



Marion Mix Elementary

Local Control Accountability Plan (LCAP) 2026-2027

Principal: Chandra Victor

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: 2026-2027

Goal Setting

State Priorities

Conditions of Learning:

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

Pupil Outcomes:

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

Engagement:

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

Strategic Goals

Goal 1: High-Quality Curriculum, Instruction & Assessment

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

Goal 2: Targeted Supports & Interventions

- Students who identify as Black/African American, students with disabilities, students in foster care or experiencing homelessness, and students who identify as Native American will benefit from targeted programs and services that leverage their assets, affirm their identities, and address their needs to close achievement, opportunity, and relationship gaps.

Goal 3: Wellness

- All students will learn in an equitable, culturally responsive, physically and emotionally healthy and safe environment.

Goal 4: Family and Community Engagement

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

Stakeholder Engagement

1. Involvement Process for LCAP and Annual Update

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

During Title 1 meeting at the beginning of the school year on August 12, 2025, goals and allocations were shared with the community and input was solicited. During the leadership meeting in January 2026 input was gathered and goals were discussed. The ELAC committee met in February, 2026 and provided input to LCAP goals. The SSC discussed and conducted the annual review on April 21, 2026 and provided input as to actions and goals. On May 21st, the SSC will vote to approve the 26/27 LCAP.

2. Impact of LCAP and Annual Update

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

All feedback from stakeholders was taken into consideration. Overall, stakeholders were happy with the progress the school made this past year. Due to the change in administration for the upcoming school year, the LCAP will remain largely the same as the new principal assesses the site to see areas for growth. Overall, Mix has a strong plan in place and Principal Victor will continue to implement what is in process.

Resource Inequities (ATSI, TSI and CSI designated schools only)

Briefly describe any resource inequities identified by the site needs assessment. Definition: A resource inequity is a change you will make from your past practice to a new innovation to improve support for your most at-risk students. This change could include reallocating resources such as staff, funding, time, space, etc.	
N/A	

Goals, Actions, and Progress Indicators

District Strategic Goal 1: High-Quality Curriculum, Instruction & Assessment All students will receive high-quality classroom curriculum, instruction, and assessment to promote college, career, and life readiness and close achievement and opportunity gaps.	District Needs and Metrics 1: Students need high quality classroom instruction and curriculum as measured by: - A-G Completion - Percent of Graduates Completing A-G Requirements - AP/IB Exams - Percent of Graduates Passing an AP/IB Exam - CAASPP (ELA, Math, Science) - Distance from Standard - CAASPP (ELA, Math, Science) - Percent Standard Met or Exceeded - CTE Sequence Completion - Percent of Graduates Completing a CTE Sequence - Progress toward English Proficiency - Percent Increasing ELPI Level - Reclassified - Percent of English Learners Reclassified - Test Participation Rate on Districtwide Assessments
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Site Goal 1.1
95% of eligible students will be administered all of the required EGUSD assessments designed for their grade level or course
Metric: Test Participation Rate on Districtwide Assessments

Action 1.1.1

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan <u>Illuminate Interim Assessments</u> Classroom teachers will administer	Progress Monitoring The Vice Principal will pull Interim Assessment reports to ensure at least 95% of all eligible students have taken the Interim Assessments each trimester. The results will	Evaluation <u>Interim Assessments:</u> <u>Diagnostic:</u> ____ % of our students have taken all of the Interim Benchmark Assessments.

