



Arthur C. Butler Elementary

Local Control Accountability Plan (LCAP) 2025-2026

Principal: Sharon Hamlin

County-District-School (CDS) Code: 34673146109516

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

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

IV. Goals, Action Plans and Progress Monitoring

Arthur C. Butler Elementary | Focused Work: 2025-2026

Goal Setting (Icapid: 738) | goalsComplete: 0

State Priorities

Conditions of Learning:

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

Pupil Outcomes:

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

Engagement:

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

Strategic Goals

Goal 1: High-Quality Curriculum, Instruction & Assessment

- All students will receive high-quality classroom curriculum, instruction, and assessment to promote college, career, and life readiness and close achievement and opportunity gaps.

Goal 2: Targeted Supports & Interventions

- Students who identify as Black/African American, students with disabilities, students in foster care or experiencing homelessness, and students who identify as Native American will benefit from targeted programs and services that leverage their assets, affirm their identities, and address their needs to close achievement, opportunity, and relationship gaps.

Goal 3: Wellness

- All students will learn in an equitable, culturally responsive, physically and emotionally healthy and safe environment.

Goal 4: Family and Community Engagement

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

Stakeholder Engagement

1. Involvement Process for LCAP and Annual Update

How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?

Our staff worked together to review and analyze last year's LCAP plan and its impact on students as it relates to the Eight State Priorities and EGUSD's Strategic Goals. The Leadership Team met throughout the year to

discuss actions and services that would appropriately support students and teaching. Our PBIS Team met monthly to track student discipline data and completed the PBIS Tiered Fidelity Inventory to assess our progress towards our goals.

During Butler's Title One meeting, site data was shared and member feedback was solicited. Throughout the year our Vice Principal met with our English Learner Advisory Committee to share data related to English learners and seeking stakeholder input for the LCAP planning process. Our School Site Council reviewed Butler's data related to EGUSD's Strategic Goals and our progress toward these goals. The Council provided input and suggestions based on student need. Our ELAC completed a Needs Assessment to provide input and suggestions to support English Learners. This, in conjunction with ongoing and continued conversations with all stakeholders, has provided valuable input for creating this year's LCAP. The following were opportunities for stakeholders to be a part of the planning process for this LCAP/Annual Review and Analysis:

- Leadership Team Meetings on 7/29/24, 9/9/24, 10/21/24, 11/18/24, 3/10/25, 4/1/25, 4/7/25, 5/12/25, 6/16/25
- AVID Leadership Team Meetings on 7/29/24, 9/9/24, 10/21/24, 11/18/24, 3/10/25, 4/7/25, 5/12/25, 6/16/25
- PBIS Tier 1 Meetings on 7/29/24, 9/9/24, 10/21/24, 11/18/24, 3/10/25, 4/7/25, 5/12/25, 6/16/25
- School Site Council on 9/25/24, 11/13/24, 1/23/25, 4/3/25, 5/8/25
- ELAC on 9/12/24, 1/9/25, 4/10/25
- Staff meetings on 7/15/24, 8/26/24, 9/16/24, 11/4/24, 12/2/24, 1/6/25, 2/3/25, 2/24/25, 3/24/25, 4/8/25, 6/2/25
- Back to School Night and Title One Meeting on 7/16/24, 8/19/24
- EGUSD Parent, Staff and Student Surveys 3/31/25-5/9/25

2. Impact of LCAP and Annual Update

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

The ongoing inclusion of our stakeholders allowed them to provide meaningful input which we were able to integrate into our LCAP. This process also allowed us to gather feedback from stakeholder groups.

The following budget items were added:

- increased opportunities for GATE students, such as participation in CREST
- increased signage to communicate with families about upcoming events
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Based on input from stakeholders we will continue the following services:

- continue to include a full time AIT to provide targeted supports for students in ELA
- continue to focus on Tier 1 interventions
- continue to provide after school tutoring
- continue to work on increasing positive culture and climate through recess opportunities
- continue to work to improve home/school communication
- increase opportunities for GATE students
- continue action plan for 95% assessment rate
- continue to provide release time for teachers to hold conferences
- continue to provide supplemental materials and subscriptions, such as Scholastic News and DBQ subscription
- explore opportunities for families to participate in their student's reading progress, such as allowing students to check out library books while off track

Resource Inequities (ATSI, TSI and CSI designated schools only)

Briefly describe any resource inequities identified by the site needs assessment.

Definition: A resource inequity is a change you will make from your past practice to a new innovation to improve support for your most at-risk students. This change could include reallocating resources such as staff, funding, time, space, etc.

Arthur C. Butler is not an ATSI nor a CSI school.

Goals, Actions, and Progress Indicators

District Strategic Goal 1:

High-Quality Curriculum, Instruction & Assessment

All students will receive high-quality classroom curriculum, instruction, and assessment to promote college, career, and life readiness and close achievement and opportunity gaps.

