Arthur C. Butler Elementary

Local Control Accountability Plan (LCAP)
2024-2025

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

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Goal Setting (lcapid: 601)

State Priorities

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

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

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

Strategic Goals

Goal 1: High-Quality Classroom Instruction and Curriculum
- All students will receive high quality classroom instruction and curriculum to promote college, career and life readiness and close achievement and opportunity gaps.

Goal 2: Assessment, Data Analysis, & Action
- All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.

Goal 3: Wellness
- All students will 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 it's 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 7/31/23, 9/11/23, 10/2/23, 11/13/23, 12/11/23, 1/22/24, 2/26/24, 3/18/24, 4/4/24, 4/15/24, 5/13/24, 6/10/24
- AVID Leadership Team Meetings on 9/11/23, 10/2/23, 12/11/23, 1/22/24, 2/26/24, 4/15/24, 5/13/24, 6/10/24
- PBIS Tier 1 Meetings on 7/31/23, 9/11/23, 10/2/23, 11/13/23, 12/11/23, 1/22/24, 2/26/24, 3/18/24, 4/15/24, 5/13/24, 6/10/24
- School Site Council on 12/6, 4/18, 5/2, 5/18
- ELAC on 9/23/23, 1/25/24, 5/16/24
- Staff meetings on 7/17/23, 8/28/23, 9/18/23, 10/9/23, 11/27/23, 1/8/24, 2/5/24, 3/4/24, 4/1/24, 4/29/24, 6/3/24
- Back to School Night and Title One Meeting on 7/18/23 and 8/21/23
- EGUSD Parent, Staff and Student Surveys Spring 2024

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 that had not previously participated in the school plan development process.
The following budget items were added:

- additional funding for Family and Community Events, including things such as a Literacy Night with an author speaker
- additional Family events with a focus on informing families about various programs available that students can use at home, such as Imagine Learning and EnVision programs

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 provide para supports to Newcomers to increase English language acquisition

Resource Inequities (ATSI 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.

No resource inequities have been discovered with Supplemental Concentration, EL Supplemental, GATE, ESSER and general funding our current students' academic needs are met to the greatest extent possible.

Goals, Actions, and Progress Indicators

District Strategic Goal 1:

All students will receive high quality classroom instruction and curriculum 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**

Site Goal 1.1   (SiteGoalID: 7164) (DTS: 12/13/23)

Using ELA Illuminate assessments, the number of students scoring proficient will increase by 10% compared to the prior year's Illuminate scores each trimester.

23-24 ELA Illuminate Data:
Kindergarten:

- Tri 2: Phonemic Awareness: average overall correct 88%, letter names: average overall correct, letter sounds: average overall correct 84%, decoding: average overall correct 74%, dictation: average overall correct 76%

1st grade:

- Tri 2: Phonemic Awareness: average overall correct 91%, phonics: average overall correct 31%, letter names: average overall correct 98%, letter sounds: average overall correct 95%

2nd grade:

- Tri 1 24,3% proficient, 57.3% developing, 18.4% beginning
- Tri 2 45.9% proficient, 38.7% developing, 15.3% beginning

3rd grade

- Tri 1 14.3% proficient, 46.2% developing, 39.5% beginning
- Tri 2 26% proficient, 37.8% developing, 36.2% beginning

4th grade

- Tri 1 46.7% proficient, 46.7% developing, 6.7% beginning
- Tri 2 37.6% proficient, 53.6% developing, 8.8% beginning

5th grade

- Tri 1 48.1% proficient, 35.7% developing, 16.3% beginning
- Tri 2 49.2% proficient, 44.5% developing, 6.3% beginning

6th grade

- Tri 1 44.6% proficient, 44.6% developing, 13% beginning
- Tri 2 60% proficient, 35.8% developing, 4.2% beginning

Overall English Language Arts (ELA) scores will increase from 47% to 52% of our students meeting or exceeding standards on the state CAASPP assessments.

- Students with Disabilities (SWD) will increase from 14% met or exceeded standards to 19%
- EL students will increase from 24% met or exceeded standards to 29%
- African American students will increase from 32% met or exceeded standards to 37%

Overall Math scores will increase from 43% to 48% of our students meeting or exceeding standards on the state CAASPP assessments.

