



Charles Mack Elementary

Local Control Accountability Plan (LCAP) 2024-2025

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: 2024-2025

Goal Setting (Icapid: 622)

State Priorities

Conditions of Learning:

- Priority 1 - Compliance with Williams criteria - instructional materials, teacher assignments and credentials, facilities
- Priority 2 - Implementation of SBE adopted academic content standards, including programs and services for ELs to access the Common Core and ELD standards
- Priority 7 - Access, including for subgroups, to a broad course of study

Pupil Outcomes:

- Priority 4 - Pupil Achievement - statewide assessments, API, completion of A-G requirements, CTE sequences and AP courses, EL progress toward proficiency, college preparation (EAP)
- Priority 8 - Pupil outcomes in specified subject areas

Engagement:

- Priority 3 - Parental involvement
- Priority 5 - Pupil engagement - attendance, dropout and graduation rates
- Priority 6 - School climate - suspension and expulsion rates, etc.

Strategic Goals

Goal 1: High-Quality Classroom Instruction and Curriculum

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

Goal 2: Assessment, Data Analysis, & Action

- All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.

Goal 3: Wellness

- All students will 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.
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Stakeholder Engagement

1. Involvement Process for LCAP and Annual Update

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

Our staff 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 2024-2025 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 2023 Mack Needs Assessment Survey in January 2024. The updated survey was distributed to parents in February 2024 and the results were analyzed in March of 2024. 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 9/18/23, 10/23/23, 11/27/23, 1/29/24, 3/25/24, 4/15/24, 5/20/24
- School Site Council on 09/21/23, 11/9/23, 1/25/24, 4/18/24, 5/23/24
- ELAC on 9/7/23, 10/5/23, 11/2/23, 12/7/23, 1/18/24, 2/1/24, 3/7/24, 5/2/24
- Staff meetings on 8/21/23, 9/11/23, 10/9/23, 10/30/23, 11/6/24, 1/22/24, 2/5/24, 2/26/24, 4/1/24, 4/22/24, 5/13/24, 6/3/24
- Back to School Night and Title One Meeting on 8/17/23
- 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 2024-2025 LCAP.

The following budget items were modified or added:

- For the 23-24 school year, we had three full-time Academic Intervention Teachers focusing on grades kindergarten through grade six. For the 24-25 school year, we will be focusing our Academic Interventions with students in Kindergarten through second grade before extending out to students in grades four through six.
- We are adding whole-school professional development on Restorative Practices and will be spending Title I carry-over funds to pay for .5 VP.

Resource Inequities (ATSI 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.

According to the California Dashboard, during the 2023-2024 school year, Charles Mack Elementary was designated as ATSI. This designation was due to the following targeted student groups receiving a 1 from the 2023 CA Dashboard for Chronic Absenteeism: Two or More Races, White Students, and Homeless students. Regarding Suspensions, students of two or more races and homeless students

also received a 1 on the 2023 CA Dashboard.

In response to this designation, Charles Mack will systematically designate resources both human and material, to support this targeted group of students to improve their attendance throughout the 24-25 school year.

Goals, Actions, and Progress Indicators

District Strategic Goal 1:

All students will receive high quality classroom instruction and curriculum 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

Site Goal 1.1 (SiteGoalID: 7339) (DTS: 12/13/23)

GOAL: Overall English Language Arts (ELA) scores will increase from 29% to 38% of our students met to exceeding standards on the state CAASPP assessments as noted in the CDE Dashboard and RED's CAASPP's Results Summary.

Performance Level: Orange

- African American students will increase from 22% to 30%
- EL Students will increase from 19% to 27%
- Hispanic students will increase from 29% to 37%

Overall Math scores will increase from 20% to 28% 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 5% met to 13%.

Performance Level: Orange

- EL Students will increase from 14% to 22%
- Hispanic students will increase from 18% to 26%.