Interim assessments to all students. - Administrators will assist by reminding teachers of the assessment windows each trimester as well as help by providing reports with names of students who need to complete assessments. - Interim assessments will be administered at the beginning of the school year and at the end of each trimester, following the timeline provided by CPL. ELPAC Assessments - Under the direction of the Vice Principal, Initial ELPAC Assessments will be administered by time-sheeted teachers within 30 days of enrollment based on the Home Language Survey. - Under the direction of the Vice Principal, time-sheeted teachers will administer the Summative ELPAC to EL students from February 1 to May 2027. CAASPP Assessments - Under the direction of the Vice Principal, classroom teachers and Learning Center teachers will administer the CAASPP to 3-6 grade students. Based on IEPs, students with disabilities will complete the CAASPP with accommodations or the CAA. <i>We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.</i>	be shared with the principal, each teacher (for individual completion rate), as well as with the whole staff (for grade level completion rates). The completion rate report: https://lookerstudio.google.com/u/0/reporting/5428b43e-3fda-432c-8179-784a1b953326/page/p_esm9zdo1xc The Vice Principal will run reports monthly to ensure all students in need of the Initial and Summative ELPAC Assessments have completed the assessments via the following report: https://app.powerbi.com/groups/me/reports/1cd6944e-32fa-4fc0-862f-0e41530ef8df/ReportSection?experience=power-bi This information will be shared with staff. The Vice Principal will run reports during testing windows to ensure at least 95% of 3-6 grade students have completed the CAASPP or CAA. This information will be shared with staff. https://www.caaspp-elpac.org/resources/administration/toms-resources	End of Trimester One: ____% of our students have taken all of the Interim Trimester One Assessments. End of Trimester Two: ____% of our students have taken all of the Interim Trimester Two Assessments. ELPAC Assessments: Initial: ____% of our student have taken the Initial ELPAC Assessments. Summative: ____% of our student have taken the Summative ELPAC Assessments. CAASPP Assessments: ____% of our Grade 3-6 students have taken the CAASPP or CAA Assessments in May/June 2026. Modifications Needed:
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Site Goal 1.2

English Language Arts (ELA)

For the 2026-2027 school year, **English Language Arts (ELA) CAASPP scores** will increase from 47% to 52% for students meeting or exceeding state standards. (Orange Performance Level overall)

Red Performance Level

- Students with Disabilities will increase from 13% met or exceeded standards to 18%.

Orange Performance Level

- English Learners students will increase from 22% met or exceeded standards to 32%.
- Asian students will increase from 47% met or exceeded standards to 60%.
- Socioeconomically Disadvantaged students will increase from 43% to 47%.

Math

For the 2026-2027 school year, **Math CAASPP scores** will increase from 39% to 45% for students meeting or exceeding standards. (Orange Performance Level overall)

Red Performance Level

- Students with Disabilities will increase from 11% met or exceeded standards to 16%.

Orange Performance Level

- Two or More Races students will increase from 34% to 40%.
 - Socioeconomically Disadvantaged students will increase from 33% to 37%.
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- English Learner students will increase from 22% to 29%. (yellow)
 - Pacific Islander students will increase from 27% to 40%. (no performance color)

Data Source: California School Dashboard 2025

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

Action 1.2.1

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan Tier 1 Instruction Instructional Framework - Instructional Coaches will provide professional development to teachers to improve first instruction and to deepen the implementation of the Instructional Framework - Teachers can use release time to develop lessons utilizing the principles of the Instructional Framework. - Teachers will participate in classroom observations once a trimester utilizing the description of practice to support the implementation of the instructional framework. Supplemental Resources - Provide supplementary instructional resources and supplies to support the implementation of ELA and Math during whole group and small group instruction.	Progress Monitoring FONT Walkthrough Data: - Principal will pull data monthly to assess to what degree instructional strategies have been implemented. - Data will be shared with staff at monthly staff meetings to discuss progress toward Instructional Framework goals and to celebrate successes. Interim Data: - Principal and Instructional Coach will pull data at the end of each trimester to analyze student achievement.	Evaluation

AVID - Continue school-wide implementation of AVID. Support through the purchasing of supplies and materials as well as through the opportunity of professional development through SCOE and the AVID Summer Institute as well as with PD provided by our Instructional Coaches. Contracts - Provide maintenance agreements, parts, services, supplies, copying and replacement of supplemental resources. <i>We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.</i> <u>Certificated Timesheets:</u> \$1750 - Title 1 <u>Contracts:</u> \$6,100 - Title 1 \$19,314 - Supplemental Concentration <u>Supplies</u> \$7,000 - Supplemental Concentration		
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Action 1.2.2

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan <u>Professional Learning Communities (PLCs)</u> Teachers will work collaboratively on a weekly basis and during release days and/or after school hours to align their work to answer the four PLC guiding questions. - Identification of essential standards. - Develop learning targets and success criteria. - Develop common assessments and analyze the data from these assessments.	Progress Monitoring Interim Data: Principal and Instructional Coach will pull data at the end of each trimester to analyze student achievement.	Evaluation