- Students with Disabilities (SWD) will increase from 9% met or exceeded standards to 14%
- EL students will increase from 26% met or exceeded standards to 31%
- Hispanic students will increase from 29% met or exceeded standards to 34%
- African American students will increase from 28% met or exceeded standards to 33%

These sub groups will be the focus for academic intervention, small group targeted instruction, tutoring services, and intersession.

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

Action 1.1.1   (SiteGoalID: 7164) (DTS: 12/13/23)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**
1. Develop a plan to provide effective Tier 1 interventions. • determine a schoolwide schedule for WIN	To measure the effectiveness of Action 1, grade level PLCs will meet monthly, to analyze Illuminate data and common assessments to determine the impact of that month's focused strategies and	

- WIN will be assessment driven, with an emphasis on student need
- grade level teams will determine a monthly WIN focus skill and group students based on student need and progress towards this skill
- teachers will utilize pre and post assessments to monitor student progress in WIN groups
- teachers will utilize small group instruction

2. Provide release time for teachers to meet with grade level teams to identify target Common Core State Standards, utilizing EGUSD Scope and Sequences for ELA and Math.

- provide release time for teachers to develop a year long plan to ensure instruction of the identified target Common Core State Standards.
- provide release time for teachers to analyze assessment data to determine student need for targeted groups

3. AVID Site team will determine site goals to build off the 23-24 site goals.

4. Grade Level teachers will be provided professional learning by site CPL, EL, AVID, and Equity coaches. Coach led professional learning will focus on Tier 1 instructional practices and interventions.

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

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

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, teams will share year long plans during the first month of school. Each trimester, PLC teams will assess progress towards their year long plan and adjust, as needed. Grade level team leaders will discuss their team's progress at leadership meetings.

To measure the effectiveness of Actions 3 -5, 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 6, will involve assessing various aspects of their impact on student learning, engagement, and overall educational experience. Methods can include:

- comparing academic performance data, including standardized test scores and classroom grades, of students who participated in field trips versus those who did not
- monitor attendance rates to assess whether field trips contribute to a more positive school culture and student engagement
- 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

Action 1.1.2   (SiteGoalID: 7164) (DTS: 12/13/23)

Targeted Student Group(s)

• Asian • Black or African American • EL • Hispanic or Latino • Low Income • SWD

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**
1. K-6 Academic Intervention Teacher 1.0 FTE and K-6 AIT 1.0 FTE (ESSER funded) will collaborate with classroom teachers to analyze assessment data to determine students who will receive interventions from AITs. 2. AITs will provide targeted instruction to these students, with a focus on K-2. 3. Provide paraeducator support for intervention groups. 4. Provide extended day and/or off-track instruction: small group targeted instruction in grades K - 6, in math and reading. 5. Purchase allowable, reasonable and necessary supplemental curriculum and supplies to complete the Action Plan for this goal.	To measure the effectiveness of Action 1 -3 classroom teachers and Academic Intervention teacher will collect pre and post assessment data for small groups each month. Illuminate data will be utilized each trimester. Data will be shared and discussed at PLC and leadership meetings. To measure the effectiveness of Action 4 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. Teachers will also record student attendance in small groups, extended day, and off track instruction. Each trimester, Illuminate assessment data will be analyzed by grade level teams. To measure the effectiveness of Action 5 teachers will ensure every student will be provided the materials needed during small	

	groups, extended day, and off track instruction. Admin will monitor this process.	

