



Marion Mix Elementary

Local Control Accountability Plan (LCAP) 2024-2025

Principal: John Lyman

County-District-School (CDS) Code: 34673140131516

**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

Marion Mix Elementary | Focused Work: 2024-2025

Goal Setting (Icapid: 627)

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.

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?

During Title 1 meeting at the beginning of the school year on August 7, 2023, goals and allocations were shared with the community and input was solicited. During the preservice meeting on January 2, 2024, goals were shared and input was solicited from the staff. The ELAC committee met in February, 2024 and provided input to LCAP goals. During Leadership meeting in March, 2024 input for spending and LCAP priorities was gathered. The SSC discussed and conducted the annual review on April 23, 2024 and provided input as to

actions and goals. On May 21, 2024, the SSC will vote to approve the 24/25 LCAP.

2. Impact of LCAP and Annual Update

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

Based on staff and School Site Council input, allocations will be used to purchase and renew online subscriptions and programs. It was also determined to continue to support grade level release days and professional development opportunities focused on AVID and High Quality Instruction. Providing support for educational field trips was a high priority for our staff, so allocations have increased to support all grade levels. Both SSC and staff agreed to continue with ASSIST coaches our data showed that referrals decreased, it was decided to continue the amount of days that ASSIST coaches are able to be on site.

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.

As of the 2024-2025 school year, Marion Mix is not an ATSI designated school. Throughout our school LCAP, we have have put goals and actions in place in order to address the inequities amongst student groups in both academics and attendance.

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: 7384) (DTS: 12/13/23)

- **GOAL:** 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 90 percent.
- Increase the percentage of students in 1st & 2nd grades meeting grade level benchmarks In ELA and Math to 85 percent.
- **For Grades 3rd - 6th overall Math scores will increase 8% from 38% to 46% meeting or exceeding on CAASPP.**
 - According to CAASPP data: 2023 African American students increased from 13% to 24%.
 - According to CAASPP data: 2023 Hispanic students increased from 24% to 30%
 - According to CAASPP data: 2023 SED increased from students 20 % to 34%
 - According to CAASPP data: 2023 White students increase from 27% to 42%
 - All sub groups improved except Homeless students decreased from 50% to 33%
- **For Grades 3rd - 6th overall ELA scores will increase 5% from 49% to 54% meeting or exceeding on CAASPP.**
 - According to CAASPP data: 2023 African American students declined from 29% to 28%
 - According to CAASPP data: 2023 Hispanic students increased from 36% to 48%
 - According to CAASPP data: 2023 White students remained at 42%
 - According to CAASPP data: 2023 SED students increased from 34% to 44%
 - According to CAASPP data: 2023 SWD students increased from 4% to 11%
 - According to CAASPP data: 2023 Homeless students increased from 50% to 33%

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

Action 1.1.1 (SiteGoalID: 7384) (DTS: 12/13/23)

Targeted Student Group(s)

- School-wide

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>Provide professional development opportunities for staff, along with resources and materials to support proficiency in ELA & Math, and increase staff knowledge about Instructional Framework, AVID and Equity strategies.</p>	<p>Progress Monitoring</p> <p>Progress assessed though the following:</p> <ul style="list-style-type: none"> • Classroom walkthroughs to observe implementation of Instructional Framework • Grade level Benchmark Assessments quarterly 	<p>Evaluation</p>

<ul style="list-style-type: none"> • August: 5th & 6th grade teachers will attend AVID conference • August: Preservice AVID team will present schoolwide focus on writing • August/September: Admin will collaborate with instructional coaches to determine professional learning and coaching opportunities to support high quality instruction throughout the year • Monthly staff meetings will focus on Instructional Framework • Monthly Leadership meetings will focus on AVID strategies • July/ August: Admin will meet with Equity Coach to determine opportunities to support staff. <p>AVID conference total: \$ 1,000 (Title 1)</p>	<ul style="list-style-type: none"> • Grade level common formative assessments provided through PLC agendas monthly • Classroom walkthroughs to observed implementation of AVID strategies and resources in 5th & 6th grade classrooms. 	
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Action 1.1.2 (SiteGoalID: 7384) (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>Provide GATE and VAPA opportunities for students. Purchase educational materials including resources and supplies that support students and</p>	<p>Progress Monitoring</p> <p>Progress assessed though the following:</p> <ul style="list-style-type: none"> • Review site data and maintain and/or increase the 	<p>Evaluation</p>

promote GATE identification.
Provide stipend to GATE coordinator for testing.

