

School Budget Signature Form

Fund Center	1809401	CARVER MS
Fund	010-0000	GF Unrestricted
LAUSD Program	10359	TSP Settlement
Version / Year	CM0 / 2018	
Grant / Funded	NOT RELEVANT	OPR00000
Division	SA	LOCAL DISTRICT CENTRAL

BUDGET MAINTENANCE WORKSHEET			
Total Allocation		1,153,600.00	
Direct Budgeted		1,153,600.00	
Indirect Limit		0.00	0.000 %
Budgeted		0.00	0.000 %
COFE/WGM Docs	/ /		
Committed			
Status		W	

Budget Item Description	Line Type	Functional Area Commit Item	Job / Description	Person. Subarea	Position	P Stat	Start / End Date	Hrs/Day Days/Wk	Fund % FTE	Total Cost	Change
13193 INTRVN SUP COORD C1T	1	1110-2100-10359 190001	19100706 ASMT_NONCLSRM_PREP	CSXX	30440274 Name: Sharyn Williams	A	11/06/2017 06/30/2018	6.000 5.000	100.00 1.00	75,689.00	
29288 OFFICE TECH E1T07	1	1110-2700-10359 240001	24102828 Office Technician	ESXX	30440273 Name:	A	11/15/2017 06/30/2018	8.000 5.000	100.00 1.00	41,695.00	
10371 TCHR X TIME	2	1110-1000-10359 110004	Tchr Sal-Suppl/Oth				07/01/2017 06/30/2018			142,580.00	
10375 PROF DEV TCHR X-TIME	2	1110-1000-10359 110004	Tchr Sal-Suppl/Oth				07/01/2017 06/30/2018			71,580.00	
10376 TUTOR TCHR X TIME	2	1110-1000-10359 110004	Tchr Sal-Suppl/Oth				07/01/2017 06/30/2018			18,500.00	
10559 DAY TO DAY SUBS	2	1110-1000-10359 110002	Tchr Sal-Subs				07/01/2017 06/30/2018			28,280.00	
11072 PSYCH SOC WKR X TIME	2	1110-3110-10359 120024	Guidance/Wel Sal-Sup				07/01/2017 06/30/2018			14,000.00	
11079 COUNS PSA X TIME	2	1110-3110-10359 120024	Guidance/Wel Sal-Sup				07/01/2017 06/30/2018			14,000.00	
11087 COUNS SEC X TIME	2	1110-3110-10359 120024	Guidance/Wel Sal-Sup				07/01/2017 06/30/2018			14,000.00	
11190 NURSE SCH Z TIME	2	1110-3140-10359 120044	Health Svcs Sal-Supl				07/01/2017 06/30/2018			2,333.00	
11327 TSP PROG AD X DIRECT	2	1110-2100-10359 190004	Other Cert Sal-Suppl				07/01/2017 06/30/2018			8,000.00	
11458 ADMINISTRATOR X	2	1110-2700-10359 130004	Sch Adm Sal-Supl/Oth				07/01/2017 06/30/2018			13,900.00	
13114 ITIN PSYCH SOC WKR C	2	1110-3110-10359 120021	Guidance/Wel Sal-Reg				07/01/2017 06/30/2018			77,121.00	
13222 ITIN PSYCH SCHOOL C	2	1110-3110-10359 120021	Guidance/Wel Sal-Reg				07/01/2017 06/30/2018			48,287.00	
14589 INTRV SUP COOR DIFF	2	1110-2100-10359 190004	Other Cert Sal-Suppl				11/06/2017 06/30/2018			757.00	
21427 CLERICAL OVERTIME	2	1110-2700-10359 240003	Office Pers-Overtime				07/01/2017 06/30/2018			6,120.00	
21532 CUSTODIAL OVERTIME	2	1110-8100-10359 220003	M&O Sal-Overtime				07/01/2017 06/30/2018			2,440.00	

School Budget Signature Form

Fund/Center	1800401 CARVER MS
Fund	010-0000 GF-Unrestricted
LATS/D Program	10359 TSP Settlement
Version / Year	CM0 / 2018
Grant / Funded	NOT RELEVANT / 00PR05000
Division	3A LOCAL DISTRICT CENTRAL

BUDGET MAINTENANCE WORKSHEET			
Total Allocation			1,153,600.00
Direct Budgeted			1,153,600.00
Indirect Limit		0.00	0.000%
Budgeted		0.00	0.000%
COFE/FW/GM Docs			
Comment			
Status		W	

Budget Item Description	Line Type	Functional Area Commit Item	Job / Description	Person. Source	Position	P Stat	Start / End Date	Hrs/Day Days/Wk	Fund % FTE	Total Cost	Change
21628 SCHOOL SPVN AIDE	20THS-L	1110-1000-10359 290004	Other Class-Supple				07/01/2017 06/30/2018			51,620.00	
21720 COMMUNITY REP.	20THS-L	1110-2100-10359 290004	Other Class-Supple				07/01/2017 06/30/2018			13,428.00	
22970 CLERICAL-BIL DIFF	20THS-L	1110-2700-10359 240001	Office Pers Sal-Reg				11/15/2017 06/30/2018			444.00	
40124 NON-CAP EQUIP CLSRM	30TH-L	1110-1000-10359 440001	Non-Cap Eqmt-All Oth				07/01/2017 06/30/2018			9,000.00	
40227 GENERAL SUPPLIES	30TH-L	1110-1000-10359 430001	General Supplies				07/01/2017 06/30/2018			83,155.00	
40261 PENDING DISTRIBUTION	30TH-L	1110-1000-10359 430009	Instl Mat&Supls-Bud				07/01/2017 06/30/2018			290,691.00	20,500.00-
40267 IMA	30TH-L	1110-1000-10359 430010	Instr Mat-Gen Purp				07/01/2017 06/30/2018			34,500.00	20,500.00
50002 CONTR INSTRL SVC	30TH-L	1110-1000-10359 580030	ProfSv Contr-GP-Inst				07/01/2017 06/30/2018			88,000.00	
50058 ADMISSION TICKET	30TH-L	1110-1000-10359 580005	Other Expenses				07/01/2017 06/30/2018			12,000.00	
50174 CURRICULAR TRIPS	30TH-L	1110-1000-10359 580012	Contract Bus Svcs				07/01/2017 06/30/2018			13,500.00	

School Budget Signature Form

Fund Center	1809401	CARVER MS
Fund	010-0000	GF-Unrestricted
LAUSD Program	10359	TSP-Settlement
Version / Year	CM0 / 2018	
Grant / Funded	NOT RELEVANT / OP R000000	
Division	3A	LOCAL DISTRICT CENTRAL

BUDGET MAINTENANCE WORKSHEET	
Total Allocation	1,153,600.00
Direct Budgeted	1,153,600.00
Indirect Budgeted	0.00
COFE/EM/GM Docs	0.00
Comment	
Status	W


The local district signatures below confirm that the budget request has been reviewed and approved.




