



Marion Mix Elementary

Local Control Accountability Plan (LCAP) 2025-2026

Principal: John Lyman

County-District-School (CDS) Code: 34673140131516

**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

Marion Mix Elementary | Focused Work: 2025-2026

Goal Setting (Icapid: 778) | 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?

During Title 1 meeting at the beginning of the school year on August 16, 2024, goals and allocations were shared with the community and input was solicited. During the preservice meeting on January 6, 2025, goals were shared and input was solicited from the staff. The ELAC committee met in February, 2025 and provided

input to LCAP goals. During Leadership meeting in March, 2025 input for spending and LCAP priorities was gathered. The SSC discussed and conducted the annual review on April 22, 2025 and provided input as to actions and goals. On May 7, 2025, the SSC will vote to approve the 25/26 LCAP.

2. Impact of LCAP and Annual Update

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

Based on staff and School Site Council input, allocations will be used to purchase and renew online subscriptions and programs. It was also determined to continue to support grade level release days and professional development opportunities focused on AVID and High Quality Instruction. Providing support for educational field trips was a high priority for our staff, so allocations have increased to support all grade levels. Both SSC and staff agreed to continue with ASSIST coaches our data showed that referrals decreased, it was decided to continue the amount of days that ASSIST coaches are able to be on site.

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.

As of the 2025-2026 school year, Marion Mix is not an ATSI designated school. Throughout our school LCAP, we have have put goals and actions in place in order to address the inequities amongst student groups in both academics and attendance.

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

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: 8965) (DTS: 03/11/25)

Targeted Student Group(s)

<p>Action Plan</p> <ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<p>Progress Monitoring Plan</p> <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? 	<p>Data Collection & Evaluation</p> <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><u>Interim Assessments:</u> Classroom teachers will administer Interim 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. Interim assessments will be administered at the beginning of the school year and at the end of each trimester, following the timeline provided by CPL.</p> <p><u>ELPAC Assessments:</u> Under the direction of the Vice Principal, Initial ELPAC Assessments will be administered by time-sheeted teachers within 30 days of enrollment based on the Home Language Survey. Under the direction of the Vice Principal, time-sheeted teachers will administer the Summative ELPAC to EL students from February 1 to May 2026.</p>	<p>Progress Monitoring</p> <p>The Principal will pull Interim Assessment reports to ensure at least 95% of all eligible students have taken the Interim Assessments each trimester. The results will be shared with each teacher (for individual completion rate) as well as with the whole staff (for grade level completion rates). The completion rate report: https://lookerstudio.google.com/u/0/reporting/5428b43e-3fda-432c-8179-784a1b953326/page/p_esm9zdo1xc</p> <p>The Vice Principal will run reports monthly to ensure all students in need of the Initial and Summative ELPAC Assessments have completed the assessments via the following report: https://app.powerbi.com/groups/me/reports/1cd6944e-32fa-4fc0-862f-0e41530ef8df/ReportSection?experience=power-bi This information will be shared with staff.</p>	<p>Evaluation</p> <p><u>Interim Assessments:</u> <u>Diagnostic:</u> ____% of our students have taken all of the Interim Benchmark Assessments. <u>End of Trimester One:</u> ____% of our students have taken all of the Interim Trimester One Assessments. <u>End of Trimester Two:</u> ____% of our students have taken all of the Interim Trimester Two Assessments.</p> <p><u>ELPAC Assessments:</u> <u>Initial:</u> ____% of our student have taken the Initial ELPAC Assessments. <u>Summative:</u> ____% of our student have taken the Summative ELPAC Assessments.</p> <p><u>CAASPP Assessments:</u> ____% of our Grade 3-6 students have taken the CAASPP or CAA Assessments in May/June 2026.</p> <p>Modifications Needed:</p>

CAASPP Assessments:

Under the direction of the 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.

We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.

The Vice Principal will run reports during testing windows to ensure at least 95% of 3-6 grade students have completed the **CAASPP** or CAA. This information will be shared with staff.

<https://www.caaspp-elpac.org/resources/administration/toms-resources>

Site Goal 1.2 (SiteGoalID: 9551) (DTS: 05/20/25)

ELA

Overall English Language Arts (ELA) CAASPP scores will increase from 51% to 56% of our students meeting or exceeding state standards.

