

**201 Title I Part A Improving Basic Programs**

**Fiscal Year:** 08-09

**Milestone:** Final Approval Issued (Printed 9/29/2008)

**District:** Stanwood-Camano School District

**Organization Code:** 31401

**ESD:** Northwest Educational Service District 189

**Request Substantially Approvable Status (SAS) Option**

**Purpose:** Federal regulations (34 CFR 76.708) require that federal formula grant funds may not be obligated (incur costs) until the later of the following two dates: (1) July 1 or (2) the date the applicant submits its application to the State in substantially approvable form. Federal regulations further stipulate that reimbursement for obligations is subject to final approval of the application.

**Important!** In order to incur any costs associated with this program as of July 1, the district must first request (email link below) Substantially Approvable Status (SAS). Next, OSPI will review the request and communicate to the district an approved or unapproved response. The application must be completed and approved prior to the release of funds.

<b>District Chooses To Request Substantially Approvable Status (SAS):</b>	Yes
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**Action:** If, No is selected, (in drop down menu above), Mark This Page Not Applicable

**Action:** If, Yes is selected, (in drop down menu above), complete the application pages listed below then press the **Mark Completed** icon.

- 1. Page 1 Assurances
- 2. Page 2 Program Plan
- 3. Budget

**Action:** Email Request To Choose SAS: [Title I Program Office](#)

<b>All Districts Regardless of Option Chosen</b>
<b>DO NOT REQUEST FORM PACKAGE APPROVAL AT THIS TIME!</b> Please wait for final allocation amounts to be uploaded. The amounts will be announced to the field.

**Page 1**

**Page 1**

**Assurance Page**

**Title I Assurances**

These assurances must be: **PRINTED, SIGNED, AND SENT TO:**

**Title I**  
Office of Superintendent of Public Instruction  
Old Capitol Building  
PO Box 47200  
Olympia, WA 98504-7200

Each Local Education Agency (LEA) plan shall provide assurance the LEA will:

- 1. Inform eligible schools and parents of schoolwide program authority to consolidate funds from federal, state, and local sources;

2. Provide technical assistance and support to schools as they develop schoolwide building plans (section 1114) and assist schools as they implement plans and activities (section 1115) so each school makes adequate yearly progress toward meeting the state student academic achievement standards;
3. Fulfill responsibilities consistent with section 1116 for school improvement, including taking appropriate action, (1116(b) paragraph 7 & 8);
4. Provide services for eligible children attending private elementary and secondary schools in accordance with section 1120, including timely and meaningful consultation with private school officials regarding such services;
5. Review model programs for educationally disadvantaged children, and review the findings of relevant scientifically-based research on students in the earliest grades which indicate services may be most effective if Title I funds are focused on students in the earlier grades;
6. If applicable, ensure early childhood development services for low-income children below the age of compulsory school attendance complies with the performance standards under 641A(a) of the Head Start Act;
7. Work in consultation with schools as they develop and implement their plans for parent involvement, (section 1118) and qualifications for teachers and paraprofessionals, (section 1119);
8. Comply with the requirements of section 1119 regarding qualifications for teachers and paraprofessionals;
9. Inform eligible schools of the LEA's authority to obtain waivers on the school's behalf under Title IX;
10. As feasible, collaborate and coordinate with the SEA and other agencies with respect to a school in school improvement, corrective action, or restructuring under section 1116, academic assessment and LEA and school improvement.
11. Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs or other effective strategies, that low-income and minority students are not taught at higher rates than other students, by unqualified, out-of-field or inexperienced teachers;
12. Use the results of student academic assessments required under section 1111(b)(3) and other measures available, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure all students will meet the state's proficient level of achievement on the state academic assessments described in section 1111(b)(3) by 2013-2014.
13. Ensure the results from academic assessments required under section 1111(b)(3) will be provided to parents and teachers in a timely manner, and in an understandable and uniform format, and to the extent practicable, provided in a language the parents can understand; and
14. Assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with section 1111(b)(8) (D).
15. Participate, if selected, in the State National Assessment of Educational Progress in fourth and eighth grade reading and mathematics as specified under section 1112 (b)(1)(F).
16. Ensure and verify that organizations and/or individuals receiving \$25,000 or more in Title I Part A funds for goods or services are not debarred or suspended from receiving federal funds.
17. Each Title I Part A building has a written parent involvement plan/policy.