District Needs and Metrics 1:

Students need high quality classroom instruction and curriculum as measured by:

- A-G Completion - Percent of Graduates Completing A-G Requirements
- AP/IB Exams - Percent of Graduates Passing an AP/IB Exam
- CAASPP (ELA, Math, Science) - Distance from Standard
- CAASPP (ELA, Math, Science) - Percent Standard Met or Exceeded
- CTE Sequence Completion - Percent of Graduates Completing a CTE Sequence
- Progress toward English Proficiency - Percent Increasing ELPI Level
- Reclassified - Percent of English Learners Reclassified
- Test Participation Rate on Districtwide Assessments

Site Goal 1.1 (SiteGoalID: 8925) (DTS: 01/01/10)

95% of eligible students will be administered all of the required EGUSD assessments designed for their grade level or course

Metric: Test Participation Rate on Districtwide Assessments

Action 1.1.1 (SiteGoalID: 8925) (DTS: 03/11/25)

Targeted Student Group(s)

- All

Action Plan

- Describe your step by step plan for intervention, for at-

Progress Monitoring Plan

- Describe your step by step plan for progress monitoring

Data Collection & Evaluation

- Throughout the year, report the results of the formative

risk students, as related to your goal.	your action plan. What formative student data will you collect and how often?	data as you collect it. <ul style="list-style-type: none"> • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	Progress Monitoring	Evaluation
<p>1. July 2025-June 2026 Classroom teachers will administer Illuminate assessments to all students.</p> <ul style="list-style-type: none"> • Illuminate assessments will be administered at the beginning of the school year and at the end of each trimester, following the timeline provided by CPL • provide release time for teachers to administer assessments and analyze student data <p>2. July 2025-June 2026 Under the direction of the vice principal and EL coordinator, Initial ELPAC Assessments will be administered by time-sheeted teachers within 30 days of enrollment based on the Home Language Survey.</p> <p>3. February 2026-May 2026 Under the direction of the vice principal, classroom teachers and Learning Center teachers will administer the listening, reading and writing domains of the ELPAC to 3-6 grade EL students. Time-sheeted teachers will administer the speaking domain to 3-6 grade EL students and all four domains of the ELPAC to K-2 EL students.</p> <ul style="list-style-type: none"> • based on IEPs, students with disabilities will complete the ELPAC with accommodations or the alternate ELPAC <p>4. April 2026-June 2026 Under the direction of the vice principal, classroom teachers and Learning Center teachers will administer the CAASPP to 3-6 grade students.</p>	<p>To measure the effectiveness of action 1, admin will pull Illuminate reports to ensure at least 95% of all eligible students have taken the Illuminate Assessments each trimester. This information will be shared with the staff.</p> <p>To measure the effectiveness of action 2, vice principal will run reports monthly to ensure all students in need of the initial ELPAC have completed the assessment. This information will be shared with staff.</p> <p>To measure the effectiveness of actions 3 and 4, vice principal will run reports during testing windows to ensure at least 95% of 3-6 grade students have completed the CAASPP or CAA and at least 95% of EL students have completed the ELPAC or alternate ELPAC. This information will be shared with staff.</p>	

<ul style="list-style-type: none"> based on IEPs, students with disabilities will complete the CAASPP with accommodations or the CAA <p>S/C: Certificated Timesheets \$27,000 EL Supp: Certificated Timesheets \$16,755</p>		
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Site Goal 1.2 (SiteGoalID: 9025) (DTS: 03/19/25)

Using ELA Illuminate assessments, the number of students scoring proficient will increase by 10%.

- Kindergarten: from 80% to 90%
- 1st grade: from 79% to 89%
- 2nd grade: from 46% to 56%
- 3rd grade: from 26% to 36%
- 4th grade: from 37% to 47%
- 5th grade: from 49% to 59%
- 6th grade: from 60% to 70%

Metric: Formative Assessment

Action 1.2.1 (SiteGoalID: 9025) (DTS: 03/19/25)

Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often? 	<ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
Action Plan	Progress Monitoring	Evaluation
1. July 2025-June 2026 Develop a plan to provide	To measure the effectiveness of action 1 and 2, grade level PLCs will meet monthly, to analyze	

effective Tier 1 interventions (Academic Interventions/AI).

- AI will be assessment driven, with an emphasis on targeted skills
- teachers will utilize pre and post assessments to monitor student progress in AI groups
- teachers will utilize small group instruction
- grade level teams will review assessment data during PLC meetings at least once a month

2. July 2025-June 2026

Academic Intervention Teacher (Title 1 funded) 1.0 FTE and AIT 1.0 FTE (LREBG funded) will collaborate with classroom teachers to analyze assessment data to determine students who will receive interventions from AITs.

- AITs will provide targeted instruction to these students, with a focus on K-2
- provide paraeducator support for intervention groups

3. September 2025-March 2026

Provide release time for teachers to meet with grade level teams and admin during CoOps to analyze assessment data to determine student need for targeted groups.

4. July 2025-June 2026

Teachers will collaborate with Learning Center teachers to discuss the progress of students with disabilities. They will analyze assessment and observational data to ensure adaptation plans are being implemented in support of their students and goals are appropriate to student needs.

5. July 2025-June 2026

Provide funding for education based field trips in connection to district adopted curriculum and CCSS.

Illuminate data and common assessments to determine the impact of that month's focused strategies and instructional practices. Admin will conduct walkthroughs to collect data on implementation of the focused strategies and instructional practices. Data will be shared at leadership meetings and discussed at staff meetings.

