Charles Mack Elementary

Local Control Accountability Plan (LCAP)
2026-2027

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: 2026-2027

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 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? **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 2026-2027 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 we sent to parents in April 2026. 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 9/22/25, 10/20/25, 12/15/25, 2/23/26, 4/20/26, 5/18/26** **- School Site Council on 9/25/25, 11/13/25, 1/29/26, 4/16/26, 5/7/26**

- ELACs on: 11/7/25, 2/12/26, 5/20/26
- Staff meetings on 8/25/25, 9/8/25, 10/13/25, 10/27/25, 11/10/25, 12/8/25, 1/12/26, 1/26/26, 3/2/26, 4/27/26, 5/11/26, 6/1/26
- Back to School Night and Title One Meeting on 8/21/25
-CNA Collaboration Days with SIS: 8/8/25 (math)
- 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 2026-2027 LCAP.

The following budget items were modified or added:

- **For the 26-27 school year, we will continue to use funds for newcomer support, particularly with our Afghan populations. This includes keeping 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 and seeking writing support.**

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.

N/A

Goals, Actions, and Progress Indicators

District Strategic Goal 1:	District Needs and Metrics 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.**	**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

Mack, as part of the Valley Region, will focus on active participation and learning targets in 2026-2027 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: Active Participation

Action 1.1.1

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?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan **<u>The Framework: Supporting Students by Increasing Teacher Capacity through the Instructional Framework.</u>** 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 in 2025-2026 was centered around active participation. Charles Mack will continue to strengthen schoolwide use of Learning Targets while focusing on Active Participation and Student Talk for the 2026-2027 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. • Provide staff and teachers FONT	**Progress Monitoring** **Active Participation/Learning Targets/Student Talk** • Review survey data collected from the student climate survey at Pre-Service at 2026 • Share survey data collected from the staff perspective survey at Pre-Service 2026 • FONT PIC data will be collected and shared 3x per year (i.e. trimesterly) with a focus on AP, learning targets and student talk. • The site AVID committee that meets monthly with trimesterly share outs at staff meetings	**Evaluation**

centered feedback around active participation, learning targets and now student talk. • Each admin's goal is to do at least 5 FONTs per week in alignment to the district's expectations of administrators. The foci will be in the 3 areas of the instructional framework. • Provide at least 2 staff meetings (professional development) opportunities around Student Talk and Student Talk/Active Participation. AVID teachers present. Across two staff meetings, staff will be asked to bring a planned lesson and consider implementing a which learned Active Participation. • Staff meetings will be structured as to include the learning target, an Active Participation strategy and possibly student talk. • Create a site AVID team that includes our instructional coaches who regularly review the MACK AVID plan with an emphasis on Learning Target, Active Participation, and now Student Talk		

Site Goal 1.2

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 1.2.1

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?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan **Illuminate Assessments:** Classroom teachers will administer Illuminate assessments to all students. Administrators will assist by reminding teachers of the	**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	**Evaluation**

assessment windows (i.e. via the Round-Up) 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 and site agreements. 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 goal is to create small groups and design 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 2027. **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 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:** $ *32616* - EL Supplemental (ELPAC Assessments) 7150	teacher (for individual completion rate) as well as with the whole staff (for grade level completion rates). Grade levels will discuss this data at Data Days with the CPL and EL Coaches as well as with Admin during Data Days. They will also discuss this data at their PLCs which will be reflected in the notes. The Vice Principal or ELPAC coordinator will run bi-weekly to monthly reports monthly to ensure all students in need of the **Initial** and **Summative ELPAC** Assessments have completed the assessments. Parents will be given written and visual instructions on how to practice the ELPAC assessment at home (December/January 2026-2027) 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	

Site Goal 1.3

Charles Mack Elementary's goal for 26-27 is for 18 students to qualify for GATE and with 22 participating actively overall.

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.
For the 2025-2026 school year, 15 students qualified for the GATE program. Of the 27 GATE students overall, 17 actually participated in the program.

