



Charles Mack Elementary

Local Control Accountability Plan (LCAP) 2017 - 2018

Principal: _

(Signature): _

County-District-School (CDS) Code: 34673146033005

Elk Grove Unified School District
Elk Grove, California

Approved by the Elk Grove Unified School District Board of Education on _

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

Goal Setting

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.

Stakeholder Engagement

Involvement Process for LCAP and Annual Update
<p>How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?</p> <hr/> <p>Meetings to solicit, inform, and gather input from stakeholders occurred on the following dates</p> <ul style="list-style-type: none">• ELAC on 05/17/2017, 8/15/2017• Title 1 Parent Meeting on 8/15/2017• School Site Council on 8/24/2017, 9/7/2017, 9/21/2017• FTO on 8/10/17, 9/14/2017• Staff PLC meeting on 5/3/2017, 8/30/2017• Staff meetings: 8/4/2017, 8/28/2017• Full Staff Preservice 8/4/2017
Impact of LCAP and Annual Update
<p>How did these consultations affect the LCAP for the upcoming year?</p> <hr/> <p>These consultations positively impacted the creation of our LCAP this year as transparency, cooperation, and consensus were the center pieces for the work that was done. Through this inclusive model, all stakeholders were able to ask questions, make suggestions, and vote on the spending plan as outlined in Section B below by:</p> <ul style="list-style-type: none">• Viewing data and make connections to the work that was done in 2016-2017. This included but was not limited to:<ul style="list-style-type: none">◦ a reduction in AIT positions for 2017-2018 from 3 to 2 to better accommodate a streamlined schoolwide plan for intervention◦ A decision to discontinue the use of ACT Now! Supplementary close reading curriculum in 2017-2018 to be replaced by iReady standards mastery and AR 360◦ A decision to expand our commitment to layering our equity work through additional PD and visits to schools who are founded on those practices• Identifying what was successful and had a positive impact. This included but was not limited to:<ul style="list-style-type: none">◦ The implementation of a master schedule to align daily instruction and intervention blocks◦ The implementation of a staggered intervention block that allowed AIT support at all grade levels◦ Creation of our ELD Specialist/AIT position to provide targeted support to EL students◦ Creation of our ELD Coordinator and our Parent Activity Coordinator positions and duties to support the expansion of parent involvement and EL data analysis• Listening to recommendations for 2017-2018 based on the aforementioned data and discussion. This included but was not limited to:<ul style="list-style-type: none">◦ Parent University topics that included math and homework help◦ Additional tutoring support◦ Computer literacy classes for parents◦ Implementation of a schoolwide writing program as a response to writing data.

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: <ul style="list-style-type: none"> • Access to Courses (Honors, AP/IB, CTE) • A-G Completion • AP/IB Exams • CAASPP • Content Standards Implementation • CTE Sequence Completion • EAP • Instructional Materials • Progress toward English Proficiency • Redesignation • Teacher Assignment
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Site Goal 1.1

To provide exemplary targeted intervention and core instruction that results in a 3-7% increase in the number of students achieving *standard met* on Smarter Balanced Assessments or grade level benchmarks

Metric: CAASPP

Actions/Services 1.1.1

Principally Targeted Student Group

• American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • School-wide • SWD • White

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Supplemental Personnel <ul style="list-style-type: none"> • 2 Academic Intervention Teachers servicing 200-300 students (Title 1 basic) • Academic Program Coordinator servicing 200-300 students in the after school program (Title 1 Basic, Title 1 After School) • Librarian servicing all students at Charles Mack (Title 1 Basic) • 1 English Language Development Specialist serving 150-200 EL students (EL Concentration) • 1 Para-Educator supporting kinder classroom instruction 	<p><u>Charles Mack Data</u></p> <ul style="list-style-type: none"> • 5% growth SBAC data 2016-2017 <p><u>John Hattie Intervention Research</u></p> <ul style="list-style-type: none"> • Comprehension programs have a learning effect size .60 • Small Group has a learning effect size of .49 • Student Centered Teaching has a learning effect size .54 • Response to Intervention has a learning effect size 1.07 <p><u>APC/After School Research</u> <i>Afterschool Programs That Follow Evidence-Based Practices to Promote Social and Emotional Development Are Effective</i> http://www.expandinglearning.org/docs/Durlak&Weissberg_Final.pdf</p> <p><i>Afterschool Programs Make a Difference: Findings From the Harvard Family Research Project</i> http://www.sedl.org/pubs/sedl-letter/v20n02/afterschool_findings.html</p>	<p>70% of Charles Mack students will progress at least 2 Guided reading levels toward established Grade level Benchmarks</p> <p>35-40% of Charles Mack students will meet Charles Mack Assessment Matrix benchmarks.</p> <p>33-37% of Charles Mack 3rd-6th grade students will meet the standard on SBAC.</p> <p>45-50% of Charles Mack K-2 students will meet grade level benchmarks.</p>

What funding source will you use?