To measure the effectiveness of action 2 AIT will collect site based assessment data every 4 weeks and re-evaluate student progress towards grade level standards.

To measure the effectiveness of actions 3-4, teachers will collect pre and post assessment data monthly. They will analyze this data at PLC meetings. Teachers will collect Illuminate assessment data each trimester. This data will be shared with leadership team and SSC at the end of each trimester. AVID classroom teachers K-6 will collect data each trimester on the effectiveness of focused notetaking, organizational tools, and inquiry. This information will be shared with the AVID team and presented to the staff at staff meetings once a trimester.

To measure the effectiveness of action 5, gather feedback from students about their experiences on field trips, including what they learned, how it enhanced their understanding of classroom topics, and their overall enjoyment.

<p>Purchase allowable, reasonable and necessary supplemental curriculum and resources, supplies, and technology contracts to complete the Action Plan for this goal.</p> <p>Title: Certificated Salaries \$173,884 Title: Certificated Timesheets \$10,150 S/C: Classified Timesheets \$10,000 S/C: Contracts \$30,000 S/C: Materials \$29,000</p>		
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Site Goal 1.3 (SiteGoalID: 9026) (DTS: 03/19/25)

English Language Arts (ELA) scores will increase from 49% to 54% of our students meeting or exceeding standards on the state CAASPP assessments.

- Students with Disabilities will increase from 13% met or exceeded standards to 18%
- Pacific Islander students will increase from 20% met or exceeded standards to 25%
- English Learner students will increase from 31% met or exceeded standards to 36%

Math scores will increase from 45% to 50% of our students meeting or exceeding standards on the state CAASPP assessments.

- Students with Disabilities will increase from 19% met or exceeded standards to 24%
- Pacific Islander students will increase from 20% met or exceeded standards to 25%
- Long Term English Learner students will increase from 25% met or exceeded standards to 30%

Metric: CAASPP (ELA, Math, Science) - Percent Standard Met or Exceeded

Action 1.3.1 (SiteGoalID: 9026) (DTS: 03/19/25)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
	<ul style="list-style-type: none"> • Describe your step by step plan for progress monitoring your action plan. What 	<ul style="list-style-type: none"> • Throughout the year, report the results of the formative data as you collect it.

<ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<i>formative student data</i> will you collect and how often?	<ul style="list-style-type: none"> In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
Action Plan	Progress Monitoring	Evaluation
<p>1. July 2025-June 2026 School-wide Implementation of AVID</p> <ul style="list-style-type: none"> continue AVID site goals for Inquiry, Focused Note Taking and Organization purchase supplies and materials to support site AVID goals provide opportunities for professional development through SCOE and AVID Summer Institutes. <p>2. July 2025-June 2026 Provide extended day and/or off-track instruction: small group targeted instruction in grades K - 6, in math and reading.</p> <p>3. October 2025-June 2026 Provide grade level teams articulation time at the end of each trimester. Teams will:</p> <ul style="list-style-type: none"> use Illuminate, FONT, rapid cycle measures and AVID data to determine the level of implementation of learning targets and success criteria connect each trimester's standards to learning targets and success criteria Revisit the year's scope and sequence and modify, if needed <p>4. July 2025-June 2026 Increase .025 FTE for library technician to support consistent access to the library and ensure library tech to ensure students can regularly check out books and participate in literacy-based programs.</p> <p>5. July 2025-June 2026 Supplement library technician hours for special projects, i.e. curriculum inventory, book fair,</p>	<p>To measure the effectiveness of Action 1 classroom teachers will collect pre and post assessment data in connection with AVID goals. Data will be shared and discussed at PLC and leadership meetings.</p> <p>To measure the effectiveness of Action 2 teachers will collect pre and post assessment data for small groups, extended day, and off track instruction. This data will be shared with admin and presented at a staff meeting.</p> <p>Effectiveness of actions 4-6 will be measured by gathering feedback from students regarding the use of library resources to determine if they have ample opportunities to access material that matches their needs and interests.</p> <p>The effectiveness of action items 3, 7 & 8 will be measured using informal observation and teacher feedback. Admin will conduct walk throughs to collect data on the implementation of strategies or instructional practices learned at PD. Grade level teams will analyze student assessment data at PLC meetings. Additionally, admin will review PLC meeting notes. This information will be shared monthly at each staff meeting.</p>	

ordering new and diverse titles, etc.

6. July 2025-June 2026

Purchase high interest titles for student use, high interest/low level books, and supplies needed to repair books and maintain the library.

7. July 2025-June 2026

Provide teachers and administrators opportunities to attend professional development, workshops and conferences to support best instructional practices.

8. July 2025-June 2026

Facilitate collaborative learning and knowledge-sharing opportunities among teachers.

- provide release time so that staff may observe their colleagues during classroom instruction
- during observations, teachers will be asked to identify strategies/best practices and discuss their observations during their weekly PLC meetings
- pair new teachers with a veteran teacher for mentoring to analyze assessment data, plan instruction based on the assessment data, complete observations, and collaborate on various instructional practices.

Purchase allowable, reasonable and necessary supplemental curriculum and supplies to complete the Action Plan for this goal.

