



Arthur C. Butler Elementary

Local Control Accountability Plan (LCAP) 2023-2024

Principal: Sharon Hamlin

County-District-School (CDS) Code: 34673146109516

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

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

IV. Goals, Actions and Services

Arthur C. Butler Elementary | Focused Work: 2023-2024

Goal Setting (Icapid: 516)

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 have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.

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 have an equitable opportunity to learn in a 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 involve family and community partners.
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Stakeholder Engagement

1. Involvement Process for LCAP and Annual Update

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

Our staff worked together to review and analyze last year's LCAP plan and its impact on students as it relates to the Eight State Priorities and EGUSD's Strategic Goals. The Leadership Team met throughout the year to discuss actions and services that would appropriately support students and teaching. Our PBIS Team met monthly to track student discipline data and completed the PBIS Tiered Fidelity Inventory to assess our progress towards our goals.

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

- Leadership Team Meetings on 8/8/22, 9/12/22, 10/10/22, 11/7/22, 12/5/22, 1/23/23, 3/13/23, 4/10/23, 5/8/23, 6/12/23
- AVID Leadership Team Meetings on 8/25/22, 9/29/22, 10/27/22, 1/19/23, 2/23/23, 3/23/23, 4/20/23, 5/25/23
- PBIS Tier 1 Meetings on 8/4/22, 9/1/22, 10/6/22, 11/3/22, 12/1/22, 1/5/23, 2/2/23, 3/2/23, 5/4/23, 6/1/23
- School Site Council on 9/29/22, 11/17/22, 2/16/23, 4/6/23, 5/18/23
- ELAC on 9/21/22, 1/24/23, 5/17/23
- Staff meetings on 7/12/22, 8/1/22, 8/29/22, 10/3/22, 10/31/22, 11/28/22, 1/9/23, 2/6/23, 3/6/23, 4/3/23, 5/1/23, 6/5/23
- Back to School Night and Title One Meeting on 7/14/23 and 8/15/22
- EGUSD Parent, Staff and Student Surveys Fall 2022 and Spring 2023

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:

- release time for teachers to meet with families to review assessment data and establish short and long term goals
- release time for teachers to analyze assessment data and develop a year long plan to address targeted Common Core State Standards

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

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

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 have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.

District Needs and Metrics 1:

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

- A-G Completion
- Access to Courses (Honors, AP/IB, CTE)
- AP/IB Exams
- CAASPP
- Content Standards Implementation
- CTE Sequence Completion
- EAP
- Other (Site-based/local assessment)
- Progress toward English Proficiency
- Redesignation
- Teacher Assignment

Site Goal 1.1 (SiteGoalID: 6166) (DTS: 02/10/23)

Overall English Language Arts (ELA) scores will increase from 56% to 64% of our students meeting or exceeding standards on the state CAASPP assessments.

- Students with Disabilities (SWD) will increase from 22% met or exceeded standards to 26%
- EL students will increase from 31% met or exceeded standards to 36%
- African American students will increase from 40% met or exceeded standards to 46%

Overall Math scores will increase from 48% to 56% of our students meeting or exceeding standards on the state CAASPP assessments.

- African American students will increase from 21% met or exceeded standards to 24%
- Students with Disabilities (SWD) will increase from 27% met or exceeded standards to 31%
- EL students will increase from 32% met or exceeded standards to 37%
- Hispanic students will increase from 33% met or exceeded standards to 38%

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

Actions/Services 1.1.1 (SiteGoalID: 6166) (DTS: 02/10/23)

Targeted Student Group(s)

- All

What Specific Actions/Services will you Provide to this Student Group?

- Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.

How will you Progress Monitor the Implementation of Actions/Services?

- What progress data will be collected and who will collect it?

Evaluation Cycles in 2023-2024

- What is working?
- What is not working and why?
- What modifications do you need to make?