- September: Recruitment for CREST, Robotics and VAPA clubs will begin.(Certificated Timesheets)
- September- May: CREST and Robotics clubs will meet weekly throughout the year.
- April: Students will participate in CREST competition
- September: Notifications will be sent out for 3rd-6th grade students to participate in Choir.
- September- May: Choir will meet weekly.
- September: Recruitment for NEHS, National Elementary Honor Society.
- NEHS meets biweekly throughout the year
- September: Recruitment for yearbook club.
- September - April: Yearbook club meets bi-weekly.
- October: Teachers that support NEHS, CREST and VAPA clubs will provide a list of materials needed and supplies and resources will be purchased
- December: GATE coordinator will work with 3rd grade teachers to determine testing dates.
- December: GATE coordinator will provide notification to parents regarding testing

Supplemental Con: \$4000 to pay for VAPA instruction, CREST, Robotics, and other enrichment opportunities.

percentage of students participating in our GATE program.

- Student participation data will be reviewed twice each year as part of the Co-op/CAST
- The administration of the yearly NNAT assessments and district GATE referral process.
- Number of students enrolled in NEHS

• Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income

Action Plan <ul style="list-style-type: none"> Describe your step by step plan for intervention for at-risk students. 	Progress Monitoring <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? 	Evaluation <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>Provide supplementary instructional resources and supplies to support the implementation of ELA and Math during whole group and small group instruction. The below materials and resources are supplemental materials that staff are using consistently and have found effective in supporting learning.</p> <ul style="list-style-type: none"> Scholastic News, Time for Kids Reading games and materials Math manipulatives and games Other school related materials to support learning Provide maintenance agreements, parts, services, supplies, copying and replacement of supplemental resources. <p>Materials allocation Title One: \$11, 630</p> <p>Materials and Supplies \$1246 (sup con)</p>	<p>Progress Monitoring</p> <p>Progress assessed though the following:</p> <ul style="list-style-type: none"> Walkthroughs to observe implementation of Math and ELA CAST meetings twice a year Illuminate data- monitored each trimester Grade level SMART goals monitored each trimester 	<p>Evaluation</p>

Action 1.1.4 (SiteGoalID: 7384) (DTS: 12/13/23)

Targeted Student Group(s)

- School-wide

Action Plan <ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	Progress Monitoring <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? 	Evaluation <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>Provide entry fees and transportation for students to attend educational field trips.</p> <ul style="list-style-type: none"> • 6th Grade: Sierra Nevada Journeys Science Camp • 5th Grade: Starbase <p>Grade level field trip amounts:</p> <ul style="list-style-type: none"> • 6th grade: \$8000 to support Science camp • 5th grade: \$2500 to support Starbase <p>Total allocation Title One contract and services: \$10,500.</p>	<p>Progress Monitoring</p> <p>Progress measured through:</p> <ul style="list-style-type: none"> • Student work products based on the field trip • Student surveys given after each field trip. 	<p>Evaluation</p>

Action 1.1.5 (SiteGoalID: 7384) (DTS: 12/13/23)

Targeted Student Group(s)

• Asian • Black or African American • EL • Filipino • Hispanic or Latino • Native Hawaiian or Pacific Islander • R-FEP • SWD • Two or More • White

Action Plan <ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	Progress Monitoring <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? 	Evaluation <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?
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Action Plan	Progress Monitoring	Evaluation
<p>Provide supplementary instructional resources to support the implementation of ELA during whole group, small group, and independent learning.</p> <ul style="list-style-type: none"> March: Renew Accelerated Reader (AR) subscription. <p>Accelerated Reader (AR) renewal: Title 1 Subscriptions/Contracts \$6,300</p>	<p>Effectiveness will be measured by:</p> <ul style="list-style-type: none"> Walkthroughs to see that students and teachers are accessing the resources for Accelerated Reader. Number of students using Accelerated Reader. Student progress on Accelerated Reader (points). 	