Title: Certificated Timesheets:

\$24,500

Title: Classified Salary: \$3,000

S/C: Classified Timesheets:

\$1,000

S/C: Materials \$10,000

S/C: Contracts \$39,172

Site Goal 1.4 (SiteGoalID: 9027) (DTS: 03/19/25)

For the 2025-2026 school year, the percentage of our Multilingual Learners making adequate progress towards English language proficiency will increase from 51.7% to 56.7% as determined by the English Learner Progress Indicator (ELPI) on the California State Department of Education's Dashboard.

- Multilingual Learners making progress by one level on the Summative ELPAC will increase from 49.5% to 54.5%.

Metric: Progress toward English Proficiency -
Percent Increasing ELPI Level

Action 1.4.1 (SiteGoalID: 9027) (DTS: 03/19/25)

Targeted Student Group(s)

- EL

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none">• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	<ul style="list-style-type: none">• Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	<ul style="list-style-type: none">• Throughout the year, report the results of the formative data as you collect it.• In March, summarize your data collection results.• Based on your summary, what will you adapt/adopt/abandon?
Action Plan 1. July 2025-June 2026 Continue schoolwide plan for the implementation of Designated ELD. <ul style="list-style-type: none">• this plan will include a schedule for Designated ELD for each grade level• classroom teachers will identify Multilingual student needs in the areas of Listening, Speaking, Reading, and Writing based on analysis of ELPAC scores and Illuminate data	Progress Monitoring To measure the effectiveness of Action 1-5, grade level PLCs will meet at least once a month to analyze Illuminate data and common assessments to determine the impact of Designated ELD strategies and instructional practices on student achievement. Admin will conduct walkthroughs to collect data on implementation of targeted instruction during Designated ELD. Additionally, ELPAC summative scores will be analyzed when released. Reclassification rates will also be used to	Evaluation

- classroom teachers will group Multilingual students based this analysis
- teams will identify curriculum and strategies to utilize during Designated ELD

2. July 2025-June 2026

Grade Level teachers will be provided MLE coach led professional learning on both Designated and Integrated ELD instruction.

- provide teachers the understanding needed to increase the use of ELD strategies during designated and integrated instruction

3. July 2025-June 2026

Provide release time so that staff may work with MLE Coach to observe their colleagues during classroom instruction.

- teachers will identify strategies/best practices and discuss their observations during their weekly PLC meetings
- peer observations will focus on integrated and designated ELD instructional practices

4. July 2025-June 2026

Provide opportunities for teachers to attend ELD related Professional Development or workshops.

5. July 2025-June 2026

Admin will serve as EL Coordinator - planning and holding ELAC meetings, attending DELAC and District EL Coordinator meetings, overseeing ELPAC, and supporting and monitoring staff in meeting the needs of EL students.

- provide translators and purchase materials and refreshments for ELAC meetings.

Purchase allowable, reasonable and necessary supplemental

determine effectiveness of these action items. Data will be shared at leadership meetings and discussed at staff meetings.

To measure the effectiveness of action items 6, administrators will analyze LCAP needs survey and school climate survey data and share with staff. This information will be shared with staff, SSC and ELAC.

<p>curriculum and supplies to complete the Action Plan for this goal.</p> <p>Title: Certificated Timesheets: \$500 EL Supp: Contracts: \$2000 EL Supp: Materials \$2000</p>		
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Site Goal 1.5 (SiteGoalID: 9110) (DTS: 04/07/25)

Implementation of the instructional framework will have a focus on Student Talk. Teachers will increase their effective use of student talk from 65.2% to 75.2% by the end of the year as measured by the Teaching and Learning Program Implementation Continuum (PIC).

Metric: Student Talk

Action 1.5.1 (SiteGoalID: 9110) (DTS: 04/07/25)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
Action Plan	Progress Monitoring	Evaluation
<p>1. July 2025-June 2026 Analyze Butler's PicSee data to develop a sitewide plan for the implementation of EGUSD's Instructional Framework.</p> <ul style="list-style-type: none"> based on site data, we will focus on Student Talk teachers will also continue to implement learning targets and success criteria, active participation, and formative assessment and feedback 	<p>To measure the effectiveness of actions 1 - 3 admin will conduct classroom walkthroughs and complete FONT observations. The data will be shared monthly at a staff meeting and grade level teams will have the opportunity to create an action plan based on their grade level's implementation data.</p>	

<p>2. July 2025-June 2026 Provide time at staff meetings to discuss FONT walk through data in connection to Student Talk.</p> <p>3. July 2025-June 2026 Provide professional development opportunities on the topic of Student Talk for teachers, led by the coaching team: CPL, EL, AVID, and Equity.</p> <p>Purchase allowable, reasonable and necessary supplemental curriculum and supplies to complete the Action Plan for this goal.</p> <p>S/C: Materials \$1,000</p>		
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Funding Sources for District Goal 1 (DEV - LCAP ID: 738)		
Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	173884	Certificated- Salaries
Title I – Basic (4900/3010)	35150	Certificated- Timesheets
Title I – Basic (4900/3010)	3000	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	0	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	0	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	27000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	10000	Classified- Timesheets
Supplemental/Concentration (7101/0000)	40000	Materials/Supplies/Equipment

Supplemental/Concentration (7101/0000)	69172	Contracts/Services/Subscriptions
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EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	16755	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	2000	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	2000	Contracts/Services/Subscriptions

District Strategic Goal 2:

Targeted Supports & Interventions

Students who identify as Black/African American, students with disabilities, students in foster care or experiencing homelessness, and students who identify as Native American will benefit from targeted programs and services that leverage their assets, affirm their identities, and address their needs to close achievement, opportunity, and relationship gaps.

