Charles Mack Elementary

Local Control Accountability Plan (LCAP)
2025-2026

Principal: Samantha Moorer

County-District-School (CDS) Code: 34673146033005

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

Charles Mack Elementary | Focused Work: 2025-2026

Goal Setting (lcapid: 743) | 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?

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

Our staff reviewed 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. Staff was provided a survey to seek input for goal setting for 2025-2026 school year. Our PBIS Team Tier II met biweekly to track student discipline data and both teams completed the PBIS Fidelity Inventory to assess our progress towards our goals.

During Charles Mack Title One meetings, site data was shared and members' feedback was solicited. Our Vice Principal met monthly with our English Learner Advisory Committee (ELAC) - targeted on how we can best serve our EL Students and seeking stakeholder input that drives the LCAP planning process. ELAC revised the Mack Needs Assessment Survey in February 2025 and reviewed the 2023-2024 Needs Assessment. The updated survey was distributed to parents again in March 2025 and the results were analyzed in May 2025. This, in conjunction with ongoing and continued conversations with all stakeholders including School Site Council (SSC), 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:

- Charles Mack Grade Level Leadership Team Meetings on 9/16/24, 10/21/24, 12/2/24, 1/27/25, 2/24/25, 4/21/25, 5/19/25
- School Site Council on 9/27/24, 11/1/24, 1/10/25, 1/24/25, 2/7/25, 4/18/25, 5/2/25
- ELAC on
- Staff meetings on 8/26/24, 9/23/24, 10/14/24, 10/28/24, 11/4/24, 12/9/24, 2/3/25, 3/31/25, 4/28/25, 5/12/25, 6/2/25
- Back to School Night and Title One Meeting on 8/22/24
 -CNA Collaboration Days with SIS:
- Continual input sought through ongoing stakeholder and parent communication through parent and family nights, awards assemblies, informal and formal conversations & school functions

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. A staff survey was also created which tied directly to the needs at Charles Mack Elementary. Much of this input was placed within the 2025-2026 LCAP.

The following budget items were modified or added:

- For the 25-26 school year, we will use funds for newcomer support, particularly with our Afghan populations. This includes hiring skilled personnel who speak related languages and purchasing resources.
- We will also use a sizable amount of funding for small group instruction and support. This includes hiring skilled personnel and purchasing resources

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.

Charles Mack is no longer a school with ATSI status.

Goals, Actions, and Progress Indicators

District Strategic Goal 1:

High-Quality Curriculum, Instruction & Assessment

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

District Needs and Metrics 1:

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

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

Site Goal 1.1   (SiteGoalID: 8930) (DTS: 01/01/10)

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

Metric: Test Participation Rate on Districtwide Assessments

Action 1.1.1   (SiteGoalID: 8930) (DTS: 03/11/25)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• 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**

Action Plan

Illuminate Assessments:
Classroom teachers will administer Illuminate assessments to all students. Administrators will assist by reminding teachers of the assessment windows each trimester as well as help by providing reports with names of students who need to complete assessments. Illuminate assessments will be administered at the beginning of the school year and at the end of each trimester, following the timeline provided by CPL.

Teachers in grades 3rd-6th will give an additional phonics assessment to students who are not meeting the accuracy goal on the fluency assessment. The CPL coach and AITs started training teachers in the Spring of 2025 across 3 sessions. The sessions focused on the administration of the test, looking at the reports, creating small groups and designing curriculum/lessons for those groups.

ELPAC Assessments:
Under the direction of the Vice Principal, **Initial ELPAC** Assessments will be administered by time-sheeted certificated subs within 30 days of enrollment based on the Home Language Survey in the Fall and throughout the year as students enroll. Under the direction of the Vice Principal, time-sheeted certificated substitutes will administer the **Summative ELPAC** to EL students from February 1 to June 2026.

CAASPP Assessments:
Under the direction of the Vice Principal, classroom teachers and Special Education teachers will administer the CAASPP to 3rd-6th grade students. Based on

Progress Monitoring

The Principal will pull **Illuminate** reports to ensure at least 95% of all eligible students have taken the Illuminate 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

Grade levels will discuss this data at Data Days with the CPL and EL Coaches as well as with Admin. They will also discuss this data at their PLCs which will be reflected in the notes.

The Vice Principal will run bi-weekly 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

The Vice Principal will run weekly reports during testing windows to ensure at least 95% of 3-6 grade students have completed the **CAASPP** or CAA. https://www.caaspp-elpac.org/resources/administration/toms-resources

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.

Certificated Timesheets:
$ 35,961 - EL Supplemental (ELPAC Assessments)

Site Goal 1.2   (SiteGoalID: 8674) (DTS: 02/13/25)

Mack, as part of the Valley Region, will focus on active participation and learning targets in 2025-2026 as its regional and school goal. In this goal, percentages will increase from 70% to75% in Active Participation and from 68% in Learning Targets to 73% and will be measured by the 2026 PIC data.