The Board of Education has delegated to the general superintendent and the local district superintendents, the responsibility for budget and program decisions based on state and federal laws, collective bargaining unit agreements, Personnel Commission Rules, Human Resources Division Rules and Policies, court orders, consent decree, and LAUSD's Local Control and Accountability Plan (LCAP), if applicable.

The principal's signature below confirms his/her understanding that: (a) the stakeholders had the opportunity to provide recommendations/input during budget planning and development, (b) the Targeted Student Population (TSP) funds will be used to support the English Learners, low income, and foster youth students, and (c) the TSP funds are subject to audit.

Reason:

360729

FOR SCHOOL SITE USE ONLY	
Principal's Signature	
Date	3/14/18
SSC Chairperson's Signature/SLC Signature (as appropriate)	
Date	
Date	
Date	

FOR BUDGET SERVICES AND LD USE ONLY	
BALog Sheet No.	600CF18582
Input Date	3/14/18
Processed By	
Date	3/16/18
Fiscal Specialist's Signature	
Date	3/14/18
Instructional Area Superintendent or Designee's Signature	
Date	3/16/18
and/or	
Administrator of Operations or Designee's Signature (optional)	
Date	
Program Coordinator's Signature	
Date	
Fiscal Services Manager's Signature	
Date	

School Budget Signature Form

Fund/Center	1809401	CARVER MS
Fund	010-0000	GF-Unrestricted
LAUSD Program	10359	TSP-Settlement
Version/Year	OMO / 2018	
Grant / Funded	NOT RELEVANT	OPR00000
Division	3A	LOCAL DISTRICT CENTRAL

BUDGET MAINTENANCE WORKSHEET	
Total Allocation	1,153,800.00
Direct Budgeted	1,153,800.00
Indirect Limit	0.00
Budgeted	0.0000%
SELF/MGM Doss	0.0000%
Comment	
Status	W

"Unit D, Collective Bargaining Agreement, Appendix C, 4.0, b
 ... Criteria: The identification of individual employees within a department or unit for reassignment shall be based upon consideration of seniority (as defined below) and also consideration of the objective operational needs of the department or unit, such as the need to minimize disruption of services, the need to minimize retraining of the remaining employees, and the need to retain employees who possess special skills and/or expertise. It may also be based upon the avoidance of extraordinary personal hardship to an employee.

Employees who have volunteered for reassignment shall be considered first, subject to and consistent with the above considerations. Reassignment selections are not to be used to evade appropriate progressive disciplinary procedures; however, employees whose performance is marginal or below standard shall remain subject to the above reassignment criteria along with all other employees. For purposes of identification for reassignment, "seniority" means length of regular District service within the classification."

"My signature confirms that I have followed the Unit D Collective Bargaining Agreement criteria set forth above in approving the reassignments resulting from this budget form."


 Principal's Signature

3/14/19
 Date

G.W. Carver Middle School

**Los Angeles Unified School District
2017-2019 School Innovation Funds Plan**

Program Budget Code:
10359 (School Innovation Funds)

Name of School	Local District	Principal
CARVER MS	CENTRAL	Latasha Buck

Total Student Enrollment	% of Low-Income Students	% of English Learner Students	% of Foster Youth Students	Total Amount of School Innovation Funds Allocated to the School
805	94%	33.3%	1.4%	Total \$ 1,153,600

Directions: Briefly describe, if applicable, the services being provided that are aligned to the District's LCAP goals and indicate the amount of School Innovation Funds that support those services. Specify the targeted subgroup(s) as low-income students, English learners, RFEPs, and/or foster youth. **NOTE: A minimum allocation of School Innovation Funds must be used for professional development activities in English language arts and mathematics, and at a minimum School Innovation funds must be used for improving school climate utilizing a required staffing level. Please see the SIF Planning and Guidance document to import appropriate staffing levels into the plan.**

G.W. Carver Middle School

To create additional rows, click outside a row on the right side then press enter.

<p>Description of Services that address 100% Graduation Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, REEPs and foster youth Graduation rate Percentage of high school students on-track for A-G with a 'G' Percentage of students with an Individual Graduation Plan meeting</p>	<p>School Year [mark applicable year(s)]</p>	<p>Amount of School Innovation Funds</p>	<p>Targeted Student Group(s) Low-income, EL, REEP, and/or Foster Youth</p>	<p>Related District-wide SY 17-18 LCAP Targets</p>

G.W. Carver Middle School

<p>Summer Bridge Will be provided to identified incoming 6th graders to provide them with creative writing/reader's theatre and project-based learning that incorporates ELA, math, and science applications. These courses will be designed to be engaging while still targeting the literacy and numeracy skills that will prepare student for their core content courses. Teacher x tutor x time for 6 teachers 5 days 6 hours</p>	<table border="1"> <tr> <td>X</td> <td>2017-1 8</td> </tr> <tr> <td>X</td> <td>2018-1 9</td> </tr> </table>	X	2017-1 8	X	2018-1 9	<p>14,000 14,000</p>	<p>Low-Income EL RFEP Foster Youth</p>	<ul style="list-style-type: none"> • Graduation Rate: 81% • Percentage of high school students on-track for A-G with a "C": 50% • Percentage of students with an Individual Graduation Plan meeting: 100%
X	2017-1 8							
X	2018-1 9							
<p>City Year--Focus groups meet with City Year instructional aides (12) to extend their learning after school and work on identified needs. City Year will be purchased to provide small group focused intervention during and after school.</p>	<table border="1"> <tr> <td></td> <td>2017-1 8</td> </tr> <tr> <td>X</td> <td>2018-1 9</td> </tr> </table>		2017-1 8	X	2018-1 9	<p>120,000</p>	<p>Low-Income EL RFEP Foster Youth</p>	<ul style="list-style-type: none"> • Graduation Rate: 81% • Percentage of high school students on-track for A-G with a "C": 50% • Percentage of students with an Individual Graduation Plan meeting: 100%
	2017-1 8							
X	2018-1 9							