- African American students will increase from 28% met or exceeded standards to 33%
- English Learners students will increase from 32% met or exceeded standards to 37%
- Students with Disabilities will increase from 13% met or exceeded standards to 18%
- Asian Students will increase from 60% met or exceeded standards to 65%

These subgroups will be targeted for academic intervention and tutoring services.

MATH

Overall MATH CAASPP scores will increase from 40% to 45% of our students meeting or exceeding standards.

African American students will increase from 20% met or exceeded standards to 25%.

Students with Disabilities will increase from 11% met or exceeded standards to 16%.

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

Action 1.2.1 (SiteGoalID: 9551) (DTS: 05/20/25)

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- 	<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.

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><u>After School Tutoring:</u> We will offer tutoring to students who are failing to meet grade level standards.</p> <p>Provide PLC and release time for teachers to collect and analyze data to improve student outcomes in ELA.</p> <p><u>Professional Development:</u> Provide professional development to improve first instruction in ELA. Continue school-wide implementation of AVID. Support through the purchasing of supplies and materials as well as through the opportunity of professional development through SCOE and the AVID Summer Institute as well as with PD provided by our Instructional Coaches.</p> <p><u>Supplementary Resources:</u> Purchase supplementary resources to provide additional, targeted instructional support.</p> <p><i>Provide for allowable, reasonable, and necessary maintenance agreements, parts, services, supplies, copying, replacement of supplemental resources, technology, software, equipment, and instructional resources to carryout this goal.</i></p> <p><u>Certificated Salary:</u> \$130,000 Title 1 (AIT)</p> <p><u>Certificated Timesheets:</u> \$10,000 Title 1 (Tutoring)) \$20,000 Sup Con.</p> <p><u>Contracts:</u> \$16,100 Title 1 (AVID PD Renaissance Learning, Starfall, MobyMax)</p> <p><u>Supplies</u> \$6,100 Title 1 Supplies (Scholastic News) \$6,000 Sup Con (Avid supplies)</p>	<p><u>K-2 Academic Intervention:</u> AITs will collect site based assessment data every 4 weeks to re-evaluate student progress towards grade level standards.</p> <p><u>Interim Assessments:</u> Teachers will analyze assessment data during PLC and release time and provide the data to the administrative team. https://egusd.illuminateed.com/live/?page=Main_NotDashboardPage</p> <p><u>Supplementary Resources:</u> Classroom teachers will monitor student use and percentage of lessons passed each trimester. This data will be shared at a Grade Level Leadership Meeting each trimester. The information will also be shared with the SSC.</p> <p>The Principal will analyze the usage and positive affect on student achievement for each supplementary resource at the end of each trimester. This data will be shared with the staff and with the SSC.</p>	

Action 1.2.2 (SiteGoalID: 9551) (DTS: 05/20/25)

Targeted Student Group(s)

<p>Action Plan</p> <ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<p>Progress Monitoring Plan</p> <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? 	<p>Data Collection & Evaluation</p> <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>Classroom Observations: Teachers will be able to participate in classroom observations once a trimester utilizing the description of practice to support the implementation of the instructional framework.</p> <p>PLC Collaboration: Teachers will use PLC time and/or release time to collectively discuss and develop success criteria for future lessons. Kindergarten and TK will have PLC Collaboration time. 12 hours per teacher. 12X \$75=\$5400</p> <p>Professional Development: Instructional Coaches will provide professional development to teachers to improve first instruction, increase teacher efficacy in utilizing success criteria to improve student outcomes and deepen the implementation of the Instructional Framework</p> <p>Data Analysis Days/CAST/CoOps: Data Days will be scheduled for each grade level in order to allow time for teacher collaboration to determine next steps with instruction.</p> <p><i>Provide for allowable, reasonable,</i></p>	<p>Progress Monitoring</p> <p>Administration will utilize PIC data and collect data through FONT walkthroughs to assess if instructional strategies have been implemented. PIC Overall Success Criteria Data: https://elkgrovepic.net/PiC/pic.php?schnum=298</p> <p>FONT Data: https://elkgrovepic.net/FONT/home.php</p> <p>Share FONT walk-through data with staff at monthly staff meetings to discuss progress toward Instructional Framework goals and to celebrate successes.</p> <p>FONT Data: https://elkgrovepic.net/FONT/home.php</p>	<p>Evaluation</p>

and necessary maintenance agreements, parts, services, supplies, copying, replacement of supplemental resources, technology, software, equipment, and instructional resources to carry out this goal.

