



## T.R. Smedberg Middle School

### Local Control Accountability Plan (LCAP) 2020 - 2021

**Principal:** \_

**(Signature):** \_

**County-District-School (CDS) Code:** 34673146113831

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

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

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

## Goal Setting

### State Priorities

**Conditions of Learning:**

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

**Pupil Outcomes:**

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

**Engagement:**

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

### Strategic Goals

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

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

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

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

**Goal 3: Wellness**

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

**Goal 4: Family and Community Engagement**

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

### 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><b>Staff:</b> 2/5, District LCAP Survey  <b>Parents:</b> 8/28, District LCAP Survey  <b>Students:</b> District LCAP Survey  <b>School Site Council:</b> 9/5, 11/14, 1/29, 2/24, 4/29, 5/1  <b>ELAC:</b> 9/4, 4/16</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>Stakeholders were asked to provide feedback regarding the educational program at T.R. Smedberg Middle School as well as provide recommendations regarding other supports and services that may serve to improve student performance.</p>

### Resource Inequities

<b>Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.</b>
N/A

### Goals, Actions, and Progress Indicators

<p><b>District Strategic Goal 1:</b></p> <p>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.</p>	<p><b>District Needs and Metrics 1:</b></p> <p>Students need high quality classroom instruction and curriculum as measured by:</p> <ul style="list-style-type: none"> <li>• A-G Completion</li> <li>• Access to Courses (Honors, AP/IB, CTE)</li> <li>• AP/IB Exams</li> <li>• CAASPP</li> <li>• Content Standards Implementation</li> <li>• CTE Sequence Completion</li> <li>• EAP</li> <li>• Other (Site-based/local assessment)</li> </ul>
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- Progress toward English Proficiency
- Redesignation
- Teacher Assignment

Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

**Site Goal 1.1**

- **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.**

**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)	\$145000	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. <ul style="list-style-type: none"> <li>• One-on-One Mentoring</li> <li>• Small Groups</li> <li>• Regular Family Contact</li> </ul>	Borders, L.D. & Drury, S.M. (1992). <i>Comprehensive school counseling programs: A review for policymakers and practitioners.</i> Journal of Counseling & Development  Carey, J., & Dimmitt, C. (2012). <i>School counseling and student outcomes: Summary of six statewide studies.</i> Professional School Counseling	<ul style="list-style-type: none"> <li>• Attendance rates in students who have a history of chronic absenteeism</li> <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>

Funding Source	Amount	Description of Use		

Title I – Basic (4900/3010)	\$75000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
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**Actions/Services 1.1.3**

<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?		
Provide <b>ELA Literacy Teacher</b> to provide instruction and support to students from Targeted Sub-Groups.	Archer, A. L., Gleason, M. M., & Vachon, V. (2003). <i>Decoding and fluency: Foundation skills for older struggling readers</i> . Learning Disability Quarterly, 26(2), 89-101.  Biancarosa, C., & Snow, C. E. (2006). <i>Reading next—A vision for action and research in middle and high school literacy: A report to Carnegie Corp. of New York</i> (2nd ed.). Washington, DC: Alliance for Excellent Education.	<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)	\$22000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 1.1.4**

<b>Principally Targeted Student Group</b>				
• 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?		
Students will receive <b>supplemental support in Mathematics</b> via the Math Mindset classes and Math Support classes.	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.  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.	<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)	\$55000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 1.1.5**

<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?		
Students will benefit from instruction utilizing interactive technologies including the <b>NoRedInk, PearDeck Pro, Kahoot Premium, Turnitin, Quizzizz 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)	\$40744	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 1.1.6**

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?		
Visual and Performing Arts experiences and learning will be provided to students including supplies and activities per district guidelines regarding the use of <b>VAPA Fee spending</b> .	McCarthy K., Heneghan Ondaatje, E., Brooks, A., Szanto, A. (2005) <i>A Portrait of the Visual Arts Meeting the Challenges of a New Era</i> Rand Corporation	<ul style="list-style-type: none"> <li>• Purchase Orders</li> <li>• Performance Programs</li> <li>• Student Participation</li> </ul>		
Funding Source	Amount	Description of Use		
Student Fees (2312/0000)	\$6000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Student Fees (2312/0000)	\$6500	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 1.1.7**

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 <b>Science Olympiad</b> .	Neubert, J. (2016) <i>Redefining "competition" in education</i> . <a href="https://www.competitionciences.org/2016/07/04/10-ways-competitions-enhance-learning/">https://www.competitionciences.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"/>

