

01 - 02 Lynwood Unified  
Lynwood Middle

**Immediate Intervention/  
Underperforming Schools Program (II/USP)**

**SCHOOL APPLICATION  
For II/USP Funding**

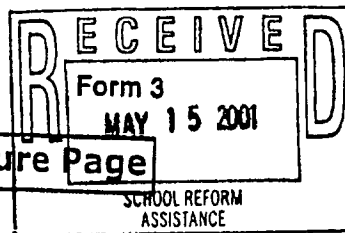
**Part I: Application Information: Complete for school submitting application for funding.**

<b>Name of Applicant School:</b> Lynwood Middle School 12124 Bullis Ave. Lynwood, CA, 90262 <b>14 Digit County/District/School Code:</b> 19-64774-6115547		<b>Total School Grant Amount Requested:</b>  FY 2001-2002 <u>\$399,987.00</u> FY 2002-2003 <u>\$399,987.00</u> <b>Dates of Project Duration:</b> July 1, 2001 to June 30, 2003	
<b>Principal:</b> Yvonne Casias-Young		<b>External Evaluator:</b> UCLA/SMP	
<b>Address:</b> 12124 Bullis Ave.		<b>Address:</b> 1041 Moore Hall	
<b>City:</b> Lynwood CA	<b>Zip:</b> 90262	<b>City:</b> Los, Angeles	<b>Zip:</b> 90095
<b>Phone:</b> (310) 603-1466	<b>Fax:</b> (310) 638-2156	<b>Phone:</b> (310) 825-2488	<b>E-mail:</b>

**Part II: Signatures (Signatures must be original. Please use blue ink.)**

The Principal and the External Evaluator submitting the application sign on behalf of all staff and parents/community members.

Yvonne Casias- Young		<i>Yvonne Casias-Young</i>	05/14/01
Printed or Typed Name of Principal	Date	Signature of Principal	Date
UCLA School Management Team			
Printed or Typed Name of External Evaluator's Organization			
Nadine Baretto	5-14-01	<i>Nadine S. Baretto</i>	
Printed or Typed Name of External Evaluator	Date	Signature of External Evaluator	



**Action Plan Team Members' Signature Page**

**II/USP**

The following members of the Action Plan Team certify involvement in the development of the school's Action Plan, as required by legislation and outlined in these *Guidelines*.

Typed or Printed Name and Position	Signature	Date
External Evaluator: Nadine S. Barreta	<i>Nadine S. Barreta</i>	4/30/01
Yvonne Casias-Young	<i>Yvonne Casias-Young</i>	4/30/01
Julie Washington	<i>Julie Washington</i>	4/30/01
Dorothy Plummer-Jones	<i>Dorothy Plummer-Jones</i>	
Bobette Phillips	<i>Bobette Phillips</i>	4/30/01
Maria Elena Corona	<i>Maria Elena Corona</i>	4/30/01
James Beaver	<i>James Beaver</i>	4/30/01
William S. Lee	<i>William S. Lee</i>	4/30/01
Martina Rodriguez	<i>Martina Rodriguez</i>	4/30/01
Lilia Escobar	<i>Lilia Escobar</i>	4/30/01
Phil Brown	<i>Phil Brown</i>	4/30/01
Vera J. Roberts	<i>Vera J. Roberts</i>	4/30/01
Alicia DelaRiva	<i>Alicia DelaRiva</i>	4/30/01
Ruby Charles	<i>Ruby Charles</i>	4/30/01
Glenn Feldon	<i>Glenn Feldon</i>	4/30/01
Ramon Rodriguez	<i>Ramon Rodriguez</i>	4/30/01

As needed, please duplicate this form to accommodate the names and signatures of additional Action Plan Team Members.