Action 1.1.3   (SiteGoalID: 7164) (DTS: 12/13/23)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan 1. GATE: Provide a Gifted and Talented Education Program that provides students access to extracurricular activities that enhance their abilities. GATE Coordinator stipend - stipend to provide: • parent outreach • personnel expenses for making direct contact with underrepresented families and their students • coordination of GATE Program • purchase materials/supplies, field trips and entry fees to competitions (including CREST)	**Progress Monitoring** Action item 1 will be measured by admin and GATE coordinator by reviewing student and parent interest surveys in the spring of 2025. This data will be shared with the leadership team, SSC, ELAC, and with the staff at a staff meeting.	**Evaluation**

Action 1.1.4   (SiteGoalID: 7164) (DTS: 12/13/23)

Targeted Student Group(s)

• Asian • Black or African American • EL • Hispanic or Latino • Low Income • SWD

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**
1. Provide teachers and administrators opportunities to attend professional development, workshops and conferences to support best instructional practices. Provide books, materials and resources for professional reading in literacy practice. This professional development will focus on students who are not meeting grade level standards benchmarks. 2. Provide Professional Development in the area of AVID Strategies to school administration as well as to all interested teachers, coaches and staff members through the Summer Institute and through monthly professional development opportunities. This professional development will focus on struggling students. 3. Provide release time so that staff may observe their colleagues during classroom instruction. Focus will be on how they are meeting the needs of students who are not meeting grade level standards. During observations, teachers will be asked to identify strategies/best practices and discuss their observations during their weekly PLC meetings.	The effectiveness of action items 1 and 2 will be measured using informal observation and teacher feedback. Admin will conduct walk throughs looking for the implementation of strategies or instructional practices learned at PD. This data will be share monthly at each staff meeting. For item 2, grade level teams will assess students each trimester to determine progress towards site AVID goals. This data will be shared with the AVID team. To measure the effectiveness of action item 3, grade level teams will analyze student assessment data at PLC meetings. Additionally, admin will review PLC meeting notes.	

Action 1.1.5   (SiteGoalID: 7164) (DTS: 12/13/23)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan 1. Supplement library technician hours for special projects, i.e. curriculum inventory, book fair, ordering new and diverse titles, etc. 2. Purchase high interest titles for student use, high interest/low level books for intervention, and supplies needed to repair books and maintain the library.	**Progress Monitoring** Effectiveness of actions 1 and 2 will be measured by increased scores on ELPAC, increases in trimester Illuminate assessments, and CAASPP scores. Administration will work closely with the library technician to ensure that all core and supplemental instructional materials are effectively and efficiently distributed to staff and students. The administration will also provide feedback to the library technician on library services to students such as, read alouds, book fair offerings, and library use instructional programs. The goal of increased fluency will be measured each trimester during data monitoring/release days, with an expectation of increasing Fluency Rate levels as measured by Illuminate data. This data will be shared with the staff, leadership, SSC, and ELAC.	**Evaluation**

Site Goal 1.2   (SiteGoalID: 7170) (DTS: 12/13/23)

Increase EL Reclassification Rates from 23% to 28%.

Metric: Reclassified - Percent of English Learners
Reclassified

Action 1.2.1   (SiteGoalID: 7170) (DTS: 12/13/23)

Targeted Student Group(s)

• EL

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**
1. Develop and implement a schoolwide plan for the implementation of Designated ELD in collaboration with EL Coach. • this plan will include a schedule for Designated ELD for each grade level and specific areas of focus throughout the school year • classroom teachers will identify EL student needs in the areas of Listening, Speaking, Reading, and Writing based on analysis of ELPAC scores and Illuminate data • classroom teachers will group EL students based this analysis • teams will identify curriculum and strategies to utilize during Designated ELD • plan will include a timeline for teachers to follow for using assessment data to evaluate student progress at each track change to determine student grouping during Designated ELD	To measure the effectiveness of Action 1 and 2, grade level PLCs will meet monthly 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. Data will be shared at leadership meetings and discussed at staff meetings. Additionally, ELPAC summative scores will be analyzed when released.	

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

Action 1.2.2   (SiteGoalID: 7170) (DTS: 12/13/23)

Targeted Student Group(s)

• EL

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**
1. Provide small group instruction before or after school with a focus on language development. • provide supplemental instruction for Newcomer students with additional opportunities to develop English Language proficiency through targeted small group instruction • provide supplemental instruction for Long Term English Learners or students who are risk of becoming LTELs based on assessment data 2. Purchase allowable, reasonable and necessary supplemental curriculum and supplies to complete the Action Plan for this goal.	To measure the effectiveness of action 1 and 2, classroom teachers and AITs will analyze Illuminate data and classroom assessment to measure the progress of EL students every trimester. This information will be shared with the leadership team and at ELAC meetings. Additionally, ELPAC summative scores will be analyzed when released.	