Action 1.1.1 (SiteGoalID: 7339) (DTS: 12/13/23)

Targeted Student Group(s)

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

<p>Action Plan</p> <ul style="list-style-type: none"> Describe your step by step plan for intervention for at-risk students. 	<p>Progress Monitoring</p> <ul style="list-style-type: none"> How will you measure implementation? How will you measure student improvement using formative data? Who will collect the data, how often, and who will it be shared with? 	<p>Evaluation</p> <ul style="list-style-type: none"> Are you making progress towards your desired outcome? What is working or what is not working? How will you modify your plan if you are not making progress?
<p>Action Plan</p> <p><u>Personnel To Support A Strong Tier I Instructional Program:</u></p> <p>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...)</p> <p><u>August - June</u> Teachers will work closely with our CPL coaches, AITs, K/1 Push In, Language Support Help and their peers to address the academic and linguistic needs of students.</p> <p>1. <u>August-June:</u> 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</p>	<p>Progress Monitoring</p> <p>1. Academic Intervention Teachers:</p> <ul style="list-style-type: none"> 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 <p>2) CPL Coaches:</p> <ul style="list-style-type: none"> Plan/Schedule at least 4 PD's in the 2024-2025 school year including, but not limited to Learning Targets, Active Participation, and ELD instruction Create a schedule to assist in trimester assessments Attend 80% of Co-Ops Visit PLC's and classrooms at least twice a trimester <p>3. <i>K/1 Push In:</i></p>	<p>Evaluation</p>

Grade 6 students not meeting grade level standards in ELA and Math. They will also support teachers with assessments and base their small groups on district approved exams each trimester. In addition, they will help lead Co-Ops with admin and CPL coaches in the of Fall 2024, February 2025, and Spring 2025.

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 2024-2025 school year will be on Learning Targets and Active Participation. 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.

3. August-June: K/1 Push In: A credentialed teacher will assist Kindergarten and 1st grade teachers to achieve academic outcomes based on assessment data and teacher observations.

4. August-June: Language Support Help (BTA and a Timesheeted Person) will support dual language and newcomer students to acquire the English Language and make progress toward grade level goals. (Funding pending-3010)

5. August-June: Paraprofessionals will support small group instruction in classrooms at 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

- Regular Attendance
- Scheduled Classroom Support

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

- Hire 1 Language Support Help for Arabic, Middle Eastern and Asian Students
- The BTA will support Spanish speaking 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

provide library books to boost student interest and knowledge.

Budgets:

Action 1 -Salaried Teachers:

1.0 FTE District ESSER funding

1.0 FTE Supplemental

1.0 FTE Title One

1.0 time-sheeted Language Support Instructor to assist with intervention for English Language Learners, Newcomers, and bilingual students.

Classified Timesheet:

3.0 Paraeducators

Classified Salary:

1.0 Library Tech (Title 1 Basic)

\$43,354

.5 Language Support Help (Title

1 Classified Timesheet) \$15000

1.0 K-1 Credentialed Push-In Paraeducator from District ESSER funds

Action 1.1.2 (SiteGoalID: 7339) (DTS: 12/13/23)

Targeted Student Group(s)

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

Action Plan

- Describe your step by step plan for intervention for at-risk students.

Progress Monitoring

- How will you measure implementation?
- How will you measure student improvement using formative data?

Evaluation

- Are you making progress towards your desired outcome?
- What is working or what is not working?

	<ul style="list-style-type: none"> Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> How will you modify your plan if you are not making progress?
Action Plan	Progress Monitoring	Evaluation
<p><u>Time and Collaboration: To Support A Strong Tier I Instructional Program:</u></p> <p>The staff will be provided time to collaborate and discuss formal and informal data, student progress, best practices and effective instructional strategies</p> <p>1. <u>August-June:</u> Grade Level Collaboration Grade Levels will be provided release days to collaborate with their peers and coaches.</p> <p>2. <u>August-June:</u> Co-ops Each teacher will complete their assessments in time to fully participate in trimester Co-ops.</p> <p>3. <u>August-June:</u> Peer to Peer Observations</p> <p>Teachers will also be released to observe other teachers and educators on and offsite for best practices, the instructional framework, teaching styles, AVID, classroom management, and overall effective teaching methods with the assistance of a coach, other personnel and or admin.</p> <p>4. <u>August-June:</u> 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 coaches.</p>	<p>1. Grade Level Collaboration</p> <ul style="list-style-type: none"> Grade levels will schedule release days: 1st: 1/2 day per grade level (September) <u>and</u> either 2 half days or 1 full day (Grade Level Choice) <p>2. Co-ops</p> <ul style="list-style-type: none"> Teacher data will be entered into the RTI and other data bases before CO-OPS. Substitutes will be scheduled in the Fall in preparation for each trimester's Co-Ops. <p>3. Peer to Peer Observations</p> <ul style="list-style-type: none"> 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 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. <p>4. New Teacher Academy</p> <ul style="list-style-type: none"> Create a poll for topics of interest Schedule afterschool meetings (2x a month) Participation Attendance Form 	

