



Charles Mack Elementary

Local Control Accountability Plan (LCAP) 2023-2024

Principal: Mark Hogge

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, Actions and Services

Charles Mack Elementary | Focused Work: 2023-2024

Goal Setting (Icapid: 537)

State Priorities

Conditions of Learning:

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

Pupil Outcomes:

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

Engagement:

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

Strategic Goals

Goal 1: High-Quality Classroom Instruction and Curriculum

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

Goal 2: Assessment, Data Analysis, & Action

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

Goal 3: Wellness

- All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.

Goal 4: Family and Community Engagement

- All students will benefit from programs and services designed to inform and involve family and community partners.
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Stakeholder Engagement

1. Involvement Process for LCAP and Annual Update

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

Mack Staff worked together throughout the school year in staff meetings and grade level PLCs to review and analyze last year's LCAP and data from multiple sources, such as the Dashboard and grade level RTI data as it relates to the Eight State Priorities and EGUSD's four Strategic Goals. Our Leadership Team met throughout the year to plan and evaluate plans that would support students and instruction. Staff was surveyed seeking input for the 2023-2024 school year. Our PBIS Team meets monthly to look at student data,

make plans to address needs, and receive input for its membership, which included staff and parents. The PBIS Fidelity Inventory was completed and informed decisions moving forward.

Data was shared with parents and guardians during our Title One meetings and feedback was solicited. Our English Learner Advisory Committee meets regularly throughout the year and shares and analyzes data, activities, programs, and expenditures that serve our EL students. Our School Site Council reviewed Mack data related to EGUSD's four Strategic Goals and our progress toward our goals. The council provides input and suggestions based on student need.

The following were opportunities to be a part of the planning process for this LCAP/Annual Review and Analysis:

- Mack Leadership Team meetings on
- Staff Meeting on May 1, 2023
- ELAC on May 3, 2023
- School Site Council on Thursday, April 27, 2023
- Staff survey in March 2023
- Back to School Night and Title One meeting on August 18, 2022
- EGUSD Parent, Staff, and Student surveys in March and May
- LCAP Planning Team met 4 times (2 full days): 2/21/23, 3/7/23, 3/27/23, 5/1/23
- LCAP Parent Input Night on May 18, 2023

2. Impact of LCAP and Annual Update

How did these consultations affect the LCAP for the upcoming year?

As a result of input and collaboration with all our stakeholders, Charles Mack's LCAP now reflects those suggestions, observations, insights, and results from data collected. We are emphasizing early literacy and numeracy, reading fluency and reading comprehension. Additional paraeducators will be employed to academically support our primary students. Academic Intervention Teachers will provide weekly small group instruction to supplement high-quality, core classroom instruction in math, english-language arts, and social/emotional learning. Our AIT team is also leading multiple newcomer groups to work on oral language and other academic areas.

Resource Inequities

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

Charles Mack Elementary was identified as an Alternative Targeted Support and Improvement school because our subgroups of students with disabilities (SWD), socio-economically disadvantaged students, and our African American students were not making necessary growth more than 2 years in a row. They need more targeted intervention & staff need more training on foundational skills to meet these targeted needs. As a result of our needs assessment, additional resources have been allocated to support the increase in achievement for these subgroups.

- Assessment data is collected each trimester on small group intervention with specific learning targets and goals for each student group. Academic Intervention Teachers (AIT), classroom teachers, and our extended day program are supporting these targeted needs.
- Our PLC time with our Special Education, PBIS Team, Tier II Team, and Classroom Teachers have been formed to target student outcomes and discuss the progress of SWD, socio-economically disadvantaged, and our African American students using standards aligned interim assessment data.

Goals, Actions, and Progress Indicators

District Strategic Goal 1:

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

District Needs and Metrics 1:

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

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

Site Goal 1.1 (SiteGoalID: 6349) (DTS: 02/10/23)

Increase the percentage of students meeting or exceeding in ELA and Math on CAASPP for grades 3rd - 6th. Increase the percentage of students in Kindergarten meeting grade level expectations in ELA and Math to 35 percent.

Increase the percentage of students in 1st & 2nd grades meeting grade level benchmarks in ELA and Math to 35 percent.