Targeted Student Group(s)

• EL

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan 1. Grade Level teachers will be provided EL coach led professional learning on both Designated and Integrated ELD instruction. • coach led professional learning will provide teachers the understanding needed to increase the use of ELD strategies in lessons during designated and integrated instruction • coach led professional learning will include PD on district adopted curriculum that is available to teachers, ie Wonders EL curriculum • provide materials and resources for this professional development 2. Provide opportunities for teachers to participate in book studies related to ELD instruction with admin and/or EL coach. Provide the books for teachers. 3. Provide release time so that staff may work with EL Coach to observe their colleagues during classroom instruction. During the observation, teachers will be asked to identify strategies/best practices and discuss their observations during their weekly PLC meetings. These peer	**Progress Monitoring** To measure the effectiveness of actions 1 - 3, admin will conduct walkthroughs to collect data on implementation of Integrated and Designated ELD each month. Data will be shared at leadership meetings and discussed at staff meetings. Additionally, ELPAC summative scores will be analyzed when released. Reclassification rates will also be used to determine effectiveness of these action items.	**Evaluation**

observations will focus on instructional practices teachers employ during integrated and designated ELD.

Site Goal 1.3   (SiteGoalID: 7776) (DTS: 04/13/24)

Implementation of the instructional framework will have a focus on Learning Targets and Success Criteria. In the area of Learning Targets, Butler's score will increase from 59.9% to 70% as measured by student and teacher surveys and FONT data. In the area of Success Criteria, Butler's score will increase from 51.5% to 61% as measured by student and teacher surveys and FONT data.

Metric: Other

Action 1.3.1   (SiteGoalID: 7776) (DTS: 04/13/24)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**
1. Analyze Butler's PicSee data to develop a sitewide plan for the implementation of EGUSD's Instructional Framework. • based on site data, we will focus on the implementation of learning targets and success criteria • teachers will also continue to implement active participation, formative assessment and feedback, and student talk	To measure the effectiveness of action 1 - 4 we will utilize Rapid Cycle Measures at the end of each trimester in connection to the implementation of the Instructional Framework. Admin will collect this data and share with the staff at staff meetings. Trimester 1 will focus on learning targets and success criteria. Student and teacher response data will be collected. Based on that data, we will decide if we need to continue our work in this area, or shift our focus to another area of the framework.	

2. During weekly PLC meetings, grade level teams will:

- develop common assessments connected to the use of learning targets and success criteria in connection to instruction of CCSS
- analyze assessment data to determine student needs
- monitor their progress towards the site goal
- outline next steps for the next week's meeting

3. Provide grade level teams articulation time at the end of each trimester. Teams will:

- 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

3. Provide professional development opportunities for teachers led by the coaching team: CPL, EL, AVID, and Equity.

- PD will be grade level specific and differentiated, when possible
- coaches will model strategies in Butler classrooms will be recorded to be used at PLC meetings
- Provide time for teachers to visit other classes and collaborate

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

Action 1.3.2   (SiteGoalID: 7776) (DTS: 04/13/24)

Targeted Student Group(s)

• Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • SWD • Two or More

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan 1. Develop a plan to increase Student Efficacy and increase student levels of being active participants in their learning. • create a process for student goal setting • increase the number of opportunities for student talk during lessons, increase student voice compared to teacher talk • lessons will include a discussion of the learning target (LT) and an explanation of the success criteria (SC) • this discussion of the LT and SC will include students engaging with them in some manner, ie restate in their own words, write them in journals, etc. 2. Develop a plan to improve student mentality to a growth mindset. • students will set goals and revisit them to monitor their progress • provide increased opportunities for structured student interactions during lessons • teachers will work towards focusing on the process, not the answer	**Progress Monitoring** To measure the effectiveness of action 1 - 3 we will utilize Rapid Cycle Measures with students at the end of each trimester in connection to Classroom Connections. Admin will collect this data and share with the staff at staff meetings.	**Evaluation**