	<ul style="list-style-type: none"> Follow-up by the coaches and or admin as to implementation of the learned strategy 	
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Action 1.1.3 (SiteGoalID: 7339) (DTS: 12/13/23)

Targeted Student Group(s)

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

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> How will you measure implementation? How will you measure student improvement using formative data? Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> Are you making progress towards your desired outcome? What is working or what is not working? How will you modify your plan if you are not making progress?
<p>Action Plan</p> <p>Instructional Materials, Programs, and Professional Development: To Support A Strong Tier 1 Program</p> <p>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.</p> <p>August-June: Student Resources</p> <p>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 and other supplies.</p>	<p>Progress Monitoring</p> <p><u>Student Resources</u></p> <p>1) Each trimester, the principal or designee will examine each program's data to analyze each grade level's usage 80% or better.</p> <p>-For AR reward program, the number of students receiving the golden horseshoe and higher will be tracked.</p> <p>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.</p> <p>3. Extra Curricular Activities</p> <p>Each classroom will participate in at least 2 field trips or extra curricular activities during the 2024-2025 school year.</p>	<p>Evaluation</p>

<p>(3010/7101)</p> <p>2) Through the AVID adoption for 4th-6th grades, these students will use planners, agendas (will also include 3rd grade), binders and other resources to help students learn organizational skills. (7101)</p> <p>3. <i>August-June: Extra Curricular Activities</i> Students will have the opportunity to learn outside the classroom through field trips and other extra curricular activities. Supplying these activities will benefit our targeted student groups identified by the ATSI.</p>		
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Action 1.1.4 (SiteGoalID: 7339) (DTS: 05/03/24)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> • How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> • Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
<p>Action Plan</p> <p><u>Mathematics Success: Increasing Math Competency</u></p> <p>The goal is to increase student</p>	<p>Progress Monitoring</p> <p>Increasing Math Competency</p> <ul style="list-style-type: none"> • School wide math fact acknowledgements (i.e. 	<p>Evaluation</p>

<p>skills, competency, and automaticity as it relates to math facts, problem solving, and test taking.</p> <p>1. August-June: Either as a school, in grade levels, 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. (3010)</p>	<p>contests, awards, celebrations etc...)</p> <ul style="list-style-type: none"> 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. 	
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Site Goal 1.2 (SiteGoalID: 7769) (DTS: 02/27/24)

Mack, as part of the Valley Region, will focus on active participation as part of its 2024-2025 regional goal. As a school site, Mack will also focus on learning targets as well. In this goal, percentages will increase from 67% to 70% and will be measured by the 2025 PIC data.

- From the student survey data, when your teacher asks questions, do you have enough time to come up with answers. Our data will increase, from 64% to 72%.
- From the teacher survey data regarding current level of implementation of active participation will increase from 81.6% to 83%.
- From our FONT implementation data, our walk through data will increase from 45% to 50%.
- From the student survey data, Does your teacher expect all students to participate everyday? Our data will increase from 74.6% to 77%.

Metric: Other

Action 1.2.1 (SiteGoalID: 7769) (DTS: 02/27/24)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> How will you measure implementation? How will you measure student improvement using formative data? 	<ul style="list-style-type: none"> Are you making progress towards your desired outcome? What is working or what is not working?

	<ul style="list-style-type: none"> Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> How will you modify your plan if you are not making progress?
<p style="text-align: center;">Action Plan</p> <p><u>The Framework: Supporting Students by Increasing Teacher Capacity through the Instructional Framework.</u></p> <p>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.</p> <p>1. August-June: Valley Regional Plan</p> <p>The region's plan is centered around active participation. This will be achieved by the following:</p> <ul style="list-style-type: none"> 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. 	<p style="text-align: center;">Progress Monitoring</p> <p>1. Active Participation</p> <ul style="list-style-type: none"> Survey data collected from the student climate survey Survey data collected from the staff perspective survey The Valley Region will create a survey for staff and students based on active participation collected 3x per year. FONT PIC data will be collected 1x per year. The Valley Region's principals will hold each other accountable for 3 FONT walkthroughs per week. 	<p style="text-align: center;">Evaluation</p>

Site Goal 1.3 (SiteGoalID: 7856) (DTS: 04/30/24)

Charles Mack Elementary's goal is to test 100% of our 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, our goal is to qualify 17 through the NNAT assessment with an overall participation rate at 32. (Note: 6th graders will be promoting from Mack and therefore will not be a part of GATE for the 2024-2025 school year bringing our returning GATE students at 15.).