**Actions/Services 1.1.8**

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?		
<b>Extended Day Program</b> to provide supplemental support after the school day. <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>• EL students will receive supplemental support in a class of their own via instruction provided by an EL Supplemental funded teacher.</li> </ul>	Little, Wimer, & Weiss (2008) <i>After School Programs in the 21st Century: Their Potential and What It Takes to Achieve It</i>  Lauer, Akiba, Wilkerson, Apthorp, Snow, & 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>	<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>		

- \$1,000 of the \$4,000 GATE Certificated spending to be allocated to the GATE Coordinator.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	\$1000	Classified Salaries	Edit	Delete
EL Supplemental (7250/0000)	\$3000	Certificated Salaries	Edit	Delete
GATE (7205/0000)	\$4000	Contracts/Services	Edit	Delete
GATE (7205/0000)	\$1000	Certificated Salaries	Edit	Delete
Title I – Basic (4900/3010)	\$275	Materials/Supplies/Equipment	Edit	Delete
Title I – Basic (4900/3010)	\$27487	Certificated Salaries	Edit	Delete
Title I – Basic (4900/3010)	\$6400	Certificated Salaries	Edit	Delete

**Actions/Services 1.1.9**

**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?
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)	\$8966	Contracts/Services	Edit	Delete

**Actions/Services 1.1.10**

**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?
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 (7233/7510)	\$4000	Certificated Salaries	Edit	Delete

**Actions/Services 1.1.11**

**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?
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		
Supplemental/Concentration (7201/0000)	\$500	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$4000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 1.1.12**

**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?
In-coming students will receive information regarding classes and support for <b>honors courses</b> .	Wolpert-Gawron, H. (2013) <i>Honors Classes: A Need for More Diversity</i> Edutopia	<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)	\$1000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Site Goal 1.2**

- Through professional development, students, school wide, 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.
- Through professional development, 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.
- Through professional development, 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.

**Metric:** CAASPP

**Actions/Services 1.2.1**

**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 attend the <b>AVID Summer Institute</b> to learn strategies for teaching AVID students.	Black, Little, McCoach, Purcell, & Siegle, (2008). <i>Advancement Via Individual Determination: Method selection in conclusions about program effectiveness.</i> The Journal of Educational Research  Watt, Huerta, & Alkan, (2011). <i>Identifying predictors of college success through an examination of AVID graduates' college preparatory achievements.</i> Journal of Hispanics in Higher Education.	<ul style="list-style-type: none"> <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)	\$3000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 1.2.2**

**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?
Teachers will <b>collaborate regarding AVID</b> techniques across the curriculum. <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>	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>• Lesson Plans</li> </ul>

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$2500	Certificated Salaries	<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?
<b>AVID teachers will attend trainings</b>	Black, Little, McCoach, Purcell, & Siegle,	<ul style="list-style-type: none"> <li>• Registrations</li> </ul>



<ul style="list-style-type: none"> <li>To Improve skills</li> <li>Deepen understanding of AVID strategies and techniques.</li> </ul>	<p>(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>Lesson Plans</li> </ul>
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Funding Source	Amount	Description of Use		
AVID (7233/7510)	\$4166	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 1.2.4**

**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>Math Support Program</b> teachers will <b>collaborate.</b></p> <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>	<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>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		
Title I – Basic (4900/3010)	\$2750	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 1.2.5**

**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>Teachers will engage in <b>Professional Development</b></p> <ul style="list-style-type: none"> <li>Continue to develop effective, culturally responsive strategies</li> <li>Improve instructional 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> <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>Lesson Plans</li> <li>Teacher Sign-In Sheets</li> </ul>

Funding Source	Amount	Description of Use		
PreAP Training (7218/0000)	\$3000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

PreAP Training (7218/0000)	\$2000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7201/0000)	\$1000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7201/0000)	\$1000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$5000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Site Goal 1.3**

- Through materials, equipment and services, students, School Wide 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.
- Through materials, equipment and services, 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.
- Through materials, equipment and services, 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.