G.W. Carver Middle School

<p>Within the Day Intervention: Teacher Tutor X-Time for teachers to provide tutoring twice a week within the day (during their conference periods) to students who are earning D/F according to 4-week grade checks.</p>	<table border="1"> <tr> <td></td> <td>2017-18</td> </tr> <tr> <td>X</td> <td>2018-19</td> </tr> </table>		2017-18	X	2018-19	<p>24,000</p>	<p>Low-Income EL RFEP Foster Youth</p>	<ul style="list-style-type: none"> • Graduation Rate: 81% • Percentage of high school students on-track for A-G with a "C": 50% • Percentage of students with an Individual Graduation Plan meeting: 100%
	2017-18							
X	2018-19							
<p>Counselor X-Time (5hrs/wk for 3 counselors) Additional time for counselors to meet with parents outside of school hours for IGP meetings, counseling, meetings or conferences. Additional hours will also be provided for counselors to coordinate events to promote college awareness, attendance and other initiatives to help all students graduate. This includes x-time for counselors such as DPC, PSA, and PSW to work with TSP, at-risk and foster-youth to provide additional</p>	<table border="1"> <tr> <td>X</td> <td>2017-18</td> </tr> <tr> <td>X</td> <td>2018-19</td> </tr> </table>	X	2017-18	X	2018-19	<p>14,000 28,000</p>	<p>Low-Income EL RFEP Foster Youth</p>	<ul style="list-style-type: none"> • Graduation Rate: 81% • Percentage of high school students on-track for A-G with a "C": 50% • Percentage of students with an Individual Graduation Plan meeting: 100%
X	2017-18							
X	2018-19							

G.W. Carver Middle School

<p>PSW/ PSA X-Time Additional time to meet with TSP and at-risk students students and parents outside the regular school day to:</p> <ul style="list-style-type: none"> • Provide individual and/or group counseling, including crisis intervention; conduct home visits and/or in-home counseling; • Conduct parent education groups and workshops and provide referrals to school and community services; • Serve as a liaison between school, home, and community, providing direct services to identified at-risk students and families, including assessment, referral, and case management. 	<table border="1"> <tr> <td>X</td> <td>2017-18</td> </tr> <tr> <td>X</td> <td>2018-19</td> </tr> </table>	X	2017-18	X	2018-19	<p>28,000 28,000</p>	<p>Low-Income EL RFEP Foster Youth</p>	<ul style="list-style-type: none"> • Graduation Rate: 81% • Percentage of high school students on-track for A-G with a "C": 50% • Percentage of students with an Individual Graduation Plan meeting: 100%
X	2017-18							
X	2018-19							
<p>School Psychologist (0.4) Two days for school psychologist</p>	<table border="1"> <tr> <td>X</td> <td>2017-18</td> </tr> <tr> <td>X</td> <td>2018-19</td> </tr> </table>	X	2017-18	X	2018-19	<p>52,000</p>	<p>Low-Income EL RFEP Foster Youth</p>	<ul style="list-style-type: none"> • Graduation Rate: 81% • Percentage of high school students on-track for A-G with a "C": 50% • Percentage of students with an Individual Graduation Plan meeting: 100%
X	2017-18							
X	2018-19							

G.W. Carver Middle School

<p>Description of Services that address Proficiency for All</p> <p><i>Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEPs and foster youth:</i></p> <ul style="list-style-type: none"> - Percentage of students who met or exceeded standards in 3rd-8th, 11th grade English language arts - Percentage of students who met or exceeded standards in 3rd-8th, 11th grade mathematics - EL reclassification rate - Rate of ELs making annual progress on CELDT - Decrease in long-term English learners (LTELs) 	<p>School Year [mark applicable year(s)]</p>	<p>Amount of School Innovation Funds</p>	<p>Targeted Student Group(s) Low-Income, EL, RFEP, and/or Foster Youth</p>	<p>Related District-wide SY17-18 LCAP Targets</p>				
<p>Instructional Coach - ELA</p> <p>The English Language Arts instructional coach will support all subgroups by collaborating with teachers; planning and conducting demonstration lessons with the classroom teacher that emphasize good first teaching; which includes standards-based instruction, access strategies, academic engaged time, checking for understanding and differentiation of instruction.</p> <ul style="list-style-type: none"> • As a mentor, will provide opportunities for teachers to reflect on their teaching practice. • Assists and supports teachers with Kagan instructional strategies that support the delivery of grade-level content to all students. • Facilitates the analysis of data from IAB, i-Ready, formative and summative assessments • Supports the academic achievement of all students. • Facilitates on-site professional development such as Jane Schaffer writing, CHAMPS, and Kagan professional development 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20px; text-align: center;"> </td> <td style="text-align: center;">2017-18</td> </tr> <tr> <td style="text-align: center;">X</td> <td style="text-align: center;">2018-19</td> </tr> </table>		2017-18	X	2018-19	<p>119,836</p>	<p>Low-Income EL RFEP Foster Youth</p>	<ul style="list-style-type: none"> • Percentage of students who met or exceeded standards in ELA: 46% • Percentage of students who met or exceeded standards in Math: 36% • Percentage of ELs who RFEP : 22%
	2017-18							
X	2018-19							
<p>Instructional Coach - Mathematics</p> <p>The instructional coach will support all subgroups by collaborating with teachers; planning and conducting demonstration lessons with the classroom teacher that emphasize good first teaching; which includes standards-based instruction, access strategies, academic engaged time, checking for understanding, and differentiation of instruction.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20px; text-align: center;"> </td> <td style="text-align: center;">2017-18</td> </tr> <tr> <td style="text-align: center;">X</td> <td style="text-align: center;">2018-19</td> </tr> </table>		2017-18	X	2018-19	<p>119,836</p>	<p>Low-Income EL RFEP Foster Youth</p>	<ul style="list-style-type: none"> • Percentage of students who met or exceeded standards in ELA: 46% • Percentage of students who met or exceeded standards in Math: 36% • Percentage of ELs who RFEP: 22%
	2017-18							
X	2018-19							

