program materials** to support instruction.	Black, Little, McCoach, Purcell, & Siegle, (2008). *Advancement Via Individual Determination: Method selection in conclusions about program effectiveness*. The Journal of Educational Research	- Purchase Orders - Lesson Plans - Student GPAs - Illuminate Data - SBAC Data

Funding Source	Amount	Description of Use	
AVID (7233/0000)	$1150	Materials/Supplies/Equipment	

Actions/Services 1.3.2

Principally Targeted Student Group

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
Provide **AVID tutors** to provide support and guidance to AVID students.	Evaluation Association Multnomah County Partnership, (2015) *Evaluation of AVID Effectiveness;* Portland Public Schools University of Portland & Northwest for Education Research	- AVID Tutor sign-in sheets - Teacher observation of Tutorial Process - Student GPAs - Illuminate Data - SBAC Data

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	$4000	Contracts/Services /Subscriptions	

Actions/Services 1.3.3

Principally Targeted Student Group

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
The **AVID Program will be coordinated** by Smedberg staff to ensure proper implementation.	Evaluation Association Multnomah County Partnership, (2015) *Evaluation of AVID Effectiveness;* Portland Public Schools University of Portland & Northwest for Education Research	- AVID review records - Student GPAs - Illuminate Data - SBAC Data

Funding Source	Amount	Description of Use	
AVID (7233/0000)	$4000	Certificated- Salaries	

Actions/Services 1.3.4

Principally Targeted Student Group

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

What Specific Actions/Services will you Provide to this Student	What is the Research Confirming this is an Effective	How will you Measure the Effectiveness of each

Group?	Practice?	Action/Service?
Teachers will attend the **AVID Summer Institute** to learn strategies for teaching AVID students.	Black, Little, McCoach, Purcell, & Siegle, (2008). *Advancement Via Individual Determination: Method selection in conclusions about program effectiveness*. The Journal of Educational Research Watt, Huerta, & Alkan, (2011). *Identifying predictors of college success through an examination of AVID graduates' college preparatory achievements.* Journal of Hispanics in Higher Education.	• Attendance records • Lesson plans reflecting strategies learned at institute. • Student GPAs • Illuminate Data • SBAC Data

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	$12000	Contracts/Services /Subscriptions	

Actions/Services 1.3.5

Principally Targeted Student Group

• Black or African American • Hispanic or Latino

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
Teachers will **collaborate regarding AVID** techniques across the curriculum. • Reflecting on data of current practice • Determining future practice and implantation • Development of lessons containing AVID strategies	Louis, K. S., & Marks, H. M. (1998). *Does professional learning community affect the classroom? Teachers' work and student experiences in restructuring schools*. American Journal of Education	• Meeting Agendas/Minutes • Lesson Plans • Student GPAs • Illuminate Data • SBAC Data

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	$2000	Certificated- Timesheets	

Principally Targeted Student Group

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<u>AVID teachers will attend trainings</u> • To Improve skills • Deepen understanding of AVID strategies and techniques.	Black, Little, McCoach, Purcell, & Siegle, (2008). *Advancement Via Individual Determination: Method selection in conclusions about program effectiveness*. The Journal of Educational Research	• Registrations • Lesson Plans • Student GPAs • Illuminate Data • SBAC Data

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	$2000	Certificated- Salaries	
Supplemental/Concentration (7201/0000)	$2000	Contracts/Services /Subscriptions	
AVID (7233/0000)	$2150	Contracts/Services /Subscriptions	

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 10% met/exceeded standard and in English from 23% 28% met/exceeded standard.
• EL students will improve in Math on the SBAC from 7% to 8% met/exceeded standard and in English from 4% to 5% met/exceeded standard.
• Foster Youth will improve in Math on the SBAC from 10% to 11% met/exceeded standard and in English from 22% to 24%

Metric: CAASPP	

Principally Targeted Student Group

• All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
Teachers will engage in Professional Development in **effective PLC practices**. • Trainings in effective PLC's • Books with effective PLC strategies	Phillips, J. (2003). *Powerful learning: Creating learning communities in urban school reform.* Journal of Curriculum and Supervision Louis, K. S., & Marks, H. M. (1998). *Does professional learning community affect the classroom? Teachers' work and student experiences in restructuring schools*. American Journal of Education	• Lesson Plans reflecting implementation of newly developed practices • Agendas and developed materials will be collected by administration. • Illuminate Data • SBAC Data • Standard implementation • Data Analyzing instructional strategies with their colleagues • Administrative observations will be conducted to gather data on the application of the strategies and shared best practices. • Peer-to-peer walk throughs will be conducted to gather data on the application of the strategies and shared best practices. • EL Walk Throughs