| <ul style="list-style-type: none"> • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. | <ul style="list-style-type: none"> • How often and when will it be collected? • Who will it be shared with and when? | |
|---|--|--|
| <p>1. 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.</p> <ul style="list-style-type: none"> • Provide release time for teachers to develop a year long plan to ensure instruction of the identified target Common Core State Standards. <p>2. Develop sitewide plan for the implementation of EGUSD's Instructional Framework.</p> <ul style="list-style-type: none"> • The plan will include the use of learning targets and success criteria, active participation, formative assessment and feedback, and student talk. • The plan will include specific monthly focuses for instructional practices and strategies in each area. • Determine appropriate curriculum to utilize with each area of focus. <p>3. Grade Level teachers will be provided professional learning by site CPL, EL, AVID, and Equity coaches. Coach led professional learning will focus on the monthly instructional practices and strategies in the site wide plan. Provide books, materials and resources for this professional development.</p> <p>4. Purchase additional supplementary curriculum, instructional resources, and classroom technology to support content area (including designated and integrated ELD) instruction, intervention, and extended day with a specific focus on English learners, foster,</p> | <p>To measure the effectiveness of Action 1, 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.</p> <p>To measure the effectiveness of Action 2 and 3, grade level PLCs will meet monthly, to analyze Illuminate data and common assessments to determine the impact of that month's focused strategies and instructional practices. Admin will conduct walkthroughs to collect data on implementation of the month's focused strategies and instructional practices. Data will be shared at leadership meetings and discussed at staff meetings.</p> <p>To measure the effectiveness of Actions 4 and 5, teachers will collect pre and post assessment data for small groups, extended day, and off track instruction. Student attendance will be recorded for small groups, extended day, and off track instruction. Teachers will collect Illuminate assessment data each trimester. AVID classroom teachers K-6 will collect data each trimester on the effectiveness of focused notetaking and organizational tools.</p> | |

and low income learners. (ex. Heggerty, Act Now! Accessing Complex Texts, Generation Genius, Reading Counts, Academic Vocabulary Toolkit, Starfall, Newsela, MobyMax, etc.)

5. Purchase additional supplementary instructional materials and supplies for workshop, intervention, enrichment, and extended day in support of all students. Items may include but are not limited to: AVID supplies, color printers and ink, replacement bulbs for projectors, copy paper, master/ink for intervention copies, district print shop orders, student whiteboards, dry erase markers, pencils, and other similar materials used to assist students at their instructional level.

Actions/Services 1.1.2 (SiteGoalID: 6166) (DTS: 02/10/23)

Targeted Student Group(s)

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

| <p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. | <p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? | <p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make? |
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| <p>1. Develop and implement a schoolwide plan for instructional practices during WIN in collaboration with CPL and EL coaches.</p> <ul style="list-style-type: none"> • Plan will include a schedule for WIN at each grade level. • Teachers will identify students in need of supplemental targeted small group literacy and/or | <p>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 targeted instruction during WIN. Admin will conduct walkthroughs to collect data on implementation of targeted instruction during WIN. Data will be shared at leadership meetings and</p> | |

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| <p>math instruction to focus on students not meeting grade level standards as measured on Illuminate Benchmark Assessments, CAASPP, or Grade Level Assessments.</p> <ul style="list-style-type: none"> • Teams will identify curriculum and strategies to utilize during WIN. • Grade levels will provide targeted small group instruction during WIN. • 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. <p>2. Grade level teams will group students based on need, as determined by assessment data, and will provide targeted instruction during WIN</p> <p>3. 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.</p> <p>4. AITs will provide targeted instruction to these students during grade level WIN. Paraeducator to provide for support of intervention groups</p> <p>5. Provide extended day and/or off-track instruction: small group targeted instruction in grades K - 6, in math and reading.</p> <p>6. Purchase needed materials to support interventions.</p> | <p>discussed at staff meetings.</p> <p>To measure the effectiveness of Action 3 and 4 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.</p> <p>To measure the effectiveness of Action 5 teachers will collect pre and post assessment data for small groups, extended day, and off track instruction. 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.</p> <p>To measure the effectiveness of Action 6 teachers will ensure every student will be provided the materials needed during small groups, extended day, and off track instruction.</p> | |
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Actions/Services 1.1.3 (SiteGoalID: 6166) (DTS: 02/10/23)

Targeted Student Group(s)

- All

| What Specific Actions/Services will you Provide to this Student Group? <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. | How will you Progress Monitor the Implementation of Actions/Services? <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? | Evaluation Cycles in 2023-2024 <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make? |
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| <p>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:</p> <ul style="list-style-type: none"> • Parent outreach • Personnel expenses for making direct contact with underrepresented families and their students • Coordination of GATE Program • Site GATE Committee Chair • purchase materials/supplies, field trips and entry fees to competitions (including CREST) | <p>Action item 1 will be measured by admin and GATE coordinator by reviewing student and parent interest surveys.</p> | |

Actions/Services 1.1.4 (SiteGoalID: 6166) (DTS: 02/10/23)

Targeted Student Group(s)

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

| What Specific Actions/Services will you Provide to this Student Group? <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. | How will you Progress Monitor the Implementation of Actions/Services? <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? | Evaluation Cycles in 2023-2024 <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make? |
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| <p>1. Provide teachers and administrators opportunities to</p> | <p>The effectiveness of action items 1 and 2 will be measured using</p> | |

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.

informal observation and teacher feedback. Admin will conduct walk throughs looking for the implementation of strategies or instructional practices learned at PD. For item 2, grade level teams will assess students each trimester to determine progress towards site AVID goals.