• Determine who needs intervention or enrichment and how to provide these opportunities to students. • Kindergarten and TK will have after school hours for PLC Collaboration time. • Teachers will participate in professional development related to their work in PLCs. <i>We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.</i> Certificated Timesheets: \$28,062 - Title I \$16,044 - Supplemental Concentration		
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Action 1.2.3

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan <u>Intervention</u> CAST/SST: • Provide release time for teachers to participate in CAST meetings with support staff to determine student need for targeted groups and extra support. After School Tutoring: • We will offer tutoring to students who are failing to meet grade level standards utilizing Marion Mix teachers or outside agencies. Supplementary Resources: • Purchase supplementary resources to provide additional, targeted instructional support. <i>We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.</i>	Progress Monitoring Interim Data: • Principal and Instructional Coach will pull data at the end of each trimester to analyze student achievement. Tutoring: • Grades and interim assessment data will be monitored at the end of each trimester for student who attend tutoring.	Evaluation

Certificated Timesheets: \$12,600 - Title I \$12,000 - Supplemental Concentration		
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Action 1.2.4

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan Enrichment GATE and VAPA - Provide GATE and VAPA opportunities for students. Purchase educational materials including resources and supplies that support students and promote GATE identification. Provide stipend to GATE coordinator for testing. - Clubs such as: CREST, Robotics, Mesa, Nature Bowl, and VAPA will meet throughout the year. - Yearbook Club will meet bi-weekly. Coordinator paid on timesheet. Field trips Provide transportation and entrance fees for students to attend educational field trips. - Educational Field Trips TK -6 <i>We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.</i> Certificated Timesheets: \$4050 - Supplemental Concentration Contracts: \$22,100 - Supplemental Concentration	Progress Monitoring Progress assessed through the following: - Review site data and maintain and/or increase the percentage of students participation 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. Field Trips: - Student participation rate will be monitored and shared with grade level teachers and site leadership.	Evaluation

Action 1.2.5

Targeted Student Group(s)

- EL • R-FEP

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan <u>English Learners</u> Provide supplemental support for English Language Learners. - Tutoring opportunities during, before, and after school - Extended learning opportunities - Certificated staff (ELPAC Coordinator) to support initial and summative assessment - EL/RFEP monitoring - Time sheet EL Coordinator - Supplemental materials to support ELD instruction - Resources and library books to support EL students and their families - Materials/light refreshments for ELAC - Translation/interpretation support - EL Coordinator Duties may include - identification/placement of EL students, reclassification, RFEP monitoring, and support for ELAC meetings. We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal. <u>Certificated Salaries</u> \$8,000 EL <u>Supplies</u> \$840	Progress Monitoring Progress assessed through the following: - ELPAC and redesignation data will be reviewed in the fall and in the spring. - District EL student reclassification data is available.	Evaluation

Site Goal 1.3

Teachers will increase their effective use of student talk from 67.4%% to 75% by the end of the 2026-2027 school year as measured by the Teaching and Learning Program Implementation Continuum (PIC).

Metric: Student Talk

Action 1.3.1

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan	Progress Monitoring	Evaluation
- Using staff meetings and an instructional coach, teachers will receive additional training in using student talk in their classroom. - FONT data will be shared at each staff meeting. - Admin walkthroughs will focus on student talk. - Principal Victor and VP Westberg will calibrate FONT observations at various points throughout the school year.	- Principal will pull FONT data monthly to monitor and share out. - When PIC data is release, the principal will share this information with Mix staff.	

Funding Sources for District Goal 1

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

EL Supplemental (7150/0000)	\$0	Certificated- Salaries
EL Supplemental (7150/0000)	\$19,341	Certificated- Timesheets
EL Supplemental (7150/0000)	\$0	Classified- Salaries
EL Supplemental (7150/0000)	\$0	Classified- Timesheets
EL Supplemental (7150/0000)	\$0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	\$0	Contracts/Services/Subscriptions

District Strategic Goal 2: Targeted Supports & Interventions Students who identify as Black/African American, students with disabilities, students in foster care or experiencing homelessness, and students who identify as Native American will benefit from targeted programs and services that leverage their assets, affirm their identities, and address their needs to close achievement, opportunity, and relationship gaps.	District Needs and Metrics 2: Students need high quality programs and services driven by assessment, data analysis, and action as measured by: • African American Disparity • Homeless Student Disparity • Native American Disparity • Students with Disabilities Disparity • Students in Foster Youth Disparity
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Site Goal 2.1

For the 2026-2027 school year, the following student groups will accomplish the following:

English Language Arts (ELA)

Red Performance Level:

- Students with Disabilities will increase from 13% met/exceeded standards to 23%.