Action 1.1.6 (SiteGoalID: 7384) (DTS: 12/13/23)

Targeted Student Group(s)

• Black or African American • Foster Youth • Hispanic or Latino • Low Income • R-FEP

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
<p>Provide certificated support, and relevant instructional materials and supplies, for targeted small group or individual intervention. Two 1.0 Academic Intervention Teachers will support small group instruction for students who are not meeting grade level standards in ELA and Math for grades 1st - 6th.</p> <ul style="list-style-type: none"> August: AITs will assess students using illuminate and supplementary curriculum to determine students eligible for AIT support September: AIT will collaborate with teachers to determine students who 	<p>Effective measure by:</p> <ul style="list-style-type: none"> number of students receiving support. number of students who move up levels number of students graduating from the program Illuminate Data 	

<p>meet criteria, time and days for support</p> <ul style="list-style-type: none"> • August - May: AITs assess students every 4-6 weeks to determine progress. Students may move up a level, may graduate program, stay at current level or if little progress is made, move to SST . • October & February: AITs attend CAST meetings to report student outcomes. • Twice a year, AITs collaborate with SPED team to determine SST meeting and students needed for IEP assessments. <p>AIT allocation Title one: Certificated Salary \$130,000</p>		
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Action 1.1.7 (SiteGoalID: 7384) (DTS: 12/13/23)

Targeted Student Group(s)

• Black or African American • Foster Youth • Hispanic or Latino • Low Income • R-FEP • 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?
<p>Action Plan</p> <p>Provide small group tutoring based on assessed needs of students. This may include, before, during and after school. Tutoring lasts 6-8 weeks per trimester.</p> <ul style="list-style-type: none"> • August: Leadership team determines dates for tutoring. • August, October, March: Grade level teams use assessments to determine 	<p>Progress Monitoring</p> <p>Effectiveness measured by:</p> <ul style="list-style-type: none"> • pre/post assessments given during each tutoring period • number of students receiving tutoring. • Illuminate data each trimester. 	<p>Evaluation</p>

<p>skills on which to focus and students that qualify.</p> <ul style="list-style-type: none"> • August, October, March: Parents receive notifications/invitations for students to attend tutoring. <p>Tutoring allocation: \$2,500- (Title 1) Certificated Timesheets Tutoring allocation: \$7500- (Sup Con) Certificated Timesheets</p>		
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Action 1.1.8 (SiteGoalID: 7384) (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>Increase students' opportunities to use technology to:</p> <ul style="list-style-type: none"> • Improve proficiency in computer skills • Increase opportunities of incorporating technology within content areas • Provide District approved on-line resources that support instruction and provide intervention. <p>Purchases will include but not limited to: Starfall Brain Pop Moby Max Other online resources Materials and equipment to support technology</p> <p>Allocation: Title One- \$8,000</p>	<p>Progress Monitoring</p> <p>Progress assessed through the following:</p> <ul style="list-style-type: none"> • usage reports from the various on line resource throughout the school year. • Grade level SMART goals assessed quarterly • Increased use of interim assessments • illuminate assessment data 	<p>Evaluation</p>

Contracts and Services Sup Con- \$6000 Contracts and Services		
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Site Goal 1.2 (SiteGoalID: 7388) (DTS: 12/13/23)

Provide interventions and supports for English Learners to increase English proficiency.
During 22/23 re-designation of EL students was 17%, 23/24 re-designation of EL was 10%
Goal for EL re-designation is 3% increase from the previous year.

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

Action 1.2.1 (SiteGoalID: 7388) (DTS: 12/13/23)

Targeted Student Group(s)

- EL • R-FEP

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>Provide supplemental support for English Language Learners throughout the day, tutoring opportunities during before and after school and extended learning opportunities like summer school. Provide certificated staff to support English Language Learners assessment for Initial and Summative ELPAC and RFEP monitoring.</p> <ul style="list-style-type: none"> Sept- May: provide paraeducator support for EL 	<p>Progress Monitoring</p> <p>Progress assessed through the following:</p> <ul style="list-style-type: none"> ELPAC and redesignation data will be reviewed twice during the year in the fall and in the spring District EL student reclassification data is available. 	<p>Evaluation</p>