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.

Actions/Services 1.1.5 (SiteGoalID: 6166) (DTS: 04/22/23)

Targeted Student Group(s)

- All

What Specific Actions/Services will you Provide to this Student Group?

- Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.
- Actions and Services should be step by step in a chronological order.
- Actions and Services should remove barriers and implement changes.

How will you Progress Monitor the Implementation of Actions/Services?

- What progress data will be collected and who will collect it?
- How often and when will it be collected?
- Who will it be shared with and when?

Evaluation Cycles in 2023-2024

- What is working?
- What is not working and why?
- What modifications do you need to make?

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| <p>1. Supplement library technician hours for special projects, i.e. curriculum inventory, book fair, ordering new and diverse titles, etc.</p> <p>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.</p> | <p>Effectiveness of actions 1 and 2 will be measured by increased scores on ELPAC, increases in trimester Illuminate assessments, and CAASPP scores.</p> <p>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.</p> | |
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Site Goal 1.2 (SiteGoalID: 6174) (DTS: 02/10/23)

Increase EL Reclassification Rates from 21% to 26%.

Metric: Reclassified - Percent of English Learners Reclassified

Actions/Services 1.2.1 (SiteGoalID: 6174) (DTS: 02/10/23)

Targeted Student Group(s)

- EL

| <p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. | <p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? | <p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make? |
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| <p>1. Develop and implement a schoolwide plan for the</p> | <p>To measure the effectiveness of Action 1 and 2, grade level PLCs</p> | |

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.

2. Purchase curriculum to supplement district provided materials.

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.

Actions/Services 1.2.2 (SiteGoalID: 6174) (DTS: 04/22/23)

Targeted Student Group(s)

- EL

| <p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. | <p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? | <p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make? |
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| <p>1. Provide small group instruction before or after school with a focus on language development.</p> | <p>To measure the effectiveness of action 1, classroom teachers and AITs will analyze Illuminate data</p> | |

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| <ul style="list-style-type: none"> • 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. | <p>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.</p> | |
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Actions/Services 1.2.3 (SiteGoalID: 6174) (DTS: 04/22/23)

Targeted Student Group(s)

- EL

| <p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. | <p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? | <p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make? |
|--|---|--|
| <p>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. Provide books, materials and resources for this professional development.</p> <p>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.</p> | <p>To measure the effectiveness of actions 1 - 3, admin will conduct walkthroughs to collect data on implementation of Integrated and Designated ELD. 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.</p> | |

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

| Funding Sources for District Goal 1 | Amount | Description of Use |
|--|----------|----------------------------------|
| EL Supplemental (7150/0000) | \$2500 | Certificated- Timesheets |
| EL Supplemental (7150/0000) | \$5000 | Classified- Timesheets |
| EL Supplemental (7150/0000) | \$2500 | Materials/Supplies/Equipment |
| GATE (7105/0000) | \$1500 | Certificated- Timesheets |
| GATE (7105/0000) | \$500 | Contracts/Services/Subscriptions |
| GATE (7105/0000) | \$2397 | Materials/Supplies/Equipment |
| Supplemental/Concentration (7101/0000) | \$36800 | Certificated- Timesheets |
| Supplemental/Concentration (7101/0000) | \$5000 | Classified- Timesheets |
| Supplemental/Concentration (7101/0000) | \$9480 | Contracts/Services/Subscriptions |
| Supplemental/Concentration (7101/0000) | \$45000 | Materials/Supplies/Equipment |
| Title I – Basic (4900/3010) | \$163431 | Certificated- Salaries |
| Title I – Basic (4900/3010) | \$25000 | Classified- Timesheets |
| Title I – Basic (4900/3010) | \$57400 | Contracts/Services/Subscriptions |

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:

- Assessment System

- Data and Program Evaluation
- Other (Site-based/local assessment)

Site Goal 2.1 (SiteGoalID: 6784) (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

Actions/Services 2.1.1 (SiteGoalID: 6784) (DTS: 03/31/23)

Targeted Student Group(s)

- All

| <p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. | <p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? | <p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make? |
|---|---|--|
| <p>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.</p> <ul style="list-style-type: none"> • Illuminate assessments will be administered at the beginning of the school year and at the end of each trimester, following the timeline provided by CPL. <p>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.</p> | <p>To measure the effectiveness of action 1, admin will pull Illuminate reports to ensure at least 95% of all eligible students have taken the Illuminate Assessments each trimester.</p> <p>To measure the effectiveness of action 2, vice principal will run reports monthly to ensure all students in need of the initial ELPAC have completed the assessment.</p> <p>To measure the effectiveness of actions 3 and 4, vice principal will run reports during testing windows to ensure at least 95% of 3-6 grade students have completed the CAASPP or CAA and at least 95% of EL students have completed the ELPAC or alternate ELPAC.</p> | |

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.

Site Goal 2.2 (SiteGoalID: 6167) (DTS: 02/10/23)

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

Actions/Services 2.2.1 (SiteGoalID: 6167) (DTS: 02/10/23)

Targeted Student Group(s)

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

What Specific Actions/Services will you Provide to this Student Group?

How will you Progress Monitor the Implementation of

Evaluation Cycles in 2023-2024

- What is working?
- What is not working and why?

| <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. | Actions/Services? <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? | <ul style="list-style-type: none"> • What modifications do you need to make? |
|---|---|---|
| <p>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</p> <p>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.</p> <p>3. Teachers will collaborate with Learning Center teachers to discuss the progress of students with disabilities. They will analyze assessment and observational data to ensure adaptation plans are being implemented in support of their students and goals are appropriate to student needs.</p> <p>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.</p> <p>5. Purchase materials and refreshments for ELAC meetings.</p> | <p>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.</p> <p>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.</p> <p>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.</p> | |

| Funding Sources for District Goal 2 | Amount | Description of Use |
|--|---------------|---------------------------|
|--|---------------|---------------------------|

| | | |
|--|---------|------------------------------|
| EL Supplemental (7150/0000) | \$9006 | Certificated- Timesheets |
| EL Supplemental (7150/0000) | \$1000 | Materials/Supplies/Equipment |
| Supplemental/Concentration (7101/0000) | \$28800 | Certificated- Timesheets |

| | |
|--|---|
| <p>District Strategic Goal 3:</p> <p>All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.</p> | <p>District Needs and Metrics 3:</p> <p>Students need a safe and engaging academic, social-emotional, and physical school environment as measured by:</p> <ul style="list-style-type: none"> • Cohort Graduation • Expulsion • HS Dropout • MS Dropout • Other (Site-based/local assessment) • School Climate • Social Emotional Learning • Suspension |
|--|---|

Site Goal 3.1 (SiteGoalID: 6168) (DTS: 02/10/23)

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

- Increase overall student favorability on School Climate Survey from 78% to 85%

Metric: School Climate - Average Favorability Rating

Actions/Services 3.1.1 (SiteGoalID: 6168) (DTS: 02/10/23)

Targeted Student Group(s)

- All

| What Specific Actions/Services will you Provide to this Student Group? | How will you Progress Monitor the Implementation of Actions/Services? | Evaluation Cycles in 2023-2024 |
|---|---|---|
| <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. | <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? | <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make? |
| 1. Develop schoolwide plan for the implementation of SEL | To measure the effectiveness of actions 1 and 2, PBIS Tier 1 team | |

| | | |
|---|--|--|
| <p>curriculum, Second Step, in collaboration with MHT and MTSS Counselor. Each month there will be a specific focus that connects with our PBIS expectations.</p> <p>2. Recognize student achievement in connection with SEL and PBIS (Student of the Month).</p> | <p>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.</p> <ul style="list-style-type: none"> • 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 | |
|---|--|--|

Actions/Services 3.1.2 (SiteGoalID: 6168) (DTS: 02/10/23)

Targeted Student Group(s)

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

| <p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. | <p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? | <p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make? |
|---|---|--|
| <p>1. Increase positive culture and climate on campus by utilizing ASSIST program leaders during lunch recess to teach and reinforce school-wide PBIS Guidelines for Success and character values using structured sports. Integrate special education classes with general education classes for Fitness and Nutrition (FAN) lessons.</p> <p>2. Increase positive culture and climate on campus by developing new units for PE based on the Physical Education Model Content Standards for California.</p> | <p>To measure the effectiveness of actions 1 - 5, 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.</p> <ul style="list-style-type: none"> • 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) | |

3. 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.