Certificated Timesheets:

\$28,400 Supplemental Con.

Action 1.2.3 (SiteGoalID: 9551) (DTS: 05/20/25)

Targeted Student Group(s)

<p>Action Plan</p> <ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<p>Progress Monitoring Plan</p> <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? 	<p>Data Collection & Evaluation</p> <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>Provide GATE and VAPA opportunities for students. Purchase educational materials including resources and supplies that support students and promote GATE identification. Provide stipened to GATE coordinator for testing.</p> <ul style="list-style-type: none"> CREST, Robotics and VAPA clubs will begin. (Certificated Tlmesheets) and meet weekly throughout the year. CREST, Robotics and VAPA clubs will provide a list of materials needed and supplies and resources will be provided. Yearbook Club will meet bi-weekly. Coordinator paid on timesheet. <p><u>Certificated Timesheets</u> \$4,000 Supplemental Con.</p> <p><u>Supplies</u></p>	<p>Progress Monitoring</p> <p>Progress assessed through the following:</p> <ul style="list-style-type: none"> Review site data and maintain and/or increase the percentage of students participation in our GATE program. Student participation data will be reviewed twice each year as part of the Co-op/CAST. The administration of the yearly NNAT assessments and sitrict GATE referral process. 	<p>Evaluation</p>

\$2,284 Supplemental Con.

Action 1.2.4 (SiteGoalID: 9551) (DTS: 05/20/25)

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 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>Provide transportation for students to attend educational field trips.</p> <ul style="list-style-type: none">Educational Field Trips Kinder-2nd \$800; 3rd \$1000 and 4th GR \$12006th Grade to Science Camp5th Grade to Starbase <p><u>Contracts</u> \$18,600 Supplemental Con.</p>	<p>Progress Monitoring</p> <p>Progress measured through:</p> <ul style="list-style-type: none">Student work products based on the field tripStudent surveys given after each field trip.	<p>Evaluation</p>

Action 1.2.5 (SiteGoalID: 9551) (DTS: 05/21/25)

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 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>Provide supplemental support for English Language Learners.</p> <ul style="list-style-type: none"> • Tutoring opportunities during, before, and after school • Extended learning opportunities • Certificated staff (ELPAC Coordinator) to support initial and summative assessment • EL/RFEP monitoring • Time sheet EL Coordinator • Suppletentel materials to support ELD instruction • Resources and library books to support EL students and their families • Materials/light refreshments for ELAC • Translation/interpretation support <p><u>Certificated Salaries</u> \$8,000 EL</p> <p><u>Supplies</u></p> <ul style="list-style-type: none"> • \$2922 	<p>Progress assessed through the following:</p> <ul style="list-style-type: none"> • ELPAC and redesignation data will be reviewed twice during the year in the fall and in the spring. • District EL student reclassification data is available. 	

Action 1.2.6 (SiteGoalID: 9551) (DTS: 05/28/25)

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 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>Provide supplementary instructional resources and supplies to support the implementation of ELA and Math during whole group and small group instruction. The below materials and resources are supplemental materials that staff are using consistently and have found effective in supporting learning.</p> <ul style="list-style-type: none"> • Reading games and materials • Math manipulatives and games • Other school related materials to support learning • Provide maintenance agreements, parts, services, supplies, copying and replacement of supplemental resources. <p>Materials allocation/Supplies Sup Con: \$10,000</p> <p>Contracts and Services: \$2,100 (Title)</p>	<p>Progress assessed though the following:</p> <ul style="list-style-type: none"> • Walkthroughs to observe implementation of Math and ELA • CAST meetings twice a year • Illuminate data- monitored each trimester • Grade level SMART goals monitored each trimester 	

Funding Sources for District Goal 1 (DEV - LCAP ID: 778)		
Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	130000	Certificated- Salaries
Title I – Basic (4900/3010)	10000	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	6100	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	18200	Contracts/Services/Subscriptions

Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	52500	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	18284	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	18600	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	8000	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	2922	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	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: 8815) (DTS: 02/13/25)

We will implement targeted supports for students who identify as African American, Native American, are in foster care or experiencing homelessness, or have disabilities. These efforts will focus on increasing academic achievement (LCAP Goal 1), reducing suspensions by creating a safe, inclusive environment where student identity is affirmed and valued (LCAP Goal 3), and improving attendance and reducing chronic absenteeism (LCAP Goal 4).