District Needs and Metrics 2:

Students need high quality programs and services driven by assessment, data analysis, and action as measured by:

- African American Disparity
- Homeless Student Disparity
- Native American Disparity
- Students with Disabilities Disparity
- Students in Foster Youth Disparity

Site Goal 2.1 (SiteGoalID: 8655) (DTS: 02/13/25)

By June of 2026, chronic absenteeism for students with disabilities will decrease from 39.2% to 29% as measured by the California Dashboard.

Metric: Students with Disabilities Disparity

Action 2.1.1 (SiteGoalID: 8655) (DTS: 02/13/25)

Targeted Student Group(s)

- SWD

Action Plan

- Describe your step by step plan for intervention, for at-

Progress Monitoring Plan

- Describe your step by step plan for progress monitoring

Data Collection & Evaluation

- Throughout the year, report the results of the formative

risk students, as related to your goal.	your action plan. What formative student data will you collect and how often?	data as you collect it. <ul style="list-style-type: none">• In March, summarize your data collection results.• Based on your summary, what will you adapt/adopt/abandon?
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Action Plan	Progress Monitoring	Evaluation
<p>1. July 2025-June 2026 At the beginning of the school year, Admin will communicate (electronically, in person, and via mail) to families the absence policy and why it's important to attend school. Continue communications throughout the year.</p> <ul style="list-style-type: none"> • Special education teachers will include information about the importance of attendance, attendance policies, and specific student attendance supports, if necessary in all IEP meetings. <p>2. July 2025-June 2026 Establish a system of support and action steps with RAIT and admin for students in danger of becoming chronically absent.</p> <p>3. July 2025-June 2026 Partner with the FACE liaison to connect with families of students with disabilities to identify needed supports to help improve attendance.</p> <p>4. July 2025-June 2026 Develop a plan to encourage and reinforce regular attendance.</p> <ul style="list-style-type: none"> • teachers will work with students to set individual goals and celebrate positive attendance <p>Purchase allowable, reasonable and necessary supplies to complete the Action Plan for this goal.</p> <p>S/C: Materials \$1000</p>	<p>To measure the effectiveness of actions 1-4 administration will review the PowerBI Attendance Dashboard bi-weekly and share with the Attendance Team. The Attendance Team will share data with staff at staff meetings and report to the community.</p>	

English Language Arts scores will increase from 13% to 18% of our students with disabilities meeting or exceeding standards on the state CAASPP assessments.
Math scores will increase from 19% to 24% of our students with disabilities meeting or exceeding standards on the state CAASPP assessments.

Metric: Students with Disabilities Disparity

Action 2.2.1 (SiteGoalID: 9029) (DTS: 03/20/25)

Targeted Student Group(s)

- SWD

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none">• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	<ul style="list-style-type: none">• Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	<ul style="list-style-type: none">• Throughout the year, report the results of the formative data as you collect it.• In March, summarize your data collection results.• Based on your summary, what will you adapt/adopt/abandon?
<p>Action Plan</p> <p>1. July 2025-June 2026 Develop a plan to connect skills students are working on in the Learning Center to grade level learning in the classroom.</p> <ul style="list-style-type: none">• Learning Center teachers will meet with General Education classroom teachers at the beginning of the school year to discuss students' IEP goals and adaptation plans• provide teachers resources they can utilize with students with disabilities that allows them to work on the same, or similar, standard as their classmates• provide release time throughout the school year for Learning Center teacher and classroom teacher to meet and discuss student progress, collaborate on classroom work that connects to Learning	<p>Progress Monitoring</p> <p>To measure the effectiveness of Action 1, Learning Center teachers will create reports outlining student progress toward IEP goals, highlighting areas of strength and areas needing improvement. Classroom teachers will utilize classroom assessment data to monitor student progress. To monitor the effectiveness of PD, collect feedback from teachers to assess the relevance and impact of professional development sessions. Additionally, admin will conduct observations to see how new strategies are implemented in the classroom setting.</p> <p>To measure the effectiveness of Action 2 we will gather CAASPP data. This information will be shared with staff at staff meetings.</p>	<p>Evaluation</p>

<p>Center work, and discuss student grades</p> <ul style="list-style-type: none"> • provide teachers with PD related to individualizing classroom work and on grading practices for students with disabilities • Learning Center teachers will regularly meet with classroom teachers during PLC meetings <p>2. July 2025-June 2026 Develop a plan with Learning Center teachers to prepare students for state assessments.</p> <ul style="list-style-type: none"> • Learning Center teachers will ensure appropriate accommodations and supports are included in each student's IEP • Throughout the school year Learning Center teachers will utilize CAASPP Practice Tests and other resources to teach students how to access test taking supports and provide opportunities for students to become more familiar with the testing format. <p>Purchase allowable, reasonable and necessary supplemental curriculum and supplies to complete the Action Plan for this goal.</p> <p>Title: Certificated Timesheets \$5000 S/C: Materials \$1000</p>		
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Site Goal 2.3 (SiteGoalID: 9218) (DTS: 04/15/25)

By June of 2026, chronic absenteeism for African American students will decrease from 32.1% to 27% as measured by the California Dashboard.