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	$9000	Certificated- Salaries	

Actions/Services 1.4.2

Principally Targeted Student Group

• All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
Math Support Program teachers will **collaborate.** • To identify students for support • Develop lessons, scope/sequence • Reflect on data to consider improved practices	Louis, K. S., & Marks, H. M. (1998). *Does professional learning community affect the classroom? Teachers' work and student experiences in restructuring schools*. American Journal of Education	• Meeting Agendas/Minutes • Class Lists • Lesson Plans • Program Scope and Sequence • Math Assessment Data • Student GPAs • Illuminate Data • SBAC Data

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	$2750	Certificated- Timesheets	

Actions/Services 1.4.3

Principally Targeted Student Group

• All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
Teachers will engage in **Professional Development** • Continue to develop effective, culturally responsive strategies • Improve instructional strategies	Louis, K. S., & Marks, H. M. (1998). *Does professional learning community affect the classroom? Teachers' work and student experiences in restructuring schools.* American Journal of Education Phillips, J. (2003). *Powerful learning: Creating learning communities in urban school reform.* Journal of Curriculum and Supervision	• Lesson Plans reflecting implementation of newly developed practices • Agendas and developed materials will be collected by administration. • Illuminate Data • SBAC Data • Standard implementation • Data Analyzing instructional strategies with their colleagues • Administrative observations will be conducted to gather data on the application of the strategies and shared best practices. • Peer-to-peer walk throughs will be conducted to gather data on the application of the strategies and shared best practices. • EL Walk Throughs

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	$9000	Certificated- Salaries	
Supplemental/Concentration (7201/0000)	$10000	Contracts/Services /Subscriptions	
Title I – Basic (4900/3010)	$10000	Contracts/Services /Subscriptions	
GATE (7205/0000)	$1150	Certificated- Salaries	

Actions/Services 1.4.4

Principally Targeted Student Group

• All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
Teachers will engage in **professional development** to provide advanced instruction in **honors classes**.	Wolpert-Gawron, H. (2013) *Honors Classes: A Need for More Diversity* Edutopia	• Lesson Plans • Student GPAs • Illuminate Data • SBAC Data

Funding Source	Amount	Description of Use	
PreAP Training (7218/0000)	$2500	Certificated- Salaries	
PreAP Training (7218/0000)	$2500	Contracts/Services /Subscriptions	

Site Goal 1.5

Students will receive additional academic support through supplemental materials, equipment and 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 10% met/exceeded standard and in English from 23% 28% met/exceeded standard.
- EL students will improve in Math on the SBAC from 7% to 8% met/exceeded standard and in English from 4% to 5% met/exceeded standard.
- Foster Youth will improve in Math on the SBAC from 10% to 11% met/exceeded standard and in English from 22% to 24%

Metric: CAASPP	

Actions/Services 1.5.1

Principally Targeted Student Group

• All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
Teachers will utilize **supplemental instructional materials**.	P. Subban (2006) *Differentiated instruction: A research basis.* International Education Journal	• Student GPA • CAASPP

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	$4000	Materials/Supplies/Equipment	

Actions/Services 1.5.2

Principally Targeted Student Group

• All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
Teachers will utilize **materials and services for VAPA** instruction including: Sheet Music Open PO for sheet music as chosen for performances $600 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 Art Clay & Related supplies including Clay and glaze and sculpting supplies $600 Drama Licenses & Royalties For Fall and Spring performances $400 Drama Costumes & Props Qty and items TBD (as shows have not been determined) by student performances chosen $450 Instrument Replacement 2 Clarinets & 2 Trumpets $3500	Sroufe, G. (2004) *THE ARTS AND EDUCATION: NEW OPPORTUNITIES FOR RESEARCH* Arts Education Partnership	• Record of teacher purchases • VAPA lesson plans