G.W. Carver Middle School

<ul style="list-style-type: none"> • As a mentor, will provide opportunities for teachers to reflect on their teaching practice. • Assists and supports teachers with instructional strategies that support the delivery of grade-level content to all students. • Facilitates the analysis of data and student work that reflects a problem-solving approach. • Supports the academic achievement of all students. • Facilitates on-site professional development. 								
<p>Building Teacher Leader Capacity - Teacher X Time: (8 teachers, 1 hr, 2x/month & 4 hr @ 78/hr) Class observations for the purpose of recommending strategies and next steps will be conducted with the Department Chairs and Instructional Coaches at least every other month after teachers have had an opportunity to learn and practice new learning. The Title III Coach and Carver's Instructional Leadership Team will meet bi-monthly to monitor data from interim assessments and class observations and establish call to action goals. Classroom observation data will also be collected through instructional rounds conducted through ILT, School Review Process which occur in the fall, winter, and spring.</p>	<table border="1"> <tr> <td>X</td> <td>2017-18</td> </tr> <tr> <td>X</td> <td>2018-19</td> </tr> </table>	X	2017-18	X	2018-19	<p>12,480</p> <p>12,480</p>	<p>Low-Income EL RFEP Foster Youth</p>	<ul style="list-style-type: none"> • Percentage of students who met or exceeded standards in ELA: 46% • Percentage of students who met or exceeded standards in Math: 36% • Percentage of ELs who RFEP: 22%
X	2017-18							
X	2018-19							
<p>ELA Teacher Observations/Data Analysis/Lesson Planning: Substitutes will be provided for ELA teachers of EL students in the areas of reading, writing, and class discourse. Specifically, for reading and writing. Teachers will focus on using text structures, language features, and vocabulary to decipher and produce text; and for discourse it will be constructive conversation skills and sustained dialogue in a variety of topics. All ELA teachers, including teachers of ELD students will receive training on how to administer the Annual ELPAC and RI and how to provide additional instructional support that prepare them in the listening, speaking, reading, and writing domains. The Categorical Program Advisor and Title III Coach will support this work and ensure all teachers of ELA students are creating language objectives as well as learning objectives for their classes. ELA teachers will administer State, District and Partnership interim assessments and look at student work/use data to analyze and establish instructional needs and priorities. Teachers will monitor student progress and identify trends using data on Illuminate and SBAC platforms. Teachers will participate in Data Talks after each of the first three interim assessments.</p> <p>9 ELA teachers Sub coverage 4x/yr</p>	<table border="1"> <tr> <td>X</td> <td>2017-18</td> </tr> <tr> <td>X</td> <td>2018-19</td> </tr> </table>	X	2017-18	X	2018-19	<p>13,140</p> <p>19,710</p>	<p>Low-Income EL RFEP Foster Youth</p>	<ul style="list-style-type: none"> • Percentage of students who met or exceeded standards in ELA: 46% • Percentage of students who met or exceeded standards in Math: 36% • Percentage of ELs who RFEP: 22%
X	2017-18							
X	2018-19							

G.W. Carver Middle School

<p>Notice and Note PD: (35 teachers @ \$78/hr, 6 hrs each) Practitioners will explore: • 3 essential questions that set students up for closer, more attentive readings of nonfiction texts • 5 Notice & Note nonfiction signposts that cue students to apply the skills and processes that sophisticated readers use instinctively • 7 proven strategies readers can use to clear up confusions when the text gets tough</p> <p>IMA - \$14,000 (2017 - 2018)</p>	<table border="1"> <tr> <td>X</td> <td>2017-18</td> </tr> <tr> <td>X</td> <td>2018-19</td> </tr> </table>	X	2017-18	X	2018-19	<p>30,400 16,400</p>	<p>Low-Income EL RFEP Foster Youth</p>	<ul style="list-style-type: none"> • Percentage of students who met or exceeded standards in ELA: 46% • Percentage of students who met or exceeded standards in Math: 36% • Percentage of ELs who RFEP : 22%
X	2017-18							
X	2018-19							
<p>Illustrative Math Instructional materials, through Open-Up Resources, for 6-8th grade students that includes course and teacher edition books to support math instructional program and help students improve on SBAC.</p>	<table border="1"> <tr> <td>X</td> <td>2017-18</td> </tr> <tr> <td>X</td> <td>2018-19</td> </tr> </table>	X	2017-18	X	2018-19	<p>20,500 20,500</p>	<p>Low-Income EL RFEP Foster Youth</p>	<ul style="list-style-type: none"> • Percentage of students who met or exceeded standards in ELA: 46% • Percentage of students who met or exceeded standards in Math: 36% • Percentage of ELs who RFEP : 22%
X	2017-18							
X	2018-19							
<p>New Teacher Coordinator: (5hrs/wk @ \$78/hr) In an effort to retain new teachers at Carver M.S. (regardless if they are new to the district or new our school), they will be provided ongoing support through paid orientation and monthly on-boarding meetings. The Coordinator will receive x-time rate to plan and facilitate all onboarding meetings, and if needed, provide mentorship through the evaluation process and BTSA. All teachers new to Carver M.S. will also be assigned to a Professional Learning Environment (PLE), in which they will meet with interdisciplinary teachers for support with students' academic needs, specifically for ELs and other at-risk sub-groups, and behavioral management. Lesson planning support will be provided through the department's weekly common planning time. New administrators and new support staff will receive support through the Partnership's leadership meetings as well as through guidance from the principal.</p>	<table border="1"> <tr> <td>X</td> <td>2017-18</td> </tr> <tr> <td>X</td> <td>2018-19</td> </tr> </table>	X	2017-18	X	2018-19	<p>10,000 14,000</p>	<p>Low-Income EL RFEP Foster Youth</p>	<ul style="list-style-type: none"> • Percentage of students who met or exceeded standards in ELA: 46% • Percentage of students who met or exceeded standards in Math: 36% • Percentage of ELs who RFEP : 22%
X	2017-18							
X	2018-19							