Metric: Other

Action 1.3.1

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?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan **Accelerated Opportunities: Challenging students who qualify for GATE to engage in critical thinking and explore their creativity in a variety of areas.** 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 to potentially qualify students for GATE in a multitude of ways by time-sheeted teachers. (7105) 3. Charles Mack will 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.	**Progress Monitoring** **GATE** 1. Collect the GATE schedule covering topics and activities selected by the GATE coordinator(s) and by students. Share this schedule with staff and families. 2. Host a GATE showcase showing student work for stakeholders and track attendance. 3. Once a year, the GATE coordinator will share with staff (at a staff meeting) and families how students can qualify for GATE as well as present prior year data for qualifacation and participation.	**Evaluation**

Site Goal 1.4

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

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?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan **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. 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 commuinication, ELD workshops/PD, attend DELAC meetings, update admin on district inititatives related to ELs and support ELAC meetings. They will identify students newly redesignated students by notifying their families and teachers (including completing and returning paperwork in a timely matter). 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. Share a year at a glance calendar of topics at each ELAC 3. August-May: **ELPAC** assessments will be given to eligible students by eligible testers.	**Progress Monitoring** 1. **EL Coordinator** • Calender Monthly debrief Meetings with the Vice Principal and (if available) the EL Coach • The VP/EL Coordinator will represent Mack at DELAC meetings and share notes at ELAC and staff meetings • The EL Coordinator/VP will share the redesigation process with teachers and families as well as the current number of RFEP students tracking for patterns and progress. 2. **ELAC** • Sign in sheets and meeting minutes to reviewed with admin and the EL coach • Update and distribute the annual EL Needs Assessment 1x per year and review at SSC 3. **ELPAC** • Share completion percentages for the initial and summative ELPAC assessments monthly to the staff.	**Evaluation**

Teachers will be given assessment results and these results will be placed in student cum. files.		

Site Goal 1.5

GOAL: Overall English Language Arts (ELA) scores will increase from 27% to 32% 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: LCAP metrics 2025. The goal is to support student learning and improve student outcomes.

Performance Level: Orange

- **African American students will increase from 17.5% to 22.5%**
- **EL Students will increase from 15.9% to 21%**
- **Hispanic students will increase from 26.5% to 31%**
- **Pacific Islander students will increase from 23.1% to 28.1%**

Overall Math scores will increase from 21.4% 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: LCAP Metrics 2025.

Performance Level: Orange

- **African American students will increase from 12.5% met to 17.5%.**
- **Hispanic students will increase from 21.7% to 27%**
- **English Learners will increase from 15.8% to 20.8%**
- **Pacific Islander students will increase from 15.4% to 20.4%**
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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: Progress toward English Proficiency - Percent Increasing ELPI Level

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Action 1.5.1

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?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan	**Progress Monitoring**	**Evaluation**

Action Plan	Progress Monitoring	
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, California 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 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 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 of data analysis. Create an agreed upon assessment timeline and lead/schedule Co-Ops **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 2026-2027 school year will continue to be on Learning Targets and Active Participation. We will add Student Talk as an additional area. They will plan/schedule at least 4 PD's in the 2026-2027 school year including, but not limited to Active Participation, Student Talk, AVID, Writing, the new CA Envision math curriculum, ELD instruction, AI (once approved by the district), Writing etc... 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	**Academic Intervention Teachers:** • Record student academic and attendance 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 AIT support cycle. 2) **CPL Coaches:** • Meet with Admin bi weekly to plan PDs/data days etc... and maintain running notes • 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 3. ***K/2 Push In:*** • Scheduled of Classroom Support sent to staff 4. ***Language Support Help: BTA (contracted) and a Hired Paraprofessional (full-time)*** • Illuminate and CAASPP scores • Schedule of support • In collaboration with teachers, the EL Coach, EL Coordinator, and Admin, and Language Support, the team will identify early dual language learners and newcomers based on assessments (i.e. ELPAC and Illuminate) and support from school staff create a plan for growth. Students will be placed into like groups and the language support schedule will be arranged around the school day and shared with staff. ML staff will keep track of student attendance. 5) **Paraprofessionals/Credentialed Teacher (2)** • Scheduled Classroom Support 6. **Library Tech (.8 FTE)** • Passing of Williams 1x per year • Taking Inventory 2x Each Trimester 7. **Before/Afterschool Tutoring** Improved in-class performance on assessments Standardized Assessments Student attendance 8. **Professional Development** • **We will track their PD attendance and their learnings will be shared with the staff at a staff meeting.**	