Instrument Repair Open PO for
repair as needed $2500

9 iPads & 9 Otterbox Cases $3500

Funding Source	Amount	Description of Use	
Student Fees (2312/0000)	$12500	Materials/Supplies/Equipment	

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
EL Coordinator will provide **support to EL students** • Identification/placement of EL students • Re-designation and RFEP monitoring • Support for ELAC	NATIONAL EDUCATION ASSOCIATION (2015) *How Educators Can Advocate for English Language Learners.* NEA.org	• # of Redesignations • ELAC Mtg Agendas/ Minutes/Sign-In sheets

Funding Source	Amount	Description of Use	
EL Supplemental (7250/0000)	$5000	Certificated- Timesheets	

Actions/Services 1.6.2

Principally Targeted Student Group

• EL

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
Certificated staff will administer the initial and summative **ELPAC assessment.**	NATIONAL EDUCATION ASSOCIATION (2015) *How Educators Can Advocate for English Language Learners.* NEA.org	• Assessment participation rates

Funding Source	Amount	Description of Use	
EL Supplemental (7250/0000)	$4932	Certificated- Timesheets	

Actions/Services 1.6.3

Principally Targeted Student Group

• EL

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
EL teachers will provide instruction with **supplemental materials and supplies.**	P. Subban (2006) *Differentiated instruction: A research basis.* International Education Journal NATIONAL EDUCATION ASSOCIATION (2015) *How Educators Can Advocate for English Language Learners.* NEA.org	• Redesignation rates • EL students' GPA

Funding Source	Amount	Description of Use	
EL Supplemental (7250/0000)	$11000	Materials/Supplies/Equipment	

District Strategic Goal 2:	District Needs and Metrics 2:
All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous	Students need high quality programs and services driven by assessment, data analysis, and action as measured by:

programmatic evaluation.

- **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 in English from 48% to 50% met/exceeded standard.
- African American students will improve in Math on the SBAC from 7% standard to 10% met/exceeded standard and in English from 23% 28% met/exceeded standard.
- EL students will improve in Math on the SBAC from 7% to 8% met/exceeded standard and in English from 4% to 5% met/exceeded standard.
- Foster Youth will improve in Math on the SBAC from 10% to 11% met/exceeded standard and in English from 22% to 24%

Metric: Assessment System	

Actions/Services 2.1.1

Principally Targeted Student Group

• Black or African American • EL

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?

Release Days for teachers:

- Review student performance data
- Development of interventions
- Determine best practices

Louis, K. S., & Marks, H. M. (1998). *Does professional learning community affect the classroom? Teachers' work and student experiences in restructuring schools*. American Journal of Education

Phillips, J. (2003). *Powerful learning: Creating learning communities in urban school reform.* Journal of Curriculum and Supervision

- Lesson Plans reflecting implementation of newly developed practices
- Agendas and developed materials will be collected by administration.
- Illuminate Data
- SBAC Data
- Standard implementation
- Data Analyzing instructional strategies with their colleagues
- Administrative observations will be conducted to gather data on the application of the strategies and shared best practices.
- Peer-to-peer walk throughs will be conducted to gather data on the application of the strategies and shared best practices.
- EL Walk Throughs

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	$8000	Certificated- Salaries	

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
Students will receive **school supplies, or items that could be used in the classroom** for earning PBIS points.	Brandi Simonsen, George Sugai (Aug 2013); *PBIS in Alternative Education Settings: Positive Support for Youth with High-Risk Behavior.* Education and Treatment of Children	• Discipline records • PBIS Rewards Data • CHKS Survey Data • District SEL Survey Data

Funding Source	Amount	Description of Use	
PBIS (7440/0000)	$1000	Materials/Supplies/Equipment	

Actions/Services 3.1.2

Principally Targeted Student Group

• All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
Students will be encouraged to continue positive behavior through **information and visual reminders**.	Brandi Simonsen, George Sugai (Aug 2013); *PBIS in Alternative Education Settings: Positive Support for Youth with High-Risk Behavior.* Education and Treatment of Children	• Student Behavior Data • Records of displayed information

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	$1000	Materials/Supplies/Equipment	

Principally Targeted Student Group

• All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
Teachers will collaborate to develop and **maintain PBIS** program. • Reflecting on data of current practice • Determining future practice and implantation • Development specific strategies for improved implementation of PBIS.	Simonsen, B., Sugai, G (2013); *PBIS in Alternative Education Settings: Positive Support for Youth with High-Risk Behavior.* Education and Treatment of Children	• Meeting agendas/minutes • Updated PBIS practices • Positive change in disciplinary actions