- For Grades 3rd - 6th overall Math scores will increase 4% from 22% meeting or exceeding on CAASPP.
 - According to Power BI CAASPP Results: 2022 African American students - 14% met or exceeded the goal, 38% were nearly met, 48% were not met
 - According to Power BI CAASPP Results: 2022 Hispanic students - 19% met or exceeded the goal, 31% were nearly met, 50% were not met
 - According to Power BI CAASPP Results: 2022 SED students - 19% met or exceeded the goal, 32% nearly met, 49% were not met
 - According to Power BI CAASPP Results: 2022 White students - 41% met or exceeded the goal, 6% were nearly met, 53% were not met
- Overall ELA scores will increase 4% from 34% meeting or exceeding on CAASPP.
 - According to Power BI CAASPP Results: 2022 African American students - 25% met or exceeded the goal, 25% were nearly met, 50% were not met
 - According to Power BI CAASPP Results: 2022 Hispanic students - 35% met or exceeded the goal, 27% were nearly met, 38% were not met
 - According to Power BI CAASPP Results: 2022 SED students - 34% met or exceeded the goal, 26% nearly met, 41% were not met
 - According to Power BI CAASPP Results: 2022 White students - 35% met or exceeded the goal, 21% were nearly met, 43% were not met
- Based on the last valid ELA SBAC scores from spring 2022, 34% of 3rd - 6th graders scored at or above grade level.
- Based on the last valid Math SBAC scores from spring 2022, 21% of 3rd - 6th graders scored at or above grade level.
- 8% Growth for African American students on ELA SBAC 2022 (17% in 2021 to 25% in 2022)

- **Academic Intervention Teachers** worked with small groups in math and/or reading language arts over an 8-week period of time, in grades 1-6. A total of 393 students were serviced based on being far below meeting grade level as measured by Illuminate data, first 100 high frequency sight words, Scholastic Guided reading, and grade level created diagnostic assessments.

ELA AIT Services

- First grade students receiving ELA AIT services
 - 97% of intervention students made progress toward meeting the grade level target in their letters and sounds as measured by Illuminate data
 - 98% of intervention students made progress toward meeting the grade level target in phonemic awareness as measured by Illuminate data
 - 76% of the students made progress toward meeting the grade level target for sight words as measured by the first 100 high frequency sight words
 - 45% of the students made progress toward meeting the grade level target in Guided Reading as measured by Scholastic Guided Reading assessment
- Second grade students receiving ELA AIT services
 - 98% of intervention students made progress toward meeting the grade level target in their letters and sounds as measured by Illuminate data
 - 97% of intervention students made progress toward meeting the grade level target in phonemic awareness as measured by Illuminate data
 - 82% of the students made progress toward meeting the grade level target for sight words as measured by the first 100 high frequency sight words
 - 63% of the students made progress toward meeting the grade level target in Guided Reading as measured by Scholastic Guided Reading assessment
- Third - Fifth grade students receiving ELA AIT services
 - 92% of the students made some progress toward meeting the grade level target in Guided Reading as measured by Scholastic Guided Reading assessment
 - 37% of the students made at least two levels of growth in Guided Reading as measured by the Scholastic Guided Reading assessment
 - 17% of the students made at least three levels of growth in Guided Reading as measured by the Scholastic Guided Reading assessment
 - 15% of the students made at least four levels of growth in Guided Reading as measured by the Scholastic Guided Reading assessment
 - 2% of the students made at least six levels of growth in Guided Reading as measured by the Scholastic Guided Reading assessment
 - 2% of the students made at least eight levels of growth in Guided Reading as measured by the Scholastic Guided Reading assessment

Math AIT Services

- Second grade students receiving math AIT services
 - 91% of the students made progress on the grade level created diagnostic math assessments focusing on addition and subtraction and Illuminate assessments
- Third - sixth grade students receiving math AIT services
 - 87% of the students made significant growth on the grade level created diagnostic math assessments focusing on addition, subtraction, multiplication, and division and Illuminate assessments

Instructional Framework: Our teaching staff received high quality professional development from our district coaches in the spring of 2023. The staff was trained in Instructional Framework Module 1 (Learning Targets) and Instructional Framework Module 2 (Success Criteria). Module 3 will be given in the fall of 2023. When teachers use the instructional framework to fidelity, student achievement in all areas will increase. High quality professional development leads to high quality instruction which leads to increased student success.

2023-2024 Goal:

Our goal is to provide the personnel, training, and tools for targeted intervention/acceleration and core instruction that results in an increase in the number of students achieving standards met on Smarter Balanced Assessments (3-6), Grade Level Benchmarks (K-2), and school metrics.