teacher observations. *4. August-June: **Language Support Help (BTA(s) and Full time para*** will support dual language and newcomer students to acquire the English Language and make progress toward grade level goals. *(Funding pending-7101). They will also participate and host parent nights.* *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 at least 2x a week. *(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. **Before/Afterschool Tutoring:** Certificated teachers will tutor students in the areas of mathematics and language arts who are in need additional support. 8. **Staff Resources:** The staff will have opportunties to participate in on and off site teaching support 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. Explore/adopt resources for improved student writing that is already available or purchased. Budgets: ***Action 1 -Salaried Teachers:*** ***1.0 FTE LREBG (formerly Esser)*** ***1.0 FTE Title One $151,185 (3010)*** ***1.0 time-sheeted Language Support Instructor to assist with intervention for English Language Learners, Newcomers, and bilingual students.*** ***Classified Timesheet:*** *1.0 Paraeducator ($20,000) 3010* ***Classified Salary:*** *.425 Library Tech (Title 1 Basic) $30,000 (approx). Will be a 0.7 total position with the district picking up part of the costs) -4 days a week (3010)* *1.0 Language Support Help (Title 1 Classified Timesheet) $45,000 (7101)*		

$20,000 for Afterschool Teacher Tutoring (3010) ***1.0 K-2 Credentialed Push-In Paraeducator from District funds*** ***On a part time basis, hire a credentialed educator to help support small groups in the upper grades.*** ***8 staff members (1 admin, 1 classroom teacher per grade level, and 1 AIT) can attend an formal conference: $15000 (3010)***		

Action 1.5.2

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?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan **Time and Collaboration: To Support A Strong Tier I** **Instructional Program:** 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/ Co-Cops/IEP Days/Grade Level Release*** 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. • Trimester 1-2: Combined Data and Co-ops • Trimester 3: 1/2 Data Day and 1/2 End of the Year Planning • Teachers will be given time to colloborate and plan for current and future instruction during release and planning days. **2. *August-September*: *BOY Co-ops***	**Progress Monitoring** **Assessment Days/Co-ops** • Secure subsitutes to release teachers to test **2. School Wide Goal** • After BOY assessments are completed, each grade level will share their grade level at a staff meeting. • At the end of each trimester, the school wide goal/data will be revisited at a staff meeting to check progress **3. Grade Level Goal** • Each grade level creates a goal and shares it with coaches, AITs, and admin. • Evidence of analysis and monitoring will be reflected in their PLC notes at least 2x a month and during each of their 3 data days. **Student progress will be measured through:** • SMART Goals • CAASP	**Evaluation**

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 have the opportunity 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 Support***
This opportunity 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 elementary education to analyze root causes, debrief and plan how to improve CAASPP ELA and Math scores. This will be done in June 2026.

CI Days: 3010: $4500 (2 days,4 teachers, 2 hours)

6. Create an AVID team with teachers from 3rd-6th grades who will meet monthly to discuss AVID strategies, implementation, and receive updates.

October-May: ***Assessment Days***
Teachers will be released 3 full days a year to assess students in Illuminate and the upcoming reading difficulty screener.

7. *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 2026 spring CASSPP data. Site goals will also be in the areas of Second Step and attendance.