- teachers will plan for additional opportunities to build student/teacher relationships
- provide time for teachers to implement strategies to build student/teacher relationships
- teachers will utilize Community Circles to build a classroom culture

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

Funding Sources for District Goal 1 (DEV - LCAP ID: 601)		
Funding Source	**Amount**	**Description of Use**
Title I – Basic (4900/3010)	174573	Certificated- Salaries
Title I – Basic (4900/3010)	20700	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	25000	Classified- Timesheets
Title I – Basic (4900/3010)	0	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	9644	Materials/Supplies/Equipment
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)	5000	Classified- Timesheets
Supplemental/Concentration (7101/0000)	76000	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	35661	Materials/Supplies/Equipment

EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	7000	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	4731	Materials/Supplies/Equipment

District Strategic Goal 2:

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

District Needs and Metrics 2:

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

- **Test Participation Rate on Districtwide Assessments**

Site Goal 2.1   (SiteGoalID: 7171) (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 2.1.1   (SiteGoalID: 7171) (DTS: 12/13/23)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?

Action Plan	Progress Monitoring	Evaluation

1. Classroom teachers will administer Illuminate assessments to all students. Administrators will assist by reminding teachers of the assessment windows each trimester as well as help by providing reports with names of students who need to complete assessments.
 	
    • 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
 	
2. Under the direction of our vice principal, Initial ELPAC Assessments will be administered by time-sheeted teachers within 30 days of enrollment based on the Home Language Survey.
 	
3. Under the direction of our 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.
 	
    • based on IEPs, students with disabilities will complete the ELPAC with accommodations or the alternate ELPAC
 	
4. Under the direction of our vice principal, classroom teachers and Learning Center teachers will administer the CAASPP to 3-6 grade students.
 	
    • based on IEPs, students with disabilities will complete the CAASPP with accommodations or the CAA
	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.
	
	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.
	
	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.	

Site Goal 2.2   (SiteGoalID: 7165) (DTS: 12/13/23)

Teachers will use assessment data to guide instruction and meet student needs. All grade levels at Arthur C. Butler will operate as high functioning PLCs to share best instructional practices directly related to common assessment data in order to ensure student learning.

Metric: Test Participation Rate on Districtwide Assessments

Action 2.2.1   (SiteGoalID: 7165) (DTS: 12/13/23)

Targeted Student Group(s)

• Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • SWD

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**
1. Provide release time so that grade level teams can analyze student assessment data and progress towards grade level goals. Teams will use this articulation time to ensure alignment of practice, evaluation and analysis of data, and support in classroom instruction around grade-level standards 2. Provide release time for teachers to attend CoOp meetings to analyze data and discuss next steps for students who are not meeting grade level standards. 3. Teachers will collaborate with Learning Center teachers to discuss the progress of students with disabilities. They will analyze	To measure the effectiveness of action items 1 and 2, grade level teams will analyze student assessment data monthly. This will include classroom assessments, Illuminate, CAASPP, and ELPAC scores. This information will be shared with admin and staff. To measure the effectiveness of action item 3, classroom teachers will utilize student assessment data, including classroom assessments, Illuminate, CAASPP, and ELPAC scores. In addition, Learning Center teachers will use assessment data to provide teachers with progress reports at each trimester and will re-evaluate student goals annually. This information will be shared with admin and staff.	

assessment and observational data to ensure adaptation plans are being implemented in support of their students and goals are appropriate to student needs.

4. 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.

5. Purchase materials and refreshments for ELAC meetings.

To measure the effectiveness of action items 4 and 5, 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.

Funding Sources for District Goal 2 (DEV - LCAP ID: 601)

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	35500	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	0	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	0	Materials/Supplies/Equipment
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)	0	Contracts/Services/Subscriptions

Supplemental/Concentration (7101/0000)	0	Materials/Supplies/Equipment

EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	11000	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	1000	Materials/Supplies/Equipment

District Strategic Goal 3:

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: 7166) (DTS: 12/13/23)

Our goal is to increase the positive culture and climate at Arthur C. Butler.