<p>students</p> <ul style="list-style-type: none"> • Sept- May: tutoring support by certificated staff • EL Coordinator will be time sheeted • Aug.- May: ELPAC coordinator will provide initial ELPAC assessments for kindergarten and new students • February: ELPAC Coordinator will coordinate and provide summative ELPAC assessment • Sept - May: Materials will be purchased to support ELPAC assessment • Sept - May: Supplemental materials will be purchased to support ELD instruction • Provide light refreshments and materials for ELAC meetings • Provide professional development for staff to better support EL students. • When needed for families, provide translation and interpretation services • Provide extended day/summer school opportunities for EL students. • Provide resources and library books that support EL students and their families. <p>Total allocation EL: \$8,000- Certificated Salaries \$3,000- Classified Salaries \$1,443- Supplies/Materials</p>		
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Site Goal 1.3 (SiteGoalID: 7907) (DTS: 05/13/24)

Implementation of effective formative assessment will increase from 59% to 65% by the end of the year as measured by the Teaching and learning Program Implementation Continuum (PIC) *Laguna Regional Goal

Metric: Other

Action 1.3.1 (SiteGoalID: 7907) (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?
<p>Action Plan</p> <p>1) School-wide goal on annual Goals and Objectives Conference will be 5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction</p> <p>2) Teachers will receive PD from instructional coach on using formative assessment to provide differentiation in new math program at staff meeting</p> <p>3) Teachers will plan for differentiation opportunities using program and teacher made assessments at PLC meetings</p> <p>4) Administrators will give feedback on formative assessment practices in walk-through observations using the font</p>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> Student survey data regarding whether their teachers knows when they do not understand something will increase from 65% to 70% Teachers survey data regarding grouping and regrouping based on formative assessment will increase from 69% to 70% FONT implementation will increase from 22% to 50% 	<p>Evaluation</p>

Funding Sources for District Goal 1 (DEV - LCAP ID: 627)

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	130000	Certificated- Salaries
Title I – Basic (4900/3010)	2500	Certificated- Timesheets

Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	19800	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	11630	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	11500	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	6000	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	1246	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	8000	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	3000	Classified- Timesheets
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	1443	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: 7391) (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: 7391) (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?
Action Plan <ul style="list-style-type: none">• August: Pre service--admin discusses the importance of using illuminate data• Each trimester Admin monitors completion rate of grade level assessments• Admin reports completion rates to leadership team.	Progress Monitoring <p>Progress measured by:</p> <ul style="list-style-type: none">• completion rates of illuminate data	Evaluation

Site Goal 2.2 (SiteGoalID: 7387) (DTS: 12/13/23)

Goal: All grade levels will operate as a highly functioning Professional Learning Community to share best practices and participate in the cycle of inquiry.

Data:

- Based on walkthroughs and agendas six out of seven grade levels consistently analyzed data to support student learning. Seven out seven PLC teams provided SMART goals for all three trimesters.
- Results from 23/24 LCAP needs survey: Collaboration and planning time for teachers was number 2 in priority for all respondents with a 55.6% satisfaction rate.

Goals for PLC Meetings:

- Increase time spent on analyzing data to improve student achievement to all grade levels.
- Increase time spent discussing individual students and sub groups.
- Increase satisfaction rate regarding collaboration time for teachers from 55.6% to 80%

Metric: Test Participation Rate on Districtwide Assessments

Action 2.2.1 (SiteGoalID: 7387) (DTS: 12/13/23)

Targeted Student Group(s)

• Black or African American • Hispanic or Latino • 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>Provide grade level release days and resources to analyze data and plan and implement researched based strategies Days will be used for planning and collaboration, analyzing data.</p> <ul style="list-style-type: none">• Summer & Spring: Grade level release days twice a year• August- May: Monthly Vertical Teams meet to analyze data and determine next steps for the school in implementing best practices as it relates to STEM, Literacy, Illuminate and Culturally Responsive Practices. <p>Allocations:</p> <ul style="list-style-type: none">• 35 teachers x 250 x 2= \$17,000 (Sup Con)	<p>Progress Monitoring</p> <p>Progress assessed though the following:</p> <ul style="list-style-type: none">• Weekly: Admin attendance at PLC meetings to assess implementation• Each Trimester: PLC grade level SMART goals assessed quarterly• Grade level common formative assessments provided through PLC reporting forms monthly• PLC agendas weekly• Monthly: Vertical team agendas	<p>Evaluation</p>

Action 2.2.2 (SiteGoalID: 7387) (DTS: 12/13/23)

Targeted Student Group(s)

• Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • 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>Provide teachers time to meet during CAST/Coops to discuss student progress, analyze data and determine next steps for students not meeting grade level standards.</p> <ul style="list-style-type: none">August: Leadership meets to determine CAST datesOctober/November: First CAST meeting occursFebruary/March: Second CAST meeting occursRoving substitute is provided for teachers to meet with CAST team. <p>Total allocation: \$3,000</p>	<p>Progress Monitoring</p> <p>Progress assessed though the following:</p> <ul style="list-style-type: none">During CAST meetings twice a year where trimester ELA & Math assessments are reviewed.Grade level SMART goals assessed quarterlyCAASPP scores at the beginning of the school yearGrade level Benchmark Assessments quarterlyGrade level common formative assessments provided through PLC reporting forms monthly	<p>Evaluation</p>

Site Goal 2.3 (SiteGoalID: 7853) (DTS: 04/29/24)

Implementation of effective formative assessment will increase from 59% to 65% by the end of the year as measured by the Teaching and learning Program Implementation Continuum (PIC) *Laguna Regional Goal

Metric: Test Participation Rate on Districtwide Assessments

Action 2.3.1 (SiteGoalID: 7853) (DTS: 04/29/24)**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>1) School-wide goal on annual Goals and Objectives Conference will be 5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction</p> <p>2) Teachers will receive PD from instructional coach on using formative assessment to provide differentiation in new math program at staff meeting</p> <p>3) Teachers will plan for differentiation opportunities using program and teacher made assessments at PLC meetings</p> <p>4) Administrators will give feedback on formative assessment practices in walk-through observations using the font</p>	<p>Progress Monitoring</p> <ul style="list-style-type: none">• Student survey data regarding whether their teachers knows when they do not understand something will increase from 65% to 70%• Teachers survey data regarding grouping and regrouping based on formative assessment will increase from 69% to 70%• FONT implementation will increase from 22% to 50%	<p>Evaluation</p>

Funding Sources for District Goal 2 (DEV - LCAP ID: 627)

Funding Source	Amount	Description of Use
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Title I – Basic (4900/3010)	<input type="text" value="0"/>	Certificated- Salaries
Title I – Basic (4900/3010)	<input type="text" value="0"/>	Certificated- Timesheets
Title I – Basic (4900/3010)	<input type="text" value="0"/>	Classified- Salaries
Title I – Basic (4900/3010)	<input type="text" value="0"/>	Classified- Timesheets
Title I – Basic (4900/3010)	<input type="text" value="0"/>	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	<input type="text" value="0"/>	Materials/Supplies/Equipment



Supplemental/Concentration (7101/0000)	<input type="text" value="0"/>	Certificated- Salaries
Supplemental/Concentration (7101/0000)	<input type="text" value="20000"/>	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	<input type="text" value="0"/>	Classified- Salaries
Supplemental/Concentration (7101/0000)	<input type="text" value="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



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: <ul style="list-style-type: none"> • Cohort Graduation Rate • School Climate - Average Favorability Rating
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- Social Emotional Learning - Average Favorability Rating
- Suspension Rate: Percent of Students Suspended

Site Goal 3.1 (SiteGoalID: 7385) (DTS: 12/13/23)

The amount of referrals and suspensions will decrease by 1% and school wide implementation of PBIS, SEL strategies and culturally responsive teaching will continue to focus on eliminating disproportionality in discipline practices. Improve overall score on TFI and decreased amount of students needing Tier 2 and Tier 3 supports.

According to various data sources :

- Suspension percentages for the school years: 22/23-0.9% 22/23 -
 - Suspension rates for African American have decreased overall from 5.4% to 2.7%
 - Suspension rates for Foster Youth have increase from 20% to 28.6%
 - Suspension rates for Students with Disabilities have increased from 2.4% to 4.2%
- Tier 1 Overall implementation: 2023=96%
- Tier 2 Overall implementation: 2023=100%
- Tier 3 Overall implementation: in the training phase, Tier 3 will begin 24/25 school year.

For the last several years, suspensions have decreased overall, however suspensions for Foster youth and SWD have increase.

Goal: Decrease the amounts of suspension with Foster Youth and SWD by 1%

For the last several years, Tier 1 & Tier 2 implementation has improved.

Goal: Continue implementation of Tier 1 & Tier 2 supports. Refine the implementation of Tier 3.