Update

- From the student survey data: Does your teacher remind you throughout the lesson what you are suppose to be learning about? Our data will increase, from 72% to 77%. (LT)
- From the teacher survey data, regarding current level of implementation of Learning Targets will increase from 70% to 80%. (LT)
- From the teacher survey data, regarding current level of implementation of Active Participation will increase from 70% to 77%. (AP)
- From our FONT implementation data, our walk-through frequency will increase from 49% to 100%.

Metric: Learning Targets

Action 1.2.1   (SiteGoalID: 8674) (DTS: 02/13/25)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
- Describe your step by step plan for intervention, for at-risk students, as related to your goal.	- Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	- 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
The Framework: Supporting Students by Increasing Teacher Capacity through the Instructional Framework. The instructional staff at Charles Mack will adopt the regional goal of active participation as its focus as well as the selected school wide goal of an emphasis on learning targets. 1. *August-June:* **Valley Regional Plan** **The region's plan continues to be centered around active participation. Charles Mack has an additional focus which is on Learning Targets also continuing for the 2025-2026 school year. This will be achieved by the following:** - Explicit instructions on teaching students what appropriate wait time looks like in the classroom and does your teacher expect every student to participate. - An increase in our FONT walk throughs as a region holding each other accountable for these walkthroughs. - Provide staff and teachers feedback centered around active participation.	**Active Participation/Learning** **Targets** - Survey data collected from the student climate survey - Survey data collected from the staff perspective survey - FONT PIC data will be collected 1x per year. - Each admin's goal is to do at least 3 FONTs per week.	

Site Goal 1.3 (SiteGoalID: 9362) (DTS: 04/22/25)

Charles Mack Elementary's goal is to test 100% of our eligble 3rd graders to ensure opportunity and access to the GATE program. It is also our goal to test 4th-6th grade students who have not taken the NNAT assessment with Elk Grove Unified as well as 5th-6th grade students who previously received a score of a 6 or 7, but did not qualify for GATE at that time.

In the 2022-2023 school year, 7 students qualified for the GATE program. Students in the program overall was 28.

In the 2023-2024 school year, 15 students qualified for the GATE program. 21 students participated in the program overall.
For the 2024-2025 school year, 11 students qualified for GATE with a total participation rate of 31.
The goal is to qualify 15 new students in the 2025-2026 school year for the GATE program.

Metric: Test Participation Rate on Districtwide Assessments

Action 1.3.1   (SiteGoalID: 9362) (DTS: 04/22/25)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• 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**
<u>**Accelerated Opportunities: Challenging students who qualify for GATE to engage in critical thinking and explore their creativity in a variety of areas.**</u> Charles Mack Elementary will select a GATE Coordinator(s) to continue the Mack GATE Program. This program offers differentiated instruction and guidance to those ready for acceleration as based on the NNAT test. 1) GATE students will be provided differentiation through depth and complexity by participating in after school enrichment taught by time-sheeted teachers. Materials will be purchased to support the GATE after school program. (7105) 2) Provide in school and after-school enrichment opportunities	<u>**GATE**</u> 1) Seventy percent of Charles Mack GATE students will progress at least 4 guided reading levels toward established grade level benchmarks by the end of the year. There will be at least a 5% growth in the number of students that qualify for GATE when compared to the previous year as measured by the NNAT assessment given fall of 2025. 2. There will be a schedule covering topics and activities selected by the GATE coordinator(s) and by students.	

to potentially qualify students for GATE in a multitude of ways by time-sheeted teachers. (7105)

Site Goal 1.4   (SiteGoalID: 9495) (DTS: 05/06/25)

Charles Mack will support its growing EL student and parent populations through information, high quality instruction which will lead to reclassification, and increasing staff knowledge on how to support multi-lingual learners.

Metric: Reclassified - Percent of English Learners Reclassified

Action 1.4.1   (SiteGoalID: 9495) (DTS: 05/06/25)

Targeted Student Group(s)

• EL

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• 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**
EL Coordinator, ELAC, ELPAC: To assist billingual students to achieving academic, linguistic, assessment, and accumulation goals using district and Tier 1 school supports. **The ELAC coordinator, admin, and EL Coach will work independently and in collaboration to ensure English Language Learners are progressing and their families are receiving vital information as it relates to academics, learning in and outside the classroom, and district/school initiatives.**	1. **EL Coordinator** • Scheduled Monthly Meetings with the Vice Principal and (if available) the EL Coach • Represent Mack at DELAC meetings (share this duty with the vice principal) and report about meeting topics for the weekly newsletter and or at staff meetings • Identify students new redesignated students by notifying their families and teachers (including completing and returning paperwork in a timely matter).	

1. August-June: With the support of the vice principal and EL Coach, the **EL Coordinator** will identify and place EL students, assist in reclassification, EL/RFEP monitoring, parent commuication, attend DELAC meetings, update admin on district inititatives related to ELs and support ELAC meetings.