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

8. *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. They will

- Benchmark Assessments
- Fluency Grade Level Data
- Illuminate Data
- 2nd Step Completion
- RED DIY Attendance Data

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**

- Sign-ups via Google Forms identifying willingness to participate, the subject area/strategy they would like see, and their own area of expertise.
- Schedule the observations 1x-2x a year including a debrief session soon after the observation
- Provide a notetaking/reflection form 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
- Based on interest, schedule afterschool meetings with the CPL coach (2x a month)
- Participation Attendance Form

5. **Continuous Improvement**

- 2027 CAASPP Data
- Scheduled dates: 6/24 and 6/25
- Data and goals presented at 2026 Pre-Service

6. Scheduled, monthly AVID site meetings and notes on what was discussed and attendance taken.

Bi-yearly walkthroughs by the Mack Avid coordinatior and admin to ensure implementation.

also be given time to plan for the upcoming school year in May 2027. *September-May* Teachers and staff will monitor, analyze and revise this goal in their PLCs and during their release days to check progress. June 2027 9. 4 Teachers will be able to attend the **Summer 2027 Avid Institute.**		

Action 1.5.3

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?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan **<u>Mathematics Success: Increasing Math Competency</u>** 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 ongoing **support** through the Continuous Improvement Process, purchase resources, and or participate in outside	**Progress Monitoring** **Increasing Math Competency** • Grade Level math results reflected in the PLC notes and checked monthly by admin • Schedule CAASPP practice quizzes 3x a year and teachers share the results in their PLC notes and during data days with admin and coaches • Admin will monitor trimester growth in Illuminate and send data check ins at least 3x per year • Allow grade levels to present best practices in Math in a staff meeting • Teachers will be provided a document that aligns to the new California Envision Math topics. Schedule CAASPP practice and interium tests practice tests. **<u>Math Tutoring: (led by Paraprofessionals)</u>** • Pre-tests and post tests will be given at the start of math club and assessments given once a month to check for growth.	**Evaluation**

learning opportunities to increase staff knowledge in the area of mathematics.	• Increased CAASPP Math scores as well Illuminate and classroom assessments • Take attendance and share numbers with the coach	

Action 1.5.4

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?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan **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 (update signage and boost participation), and Relex. The school shall explore ways to boost its writing curriculm and program. 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) 2) Through the AVID adoption for 3rd-6th grades, these students will use planners, agreed upon agendas, binders and other resources to help students learn organizational and AVID related skills and strategies. (3010) 3. *August-June:* **Extra Curricular Activities** Students will have the opportunity to learn outside the classroom through field trips and	**Progress Monitoring** **<u>Student Resources</u>** 1) Each trimester, the principal or designee will examine each program's data to analyze each grade level's usage 80% or better. They will share the usage with the staff. -For AR reward program, the number of students receiving the golden horseshoe and higher will be tracked by the school's secretary and CRT and shared monthly in the staff and students via the Roundup or Monday Video. 2. AVID Teachers (3rd-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. The data will be discussed at monthly AVID meetings attended by teachers, coaches and admin. 3. **Extra Curricular Activities** Each classroom will participate in at least 2 field trips or extra curricular activities during the 2026-2027 school year.	**Evaluation**

other extra curricular activities. (7101)		

Funding Sources for District Goal 1		
Funding Source	**Amount**	**Description of Use**
Title I Basic (4900/3010)	$182,267	Certificated- Salaries
Title I Basic (4900/3010)	$43,040	Certificated- Timesheets
Title I Basic (4900/3010)	$32,939	Classified- Salaries
Title I Basic (4900/3010)	$0	Classified- Timesheets
Title I Basic (4900/3010)	$2,000	Materials/Supplies/Equipment
Title I Basic (4900/3010)	$9,000	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	$0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	$85,000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	$0	Classified- Salaries
Supplemental/Concentration (7101/0000)	$35,000	Classified- Timesheets
Supplemental/Concentration (7101/0000)	$11,500	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	$14,091	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	$0	Certificated- Salaries
EL Supplemental (7150/0000)	$19,341	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

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

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?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
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, and perform other duties as they relate to student academic and behavioral success. 2. Create student led clubs (i.e. Media Club) that build student self esteem and leadership. Certificated .5 Vice Principal: $84,000 Supp/Con (7101)	**Progress Monitoring** Progress Monitoring -Reduction in suspensions and this is shared with stakeholders monthly -Complete at least 8-12 FONTS completed as evidenced by PIC data to be reviewed by admin each trimester.	**Evaluation**

Site Goal 2.2

Attendance: The school has a slight decrease in attendance in the 2025-2026 overall in the areas of absenteeism. Charles Mack's goal for attendance is to achieve 93% for the 2026-2027 school year as of May 16, 2027 focusing on students in the following categories.