**LYNWOOD UNIFIED SCHOOL DISTRICT**

**LYNWOOD MIDDLE SCHOOL  
12124 BULLIS ROAD  
LYNWOOD, CA 90262**

**VISION STATEMENT**

**Lynwood Middle School is committed to fostering a positive, nurturing, safe school climate that enables students to meet or exceed academic standards and become life learners who contribute to the Social Cultural, Economic, and Technological Realms of the community and the rapidly changing Global Society.**

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**I. Governing Board Policies**

A. Schoolwide and district wide barriers to improve student achievement and underlying causes for low performance are:

**1. Leadership**

Leadership does not have a clear direction or focus.

**2. Instruction**

There are very few effective teaching strategies used at the school. The strategies in place are not based on current research on how to work with middle school students.

**3. Student Work**

The student work in general, is not clearly aligned with big important standards.

**4. Standardized Testing**

Students are not being well prepared for state standardized test.

**5. Assumptions**

Unspoken and unacknowledged assumptions on the low academic abilities of students and their inability to perform high level work.

**6. Professionalism**

There is a pervasive lack of professionalism at the site.

**7. Support Personnel**

Support personnel often create as many problems as they solve.

**8. Office Staff Service Orientation**

There is a lack of service orientated behavior from the office staff.

**9. High Teacher Turnover/Lack of Substitutes**

There is a history of high teacher turnover and a lack of substitutes throughout the district.

**10. Parent Involvement**

Parents and the school/district have different views of what parental involvement means and the role of parents.

**11. Use of Data**

There is a lack of understanding about how to use data.

**1. (Governing Board Policies Continued)**

**B. Solutions/strategies for overcoming these barriers and underlying causes, are:**

**Barrier #1: Leadership**

The Administrative Team will participate in a retreat designed to bring about a clear and shared vision. (Object Code 5000) Weekly meetings will be implemented throughout the school year to strengthen, clarify and solidify the roles, and responsibilities of the team. The team will develop the necessary action steps for implementing a school wide vision throughout the school year.

**Barrier #2: Instruction**

New teaching strategies will be utilized which are aligned with the core content standards and based on current research on middle school educational practices.

Prior to the beginning of the school year, all personnel involved with classroom instruction will attend a paid two-day workshop. (Object Code 5000) This training will provide strategies and materials to increase competency in dealing with the instructional objectives for Middle School teachers. (Object Code 4000) A professional library will be established in order to provide up-to-date information and research on teaching strategies and middle school practices. (Object Code 4000) Designated personnel will be assigned to insure that strategies are utilized in the classroom on a continued basis.

Collaboration during department and grade level meetings will take place once a month where student work will be examined and discussed.

On-going training will address identified weaknesses compiled from data designed to inform and correct teaching practices. (Object Code 5000)

**Barrier #3: Student Work**

Students work will be clearly aligned with the state standards and reflected in their portfolios, work exhibited in the classrooms. School Reform Model, work samples will also be displayed throughout the school site.

**Barrier #4: Standardized Testing**

Practice Test taking skills will be incorporated in the daily lessons in reading, writing vocabulary and math skills throughout the curriculum.



## **1. (Governing Board Policies Continued)**

### **Barrier #5: Assumptions**

In order to eliminate the unspoken and unacknowledged assumptions that students have low academic abilities and the inability to perform high level work, sensitivity seminars will be provided for all staff. (Object Code 5000) Professional development sessions will allow staff to compare data from schools with same or similar populations in order to dispel myths about successful teaching practices. Department and grade level meetings will be held weekly in order to examine teaching techniques and evaluate student success. Families or clusters will be created in order to replace the current configuration for all sixth graders. All staff will be required to attend staff meetings collaborating on strategies to insure maximum achievement for all students.

### **Barrier #6: Professionalism**

The staff will become more professional-driven through individual competencies developed, as they become more knowledgeable in what is expected and gain confidence in the execution of their skills. There will be constant growth as a result of the many professional development workshops, in-services, conferences and seminars provided by the school site and district.

### **Barrier #7: Support Personnel**

In order to more effectively respond to student needs throughout the school day, support staff will be given training in conflict resolution. (Object Code 1000) This and other techniques will aide in creating a more effective response to all crisis situations involving students and staff. Peer counseling will be implemented to provide students with an avenue to register their complaints and to express their personal and emotional concerns. In addition, there will be on site Deputy Sheriff to increase security. (Object Code 1000 & 3000) On-going communication among staff and support personnel, will provide a safer environment.