Yellow Performance Level:

- African American students will increase from 28% met/exceeded standards to 38%.

No Performance Level:

- Homeless students will increase from 17% to 30%.
- Native American Students will increase from 0% to 20%.

Math

Red Performance Level:

- Students with Disabilities will increase from 11% met/exceeded standards to 21%.

Yellow Performance Level:

- African American students will increase from 20% met/exceeded standards to 30%.

No Performance Color:

- Homeless students will increase from 33% to 36%.
- Native American Students will increase from 50% to 70%.

Data Source: California School Dashboard 2025

Metric: African American Disparity

Action 2.1.1

Targeted Student Group(s)

American Indian or Alaska Native • Black or African American • Foster Youth • Homeless • SWD

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan Academic Intervention Teachers (AIT) - AITs will utilize small group instruction, LETRS Training and High Quality Teaching Strategies to teach targeted students not meeting grade level standards in ELA. - Priority for intervention services will be given to students in grades K-2 who meet specific entrance criteria, including African American students, Foster Youth, Homeless, Native American, and Students with Disabilities. <i>We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.</i> Certificated Salary: \$138,992 (Title I AIT)	Progress Monitoring K-2 Academic Intervention: Student progress on internal assessments every 6-8 weeks to determine progress for students receiving AIT services.	Evaluation K-2 AIT Disparity Data: ___ Struggling AA, FY, Homeless and SWD Kindergarten students were provided with 8 weeks ELA intervention. Prior to the intervention, the average number of Consonant Letter Sounds was ___. After the intervention, the average number of known sounds was ___. ___ Struggling AA, FY, Homeless and SWD Grade 1 students were provided with ELA intervention. Prior to the interventions, the average real cvc words known was ___ out of 6. After the intervention, the average number of known real cvc words was ___ out of 6; resulting in ___% of the students now at grade level according to this measure. ___ Struggling AA, FY, Homeless and SWD Grade 2 students were provided with ELA intervention. The percentage of students at grade level according to real blends and diagraphs on the Illuminate Assessments went from ___% to ___%. Additional Intervention Data Analysis: ___ Struggling AA, FY, Homeless and SWD Grade One students were provided push-in ELA intervention. Students had an average increase of ___ HFW (High Frequency Words).

Action 2.1.2

Targeted Student Group(s)

American Indian or Alaska Native • Black or African American • Foster Youth • Homeless • SWD

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
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Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan <u>K-2 Reading Support</u> - Support will be provided by the District and in addition to this, the site will add additional funds to support this work. - Priority will be given to the five designated subgroups using a different model than AITs. <i>We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.</i> District Funded Position	Progress Monitoring K-2 Reading Support: Student progress on internal assessments every 6-8 weeks to determine progress for students receiving AIT services.	Evaluation

Action 2.1.3

Targeted Student Group(s)

• American Indian or Alaska Native • Black or African American • Foster Youth • Homeless • SWD

Action Plan Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Progress Monitoring Plan Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	Data Collection & Evaluation - Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan <u>After School Tutoring</u> We will offer tutoring to students in the five designated subgroups who are failing to meet grade level standards utilizing Marion Mix teachers or outside agencies. (See Actions and Services 1.2.3 for funding) <i>We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.</i>	Progress Monitoring Tutoring: Grades and interim assessment data will be monitored at the end of each trimester for student who attend tutoring.	Evaluation

Site Goal 2.2

Suspension Data:

For the 2026-2027 school year:

- African American student suspensions will decrease from 3% to 1%.
- Students with Disabilities suspensions will decrease from 4.7% to 1%.