2. September-May: The vice principal will hold monthly or bimonthly **ELAC** meetings focusing on district mandated topics and trainings (i.e. ELPAC, path to reclassification, EL LCAP Needs Assessments etc...), supporting students academically and emotionally at home, life resources, and gathering their input on the school's LCAP. Light refreshments will be provided at ELAC meetings.

3. August-May: **ELPAC** assessments will be given to eligible students.

- Track the number of reclassified students for growth patterns and share this information with the staff.
- With the EL coach, share with the staff helpful strategies that will increase the number of reclassified students.

2. **ELAC**

- Create a year at a glance calendar of topics
- Sign in sheets and meeting miniutes
- Update and distribute the annual EL Needs Assessment
- Elect the EL chair and vice chair
- Provide input for the next year's LCAP

3. **ELPAC**

- The completion percentages for the initial and summative ELPAC assessments.
- Hire ELPAC testers to complete the Assessments
- Provide teachers with ELPAC assessment results and place in student cumlative files

Site Goal 1.5   (SiteGoalID: 9548) (DTS: 05/19/25)

GOAL: Overall English Language Arts (ELA) scores will increase from 28% to 35% of our students met to exceeding standards on the state CAASPP assessments as noted in the CDE Dashboard and RED's CAASPP's Results Sumary. The goal is to support student learning and improve student outcomes.

Performance Level: Orange

- **African American students will increase from 12% to 17%**
- **EL Students will increase from 10% to 15%**
- **Hispanic students will increase from 26% to 31%**
- **White Students will increase from 13% to 18%**

Overall Math scores will increase from 22% to 27% of our students meeting or exceeding standards on the state CAASPP assessments as noted in the CDE Dashboard and RED's CAASPP Results Summary.

Performance Level: Red

- **African American students will increase from 6% met to 11%.**

Performance Level: Orange

- **EL Students will increase from 13% to 18%**
- **Hispanic students will increase from 18% to 23%.**
- **White students will increase from 18% to 23%**

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

Action 1.5.1   (SiteGoalID: 9548) (DTS: 05/19/25)

Targeted Student Group(s)

• All

Action Plan	**Progress Monitoring Plan**	**Data Collection & Evaluation**
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• 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**
Action Plan **Personnel To Support A Strong Tier I** **Instructional Program:** Hire and retain staff who work directly with diverse students, lead professional development opportunities, research and share resources and materials to support proficiency in ELA & Math, increase student access and staff knowledge. (i.e. the Instructional Framework, AVID, PLC implementation, GLAD, EnVision, ELD etc...) August - June Teachers will work closely with our CPL coaches, AITs, K/2 Push In, Language Support Help, Small group support and their peers to address the academic and	Progress Monitoring **Academic Intervention Teachers:** • Record student data from the beginning of the school year/the start of the each trimester and compare it to student progress at the end of the academic support cycle. • They will also keep daily attendance of their seen students. • Create an agreed upon assessment timeline and lead/schedule Co-Ops 2) **CPL Coaches:** • Meet with Admin to plan PDs/data days and debrief following the session	

linguistic needs of students.

1. *August-June:* **Academic Intervention Teachers** will utilize small group instruction (pull out and push in), learned LETRS strategies, and highly effective teaching methods to teach targeted Kindergarten through Grade 2 (Grade 3 if needed for ELA) students not meeting grade level standards in ELA. They will also support teachers with assessments and base their small groups on district approved exams each trimester. In addition, they will colloborate with admin and CPL/EL coaches in the area os data analysis.

 2. *August-June:* **CPL Coaches** will support the staff in how to effectively implement all parts of the Instructional Framework. Mack's schoolwide focus for the 2025-2026 school year will continue to be on Learning Targets and Active Participation. They will plan/schedule at least 4 PD's in the 2025-2026 school year including, but not limited to Learning Targets (1), Active Participation (2), the PLC process (2) and ELD instruction (1). Both the Instructional Coach and the EL Coach will also provide staff professional development opportunities as well as model strategies in classrooms/PLCs, share resources, provide coaching to teachers, support assessments, and participate in Co-Ops. They will also prepare data and lead Data Days with each grade level.

3. August-June: **K/2 Push In: A credentialed teacher** will assist Kindergarten through 2nd grade teachers to achieve academic outcomes based on assessment data and teacher observations.

4. August-June: **Language Support Help (BTA(s) and Timesheeted Person (s)** will support dual language and

- Provide a staff sign-in sheet for all PDs
- Visit PLC's and classrooms at least twice a trimester and will be included in PLC minutes as attendees
- Organize data for and help plan Data Days
- Analyze if PD concepts are used through classroom observations, evaluations, and FONTs.