**Metric:** Content Standards Implementation

**Actions/Services 1.3.1**

**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?
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	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$2000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 1.3.2**

**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?
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	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$2000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7201/0000)	\$2000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 1.3.3**

**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>CTE teachers will utilize materials and equipment</p> <ul style="list-style-type: none"> <li>• CTE related instruction and activities to develop introductory skills that dove-tail with programs at the high school.</li> </ul>	<p>Lombard, M. (2007) <i>Authentic Learning for the 21st Century: An Overview</i></p> <p>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/gRgSqhMzHiB07h2onbsiVCdL96Fd0p1vbW93ALDNCOj52Ja1.pdf">https://1.cdn.edl.io/gRgSqhMzHiB07h2onbsiVCdL96Fd0p1vbW93ALDNCOj52Ja1.pdf</a>;</p>	<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)	\$5000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 1.3.4**

**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?
<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 \$500</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 \$600</p> <p>Art Clay &amp; Related supplies including Clay and glaze and sculpting supplies \$500</p> <p>Drama Licenses &amp; Royalties For Fall and Spring performances \$300</p> <p>Drama Costumes &amp; Props Qty and items TBD (as shows have not been determined) by student performances chosen \$350</p> <p>Instrument Replacement 2 Clarinets &amp; 2 Trumpets \$2000</p> <p>Instrument Repair Open PO for repair as needed \$1000</p> <p>10 iPads &amp; 10 Otterbox Cases \$3750</p>	<p>Sroufe, 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>

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Funding Source	Amount	Description of Use		
Visual & Performing Arts (VAPA)(7450/0000)	\$7700	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Visual & Performing Arts (VAPA)(7450/0000)	\$1300	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 1.3.5**

**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 and students will utilize <b>technology</b> to supplement instruction and learning.	Magana and R. Marzano (2014) <u>Enhancing the Arts and Science of Teaching with Technology</u> Technology Integration in the Classroom Hanover Research 2010	<ul style="list-style-type: none"> <li>• Student GPA</li> <li>• CAASPP</li> </ul>

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$25000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7201/0000)	\$5000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 1.3.6**

**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 utilize <b>equipment to better access technology</b> including headphones and "mice."	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>• Student Grades</li> <li>• Student Attendance</li> </ul>

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$11500	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Site Goal 1.4**

- 80% of EL students will increase one level on the ELPAC.

- Increase redesignation rate by 5% over previous year.

**Metric:** Progress toward English Proficiency

**Actions/Services 1.4.1**

**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?
Students will utilize language support technologies including the <b>Rosetta Stone</b> program.	Lord, G (2016) <i>An Exploratory Study into the Effectiveness of Rosetta Stone for Language Learning</i> Univ. Of Florida	<ul style="list-style-type: none"> <li>• Student Logs</li> <li>• Quiz grades</li> </ul>

Funding Source	Amount	Description of Use		
EL Supplemental (7250/0000)	\$3000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 1.4.2**

**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?
Staff will provide <b>support to EL students</b> <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>	NATIONAL EDUCATION ASSOCIATION (2015) <i>How Educators Can Advocate for English Language Learners</i> . NEA.org	<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)	\$13875	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 1.4.3**

**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?
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)	\$2000	Certificated Salaries	<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)

Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

**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.

**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)	\$1000	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

Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

**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 <u>school supplies, or items that could be used in the classroom</u> 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 (7440/7510)	\$500	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 3.1.2**

**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 be encouraged to continue positive behavior through <u>information and visual reminders</u> .	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		
PBIS (7440/7510)	\$500	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 3.1.3**

**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?
Teachers will collaborate to develop and <u>maintain PBIS</u> program.	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> </ul>

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

**Actions/Services 3.1.4**

**Principally Targeted Student Group**

- All • Black or African American • Low Income

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Students will participate in <b>after school programs</b> to develop academic skills, interact with other students in positive social settings and grow a sense of connectedness to the school community.	Fredricks, J., Eccles, J. (2008) <i>Participation in Extracurricular Activities in the Middle School Years: Are There Developmental Benefits for African American and European American Youth?</i> Journal of Youth and Adolescence	<ul style="list-style-type: none"> <li>• Student Grades</li> <li>• Student Attendance</li> </ul>

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	\$15820	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$15680	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

Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

**Site Goal 4.1**

Increase opportunities for family engagement by 30% over 2019-2020.