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

Actions/Services 1.1.1 (SiteGoalID: 6349) (DTS: 02/10/23)

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>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>We will achieve our goal through enhancing our daily programs, instruction and opportunity and access, utilizing the following positions:</p> <p>a) One Academic Intervention Teacher (3010); One Academic Intervention Teacher (7101) One Academic Intervention Teacher FTE (ESSER FUNDS)</p> <p>b) Library Tech (3010)</p> <p>c) Paraeducators (3010)</p> <p>d) Campus Supervisor (ESSER FUNDS)</p>	<p>a) Seventy percent of Charles Mack students who receive AIT services will progress at least 3 Guided Reading levels and/or improve math scores toward established grade level benchmarks during the school year. Seventy percent of Kinder - second grade will meet district benchmarks for each trimester on Illuminate assessment system for letters, sounds, phonemic awareness, and phonics and/or math assessments and math interviews.</p> <p>b) One hundred percent of students will have access to visiting and checking out books in the library.</p> <p>c) Paraeducators will be used to support small group instruction and behavior in the classroom. This will be measured through teacher observation, trimesterly assessments, and trimesterly COOP meetings.</p> <p>f) Student achievement will</p>	

increase and behavior decrease as measured by RTI data reported trimesterly at COOPs and suspension rates. A staff survey will also help to accrue effectiveness data.

Actions/Services 1.1.2 (SiteGoalID: 6349) (DTS: 02/10/23)

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

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>Professional Development:</p> <p>a) AVID training for all interested teachers. Provide professional development in the area of AVID strategies to school administration as well as to all interested teachers through the summer of 2023 through monthly professional development opportunities. (DISTRICT FUNDED)</p> <p>b) Release time for teachers to observe peers for best practices/lesson study with an administrator guidance and a team of master teachers (3010)</p> <p>c) Provide stipends and timesheets to teachers for extra work outside of the contract day: tutoring, attending workshops/PD and site planning with the grade level members (7101)</p> <p>d) Provide trainings for paraeducators based on individual's needs provided by AIT team as needed (i.e. guided</p>	<p>a) Five intermediate teachers will be AVID trained during the summer of 2023. These teachers will implement AVID strategies on a daily basis. This will be measured through increased student organization and note-taking strategies.</p> <p>b) One hundred percent of teachers interested in district-led AVID training will participate throughout the 2023-2024 school year and implement AVID strategies.</p> <p>c) Effectiveness will be measured through formal and informal observations by school administration.</p> <p>d) Paraeducators will become an integral part of Tier-1 intervention within the classroom. This will increase assessments scores and improve student behavior due to higher success levels as measured by Illuminate data, CAASPP scores, grades, and teacher feedback.</p>	

reading, SEL, fine motor skills, behavior management) (7101)

Actions/Services 1.1.3 (SiteGoalID: 6349) (DTS: 02/10/23)

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

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

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

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

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

Evaluation Cycles in 2023-2024

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

Instructional Materials:

- a) Purchase additional instructional supplies for: Workshop, Intervention, AVID, etc. Supplemental supplies, writing supplies, books, workbooks, binders, organizational materials, journals, headphones, equipment and parts for title I purchases and supplemental classroom programs, STEAM materials, Scholastic magazine, including an open P.O with Office Depot (3010/7101).
- b) Online subscription resources for all students, namely: Renaissance (Accelerated Reader and Star Reading), Lexia Core 5/Power Up Reading or IXL Learning (ELA & Math) program, Starfall, and Reflex through ExploreLearning. (3010/7101)
- c) Purchase student planners/agendas and (3rd-6th) to help students learn organizational skills. (7101)
- d) Boxes of copy paper (3010) \$50 per box x 3 trimesters =

- a) One hundred percent of instructional supplies will be used to increase student achievement. Seventy percent of Charles Mack intervention students will progress at least 3 Guided reading levels toward established grade level benchmarks using these supplies. Higher level instruction will be provided, achieved, and measure through Illuminate assessments, CAASPP, and daily progress monitoring.
- b) Independent reading programs will reflect at least 80% efficacy usage by students. Incentive programs within the classroom and school will increase this program usage.
- c) Ninety percent of teachers and students will use their student planners/agendas on a daily basis to increase organization and homework completion.
- d) Classroom teachers will have the paper needed to bring high quality instruction to the students. With this paper, teachers will be able to instruct the way they see