**Name of authorized representative:** Lloy Schaaf  
**Position of authorized representative:** Asst. Supt. of Elementary Education  
**Date:** 8-14-08

.....  
**Date:** 8-14-08

**Title I, Part A, Program Plan**

Under reauthorization of ESEA, NCLB, Section 1112, school district plan must be submitted to and approved by OSPI annually.

**Please respond to each question. If not applicable, please indicate by typing NA in the text field provided.**

**Plan Provisions** In order to assist low-achieving students meet the state's challenging academic achievement standards, each school district plan shall:

**(Q. 1)** Check how the school district will use Title I funds to provide additional (supplemental) academic assistance to students in meeting the state's essential academic learning requirements. [Sec. 1112 (b)(1)(B)(C)]

Check all that apply:	
<input type="checkbox"/>	Extended Day
<input checked="" type="checkbox"/>	Pull Out
<input checked="" type="checkbox"/>	Additional In Class Support
<input type="checkbox"/>	Summer School
<input checked="" type="checkbox"/>	Tutoring
<input type="checkbox"/>	Other, define in text box below.

**Describe Other:**  
NA

**(Q. 2)** If applicable, describe how the school district will use Title I funds to support extended day programs, after school, before school, summer school, and/or school extension programs. [Sec. 1112 (b)(1)(Q)]  
NA

**(Q. 3)** List the high-quality student academic assessments used, in addition to the WASL, by the school district and schools served under Title I, Part A to determine the academic improvement of students. [Sec. 1112 (b)(1)(A)]  
Schools served under Title I, Part A use a variety of academic assessments, depending upon school and grade level. These include: Kirwan Assessment of Phonemic Awareness; Kindergarten Skills Screening Success for All: Roots and Wings Assessments; Curriculum Based Fluency Measures; Basic Reading Inventory; Analytical Reading Inventory; Open Court Basal Assessments; Dynamic Indicators of Basic Early Literacy Skills(DIBELS); Classroom Based Assessments and Measure of Academic Progress(MAP)- given a minimum of twice during the school year.

**(Q. 4)** Describe how teachers identify eligible children most in need of Title I, Part A services using multiple assessments and in consultation with parents, administrators, and pupil services personnel in targeted assistance schools (section 1115) [Sec. 1112 (b)(1)(H)].  
Each participating school has a well-defined plan for identifying students who are "most in need" to receive services through the Title I/LAP programs. Students are initially assessed in the fall of each year, using the Success for All Roots or Wings Assessment, DIBELS, Measures of Academic Progress, and/or an informal reading inventory. The results of these assessments along with other available assessment data and including parent and teacher input, provide a rank-ordered list of students by grade level. Students determined to be "most in need" are qualified to receive Title I services. Parents are notified that the child has qualified for Title I/LAP services through a letter that explains how the child qualified for special services and that describes the special assistance available. Children are assessed throughout the school year to monitor progress. Students exit and enter the program throughout the year based on need as determined by assessment and teacher observation/recommendation. This process is explained to parents at each building's annual parent meeting and also communicated in school correspondence and through parent-teacher conferences. Parent input is also elicited at parent advisory committee meetings throughout the school year and through the annual survey sent to parents of all participating students.

**(Q. 5)** List other state and federal programs with which Title I, Part A will coordinate in providing professional development for teachers, principals, and, if appropriate, other district staff and parents. [Sec. 1112 (b)(1)(D)]

I-728 and Title II funding is being used to provide on-going professional development in math, through the Teachers Development Group. State Math/Science grant funding has also been used to provide professional development in math. Title I, Title III, and LAP funding is used along with general education funding to provide PD in both math and literacy for teachers and instructional assistants.