4. Purchase equipment and supplies to support action items 2 and 3.

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

- PBIS Tier II data collection and monitoring (bi-monthly)
- PBIS Tiered Fidelity Inventory yearly

Site Goal 3.2 (SiteGoalID: 6170) (DTS: 02/10/23)

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

Actions/Services 3.2.1 (SiteGoalID: 6170) (DTS: 02/10/23)

Targeted Student Group(s)

- All

What Specific Actions/Services will you Provide to this Student Group?

- Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.
- Actions and Services should be step by step in a chronological order.

How will you Progress Monitor the Implementation of Actions/Services?

- What progress data will be collected and who will collect it?
- How often and when will it be collected?
- Who will it be shared with and when?

Evaluation Cycles in 2023-2024

- What is working?
- What is not working and why?
- What modifications do you need to make?

| | | |
|--|--|--|
| <ul style="list-style-type: none"> • Actions and Services should remove barriers and implement changes. | | |
| <p>1. Edit and publish student handbook</p> <ul style="list-style-type: none"> • expectations are clear and relevant to students and staff • include Tier 1 strategies • information is readily available for families <p>2. Purchase signage and posters to advertise our PBIS and character trait expectations for safe, responsible, and respectful behaviors. Purchase safety vests, signs, and other equipment to support site staff with the implementation of safe, responsible, and respectful PBIS processes.</p> <p>3. Provide professional development to staff.</p> <ul style="list-style-type: none"> • Tier 1 interventions for classroom teachers • behavior interventions • Tier 1 team and PBIS coach to collaborate on PD <p>4. Provide active supervision training for campus and yard supervisors.</p> | <p>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.</p> <ul style="list-style-type: none"> • 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 | |

Actions/Services 3.2.2 (SiteGoalID: 6170) (DTS: 02/10/23)

Targeted Student Group(s)
 • Asian • Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • SWD

| | | |
|--|---|--|
| <p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. | <p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? | <p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make? |
|--|---|--|

| | | |
|--|---|--|
| <ul style="list-style-type: none"> • Actions and Services should remove barriers and implement changes. | | |
| <ol style="list-style-type: none"> 1. Collaborate with Equity department to implement Student Equity Council (SEC). 2. Continue Safe School Ambassadors (SSA) program. 3. Purchase supplies for Student Equity Council and Safe School Ambassadors program meetings. 4. Release time for teachers SEC and SSA coordinators for meetings and trainings. | <p>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.</p> | |

Actions/Services 3.2.3 (SiteGoalID: 6170) (DTS: 04/25/23)

Targeted Student Group(s)

| <p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. | <p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? | <p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make? |
|--|---|--|
| <ol style="list-style-type: none"> 1. PBIS Tier 2 team will analyze student data to refine the use of student performance data through the MTSS process to monitor student interventions. <ul style="list-style-type: none"> • track proportion of students experiencing success • use Tier 2 outcome data to progress monitor and modify student goals | <p>To measure the effectiveness of action 1, Tier 2 team will calendar monthly check ins with teachers to share data and provide feedback regarding interventions.</p> | |

| Funding Sources for District Goal 3 | Amount | Description of Use |
|--|---------|----------------------------------|
| PBIS (7440/0000) | \$1000 | Materials/Supplies/Equipment |
| Supplemental/Concentration (7101/0000) | \$3000 | Certificated- Timesheets |
| Supplemental/Concentration (7101/0000) | \$2000 | Classified- Timesheets |
| Supplemental/Concentration (7101/0000) | \$2500 | Contracts/Services/Subscriptions |
| Supplemental/Concentration (7101/0000) | \$10000 | Materials/Supplies/Equipment |
| Title I – Basic (4900/3010) | \$290 | Materials/Supplies/Equipment |

| | |
|--|---|
| <p>District Strategic Goal 4:</p> <p>All students will benefit from programs and services designed to inform and involve family and community partners.</p> | <p>District Needs and Metrics 4:</p> <p>Students need parent, family and community stakeholders as direct partners in their education as measured by:</p> <ul style="list-style-type: none"> • Attendance Rate • Chronic Absentee Rate • Family and Community Engagement • Input in Decision Making • Other (Site-based/local assessment) • Partnerships for Student Outcome • Relationships Between Staff and Families |
|--|---|

Site Goal 4.1 (SiteGoalID: 6169) (DTS: 02/10/23)

Increase opportunities for parents and community members to participate in school-wide events and increase attendance at these events. From the School Climate Parent Survey, we will increase parent's feelings of involvement and parent education opportunities from 96% to 99%.