3. *K/2 Push In:*

- Regular Attendance
- Scheduled Classroom Support

4. ***Language Support Help: BTA (contracted) and a Hired Timesheeted Person*** (2)

- Hire Language Support Help for Arabic, Afghan, Middle, Asian, Eastern and Asian Students
- The BTAs will support multilingual students
- In collaboration with teachers, the EL Coach, EL Coordinator, and Admin, Language Support will identify early dual language learners and newcomers. Based on assessments (i.e. ELPAC and Illuminate) and support from school staff, they will create a basic curriculum.
- Students will be placed into like groups and the language support schedule will be arranged around the school day.
- Keep track of attendance

5) **Paraprofessionals**

- Regular Attendance
- Scheduled Classroom Support

6. **Library Tech**

- Passing of Williams
- Taking Inventory 2x Each Trimester

newcomer students to acquire the English Language and make progress toward grade level goals. (Funding pending-3010)

*5. August-June: **Paraprofessionals and Certificated Substitutes/Current and Retired Teachers (salaried and timesheeted)** will support small group instruction in classrooms under the direction of the teacher. (Funding pending-3010)

*6. August-June: **Library Tech** will support classrooms by ensuring the ordering and delivery of instructional materials, making sure each student has all their textbooks and supplies, maintaining inventory, and provide/order library books to boost student interest and knowledge.

7. **Afterschool Tutoring:** Certificated teachers will tutor students in the areas of mathematics and language arts who are in need additional support.

8. **Professional Development:** The staff will have opportunties to participate in on and off site professional development as it relates to academics, instruction/assessment, behavior, SEL, SPED, attendance, Newcomers, supporting targeted groups, cultural compentency, restorative practices, building community, and other PD needed to support the school.

Budgets:
Action 1 -Salaried Teachers:

1.0 FTE LREBG (formerly Esser)
1.0 FTE Title One $148,590

1.0 time-sheeted Language Support Instructor to assist with intervention for English Language Learners,

7. **Afterschool Tutoring**
   Improved in-class performance on
   assessments
   Standardized Assessments

8. **Professional Development**

- **Provide 2-3 opportunities for PDs in addition to the ones offered by the Coaches**

Newcomers, and bilingual students. *Classified Timesheet:* *3.0 Paraeducators* *Classified Salary:* *.625 Library Tech (Title 1 Basic) $43,657* *.5 Language Support Help (Title 1 Classified Timesheet) $15000* *1.0 K-2 Credentialed Push-In Paraeducator from District ESSER funds*		

Action 1.5.2   (SiteGoalID: 9548) (DTS: 05/19/25)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• 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**
<u>Time and Collaboration: To Support A Strong Tier I Instructional Program:</u> The staff will be provided time to collaborate and discuss formal and informal data, student progress, best practices and effective instructional strategies **1. October-June**: *Data Days/ Fall Co-Cops* Grade Levels will be provided release days to collaborate with their peers and coaches 3 full times a year: Tri 1, Tri 2, and Tri 3. **2.** *August-September: BOY Co-*	1. **Grade Level Collaboration: Data Days/Coops** • Grade levels will schedule release days (3 full days): • Trimester 1-2: Combined Data and Co-ops • Trimester 3: 1/2 Data Day and 1/2 End of the Year Planning 2. **BOY Co-ops** • Teacher data will be entered into the RTI and other data bases before CO-OPS. • Substitutes will be scheduled for the Fall 3. **Peer to Peer Observations**	

ops
Each teacher will complete their assessments in time to fully participate in early fall Co-ops.

*3. August-June: **Peer to Peer Observations***

Teachers, particular new teachers, will also be released to observe other teachers and educators on and offsite for best practices, the instructional framework, teaching styles, the AVID at Mack or at other schools (i.e. Avid Showcase), classroom management, and overall effective teaching methods with the assistance of a coach, other personnel and or admin.

4. *August-June: **New Teacher Academy***
This program is designed for temporary and probationary teachers but open to all who would like to learn about the fundamentals of the teaching profession, helpful instructional strategies, classroom management, SEL, district program initiatives and programs etc... under the guidance of the site's coaches.

5. **Continuous Improvement Process with SIS:** One teacher from each grade level 3rd-6th grade will collaborate with admin, each other and SIS to analyze root causes, debrief and plan how to improve CAASPP ELA and Math scores. This will be done at the start of the 2025-2026 school year or during the summer of 2025.

6. **Preparation:** Provide time for the combo teacher and library staff to come during the summer to prepare classes or gather materials in preparation for the 2025-2026 school year.

- Sign-ups via Google Doc identifying willingness to participate, the subject area/strategy they would like see, and their own area of expertise.
- A Survey will be created indicating a willingness to participate, areas of strength and requested observation topics
- Schedule the observations 1x-2x a year including a debrief session soon after the observation
- Provide a form for notetaking and reflection during and after the observation.
- Visit classrooms on and off campus where AVID is fully implemented and collobarate with AVID Coaches on and offsite.