Metric: Other

Action 1.3.1 (SiteGoalID: 7856) (DTS: 04/30/24)

Targeted Student Group(s)

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none">Describe your step by step plan for intervention for at-risk students.	<ul style="list-style-type: none">How will you measure implementation?How will you measure student improvement using formative data?Who will collect the data, how often, and who will it be shared with?	<ul style="list-style-type: none">Are you making progress towards your desired outcome?What is working or what is not working?How will you modify your plan if you are not making progress?
<p>Action Plan</p> <p><u>Accelerated Opportunities: Challenging students who qualify for GATE to engage in critical thinking and explore their creativity in a variety of areas.</u></p> <p>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.</p> <p>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)</p> <p>2) Provide in school and after-school enrichment opportunities to potentially qualify students for</p>	<p>Progress Monitoring</p> <p><u>GATE</u></p> <p>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.</p> <p>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 2024.</p> <p>2. There will be a schedule covering topics and activities selected by the GATE coordinator(s) and by students.</p>	<p>Evaluation</p>

GATE in a multitude of ways by time-sheeted teachers. (7105)

Site Goal 1.4 (SiteGoalID: 7902) (DTS: 05/13/24)

Charles Mack has a rich diversity of students including those who speak a variety of languages. Our bilingual students range from newcomers to redesignated. The number of English Language Learners at Mack is 406 students including students in the level 4 classes. The current number of students who are reclassified or redesignated is 33. The goal for reclassification in the 2024-2025 school year is 38 students. The EL Coordinator, admin, and the EL Coach will work to help EL students meet their overall goals. This includes fulfilling their individual duties and working in unison with each other, district personnel, and teachers.

Based on feedback from Mack parents, Mack's ELAC meets more than the 4 times mandated by the district. Topics follow district guidelines but also include topics of interest such as Early Literacy (in collaboration with the FACE department), Social Media & How to Protect Your Child, Immigration etc... Charles Mack's ELAC will continue to meet regularly to meet the needs of its community.

Metric: A-G Completion - Percent of Graduates Completing A-G Requirements

Action 1.4.1 (SiteGoalID: 7902) (DTS: 05/13/24)

Targeted Student Group(s)

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none">Describe your step by step plan for intervention for at-risk students.	<ul style="list-style-type: none">How will you measure implementation?How will you measure student improvement using formative data?Who will collect the data, how often, and who will it be shared with?	<ul style="list-style-type: none">Are you making progress towards your desired outcome?What is working or what is not working?How will you modify your plan if you are not making progress?
Action Plan EL Coordinator, ELAC, ELPAC: To assist bilingual students to achieving academic, linguistic, assessment, and accumulation goals using district and Tier 1 school supports. The ELAC coordinator, admin,	Progress Monitoring 1. EL Coordinator <ul style="list-style-type: none">Scheduled Monthly Meetings with the Vice Principal and (if available) the EL CoachRepresent Mack at DELAC meetings (share this duty with the vice principal) and report	Evaluation

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 communication, attend DELAC meetings, update admin on district initiatives 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. The vice principal will also provide refreshments at ELAC meetings.

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

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).

2. **ELAC**

- Create a year at a glance calender of topics
- Sign in sheets and meeting minutes
- 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 cumulative files

Funding Sources for District Goal 1 (DEV - LCAP ID: 622)

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	184769	Certificated- Salaries
Title I – Basic (4900/3010)	0	Certificated- Timesheets

Title I – Basic (4900/3010)	43354	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	26580	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	14580	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	101129	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	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	30616	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	1000	Materials/Supplies/Equipment

District Strategic Goal 2:

All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.

District Needs and Metrics 2:

Students need high quality programs and services driven by assessment, data analysis, and action as measured by:

- Test Participation Rate on Districtwide Assessments

Site Goal 2.1 (SiteGoalID: 7343) (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 2.1.1 (SiteGoalID: 7343) (DTS: 12/13/23)**Targeted Student Group(s)**