**(Q. 6)** Describe how the school district will coordinate, integrate, and support services provided under Title I, Part A. with other educational services;

**(A)** Even Start, Head Start, Reading First, Early Reading First and other preschool programs including plans for **transition** from these programs to elementary school programs; [Sec. 1112 (b) (1)(E)(K)].

An elementary principal and reading specialist go to the community ECEAP preschool in the spring to meet with parents and to provide them with information about programs that will be available to their children when they enter elementary school. Information is provided to parents in a language that parents understand. The district ELL teacher is available to translate at conferences, and/or to translate other home communication as needed. The district will partner with other agencies as appropriate and necessary.

**(B)** If applicable, describe how Title I funds will be used to support preschool programs. [Sec. 1112 (b)(1)(E)(K)]

NA

**(C)** Services for children with limited English proficiency or disabilities, migratory children, neglected or delinquent youth, Indian children, and homeless and immigrant children. [Sec. 1112 (b)(1)(E)(K)]

Each school has a team that meets regularly to review the special needs of its students. The team consists of the principal, the school psychologist, the reading specialist, the special education teacher, the speech language pathologist, and classroom teachers. Students with special needs are brought to the attention of this team. The team collaborates to identify resources available to best meet the needs of the student. If district resources are not deemed sufficient to meet the child's needs, the district will partner with other agencies as appropriate and necessary. The ELL teacher is available to help in administering assessments as well as communicating with parents if language is a barrier. All children entering school during the school year are assessed to see whether or not they would benefit from participating in the Title I/ LAP programs.

**(Q. 7)** Choose from the drop down menu, the poverty criteria that will be used to select school attendance areas under Section 1113. [Sec. 1112 (b)(1)(G)]

Free and Reduced Lunch Applications

**(Q. 8)** Describe educational services for neglected and delinquent children residing in local institutions and/or attending community day school programs. [Sec. 1112 (b)(1)(I)] [Facilities Link](#)

NA

**(Q. 8)** Describe educational services for neglected and delinquent children residing in local institutions and/or attending community day school programs. [Sec. 1112 (b)(1)(I)] [Facilities Link](#)

NA

**(Q. 9)** Describe how the school district will ensure that migratory children and formerly migratory children who are eligible to receive Title I services are selected to receive such services on the same basis as other children selected to receive Title I services, even if none are currently enrolled. [Sec. 1112 (b)(1)(J)]

Migratory children are assessed along with the general student population, and added to the rank-order. Students are selected based on "most in need" as determined by the rank-ordered scores. The ELL teacher is available to provide translation if necessary and to help in administering assessments if language is a barrier. All children entering school during the school year are assessed to see whether or not they would benefit from participating in the Title I/ LAP program.

**(Q. 10)** If applicable, describe the actions the school district will take to assist any schools not making adequate yearly progress regardless of whether they receive Title I, Part A funds. [Sec. 1112 (b)(1)(L)]

The SCSD has been proactive in assuring that its schools have the assistance they need to continue

to make adequate yearly progress. All schools in the district have participated in the School Improvement Planning Technical Assistance Program (SIPTAP) training offered through ESD 189. This program provided staff with the skills and tools necessary to analyze student assessment data and develop a building improvement plan that includes specific steps to be taken to increase student achievement. Each school in the district has established goals based upon their needs as determined by their student achievement data. Schools have leadership teams to assist in researching and developing plans for meeting the goals. There is also a district improvement planning team that meets to examine district assessment data, research best practice, and update the district strategic plan (Quality for All) to address meeting the needs of students who are not yet meeting adequate yearly progress. The revised three-year strategic plan outlines district goals and the action plans for meeting these goals, providing a clear shared vision for improvement. Staff development will focus on providing staff with the skills and strategies necessary to meet the needs of diverse learners. Strong research-based programs and instructional strategies along with focused, regularly scheduled time for planning and collaboration will further assist teachers in their efforts to increase student learning.