### **Barrier #8: Office Staff Service Orientation**

In order to improve Office Staff Service Orientation, workshop/seminars will be given to all office staff by the Assistant Principal. Topics to be covered will include:

- How to greet guests
- Telephone manners

## **1. (Governing Board Policies Continued)**

- General office rules
- Appropriate and inappropriate office behavior and dress
- Job titles and responsibilities

It is recommended that a receptionist or a secretary be added to the Main Office staff. This person should be able to communicate with all visitors and parents. (Object Code 2000 & 3000) The main office will be remodeled to provide a professional appearance and climate.

### **Barrier #9: High Teacher Turnover/Lack of Substitutes (District Barrier)**

An upgrade of teacher's monetary compensation, keeping in alignment with competing school districts will do much to alleviate the barrier of high teacher turnover and lack of substitute teachers.

District and School Leadership have addressed the issue of school safety and school climate in the District Strategic Plan, which will be implemented and monitored beginning 2001-2002 school year. These action plans will provide a process for creating a clean and safe campus with consistent rules and regulations for teachers, staff and students.

### **Barrier #10: Parent Involvement**

Parents, school and district personnel will become more aware of the parents role and the school's role in educating students.

Workshops and assemblies will be provided to train, and inform the parents on their rights and responsibilities. (Object Code 5000) Information presented will include: policies on students' dress code, discipline policy and State mandated attendance policies, graduation credits and requirements.

Opportunities for parents and staff to interact and socialize will take place during cultural awareness activities, Back to School Night, Open House, Family Literacy Night, Family Math Nights, and teacher/parent conferences. In addition there will be school/parent communication through bi-lingual newsletters, calendars and flyers as needed.

**1. (Governing Board Policies Continued)**

**Barrier #11: Use of Data**

Staff will be given professional development created to insure the acquisition of skills in data gathering techniques and the application of data to assist in structuring the design of lessons. (Object Code 5000) They will also receive assistance in the use of technology to assist in that process. (Object Code 6400) Information will be provided in the newly established professional library, which will give additional information on the use of data to drive measurement of goal attainment at both the subject, grade, and school-wide levels.

- C. School and District crime statistics, addressing any of the factors that negatively impact student achievement.

The crime statistics has been inadequately reported and therefore cannot be used to substantiate the factors that negatively impact student achievement; however campus crime has had a negative impact on student achievement. The California Safe School Report on campus crime will be addressed as an Action Step.

- D. How school and district conditions in the School Accountability Report Card is being addressed, as needed.

The school accountability report card is addressed in the School Site Plan for year 2001-2002. The data from the School, District, State, and other Assessments are measured and used to determine who is succeeding and who isn't, why this is happening, and how to ensure that all students, have access to a quality education in an equitable way, with emphasis on inclusiveness.

- E. The annual growth target for Lynwood Middle School is 7% which is 2% above that which has been adopted by the State Board of Education. The API for 2000 is \_\_\_\_\_ as measured by Quarterly assessments with standard based rubrics.

- F. School-Specific short-term academic objectives for pupil achievement for two-year period that will allow the school to make adequate progress toward the growth targets established for the school.

Students at Lynwood Middle School will make adequate yearly progress toward meeting/exceeding grade level standards in the core curricular areas. The following

### **1. ( Governing Board Policies Continued)**

methods will be used: mentoring, peer tutoring, parent education classes in reading, math, and social sciences.

This in turn will facilitate progress toward growth targets established for the school.

G. The process administrators and teachers use to monitor and evaluate the implementation of the Action Plan and its impact on student achievement.

The IIUSP Action Planning Team will remain in place to review the progress toward the implementation of the Action Plan. We will meet monthly to participate in Lauren Resnick Focus Walks to assess implementation of the plan. All stake holders, to include parents, teachers and staff, will monitor the continued accomplishment according to the Evaluation Plan and Timelines established for each Action Step.