Metric: African American Disparity

Action 2.3.1 (SiteGoalID: 9218) (DTS: 04/15/25)

Targeted Student Group(s)

- Black or African American

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none">• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	<ul style="list-style-type: none">• Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	<ul style="list-style-type: none">• Throughout the year, report the results of the formative data as you collect it.• In March, summarize your data collection results.• Based on your summary, what will you adapt/adopt/abandon?
<p>Action Plan</p> <p>1. July 2025-June 2026 At the beginning of the school year, Admin will communicate (electronically, in person, and via mail) to families the absence policy and why it's important to attend school. Continue communications throughout the year.</p> <p>2. July 2025-June 2026 Establish a system of support and action steps with RAIT and admin for students in danger of becoming chronically absent.</p> <p>3. July 2025-June 2026 Partner with the FACE liaison to connect with families of African American students to identify needed supports to help improve attendance.</p> <p>4. July 2025-June 2026 Develop a plan to encourage and reinforce regular attendance.</p> <ul style="list-style-type: none">• teachers will work with students to set individual goals and celebrate positive attendance <p>5. July 2025-May 2026 Establish a collaborative partnership Sheldon High School to implement a student mentorship and leadership program.</p>	<p>Progress Monitoring</p> <p>To measure the effectiveness of actions 1-5 administration will review the PowerBI Attendance Dashboard bi-weekly and share with the Attendance Team. The Attendance Team will share data with staff at staff meetings and report to the community.</p>	<p>Evaluation</p>

<ul style="list-style-type: none"> High school BSU members will serve as peer role models and mentors leading visits, culturally affirming activities, and discussions around the importance of education, self-identity, and community. <p>Purchase allowable, reasonable and necessary supplies to complete the Action Plan for this goal.</p> <p>S/C: Materials \$1000 S/C: Classified Timesheets \$1000 S/C: Contracts: \$1000</p>		
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Funding Sources for District Goal 2 (DEV - LCAP ID: 738)		
Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	5000	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	0	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	0	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	0	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	1000	Classified- Timesheets

Supplemental/Concentration (7101/0000)	3000	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	1000	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	0	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions

District Strategic Goal 3:

Wellness

All students will learn in an equitable, culturally responsive, physically, and emotionally healthy and safe environment.

District Needs and Metrics 3:

Students need a safe and engaging academic, social-emotional, and physical school environment as measured by:

- Cohort Graduation Rate
- School Climate - Average Favorability Rating
- Social Emotional Learning - Average Favorability Rating
- Suspension Rate: Percent of Students Suspended

Site Goal 3.1 (SiteGoalID: 9244) (DTS: 01/01/10)

Decrease recess referrals by 10% through the implementation of Tier I PBIS supports.

Metric: Other

Action 3.1.1 (SiteGoalID: 9244) (DTS: 04/16/25)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation

<ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
<p align="center">Action Plan</p> <p>ACTION 1: July-June Appropriate supplies, equipment and resources (i.e., signs on the playground with rules for games, various game options, adequate supervision) to establish a well maintained and organized recess.</p> <p>ACTION 2: July - June PBIS Rotations at the beginning of the school year to discuss behavior expectations and refresh throughout the year (upon return from all breaks).</p> <p>ACTION 3: July-June Designated areas for specific games on the playground with adequate supervision.</p> <p>ACTION 4: July-June Explicitly teach rules and expectations of recess games and activities to all students, ongoing throughout the year.</p> <p>ACTION 5: July-June PD for yard supervisors regarding active yard supervision, de-escalation skills, restorative practices, and game and activity rules and expectations.</p> <p>Title: Classified Timesheets \$1000 S/C: Contracts \$7500 S/C: Classified Timesheets \$2000 S/C: Materials \$2500</p>	<p align="center">Progress Monitoring</p> <p>July-June Administration to monitor and review synergy incident /referral data, yard staffing levels, regular upkeep and ordering of supplies and share with PBIS team monthly.</p> <p>July-June PBIS Tier I to monitor incident data and share with staff monthly.</p> <p>July-June Yard supervisors to monitor incident location data, share with administration monthly and adjust recess activity locations as needed.</p> <p>July-June Administration to schedule monthly Yard Supervisor meetings to support understanding of PBIS behavior expectations, Restorative Practices, de-escalation skills, and game/activity rules and expectations.</p>	<p align="center">Evaluation</p>

Foster a positive, respectful and inclusive school environment to improve overall school climate. Aim to increase student climate favorability ratings from 70% to 75% and staff climate favorability ratings from 88% to 93%, as measured by annual climate surveys.