CAASPP Assessments:

ELA

African American students will increase from 28% met/exceeded standards to 38%

Students with Disabilities will increase from 13% met/exceeded standards to 23%

MATH

African American students will increase from 20% met/exceeded standards to 30%

Students with Disabilities will increase from 11% met/exceeded standards to 21%

Suspension Data:

African American students will decrease from 7.1% to 3%

Chronic Absence Data:

African American students will decrease from 31.3% to 21%

Students with Disabilities will decrease from 26.9% to 16%

Metric: African American Disparity

Action 2.1.1 (SiteGoalID: 8815) (DTS: 02/13/25)

Targeted Student Group(s)

• American Indian or Alaska Native • Black or African American • Foster Youth • Homeless • 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>K-2 Academic Intervention: AITs will utilize small group instruction, LETRS Training and High Quality Teaching Strategies to teach targeted students not meeting grade level standards in ELA. Priority for intervention services will be given to students in grades K-2 who meet specific entrance criteria, including African American students, Foster Youth, Homeless and Students with Disabilities. (Budget in Goal 1.2.1)</p> <p>After School Tutoring: We will offer tutoring to students who are failing to meet grade level standards. We will purchase allowable,</p>	<p>Progress Monitoring</p> <p>K-2 Academic Intervention: Student progress on our Illuminate Assessments will be used to determine progress for students receiving Intervention every 4 weeks.</p>	<p>Evaluation</p> <p>K-2 AIT Disparity Data:</p> <ul style="list-style-type: none">___ Struggling AA, FY, Homeless and SWD Kindergarten students were provided with 8 weeks ELA intervention. Prior to the intervention, the average number of Consonant Letter Sounds was ___. After the intervention, the average number of known sounds was ___.___ Struggling AA, FY, Homeless and SWD Grade 1 students were provided with ELA intervention. Prior to the interventions, the average real cvc words

reasonable, and necessary supplies to complete the action plan for this goal. Certificated Timesheets: \$10,000 Supplemental Con (tutoring)		<p>known was ____ out of 6. After the intervention, the average number of known real cvc words was ____ out of 6; resulting in ____% of the students now at grade level according to this measure.</p> <p>____ Struggling AA, FY, Homeless and SWD Grade 2 students were provided with ELA intervention. The percentage of students at grade level according to real blends and diagraphs on the Illuminate Assessments went from ____% to ____%.</p> <p>Additional Intervention Data Analysis: ____ Struggling AA, FY, Homeless and SWD Grade One students were provided push-in ELA intervention. Students had an average increase of ____ HFW (High Frequency Words).</p>
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Action 2.1.2 (SiteGoalID: 8815) (DTS: 05/28/25)

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 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>Our goal is to increase the positive culture and climate, as well eliminate disparity within our disciplinary practices at Mix. PBIS Tier 2 Implementation: Increase PBIS Tier II implementation, and reduce the discipline incidents for our African American students & SWD. Administration will meet with the MHT, Counselor, and Behaviorist</p>	<p>Suspension Disparity Data: 7.1% African American 33% Foster Youth 0% Homeless 0% American Indian 7% Students with Disabilities https://app.powerbi.com/groups/19cd3f4a-a907-4b0b-93b9-f91aece3b088/reports/d8a9658a-1aec-4f12-89b7-4c79bba0c678/ReportSection6449</p>	<p>The percentage of our students who are African American, Homeless, and Students with Disabilities who participated in small counseling groups are ____% of our students.</p>