- Increase overall student favorability on School Social Emotional Learning Survey from 72% to 77%

Metric: Social Emotional Learning - Average Favorability Rating

Action 3.1.1   (SiteGoalID: 7166) (DTS: 12/13/23)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?

Action Plan	Progress Monitoring	Evaluation

1. Develop schoolwide plan for the implementation of SEL curriculum, Second Step, in collaboration with MHT and MTSS Counselor. Each month there will be a specific focus that connects with our PBIS expectations.
 	
  • Each class will collaboratively develop classroom agreements as a tool to connect staff and students to a deeper understanding of what schoolwide expectations look like in classrooms
 	
2. Increase positive culture and climate on campus through the implementation of Restorative Practices.
 	
  • 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. These supports ensure that disproportionality rates are addressed using culturally responsive approaches.
  • Professional Learning will be provided for certificated and classified staff member
	To measure the effectiveness of actions 1 - 3, PBIS Tier 1 team will meet monthly and PBIS Tier 2 will meet bi-weekly to analyze data to find any schoolwide trends in discipline data. This information will be shared at Staff meetings.
	
	  • Synergy discipline data, specifically office referrals and suspensions
	  • Staff, student, and parent survey data (Site PBIS survey, CA Healthy Kids Survey, District Climate and Culture and Social Emotional Survey)
	  • PBIS Tier II data collection and monitoring (bi-monthly)
	  • PBIS Tiered Fidelity Inventory yearly	

3. Recognize student achievement in connection with SEL and PBIS (Student of the Month).		

Action 3.1.2   (SiteGoalID: 7166) (DTS: 12/13/23)

Targeted Student Group(s)

• Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • SWD

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**
1. Increase positive culture and climate on campus by reinforcing PBIS expectations during recess and providing opportunities for students to play cooperatively or engage in creative activities. 2. Increase positive culture and climate on campus by developing new units for PE based on the Physical Education Model Content Standards for California. 3. Purchase allowable, reasonable and necessary supplemental curriculum and supplies to complete the Action Plan for this goal. 4. Contract with outside vendors to provide inspirational, motivational, and empowering assemblies to the student body to reinforce bullying prevention, PBIS expectations and positive student behavior, specifically focusing on improving outcomes	To measure the effectiveness of actions 1 - 4, PBIS Tier 1 team will meet monthly and PBIS Tier 2 will meet bi-weekly to analyze data to find any schoolwide trends in discipline data. This information will be shared at Staff meetings. • Synergy discipline data, specifically office referrals and suspensions • Staff, student, and parent survey data (Site PBIS survey, CA Healthy Kids Survey, District Climate and Culture and Social Emotional Survey) • PBIS Tier II data collection and monitoring (bi-monthly) • PBIS Tiered Fidelity Inventory yearly	

for African-American, Hispanic, Foster Youth, Homeless, and low-income students.		

Site Goal 3.2   (SiteGoalID: 7168) (DTS: 12/13/23)

Provide instruction, recognition, and increase awareness of site PBIS expectations.

- Decrease Suspense Rate Data for all students from 2.2% to 1%
- Focus on students with disabilities and African American students to be proportionate to student population

Metric: Suspension Rate: Percent of Students Suspended

Action 3.2.1   (SiteGoalID: 7168) (DTS: 12/13/23)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**
1. Edit and publish student handbook - expectations are clear and relevant to students and staff - include Tier 1 strategies - information is readily available for families 2. Provide professional development to staff. - Tier 1 behavior interventions for classroom teachers	To measure the effectiveness of actions 1 - 4, PBIS Tier 1 team will meet monthly and PBIS Tier 2 will meet bi-weekly to analyze data to find any schoolwide trends in discipline data. This information will be shared at Staff meetings. - Synergy discipline data, specifically office referrals and suspensions - Staff, student, and parent survey data (Site PBIS survey, CA Healthy Kids	

• Tier 1 team and PBIS coach to collaborate on PD 3. Provide active supervision training for campus and yard supervisors. 4. Purchase allowable, reasonable and necessary supplemental curriculum and supplies to complete the Action Plan for this goal.	Survey, District Climate and Culture and Social Emotional Survey) • PBIS Tier II data collection and monitoring (bi-monthly) • PBIS Tiered Fidelity Inventory yearly