Metric: Cohort Graduation Rate

Action 3.1.1 (SiteGoalID: 7385) (DTS: 12/13/23)

Targeted Student Group(s)

• Black or African American • Foster Youth • 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?
Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> • Monthly: PBIS Tier 1 team meets to discuss data trends 	<ul style="list-style-type: none"> • Student discipline data and referrals analysed monthly 	

<p>and PBIS focus for the month</p> <ul style="list-style-type: none"> • Bi-Monthly: Tier 2 team meets to review MTSS referrals and determines interventions for students. Tier 2 team also reviews data on interventions to track progress. 	<ul style="list-style-type: none"> • PBIS Tiered Fidelity Inventory yearly • CHKS survey yearly • Walk throughs to assess PBIS implementation twice a year. 	
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Action 3.1.2 (SiteGoalID: 7385) (DTS: 12/13/23)

Targeted Student Group(s)

• Black or African American • EL • Foster Youth • Hispanic or Latino • 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>Support PBIS and behavior expectations to decrease referrals and suspensions.</p> <ul style="list-style-type: none"> • August- May: Provide training and support for yard supervisors on implementation of PBIS strategies and structured activities. • On-going: Provide subs for yard supervisors to insure recesses and lunch times have coverage to insure safety for students. (general fund) • August- May: Provide incentives for students who are following the rules and receiving MAVS notes. • On -going: Provide signage to support PBIS implementation. 	<p>Progress Monitoring</p> <p>Progress assessed though the following:</p> <ul style="list-style-type: none"> • Student discipline data and referrals analyzed monthly • PBIS Tiered Fidelity Inventory yearly • informal observations of Yard Supervisors interactions during recess/lunch periods 	<p>Evaluation</p>

Total Allocation: PBIS \$1000 Materials/Supplies \$2000 (sup con)		
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Action 3.1.3 (SiteGoalID: 7385) (DTS: 12/13/23)

Targeted Student Group(s)

- School-wide

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>Provide motivational assemblies for students to support PBIS, anti-bullying and SEL.</p> <ul style="list-style-type: none"> • August: Admin will contact Kevin Bracy to determine dates and secure MOU. • September: Kevin Bracy will provide motivational assembly that supports SEL. • September - May: Admin and teachers will reinforce SEL messages presented during the assembly and monitor with implementation of Second Step lessons. <p>Total Allocation: Sup. Con: \$3,500.</p>	<p>Progress Monitoring</p> <p>Effectiveness will be measured by:</p> <ul style="list-style-type: none"> • Student survey • PBIS Tiered Fidelity Inventory yearly • CHKS survey yearly • Second Step implementation monitored via the dashboard (currently showing 18% completion) 	<p>Evaluation</p>

Site Goal 3.2 (SiteGoalID: 7390) (DTS: 12/13/23)

According to discipline data in Synergy playground incidents from 8/23-4/24 are 104 which is a decrease from 8/22-4/23 which were 113 that occurred during morning and lunch recess.

GOAL: Decrease the amount of referrals and incidents during recess time by 2%.

Metric: Cohort Graduation Rate

Action 3.2.1 (SiteGoalID: 7390) (DTS: 12/13/23)

Targeted Student Group(s)

• Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • 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?
<p>Action Plan</p> <p>Bring ASSIST coaches to campus to help train campus supervisors, teach students teamwork and rules for recesses and free time, oversee structured games. District provides 2 days a week. School site will provide funding for 3 more days a week.</p> <ul style="list-style-type: none">July: Insure MOU is in place for ASSIST coachesAugust: Admin meets with coaches to set expectationsThroughout the year, weekly check ins with coaches and yard staff. <p>Total Allocation: \$60,000</p>	<p>Progress Monitoring</p> <p>Progress assessed though the following:</p> <ul style="list-style-type: none">Student discipline data and referrals will be collected monthlyPBIS Tiered Fidelity Inventory yearlyTeacher and student feedback twice a year on effectiveness of ASSIST	<p>Evaluation</p>

Action 3.2.2 (SiteGoalID: 7390) (DTS: 12/13/23)

Targeted Student Group(s)