Chronically Absent Students (Overall): Reducing CA from 30.2% as of 4/26/26 to 24% on 4/26/27. Student groups of focus to reduce the instances of chronic absenteeism:

TK: From 32% to 27%
Kinder: From 31.6% to 26.5%
Pacific Islander Students From 27.3% to 22.3%
Hispanic Students: From 26.4% to 21.4%
Filipino Students: From 25% currently to 20%
African American Students: From 23.4% to 18.4%
SWD: From 26.1% to 21.1%

Metric: African American Disparity

Action 2.2.1

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?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan **<u>Being and Getting Here: Supporting Students and Families to Have Better Attendance</u>** Boosting Attendance (as of 4/26/26): Mack's attendance rate has decreased since the 24-25 school year (from 91.1% to now 91.1%). Chronic Absenteeism has also increased from 30.2% (2024-2025) to 31.1% (2025-2026). 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 (i.e. for perfect attendance) and trimesterly during assemblies. (3010)	**Progress Monitoring** Progress Monitoring **Attendance Monitoring** • The PBIS Tier 1 and Tier 2 teams will discuss attendance data (overall and chronically absent students) at least monthly using information from the POWER BI. Their discussions will be reflected in their notes. • The SOA gather, print and record weekly attendance percentages. Families will also be sent these percentages weekly via Talking Points and to staff via the school's bullentin. • The school's attendance average will be presented at ELAC meetings, at Coffee, Donuts and Moorer and reflected in the minutes. • The schools' attendance data on the outside sandwich board will be updated regularly and the overall data collected will be shared with stakeholders each trimester. **2. Attendance Incentives** • The vice principal will monitor chronically absent students and using this data, formulate teams for the NBA program. Their attendance will be monitored on a monthly basis and	**Evaluation**

Provide resources to boost attendance as well as informs families and students of our attendance efforts and status (i.e. Talking Points, trimester talks with the principal, back to school night etc...) 3. *September 2026:* **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 by administration.	their progress will be tracked and shared with stakeholders monthly. • Each grade level achieving the highest attendance average will receive a weekly incentive. Students with perfect attendance (no lates and no absences) will be entered into a raffle for a prize on a monthly basis. Winners will be announced to the school. 3. **Teacher and Admin Support** • At least 2 staff meetings will be set aside for teachers to make positive phone calls home. Teacher will then be asked to provide data on how many students were called and this data will be shared with the staff.	

Funding Sources for District Goal 2

Funding Source	Amount	Description of Use
Title I Basic (4900/3010)	$0	Certificated- Salaries
Title I Basic (4900/3010)	$0	Certificated- Timesheets
Title I Basic (4900/3010)	$0	Classified- Salaries
Title I Basic (4900/3010)	$0	Classified- Timesheets
Title I Basic (4900/3010)	$0	Materials/Supplies/Equipment
Title I Basic (4900/3010)	$0	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	$0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	$10,000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	$0	Classified- Salaries
Supplemental/Concentration (7101/0000)	$0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	$0	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	$0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	$0	Certificated- Salaries
EL Supplemental (7150/0000)	$0	Certificated- Timesheets
EL Supplemental (7150/0000)	$0	Classified- Salaries
EL Supplemental (7150/0000)	$0	Classified- Timesheets
EL Supplemental (7150/0000)	$0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	$0	Contracts/Services/Subscriptions

District Strategic Goal 3:	District Needs and Metrics 3:
Wellness **All students will learn in an equitable, culturally responsive, physically, and emotionally healthy and safe environment.**	**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