Title 1 Basic: **\$296,664**
 Title 1 After School **\$25,118**
 EL Concentration: **\$44,000**
 Supp. Concentration **\$10,000**

Site Goal 1.2

To continue to build teacher and administrative capacity through training and access to the strategies that will lead to an increase in the number of students reading on grade level by the end of 3rd grade with a continuation of best practices for 4th, 5th, and 6th grades.

Metric: Other (Site-based/local assessment)

Actions/Services 1.2.1

Principally Targeted Student Group

• American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • School-wide • SWD • White

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Professional development</p> <ul style="list-style-type: none"> • DBQ for 10-15 teachers (no funding necessary) • Area 3 Writing Project materials (being a Writer) through A3WP for 37 teachers (LSS/Title 1) • iReady for 37 teachers (LSS/Title 1) 	<p><u>John Hattie Research on PD:</u></p> <ul style="list-style-type: none"> • Quality of Teaching has a .48 Effect Size • Professional Development has a .51 Effect size • Teacher credibility has a .90 effect size • Writing Programs have an effect size of .45 • Teaching strategies have an effect size of .62 	<ul style="list-style-type: none"> • Use of DBQ at the 4th, 5th, and/or 6th grade level • implementation of a schoolwide approach to writing • 70% of Charles Mack students will progress at least 2 Guided reading levels toward established Grade level Benchmarks • 35-40% of Charles Mack students will meet Charles Mack Assessment Matrix benchmarks. • 33-37% of Charles Mack 3rd-6th grade students will meet the standard on SBAC in 2017-2018

<p>What funding source will you use?</p> <ul style="list-style-type: none"> • DBQ Requires no funding • Area 3 Writing Materials are purchased through/by LSS/Title
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Site Goal 1.3

To provide teachers and administrators with the instructional and interventional tools to increase the number of students meeting formative and summative assessment targets.

Metric: Other (Site-based/local assessment)

Actions/Services 1.3.1

Principally Targeted Student Group

• American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • School-wide • SWD • White

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Goods and Services</p> <ul style="list-style-type: none"> • Rosetta Stone 60 new comer and L1 students, and 300 hours of EL 	<p><u>John Hattie Writing and intervention Research</u></p> <ul style="list-style-type: none"> • Quality of Teaching has an effect size of .48 • Teacher credibility has an effect size of .90 	<ul style="list-style-type: none"> • Progress toward Charles Mack School-wide Assessment Matrix targets

<ul style="list-style-type: none"> Tutoring (EI Supplemental) 200 hours of EO Afterschool Tutoring (Title 1 Afterschool) Supplemental Independent Reading Program (AR/MyOn) for ALL 1st-6th grade students (Supplemental Concentration) Purchase Supplemental Writing Books for teachers. (Title 1 Basic and Supp. Concentration) Purchase Supplemental DOK Flip Charts for Teachers Purchase DBQ binders for 4th and 5th grade. Books, supplies, and training for intervention teachers, intervention workshop blocks, GLAD product development intervention tools and training for credentialed and ASES teachers, supplementary curriculum and materials for reading and read aloud, independent reading, guided reading, academic vocabulary acquisition, SEL/PBIS/2nd Step. purchase of electronics, printers, and their components, replacement of electronics, printers and their components, and repair for electronics, printers and their components for equipment, that are used by daytime and afterschool and/or intervention programs. 	<ul style="list-style-type: none"> Writing Programs have an effect size of .45 Teaching strategies have an effect size of .62 Comprehension programs have a learning effect size .60 Small Group has a learning effect size of .49 Student Centered Teaching has a learning effect size .54 Response to Intervention has a learning effect size 1.07 <p><u>Music Program Research</u> <i>Northwester Harmony Project</i> http://time.com/3634995/study-kids-engaged-music-class-for-benefits-northwestern/</p> <p><i>The Benefits of Music Education</i></p> <p><i>Music and Academic Performance</i> http://www.sciencedirect.com/science/journal/01664328/256?sdsc=1 "Students studying music have better grades in all subjects"</p>	<p>Creation of a string music program where participants receive lessons twice per week.</p> <ul style="list-style-type: none"> Schoolwide implementation of a writing program 70% of Charles Mack students will progress at least 2 Guided reading levels toward established Grade level Benchmarks 35-40% of Charles Mack students will meet Charles Mack Assessment Matrix benchmarks. 33-37% of Charles Mack 3rd-6th grade students will meet the standard on SBAC in 2017-2018
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<p>What funding source will you use?</p>
<ul style="list-style-type: none"> EL Supplemental (\$19,000) Title 1 Afterschool (\$19,882) Supplemental Concentration (\$14,428) Title 1 Basic (\$38,567)