<p>to review data during Tier 2 meetings and to ensure proper Tier 2 supports are in place for our African American, Foster Youth, Homeless, and Students with Disabilities.</p> <p>The MHT, Counselor, and Behaviorist to meet with African American, Foster Youth, Homeless, and Students with Disabilities with repeated disciplinary incidents.</p> <p>Assist Recess Mentors:</p> <p>ASSIST Recess Mentors will work with our African American, Foster Youth, Homeless, and Students with Disabilities daily during recess and lunch times - instilling character development, keeping students focused and interacting in a positive manner.</p> <p>We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.</p>	<p>e0a36466b5071fb8?experience=power-bi</p> <p>Our goal is to decrease the incident rate for each subgroup by June 2026 and to maintain our very low suspension rate.</p> <p>https://app.powerbi.com/groups/19cd3f4a-a907-4b0b-93b9-f91aece3b088/reports/d8a9658a-1aec-4f12-89b7-4c79bba0c678/ReportSection6449e0a36466b5071fb8?experience=power-bi</p>	
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Action 2.1.3 (SiteGoalID: 8815) (DTS: 05/28/25)

Targeted Student Group(s)

• Black or African American • Foster Youth • Homeless • 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?
Action Plan	Progress Monitoring	Evaluation
<p>Attendance Improvement:</p> <p>Communicate to families of our African American, Foster Youth, Homeless, and Students with Disabilities in multiple ways regarding our absence policy and WHY it is important to attend school.</p>	<p>The administration and the District Attendance Support Team will biweekly review and monitor the Chronically Absent criteria (10% or more absence rate) for our African American, Foster Youth, Homeless, and Students with Disabilities. The PBIS Tier II</p>	<p>Attendance Subgroup Data:</p> <p>___% AA students</p> <p>___% Foster Youth</p> <p>___% Homeless</p> <p>___% Students with Disabilities</p> <p>Chronically Absent Subgroup Data:</p> <p>___% AA students</p>

<p>Make personal phone calls home and text messages from our office staff for all absences. All contacts will be logged into Synergy. Follow district policy as laid out in the District Handbook for tracking and monitoring absences via the SARB process.</p> <p>Establish a CICO for chronically absent African American, Foster Youth, Homeless, and Students with Disabilities.</p> <p>We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.</p>	<p>Committee and the classroom teachers of Chronically Absent students will be notified of the steps that have been taken to improve student attendance bi-weekly.</p>	<p>___% Foster Youth ___% Homeless ___% Students with Disabilities</p>
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Funding Sources for District Goal 2 (DEV - LCAP ID: 778)		
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	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	0	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	10000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	0	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	0	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: 8816) (DTS: 01/01/10)

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

Metric: Other

Action 3.1.1 (SiteGoalID: 8816) (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?

Action Plan

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.

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).

ACTION 3: July-June
Designated areas for specific games on the playground with adequate supervision.

ACTION 4: July-June
Explicitly teach rules and expectations of recess games and activities to all students, ongoing throughout the year.

ACTION 5: July-June
PD for yard supervisors regarding active yard supervision, de-escalation skills, restorative practices, and game and activity rules and expectations.

We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.

Materials, Supplies, Equipment

Supplies/Equip

\$2,500 Sup Con

Classified Timesheets

\$ 1,200 Supplemental Con.

Progress Monitoring

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.

July-June
PBIS Tier I to monitor incident data and share with staff monthly.

July-June
Yard supervisors to monitor incident location data, share with administration monthly and adjust recess activity locations as needed.

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.

Evaluation

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 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><u>ASSIST Recess Mentors:</u> ASSIST Recess Mentors will work with students daily (5 days a week) during recess and lunch times - instilling character development, keeping students focused and interacting in a positive manner.</p> <p><u>PBIS</u> The PBIS Tier II Team will monitor student academic, behavioral and socioemotional progress. We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.</p> <p><u>Contracts:</u> \$16,000 Title 1 (ASSIST)</p>	<p>Progress Monitoring</p> <p><u>PBIS:</u> The PBIS Tier II Team will monitor student academic, behavioral and socio-emotional progress through the use of data at bi-weekly PBIS Tier II Meetings and will report updates at each staff meeting.</p>	<p>Evaluation</p>

Action 3.1.3 (SiteGoalID: 8816) (DTS: 05/20/25)