G.W. Carver Middle School

<p>Math Teacher Observations/Data Analysis/Lesson Planning: Sub-coverage will be used so that all math teachers will complete a 4-step (Learn-Plan-Deliver-Reflect) PD cycle every six weeks to develop teacher practice in using Kagan strategies, Jane Schaffer strategies, Close Reading. This will ensure teachers are using strategies that meet learning needs of EL and at-risk sub-groups. (9 teachers, sub cost: \$365/day) 2018: 9 subs for 4 sessions = 36 subs 2019: 9 subs for 6 different sessions = 54 subs</p>	<table border="1"> <tr> <td>X</td> <td>2017-18</td> </tr> <tr> <td>X</td> <td>2018-19</td> </tr> </table>	X	2017-18	X	2018-19	<p>13,140 19,710</p>	<p>Low-Income EL RFEP Foster Youth</p>	<ul style="list-style-type: none"> Percentage of students who met or exceeded standards in ELA: 46% Percentage of students who met or exceeded standards in Math: 36% Percentage of ELs who RFEP : 22%
X	2017-18							
X	2018-19							
<p>Break Through Team (BTT) Pilot - Math: Math focus on increasing math proficiency. Outside consulting agency provides support and leads teachers through weekly coaching to analyze CFA data and plan for next steps.</p>	<table border="1"> <tr> <td>X</td> <td>2017-18</td> </tr> <tr> <td></td> <td>2018-19</td> </tr> </table>	X	2017-18		2018-19	<p>\$30,000</p>	<p>Low-Income EL RFEP Foster Youth</p>	<ul style="list-style-type: none"> Percentage of students who met or exceeded standards in ELA: 46% Percentage of students who met or exceeded standards in Math: 36% Percentage of ELs who RFEP : 22%
X	2017-18							
	2018-19							
<p>Technology Technology such as laptop carts, projectors and document readers will be purchased to allow teachers to incorporate 21st century skills into their curriculum. Classroom carts of Chromebooks will be purchased so students will have the opportunity to use Chromebooks to take assessments such as i-Ready, IAB, Illuminate, and school formative and summative assessments.</p>	<table border="1"> <tr> <td>X</td> <td>2017-18</td> </tr> <tr> <td>X</td> <td>2018-19</td> </tr> </table>	X	2017-18	X	2018-19	<p>62,155 60,000</p>	<p>Low-Income EL RFEP Foster Youth</p>	<ul style="list-style-type: none"> Percentage of students who met or exceeded standards in ELA: 46% Percentage of students who met or exceeded standards in Math: 36% Percentage of ELs who RFEP : 22%
X	2017-18							
X	2018-19							
<p>Software Contracts Reading and Math Inventory, i-Ready Lexile Levels: Teachers are committed to administering State, District and Partnership interim assessments and looking at student work and using data analysis to establish instructional needs and priorities. Teachers will monitor student progress and identify trends using data on Illuminate and SBAC platforms.</p>	<table border="1"> <tr> <td></td> <td>2017-18</td> </tr> <tr> <td>X</td> <td>2018-19</td> </tr> </table>		2017-18	X	2018-19	<p>30,000</p>	<p>Low-Income EL RFEP Foster Youth</p>	<ul style="list-style-type: none"> Percentage of students who met or exceeded standards in ELA: 46% Percentage of students who met or exceeded standards in Math: 36% Percentage of ELs who RFEP : 22%
	2017-18							
X	2018-19							

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<p>IT Tech Support (1 FTE)– Installs personal computer systems, diagnoses basic technology related problems, troubleshoots hardware and software for at-risk students, personnel, and parents. The It Support Tech contributes to the instructional program by ensuring technology is available for students and staff.</p>	<table border="1"> <tr> <td></td> <td>2017-18</td> </tr> <tr> <td>X</td> <td>2018-19</td> </tr> </table>		2017-18	X	2018-19	<p>70,781</p>	<p>Low-Income EL RFEP Foster Youth</p>	<ul style="list-style-type: none"> • Percentage of students who met of exceeded standards in ELA: 46% • Percentage of students who met of exceeded standards in Math: 36% • Percentage of ELs who RFEP : 22%
	2017-18							
X	2018-19							
<p>Curriculum Planning-Teacher X Time (35 teachers, 30 hrs ea @\$78/hr) to provide time for teachers to analyze standards and plan curriculum for the upcoming school year to ensure inclusion of all PD initiatives.</p>	<table border="1"> <tr> <td>X</td> <td>2017-18</td> </tr> <tr> <td>X</td> <td>2018-19</td> </tr> </table>	X	2017-18	X	2018-19	<p>81,900 81,900</p>	<p>Low-Income EL RFEP Foster Youth</p>	<ul style="list-style-type: none"> • Percentage of students who met of exceeded standards in ELA: 46% • Percentage of students who met of exceeded standards in Math: 36% • Percentage of ELs who RFEP : 22%
X	2017-18							
X	2018-19							
<p>Jane Schaffer PD (contracted service) will be provided to all department teachers to ensure consistent informational/expository writing instruction and format. Science, Social Studies, and Math departments will administer agreed upon expository writing prompts within each department every 10 weeks which will be scored according to SBAC writing rubric, and analyzed for next steps in instruction. All teachers will receive Jane Schaffer training on Argumentative Writing and ELA teachers will receive training on Narrative Writing and Literary Response.</p>	<table border="1"> <tr> <td>X</td> <td>2017-18</td> </tr> <tr> <td>X</td> <td>2018-19</td> </tr> </table>	X	2017-18	X	2018-19	<p>7,000 17,000</p>	<p>Low-Income EL RFEP Foster Youth</p>	<ul style="list-style-type: none"> • Percentage of students who met of exceeded standards in ELA: 46% • Percentage of students who met of exceeded standards in Math: 36% • Percentage of ELs who RFEP : 22%
X	2017-18							
X	2018-19							
<p>Teacher X Time - for 35 (6-hr trainings @ \$78/hr) teachers to attend Jane Schaffer PD to ensure consistent writing instruction and format. Argumentative (schoolwide, 35 teachers) Narrative Approximately 9 English teachers (6-hr training @ \$78/hr) Literary Response Approximately 9 English teachers (6-hr training @ \$78/hr)</p>	<table border="1"> <tr> <td>X</td> <td>2017-18</td> </tr> <tr> <td>X</td> <td>2018-19</td> </tr> </table>	X	2017-18	X	2018-19	<p>24,800 8,400</p>	<p>Low-Income EL RFEP Foster Youth</p>	<ul style="list-style-type: none"> • Percentage of students who met of exceeded standards in ELA: 46% • Percentage of students who met of exceeded standards in Math: 36% • Percentage of ELs who RFEP : 22%
X	2017-18							
X	2018-19							
<p>Kagan Strategies (contracted service)–Teachers will receive multi-year PD on Kagan Strategies, which will include intensive six-hour Saturday trainings, or during vacation days as selected by</p>		<p>7,000</p>	<p>Low-Income EL RFEP</p>	<ul style="list-style-type: none"> • Percentage of students who met of exceeded standards in ELA: 46% 				