Site Goal 1.4

To provide supplemental and extension programs to meet the intervention and enrichment needs of Charles Mack Students

Metric: Other (Site-based/local assessment)

Actions/Services 1.4.1

Principally Targeted Student Group

• American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • School-wide • SWD • White

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Additional Programs</p> <ul style="list-style-type: none"> Gifted and Talented (GATE) Education for 38-60 students 	<p><u>GATE Research:</u> <i>Research on gifted Services Programs</i> http://www.allencountyesc.org/files/5113/8506/4762/Research_on_Gifted_Statistics_-_Karen_Rogers.pdf For GT programs, Curriculum Compacting in Science has a learning effect size of .83</p>	<p>Creation of the Charles Mack GATE Preparatory Academy (GPA)</p> <p>10-15% increase in GATE program over the</p>

- 2 Week Summer School for 120-160 students

For GT programs, cluster grouping has a learning effect size of .57

Summer School Research

John Hattie Visible Learning

- Comprehension programs have a learning effect size .60
- Small Group has a learning effect size of .49
- Response to Intervention has a learning effect size 1.07

previous year

35-40% of Charles Mack students will meet Charles Mack Assessment Matrix benchmarks.

33-37% of Charles Mack 3rd-6th grade students will meet the standard on SBAC.

45-50% of Charles Mack K-2 students will meet grade level benchmarks.

What funding source will you use?

GATE **\$4,000.00**

- Mad Science \$1,500, GATE Coordinator \$1,600, \$600 GATE Art Instruction, \$300 Supplies.

Summer School

- LCAP/LCFF/Summer School Funds

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
- Student Information System

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Site Goal 2.1

To further streamline our approach to assessment and data analysis for the purposes of making impactful and actionable instructional and interventional decisions.

Metric: Other (Site-based/local assessment)

Actions/Services 2.1.1

Principally Targeted Student Group

- American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • School-wide • SWD • White

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Provide release days for ALL teachers for:</p> <ul style="list-style-type: none"> • COOP meeting with admin and intervention staff to discuss data, student progress, and make actionable instructional/intervention decisions (Title 1 Basic) • Assess all students and accrue Assessment matrix data (Title 1 Technical Assistance) 	<p><u>Charles Mack Data</u></p> <ul style="list-style-type: none"> • 5% growth SBAC data 2016-2017 <p><u>John Hatte Intervention (COOP) Research</u></p> <ul style="list-style-type: none"> • Student Centered Teaching learning effect size .54 • Response to Intervention learning effect size 1.07 • Goals learning effect size .50 • Teaching Strategies effect size of .60 • Teacher expectations .44 effect size 	<p>70% of Charles Mack students will progress at least 2 Guided reading levels toward established Grade level Benchmarks</p> <p>35-40% of Charles Mack students will meet Charles Mack Assessment Matrix benchmarks.</p> <p>33-37% of Charles Mack 3rd-6th grade students will meet the standard on SBAC.</p> <p>45-50% of Charles Mack K-2 students will meet grade level benchmarks.</p>

What funding source will you use?

Title 1 Basic: **\$20,790**

- Substitute Teacher @\$135/day x 17 teachers x 2 days per year = **\$4,590**
- \$135/day x 5 teachers x 3 day = **\$2,02**
- Substitute teachers \$135/day x 34 teachers x 3 days per year = **\$14,175**

Actions/Services 2.1.2

Principally Targeted Student Group

• All • American Indian or Alaska Native • Asian • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • School-wide • SWD • White