<p>\$150; \$150 x 36 teachers = \$5,400</p> <p>e) AVID binders for 4th-6th grades (7101)</p>	<p>fit. Not all lessons can be done with technology.</p> <p>e) One hundred percent of AVID-trained classrooms will effectively use binders and organization materials on a daily basis to increase student organization and homework completion.</p>	
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Actions/Services 1.1.4 (SiteGoalID: 6349) (DTS: 02/10/23)

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

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>GATE Coordinator and GATE Program:</p> <p>a) 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>b) Provide after-school enrichment opportunities to potentially qualify students for GATE in a multitude of ways by time-sheeted teachers. (7105)</p>	<p>a) Seventy percent of Charles Mack GATE students will progress at least 4 guided reading levels toward established grade level benchmarks.</p> <p>b) 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 2023.</p>	

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Funding Sources for District Goal 1	Amount	Description of Use
GATE (7105/0000)	\$1250	Certificated- Timesheets
GATE (7105/0000)	\$3147	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$148394	Certificated- Salaries
Supplemental/Concentration (7101/0000)	\$11600	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	\$4376	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	\$25150	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	\$162373	Certificated- Salaries
Title I – Basic (4900/3010)	\$5600	Certificated- Timesheets
Title I – Basic (4900/3010)	\$34860	Classified- Salaries
Title I – Basic (4900/3010)	\$38000	Classified- Timesheets
Title I – Basic (4900/3010)	\$20528	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	\$9880	Materials/Supplies/Equipment

<p>District Strategic Goal 2:</p> <p>All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.</p>	<p>District Needs and Metrics 2:</p> <p>Students need high quality programs and services driven by assessment, data analysis, and action as measured by:</p> <ul style="list-style-type: none"> • Assessment System • Data and Program Evaluation • Other (Site-based/local assessment)
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Site Goal 2.1 (SiteGoalID: 6805) (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



Targeted Student Group(s)

- All

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>Provide release days for ALL teachers for:</p> <p>End of First Trimester Assessment Release Day (i.e. Illuminate & GR Assessments) (3010) (\$175 x estimated 26 teachers) = \$4550</p> <p>End of Second Trimester Assessment Release Day (i.e. Illuminate & GR Assessments) (3010) \$175 x estimated 26 teachers) = \$4550</p> <p>End of Third Trimester Assessment Release Day (i.e. Illuminate & GR Assessments) (3010) \$175 x estimated 26 teachers) = \$4550</p>	<p>a) One hundred percent of students will be assessed by the end of each trimester to monitor student progress, inform families of progress, and add relevant data to assessment matrixes and RTI documents.</p> <p>b) One hundred percent of students will have individual goals and receive appropriate intervention at the end of each trimester through COOP meetings with classroom teachers, Academic Intervention Teachers, and administration.</p> <p>c) One hundred percent of classroom teachers will be prepared to start the new school year with a solid year-long plan and activities scheduled with their grade level team.</p> <p><u>Student progress will be measured through:</u></p> <ul style="list-style-type: none"> • SMART Goals • CAASP • Guided Reading Assessments • Benchmark Assessments • Fluency Grade Level Data • Illuminate Data 	

Site Goal 2.2 (SiteGoalID: 6992) (DTS: 05/01/23)

All grade levels will operate as a highly functioning Professional Learning Community to share best practices and participate in the cycle of inquiry. During 2023/2024 grade levels were meeting weekly and Professional Development was given by West Ed to support and improve PLC implementation. Below are Survey results given in February 2020 about the implementation of PLCs:

- 100% of staff were reviewing formative assessments during PLC
- 100% of staff were developing instructional strategies
- 100% of staff were discussing the needs of specific students

2022-2023 Goal:

Our goal is to make instructional decisions based on student assessment data. We will provide professional development in order to increase student achievement and effective teacher data analysis. We will also provide needed interventions for all students according to the assessment data, and to eliminate disproportionality.