4. ***New Teacher Academy***

- Create a poll for topics of interest
- Schedule afterschool meetings (2x a month)
- Participation Attendance Form
- Follow-up by the coaches and or admin as to implementation of the learned strategy

5. **Continuous Improvement**

- 2026 CAASPP Data

Targeted Student Group(s)

• School-wide

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• 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 **Mathematics Success: Increasing Math Competency** The goal is to increase student skills, competency, and automaticity as it relates to math facts, problem solving, and test taking. ***1. September-June***: Either as a school, in grade levels, in small groups and or individual classes, there will be incentives/initiatives for students to be motivated to learn their numbers, math facts, increase their mathematical vocabulary knowledge and be better prepared for their assessments taught by teachers, paras, outside vendors, volunteers before, during or afterschool. The school will also involve families in improving math competency including strategic and district partnerships with the FACE department, FTAT, and family nights (3010) 2. Provide **professional development** through the Continuous Improvement Process, during staff meetings, purchase resources, and or participate in outside learning opportunities to increase staff knowledge in the area of mathematics.	**Progress Monitoring** **Increasing Math Competency** • School wide math fact acknowledgements (i.e. contests, awards, assemblies celebrations etc...) • Track each students progress toward learning their numbers and math facts on a form. Their progress will be shared with parents. • Teachers will be provided a document that aligns Envision Math topics with CAASPP practice and interium tests and be encouraged to regularly practice CAASPP topic and interium tests. 1. Math Club: (led by Paraprofessionals) • Pre-test will be given at the start of math club and assessments given once a month to check for growth. • Increased CAASPP Math scores as well Illuminate and classroom assessments	**Evaluation**

Action 1.5.4   (SiteGoalID: 9548) (DTS: 05/19/25)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What ***formative student data*** will you collect and how often?	• 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**
Instructional Materials, Programs, and Professional Development: To Support A Strong Tier 1 Program Students will have access to a variety of in class and online instructional programs and tools to support learning. The staff will also have an opportunity to engage themselves in professional learning opportunities within district, at school, and with outside vendors. *August-June: **Student Resources*** 1) Students will have access to online learning programs which include, but are not limited to iXL, Starfall, Accelerated Reader, and Relex. Additional instructional supplies will be purchased to support all aspects of learning within and outside the classroom including but not limited to copy paper, library books, packets, VAPA, and other supplies. (3010/7101) 2) Through the AVID adoption for 4th-6th grades, these students will use planners, tailor made agendas, binders and other resources to help students learn organizational and AVID related	**Student Resources** 1) Each trimester, the principal or designee will examine each program's data to analyze each grade level's usage 80% or better. -For AR reward program, the number of students receiving the golden horseshoe and higher will be tracked. 2. AVID Teachers (4th-6th) will do monthly checks to ensure students are using their resources according to AVID guidelines. The teams will also develop 3 common strategies each AVID classroom will use. 3. **Extra Curricular Activities** Each classroom will participate in at least 2 field trips or extra curricular activities during the 2025-2026 school year.	

skills and strategies. (7101)

3. *August-June:* **Extra Curricular Activities**
Students will have the opportunity to learn outside the classroom through field trips and other extra curricular activities.

Action 1.5.5   (SiteGoalID: 9548) (DTS: 05/19/25)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What ***formative student data*** will you collect and how often?	• 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**
Action Plan **Setting Goals: To Support A Strong Instructional Program:** The staff will be provided time to collaborate and discuss formal and informal data, students progress, best practices and effective instructional strategies *1. August-September: **Data Gathering, Analysis and Planning** Release Days* Teachers will meet in their grade level groups with the coaches to analyze the data to plan for whole group instruction, determine AIT pull out and push in groups, and small group instruction within the classroom setting. (funding pending) *October-May:* ***Assessment Days*** Teachers will be released 3 full days a year to assess students in	**Assessment Days** • Secure subsitutes to release teachers to test **2. School Wide Goal** • At a staff meeting in September, each grade level will share their grade level goal to their peers. As a school, a site wide goal will be created. • At the end of each trimester, the school wide goal will be revisited at a staff meeting to check progress **3. Grade Level Goal** • Each grade level creates a goal and shares it was coaches, AITs, and admin • Evidence of analysis and monitoring will be reflected in their PLC notes at least 2x a month.	

Illuminate and the upcoming reading difficulty screener.

2. *August-September:* **The Creation and Adoption of a School-Wide Goal**
The staff will meet to determine a schoolwide ELA and Math goal based on the 2025 spring CASSPP data.

October-May
Admin and the coaches will analyze data at the end of each trimester assessment period.

3. *August -September*: **The Creation and Adoption of a Grade Level Goal**

Each grade level will create a goal in the Fall to review, revise, and set new goals at the end of the 1st and 2nd trimesters.

September-May

Teachers and staff will monitor, analyze and revise this goal in their PLCs and during their release days to check progress.