- Focus on Hispanic families in order to increase from 86% to 94%

Metric: Parents indicating opportunities for parent involvement

Actions/Services 4.1.1 (SiteGoalID: 6169) (DTS: 02/10/23)

Targeted Student Group(s)

- All

What Specific Actions/Services will you Provide to this Student Group?

- Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.
- Actions and Services should be step by step in a chronological order.
- Actions and Services should remove barriers and implement changes.

How will you Progress Monitor the Implementation of Actions/Services?

- What progress data will be collected and who will collect it?
- How often and when will it be collected?
- Who will it be shared with and when?

Evaluation Cycles in 2023-2024

- What is working?
- What is not working and why?
- What modifications do you need to make?

1. July 2023 - June 2024 provide home/school communications on a regular basis.

- purchase grade level agendas and site-wide communication folders to provide regular communication between families and school
- utilize Talking Points and School Messenger to share information regarding school events in multiple languages
- 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 2023 - June 2024 provide family support events targeting topics identified by families, such as EL support, technology, curriculum, parenting classes.

- provide stipends for 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
- re-evaluate format for Back to School Night to allow families the opportunity to ask questions and interact with teachers, rather than

To measure the effectiveness of items 1-6, school secretary will track attendance at family events using sign in sheets. After each event, parents will be asked to provide feedback. This information 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.

teachers giving formal presentations

5. July 2023 - June 2024 provide Spanish interpreters, and other languages, as needed, for parent conferences, Back to School Night, ELAC meetings, and Parent University events.

6. Bridge Home Visits will be conducted throughout the school year by teachers who have or will be trained in these home visits.

7. July 2023 - June 2024 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

Site Goal 4.2 (SiteGoalID: 6173) (DTS: 02/10/23)

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

- 35.6% of our students were chronically absent
 - 41.2% of our Socioeconomically Disadvantaged students
 - 42.7% of our students with disabilities
 - 57.4% of our African American students
 - 50.2% of our Hispanic students
 - 41.7% of our Native Hawaiian or Pacific Islander students

Metric: Attendance Rate

Actions/Services 4.2.1 (SiteGoalID: 6173) (DTS: 02/10/23)

Targeted Student Group(s)

- All

| <p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. | <p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? | <p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make? |
|--|---|--|
| <p>1. July 2023 - June 2024 teachers will actively connect with students and build relationships.</p> <ul style="list-style-type: none"> • teachers will utilize SEL instruction, Second Step, to build relationships with students • classes will hold morning meetings to build a sense of community in the classroom • grade level teams will plan cross track activities to build connections with all students at their grade levels. These activities will take place at least monthly on track change days. <p>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.</p> <p>3. Communicate with families prior to the beginning of the school year, welcoming them to the new school year, sharing important school information, etc.</p> <p>4. July 2023 - June 2024 communicate regularly with families regarding absences.</p> <ul style="list-style-type: none"> • teachers will make communicate personally with families after multiple absences • office staff will call families when students are absent in order to clear the absence | <p>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.</p> <p>To measure the effectiveness of items 2 - 5, 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.</p> | |

| | | |
|---|--|--|
| <ul style="list-style-type: none"> 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 <p>5. Create an attendance incentive program to celebrate students and classes showing positive attendance.</p> | | |
|---|--|--|

| Funding Sources for District Goal 4 | Amount | Description of Use |
|--|---------|----------------------------------|
| Supplemental/Concentration (7101/0000) | \$4500 | Contracts/Services/Subscriptions |
| Supplemental/Concentration (7101/0000) | \$5800 | Materials/Supplies/Equipment |
| Title I – Basic (4900/3010) | \$14400 | Certificated- Timesheets |