**Metric:** Attendance Rate

**Actions/Services 4.1.1**

**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?
Staff, by department, will <b>present to families the curriculum, strategies and expectations</b> of student performance that may be utilized in supporting their student in academic success.	<p><i>A new wave of evidence: The impact of school, family, and community connections on student achievement.</i> (<a href="http://www.sedl.org/connections/resources/evidence.pdf">http://www.sedl.org/connections/resources/evidence.pdf</a>)</p> <p><i>Reframing Family Involvement in Education: Supporting Families to Support Educational Equity.</i> (<a href="http://www.hfrp.org/publications-resources/browse-ourpublications/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</a>)</p>	<ul style="list-style-type: none"> <li>• Flyers/communication regarding event</li> <li>• Presentation agendas</li> <li>• Parent sign-in sheets</li> <li>• Exit surveys/evaluations from families expressing impact and relevance of event.</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)	\$6000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>



Family & Community Engagement (7415/0000)	\$1000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Family & Community Engagement (7415/0000)	\$500	Materials/Supplies/Equipment	<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	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
EL Supplemental (7250/0000)	\$500	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
EL Supplemental (7250/0000)	\$450	Materials/Supplies/Equipment	<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	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
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>Parent Liaison</b> will help support families of students of Targeted Sub-Groups in receiving services and becoming connected with the school	Epstein (2009), <i>School, Family and Community Partnerships: Your Handbook for Action.</i> 3rd Ed. Corwin Press	<ul style="list-style-type: none"> <li>• Log of hours by Liaison</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)	\$3000	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 4.1.5**

**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?
Provide <b>outside speakers</b> to present information regarding academic support and wellness for students and families.	BIS RESEARCH (2012) <i>Evidence of the Wider Benefits of Family Learning: A Scoping Review.</i>	<ul style="list-style-type: none"> <li>• Sign-In Sheets</li> <li>• Agendas</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)	\$10000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 4.1.6**

**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?
<b>Counselors</b> will meet with families and students <b>after school</b> to provide support and direct to services (on a timesheet basis).	Carey, J., & Dimmitt, C. (2012). <i>School counseling and student outcomes: Summary of six statewide studies.</i> Professional School Counseling  Borders, L.D. & Drury, S.M. (1992). <i>Comprehensive school counseling programs: A review for policymakers and practitioners.</i> Journal of Counseling & Development	<ul style="list-style-type: none"> <li>• Attendance Logs</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)	\$7000	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 2020 - 2021**

**IV. Funding**

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

Fund Source Mgmt. Code/Description Resc. Code/Description	FTE	Carry Over	Allocation	Subtotal	EGUSD Strategic Goals				Balance
					1 - Curriculum and Instruction	2 - Assessment	3 - Wellness	4 - Family Engagement	
<b>2150</b> Regular Education (7-8) <b>0000</b> Unrestricted	0	\$0	\$46,559	\$46,559	\$46,559	\$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>7201</b> LCFF Supple/Conc 7 - 12 <b>0000</b> Unrestricted	0	\$0	\$26,820	\$26,820	\$10,500	\$0	\$15,820	\$500	\$0
<b>7235</b> CTE Site Supplies/Equipment <b>0000</b> Unrestricted	0	\$0	\$5,000	\$5,000	\$5,000	\$0	\$0	\$0	\$0
<b>7250</b> EL Supplemental Program Services 7-12 <b>0000</b> Unrestricted	0	\$0	\$22,825	\$22,825	\$21,875	\$0	\$0	\$950	\$0
<b>4900</b> Director of Learning Support Services <b>3010</b> NCLB: Title I, Part A, Basic Grants Low Income and Neglected	0	\$0	\$484,302	\$484,302	\$438,622	\$1,000	\$18,680	\$26,000	\$0
<b>7233</b> AVID Support <b>7510</b> Low Performing Student Block	0	\$0	\$8,166	\$8,166	\$8,166	\$0	\$0	\$0	\$0
<b>7440</b> Positive Behavior Incentive Supports <b>7510</b> Low Performing Student Block	0	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
<b>Total Funds Budgeted for Strategies to Meet the Goals in the SPSA</b>	0	\$0	\$619,159	\$619,159	\$555,209	\$1,000	\$35,500	\$27,450	

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	\$484,302
Subtotal of state or local funds included for this school	\$134,857

**Signatures:** (Must sign in blue ink)

**Date**

Benefits Calculator for Timesheets	
<input checked="" type="radio"/> Certified	Staff Amount \$ <input type="text"/>
<input type="radio"/> Classified	Benefits Amount \$ <input type="text"/>
	Total \$ <input type="text"/>

Principal **Richard Wall**

School Site Council Chairperson

EL Advisory Chairperson

_____	_____
_____	_____
_____	_____