- All

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none">• Describe your step by step plan for intervention for at-risk students.	<ul style="list-style-type: none">• How will you measure implementation?• How will you measure student improvement using formative data?• Who will collect the data, how often, and who will it be shared with?	<ul style="list-style-type: none">• Are you making progress towards your desired outcome?• What is working or what is not working?• How will you modify your plan if you are not making progress?
<p>Action Plan</p> <p><u>Setting Goals: To Support A Strong Instructional Program:</u></p> <p>The staff will be provided time to collaborate and discuss formal and informal data, students progress, best practices and effective instructional strategies</p> <p><i>1. August-September: Data Gathering, Analysis and Planning Release Days</i></p> <p>Teachers will meet in their grade level groups with the coaches to analyze the beginning of the year 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)</p> <p><u>October-May: Data Gathering, Analysis and Planning Release Days</u></p>	<p>Progress Monitoring</p> <p><u>Data and Planning Release Days</u></p> <ul style="list-style-type: none">• The creation of small groups• Tracking student progress at the end of each trimester• Revision of small groups• Tracking program towards grade level and schoolwide goals.• Create a schedule that uses the resources of the classroom teacher, AITs, coaches, substitutes, and admin to support the completion of assessments at each grade level. <p><u>2. School Wide Goal</u></p> <ul style="list-style-type: none">• 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	<p>Evaluation</p>

After the Fall, teachers will be released 1-2 more times to analyze the latest data, revise the makeup small groups (both in and outside of class), and as way to monitor progress toward grade level and the schoolwide goal. They will also be released for assessments. (funding pending)

2. August-September: The Creation and Adoption of a School Wide Goal

The staff will meet to determine a schoolwide ELA goal based on the 2024 spring CASSPP data, Fall updated Illuminate data, and other measures.

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 at the end of the beginning of the year assessment period.

September-May

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

4. October-May: Co-Ops

Create and publish a Mack Assessment Timeline that aligns with the Co-op schedule and the inputting of the data before the meetings.

Teachers will meet with AITs, coaches and admin three times a year to discuss each student's progress on both formal and informal assessments. (funding pending)

check progress based on Illuminate and other data sources.

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

4. Co-Ops

- 100% of teachers will attend Co-Ops having completed all required and suggested assessments
- Schedule subs in Fall for each Co-Op meeting in the 2024-2025 school year

Student progress will be measured through:

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

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Funding Sources for District Goal 2 (DEV - LCAP ID: 622)

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	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	0	Materials/Supplies/Equipment
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	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	0	Materials/Supplies/Equipment
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)	<input type="text" value="0"/>	Contracts/Services/Subscriptions
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EL Supplemental (7150/0000)	<input type="text" value="0"/>	Materials/Supplies/Equipment
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District Strategic Goal 3:

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: 7340) (DTS: 12/13/23)

Our goal is to continue to close the gap, ultimately eliminating disproportionality between subgroups in regards to the number of suspensions according to Synergy data. The amount of referrals and suspensions will decrease by 10% and school wide implementation of PBIS, SEL strategies and culturally responsive teaching will continue. The goal is to also improve student outlook on the CHKS and SEL surveys particularly in the area of safety, increase our overall score on the TFI, and decreased the amount of students needing Tier 2 and Tier 3 supports while ensuring all students are offered the supports available.

According to various data sources :

- Total Number of Suspensions: 2022: 27, 2023: 64, 2024: 28 (as of 5/1/24)
- CHKS from 2022-2023 school year: 61% of students felt they had had their feelings hurt on campus, 47% reported that they have had lies and rumors spread about them, 43% reported others teasing them about their body image
- 2023 SEL Survey: 54% of students we able to stay clam when others bothered or criticized them while 45% were able to clearly describe their feelings
- 2023 SEL Survey data
- Second Step Usage Data

2024-2025 Goal:

Our goal is to add layers to our foundation of equitable instruction, intervention, SEL, and disciplinary practices to improve the social and emotional well-being of all Charles Mack students.

The results from our Tiered Fidelity Inventory are as follows:

- Tier 1 Overall implementation: 97% in 2023, 93% in 2024, to a goal of 97% in 2024
- Tier 2 Overall implementation: 88% in 2023, 88% in 2024, 92% in 2025
- The goal is to achieve Platinum status in the 2025-2026 school year

Metric: Suspension Rate: Percent of Students Suspended

Action 3.1.1 (SiteGoalID: 7340) (DTS: 12/13/23)

Targeted Student Group(s)