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<p>school with teacher input. Will also receive coaching support from a Kagan staff expert. This training will support teachers' efforts to increase students' speaking fluency and collaboration in the classroom. Training ongoing as needed to ensure all teachers have experienced the full five days of Kagan training.</p>	<table border="1"> <tr> <td>X</td> <td>2017-18</td> </tr> <tr> <td>X</td> <td>2018-19</td> </tr> </table>	X	2017-18	X	2018-19	<p>7,000</p>	<p>Foster Youth</p>	<ul style="list-style-type: none"> Percentage of students who met or exceeded standards in Math: 36% Percentage of ELs who RFEP : 22%
X	2017-18							
X	2018-19							
<p>Teacher X Time - for 35 (6 hrs) teachers to attend Kagan Training to ensure all teachers receive training to increase students' speaking fluency and collaboration in the classroom.</p>	<table border="1"> <tr> <td>X</td> <td>2017-18</td> </tr> <tr> <td>X</td> <td>2018-19</td> </tr> </table>	X	2017-18	X	2018-19	<p>16,380 16,380</p>	<p>Low-Income EL RFEP Foster Youth</p>	<ul style="list-style-type: none"> Percentage of students who met or exceeded standards in ELA: 46% Percentage of students who met or exceeded standards in Math: 36% Percentage of ELs who RFEP : 22%
X	2017-18							
X	2018-19							
<p>Clerical Overtime (\$51/hr. 40 hours for 3 clerks) Clerical help resulting in overtime payments directly attributable to student achievement. Activities include</p> <ul style="list-style-type: none"> Call parents of TSP students to set-up appointments with counselors Call parents to follow-up with at-risk TSP students Assist during after school and interventions for students Maintain files, records, and other information related to TSP student intervention Translate during teacher-parent conferences Call home to remind parents of advisory committee meetings, and other school activities Assist in preparing information parent mailers. 	<table border="1"> <tr> <td>X</td> <td>2017-18</td> </tr> <tr> <td>X</td> <td>2018-19</td> </tr> </table>	X	2017-18	X	2018-19	<p>6,120 6,120</p>	<p>Low-Income EL RFEP Foster Youth</p>	<ul style="list-style-type: none"> Percentage of students who met or exceeded standards in ELA: 46% Percentage of students who met or exceeded standards in Math: 36% Percentage of ELs who RFEP : 22%
X	2017-18							
X	2018-19							
<p>Custodial Overtime (\$61/hr for 40 hrs) Custodial services will be needed as the direct result of after school parent conferences, parent workshops, and the after school/ Intervention Programs for TSP students.</p>	<table border="1"> <tr> <td>X</td> <td>2017-18</td> </tr> <tr> <td>X</td> <td>2018-19</td> </tr> </table>	X	2017-18	X	2018-19	<p>2,440 2,440</p>	<p>Low-Income EL RFEP Foster Youth</p>	<ul style="list-style-type: none"> Percentage of students who met or exceeded standards in ELA: 46% Percentage of students who met or exceeded standards in Math: 36% Percentage of ELs who RFEP : 22%
X	2017-18							
X	2018-19							

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<p>Administrator X Time (\$82/hr for 4 admin, 25 hrs each) to facilitate and supervise five Saturday trainings and five reclassification interventions.</p>	<table border="1"> <tr> <td>X</td> <td>2017-18</td> </tr> <tr> <td>X</td> <td>2018-19</td> </tr> </table>	X	2017-18	X	2018-19	<p>13,900 27,900</p>	<p>Low-Income EL RFEP Foster Youth</p>	<ul style="list-style-type: none"> Percentage of students who met or exceeded standards in ELA: 46% Percentage of students who met or exceeded standards in Math: 36% Percentage of ELs who RFEP : 22%
X	2017-18							
X	2018-19							
<p>Reclassification Intervention X-Time for 2 teachers and Title III Coordinator to provide five 4-hour Saturday school interventions for EL students to prepare them for reclassification assessments such as RI, CELDT/ELPAC and additional language support</p>	<table border="1"> <tr> <td>X</td> <td>2017-18</td> </tr> <tr> <td>X</td> <td>2018-19</td> </tr> </table>	X	2017-18	X	2018-19	<p>4,500 4,500</p>	<p>Low-Income EL RFEP Foster Youth</p>	<ul style="list-style-type: none"> Percentage of students who met or exceeded standards in ELA: 46% Percentage of students who met or exceeded standards in Math: 36% Percentage of ELs who RFEP : 22%
X	2017-18							
X	2018-19							

<p>Description of Services that address 100% Attendance <i>Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEPs and foster youth:</i> - Percentage of students with a 96% (172-180 days) attendance rate - Percentage of students missing 16 days or more in a school year - Percentage of all staff attending 96% or above</p>	<p>School Year [mark applicable year(s)]</p>	<p>Amount of School Innovation Funds</p>	<p>Targeted Student Group(s) Low-income, EL, RFEP, and/or Foster Youth</p>	<p>Related District-wide SY17-18 LCAP Targets</p>				
<p>Break Through Team (BTT) Pilot Attendance Focus on chronically absent students. Team will provide intensive, individualized support to students by identifying and addressing additional needs that will help them attend school regularly.</p>	<table border="1"> <tr> <td>X</td> <td>2017-18</td> </tr> <tr> <td></td> <td>2018-19</td> </tr> </table>	X	2017-18		2018-19	<p>\$30,000</p>	<p>Low-Income EL RFEP Foster Youth</p>	<ul style="list-style-type: none"> Percentage of students with a 96% or higher attendance rate: 75% Percentage of students missing 16 days or more in a school year: 9%
X	2017-18							
	2018-19							