Action 3.2.2   (SiteGoalID: 7168) (DTS: 12/13/23)

Targeted Student Group(s)

• Asian • Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • SWD

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**
1. Collaborate with Equity Department to continue Student Equity Council (SEC). 2. Collaborate with Equity Department to continue Black Student Union Club (BSU) and explore other groups to include at Butler. 3. Release time for group coordinator for meetings and trainings. 4. Purchase allowable, reasonable and necessary supplemental curriculum and supplies to complete the Action Plan for this goal.	To measure the effectiveness of actions 1 - 4, program coordinators will meet with vice principal to analyze Synergy discipline data, specifically office referrals and suspensions, looking for any schoolwide trends in discipline data. In addition, the PBIS Tier II team will collect and monitor discipline data bi-monthly. This information will be shared with staff at staff meetings.	

Funding Sources for District Goal 3 (DEV - LCAP ID: 601)		
Funding Source	**Amount**	**Description of Use**
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)	0	Classified- Timesheets
Title I – Basic (4900/3010)	0	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	0	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	500	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	1000	Classified- Salaries
Supplemental/Concentration (7101/0000)	2000	Classified- Timesheets
Supplemental/Concentration (7101/0000)	15000	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	12500	Materials/Supplies/Equipment
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	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Materials/Supplies/Equipment

District Strategic Goal 4:

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: 7167) (DTS: 12/13/23)

Provide supplementary curriculum, resources, supplies, and technology to support the home/school partnership and increase opportunities for families to participate in school-wide events by increasing attendance in SSC, ELAC, parent conferences, family nights, family and student study teams, and PTO.

Metric: Parents indicating opportunities for parent involvement

Action 4.1.1   (SiteGoalID: 7167) (DTS: 12/13/23)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan 1. July 2024 - June 2025 provide home/school communications on a regular basis. • purchase grade level agendas and site-wide	**Progress Monitoring** To measure the effectiveness of items 1-8, school secretary will track attendance at family events using sign in sheets. After each event, parents will be asked to provide feedback. This information	**Evaluation**

communication folders to provide regular communication between families and school

- utilize Talking Points and School Messenger to share information regarding school events in multiple languages
- utilize FACE Family Liaison to attend family events and assist families in how to use various communication options, such as Talking Points and Synergy Parent Vue
- utilize FACE Family Liaison to make personal phone calls to families

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

3. July 2024 - June 2025 provide family support events targeting topics identified by families, such as EL support, technology, curriculum, parenting classes.

- timesheet site staff to present at family/community events.
- possible topics for Parent Universities include: Parent-Vue usage and training, PBIS, AVID Education Night, Family Literacy Night, Family Science Night

4. July 2024 - June 2025 plan events and activities to build relationships with our families and community.

- continue new format for Back to School Night to allow families the opportunity to ask questions and interact with teachers, rather than teachers giving formal presentations
- possible events include Art Nights, Coffee Talks, Family Picnics, Literacy Night

will be analyzed at leadership meetings and shared with staff. Admin will analyze CHKS, LCAP needs survey, and school climate survey data and share with staff.

5. July 2024 - June 2025 provide Spanish interpreters, and other languages, as needed, for parent conferences, Back to School Night, ELAC meetings, and Parent University events.

6. Provide training on Bridge Home Visits to teachers.

- teachers will conduct Bridge Home Visits throughout the school year

7. July 2024 - June 2025 admin will collaborate with FACE Family Liaison to develop surveys to provide families at events.