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

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none">Describe your step by step plan for intervention for at-risk students.	<ul style="list-style-type: none">How will you measure implementation?How will you measure student improvement using formative data?Who will collect the data, how often, and who will it be shared with?	<ul style="list-style-type: none">Are you making progress towards your desired outcome?What is working or what is not working?How will you modify your plan if you are not making progress?
<p>Action Plan</p> <p><u>PBIS and Social Emotional Learning: To Support the Development of the Whole Child</u></p> <p>Student social emotional needs will be developed through schoolwide PBIS Tier 1 and Tier 2 programs, Second Step, and emphasis on character education.</p> <p>1. August-June: PBIS: Tier 1</p> <p>Continue PBIS program support which includes individual and group incentives, site and classroom signage, and assemblies. (3010)</p> <p>2. August-June: Second Step</p> <p>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 (currently at 41%) as of 5/9/24.</p>	<p>Progress Monitoring</p> <p>1. PBIS Tier 1</p> <ul style="list-style-type: none">Both certified and classified staff will be trained in the PBIS systems here at Charles Mack by the end of September 2024. An attendance sheet will be given at each training.Spring TFI 2025Staff Survey Fall 2024 and Spring 2025Monthly 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. <p>2. Second Step</p> <ul style="list-style-type: none">The counselor will create a suggested 2nd Step pacing schedule for the yearPost the lesson of the week in each weekly RoundupInclude the 2nd step focus in weekly videos to students.Share progress of the 2nd step classroom implementation in face to face	<p>Evaluation</p>

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. integrity, 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 leisure from school, district, or outside vendors. (3010)

- or email communications once a month.
- 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 to 50% by May 9, 2025.

Student Assemblies

- Admin and the school secretary will schedule character assemblies at the beginning of the school. 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.

Action 3.1.2 (SiteGoalID: 7340) (DTS: 12/13/23)

Targeted Student Group(s)

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

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> • How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> • Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	Progress Monitoring	Evaluation

Behavior and Social/Emotional Learning Mentors: Uplifting Students Through Supervision and Ongoing Support

District, school, community partners, and outside, contracted vendors will support students and staff with behavioral and social emotional needs.

1. August-May: ASSIST/EDUPRENEUR

ASSIST will Provide supervision and support during recess/lunch through the ASSIST program to assist students with conflicts and use non-violent crisis intervention.

2. August-May: Counselors
School counselors will provide social emotional learning and behavioral support to individuals and groups identified by staff and the Tier 2 program as needing an additional layer of help.

1. ASSIST

- ASSIST Sign in Sheets (to monitor their attendance)
- Assign ASSIST personnel to a high incident areas and or student and monitor the number of incidents and referrals that result.

2. Counselors

- Using information discussed in PBIS Tier 2 meetings, create social emotional learning and interaction opportunities (i.e. lunch bunch, social groups, individual sessions, clubs etc...). This will be monitored by using attendance sheets for each session and through incident, check-ins, and suspension data.

Other Ways to Measure Effectiveness

- Student discipline data and referrals analyzed monthly
- PBIS Tiered Fidelity Inventory yearly
- Informal observations of Yard supervisors interactions during recess/lunch periods
- Bi-weekly yard staff meetings

Site Goal 3.2 (SiteGoalID: 7342) (DTS: 12/13/23)

Strengthen our foundation of culturally responsive practices, intervention, social emotional learning strategies, and disciplinary practices.

Our goal is to continue to close the gap between subgroups in regards to the number of suspensions: CA Dashboard 2023 data.

African American suspensions - Red

Hispanic suspensions - Orange

Two or More Races - Red

Students with Disabilities - Red

Socioeconomically Disadvantaged- Red

English Learners - Orange

White suspensions - Red
Pacific Islander suspensions - NA
Asian suspensions - Green
Overall Suspensions- Orange

Based on the data above, our goal is to reduce the number of suspensions between subgroups in the 2024-2025 school year. (These numbers may be further adjusted based on the upcoming 2024 California Dashboard information).

African Americans will move from Red to Orange
Two or More races will move from Red to Orange
Students with Disabilities will move from Red to Orange
Socioeconomically Disadvantaged will move from Red to Orange
Asians -Maintain Green
English Learners will move from Orange to Yellow
Hispanics will move from Orange to Yellow
White from Red to Orange
Overall Suspensions: Yellow

Metric: Suspension Rate: Percent of Students Suspended

Action 3.2.1 (SiteGoalID: 7342) (DTS: 12/13/23)

Targeted Student Group(s)