| Funding Source Summary for All District Goals | | | | | | |
|---|----------------------------------|-----------------|-----------------|-----------------|-----------------|---------|
| Fund Source | Description of Use | District Goal 1 | District Goal 2 | District Goal 3 | District Goal 4 | Total |
| EL Supplemental (7150/0000) | Certificated- Timesheets | \$2500 | \$9006 | | | \$11506 |
| EL Supplemental (7150/0000) | Classified- Timesheets | \$5000 | | | | \$5000 |
| EL Supplemental (7150/0000) | Materials/Supplies/Equipment | \$2500 | \$1000 | | | \$3500 |
| GATE (7105/0000) | Certificated- Timesheets | \$1500 | | | | \$1500 |
| GATE (7105/0000) | Contracts/Services/Subscriptions | \$500 | | | | \$500 |
| GATE (7105/0000) | Materials/Supplies/Equipment | \$2397 | | | | \$2397 |
| PBIS (7440/0000) | Materials/Supplies/Equipment | | | \$1000 | | \$1000 |
| Supplemental/Concentration (7101/0000) | Certificated- Timesheets | \$36800 | \$28800 | \$3000 | | \$68600 |
| Supplemental/Concentration (7101/0000) | Classified- Timesheets | \$5000 | | \$2000 | | \$7000 |

| | | | | | |
|--|----------------------------------|----------|---------|---------|----------|
| Supplemental/Concentration (7101/0000) | Contracts/Services/Subscriptions | \$9480 | \$2500 | \$4500 | \$16480 |
| Supplemental/Concentration (7101/0000) | Materials/Supplies/Equipment | \$45000 | \$10000 | \$5800 | \$60800 |
| Title I – Basic (4900/3010) | Certificated- Salaries | \$163431 | | | \$163431 |
| Title I – Basic (4900/3010) | Certificated- Timesheets | | | \$14400 | \$14400 |
| Title I – Basic (4900/3010) | Classified- Timesheets | \$25000 | | | \$25000 |
| Title I – Basic (4900/3010) | Contracts/Services/Subscriptions | \$57400 | | | \$57400 |
| Title I – Basic (4900/3010) | Materials/Supplies/Equipment | | \$290 | | \$290 |

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) | 2023-2024

EGUSD Strategic Goals

| Fund Source Mgmt. Code / Description Resc. Code / Description | FTE | Carry Over | Allocation | Subtotal | EGUSD Strategic Goals | | | | Balance |
|--|--------|---------------|------------|-----------|---------------------------------------|-----------------|---------------|---------------------------|---------|
| | | | | | 1 Curriculum and Instruction | 2 Assessment | 3 Wellness | 4 Family Engagement | |
| 1510 Regular Education (TK-6) 0000 Unrestricted | 0.0000 | \$0 | \$54,248 | \$54,248 | \$54,248 | \$0 | \$0 | \$0 | \$0 |
| 7101 LCFF Supplemental Concentration TK-6 0000 Unrestricted | 0.0000 | \$0 | \$152,880 | \$152,880 | \$96,280 | \$28,800 | \$17,500 | \$10,300 | \$0 |
| 7105 Gifted and Talented Education (GATE) TK-6 0000 Unrestricted | 0.0000 | \$0 | \$4,397 | \$4,397 | \$4,397 | \$0 | \$0 | \$0 | \$0 |
| 7150 EL Supplemental Program Services TK-6 0000 Unrestricted | 0.0000 | \$0 | \$20,006 | \$20,006 | \$10,000 | \$10,006 | \$0 | \$0 | \$0 |
| 7440 Positive Behavior Incentive Supports 0000 Unrestricted | 0.0000 | \$0 | \$1,000 | \$1,000 | \$0 | \$0 | \$1,000 | \$0 | \$0 |
| 4900 Director of School Improvement Support 3010 ESSA: Title I, Part A, Basic Grants Low-Income and Neglected | 0.0000 | \$0 | \$260,521 | \$260,521 | \$245,831 | \$0 | \$290 | \$14,400 | \$0 |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | 0.0000 | \$0 | \$493,052 | \$493,052 | \$410,756 | \$38,806 | \$18,790 | \$24,700 | |

Fund Subtotals

Subtotal of additional federal funds included for this school \$260,521

Subtotal of state or local funds included for this school \$232,531

Signatures: (Must sign in blue ink)

Date

Principal

Sharon Hamlin

**School Site Council
Chairperson**

Amy Winuk

EL Advisory Chairperson

Trinh Nguyen

| Signatures: (Must sign in blue ink) | Date |
|-------------------------------------|------|
| | |
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| | |
| | |