- information regarding parent interests/ possible topics for Parent Universities
- feedback for Parent Universities and other school events

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

Site Goal 4.2   (SiteGoalID: 7169) (DTS: 12/13/23)

Our goal is to **decrease our chronic absenteeism** rates for ALL students, but with a focus on the following sub-groups:

- 30.1% of our students were chronically absent
  - 36.5% or our Socioeconomically Disadvantaged students
  - 33.3% of our students with disabilities
  - 46.2% of our African American students
  - 36.8% of our Hispanic students
  - 36.4% of our Native Hawaiian or Pacific Islander students
  - 66.7% of our American Indian students

Metric: Attendance Rate

Action 4.2.1   (SiteGoalID: 7169) (DTS: 12/13/23)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**
1. July 2024 - June 2025 teachers will actively connect with students and build relationships. • 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 • once trained, teachers will implement Restorative Practices 2. Throughout the school year 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. 3. Communicate with families prior to the beginning of the school year, welcoming them to the new school year, sharing important school information, etc. 4. July 2024 - June 2025 communicate regularly with families regarding absences. • teachers will make communicate personally with families after multiple absences • office staff will call families when students are absent in	To measure the effectiveness of item 1, once a month PLCs will analyze attendance data. Additionally, information from Healthy Kids and Student School Climate surveys will be analyzed, when released. This information will be shared at staff meetings. To measure the effectiveness of items 2 - 6, administration will meet with FACE attendance team to analyze student absenteeism data on a monthly basis. Additionally, vice principal will gather and share attendance data with staff at monthly staff meetings.	

order to clear the absence
- utilize Spanish speaking office staff to reach out to Hispanic families, and utilize district BTAs for other languages, when needed
- utilize FACE Family Liaison to make calls to offer support

5. Build on the current attendance incentive program to celebrate students and classes showing positive attendance.

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

Funding Sources for District Goal 4 (DEV - LCAP ID: 601)

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	20000	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	500	Classified- Timesheets
Title I – Basic (4900/3010)	0	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	1000	Materials/Supplies/Equipment
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)	23000	Contracts/Services/Subscriptions

Supplemental/Concentration (7101/0000)	7500	Materials/Supplies/Equipment
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)	1000	Classified- Timesheets
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Materials/Supplies/Equipment

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	$174573	$0	$0	$0	$174573
Certificated- Timesheets	$20700	$35500	$0	$20000	$76200
Classified- Salaries	$0	$0	$0	$0	$0
Classified- Timesheets	$25000	$0	$0	$500	$25500
Contracts/Services/Subscriptions	$0	$0	$0	$0	$0
Materials/Supplies/Equipment	$9644	$0	$0	$1000	$10644

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	$0	$0	$500	$0	$500
Classified- Salaries	$0	$0	$1000	$0	$1000
Classified- Timesheets	$5000	$0	$2000	$0	$7000
Contracts/Services/Subscriptions	$76000	$0	$15000	$23000	$114000
Materials/Supplies/Equipment	$35661	$0	$12500	$7500	$55661

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	$7000	$11000	$0	$0	$18000
Classified- Salaries	$0	$0	$0	$0	$0
Classified- Timesheets	$0	$0	$0	$1000	$1000
Contracts/Services/Subscriptions	$0	$0	$0	$0	$0
Materials/Supplies/Equipment	$4731	$1000	$0	$0	$5731

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.

NA

V. Funding

Arthur C. Butler Elementary (220) | 2024-2025

Fund Source Mgmt. Code / Description Resc. Code / Description	Allocation	EGUSD Strategic Goals				Balance
		1. Curriculum and Instruction	2. Assessment	3. Wellness	4. Family Engagement	
4900 School Improvement Support **3010** ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	$286,917	$229,917	$35,500	$0	$21,500	$0
7101 LCFF Supplemental Concentration TK-6 **0000** Unrestricted	$178,161	$116,661	$0	$31,000	$30,500	$0
7150 EL Supplemental Program Services TK-6 **0000** Unrestricted	$24,731	$11,731	$12,000	$0	$1,000	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$489,809	$358,309	$47,500	$31,000	$53,000	

Fund Subtotals

Subtotal of additional federal funds included for this school	$286,917
Subtotal of state or local funds included for this school	$202,892

Title I Centralized Services

Title I Foster Youth	$0	Title I Homeless	$0
Title I Centralized Services	$0	Title I Preschool	$0

		Signatures: (Must sign in blue ink)	Date
Principal	Sharon Hamlin		
School Site Council Chairperson	Amy Winuk		
EL Advisory Chairperson	Trinh Nguyen		