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

Metric: Other

Action 3.1.1

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?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan ACTION 1: July-June Appropriate supplies, equipment and resources (i.e., signs on the playground with rules for games, various game options, adequate supervision) to establish a well maintained and organized recess. ACTION 2: July - June PBIS Rotations at the beginning of the school year to discuss behavior expectations and refresh throughout the year (upon return from all breaks). ACTION 3: July-June Designated areas for specific games on the playground with adequate supervision. ACTION 4: July-June Explicitly teach rules and expectations of recess games and activities to all students, ongoing throughout the year.	**Progress Monitoring** July-June Administration to monitor and review synergy incident /referral data, yard staffing levels, regular upkeep and ordering of supplies and share with PBIS team monthly. July-June PBIS Tier I to monitor incident data and share with staff monthly. July-June Yard supervisors to monitor incident location data, share with administration monthly and adjust recess activity locations as needed. July-June Administration to schedule biweekly Yard Supervisor meetings to support understanding of PBIS behavior expectations, Restorative Practices, de-escalation skills, and game/activity rules and expectations.	**Evaluation**

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 (1.0 FTE) Paid by the district		

Action 3.1.2

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?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan	**Progress Monitoring**	**Evaluation**
Action Plan **PBIS and Social Emotional Learning: To Support the Development of the Whole Child** Student social emotional needs will be developed through schoolwide PBIS Tier 1 and Tier 2 programs, Second Step 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 percentange of lessons taught to 90% aligned with the pacing schedule by June 2027. 3. *August-June*: **Student Assemblies**	Progress Monitoring **1. PBIS Tier 1** • Both certificated and classifed staff will be trained in the PBIS systems here at Charles Mack by the end of September 2026. Reviewing and monitoring attendance to the training • Conduct the Spring TFI 2027 and share the data with all stakeholders • Staff Survey Winter 2026 and Spring 2027 and share results with staff • Review suspension data on home suspensions at Tier 1 monthly meetings and trimesterly with the whole staff. 2. **Second Step** • The couselor will create a suggested 2nd Step pacing schedule at the beginning of the year and distribute it to staff to guide teachers to the curriculum's completion by June 2027. • 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 by grade levels and or individual teachers • Increase the lessons taught on	

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. (7101) 4. **Paraprofessional, Classified, and Yard Inservice Days (Fall and Winter)** Educators will meet during preservice/inservice days to review the school's plan, PBIS expectations, restorative practices, and give input on what is happening on campus, and participate in other PD. **PBIS materials (7101): $2000 (7101)** **Classified PD (7101) $3000 (7101)**	schedule to 90% by June 2027 as measured by Second Step progress monitoring **Student Assemblies** • Create a year at a glance calendar to be sent to all staff at the beginning of the year • Schedule 6+ character education, motivational, academic assemblies 3. Para/Yard/Classified PD: 2x per year Fall 2026 (August) Winter 2026-2027 (January) Mininmum Days (if able) Share meeting outcomes with stakeholders via staff meeting, PTO meetings etc... 2x a year	

Funding Sources for District Goal 3		
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)	$12,714	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)	$10,000	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	$1	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

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 2024-2025. the top five areas of importance and satisfaction rates from parents were:

Overall: In order of importance

- Well maintained/Welcoming Schools
- Traffic control
- Cleaner/Updated Bathrooms

Parents:

- Nutritious Meals
- Traffic Control
- HW/Tutoring Support

Students:

- Cleaner Bathrooms
- Nutritious Meals

Staff:

- Clean, well maintained school
- Inform about participating in school activities
- Cleaner, updated bathrooms

Satisfaction: Top 5 (Satisfied or Very Satisfied) Overall

- Clean, maintained welcoming schools 98%
- Students being about to enroll in any course they choose 92%
- SEL Instruction, Challenging and Interesting Courses, The ability communicate in the home language, Regular communication from the school 91%

Areas of Growth: Overall

- Traffic Control 61%
- Nutrituous Meals 70%

- Homework/Tutoring Support 75%

2026-2027 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. We will also improve arrival and dismissal incoming traffic and offer more HW/Tutoring support through the afterschool program, from teachers, and paraprofessionals.