June 2026

5. Teachers will be able to attend the **Summer 2026 Avid Institute.**

- At the end of each trimester, each grade level will share out their progress toward meeting these goals at data days.

4. **Co-Ops**

- 100% of teachers will attend Co-Ops having completed all required and suggested assessments
- Schedule subs for the Fall Co-Op meeting in the 2025-2026 school year

Student progress will be measured through:

- SMART Goals
- CAASP
- Guided Reading Assessments
- Benchmark Assessments
- Fluency Grade Level Data
- Illuminate Data

5. Three teachers in grades TK-3rd will be **AVID** trained by the end of June 2026.

Funding Sources for District Goal 1 (DEV - LCAP ID: 743)		
Funding Source	**Amount**	**Description of Use**
Title I – Basic (4900/3010)	148590	Certificated- Salaries
Title I – Basic (4900/3010)	17673	Certificated- Timesheets
Title I – Basic (4900/3010)	43657	Classified- Salaries

Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	28500	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	27700	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	45000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	33918	Classified- Timesheets
Supplemental/Concentration (7101/0000)	6173	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	10000	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	35961	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 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: 8675) (DTS: 02/13/25)

Charles Mack endeavors to proactively address disparities in the areas of behavior, academics and attendace.

Behavior:
In the 2023-2024 school year, the overall suspension rate based on the Dashboard was green. This was a big improvement from the 2022-2023 school year. The goal is to maintain this level in the 2025-2026 school year.

Orange Level: In the 2025-2026 school year, the goal is to move the following groups of students from orange to yellow: African Americans, Asians, Homeless and Two or Races.

Proactive and targeted improvements can increase student outcomes and be measured by CAASPP scores, weekly attendance reports,and reduced suspensions.

Metric: African American Disparity

Action 2.1.1   (SiteGoalID: 8675) (DTS: 02/13/25)

Targeted Student Group(s)

• Black or African American • Foster Youth • Homeless • SWD

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• 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 **Admin Supports: Use of school funds to support a 2nd admin to help with student behavior, attendance, high-quality instruction, restorative practices, cultural awareness, and other school, community, and student needs.** 1. **2nd Vice Principal:** Conduct FONTs to ensure high-quality instruction, help improve attendance (i.e. leading an attendance incentive program), and perform other duties as they relate to student academic and behavioral success.	**Progress Monitoring** Progress Monitoring -Suspension number maintained or reduced -Number of FONTS completed -Attendance numbers to 94% by the end of May 2026	**Evaluation**

Certificated
.5 Vice Principal: $101,981

Site Goal 2.2   (SiteGoalID: 9528) (DTS: 05/15/25)

Attendance: The school has made good gains in attendance in the 2024-2025 overall in the areas of absenteeism. Charles Mack's goal for attendance is to achieve 94% for the 2025-2026 school year as of May 16, 2026 focusing on students in the following categories.

Chronically Absent Students (Overall): From 24.8% as of May 16, 2025 to 20% on May 16, 2026 (vs. 29.3 in 2024). Student groups of focus to reduce the instances of chronic absenteeism:
TK: From 41% to 35%
Kinder: From 48% to 42%
White Students: From 32% to 26%
Hispanic Students: From 33% to 28%
LTELs: from 60% to 55%
SWD: From 42% to 37%

Metric: African American Disparity

Action 2.2.1   (SiteGoalID: 9528) (DTS: 05/15/25)

Targeted Student Group(s)

• SWD

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• 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 **Being and Getting Here: Supporting Students and Families to Have Better Attendance** Boosting Attendance: Mack's attendance rate has improved	**Progress Monitoring** **Attendance Monitoring** • The PBIS Tier 1 and Tier 2 teams will discuss attendance data at least monthly using	**Evaluation**

since the 23-24 school year (from 90.7% to 91.6%). Chronic Absenteeism has also been reduced from 35.3% (2023-2024) to 29.3% (2024-2025). The 2024-2025 saw more lates and beyond lates than the previous year.

The school will target chronically absent students to improve their attendance as well as celebrate students individually and as a group for positive attendance patterns. Stakeholders will be informed of school attendance progress.

1. August-June: **Attendance Monitoring**

The school and district personnel will monitor attendance progress on a regular basis and it will be shared with stakeholders.

2.September-June: **Attendance Incentives**

Individual and groups of students will be incentivized for positive or improved attendance on a weekly (classes) and monthly basis (individuals). (3010)

Purchase resources to boost attendance as well as informs families and students of our attendance efforts (i.e. sandwich boards)

3. August -September: **School Personnel Support**

Teachers will make positive phone calls home at the beginning of the school year for every student on campus.

There will be a continued emphasis on continued Parent Teacher/Home Visit trainings with the district and a campus-wide emphasis on family home visits.

There will be communication from teachers regarding attendance. Follow-up of chronic absenteeism

information from the POWER BI. This information will be gathered by admin.