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

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none">Describe your step by step plan for intervention for at-risk students.	<ul style="list-style-type: none">How will you measure implementation?How will you measure student improvement using formative data?Who will collect the data, how often, and who will it be shared with?	<ul style="list-style-type: none">Are you making progress towards your desired outcome?What is working or what is not working?How will you modify your plan if you are not making progress?
<p><u>Restorative Practices: Supporting Students By Examining How to Proactively Deal with Student Behaviors and by Implementing the District Wide Initiative for Restorative Practices.</u></p> <p>The staff will be trained in restorative practices which seek to reduce challenging behaviors, restore strained relationships, and provide a proactive way to dealing with issues as they arise.</p>	<p>1. Book Study</p> <ul style="list-style-type: none">Sign ups through PLS EssentialsAttendance Logs for each of the two sessions offeredFeedback and reflection survey at the end of the book study <p>2. Restorative Practices Staff Workshops</p> <ul style="list-style-type: none">Attendance Logs	

1. August-September: Book Study on Challenging Behaviors

Both classified and certificated staff will be offered the chance to participate in the book student "Challenging Behaviors" lead by a member of the district Equity team.

2. October 2024 and February 2025: Restorative Practices Site Based Workshop

The staff trained by members of the district equity team on restorative practices, examples, its benefits, and its implementation at Charles Mack Elementary.

3. August-June: Site Based Restorative Lead (.5 Vice Principal)

The vice principal will lead the staff on the implementation of restorative practices site wide. This position will be paid out of Supplemental Concentration. **(.5 \$89,853) -7101**

- Surveys after each session
- Restorative implementation share outs at staff meetings

3. Site Based Restorative Lead (Vice Principal .5)

- Pay for .5 of a full time vice principal to be the admin lead
- Lead restorative group activities at staff meetings (certificated and classified) monthly or bi-monthly
- Schedule/Visit each classroom 1x per trimester to lead students in restorative activities and language usage.

Funding Sources for District Goal 3 (DEV - LCAP ID: 622)

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	67738	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)	1830	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	0	Materials/Supplies/Equipment

Supplemental/Concentration (7101/0000)	90147	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	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	0	Materials/Supplies/Equipment
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	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Materials/Supplies/Equipment

District Strategic Goal 4:

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: 7341) (DTS: 12/13/23)

Increase authentic relationships and partnerships between school and home, specifically reaching out to underserved and disengaged families. According to the LCAP survey given in the 2022-2023. the top five

areas of importance and satisfaction from parents were:

Importance:

- A Safe School-94%
- Mental Health Support for Students-94%
- Clean, well-maintained, welcoming school-93%
- Useful feedback from teachers on learning-93%
- Good principals and Security staff on campus-92%

Satisfaction

- Good teachers, and Principals - 100% satisfied)
- Ways to communicate and Counselor Advice-100% Satisfied
- Challenging and Interesting Courses- 97.1% satisfied
- Ideas on how to support academics at home-97.3% satisfied
- Online Tools - 97.4% satisfied

Areas of Growth:

- Traffic Control 77.8%
- Small Class Sizes 80%
- Life Skill Courses for Students 84.6%

2024-2025 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 a respectful and welcoming school environment

Action 4.1.1 (SiteGoalID: 7341) (DTS: 12/13/23)

Targeted Student Group(s)

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

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none">• Describe your step by step plan for intervention for at-risk students.	<ul style="list-style-type: none">• How will you measure implementation?• How will you measure student improvement using formative data?• Who will collect the data, how often, and who will it be shared with?	<ul style="list-style-type: none">• Are you making progress towards your desired outcome?• What is working or what is not working?• How will you modify your plan if you are not making progress?
Action Plan	Progress Monitoring	Evaluation

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:

- FTO (soon to be PTO or PTA), ELAC, SSC, and DELAC
- Home visits
- Parent Universities
- Family Nights
- Back to School Night
- Open House
- Harvest Festival
- Back to School Picnic and Family Night
- Walk to School Day
- Family Dances and Socials
- Winter Family Literacy Night
- Cultural Events
- Mental and Physical Health Events
- ESL
- Events Centered in Academics (FIT, How to help your child at home etc...)
- Access to the Charles Mack Facebook and Website
- School newsletters
- School Field Trips
- Classroom Volunteers
- Watch Dogs
- FTAT

Building A Bridge Between Home and School: Building Home/School Connectedness

- 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 Facebooks
- The Transition from a FTO to a PTO/PTA
- Record of parents who get fingerprinted (reviewed each trimester) and less staff chaperones needed on field trips
- Classroom Volunteers Sign in Sheets

Site Goal 4.2 (SiteGoalID: 7913) (DTS: 05/15/24)

Charles Mack Elementary will increase the percentage of students who are present at school each day from 90.4% (as of 5/2/24) to 93% in the 2024-2025 school year. An concerted effort will be made to reduce the percentage of chronic absenteeism from 33.3% (as of 5/2/24) to 30% for the next school year.