**(Q. 11)** If applicable, describe the actions the school district will take to implement public school choice and supplemental educational services. [Sec. 1112 (b)(1)(M)]

NA

**(Q. 12)**

**(A)** Describe the process the school district uses to ensure all district teachers and Title I paraprofessionals within the school district are highly qualified. [Sec. 1112 (b)(1)(N)]

Currently all teachers and Title I paraprofessionals meet "highly qualified" criteria.

**(B)** Quantify and list positions of any who do not meet highly qualified standards. [Sec. 1119

NA

**(Q. 13)** Describe the services the school district will provide to homeless children under Section 1113(c)(3)(A), even if none are currently enrolled. [Sec.1112 (b)(1)(O)]

Title I funds will be set-aside to provide extended learning opportunities, such as tutoring before or after school, to support students in their progress towards meeting grade level expectations. Homeless children will automatically be considered for Title I services, regardless of their ability, and whether or not their school receives Title I funds. The district will arrange for homeless students to attend their school of origin if parents so desire. The district will coordinate with other agencies to meet the educational, social, and health needs of its homeless students.

**(Q. 14)**

**District Parent Involvement Policy**

Does the district have a district parent involvement policy that addresses Title I, Part A?	Yes
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**District Parent Involvement Policy**

Does the district have a district parent involvement policy that addresses Title I, Part A?	Yes
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Describe the process the district used to develop the written parental involvement policy required by NCLB section 1118 (a) (2). It is useful to note the number of the board policy. Please note this is in addition to the Title I building parent policies.

The SCSD district recognizes the relationship between strong home-school partnerships and students' academic achievement. The SCSD has a district-level parent involvement policy that applies to all parents. It is described in board policies 2180 and 2108, easily accessed on the school district's website. The district and school parent involvement policies are written jointly and reviewed annually by the district's Title I/LAP Parent Advisory Committee. This committee consists of school district representatives and parents from each of the schools served by Title I and LAP, including parents of students served through those programs.

**In the narrative, please address each required bullet below:**

**A** Participants (including Title I parents.

Each school served with Title I and LAP funds has parent representation on the district Title I/LAP Parent Advisory Committee, which meets regularly throughout the school year. This group annually reviews the content and the effectiveness of the parent involvement policy and revises as necessary. The group plans and organizes activities to build capacity for strong parent involvement and works to identify and remove barriers to parent participation.

**B** How the policy was distributed to parents.

The parent involvement policy is given to parents at the individual schools' annual fall parent meetings, at parent-teacher conferences, and through the individual school handbooks. It is available through a link on our district website and can be obtained at each school's main office.

**C** How the policy addresses.

- Coordination, technical assistance and support to plan and implement effective parent involvement activities to improve student academic achievement.

The building reading specialists communicate regularly with the general school population regarding parent involvement opportunities. The building reading specialists and math coaches partner with community agencies, such as the local senior center and Organization of University Women, to recruit and train volunteers to support student achievement.

- Building of capacity for strong parental involvement, including identification of barriers to parental participation.

Every effort is made to schedule parent meetings at times convenient for families and to communicate in the language that the parents understand. The Parent Advisory Committee meets regularly to collaborate on ways to increase parent involvement, to plan and present programs and activities of interest to parents, and to identify and remove barriers to parental participation. Feedback and input from parents is collected after these events and through the annual parent survey.

- Coordination and integration of parental involvement strategies with other programs (Head Start, Even Start, Reading First, etc.).

Parent activities and events offered through Title I are advertised throughout the community. Local ECEAP, pre-school and day-care providers are contacted as well as home-school organizations.