### **2. Parent and Community Involvement**

A. Parents have been actively involved in volunteering time after school and on Saturdays, sharing ideas and strategies which have been incorporated in this IIUSP Action Plan. This team will be responsible for helping to implement and monitor all action steps for the duration of this plan.

### **3. Fiscal Management**

A. The school site Action Plan clearly presents evidence that effective and efficient allocation of IIUSP, matching funds, and other resources. (See appendix attached)

B. The expenditures as delineated in the school site Action Plan Grant Budget present evidence that the books, materials, supplies, services and capital outlay are allocated for that purpose. Professional development (Barriers 1-4, 4A & 6) in the areas of leadership, standards based instruction, the psychology of middle school instruction, training workshops, consultants and university partnerships will be allocated funding. Expenditure outlay for parent materials (Barriers #9) and education will reflect approximately 1% of Title I funds.

C. The School Site Action Plan Budget clearly reflects balanced expenditures, which are not in excess of available funds.

#### **4. Personnel Management**

**A.** In the core curriculum areas certified teachers are as follows: four English teachers teaching seventh graders, five English teachers teaching eighth graders; three science teachers teaching seventh graders, four science teachers teaching eighth graders; two math teachers teaching seventh graders, four math teachers teaching eighth graders; one social studies teachers teaching eighth graders and six certified teachers teaching sixth graders. This represents approximately fifty per cent (50%) of the teaching staff are certified and are teaching in the curricular areas. Fifty per cent (50%) of teachers are working on emergency credentials.

**B.** The Lynwood Unified School District Strategic Action Plan 2000-20006 clearly states that the District will provide professional development to all staff. The Strategic Plan refers to the districts' commitment to having the highest caliber staff by "extending the knowledge, skills, abilities of staff through support activities." This commitment reflected in the Strategic Plan and IIUSP Action plan will be actualized through site level training in data gathering and assessment, Reform Model training, "Teacher Buddy" system and department mentoring activities.

**C.** Our teachers will attend National, state, county and district conferences and workshops to learn about the following: current research, state guidelines, solutions to occurring problems and networking with others schools that are experiencing the same or similar issues. (Object Code 5000)

Support for new teachers will be provided by (BTSA) Beginning Teachers Support and Assessment Program and peer mentoring by veteran teachers.

Minimum days during the school year and regular staff meetings will allow teachers to address school improvement, curriculum development, parent concerns, and provide time for staff to dialogue and share.

**D.** Professional development will be aligned to core contents and specific to standards based curriculum. Instructional programs will be designed and evaluated on improved student achievement.

E. Professional development will directly address and explore the areas where student academic performance needs improvement according to results reported from school-wide assessments.

#### **5. Curriculum Management**

A-C. The district will provide state adopted textbooks and instructional materials, aligned to the standards, for every student in the areas of math, science, language arts and history/social science. The district has approved a standards-based textbook adoption schedule aligned with the California State Department of Education adoption process and timeline:

1998 ELD textbooks were adopted.

1999 New History textbooks were adopted.

2000 New Reading textbooks were adopted.

2001 The District will adopt new math and science textbooks.

2002 Health, Visual and Performing Arts will be adopted.

D. In order to address the lack of instructional materials, they will be ordered by July 1, of each year.

E. Administrators and teachers will receive aggregate and disaggregated data by school, teacher, subject areas, grade levels and individual student reports. This information will be used for the following: To appropriately place students on the master schedule; to plan standards-based instruction and activities; and to plan intervention for students. UCLA and other consultants will provide comprehensive training on how to utilize data to modify instruction and provide an instructional plan that will individually address the needs of students.

F. This will determine adequate short-term and long-term progress among all groups of students (Reference 4A).

The Master Schedule will include sections that are designated for English Learners for the purpose of English Language Development and core content instruction. The master schedule for next year will follow an innovative plan such as Families, Clusters or Academies. The Master Schedule will march students will appropriately credentialed teachers. The Intervention Plan for all students, including ELL students, will include after-school and intensive summer programs.