Metric: Test Participation Rate on Districtwide Assessments

Actions/Services 2.2.1 (SiteGoalID: 6992) (DTS: 05/01/23)

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

What Specific Actions/Services will you Provide to this Student Group? <ul style="list-style-type: none">• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.• Actions and Services should be step by step in a chronological order.• Actions and Services should remove barriers and implement changes.	How will you Progress Monitor the Implementation of Actions/Services? <ul style="list-style-type: none">• What progress data will be collected and who will collect it?• How often and when will it be collected?• Who will it be shared with and when?	Evaluation Cycles in 2023-2024 <ul style="list-style-type: none">• What is working?• What is not working and why?• What modifications do you need to make?
Provide release days for ALL teachers for: a) First Trimester COOP meeting with admin and intervention staff to discuss data, student progress, and make actionable instructional/intervention decisions (3010) \$175 x 4 days (roving sub) = \$700 b) Second Trimester COOP meeting with admin and intervention staff to discuss data, student progress, and make actionable instructional/intervention		

decisions (3010) \$175 x 4 days
(roving sub) = \$700

c) EOY COOP meeting with
admin and intervention staff to
discuss data, student progress,
and make actionable
instructional/intervention
decisions (3010) \$175 x 3 days
(roving sub) = \$525

d) Site planning days - prior to
next school year
Estimated 36 teachers x 7.5
hours x \$45.76/hour = \$12,355.20
(3010)

Actions/Services 2.2.2 (SiteGoalID: 6992) (DTS: 05/01/23)

Targeted Student Group(s)

- EL • R-FEP

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>EL Professional Development: EL professional development will be provided by our district EL coach during designated staff meetings and PLC meetings to increase teacher knowledge around integrated and designated EL instructional time.</p> <p>English Learner Assessment Support:</p> <p>a) Provide ELPAC testing support by administering the ELPAC testing to new Mack students for ALL EL students throughout the year. Support provided by certificated employees on a</p>	<p>EL Professional Development: The effectiveness will be measured around daily success in WIN time and increased achievement on trimesterly assessments, as well as the ELPAC assessment.</p> <p>English Learner Assessment Support:</p> <p>a) All EL students will be assessed on ELPAC by the end of the 2023-2024 school year.</p> <p>b) The Charles Mack EL Coach and/or EL Coordinator will accrue and disaggregate ELPAC data using Synergy data charts and</p>	

<p>timesheet. (7150/7101)</p> <p>b) EL coordination will be done by the EL Coordinator during contracted time. This will be done in cooperation with the EL coach under the direction of admin. The ELPAC Coordinator and EL Coach will accrue and disaggregate EL assessment data prior to the start of the school year in order to create WIN time groups. (NO FUNDS NEEDED)</p> <p>c) Provide Imagine Learning for our EL newcomers and EL students. (DISTRICT PROVIDED)</p>	<p>data from Power BI.</p> <p>c) Seventy-five percent of EL newcomers and EL students will utilize Imagine Learning at least 60 minutes a week.</p>	
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Funding Sources for District Goal 2	Amount	Description of Use
EL Supplemental (7150/0000)	\$27154	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	\$3000	Certificated- Timesheets
Title I – Basic (4900/3010)	\$27930	Certificated- Timesheets

<p>District Strategic Goal 3:</p> <p>All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.</p>	<p>District Needs and Metrics 3:</p> <p>Students need a safe and engaging academic, social-emotional, and physical school environment as measured by:</p> <ul style="list-style-type: none"> • Cohort Graduation • Expulsion • HS Dropout • MS Dropout • Other (Site-based/local assessment) • School Climate • Social Emotional Learning • Suspension
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Site Goal 3.1 (SiteGoalID: 6351) (DTS: 02/10/23)

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. Improve overall score on TFI and decreased amount of students needing Tier 2 and Tier 3 supports, and increase percentage of positive responses by 18% on CHKS survey.

According to various data sources :

- Mack Attendance Rate for 2022-2023 (as of 5/15/23) - 89.9%
- Suspension percentages: 2017- 3.1%, 2018- 2.1%, 2019 - 4.9%, 2021- NA%
- CHKS from 2021-2022 school year: 81% students felt safe on campus, 89% reported that students know the rules, 89% reported positive behavior
- SEL Survey data
- Second Step usage data

2022-2023 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: 90%
- Tier 2 Overall implementation: 85%

Metric: Cohort Graduation Rate

Actions/Services 3.1.1 (SiteGoalID: 6351) (DTS: 02/10/23)