- The SOA gather and print out attendance percentages weekly and give them to admin. Families will also be sent these percentages weekly via Talking Points.
- School and district personnel will meet at least biweekly to discuss chronically late or absent students. Admin, School personnel, or the Parent Liaison will make phone calls to the families of these students and record each interaction when needed.
- Review and monitor students who meet the Chronic Absent (10% or more absence rate) biweekly with the PBIS/Tier 2 Team.
- The school's attendance average will be presented at ELAC meetings and reflected in the minutes.

2. Attendance Incentives

- Chronically Absent or Late students will be identified by the attendance data and become participates in the attendance NBA program lead by the vice principal.
- Their attendance will be monitored on a weekly basis and individual and group prizes will be given to those who improve the most based on a point system. Student progress will be tracked and shared with staff and their families. Update attendance progress daily using a visible resource for families to view.
- Based on weekly attendance data (Report U-ADT1602) provided by the office staff, the class in each grade level achieving the highest attendance average will receive an incentive. Each class's average will be organized on a form that

by administration.	tracks patterns of success or areas of growth. 3. **Teacher and Admin Support** - One staff meeting will be set aside for teachers to make positive phone calls home. - Presentation at preservice by the school or district Home Visit site lead about the program and its benefits. A sign up sheet at pre-service will be used as evidence as well as form will be created to keep track of students visited. The classes of those who make home visits, will be monitored for attendance progress. - Teachers will call students who have been identified as chronically absent. They will communicate with parents via phone calls, talking points, in person or on email recording it in the student contact log in Synergy.	

Funding Sources for District Goal 2 (DEV - LCAP ID: 743)

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)	101981	Certificated- Salaries
Supplemental/Concentration (7101/0000)	0	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	2000	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	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: 8676) (DTS: 01/01/10)

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

Metric: Other

Action 3.1.1   (SiteGoalID: 8676) (DTS: 02/13/25)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What ***formative student data*** will you collect and how often?	• 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**
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. School Counselor Certificated .5 FTE Counselor Title I, $66,753	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.	

Action 3.1.2   (SiteGoalID: 8676) (DTS: 05/06/25)

Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What ***formative student data*** will you collect and how often?	• 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**
Action Plan **<u>PBIS and Social Emotional Learning: To Support the Development of the Whole Child</u>** Student social emotional needs will be developed through schoolwide PBIS Tier 1 and Tier 2 programs, Second Step, Bounce Back and emphasis on character education. *1. August-June:* **PBIS: Tier 1** Continue PBIS program support which includes individual and group incentives, site and classroom signage, and assemblies. (3010) *2. August-June:* **Second Step** Continue site wide implementation of the Second Step program to formally teach students they need to self regulate and proactively respond to challenging situations. The goal is to increase the percentage of lessons taught to 75% aligned with the pacing schedule by June 2026.	Progress Monitoring **1. PBIS Tier 1** • Both certified and classifed staff will be trained in the PBIS systems here at Charles Mack by the end of September 2025. An attendance sheet will be given at each training. • Spring TFI 2026 • Staff Survey Fall 2025 and Spring 2026 • Monthly Review suspension data Maintain (+/- 5-10 %) on home suspensions when compared to the previous year at Tier 1 monthly meetings and several times a year with the whole staff. 2. **Second Step** • The counselor will create a suggested 2nd Step pacing schedule for the year • Include the 2nd step focus in weekly videos to students. • Share progress of the 2nd step classroom implementation in face to face or email communications once a month.	

3. *August-June*: **Student Assemblies**

 At assemblies, students will have the opportunity to be recognized in front of their peers based a school-wide character focus (i.e. intregrity, empathy etc...).

Students will also have the ability to participate in assemblies and events related to character education, academics, motivated to do well on assessments, culture, the schoolwide learning expectations, mental and physical health, social emotional learning, and or outside vendors. (3010)

- Create a sign up for teacher to enlist the support of our wellness personnel for 2nd Step implementation and lessons.
- Monitoring the suspension rate monthly with staff; monitoring student progress through the use of data from the Restorative Practice Coach at each PBIS Tier II Meeting.
- Increase the lessons taught on schedule to 75% by June 2026.

Student Assemblies

- Admin and the school secretary will schedule character and other motivational assemblies at the beginning of the school year and as the need arises. A year at a glance calendar will be sent to all staff.
- On a bimonthly basis, 100% of teachers will recognize students in their classes who meet the character education criteria at an assembly.