• EL • Foster Youth • Low Income

Action Plan <ul style="list-style-type: none"> Describe your step by step plan for intervention for at-risk students. 	Progress Monitoring <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? 	Evaluation <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>Provide additional personnel for supervision during recess and lunch times to support PBIS implementation and to decrease disproportionality in referrals and suspensions, which tend to occur during these times. During non recess time, This person will also support SEL students who have been identified as needing Tier 2 interventions such as breaks outside of the classroom and CICO. Tier 1 support will also be provided during this time.</p> <ul style="list-style-type: none"> August: Admin will hire person for this position August - May: Tier 2 team will determine students needing support by using MTSS referrals, discipline data & SEL surveys August- May: SEL support will be provided to students and updates will be provided to Tier 2 team bi-monthly. <p>Total allocation: Sup. Con: \$20,000</p>	<p>Progress Monitoring</p> <p>Progress assessed though the following:</p> <ul style="list-style-type: none"> Student discipline data and referrals analyzed monthly PBIS Tiered Fidelity Inventory yearly Tier 2 bi weekly meetings to determine if interventions are are working. Informal observations of Yard supervisors interactions during recess/lunch periods 	<p>Evaluation</p>

Funding Sources for District Goal 3 (DEV - LCAP ID: 627)

Funding Source	Amount	Description of Use
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Title I – Basic (4900/3010)	<input type="text" value="0"/>	Certificated- Salaries
Title I – Basic (4900/3010)	<input type="text" value="0"/>	Certificated- Timesheets
Title I – Basic (4900/3010)	<input type="text" value="0"/>	Classified- Salaries
Title I – Basic (4900/3010)	<input type="text" value="0"/>	Classified- Timesheets
Title I – Basic (4900/3010)	<input type="text" value="0"/>	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	<input type="text" value="0"/>	Materials/Supplies/Equipment



Supplemental/Concentration (7101/0000)	<input type="text" value="0"/>	Certificated- Salaries
Supplemental/Concentration (7101/0000)	<input type="text" value="0"/>	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	<input type="text" value="0"/>	Classified- Salaries
Supplemental/Concentration (7101/0000)	<input type="text" value="20000"/>	Classified- Timesheets
Supplemental/Concentration (7101/0000)	<input type="text" value="63500"/>	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	<input type="text" value="2000"/>	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



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: 7386) (DTS: 12/13/23)

According to the LCAP survey given in December, 2023 the top areas of importance from parents are listed below. The number next to the descriptor is how it ranked in importance

1. Good Teachers: 92% satisfied
2. Useful Feedback from teachers on learning: 82%
4. A safe School- 92% satisfied
7. A clean, well maintained inviting school: 89%
12. Regular communication from the school and teacher: 82%

Goal: Provide opportunities for parents to receive feedback from teachers and regular on-going communication. Provide opportunities for families to feel welcome on campus and provide learning opportunities for parents.

Metric: Attendance Rate

Action 4.1.1 (SiteGoalID: 7386) (DTS: 12/13/23)

Targeted Student Group(s)

• Asian • Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income

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>Provide parent engagement and educational opportunities for families and community members. Teachers will be compensated for attendance and planning for events.</p> <ul style="list-style-type: none"> • August- May: STEM team meets monthly and will 	<p>Progress Monitoring</p> <p>Progress assessed through the following:</p> <ul style="list-style-type: none"> • Sign-in sheets at events and activities, • Parent surveys to determine success of event 	<p>Evaluation</p>

<p>determine dates for STEM nights</p> <ul style="list-style-type: none"> • August - May: Literacy team meets monthly and in collaboration with FACE department, determine dates and activities for Family Literacy nights. • October: A team consisting of families and staff will be formed to work together to create a Multicultural event. • August: Admin collaborates with PTO to determine Family picnic days, Glow Dance, Craft night, ice-cream social, movie nights and other parent involvement opportunities. • Provide food for Family Engagement nights (STEM/Literacy Nights) <p>Total Allocation, Title One: \$1500 Sup Con- \$2,000 Materials/Supplies</p>		
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Action 4.1.2 (SiteGoalID: 7386) (DTS: 12/13/23)

Targeted Student Group(s)

- All • School-wide

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>Provide on-going communication between school and home.</p> <ul style="list-style-type: none"> • July: School wide communication folders will be purchased to be used weekly as communication between 	<p>Progress Monitoring</p> <p>Progress assessed though the following:</p> <ul style="list-style-type: none"> • Increase family participation in conferences, BTSN, Open House, parent family nights. • Sign in sheets at these events will be used to determine increased participation. 	<p>Evaluation</p>