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	$600	Classified- Timesheets	
Supplemental/Concentration (7201/0000)	$2000	Certificated- Timesheets	

Actions/Services 3.1.4

Principally Targeted Student Group

• Black or African American

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
Staff will meet with students, families and community leaders to **evaluate current exclusionary discipline practices** and to develop and implement specific practices around restorative justice, mentoring and counseling.	Skiba, R., & Rausch, M. K. (2006). *School Disciplinary Systems: Alternatives to Suspension and Expulsion.* National Association of School Psychologists.	• Meeting agenda and minutes • Revised policies • Decrease in suspension/expulsion rates

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	$1000	Certificated- Timesheets	

Principally Targeted Student Group

• All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
Teachers and staff will utilize **PBIS Rewards** to recognize positive student behavior.	Simonsen, B., Sugai, G (2013); *PBIS in Alternative Education Settings: Positive Support for Youth with High-Risk Behavior.* Education and Treatment of Children	• Data regarding use of Rewards program • Discipline/Student behavior data

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	$3500	Materials/Supplies/Equipment	

Site Goal 3.2

Students will receive additional counseling support for Social and Emotional Learning 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: Social Emotional Learning

Actions/Services 3.2.1

Principally Targeted Student Group

• All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
Students and staff will develop SEL skills and understanding through the presentation of **SEL**	Lemberger, M., Carbonneau, K., Selig, J., Bowers, H. (2018). **The role of social-emotional**	• Presentation schedules • Pre/Post program student surveys

curriculum. | mediators on middle school students' academic growth as fostered by an evidence-based intervention. *Journal of Counseling and Development, 96* (1), 27-40.

- CHKS Survey Data
- District SEL Survey Data

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	$15000	Contracts/Services /Subscriptions	
Supplemental/Concentration (7201/0000)	$5000	Materials/Supplies/Equipment	

Actions/Services 3.2.2

Principally Targeted Student Group

• All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
Students will receive services from counselors who have participated in **SEL training.**	Lemberger, M., Carbonneau, K., Selig, J., Bowers, H. (2018). **The role of social-emotional mediators on middle school students' academic growth as fostered by an evidence-based intervention.** *Journal of Counseling and Development, 96* (1), 27-40.	- Training agendas - Program development - Rate of student participation - CHKS Survey Data - District SEL Survey Data

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	$12000	Contracts/Services /Subscriptions	
Supplemental/Concentration (7201/0000)	$2122	Certificated- Timesheets	

Actions/Services 3.2.3

Principally Targeted Student Group

• All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
Students will receive **individual and group counseling before**	Lemberger, M., Carbonneau, K., Selig, J., Bowers, H. (2018). **The**	- Sign-In Sheets - Academic performance of

and after school to develop skills and understanding regarding SEL.	**role of social-emotional mediators on middle school students' academic growth as fostered by an evidence-based intervention.** *Journal of Counseling and Development, 96* (1), 27-40.	students attending • Responses to pre and post program surveys. • CHKS Survey Data • District SEL Survey Data

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	$5000	Certificated- Timesheets	

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 in English from 48% to 50% met/exceeded standard.
- African American students will improve in Math on the SBAC from 7% standard to 10% met/exceeded standard and in English from 23% 28% met/exceeded standard.
- EL students will improve in Math on the SBAC from 7% to 8% met/exceeded standard and in English from 4% to 5% met/exceeded standard.
- Foster Youth will improve in Math on the SBAC from 10% to 11% met/exceeded standard and in English from 22% to 24%

Metric: Family and Community Engagement	

Actions/Services 4.1.1

Principally Targeted Student Group

• Black or African American • EL

What Specific Actions/Services will you Provide to this Student	What is the Research Confirming this is an Effective	How will you Measure the Effectiveness of each

Group?	Practice?	Action/Service?
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.	*A new wave of evidence: The impact of school, family, and community connections on student achievement.* (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-familiesto-support-educational-equity)	• Flyers/communication regarding event • 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	
Supplemental/Concentration (7201/0000)	$3000	Certificated- Timesheets	

Actions/Services 4.1.2

Principally Targeted Student Group

• EL • R-FEP

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
Smedberg ELAC will host families to **recognize the re-designation** 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). *"The Role of Celebration in Building Classroom-Learning Communities."* Electronic Theses and Dissertations. Paper 771. http://dc.etsu.edu/etd/771	• Flyers/communication regarding event • Presentation agendas • Parent sign-in sheets • Baseline and expected outcome data, based on Parent Survey data.