Data Source: LCAP Metrics for 2024-2025

For the 2026-2027 school year the proportion of Ed Code Violations will decrease for the following subgroups:

- African American students from 8.7% to 4%
- Homeless students from 7.5% to 4%
- Special Education students from 26.8% to 15%

Date Source: PowerBI Student Discipline Violations by group (Proportions of Violations)

Metric: African American Disparity

Action 2.2.1

Targeted Student Group(s)

• American Indian or Alaska Native • Black or African American • Foster Youth • Homeless • SWD

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan PBIS Tier 2 Implementation: • Increase PBIS Tier II implementation. • Administration will meet with the MHT, Counselor, and Behaviorist to review data during Tier 2 meetings and to ensure proper Tier 2 supports are in place for students in one of the five Goal 2 subgroups. • The MHT, Counselor, and Behaviorist to meet with students with repeated disciplinary incidents. Assist Recess Mentors: • Assist Recess Mentors will work with our African American, Foster Youth, Homeless, and Students with Disabilities daily during recess and lunch times -	Progress Monitoring Suspension and Incident Data: • At monthly PBIS meetings, the vice principal will share suspension and incident data which will be analyzed by the team.	Evaluation

instilling character development, keeping students focused and interacting in a positive manner. (See Action/Services 3.3.1 for funding) <i>We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.</i>		
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Site Goal 2.3

Attendance

For the 2026-2027 school year, the following subgroups will decrease their chronic absenteeism percentages:

- African American students will decrease from 27.5% to 15%
- Homeless students from 56.5% to 30%
- Students with Disabilities from 31.2% to 18%

Data Source: Power BI - Attendance by Student Group as of 4/9/26

Metric: African American Disparity

Action 2.3.1

Targeted Student Group(s)

• American Indian or Alaska Native • Black or African American • Foster Youth • Homeless • SWD

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan	Progress Monitoring	Evaluation
Attendance Improvement - See Goal 4 for Attendance Improvement Plan as across subgroups, there is work to do. - Establish a Check In, Check Out (CICO) process using hired classified personnel for chronically absent African American, Foster Youth, Homeless, and Students with Disabilities. (See Actions and Services 3.2.1 for funding) <i>We will purchase allowable, reasonable, and necessary supplies to complete the action</i>	Chronically Absent Students: - Biweekly, administration and the RAIT will review and monitor the chronically absent students from the U-ATD1402 report. - The PBIS Tier II Team and the classroom teachers of Chronically Absent students will be notified of the steps that have been taken to improve student attendance bi-weekly.	Trimester 1: Attendance Subgroup Data: ___% AA students ___% Foster Youth ___% Homeless ___% Students with Disabilities ___% Native American Chronically Absent Subgroup Data: ___% AA students ___% Foster Youth ___% Homeless ___% Students with Disabilities ___% Native American

plan for this goal.		Trimester 2: Attendance Subgroup Data: ___% AA students ___% Foster Youth ___% Homeless ___% Students with Disabilities ___% Native American Chronically Absent Subgroup Data: ___% AA students ___% Foster Youth ___% Homeless ___% Students with Disabilities ___% Native American Trimester 3: Attendance Subgroup Data: ___% AA students ___% Foster Youth ___% Homeless ___% Students with Disabilities ___% Native American Chronically Absent Subgroup Data: ___% AA students ___% Foster Youth ___% Homeless ___% Students with Disabilities ___% Native American
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Funding Sources for District Goal 2		
Funding Source	Amount	Description of Use
Title I Basic (4900/3010)	\$0	Certificated- Salaries
Title I Basic (4900/3010)	\$0	Certificated- Timesheets
Title I Basic (4900/3010)	\$0	Classified- Salaries
Title I Basic (4900/3010)	\$0	Classified- Timesheets
Title I Basic (4900/3010)	\$0	Materials/Supplies/Equipment
Title I Basic (4900/3010)	\$0	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	\$0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	\$10,000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	\$0	Classified- Salaries
Supplemental/Concentration (7101/0000)	\$0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	\$0	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	\$0	Certificated- Salaries

EL Supplemental (7150/0000)	\$0	Certificated- Timesheets
EL Supplemental (7150/0000)	\$0	Classified- Salaries
EL Supplemental (7150/0000)	\$0	Classified- Timesheets
EL Supplemental (7150/0000)	\$0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	\$0	Contracts/Services/Subscriptions

District Strategic Goal 3: Wellness All students will learn in an equitable, culturally responsive, physically, and emotionally healthy and safe environment.	District Needs and Metrics 3: Students need a safe and engaging academic, social-emotional, and physical school environment as measured by: • Cohort Graduation Rate • School Climate - Average Favorability Rating • Social Emotional Learning - Average Favorability Rating • Suspension Rate: Percent of Students Suspended
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Site Goal 3.1
Decrease recess referrals by 10% through the implementation of Tier I PBIS supports.
Metric: Other