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Craft Formative Assessments</p> <ul style="list-style-type: none"> • 4 per grade level 2-6th grade, 40 total • DOK 1-3 • Based on established Essential foci and standards. 	<p><i>The Impact of Formative Assessment and Learning Intentions on Student Achievement</i></p> <p>http://www.hanoverresearch.com/media/The-Impact-of-Formative-Assessment-and-Learning-Intentions-on-Student-Achievement.pdf</p> <p><i>Common Formative Assessment 2.0 How Teachers Intentionally Align Standard, Instruction, and Assessment</i> by Larry B. Ainsworth</p>	<p>35-40% of Charles Mack students will meet Charles Mack Assessment Matrix benchmarks.</p> <p>33-37% of Charles Mack 3rd-6th grade students will meet the standard on SBAC.</p> <p>45-50% of Charles Mack 2nd grade students will meet grade level benchmarks.</p>

What funding source will you use?

Title 1 Basic

20 assessments x \$40/hr = **\$1,600**

Actions/Services 2.1.3

Principally Targeted Student Group

• EL • Hispanic or Latino • R-FEP

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>English Learner Assessment Support</p> <ul style="list-style-type: none"> • Provide CELDT testing for ALL untested EL students throughout the year • Correct CELDT tests for all untested EL students throughout the year • Ensure the administration of the ELPAC to all EL student students at Mack • Accrue and disaggregate EL assessment data 	<p><u>ELD Research</u></p> <p><i>California English Language Development Standards: Proficiency level Descriptors</i></p> <p>http://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf</p>	<p>All EL students assessed in CELDT or ELPAC</p> <p>Accrual of benchmark ELPAC data for all EL students at Charles Mack</p> <p>70% of Charles Mack EL students will progress at least 2 Guided reading levels toward established Grade level Benchmarks</p> <p>35-40% of Emerging and Bridging students meeting Charles Mack Assessment Matrix benchmarks.</p> <p>3-7% increase in the number of Emerging and Bridging students</p>

achieving *standard met* on Smarter Balanced Assessments or grade level benchmarks

What funding source will you use?

EL Supplemental/CELDT Coordinator
\$2,200.00

District Strategic Goal 3:

All students will have an equitable opportunity to learn in a 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:

- Attendance
- Chronic Absenteeism
- Cohort Graduation
- Expulsion
- Facilities
- HS Dropout
- MS Dropout
- School Climate
- Suspension

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Site Goal 3.1

To add layers to our foundation of equitable instruction, intervention, SEL, and disciplinary practices.

Metric: School Climate

Actions/Services 3.1.1

Principally Targeted Student Group

• American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • School-wide • SWD • White

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p><u>Promote and Engage in Equitable Practices</u></p> <ul style="list-style-type: none"> • To continue to develop and define our mission and vision for Charles Mack at staff meetings and Equity Team Meetings • To continue to develop our Equity Team • To continue to provide incentives and signage for our schoolwide PBIS program (PBIS allocation, title 1, & 5858) • Counselor to continue providing counseling services to groups of students who are in varying levels of crisis. (Title 1 Basic) • Equity team (10) and Leadership team (10) visits to Roses in Concrete 	<p><u>Equity Research</u> Equity and Quality in Education https://www.oecd.org/education/school/50293148.pdf</p> <p><u>Charles Mack Data</u> 99% reduction in on campus suspensions between 2015-2017</p> <p>Reduction in Home suspension in 2016 from 99 to 63 and in 2017 from 63 to 39.</p> <p><u>SEL Research</u> Impact of social-emotional learning on academic achievement- American Psychological Association https://www.sciencedaily.com/releases/2015/11/151123102813.htm</p> <p><u>John Hattie SEL Research</u> Social Skills programs have an effect size of .39</p>	<p>Increased capacity of Equity Team as measured by meeting participation, work product that includes PBIS and Restorative Justice framework, and final construction of the Vision and Mission.</p> <p>Discontinued use of OCS</p> <p>Maintain (+/- 2 %) or reduce home suspension by 2-5%.</p> <p>35-40% of Charles Mack students will meet Charles Mack Assessment Matrix benchmarks.</p> <p>33-37% of Charles Mack 3rd-6th grade students will meet the standard on SBAC.</p> <p>45-50% of Charles Mack K-2 students will meet grade level benchmarks.</p>

Community School in Oakland (Title 1 Technical Assistance)

- To reinstate schoolwide awards based on Monthly Character Ed/2nd Step Themes (FTO)
- PTHVP National Gathering attendance for 5 staff members (FACE)

What funding source will you use?