Funding Sources for District Goal 3 (DEV - LCAP ID: 743)

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	66753	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)	0	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)	5000	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: 8677) (DTS: 02/13/25)

Increase authentic relationships and partnerships between school and home, specifically reaching out to underserved and disengaged families. According to the LCAP Needs survey given in the 2023-2024. the top

five areas of importance and satisfaction rates from parents were:

Importance:

- A Safe School-93%
- Good Teachers-91%
- Bullying Prevention-91%
- Mental Health Support-87%
- Nutritous Meals-86%

Satisfaction: Top 5 (Satisfied or Very Satisfied)

- Assessments 100%
- Tools for student progress and learning 100%
- Teachers who understand me and family 98%
- Online tools for learning 95%
- Feedback from teachers 94%

Areas of Growth:

- Traffic Control 65%
- Cleaner Updated Bathrooms 74%
- Security on campus 74%
- Bullying Prevention 74%

2025-2026 Goal:
Our goal is to improve our parent involvement/parent engagement model by increasing the number of parents/guardians and family members that attend parent and family events, and increase the efficacy of the programs and supports we provide. We will continue to improve parent involvement and staff communication through family programs, family events, and social media.

Metric: Parents indicating opportunities for parent involvement

Action 4.1.1   (SiteGoalID: 8677) (DTS: 05/06/25)

Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
- Describe your step by step plan for intervention, for at-risk students, as related to your goal.	- Describe your step by step plan for progress monitoring your action plan. What **formative student data** will you collect and how often?	- 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 **Building A Bridge Between**	**Progress Monitoring** **Building A Bridge Between**	**Evaluation**

Home and School: Building Home/School Connectedness

Charles Mack Elementary will continue outreach and engagement with its families that includes events that focus on the arts, academics, culture, holidays, mental and physical health, and greater parental involvement in school decision making as well as support in the classroom and on field trips. (3010). These outreach and engagement opportunities may include refreshments, give aways, free raffles, and educational materials.

August-June: Parent Involvement and Events

Charles Mack will offer a vast variety of events where parents can participate on and off site. These include but are not limited to the following:

- Creating a PTO, ELAC, SSC, and DELAC
- Home visits
- Parent Universities (Academic)
- Family Nights
- Back to School Night
- Open House
- Harvest Festival
- Back to School Picnic and Family Night
- Walk to School Days
- Family Dances and Socials
- Winter Family Literacy Night (Acac.)
- Cultural Events
- Mental and Physical Health Events
- ESL classes
- Events/Sessions Centered in Academics (How to help your child at home etc...-group or individual) (Acac.)
- Access to the Charles Mack Facebook and Website
- School newsletters
- Classroom Volunteers
- Watch Dogs
- Lunch with Families
- Family Math Night (Acac.)
- Health and Wellness Faire

- Meeting/Event Attendance Sheets to be shared with staff and stakeholders
- Parent Surveys: Early Fall and Late Winter to be shared with SSC, ELAC, Staff via staff meetings and PBIS Tier 1
- The number of Friends on Facebook
- Create a Instagram Account (Gain 250 followers by the end of May 2026)
- The Transition from a FTO to a PTO
- Classroom Volunteers Sign in Sheets

- FTAT

Funding Sources for District Goal 4 (DEV - LCAP ID: 743)

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	2898	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	2000	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	5000	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)	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

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	$148590	$0	$66753	$0	$215343
Certificated- Timesheets	$17673	$0	$0	$2898	$20571
Classified- Salaries	$43657	$0	$0	$0	$43657
Classified- Timesheets	$0	$0	$0	$0	$0
Materials/Supplies/Equipment	$28500	$0	$0	$2000	$30500
Contracts/Services/Subscriptions	$27700	$0	$0	$5000	$32700

Title I – Basic (4900/3010) Total: **$342,771**

Supplemental/Concentration (7101/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	$0	$101981	$0	$0	$101981
Certificated- Timesheets	$45000	$0	$0	$0	$45000
Classified- Salaries	$0	$0	$0	$0	$0
Classified- Timesheets	$33918	$0	$0	$0	$33918
Materials/Supplies/Equipment	$6173	$2000	$0	$0	$8173
Contracts/Services/Subscriptions	$10000	$0	$5000	$0	$15000

Supplemental/Concentration (7101/0000) Total: **$204,072**

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	$35961	$0	$0	$0	$35961
Classified- Salaries	$0	$0	$0	$0	$0
Classified- Timesheets	$0	$0	$0	$0	$0
Materials/Supplies/Equipment	$0	$0	$0	$0	$0
Contracts/Services/Subscriptions	$0	$0	$0	$0	$0

EL Supplemental (7150/0000) Total: **$35,961**

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

Charles Mack Elementary (311) | 2025-2026

Fund Source *Mgmt. Code / Description Resc. Code / Description*	Allocation	EGUSD Strategic Goals				Balance
		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	$342,771	$266,120	$0	$66,753	$9,898	$0
7101 LCFF Supplemental Concentration TK-6 **0000** Unrestricted	$204,072	$95,091	$103,981	$5,000	$0	$0
7150 EL Supplemental Program Services TK-6 **0000** Unrestricted	$35,961	$35,961	$0	$0	$0	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$582,804	$397,172	$103,981	$71,753	$9,898	

Fund Subtotals

Subtotal of additional federal funds included for this school	$342,771
Subtotal of state or local funds included for this school	$240,033

Title I Centralized Services

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