Action 3.1.1

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan	Progress Monitoring	Evaluation
ACTION 1: July-June Appropriate supplies, equipment and resources (i.e., signs on the playground with rules for games, various game options, adequate supervision) to establish a well maintained and organized recess. ACTION 2: July - June PBIS Rotations at the beginning of the school year to discuss behavior expectations and refresh throughout the year (upon return from all breaks).	July-June Vice Principal to monitor and review synergy incident /referral data, yard staffing levels, regular upkeep and ordering of supplies and share with PBIS team monthly. July-June PBIS Tier I to monitor incident data and share with staff monthly. July-June Vice Principal to monitor incident location data, share with administration monthly and adjust	

ACTION 3: July-June Designated areas for specific games on the playground with adequate supervision. ACTION 4: July-June Explicitly teach rules and expectations of recess games and activities to all students, ongoing throughout the year. ACTION 5: July-June PD for yard supervisors regarding active yard supervision, de-escalation skills, restorative practices, and game and activity rules and expectations. <i>We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.</i> <u>Supplies:</u> \$2,500 - Supplemental Concentration <u>Classified Timesheets:</u> \$1,200 - Supplemental Concentration	recess activity locations as needed. July-June Vice Principal to schedule monthly Yard Supervisor meetings to support understanding of PBIS behavior expectations, Restorative Practices, de-escalation skills, and game/activity rules and expectations.	
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Site Goal 3.2

Discipline

For the 2026-2027 school year, Mix will not exceed a 1% suspension rate matching the 2024-2025 rate.
Orange Designation:

- White students will decrease from 2.9% to below 1%.

Yellow Designation:

- Students with Disabilities will decrease from 4.7% to below 1%.

Green Designation

- African American students will decrease from 3.0% to below 1%.
- Socioeconomically Disadvantaged students will decrease from 1.3% to below 1%.

Blue Designation:

- Two or More students will decrease from 2.6% to below 1%.

Data Source: California Dashboard and LCAP Metrics for 2024-2025

Metric: Suspension Rate: Percent of Students Suspended

Action 3.2.1

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan Recess Supervision - 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. - Tier 2 team will determine students needing support by using MTSS referrals, discipline data and SEL surveys. - SEL support will be provided to students and updates will be provided to Tier 2 team bi-monthly. <i>We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.</i> Classified Timesheets: \$20,000 Supplemental Concentration	Progress Monitoring Progress assessed through the following: - Student discipline data and referrals analyzed monthly - Tier 2 bi-weekly meetings to determine if interventions are working. - Informal observations of yard supervisors interactions during recess/lunch periods.	Evaluation

Site Goal 3.3

Climate:

By May 2027, School Climate percentages will increase by at least 5% in each of the categories below as measured by the Perspective Survey.

Overall Climate:

Parent: 92% Favorable

Staff: 81% Favorable

Student: 76% Favorable

School Connectedness/Sense of Belonging:

Parent: 92% Favorable

Staff: 81% Favorable

Student: 76% Favorable

Support for Academic Learning:

Parent: 90% Favorable
Staff: 91% Favorable
Student: 86% Favorable

Knowledge & Fairness of Discipline, Rules, and Norms:

Parent: 90% Favorable
Staff: 82% Favorable
Student: 83% Favorable

Safety:

Parent: 93% Favorable
Staff: 67% Favorable
Student: 64% Favorable

Data Source: Perspective Survey April 2025

Metric: School Climate - Average Favorability Rating

Action 3.3.1

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan <u>Assist Recess Mentors:</u> Assist Recess Mentors will work with students daily (5 days a week) during recess and lunch times - instilling character development, keeping students focused and interacting in a positive manner. <u>PBIS</u> The PBIS Tier II Team will monitor student academic, behavioral and socioemotional progress. Restorative Practices: Classified staff (i.e. campus safety staff, cafeteria staff, paraeducators, front office staff, etc.) will be trained in the foundational elements of Restorative Practices that most closely aligns to their job duties. Equity Coaches/Admin will support in training. <i>We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.</i>	Progress Monitoring PBIS: • The PBIS Tier II Team will monitor student academic, behavioral and socio-emotional progress through the use of data at bi-weekly PBIS Tier II Meetings and will report updates at each staff meeting.	Evaluation