Data Sources from the POWER BI and District Accounting: Overall Attendance

2021-2022: 88.79%

2022-2023: 90.17%

2023-2024 (as of 5/2/24): 90.4%

Chronic Absenteeism

2022-2023: 36.2%

2023-2024: 33.3% (as of 5/2/24)

Metric: Attendance Rate

Action 4.2.1 (SiteGoalID: 7913) (DTS: 05/15/24)

Targeted Student Group(s)

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none">Describe your step by step plan for intervention for at-risk students.	<ul style="list-style-type: none">How will you measure implementation?How will you measure student improvement using formative data?Who will collect the data, how often, and who will it be shared with?	<ul style="list-style-type: none">Are you making progress towards your desired outcome?What is working or what is not working?How will you modify your plan if you are not making progress?
<p>Action Plan</p> <p><u>Being and Getting Here: Supporting Students and Families to Have Better Attendance</u></p> <p>The school will target chronically absent students to improve their attendance as well as celebrate students individually and as a</p>	<p>Progress Monitoring</p> <p>Attendance Monitoring</p> <ul style="list-style-type: none">The Attendance SOA will record the total number of how many students were late or absent each day on a spreadsheet. This information will be shared with admin and	<p>Evaluation</p>

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. (3010)

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 by administration.

with members of the PBIS Tier 1 and Tier 2 teams.

- The SOA gather and print out attendance percentages weekly and give them to admin.
- 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.
- 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.
- 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 tracks patterns of success or areas of growth.

3. Teacher and Admin Support

- Classroom check off sheet showing that a positive phone call was made

	<ul style="list-style-type: none"> • 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. 	
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Funding Sources for District Goal 4 (DEV - LCAP ID: 622)		
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)	6170	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	5299	Materials/Supplies/Equipment
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)	<input type="text" value="0"/>	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	<input type="text" value="0"/>	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Certificated- Salaries
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Certificated- Timesheets
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Classified- Salaries
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Classified- Timesheets
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Materials/Supplies/Equipment

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	\$184769	\$0	\$67738	\$0	\$252507
Certificated- Timesheets	\$0	\$0	\$0	\$0	\$0
Classified- Salaries	\$43354	\$0	\$0	\$0	\$43354
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Contracts/Services/Subscriptions	\$26580	\$0	\$1830	\$6170	\$34580
Materials/Supplies/Equipment	\$14580	\$0	\$0	\$5299	\$19879

Supplemental/Concentration (7101/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$101129	\$0	\$90147	\$0	\$191276
Certificated- Timesheets	\$0	\$0	\$0	\$0	\$0
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Contracts/Services/Subscriptions	\$0	\$0	\$0	\$0	\$0
Materials/Supplies/Equipment	\$0	\$0	\$0	\$0	\$0

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	\$30616	\$0	\$0	\$0	\$30616
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Contracts/Services/Subscriptions	\$0	\$0	\$0	\$0	\$0
Materials/Supplies/Equipment	\$1000	\$0	\$0	\$0	\$1000

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.

Charles Mack is not below 40% of enrollment of undocumented pupils

V. Funding

Charles Mack Elementary (311) | 2024-2025

Fund Source Mgmt. Code / Description Resc. Code / Description	EGUSD Strategic Goals					Balance
	Allocation	1. Curriculum and Instruction	2. Assessment	3. Wellness	4. Family Engagement	
4900 School Improvement Support 3010 ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	\$350,320	\$269,283	\$0	\$69,568	\$11,469	\$0
7101 LCFF Supplemental Concentration TK-6 0000 Unrestricted	\$191,276	\$101,129	\$0	\$90,147	\$0	\$0
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	\$31,616	\$31,616	\$0	\$0	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$573,212	\$402,028	\$0	\$159,715	\$11,469	

Fund Subtotals		Title I Centralized Services	
Subtotal of additional federal funds included for this school	\$350,320	Title I Foster Youth \$0	Title I Homeless \$0
Subtotal of state or local funds included for this school	\$222,892	Title I Centralized Services \$0	Title I Preschool \$0

		Signatures: (Must sign in blue ink)	Date
Principal	Samantha Moorer	_____	_____
School Site Council Chairperson	Chuyee Xiong	_____	_____
EL Advisory Chairperson	Lourdes Cruz	_____	_____