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				<ul style="list-style-type: none"> Percentage of all staff attending 96% or above: 78%
General Supplies To purchase supplies such as paper, pens, markers, poster paper, etc.. to organize attendance incentives for students, staff, and parents such as Red Carpet Event, Perfect Attendance and Improved Recognition, and duplicate Attendance Break Through Team efforts to increase student attendance and minimize number of students who appear in the chronically absent list	X 2017-18	10,000	Low-Income EL RFEP Foster Youth	<ul style="list-style-type: none"> Percentage of students with a 96% or higher attendance rate: 75% Percentage of students missing 16 days or more in a school year: 9% Percentage of all staff attending 96% or above: 78%
	X 2018-19	15,000		
Teacher Home Visits X Time for teachers to do home visits (3 hrs each teacher, 35 teachers @ 78/hr). Additional time so teachers within their PLE may conduct parent conferences at home with the family if the parents/guardians cannot arrange transportation to the school site.	X 2017-18	8,200	Low-Income EL RFEP Foster Youth	<ul style="list-style-type: none"> Percentage of students with a 96% or higher attendance rate: 75% Percentage of students missing 16 days or more in a school year: 9% Percentage of all staff attending 96% or above: 78%
	X 2018-19	8,200		

Description of Services that address Parent, Community and Student Engagement <i>Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEPs, and foster youth:</i> Percentage of parent/caregiver participation on School Experience Survey Percentage of schools training parents on academic initiatives (minimum 4 workshops annually)	School Year [mark applicable year(s)]	Amount of School Innovation Funds	Targeted Student Group(s) Low-income, EL, RFEP, and/or Foster Youth	Related District-wide SY17-18 LCAP Targets
Community Representative (1 FTE) --The Community Representative (CR) will facilitate FAT activities, Parent Institute for Quality Education (PIQE) workshops, life skills workshops, English Language classes, Rosetta stone self-pacing software, and parent volunteers. CR will coordinate parent workshops on literacy, blended learning programs, and academic expectations in English and Spanish. CR will oversee the activities in the Parent Center	X 2017-18	13,428	Low-Income EL RFEP Foster Youth	<ul style="list-style-type: none"> Percentage of parent/caregiver participation on School Experience Survey: 62% Percentage of schools training parents on academic initiatives (min. 4 workshops): 94%
	X 2018-19	13,428		

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<p>and serve as the neighborhood resource adviser to the principal, teachers, parents, and community partners as well as lead the Family Action Team with support from Partnership personnel.</p>				
<p>Bilingual Clerk (1 FTE)—FAT activities, purchase additional bilingual clerks, purchase additional parent community representative, Parent Institute for Quality Education (PIQE) workshops, life skills workshops, English Language classes, Rosetta stone self-pacing software. Parent workshops on literacy, blended learning programs, and academic expectations will be provided in English and Spanish. Parents will also be invited to attend Parent Conference Nights and IGP meetings to learn more about their child’s academic progress in ELA.</p>	<p>X 2017-18</p> <p>X 2018-19</p>	<p>57,578</p> <p>57,578</p>	<p>Low-Income EL RFEP Foster Youth</p>	<ul style="list-style-type: none"> • Percentage of parent/caregiver participation on School Experience Survey: 62% • Percentage of schools training parents on academic initiatives (min. 4 workshops): 94%
<p>Parent Workshops (Contracted Services) Agencies such as Parent Ed. Agency, LLC provides academic, and parenting classes offered by credentialed teachers. The classes that will benefit our parents include: English as a Second Language, Computers, Parenting, Family Fitness, Anger Management, Health, etc. Classes will be offered to ensure all parents meet the needs of all students at our school site.</p>	<p>X 2017-18</p> <p>X 2018-19</p>	<p>15,000</p> <p>15,000</p>	<p>Low-Income EL RFEP Foster Youth</p>	<ul style="list-style-type: none"> • Percentage of parent/caregiver participation on School Experience Survey: 62% • Percentage of schools training parents on academic initiatives (min. 4 workshops): 94%
<p>TSP Coordinator X time TSP Advisor will work to support of all subgroups prior to the beginning of the school year. Time will be used to</p> <ul style="list-style-type: none"> • Promote parental, student, and teacher involvement and participation in the advisory committees • Analyze performance and observation data with teachers and make recommendations on how to target learning needs of EL and at-risk students • Process contracts for parenting classes • Process other contracts before the beginning of the school year • Process purchase orders to ensure intervention systems and supplemental instructional materials are available to teachers based on trainings such as Kagan, Jane Schaffer, etc.. 	<p>X 2017-18</p> <p>X 2018-19</p>	<p>8,000</p> <p>10,000</p>	<p>Low-Income EL RFEP Foster Youth</p>	<ul style="list-style-type: none"> • Percentage of parent/caregiver participation on School Experience Survey: 62% • Percentage of schools training parents on academic initiatives (min. 4 workshops): 94%

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<p>Band Contract offer its students an opportunity in school to learn to perform, create, and appreciate music. The study of music helps students to develop their potential, gives them an understanding of their own culture and the culture of others, and provides a unique vehicle for achieving excellence either alone or in cooperation with others. Music is a discipline which challenges the mind to think and process information innovatively and creatively.</p>	<table border="1"> <tr> <td></td> <td>2017-18</td> </tr> <tr> <td>X</td> <td>2018-19</td> </tr> </table>		2017-18	X	2018-19	<p>60,000</p>	<p>Low-Income EL RFEP Foster Youth</p>	<ul style="list-style-type: none"> • Percentage of parent/caregiver participation on School Experience Survey: 62% • Percentage of schools training parents on academic initiatives (min. 4 workshops): 94%
	2017-18							
X	2018-19							
<p>JiuJitsu Contract To empower students and prevent them from becoming victims of bullying, child abduction, and childhood obesity. In this program, students will learn how to protect themselves on and off the streets we also teach character building values. Studies show our program gives young people the tools and support needed to resist negative peer pressure, avoid self-destructive behaviors, and make responsible decisions. We also offer an adaptive Physical Education program.</p>	<table border="1"> <tr> <td></td> <td>2017-18</td> </tr> <tr> <td>X</td> <td>2018-19</td> </tr> </table>		2017-18	X	2018-19	<p>50,000</p>	<p>Low-Income EL RFEP Foster Youth</p>	<ul style="list-style-type: none"> • Percentage of parent/caregiver participation on School Experience Survey: 62% • Percentage of schools training parents on academic initiatives (min. 4 workshops): 94%
	2017-18							
X	2018-19							
<p>Field Trips for Parents and Students To ensure of the highest level of education, All TSP at-risk students will be exposed to college entrance requirements and possible careers at community colleges and universities, and enhance their classroom experience by attending educational field trips to various colleges and universities. Parents will attend Parent College through The Partnership We will also provide opportunities for students to experience educational field trips and pay for entrance fees to enhance at risk students' access to the Common Core State Standards (approximately 15 field trips) Entrance fees \$12,000 Buses \$13,500</p>	<table border="1"> <tr> <td>X</td> <td>2017-18</td> </tr> <tr> <td>X</td> <td>2018-19</td> </tr> </table>	X	2017-18	X	2018-19	<p>25,500 25,500</p>	<p>Low-Income EL RFEP Foster Youth</p>	<ul style="list-style-type: none"> • Percentage of parent/caregiver participation on School Experience Survey: 62% • Percentage of schools training parents on academic initiatives (min. 4 workshops): 94%
X	2017-18							
X	2018-19							
<p>Marketing and Promotion Materials Purchase of promotional materials such as color flyers, folders, brochures, pens, lanyards, shirts, etc., to help promote the school</p>	<table border="1"> <tr> <td>X</td> <td>2017-18</td> </tr> </table>	X	2017-18	<p>20,000 20,000</p>	<p>Low-Income EL RFEP Foster Youth</p>	<ul style="list-style-type: none"> • Percentage of parent/caregiver participation on School Experience Survey: 62% 		
X	2017-18							