Contracts: \$8,000 Supplemental Concentration		
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Action 3.3.2

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan <u>Motivational Assemblies</u> Provide motivational assemblies for students to support PBIS, antibullying. <i>We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.</i> Contracts and Services \$3,500 Supplemental Concentration	Progress Monitoring This action will be assessed for effectiveness at the end of the school year by a discussion with the Site Leadership Team and School Site Council.	Evaluation

Funding Sources for District Goal 3		
Funding Source	Amount	Description of Use
Title I Basic (4900/3010)	\$0	Certificated- Salaries
Title I Basic (4900/3010)	\$0	Certificated- Timesheets
Title I Basic (4900/3010)	\$0	Classified- Salaries
Title I Basic (4900/3010)	\$0	Classified- Timesheets
Title I Basic (4900/3010)	\$0	Materials/Supplies/Equipment
Title I Basic (4900/3010)	\$12,714	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	\$0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	\$0	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	\$0	Classified- Salaries
Supplemental/Concentration (7101/0000)	\$0	Classified- Timesheets

Supplemental/Concentration (7101/0000)	\$10,000	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$1	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	\$0	Certificated- Salaries
EL Supplemental (7150/0000)	\$0	Certificated- Timesheets
EL Supplemental (7150/0000)	\$0	Classified- Salaries
EL Supplemental (7150/0000)	\$0	Classified- Timesheets
EL Supplemental (7150/0000)	\$0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	\$0	Contracts/Services/Subscriptions

District Strategic Goal 4: Family & Community Engagement All students will benefit from programs and services designed to inform and engage family and community partners.	District Needs and Metrics 4: Students need parent, family and community stakeholders as direct partners in their education as measured by: - Attendance Rate - Parents indicating a respectful and welcoming school environment - Parents indicating opportunities for parent input in making decisions - Parents indicating opportunities for parent involvement - Percent Chronically Absent
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Site Goal 4.1 <u>Attendance</u> By May 2027, the attendance percentage will increase from 92.6% (as of 4/10/26) to 95%. Each individual subgroup and grade level will increase by 7%. <u>Chronic Absenteeism</u> By May 2027, the percentage of chronically absent students will decrease from 23.3% to 15%. Each individual subgroup and grade level will decrease by 7%. Data Source: PowerBI Metric: Attendance Rate
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Action 4.1.1 Targeted Student Group(s) All	Action Plan Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Progress Monitoring Plan Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	Data Collection & Evaluation - Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the
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		actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan Attendance Plan - Administration will implement a communication plan for informing parents about the importance of attendance. - Personal phone calls home or text messages from teachers and staff members regarding attendance. - Students who have improved their attendance will be recognized. - Porch visits will be made for families that have chronic absenteeism - Admin will collaborate with AIO personnel to support families with chronic absenteeism - 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 will be recognized for attendance. - Student Incentives during CAASPP State testing. <i>We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.</i> Supplies: \$3,000 - Supplemental Concentration	Progress Monitoring Chronically Absent Students: - Biweekly, administration and the RAIT will review and monitor the chronically absent students from the U-ATD1402 report. - The PBIS Tier II Team and the classroom teachers of Chronically Absent students will be notified of the steps that have been taken to improve student attendance bi-weekly.	Evaluation

Site Goal 4.2

Family Engagement

Relationships Between School Staff and Families - Respectful and Welcoming Environment

- By May 2027, the rating of the "School staff treats me with respect," will increase from 95% to 98%.

Partnerships for Student Outcomes - Parent Involvement or Parent Education

- By May 2027, the rating of "I feel welcome to participate at this school," will increase from 93% to 95%.

Parent Input in Decision Making

- By May 2027, the rating of "School staff welcomes my suggestions," will increase from 95% to 98%.

Number of Parent Perspective Survey Respondents

- By May 2027, the number of respondents will increase from 81 to 200.