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>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>Promote and Engage in Equitable Practices</p> <p>a) To actively connect our mission to all of our actions at school (no funding needed)</p> <p>b) Equity Team development (no funding needed)</p> <p>c) PBIS program support (may</p>	<ul style="list-style-type: none"> • Maintain (+/- 5-10 %) on home suspensions when compared to the previous year. • 70% of Charles Mack students will progress at least 3 Guided reading levels toward established Grade level Benchmarks 	

<p>include incentives, signage, and monthly award assemblies (7440)</p> <p>d) Embedded schoolwide PBIS awards and assembly model based on Monthly Character Ed/2nd Step Themes and improved attendance</p> <p>e) Classroom support for the efficacious implementation of 2nd Step SEL curriculum</p> <p>f) Provide more enrichment assemblies around character education, anti-bullying, and VAPA (no funding needed)</p> <p>h) Counselor to continue providing counseling services to groups of students who are in varying levels of crisis (i.e. SEL, suspension, etc). (4900)</p> <p>i) Decrease the suspension rate by having a Restorative Practice coach work with students during morning and afternoon recess times.</p> <p>j) Lunch with an administrator once a month for good citizenship (no funding needed).</p> <p>k) Science Field Trips-Sierra Nevada Journey for 1st-6th grade levels \$14 x 700 students = \$9800; Kinder/TK science field trip: \$1680 (3010)</p> <p>l) Perfect Attendance breakfast-to improve attendance; once a trimester (pending FTO approval)</p>	<ul style="list-style-type: none"> • 45-50% of Charles Mack students will meet Charles Mack Assessment Matrix benchmarks. • Accrual of baseline data on Charles Mack K-2 students meeting grade level benchmarks. • 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. 	
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Actions/Services 3.1.2 (SiteGoalID: 6351) (DTS: 02/10/23)

Targeted Student Group(s)

- Black or African American • Foster Youth

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
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<ul style="list-style-type: none"> to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<ul style="list-style-type: none"> • How often and when will it be collected? • Who will it be shared with and when? 	
<p>Increasing Attendance:</p> <p>a) Monthly Attendance Incentives (awards, raffles, assemblies...)</p> <p>b) Phone calls home from teachers regarding attendance. Follow-up of chronic absenteeism by administration.</p> <p>c) Monthly PBIS/Tier 1 Team meetings held to discuss students with attendance issues.</p> <p>d) Positive phone calls home at the beginning of the school year for every student on campus.</p> <p>e) Continued Parent Teacher/Home Visit trainings with the district and a campus-wide emphasis on family home visits.</p>	<ul style="list-style-type: none"> • Attendance SOA will gather and share attendance data monthly. Particular attention will be given to African American, homeless, and foster youth. • Review and monitor students who meet the Chronic Absent (10% or more absence rate) biweekly with the PBIS/Tier 2 Team. • Student reading levels will increase due to access to additional leveled reading materials at home. 	

Actions/Services 3.1.3 (SiteGoalID: 6351) (DTS: 02/10/23)

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

<p>What Specific Actions/Services will you Provide to this Student Group?</p>	<p>How will you Progress Monitor the Implementation of Actions/Services?</p>	<p>Evaluation Cycles in 2023-2024</p>
<ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. <p>Social/Emotional Learning:</p> <p>a) Provide supervision and support during recess/lunch through the ASSIST program to assist students with conflicts and use non-violent crisis intervention.</p>	<ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? <p>Progress assessed though the following:</p> <p>a) Student discipline data and referrals analyzed monthly</p> <p>b) PBIS Tiered Fidelity Inventory yearly</p>	<ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?

b) Continued commitment to school-wide daily SEL focus through morning meetings, Second Step, conflict resolution, and Golden Ticket incentives.

c) Informal observations of Yard supervisors interactions during recess/lunch periods

Site Goal 3.2 (SiteGoalID: 6353) (DTS: 02/10/23)

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 according to Synergy data.

African American suspensions in 2019-20 - Red

Hispanic suspensions in 2019-20 - Orange

Two or More suspensions in 2019-20 - Yellow

Students with Disabilities in 2019-20 - Red

Socioeconomically Disadvantaged in 2019-20 - Red

English Learners in 2019-20 - Orange

White suspensions in 2019-20 - NA

Pacific Islander suspensions in 2019-20 - NA

Asian suspensions in 2019-20 - Orange

Our goal is to continue to close the gap between subgroups in regards to the number of chronically absent students according to the California Dashboard.