Metric: School Climate - Average Favorability Rating

Action 3.2.1 (SiteGoalID: 8656) (DTS: 02/13/25)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none">• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	<ul style="list-style-type: none">• Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	<ul style="list-style-type: none">• Throughout the year, report the results of the formative data as you collect it.• In March, summarize your data collection results.• Based on your summary, what will you adapt/adopt/abandon?
<p>Action Plan</p> <p>July 2025-June 2026 Continue to develop and strengthen the schoolwide plan for social-emotional learning and support.</p> <p>1. July 2025-June 2026 All students will be supported through the use of Restorative Practices which include community circles/morning meetings in all classrooms, and restorative language frames to facilitate communication during student disagreements.</p> <p>2. July 2025-June 2025 Each class will develop collective agreements that support an understanding of schoolwide expectations and how they look in classrooms and submit those agreements to administration.</p> <p>3. July 2025-June 2026 Begin afternoon check-ins with the campus supervisor for students who need additional</p>	<p>Progress Monitoring</p> <p>To measure the effectiveness of actions 1-7 Synergy discipline data will be analyzed monthly to identify trends and needs. Admin will also analyze data from staff, student, and parent survey data (Site PBIS survey, CA Healthy Kids Survey, District Climate and Culture and Social Emotional Survey). This information will be shared with staff at staff meetings.</p> <p>Tier 1 PBIS/Culture team will monitor data at monthly meetings including identification of disproportionality and supportive response. PBIS Tier II team will use data collection and monitoring (bi-monthly) and complete the PBIS Tiered Fidelity Inventory yearly. This information will be shared with staff at staff meetings.</p>	<p>Evaluation</p>

<p>support.</p> <p>4. July 2025-June 2026 Weekly and monthly recognition of students exemplifying the schoolwide expectations.</p> <p>5. August 2025-June 2026. Retreat for 6th grade students in the fall and spring; 2-day workshops for students provided by Ed. Equity and site administration focusing on community circles, mindfulness, disability awareness, developing as a 6th grade leader and PBIS expectations.</p> <p>6. July 2025-June 2026 Contract with outside vendors to provide motivational and empowering assemblies/workshops to the student body focusing on positive student behavior and bullying prevention.</p> <p>7. July 2025-June 2026 Increase positive culture and climate on campus by continuing to develop new units for PE based on the Physical Education Model Content Standards for California.</p> <p>Purchase allowable, reasonable and necessary supplies to complete the Action Plan for this goal.</p> <p>Title: Classified Timesheets \$1000 Title: Contracts \$10000 S/C: Materials \$2500</p>		
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Funding Sources for District Goal 3 (DEV - LCAP ID: 738)

Funding Source	Amount	Description of Use
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Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	0	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	2000	Classified- Timesheets
Title I – Basic (4900/3010)	0	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	10000	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	0	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	2000	Classified- Timesheets
Supplemental/Concentration (7101/0000)	7500	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	7500	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	0	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions

District Strategic Goal 4:

Family & Community Engagement

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

District Needs and Metrics 4:

Students need parent, family and community stakeholders as direct partners in their education as measured by:

- Attendance Rate

- Parents indicating a respectful and welcoming school environment
- Parents indicating opportunities for parent input in making decisions
- Parents indicating opportunities for parent involvement
- Percent Chronically Absent

Site Goal 4.1 (SiteGoalID: 8657) (DTS: 02/13/25)

For the 2025-2026 school year, the percentage of parents indicating effective opportunities for parent engagement will increase from 97% to 99%.

- Participation in the EGUSD Parent Perspective Survey will increase to 326 total parent/guardian respondents, a 10% increase.

Metric: Parents indicating opportunities for parent involvement

Action 4.1.1 (SiteGoalID: 8657) (DTS: 02/13/25)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> • Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often? 	<ul style="list-style-type: none"> • Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	Progress Monitoring	Evaluation
1. July 2025 - June 2026 provide home/school communications on a regular basis. <ul style="list-style-type: none"> • purchase grade level agendas and site-wide communication folders to provide regular communication between families and school • utilize Talking Points and School Messenger to share 	To measure the effectiveness of actions 1-4, school secretary will track attendance at family events using sign in sheets. Also, parents will be asked to provide feedback. Admin will analyze perspective data and the LCAP needs survey data. This information will be analyzed at leadership meetings and shared with staff.	

information in multiple languages

- teachers will assist families in how to use various communication options, such as Talking Points and Synergy Parent Vue, at Back to School Night
- utilize FACE Family Liaison to support families in accessing communication options
- develop other methods for communicating school information with families, such as additional signage

2. October 2025-June 2026

Provide release time in the first and second trimesters for teachers to meet with families to discuss assessment data, student progress, and set long term and short term goals based on student needs.

3. July 2025 - June 2026

Provide family events and activities to build relationships with our families and community.

- provide informational events for families focused on topics identified by families, such as EL support, technology, curriculum, parenting classes
- timesheet site staff to plan for and participate in family/ community events
- possible events include Art Nights, Coffee Talks, Family Picnics, Literacy Night
- partner with FACE Family Teacher Academic Team to provide families with opportunities to learn more about their student's academic progress and how they might support them at home
- provide opportunities for families to check books out from the library while students are off track

4. July 2025 - June 2026

Provide interpreters for

<p>conferences, Back to School Night, ELAC meetings, and family information events.</p> <p>Purchase allowable, reasonable and necessary supplemental curriculum and supplies to complete the Action Plan for this goal.</p> <p>Title: Certificated Timesheets \$17,000 Title: Classified Timesheets \$1,000 S/C: Contracts \$7500 EL: Certificated Timesheets \$750 EL: Contracts \$750</p>		
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Site Goal 4.2 (SiteGoalID: 9112) (DTS: 04/07/25)

By May of 2026, Chronic absenteeism will reduce from 22.2% to 17% for ALL students as measured by the California Dashboard.