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<p>during articulation with feeder elementary schools to increase student enrollment.</p>	<table border="1"> <tr> <td>X</td> <td>2018-19</td> </tr> </table>	X	2018-19			<ul style="list-style-type: none"> Percentage of schools training parents on academic initiatives (min. 4 workshops): 94%
X	2018-19					

<p>Description of Services that address: School Safety <i>Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEPs, and foster youth:</i></p> <ul style="list-style-type: none"> Single student suspension rate Expulsion rate Extent to which the school is implementing the Discipline Foundation Policy Percentage of students who feel safe at school 	<p>School Year [mark applicable year(s)]</p>	<p>Amount of School Innovation Funds</p>	<p>Targeted Student Group(s): Low-income, EL, RFEP and/or Foster Youth</p>	<p>Related District-wide SY17-18 LCAP Targets</p>				
<p>The PSW (1 FTE) Will provide support with the Positive Behavior Support Plan and Interventions, including mental health awareness, violence prevention, problem solving, and empathy building. The PSW will provide workshops to staff, parents, and students and support school initiatives such as Restorative Justice, conflict mediation and bullying prevention. The PSW will also collaborate with school teams, such as COST, SST, Safe School Plan Team, Crisis Team, and Threat Assessment Team. The PSW will also facilitate weekly student group meetings, such as IMPACT, for those students who need tier 2 intervention.</p>	<table border="1"> <tr> <td>X</td> <td>2017-18</td> </tr> <tr> <td>X</td> <td>2018-19</td> </tr> </table>	X	2017-18	X	2018-19	<p>77,121 121,023</p>	<p>Low-Income EL RFEP Foster Youth</p>	<ul style="list-style-type: none"> Suspension rate: .35% Expulsion rate: .01% Extent to which the school is implementing the Discipline Foundation Policy: 88% Percentage of students who feel safe at school: 80%
X	2017-18							
X	2018-19							
<p>Nurse Z Time (30 hours & 78/hr) Additional time for nurse to update medical records and communicate with teacher and families of students with health needs.</p>	<table border="1"> <tr> <td>X</td> <td>2017-18</td> </tr> <tr> <td>X</td> <td>2018-19</td> </tr> </table>	X	2017-18	X	2018-19	<p>2,333 2,333</p>	<p>Low-Income EL RFEP Foster Youth</p>	<ul style="list-style-type: none"> Suspension rate: .35% Expulsion rate: .01% Extent to which the school is implementing the Discipline Foundation Policy: 88%
X	2017-18							
X	2018-19							

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				<ul style="list-style-type: none"> Percentage of students who feel safe at school: 80%
<p>School Supervision Aides (2 FTE) Supervision Aides will assist in maintaining standards of student discipline and ensuring the observance of rules and procedures by students and others on a school campus.</p>	<input checked="" type="checkbox"/> 2017-18 <input checked="" type="checkbox"/> 2018-19	<p>51,620 103,240</p>	<p>Low-Income EL RFEP Foster Youth</p>	<ul style="list-style-type: none"> Suspension rate: .35% Expulsion rate: .01% Extent to which the school is implementing the Discipline Foundation Policy: 88% Percentage of students who feel safe at school: 80%
<p>Intervention Support Coordinator Oversee the development of SSPT and create a MTSS for at-risk and foster students.</p>	<input checked="" type="checkbox"/> 2017-18 <input checked="" type="checkbox"/> 2018-19	<p>75,669 115,987</p>	<p>Low-Income EL RFEP Foster Youth</p>	<ul style="list-style-type: none"> Suspension rate: .35% Expulsion rate: .01% Extent to which the school is implementing the Discipline Foundation Policy: 88% Percentage of students who feel safe at school: 80%
<p>Playworks for Safety Contract to train staff to facilitate structured games and activities during lunch in order to teach students how to play and interact appropriately and respectfully with one another.</p>	<input checked="" type="checkbox"/> 2017-18 <input checked="" type="checkbox"/> 2018-19	<p>\$9,000 \$9,000</p>	<p>Low-Income EL RFEP Foster Youth</p>	<ul style="list-style-type: none"> Suspension rate: .35% Expulsion rate: .01% Extent to which the school is implementing the Discipline Foundation Policy: 88% Percentage of students who feel safe at school: 80%


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I certify that this School Innovation Funds Plan incorporates the minimum requirement of funding to be used for professional development English language arts and mathematics and at a minimum, fulfills the requirements for school climate personnel per the School Innovation Funds guidance, and that the plan is based on an assessment of school needs.

Latasha Buck
Typed name of School Principal


Signature of School Principal

3/14/18
Date

The Local District Superintendent or Designee has reviewed the School Innovation Funds Plan with the principal and agreed to support and provide feedback for implementation. or		
<u>Roberto A Martinez</u>	<u></u>	<u>3-14-18</u>
Typed name of Local District Superintendent / Designee	Signature of Local District Superintendent / Designee	Date