African Americans will move from Red to Orange

Two or More races will move from Yellow to Orange

Students with Disabilities will move from Red to Orange

Socioeconomically Disadvantaged will move from Red to Orange

Asians will move from Yellow to Green

English Learners will move from Yellow to Green

Hispanics will move from Orange to Yellow

Metric:

Actions/Services 3.2.1 (SiteGoalID: 6353) (DTS: 02/10/23)

Targeted Student Group(s)

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

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

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

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

Evaluation Cycles in 2023-2024

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

<ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 		
<ul style="list-style-type: none"> • Provide training on implicit bias, racial inequities, and non-punitive discipline practices for all staff to reduce the number of referrals and suspension amongst students of color and students with disabilities at Charles Mack. • Staff will be trained on behavior management techniques, positive reinforcement, eliminating labels and racial bias, building relationships, and a multi-tiered approach. • Provide workshop for staff with our behavior specialist and inclusion specialist on positive interventions and limit-setting. • Provide staff PD on the brain and culturally responsive techniques. 	<ul style="list-style-type: none"> • Decrease in classroom and playground referrals for students of color specifically for African American and Hispanic students as well as students with disabilities. • Staff will review disaggregated behavior referral data on a monthly basis and identify areas of growth and areas of continued work. • Student discipline data will be shared with Leadership team and the School Site council each trimester. 	

Funding Sources for District Goal 3	Amount	Description of Use
PBIS (7440/0000)	\$1000	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	\$60798	Classified- Salaries
Title I – Basic (4900/3010)	\$11480	Contracts/Services/Subscriptions

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

Site Goal 4.1 (SiteGoalID: 6352) (DTS: 02/10/23)

Increase authentic relationships and partnerships between school and home, specifically reaching out to underserved and disengaged families. According to the LCAP survey given in December, 2020. the top five areas of importance from parents were:

- (Good teachers - 88% satisfied)
- (A Safe School- 82% satisfied)
- (Timely and regular feedback from teachers-71% satisfied)
- (Bully Prevention - 76% satisfied)
- (Regular communication from the school and teacher- 68% satisfied)

At Charles Mack we will decrease the number of students who are chronically absent and or tardy to school. All students will have an equitable opportunity to learn in a culturally responsive, physically and emotionally healthy and safe environment. We will decrease our chronically absent students from 14.5% to 12.5% for our whole school. Our African American Populations will decrease from 28% to 24% and our Special Education Population from 19.8% to 15.8%.

2022-2023 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:

Actions/Services 4.1.1 (SiteGoalID: 6352) (DTS: 02/10/23)

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

What Specific Actions/Services will you Provide to this Student Group?	How will you Progress Monitor the Implementation of Actions/Services?	Evaluation Cycles in 2023-2024
<ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>a) Supplemental Personnel Parent Activities Coordinator (Elementary Adjunct Duty)</p>	<ul style="list-style-type: none"> • 150-200 attendees at Parent University events 	

<p>Stipend)</p> <p>b) Outreach and Engagement (7101)</p> <ul style="list-style-type: none"> • FTO, ELAC, SSC, Equity Team, and DELAC • home visits • Parent University • Back to School Night, Open House • Harvest Festival • Back to School Picnic/Family Night • Walk to School Day • Family Dances and Socials • Winter Family Literacy Night (adjunct duty) • Regular email and talking points • Charles Mack Facebook • Charles Mack website • Regular newsletters 	<ul style="list-style-type: none"> • Increase our ELAC and FTO participation • 200-400 attendees at CMES EL recognition • 70% of Charles Mack students will progress at least 3 Guided reading levels toward established Grade level Benchmarks • 45-50% of Charles Mack students will meet Charles Mack Assessment Matrix benchmarks. • Accrual of baseline data on Charles Mack K-2 students meeting grade level benchmarks. 	
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Actions/Services 4.1.2 (SiteGoalID: 6352) (DTS: 02/10/23)

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>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>Stakeholder Engagement</p> <p>a) ELAC Meetings; provide light refreshments - EL Supplemental (Office account)</p> <p>b) Parent Teacher Home Visit Project (LSS-funded)</p> <p>c) One Parent University and three family nights:</p>	<p>a) Increase attendance at ELAC meetings</p> <p>b) 100-200 attendees at Parent University events</p> <p>c) 200-400 attendees at CMES EL recognition</p> <p>d) 70% of Charles Mack students will progress at least 3 Guided reading levels toward established</p>	