Orange Designation:

- African American from 32.1% to 27%
- Two or more Races from 22.2% to 17%
- Students with Disabilities from 39.2% to 35%
- White from 21.8% to 17%

Metric: Percent Chronically Absent

Action 4.2.1 (SiteGoalID: 9112) (DTS: 04/07/25)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> • Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> • Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?

Action Plan	Progress Monitoring	Evaluation
<p>1. July 2025 - June 2026 teachers will actively connect with students and build relationships.</p> <ul style="list-style-type: none"> teachers will utilize SEL instruction, Second Step, to build relationships with students classes will hold morning meetings to build a sense of community in the classroom teachers will implement Restorative Practices <p>2. July 2025 - June 2026 Communicate with families in multiple ways regarding our absence policy, including information about policies when students are sick, and communicate why it is important that students attend school.</p> <p>3. July 2025 - June 2026 Establish a system of support and action steps with RAIT, admin, counselor for students in danger of becoming chronically absent.</p> <p>4. July 2025 - June 2026 Build on the current attendance incentive program to celebrate students and classes showing positive attendance. Work with Sheldon region to develop regional incentive activities for students with the best and/or most improved attendance.</p> <p>Purchase allowable, reasonable and necessary supplemental curriculum and supplies to complete the Action Plan for this goal.</p> <p>S/C: Materials \$2000</p>	<p>To measure the effectiveness of items 1-4, administration will review the PowerBI Attendance Dashboard bi-weekly and share with the Attendance Team. The Attendance Team will share data with staff at staff meetings and report to the community.</p>	

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	17000	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	1000	Classified- Timesheets
Title I – Basic (4900/3010)	0	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	0	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	0	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	2000	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	7500	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	750	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	750	Contracts/Services/Subscriptions

Funding Source Summary for All District Goals

Title I – Basic (4900/3010)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$173884	\$0	\$0	\$0	\$173884
Certificated- Timesheets	\$35150	\$5000	\$0	\$17000	\$57150
Classified- Salaries	\$3000	\$0	\$0	\$0	\$3000
Classified- Timesheets	\$0	\$0	\$2000	\$1000	\$3000
Materials/Supplies/Equipment	\$0	\$0	\$0	\$0	\$0
Contracts/Services/Subscriptions	\$0	\$0	\$10000	\$0	\$10000

Title I – Basic (4900/3010) Total: \$247,034

Supplemental/Concentration (7101/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$0	\$0	\$0	\$0	\$0
Certificated- Timesheets	\$27000	\$0	\$0	\$0	\$27000
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$10000	\$1000	\$2000	\$0	\$13000
Materials/Supplies/Equipment	\$40000	\$3000	\$7500	\$2000	\$52500
Contracts/Services/Subscriptions	\$69172	\$1000	\$7500	\$7500	\$85172

Supplemental/Concentration (7101/0000) Total: \$177,672

EL Supplemental (7150/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$0	\$0	\$0	\$0	\$0
Certificated- Timesheets	\$16755	\$0	\$0	\$750	\$17505
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Materials/Supplies/Equipment	\$2000	\$0	\$0	\$0	\$2000
Contracts/Services/Subscriptions	\$2000	\$0	\$0	\$750	\$2750

EL Supplemental (7150/0000) Total: \$22,255

Justification of School-Wide Use of Funds

For sites below 40 percent of enrollment of unduplicated pupils, when using supplemental and concentration (LCAP) funds in a school-wide manner, the site must additionally describe how the services provided are the most effective use of funds to meet the site's goals for unduplicated pupils in the state priority areas. Include a description and justification for the use of any funds in a school-wide manner as described in **Actions, Services, and Expenditures** above.

N/A

V. Funding

Arthur C. Butler Elementary (220) | 2025-2026

Fund Source Mgmt. Code / Description Resc. Code / Description	EGUSD Strategic Goals					Balance
	Allocation	1. Curriculum and Instruction	2. Targeted Supports & Interventions	3. Wellness	4. Family Engagement	
4900 Director of School Improvement Support 3010 ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	\$247,034	\$212,034	\$5,000	\$12,000	\$18,000	\$0
7101 LCFF Supplemental Concentration TK-6 0000 Unrestricted	\$177,672	\$146,172	\$5,000	\$17,000	\$9,500	\$0
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	\$22,255	\$20,755	\$0	\$0	\$1,500	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$446,961	\$378,961	\$10,000	\$29,000	\$29,000	

Fund Subtotals		Title I Centralized Services	
Subtotal of additional federal funds included for this school	\$247,034	Title I Foster Youth \$0	Title I Homeless \$0
Subtotal of state or local funds included for this school	\$199,927	Title I Centralized Services \$0	Title I Preschool \$0