- Conduct annual evaluation of policy effectiveness

An annual survey is sent to parents in participating schools. The results of the parent survey are summarized and distributed to all parents. The survey results are also reviewed and discussed at a spring Parent Advisory Committee meeting, with the purpose of using the information to help develop strategies to address identified concerns/needs and to look for ways to increase parent involvement in the future.

**(Q. 15)**

purpose of using the information to help develop strategies to address identified concerns/needs and to look for ways to increase parent involvement in the future.

**(Q. 15)**

**Building Parent Involvement Policies**

Each school (building) which receives Title I, Part A funds, is required to develop with and distribute to parents a building parent involvement plan/policy. This is in addition to the district parent involvement policy described above. [Sec. 1118 (b) (1)]

Does each school to which Title I, Part A funds have been allocated develop with and distribute to parents of students attending that school building a parent involvement policy?	Yes
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**(Q. 16)**

Describe how the school district will build capacity for effective parental involvement under section 1118 [Sec. 1112 (b)(i)(p)]

Each school receiving Title I and/or LAP funds has an individual building Parent Involvement Policy which describes the steps the school takes to meaningfully involve parents in the educational

process. This policy is reviewed annually at a Parent Advisory Committee's spring or fall meeting. It is developed and revised collaboratively with these parent groups. The building reading specialist communicates regularly with the general school population regarding parent involvement opportunities. Every effort is made to schedule parent meetings at times convenient for families. The building parent involvement policy and the student/parent/teacher compact is distributed to parents in the fall along with the student handbook and is reviewed with parents at conferences.

**Additional Comments**

Page 3

**Allocation Amount: \$547,477**

**FINAL ALLOCATION AMOUNT UPLOADED**

This district can now REQUEST FINAL OSPI APPROVAL

**Make necessary adjustments to the application pages and the budget matrix. Remember, the total of the budget matrix must match the final amount listed in the budget calculator.**

**District Poverty Criteria**

Free and Reduced Lunch Applications

Total District Enrollment Public and *Private Schools	Total Number <b>Public</b> Low Income	** Total Number <b>Private</b> Low Income	<b>District Poverty Average</b>
5,297	1,015		19.16%

\* Include only students who attend private schools that have requested Title I-A services and the students reside in a Title I public school attendance area within the district.

\*\*Students who attend private schools within the district **and** reside in Title I Part A attendance areas.

**The 125% Rule**

If the school district serves any schools below 35% poverty, the district must allocate at least 125% of the district's allocation per low-income child. Districts serving only schools at or above 35%

**The 125% Rule**

If the school district serves any schools below 35% poverty, the district must allocate at least 125% of the district's allocation per low-income child. Districts serving only schools at or above 35% poverty are not bound by the 125% rule.

The 125% rule calculation is based on the district's total entitlement, divided by the total number of low-income children in the district, (times 1.25). This amount is determined before set asides are taken out.

Total Entitlement	Total Number Public and Private Low Income	125% = Minimum PPE per low-income child
\$547,477	1,015	\$674

**Set Asides**

**Enter Whole Numbers Only! No Dollar Signs or Commas-Press Save Button To Calculate**

**Description of Set-Asides**

(ES)= Indicates set-aside to which equitable services to private schools apply.

**A. Required set asides**

**(A1) (ES)= Parent Involvement:**  
 (1% of district's allocation for districts receiving over \$500,000)

Parent Involvement \$5,474  
 Equals 95% of the 1% to buildings

**Note:** 95% of the 1% Must Be Allocated To Buildings:

\$5,200

Equals 5% of the 1% @ district

\$274

**(A2) Homeless Children:**  
 Estimated amount needed for services to homeless students not attending Title I schools to provide educationally related support services to children in shelters and other locations where homeless children live.  
Homeless Definition

Homeless \$1,000

**(A3) Neglected Children:**  
 Estimated amount needed for services to provide educationally related support services to children in local institutions for neglected students. Facilities Link

Neglected

**(A 4A) Private Schools:**  
 a. reserved for allocations for eligible students attending private schools within district. (Should approximate amount in Part 4, column 7).