Funding Source	Amount	Description of Use	
EL Supplemental (7250/0000)	$500	Materials/Supplies/Equipment	
EL Supplemental (7250/0000)	$500	Certificated- Timesheets	

Actions/Services 4.1.3

Principally Targeted Student Group

• EL

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
Families will receive notification of school **events through the mail**.	Epstein, J. (1987) *Parent involvement: What research says to administrators*. Center for Social Organization of Schools	- Copies of items sent to families - Receipts of spending - Baseline and expected outcome data, based on Parent Survey data. - Exit surveys/evaluations from families expressing effective modes of communication.

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	$500	Contracts/Services /Subscriptions	
GATE (7205/0000)	$100	Contracts/Services /Subscriptions	

Actions/Services 4.1.4

Principally Targeted Student Group

• All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
A **guest speaker** to encourage and inform families in supporting their students in school.	Epstein (2009), *School, Family and Community Parnerships: Your Handbook for Action.* 3rd Ed. Corwin Press	- Sign-In sheets - Parent sign-in sheets from events - Baseline and expected outcome data, based on Parent Survey data.

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	$8000	Contracts/Services /Subscriptions	

Actions/Services 4.1.5

Principally Targeted Student Group

• All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
Chronically absent students will meet with their family and a counselor to determine causes and solutions for this behavior.	Epstein, J. L., & Van Voorhis, F. L. (2010). **School counselors' roles in developing partnerships with families and communities for student success.** *Professional School Counseling*, 14(1), 1 14.	• Student attendance records

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	$2000	Certificated- Timesheets	

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) | 2022 - 2023

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	
2150 Regular Education (7-8) **0000** Unrestricted	0.0000	$0	$37,538	$37,538	$37,538	$0	$0	$0	$0
2170 Extended Day (7-8) **0000** Unrestricted	0.0000	$0	$11,987	$11,987	$11,987	$0	$0	$0	$0
2312 Education Fees **0000** Unrestricted	0.0000	$0	$12,500	$12,500	$12,500	$0	$0	$0	$0
7201 LCFF Supplemental Concentration 7-12 **0000** Unrestricted	0.0000	$0	$176,972	$176,972	$121,750	$8,000	$43,722	$3,500	$0
7205 Gifted and Talented Education (GATE) 7-8 **0000** Unrestricted	0.0000	$0	$5,000	$5,000	$4,900	$0	$0	$100	$0
7206 Academic Competitions **0000** Unrestricted	0.0000	$0	$500	$500	$500	$0	$0	$0	$0
7218 Pre-Advanced Placement, Honors and Advanced Placement Training **0000** Unrestricted	0.0000	$0	$5,000	$5,000	$5,000	$0	$0	$0	$0
7225 Honors/Advanced Placement Outreach (OCR) **0000** Unrestricted	0.0000	$0	$1,000	$1,000	$1,000	$0	$0	$0	$0
7233 AVID Support **0000** Unrestricted	0.0000	$0	$7,300	$7,300	$7,300	$0	$0	$0	$0
7250 English Learners Supplemental Program Services 7-12 **0000** Unrestricted	0.0000	$0	$31,932	$31,932	$30,932	$0	$0	$1,000	$0
7440 Positive Behavior Incentive Supports **0000** Unrestricted	0.0000	$0	$1,000	$1,000	$0	$0	$1,000	$0	$0
4900 Director of School Improvement Support **3010** ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	0.0000	$0	$285,412	$285,412	$271,912	$0	$3,500	$10,000	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	0.0000	$0	$576,141	$576,141	$505,319	$8,000	$48,222	$14,600	

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	$285,412
Subtotal of state or local funds included for this school	$290,729

		Signatures: (Must sign in blue ink)	**Date**
Principal	Richard Wall		
School Site Council Chairperson	Katie Morgan		
EL Advisory Chairperson	Mohammad Zahir		