<ul style="list-style-type: none"> books and supplies for parent and student skill building at Winter Literacy Night (4900/3010) books and supplies for parents to make classroom connections (i.e. Science Night & Art Night). (4900/3010) <p>e) Family Teacher Academic Teams (FTAT) - classroom teachers collaborate to drive student learning and achievement through positive outreach, parent FTAT meetings that focus on specific classroom skills, and teacher follow-ups. (FACE office-funded)</p>	<p>Grade level Benchmarks</p> <p>e) 45-50% of Charles Mack students will meet Charles Mack Assessment Matrix benchmarks.</p> <p>f) Accrual of baseline data on Charles Mack K-2 students meeting grade level benchmarks.</p>	
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Actions/Services 4.1.3 (SiteGoalID: 6352) (DTS: 05/01/23)

Targeted Student Group(s)

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

<p>Funding Sources for District Goal 4</p>	<p>Amount</p>	<p>Description of Use</p>
<p>Supplemental/Concentration (7101/0000)</p>	<p>\$10683</p>	<p>Materials/Supplies/Equipment</p>
<p>Title I – Basic (4900/3010)</p>	<p>\$23217</p>	<p>Materials/Supplies/Equipment</p>

Funding Source Summary for All District Goals

Fund Source	Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
EL Supplemental (7150/0000)	Certificated- Timesheets		\$27154			\$27154
GATE (7105/0000)	Certificated- Timesheets	\$1250				\$1250
GATE (7105/0000)	Materials/Supplies/Equipment	\$3147				\$3147
PBIS (7440/0000)	Materials/Supplies/Equipment			\$1000		\$1000
Supplemental/Concentration (7101/0000)	Certificated- Salaries	\$148394				\$148394
Supplemental/Concentration (7101/0000)	Certificated- Timesheets	\$11600	\$3000			\$14600
Supplemental/Concentration (7101/0000)	Contracts/Services/Subscriptions	\$4376				\$4376
Supplemental/Concentration (7101/0000)	Materials/Supplies/Equipment	\$25150			\$10683	\$35833
Title I – Basic (4900/3010)	Certificated- Salaries	\$162373				\$162373
Title I – Basic (4900/3010)	Certificated- Timesheets	\$5600	\$27930			\$33530
Title I – Basic (4900/3010)	Classified- Salaries	\$34860		\$60798		\$95658
Title I – Basic (4900/3010)	Classified- Timesheets	\$38000				\$38000
Title I – Basic (4900/3010)	Contracts/Services/Subscriptions	\$20528		\$11480		\$32008
Title I – Basic (4900/3010)	Materials/Supplies/Equipment	\$9880			\$23217	\$33097

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
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V. Funding

Charles Mack Elementary (311) | 2023-2024

EGUSD Strategic Goals

Fund Source Mgmt. Code / Description Resc. Code / Description	FTE	Carry Over	Allocation	Subtotal	1 Curriculum and Instruction	2 Assessment	3 Wellness	4 Family Engagement	Balance
1510 Regular Education (TK-6) 0000 Unrestricted	0.0000	\$0	\$51,973	\$51,973	\$51,973	\$0	\$0	\$0	\$0
7101 LCFF Supplemental Concentration TK-6 0000 Unrestricted	0.0000	\$0	\$203,203	\$203,203	\$189,520	\$3,000	\$0	\$10,683	\$0
7105 Gifted and Talented Education (GATE) TK-6 0000 Unrestricted	0.0000	\$0	\$4,397	\$4,397	\$4,397	\$0	\$0	\$0	\$0
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	0.0000	\$0	\$27,154	\$27,154	\$0	\$27,154	\$0	\$0	\$0
7440 Positive Behavior Incentive Supports 0000 Unrestricted	0.0000	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
4900 Director of School Improvement Support 3010 ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	0.0000	\$0	\$394,666	\$394,666	\$271,241	\$27,930	\$72,278	\$23,217	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	0.0000	\$0	\$682,393	\$682,393	\$517,131	\$58,084	\$73,278	\$33,900	

Fund Subtotals

Subtotal of additional federal funds included for this school \$394,666

Subtotal of state or local funds included for this school \$287,727

Signatures: (Must sign in blue ink)

Date

Principal

Mark Hogge

**School Site Council
Chairperson**

Chuyee Xiong

EL Advisory Chairperson

Irma Mota

Signatures: (Must sign in blue ink)	Date