**(A 4B)**  
 b. reserved for allocations for eligible students attending private schools outside of district.

**Total of Private Schools (A4A + A4B):** \$0

**Total: Required Set Asides** \$1,274

**B. Required Expenditures Only if the District has Schools Identified for**

**Total: Required Set Asides** \$1,274

**B. Required Expenditures Only if the District has Schools Identified for Improvement.**

B1 + B2 + B3 below may not exceed 20% of the district's allocation. If less than 20% is needed district must maintain supporting documentation.

**(B1) Transportation for Public School Choice:**  
 Amount equal to 5% of the district's Title I allocation, if needed to satisfy the number of parental requests. If funds other than Title I Part A are used enter amount here and complete B4 below.

**(Enter 0 if the district does not have schools identified for school improvement)**

**(B2) Supplemental Educational Services (SES):**  
 Amount equal to 5% of the district's Title I allocation, if needed, to satisfy the number of parental requests. If funds



other than Title I Part A are used enter amount here and complete B4 below.

**(B3)**

**Additional Amount:**

For transportation for public school choice and/or for supplemental educational services as determined by district based on requests.

**Note:** The district may not use more than 20% of it's Title I Part A allocation to fund transportation for public school choice and supplemental educational services combined. The district may use funds from other sources to meet the transportation for public school choice and/or supplemental educational services set-aside requirements for buildings identified for school improvement. Complete section B4.

**SubTotal for Choice and SES:**

\$0
-----

**(B4)** List the funding sources other than Title I, Part A that are being used to meet transportation for public school choice and/or supplemental educational services set asides in box below. Enter amount in box to right.

**Total amount of Title I, Part A to be used for required minimum expenditures for school improvement:**

\$0
-----

**C. Required Expenditure:  
Only if the District has been Identified for Improvement**

(Leave blank if the district has not been identified for improvement.)

**Professional Development for Instructional Staff. (Not less than 10% of district allocation.)** See note in Part 3 for individual schools.

\$54,747

**Total Required Set-Asides:**

\$56,021
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**D. Optional District Allowable Set-Asides**

**(D1) Administration:**

**D. Optional District Allowable Set-Asides**

**(D1) Administration:**

of Public and Private School programs (includes indirects)

\$12,988

**(D2) (ES)= Summer School/Extended Day Programs / Other Instructional Programs**

**(D3) Preschool**

**(D4) (ES)= On-going Professional Development**

**(D5) (ES)= Additional Parent Involvement Activities**

**(D6) Incentives and rewards:**

for teachers who serve in Title I funded schools identified for improvement, corrective action, or restructuring for the purpose of attracting and retaining qualified teachers (Up to 5% of district Title I Part A allocation).

**(D7) Other: List Items**

Subtotal Optional Set-Asides:	\$12,988
TOTAL ALL Set-Asides:	\$69,009
Total Allocation Less Set-Asides (Amount To Be Allocated To Public and Private School Buildings):	\$478,468
Less Equitable Share To Private Schools:	\$0
Amount Available To Public School Buildings:	\$478,468

**E. Total district level set-asides to which equitable services for participating private schools apply.** Use the amounts in the rows below to determine the equitable expenditures of district-level set-asides required to be spent for private school students, parents and teachers. (From (ES) amounts above.)

**Note On Automated Calculated Amounts Below:** Calculations are based on the following:

1. Equitable Share **divided by** Total Number Public and Private Low Income. **multiplied by** Number Private Low Inc.
2. Professional Development (ES A1 + D4) **divided by** Total number Public and Private Low Income. **multiplied by** number Private Low Income.
3. Parent Involvement (A2) **divided by** Total number Public and Private Low Income. **multiplied by** number Private Low Income.