### **Summary**

The Lynwood Middle School staff will collaboratively examine deeply held beliefs about who learns and who is excluded, how learning happens, and the role of teacher practice in student learning, through clearly defined professional development and strategies that addresses the needs of individual teachers, and that is aligned with the school vision.

In-service training will be provided, September 2001 and ongoing, for teachers who teach in the core curricular areas. Staff will receive training in SDAIE strategies and the School Reform Model. Training will be extended to the parents. Bi-lingual Curriculum updates will be in monthly newsletters to the parents.

The administrative team and department chairs will monitor the appropriate and effective classroom use of state adopted textbooks and instructional materials. There will be periodic assessments in order to monitor the implementation of the action plan.

The success of our students' academic performance; administrators and department chairs will conduct weekly meetings and classroom visits with teachers to determine student progress.

The meetings will include sharing ideas, planning strategies, and modifying instruction, assessing and reviewing subject area and grade level multiple assessment methods. Semester parent/teacher conferences on student-free days will be scheduled.

Under the leadership of the Counseling staff, the following programs will be implemented to address the needs of our students:

1. Academic Counseling
2. Peer Counseling
3. Conflict Resolution
4. Gender appropriate assemblies
5. Self-esteem related activities/recognition



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California Department of Education  
Education Support & Networks Division

Public Schools Accountability Act of 1999 Form 4  
II/USP Budget Application for State Funds

**School Site Implementation Grant Budget  
Immediate Intervention/Underperforming Schools Program-State Funds  
Fiscal Year 2001-2002**

Name of District: LYNWOOD UNIFIED SCHOOL CDS Code:				
Name of School: LYNWOOD MIDDLE SCHOOL CDS Code:				
School Contact Person: YVONNE CASIAS-YOUNG, PRINCIPAL		Phone:(310) 603-1466 FAX:(310) 638-2156	E-mail:	
SACS Resource Code: 7255		School Enrollment: <u>2304</u> (From 1999-00 CBEDS)		
SACS Revenue Code: 8590		Cost per student: <u>\$173.60</u> (Up to \$200 per student)		
Non-SACS Income Account Code: 8590				
SACS Function Code	Object Code	Description of Line Item	Amount of II/USP Funds Requested	Amount of Matching Funds & Source Code
	1000	Certificated Personnel Salaries	\$161,767	\$161,767
	2000	Classified Personnel Salaries	67,703	67,703
	3000	Employee Benefits	41,606	41,606
	4000	Books, Materials, Supplies	28,275	28,275
	5000	Services and Other Operating Expenses (Including Travel & Direct Costs)	71,729	71,729
	6400	Capital Outlay (Equipment)	1,000	1,000
	7310	Indirect Costs	28,807	28,807
<b>Total Amount of II/USP Funds Requested</b>			<b>\$ 399,987</b>	
<b>Total Matching Funds &amp; Source Codes</b>				<b>\$ 399,987</b>

**NOTE: Please complete and submit budget page(s) for each participating school. (See Instructions for clarification.)**

Corrected Copy

California Department of Education  
Education Support & Networks Division

Public Schools Accountability Act of 1999 Form 4  
II/USP Budget Application for State Funds

**School Site Implementation Grant Budget  
Immediate Intervention/Underperforming Schools Program-State  
Funds  
Fiscal Year 2002-2003**