Metric: Other

Action 4.1.1

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?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan **Building A Bridge Between 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	**Progress Monitoring** **Building A Bridge Between Home and School: Building Home/School Connectedness** • Meeting/Event Attendance participation data to be taken and shared with staff and stakeholders • Collect Parent Survey Data: Fall and Late Spring to be shared with SSC, ELAC, Staff via staff meetings and PBIS Tier 1 (Include opinions about morning and afternoon school traffic) • Recruit 5 parent volunteers to assist with morning arrival and traffic flow Social Media: • Increase the number of Friends on Facebook by 30% from 571 followers to 750. • Create a Instagram Account (Goal 200 followers) PTO • After creating the Mack PTO, build PTO membership to 10 paid members • Schedule monthly/bimonthly PTO meetings and track attendance • Share PTO goals and plans with the school community via Talking Points, School Messenger etc.... 3x a year • Invite the MACK PTO to present at 1-2 staff meetings	**Evaluation**

• Walk to School Days • Family Dances, Lunches 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 • FTAT • Coffee, Donuts and Moorer (Trimesterly meetings with the principal) Select a staff member to maintain social media accounts Legally create a PTO (a board, bylaws and bank account)		

Funding Sources for District Goal 4		
Funding Source	**Amount**	**Description of Use**
Title I Basic (4900/3010)	$3,000	Certificated- Salaries
Title I Basic (4900/3010)	$0	Certificated- Timesheets
Title I Basic (4900/3010)	$0	Classified- Salaries
Title I Basic (4900/3010)	$500	Classified- Timesheets
Title I Basic (4900/3010)	$3,000	Materials/Supplies/Equipment
Title I Basic (4900/3010)	$500	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	$0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	$20,000	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	$151,185	$0	$0	$0	$151,185
Certificated- Timesheets	$46,735	$0	$0	$0	$46,735
Classified- Salaries	$30,000	$0	$0	$0	$30,000
Classified- Timesheets	$20,000	$0	$0	$0	$20,000
Materials/Supplies/Equipment	$35,000	$0	$0	$5,000	$40,000
Contracts/Services/Subscriptions	$50,000	$0	$0	$0	$50,000
				Title I Basic (4900/3010) Total:	**$337,920**

Supplemental/Concentration (7101/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	$0	$86,000	$0	$0	$86,000
Certificated- Timesheets	$40,000	$0	$0	$0	$40,000
Classified- Salaries	$45,000	$0	$0	$0	$45,000
Classified- Timesheets	$3,216	$5,000	$5,000	$0	$13,216
Materials/Supplies/Equipment	$3,000	$5,000	$4,000	$5,000	$17,000
Contracts/Services/Subscriptions	$0	$5,000	$10,000	$0	$15,000
				Supplemental/Concentration (7101/0000) Total:	**$216,216**

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	$32,616	$0	$0	$0	$32,616
Classified- Salaries	$0	$0	$0	$0	$0
Classified- Timesheets	$0	$0	$0	$0	$0
Materials/Supplies/Equipment	$1,000	$0	$0	$0	$1,000
Contracts/Services/Subscriptions	$0	$0	$0	$0	$0
				EL Supplemental (7150/0000) Total:	**$33,616**

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) | 2026-2027

Fund Source ***Mgmt. Code / Description*** ***Resc. Code / Description***	**Allocation**	**EGUSD Strategic Goals** **1. Curriculum and Instruction**	**2. Targeted Supports & Interventions**	**3. Wellness**	**4. Family Engagement**	**Balance**
4900 Director of School Improvement Support **3010** ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	$337,920	$332,920	$0	$0	$5,000	$0
7101 LCFF Supplemental Concentration TK-6 **0000** Unrestricted	$216,216	$91,216	$101,000	$19,000	$5,000	$0
7150 EL Supplemental Program Services TK-6 **0000** Unrestricted	$33,616	$33,616	$0	$0	$0	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$587,752	$457,752	$101,000	$19,000	$10,000	

Fund Subtotals	
Subtotal of additional federal funds included for this school	$337,920
Subtotal of state or local funds included for this school	$249,832