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 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>Provide motivational assemblies for students to support PBIS, antibullying. Kevin Bracy will provide assembly .</p> <p><u>Contracts and Services</u> \$3,500 Sup Con.</p>	<p>Progress Monitoring</p> <p>Effectiveness will be measured by:</p> <ul style="list-style-type: none"> Student survey PBIS Tiered Fidelity Inventory Yearly CHKS survey yearly Second Step implementation monitored via the dashboard 	<p>Evaluation</p>

Action 3.1.4 (SiteGoalID: 8816) (DTS: 05/20/25)

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 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>Provide additional personnel for supervision during recess and lunch times to support PBIS implementation and to decrease disproportionality in referrals and suspensions, which tend to occur during these times. During non recess time, this person will also support SEL students who have been identified as needing Tier 2</p>	<p>Progress Monitoring</p> <p>Progress assessed through the following:</p> <ul style="list-style-type: none"> Student discipline data and referrals analyzed monthly PBIS Tiered Fidelity Inventory Yearly Tier 2 bi-weekly meetings to determine if interventions are working. 	<p>Evaluation</p>

<p>interventions such as breaks outside of the classroom and CICO. Tier 1 support will also be provided during this time.</p> <ul style="list-style-type: none"> • Tier 2 team will determine students needing support by using MTSS referrals, discipline data and SEL surveys. • SEL support will be provided to students and updates will be provided to Tier 2 team bi-monthly. <p><u>Classified Timesheets</u> \$20,000 Sup Con.</p>	<ul style="list-style-type: none"> • Informal observations of yard supervisors interactions during recess/lunch periods. 	
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Funding Sources for District Goal 3 (DEV - LCAP ID: 778)		
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	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	16000	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)	21200	Classified- Timesheets
Supplemental/Concentration (7101/0000)	2500	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	3500	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: 8817) (DTS: 02/13/25)

According to the Perspective Survey given in April, 2025 the results are as follows:

Overall Climate:

Parent: 96% Favorable

Staff: 90% Favorable

Student: 70% Favorable

Sense of Belonging:

Parent: 98% Favorable

Staff: 91% Favorable

Student: 70% Favorable

Support for Academic Learning:

Parent: 95% Favorable

Staff: 97% Favorable

Student: 77% Favorable

Knowledge & Fairness of Discipline, Rules, and Norms:

Parent: 91% Favorable

Staff: 92% Favorable

Student: 79% Favorable

Safety:

Parent: 94% Favorable
 Staff: 76% Favorable
 Student: 58% Favorable

Goal: Provide opportunities for parents to receive feedback from teachers and regular on-going communication. Provide opportunities for families to feel welcome on campus and provide learning opportunities for parents.

Metric: Parents indicating opportunities for parent involvement

Action 4.1.1 (SiteGoalID: 8817) (DTS: 02/13/25)

Targeted Student Group(s)

• Asian • EL • Hispanic or Latino • Low Income

<p>Action Plan</p> <ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<p>Progress Monitoring Plan</p> <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? 	<p>Data Collection & Evaluation</p> <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>Provide parent engagement and educational opportunities for families and community members. Teachers will be compensated for attendance and planning for events.</p> <ul style="list-style-type: none"> August- May: STEM team meets monthly and will determine dates for STEM nights August - May: Literacy team meets monthly and in collaboration with FACE department, determine dates and activities for Family Literacy nights. October: A team consisting of families and staff will be formed to work together to create a Multicultural event. August: Admin collaborates with PTO to determine Family picnic days, Glow 	<p>Progress Monitoring</p> <p>Progress assessed though the following:</p> <ul style="list-style-type: none"> Sign-in sheets at events and activities, Parent surveys to determine success of event 	<p>Evaluation</p>

<p>Dance, Craft night, ice-cream social, movie nights and other parent involvement opportunities.</p> <ul style="list-style-type: none"> • Provide food for Family Engagement nights (STEM/Literacy Nights) • <i>We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.</i> <p><u>Contracts and Services</u> \$500 Title 1</p> <p><u>Materials /Supplies</u> \$1000 Title 1 \$2000 Sup Con</p> <p><u>Certificated Timesheets</u> \$1200 Title 1</p>		
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Action 4.1.2 (SiteGoalID: 8817) (DTS: 04/23/25)

Targeted Student Group(s)

- All • School-wide

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>Provide on-going communication between school and home.</p> <ul style="list-style-type: none"> • July: School wide communication folders will be purchased to be used weekly as communication between school and home for TK, Kinder-6th grades. • July: Agendas will be purchased for 3rd-6th grade students. 	<p>Progress assessed though the following:</p> <ul style="list-style-type: none"> • Increase family participation in conferences, BTSN, Open House, parent family nights. • Sign in sheets at these events will be used to determine increased participation. 	