Equitable Share of Set Asides	Total Number Public and Private Low Income	Amt To Private Students
\$5,474	1,015	\$0

Amounts from above equitable share to be used for **specific purposes listed below:**

Professional Devel. (D4)	Total Number Public and Private Low Income	Prof. Development For Private Schools
	1,015	\$0
Professional Devel. (D4)	Total Number Public and Private Low Income	Prof. Development For Private Schools
	1,015	\$0
Parent Involvement (A1 + D5)	Total Number Public and Private Low Income	Parent Involvement For Private Schools
\$5,474	1,015	\$0

**Schoolwide Programs**

Schoolwide Programs (Total Enrollment of All Schoolwide Buildings)

Total Number of Schoolwide Buildings  
In Planning Process

**Elementary**  
**Middle**  
**High School**  
**Total** 0

**Students Served by Subject Targeted Assistance Buildings Only**

Number of Title I Students Served in targeted assistance buildings. 270  
(This number will always be equal to or less than the duplicated count below)

	Select Yes or No	Grade Level	Number Served
Reading	Yes	K-5	200
Math	Yes	2-5	100
Language Arts	No		
Readiness	No		
* Title I Other	No		

**Total Served (Duplicated Count) Title I Students Can Be Served In Multiple Areas.** 300

\*Please describe "Title I Other" as indicated above:

Additional Comments:

**Title I Target Selection (Public Schools Breakdown)**

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**Attention!**  
**Low Income Data (Bldg Enrll and Low Inc) must be completed for all buildings listed on this page.**

[Go To Bottom](#)

**Attention!**  
**Low Income Data (Bldg Enrll and Low Inc) must be completed for all buildings listed on this page.**

District Avg Poverty: <b>19.16%</b>	125% = Minimum PPE: <b>\$674</b>
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Building Name	Building Number	Grade Span	Bldg. Enrll	Bldg. Low Inc.	Pct. Low	Y/N Title I Elig.	Y/N Title I Served	Y/N SWP Prog. Svd.	Y/N Priv Sch	Basis	\$ Title I Bldg. Alloc.	Title I PPE	Y/N Under Sch Imp	10% Pro Dev In Sch Imp	Y/N LAP Served	Y/N Commt?
Lincoln Academy	5108	6-8	21	9	42.86%	Yes	No	No	No		\$0	No		No		
Twin City Elementary	4364	K-5	341	92	26.98%	Yes	Yes	No	No	Grade Span Grouping	\$165,125	\$1,795	No		No	
Elger Bay Elementary	4553	K-5	440	110	25.00%	Yes	Yes	No	No	Grade Span Grouping	\$171,347	\$1,558	No		No	

Stanwood Elementary School	3125	PK-5	399	92	23.06%	Yes	Yes	No	No	Grade Span Grouping	\$141,996	\$1,543	No		No
Lincoln Hill High School	1707	9-12	169	36	21.30%	Yes	No	No	No			\$0	No		No
Stanwood Middle School	2400	6-8	628	131	20.86%	Yes	No	No	No			\$0	No		No
Cedarhome Elementary School	4513	K-5	563	111	19.72%	Yes	No	No	No			\$0	No		Yes
Port Susan Middle School	4512	6-8	546	107	19.60%	Yes	No	No	No			\$0	No		No
Utsalady Elementary	4551	K-5	451	84	18.63%	No	No	No	No			\$0	No		Yes
Stanwood High School	2581	9-12	1,739	243	13.97%	No	No	No	No			\$0	No		No
Saratoga School	5004	K-12											No		Yes
<b>Building Enroll Total:</b>	<b>5,297</b>														
<b>Title I Building Allocation Total:</b>	<b>\$478,468</b>	<b>Amt. To Bldgs Listed On Page 3:</b>													
	<b>\$478,468</b>														

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**Title I Target Selection (Private Schools Breakdown)**