<p>school and home for TK, Kinder-6th grades.</p> <ul style="list-style-type: none"> • July: Agendas will be purchased for 3rd-6th grade students. • August - May: supplies for poster maker will be purchased to create signs to notify community of upcoming events. <p>Total allocations: Sup Con- Agendas: \$2,000 Title One- Folders (K-6): \$1500 Title One: Supplies \$6000</p>		
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Site Goal 4.2 (SiteGoalID: 7389) (DTS: 12/13/23)

All sub groups decreased in attendance rates:

- 2023 African American students 91%
- 2023 SED students 89.9%.
- 2023 EL students 91.9%
- 2023 Homeless students 82.2%.
- 2023 SWD students 88.4%

Overall attendance rate for the 23/24 school year is 92.9%

Goal: to increase overall attendance rate to 95%

Goal: Increase each sub group attendance rate by 7%

Metric: Attendance Rate

Action 4.2.1 (SiteGoalID: 7389) (DTS: 12/13/23)

Targeted Student Group(s)

• Black or African American • EL • Low Income • 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?

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> • August- May: Personal phone calls home or text messages from teachers and staff members regarding attendance. • August- May: Porch visits will be made for families that have chronic absenteeism • August - May: Admin will collaborate with AIO personnel to support families with chronic absenteeism • Monthly: Provide incentives for students who have perfect attendance each month. SOA randomly selects students that have had perfect attendance for the month. • During Friday Mix-Ups, students are recognized for attendance. <p>Total Allocation: Gen Fund: \$1000</p>	<p>Progress assessed through:</p> <ul style="list-style-type: none"> • Monthly attendance rates <ul style="list-style-type: none"> ◦ Shared with SSC, Leadership Team and staff 	

Funding Sources for District Goal 4 (DEV - LCAP ID: 627)

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	1500	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)	7000	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)	4000	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

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	\$130000	\$0	\$0	\$0	\$130000
Certificated- Timesheets	\$2500	\$0	\$0	\$1500	\$4000
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Contracts/Services/Subscriptions	\$19800	\$0	\$0	\$0	\$19800
Materials/Supplies/Equipment	\$11630	\$0	\$0	\$7000	\$18630

Supplemental/Concentration (7101/0000)

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	\$11500	\$20000	\$0	\$0	\$31500
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$20000	\$0	\$20000
Contracts/Services/Subscriptions	\$6000	\$0	\$63500	\$0	\$69500
Materials/Supplies/Equipment	\$1246	\$0	\$2000	\$4000	\$7246

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	\$8000	\$0	\$0	\$0	\$8000
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$3000	\$0	\$0	\$0	\$3000
Contracts/Services/Subscriptions	\$0	\$0	\$0	\$0	\$0
Materials/Supplies/Equipment	\$1443	\$0	\$0	\$0	\$1443

Justification of School-Wide Use of Funds

For sites below 40 percent of enrollment of unduplicated pupils, when using supplemental and concentration (LCAP) funds in a school-wide manner, the site must additionally describe how the services provided are the most effective use of funds to meet the site's goals for unduplicated pupils in the state priority areas. Include a description and justification for the use of any funds in a school-wide manner as described in **Actions, Services, and Expenditures** above.

n/a

V. Funding

Marion Mix Elementary (317) | 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	\$172,430	\$163,930	\$0	\$0	\$8,500	\$0
7101 LCFF Supplemental Concentration TK-6 0000 Unrestricted	\$128,246	\$18,746	\$20,000	\$85,500	\$4,000	\$0
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	\$12,443	\$12,443	\$0	\$0	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$313,119	\$195,119	\$20,000	\$85,500	\$12,500	

Fund Subtotals		Title I Centralized Services	
Subtotal of additional federal funds included for this school	\$172,430	Title I Foster Youth	\$0
		Title I Homeless	\$0
Subtotal of state or local funds included for this school	\$140,689	Title I Centralized Services	\$0
		Title I Preschool	\$0

		Signatures: (Must sign in blue ink)	Date
Principal	John Lyman	_____	_____
School Site Council Chairperson	Danielle Radley	_____	_____
EL Advisory Chairperson	Shahad Aliakbar	_____	_____