Name of District: LYNWOOD UNIFIED SCHOOL DISTRICT CDS Code:				
Name of School: LYNWOOD MIDDLE SCHOOL CDS Code:				
School Contact Person: YVONNE CASIAS-YOUNG, PRINCIPAL			Phone:(310)603-1466 FAX(310) 638-2156	E-mail:
SACS Resource Code: 7255		School Enrollment: <u>2304</u> (From 1999-00 CBEDS)		
SACS Revenue Code: 8590		Cost per student: <u>\$173.60</u> (Up to \$200 per student)		
Non-SACS Income Account Code: 8590				
SACS Function Code	Object Code	Description of Line Item	Amount of II/USP Funds Requested	Amount of Matching Funds & Source Code
	1000	Certificated Personnel Salaries	\$161,767	\$161,767
	2000	Classified Personnel Salaries	67,703	67,703
	3000	Employee Benefits	41,606	41,606
	4000	Books, Materials, Supplies	28,275	28,275
	5000	Services and Other Operating Expenses (Including Travel & Direct Costs)	71,729	71,729
	6400	Capital Outlay (Equipment)	1,000	1,000
	7310	Indirect Costs	28,807	28,807
	Total Amount of II/USP Funds Requested		\$ 399,987	
	Total Matching Funds & Source Codes			\$ 399,987

**NOTE: Please complete and submit budget page(s) for each participating school. (See Instructions for clarification.)**

**District Implementation Grant Budget  
Immediate Intervention/Underperforming Schools Program-State  
Funds  
Fiscal Year 2001-2002**

Name of District: Lynwood Unified School District CDS Code: 19-64774				
District Contact Person: Dr. Trinidad Garcia-Nava		Phone: (310) 886-1430 FAX:(310) 763-0959	E-mail: tgarcianava@lynwood.k12.ca.us	
SACS Resource Code: 7255      Participating School(s) Enrollment: 4076      (From 1999-00 CBEDS)				
SACS Revenue Code: 8590      Cost per student: 180.58      (Up to \$200 per student)				
Non-SACS Income Account Code: 8590				
SACS Function Code	Object Code	Description of Line Item	Amount of II/USP Funds Requested	Amount of Matching Funds & Source Code
	1000	Certificated Personnel Salaries	275,053	275,053
	1130	Extra Duty / Certificated	121,405	121,405
	2000	Classified Personnel Salaries	25,712	25,712
		Extra Duty / Classified	2,380	2,380
	3000	Employee Benefits	74,536	74,536
	4000	Books, Materials, Supplies	62,374	62,374
	5000	Services and Other Operating Expenses (Including Travel & Direct Costs)	120,409	120,409
	6400	Capital Outlay (Equipment)	1,000	1,000
	7310	Indirect Costs	53,195	53,195
	<b>Total Amount of II/USP Funds Requested</b>		<b>763,064</b>	
	<b>Total Matching Funds &amp; Source Codes</b>			<b>763,064</b>

**NOTE: This budget page is the District's aggregate budget of all participating schools. (See Instructions for clarification.)**

**District Implementation Grant Budget  
Immediate Intervention/Underperforming Schools Program-State  
Funds  
Fiscal Year 2002-2003**

Name of District: Lynwood Unified School District CDS Code: 19-64774				
District Contact Person: Dr. Trinidad Garcia-Nava		Phone: (310) 886-1430 FAX: (310) 763-0959	E-mail: tgarcianava@lynwood.k12.ca.us	
SACS Resource Code: 7255 CBEDS)		Participating School (s) Enrollment: 4,076 (From 1999-00)		
SACS Revenue Code: 8590		Cost per student: 181.40 (Up to \$200 per student)		
Non-SACS Income Account Code: 8590				
SACS Function Code	Object Code	Description of Line Item	Amount of II/USP Funds	Amount of Matching Funds
	1000	Certificated Personnel Salaries	276,611	276,611
	1130	Extra Duty / Certificated	116,018	116,018
	2000	Classified Personnel Salaries	26,240	26,240
		Extra Duty / Classified	2,080	2,080
	3000	Employee Benefits	75,014	75,014
	4000	Books, Materials, Supplies	52,971	52,971
	5000	Services and Other Operating Expenses (Including Travel & Indirect Costs)	132,909	132,909
		Indirect	54,559	54,559
	6400	Capital Outlay (Equipment)	1,000	1,000
Total Amount of II/USP Funds Requested			737,402	
Total Matching Funds				737,402

**NOTE: This budget page is the District's aggregate budget of all participating schools. (See Instructions for clarification.)**