Data Source: Perspectives Survey Data from 2024-2025

Metric: Parents indicating a respectful and welcoming school environment

Action 4.2.1

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan <u>Relationships Between School Staff and Families - Respectful and Welcoming Environment</u> Provide on-going communication between school and home. • July: School wide communication folders will be purchased to be used weekly as communication between school and home for TK, Kinder-6th grades. • 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. <i>We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.</i> Supplies: \$6,300 - Supplemental Concentration	Progress Monitoring Progress assessed though the following: • Sign in sheets at events to determine increased participation. • Discussions in February with Leadership and School Site Council about the effectiveness of agendas, communication folders, and Poster Maker.	Evaluation

Action 4.2.2

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
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Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan <u>Partnerships for Student Outcomes - Parent Involvement or Parent Education</u> Provide parent engagement and educational opportunities for families and community members. Teachers will be compensated for attendance and planning for events. - STEM team meets monthly and will determine dates for STEM nights - Literacy team meets monthly and in collaboration with FACE department, determine dates and activities for Family Literacy nights. - A team consisting of families and staff will be formed to work together to create a Multicultural event. - 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). <i>We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.</i> Contracts and Services: \$300 - Title 1 Parent Engagement Certificated Timesheets: \$2366 - Title 1 Parent Engagement	Progress Monitoring Progress assessed through the following: - Sign-in sheets at events and activities, - Parent surveys to determine success of event	Evaluation

Funding Sources for District Goal 4		
Funding Source	Amount	Description of Use
Title I Basic (4900/3010)	\$3,000	Certificated- Salaries
Title I Basic (4900/3010)	\$0	Certificated- Timesheets
Title I Basic (4900/3010)	\$0	Classified- Salaries
Title I Basic (4900/3010)	\$500	Classified- Timesheets
Title I Basic (4900/3010)	\$3,000	Materials/Supplies/Equipment
Title I Basic (4900/3010)	\$500	Contracts/Services/Subscriptions

Supplemental/Concentration (7101/0000)	\$0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	\$20,000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	\$0	Classified- Salaries
Supplemental/Concentration (7101/0000)	\$0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	\$0	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	\$0	Certificated- Salaries
EL Supplemental (7150/0000)	\$0	Certificated- Timesheets
EL Supplemental (7150/0000)	\$0	Classified- Salaries
EL Supplemental (7150/0000)	\$0	Classified- Timesheets
EL Supplemental (7150/0000)	\$0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	\$0	Contracts/Services/Subscriptions

Funding Source Summary for All District Goals

Title I Basic (4900/3010)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$0	\$138,992	\$0	\$0	\$138,992
Certificated- Timesheets	\$44,512	\$0	\$0	\$2,366	\$46,878
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Materials/Supplies/Equipment	\$0	\$0	\$0	\$0	\$0
Contracts/Services/Subscriptions	\$2,200	\$0	\$0	\$300	\$2,500

Title I Basic (4900/3010) Total: \$188,370

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	\$32,094	\$0	\$0	\$0	\$32,094
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$21,200	\$0	\$21,200
Materials/Supplies/Equipment	\$7,000	\$0	\$2,500	\$12,300	\$21,800
Contracts/Services/Subscriptions	\$43,414	\$0	\$11,500	\$1,200	\$56,114

Supplemental/Concentration (7101/0000) Total: \$131,208

EL Supplemental (7150/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$8,000	\$0	\$0	\$0	\$8,000
Certificated- Timesheets	\$0	\$0	\$0	\$0	\$0
Classified- Salaries	\$840	\$0	\$0	\$0	\$840
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Materials/Supplies/Equipment	\$0	\$0	\$0	\$0	\$0
Contracts/Services/Subscriptions	\$0	\$0	\$0	\$0	\$0

EL Supplemental (7150/0000) Total: \$8,840

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) | 2026-2027

Fund Source Mgmt. Code / Description Resc. Code / Description	EGUSD Strategic Goals					Balance
	Allocation	1. Curriculum and Instruction	2. Targeted Supports & Interventions	3. Wellness	4. Family Engagement	
4900 Director of School Improvement Support 3010 ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	\$188,370	\$46,712	\$138,992	\$0	\$2,666	\$0
7101 LCFF Supplemental Concentration TK-6 0000 Unrestricted	\$131,208	\$82,508	\$0	\$35,200	\$13,500	\$0
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	\$8,840	\$8,840	\$0	\$0	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$328,418	\$138,060	\$138,992	\$35,200	\$16,166	

Fund Subtotals	
Subtotal of additional federal funds included for this school	\$188,370
Subtotal of state or local funds included for this school	\$140,048