PBIS Allocation:
\$850 Signage and posters
\$150 incentives

Title 1 Basic: **\$40,706**

- Counselor
- 16 substitute teachers x \$135/day = **\$2,160**
- Van rental and Gas \$210/day x 2 days = **\$410**

District Strategic Goal 4:

All students will benefit from programs and services designed to inform and involve 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:

- Family and Community Engagement

Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

Site Goal 4.1

To add layers to our parent involvement/parent engagement model and increase the efficacy of the programs and supports we provide.

Metric: Family and Community Engagement

Actions/Services 4.1.1

Principally Targeted Student Group

• American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • School-wide • SWD • White

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Supplemental Personnel Parent Activities Coordinator (Elementary Adjunct Duty Stipend/LCAP/LCFF)</p> <p>English Language Development Coordinator (Elementary Adjunct Duty Stipend/LCAP/LCFF)</p> <p>Parent Liaison (Title 1 Basic)</p>	<p><u>Marzano Research</u> Parent Involvement has an effect size of .46 Homework has an effect size of .43 Home factors have an effect size of .67</p>	<p>100-200 attendees at Parent University events</p> <p>Double our ELAC and FTO participation</p> <p>200-400 attendees at CMES EL recognition</p> <p>70% of Charles Mack students will progress at least 2 Guided reading levels toward established Grade level Benchmarks</p> <p>35-40% of Charles Mack students will meet Charles Mack Assessment Matrix benchmarks.</p> <p>33-37% of Charles Mack 3rd-6th grade students will meet the standard on SBAC.</p>

45-50% of Charles Mack K-2 students will meet grade level benchmarks.

35-40% of Emerging and Bridging students meeting Charles Mack Assessment Matrix benchmarks.

3-7% increase in the number of Emerging and Bridging students achieving *standard met* on Smarter Balanced Assessments or grade level benchmarks

What funding source will you use?

Elementary Adjunct Duty Stipend/LCAP/LCFF **\$6,000**

Title 1 basic; August 9th-October 9th
\$1,618

Actions/Services 4.1.2

Principally Targeted Student Group

• American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • School-wide • SWD • White

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Stakeholder Engagement</p> <ul style="list-style-type: none"> • ELAC Meetings (EL Supplemental) • Parent Teacher Home Visit Project (LSS/Title 1 Alternative Support Plan) • 1)Books and supplies to take home to work with students on Parent U activities (Title 1: Parent Involvement) • 2) Computer, internet, and app Literacy Classes and child care (Title 1: Parent Involvement) • 3) Daily Coffee Talk in the morning and Cooler talk in the afternoon (Title 1: Parent Involvement) • 4) Mustang Family Honors/5 Star Families (Title 1: Parent Involvement) 	<p><i>Parent Teacher Home Visit Project</i> http://www.pthvp.org/what-we-do/results/</p> <p><i>Parent Involvement</i></p> <p>Highest number of home visits in the district in 2016-2017</p> <p><i>Research Spotlight on Parent Involvement</i></p> <p>Increase in ELAC attendance in 2016-2017 with an increase in attendance at the last meeting from 27 in 2016 to 350 in 2017.</p> <p>5% growth SBAC data 2016-2017</p>	<p>Increase attendance at ELAC meetings</p> <p>Implementation of All Star Family Volunteer recognition</p> <p>100-200 attendees at Parent University events</p> <p>200-400 attendees at CMES EL recognition</p> <p>70% of Charles Mack students will progress at least 2 Guided reading levels toward established Grade level Benchmarks</p> <p>35-40% of Charles Mack students will meet Charles Mack Assessment Matrix benchmarks.</p> <p>33-37% of Charles Mack 3rd-6th grade students will meet the standard on SBAC.</p> <p>45-50% of Charles Mack K-2 students will meet grade level benchmarks.</p> <p>35-40% of Emerging and Bridging students meeting Charles Mack Assessment Matrix benchmarks.</p> <p>3-7% increase in the number of Emerging and Bridging students achieving <i>standard met</i> on Smarter Balanced Assessments or grade level benchmarks</p>

What funding source will you use?