<ul style="list-style-type: none"> • August - May: supplies for poster maker will be purchased to create signs to notify community of upcoming events. • Purchase AVID supplies. • <i>We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.</i> <p><u>Supplies</u> Sup Con- Agendas: \$2,000 Title One- Folders (K-6): \$1800 Title One: Supplies \$7,337</p>		
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Site Goal 4.2 (SiteGoalID: 9395) (DTS: 04/23/25)

Attendance rates:

- 2024 African American students 91.5%
- 2024 SED students 92.1%.
- 2024 EL students 94.4%
- 2024 Homeless students 90.1%.
- 2024 SWD students 91.6%

Overall attendance rate for the 24/25 school year is 93.1%

Goal: to increase overall attendance rate to 97%

Goal: Increase each sub group attendance rate by 7%

Metric: Attendance Rate

Action 4.2.1 (SiteGoalID: 9395) (DTS: 04/23/25)

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 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
<ul style="list-style-type: none"> August- May: Personal phone calls home or text messages from teachers and staff members regarding attendance. August- May: Porch visits will be made for families that have chronic absenteeism August - May: Admin will collaborate with AIO personnel to support families with chronic absenteeism Monthly: Provide incentives for students who have perfect attendance each month. SOA randomly selects students that have had perfect attendance for the month. During Friday Mix-Ups, students are recognized for attendance. Student Incentives during CAASPP State testing. Total Allocation: <p><u>Supplies</u> \$3,000 student incentives Supplemental Con.</p>	<p>Progress assessed through:</p> <ul style="list-style-type: none"> Monthly attendance rates <ul style="list-style-type: none"> Shared with SSC, Leadership Team and staff 	

Funding Sources for District Goal 4 (DEV - LCAP ID: 778)

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	1200	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	10137	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	500	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)	7000	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	0	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

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	\$130000	\$0	\$0	\$0	\$130000
Certificated- Timesheets	\$10000	\$0	\$0	\$1200	\$11200
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Materials/Supplies/Equipment	\$6100	\$0	\$0	\$10137	\$16237
Contracts/Services/Subscriptions	\$18200	\$0	\$16000	\$500	\$34700

Title I – Basic (4900/3010) Total: \$192,137

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	\$52500	\$10000	\$0	\$0	\$62500
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$21200	\$0	\$21200
Materials/Supplies/Equipment	\$18284	\$0	\$2500	\$7000	\$27784
Contracts/Services/Subscriptions	\$18600	\$0	\$3500	\$0	\$22100

Supplemental/Concentration (7101/0000) Total: \$133,584

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	\$8000	\$0	\$0	\$0	\$8000
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Materials/Supplies/Equipment	\$2922	\$0	\$0	\$0	\$2922
Contracts/Services/Subscriptions	\$0	\$0	\$0	\$0	\$0

EL Supplemental (7150/0000) Total: \$10,922

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

Marion Mix Elementary (317) | 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	\$192,137	\$164,300	\$0	\$16,000	\$11,837	\$0
7101 LCFF Supplemental Concentration TK-6 0000 Unrestricted	\$133,584	\$89,384	\$10,000	\$27,200	\$7,000	\$0
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	\$10,922	\$10,922	\$0	\$0	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$336,643	\$264,606	\$10,000	\$43,200	\$18,837	

Fund Subtotals		Title I Centralized Services	
Subtotal of additional federal funds included for this school	\$192,137	Title I Foster Youth \$0	Title I Homeless \$0
Subtotal of state or local funds included for this school	\$144,506	Title I Centralized Services \$0	Title I Preschool \$0