<p><b>Total</b> of <b>Column (8)</b> Alloc. (should approximate the amount located on Page 3 <b>A 4A</b></p>	<p><b>Total</b> of <b>Column (9)</b> ES (must match amount located on Page 3 <b>Amt.To Priv. Students</b>): <b>\$0</b></p>
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Building Name	Building Number	(3) Choose To Participate	(4) Consultation Date	(5) Title I Alloc By Pub Bldg	(6) Pub Sch Low Inc	(7) Priv Sch Low Inc	(8) Allocation for Private School Students	(9) ES Share of Set Asides	(10) Total Rsvd for Priv Sch	(11) Cmmt?
Cedarhome Adventist Christian School	8468	No							\$0	
<b>Private School Low Income Total:</b>					<b>Total (Col6)</b>	<b>Total (Col7)</b>	<b>Total (Col8)</b>	<b>Total (Col9)</b>	<b>Total (Col10)</b>	
					0	0	\$0	\$0	\$0	

**ESD:** Northwest Educational Service District 189  
**CoDistID:** 31401  
**Organization:** Stanwood-Camano School District  
**Grant Number:** 0221651

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**Form Package Name:** 201 Title I Part A  
**Program Number:** 51  
**Revenue Account Number:** 6151  
**Sub Program Number:**  
**Fiscal Period:** 08-09  
**Beginning:** 7/1/2008  
**Ending:** 8/31/2009

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**Fiscal Officer:** Jean Shumate  
**Budget Contact Name:** Kathie Norris  
**Budget Contact Phone:** 360-629-1280  
**Category:** 2008-09 Funding  
**Budget Type:** Original

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Activity	Total	Object of Expenditure									
		Debit Transfer 0	Credit Transfer 1	Salaries-Certificated 2	Salaries-Classified 3	Benefits & Payroll Taxes 4	Supplies Instr. Resources & Non-Capitalized 5	Purchased Services 7	Travel 8	Capital Outlay 9	
15 Public Relations	\$0		XXXX								
21 Superv. - Instruction	\$4,635		XXXX	4,000		635					
22 Learning Resources	\$0		XXXX								
23 Principal's Office	\$0		XXXX								
24 Guid. & Counseling	\$0		XXXX								
25 Pupil Mgt. & Safety	\$0		XXXX								
26 Health/Related Serv	\$0		XXXX								
27 Teaching	\$529,854		XXXX	161,251	148,226	156,710	60,247	3,420			
28 Extracurricular	\$0		XXXX								
29 Pay to School Dists.	\$0	XXXX	XXXX	XXXX	XXXX	XXXX	XXXX		XXXX	XXXX	
44 Food Services Oper.	\$0		XXXX	XXXX							
62 Grds. Care & Maint.	\$0		XXXX	XXXX		XXXX					
63 Oper. of Bldg.	\$0		XXXX	XXXX							
64 Maintenance	\$0		XXXX	XXXX							
65 Utilities	\$0		XXXX	XXXX	XXXX	XXXX	XXXX		XXXX	XXXX	
68 Ins. -Except Trans.	\$0		XXXX	XXXX	XXXX	XXXX	XXXX		XXXX	XXXX	
<b>Budgeted Expenditures</b>	<b>\$534,489</b>	<b>\$0</b>	<b>\$0</b>	<b>\$165,251</b>	<b>\$148,226</b>	<b>\$157,345</b>	<b>\$60,247</b>	<b>\$3,420</b>	<b>\$0</b>	<b>\$0</b>	

Budgeted Indirect Expenditures: \$12,988

Total Budgeted Expenditures: \$547,477

FTE Program Staff:	Act. 27-2	Act. 27-3	Act. 21-2	Act. 21-3
	2.6	5.4		

Total Budgeted Expenditures: \$547,477

FTE Program Staff:	Act. 27-2	Act. 27-3	Act. 21-2	Act. 21-3
	2.6	5.4		

**Comments:**  
**Modified By:** Modified Page On:  
 Petrea 9/5/2008  
 Stoddard 3:47 PM