EL Supplemental

- \$600.00

Title 1 Parent involvement: **\$10,648.00**

- 1) \$5,598.00
- 2) \$3,500.00
- 3) \$1,000.00

4) \$550.00

IV. Funding

Charles Mack Elementary - 311

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	\$0	\$29,801	\$29,801	\$29,801	\$0	\$0	\$0	\$0
1510 Regular Education (TK-6) 0000 Unrestricted	0	\$9,523	\$0	\$9,523	\$9,523	\$0	\$0	\$0	\$0
1511 Regular Education (TK-6) - Allocated FTE 0000 Unrestricted	40.3752	\$0	\$4,406,116	\$4,406,116	\$4,406,116	\$0	\$0	\$0	\$0
1512 Subject Matter Teachers 0000 Unrestricted	1	\$0	\$119,817	\$119,817	\$119,817	\$0	\$0	\$0	\$0
1580 Summer School/Extended Learning (TK-6) 0000 Unrestricted	0	\$21,218	\$0	\$21,218	\$21,218	\$0	\$0	\$0	\$0
5495 Allocated FTE Leave 0000 Unrestricted	0.0001	\$0	\$61,583	\$61,583	\$61,583	\$0	\$0	\$0	\$0
5634 Custodial Services 0000 Unrestricted	3	\$0	\$164,955	\$164,955	\$0	\$0	\$164,955	\$0	\$0
7101 LCFE Supple/Conc TK - 6 0000 Unrestricted	0	\$0	\$24,428	\$24,428	\$24,228	\$0	\$0	\$0	\$200
7105 Gifted and Talented Education (GATE) TK-6 0000 Unrestricted	0	\$0	\$4,000	\$4,000	\$4,000	\$0	\$0	\$0	\$0
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	0	\$0	\$32,950	\$32,950	\$25,000	\$2,200	\$0	\$5,750	\$0
7415 Family and Community Engagement 0000 Unrestricted	0	\$0	\$1,558	\$1,558	\$0	\$0	\$0	\$0	\$1,558
7440 Positive Behavior Incentive Supports 0000 Unrestricted	0	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
7534 Site Custodial Services 0000 Unrestricted	0.5	\$0	\$30,253	\$30,253	\$0	\$0	\$30,253	\$0	\$0
4900 Director of Learning Support Services 3010 NCLB: Title I, Part A, Basic Grants Low Income and Neglected	3.375	\$0	\$402,318	\$402,318	\$331,660	\$23,365	\$38,169	\$9,124	\$0
4900 Director of Learning Support Services 3010 NCLB: Title I, Part A, Basic Grants Low Income and	0	\$14,967	\$0	\$14,967	\$14,967	\$0	\$0	\$0	\$0

Neglected									
5610 Food and Nutrition Services Center 5310 Child Nutrition: School Programs	2.6562	\$0	\$130,916	\$130,916	\$0	\$0	\$130,916	\$0	\$0
5610 Food and Nutrition Services Center 5320 CACFP Claims - Centers and Family Day Care	0.375	\$0	\$12,361	\$12,361	\$0	\$0	\$12,361	\$0	\$0
4900 Director of Learning Support Services 5858 Title I - Afterschool (rolls to 3010)	0.25	\$0	\$45,000	\$45,000	\$32,000	\$2,000	\$11,000	\$0	\$0
4900 Director of Learning Support Services 6010 After School Education and Safety (ASES)	0.45	\$0	\$136,565	\$136,565	\$136,565	\$0	\$0	\$0	\$0
3200 Language Speech and Hearing (LSH) 6500 Special Education	1.1	\$0	\$89,412	\$89,412	\$89,412	\$0	\$0	\$0	\$0
3410 Special Education Mild/Moderate 6500 Special Education	2.75	\$0	\$198,767	\$198,767	\$198,767	\$0	\$0	\$0	\$0
3660 Full Inclusion - Paraeducators in lieu of NPA 6500 Special Education	0.75	\$0	\$32,834	\$32,834	\$32,834	\$0	\$0	\$0	\$0
3770 Full Inclusion 6500 Special Education	3.4688	\$0	\$190,670	\$190,670	\$190,670	\$0	\$0	\$0	\$0
4010 Elementary Education PreK-6 9305 Miscellaneous Site Donations (<\$1000)	0	\$3	\$0	\$3	\$3	\$0	\$0	\$0	\$0
4010 Elementary Education PreK-6 9515 Reaching Resolution - CYC	0	\$169	\$0	\$169	\$169	\$0	\$0	\$0	\$0
Totals	60.0503	\$45,880	\$6,115,304	\$6,161,184	\$5,728,333	\$27,565	\$388,654	\$14,874	

Signatures: (Must sign in blue ink)

Date

Principal **Omar Field-Ridley**

School Site Council Chairperson

EL Advisory Chairperson

Benefits Calculator for Timesheets	
Certificated	Staff Amount \$
	Benefits Amount \$
Classified	Total \$

