Marion Mix Elementary

Local Control Accountability Plan (LCAP) 2021-2022

Principal: MARGARET BARRAD

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

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

Goal 2: Assessment, Data Analysis, & Action
- All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.

Goal 3: Wellness
- All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.

Goal 4: Family and Community Engagement
- All students will benefit from programs and services designed to inform and involve family and community partners.

Stakeholder Engagement

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 11, 2020, goals and allocations were shared with the community and input was solicited. During the preservice meeting on January 4, 2021, goals were shared and input was solicited from the staff. During Leadership meeting on March 2, 2021 input for spending and LCAP priorities was gathered. In April 14, 2021, a staff survey was sent to prioritize actions and spending, and the SSC discussed and conducted the annual review on April 20, 2021 and drafted a preliminary budget and goals.

Impact of LCAP and Annual Update
How did these consultations affect the LCAP for the upcoming year?
It was decided to decrease the amount of funding for technology because students now have access to chromebooks. Allocations will be used to purchase and renew online subscriptions and programs. Due to the inclrease of funds allocated for technology, more funding wiil be allocated to increasing the number of days that the AIT is on campus to provide small group instruction. It was also determined to continue to support grade level release days and professional development opportunities. Professional development will be based on the previous goals of improving PLCs and supporting culturally relevant teaching practices. Based on previous data regarding the decrease in lunch referrals, it was decided to increase the amount of days that STORM coaches are able to be on site. PBIS allocations will continue to fund signage and support and training of yard supervisors. Family engagement opportunities will occur throughout the school year, with parent informational nights occurring in the fall.   These changes were based on survey data and discussions with stakeholder groups. On April 8, 2021, the ELAC gave input to continue tutoring, summer school opportunities for EL students, and family nights and library resources for second language learners.

Resource Inequities

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

Goals, Actions, and Progress Indicators

District Strategic Goal 1:	District Needs and Metrics 1:
All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.	Students need high quality classroom instruction and curriculum as measured by: • **A-G Completion**

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

Site Goal 1.1

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 4% from 41% meeting or exceeding on CAASPP.
  - According to the Dashboard: 2019 African American students were in the orange due to declining 11.5 points.
  - According to the Dashboard: 2019 Hispanic students were in the yellow due to declining 3.4 points.
  - According to the Dashboard: 2019 SED students were in the yellow due to declining 5 points.
  - According to the Dashboard: 2019 White students were in the yellow due to declining 8.6 points.
- Overall ELA scores will increase 4% from 56% meeting or exceeding on CAASPP.
  - According to the Dashboard: 2019 African American students were in the orange due to declining 8.8 points.
  - According to the Dashboard: 2019 Hispanic students were in the yellow due to declining 8.7 points.
  - According to the Dashboard: 2019 SED students were in the yellow due to declining 5.7 points.

2021-2022:
For 2021-22 school year, we understand that the above metrics are not current, however through qaulitative data such as walkthroughs, SMART goals and feedback from teachers, our site will continue with the above goals.

Metric: CAASPP

Actions/Services 1.1.1

Principally Targeted Student Group
• School-wide

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide professional development opportunities for staff, along with resources and materials to support proficiency in the four content areas, ELA, Math, Science and Social Studies and increase staff knowledge about culturally responsive teaching practices and implement highly functioning collaborative teams. • Professional development from West Ed on PLC practices • Professional development in culturally responsive teaching practices • Provide release time for teachers to observe peers, work with instructional coach and plan for instruction to improve teaching practices. • Provide compensation for classified staff who would like to be included in professional development opportunities • Provide compensation and resources for staff to engage in book studies to increase knowledge in the areas of literacy and culturally responsive teaching	Well-designed and implemented PD should be considered an essential component of a comprehensive system of teaching and learning that supports students to develop the knowledge, skills, and competencies they need to thrive in the 21st century. *Effective Teacher Professional Development* by Linda Darling-Hammond, Maria E. Hyler, and Madelyn Gardner • Professional development effect size .62 • Teacher credibility .90 • Teacher clarity, and other best practices yield results with an effect size of .71 to 1.07, substantiating the need for well-trained teachers.	Progress assessed though the following: • Administration will attend weekly PLC meetings to insure practices are being implemented • Classroom walkthroughs to see implementation of culturally responisve strategies • Grade level Benchmark Assessments quarterly • Grade level common formative assessments provided through PLC reporting forms monthly • Agendas & sign ins will be provided for book studies

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	$1000	Classified Salaries	Edit	Delete
Title I – Basic (4900/3010)	$1000	Materials/Supplies/Equipment	Edit	Delete

Title I – Basic (4900/3010)	$17000	Certificated Salaries	Edit	Delete

Actions/Services 1.1.2

Principally Targeted Student Group

• All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide educational materials including resources and supplies to target needs of GATE students and promote GATE identification. Includes funds for: • program implementation during, before or after school through CREST, Robotics and VAPA clubs. • Support for NEHS, National Elementary Honor Society. • Materials and equipment to support STEM activities.	Gifted programs (separate from advanced placement/high ability courses) provide specific curricula aimed at challenging students at the appropriate level. [See research on positive outcomes by Kulik, J. & Kulik, C.L. (1992) available at www.gifted.uconn.edu/nrcgt/rbdm9204.pdfand Goldring, E., (1990) "Classroom Organizational Frameworks for Gifted Education.	Progress assessed though the following: • Review site data and maintain and/or increase the 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.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	$5000	Certificated Salaries	Edit	Delete
GATE (7105/0000)	$2000	Certificated Salaries	Edit	Delete
GATE (7105/0000)	$2397	Materials/Supplies/Equipment	Edit	Delete
Title I – Basic (4900/3010)	$8000	Materials/Supplies/Equipment	Edit	Delete

Actions/Services 1.1.3

Principally Targeted Student Group

• EL • Foster Youth • Low Income

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide supplementary instructional resources and supplies to support the implement common core state standards.	Proven methods, practices, and lessons aligned with established standards become the center of the professional dialogue. Results on local, state, and formative assessments get better and better. Such an alignment leads inevitably to better short- and long-term results on local and state assessments as well as on norm-referenced, alternative, and criterion-referenced assessments. *Realizing the Promise of Standards-Based Education* *Mike Schmoker and Robert J. Marzano*	Progress assessed though the following: • Walkthroughs to observe implementation of CCSS • CAST meetings • Trimester grade level assessments

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	$19248	Materials/Supplies/Equipment	Edit	Delete

Actions/Services 1.1.4

Principally Targeted Student Group

• All • School-wide

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
• Provide culturally responsive materials and classroom library books for each classroom. • Increase the amount of books in our school library.	Teachers should reflect on course materials, texts, and practices to ensure cultural relevance with diverse groups of students. This helps make positive connections with students and increase student engagement. Student self-esteem and self-confidence also improve when course materials and practices are culturally responsive. By | Beth Tarasawa | September 27, 2018 Category | Research & Thought Leadership, Policy & Advocacy	• Walkthroughs to see that students and teachers are accessing the resources • Inventory of books/resources purchased • Student survey of books read/discussed

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	$12000	Materials/Supplies/Equipment	Edit	Delete

Actions/Services 1.1.5

Principally Targeted Student Group

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide access to and transportation for students to attend educational field trips.	The study found that, regardless of gender, ethnicity or socioeconomic status, youth who take educational trips have better grades (59 percent), higher graduation rates from high school (95%) and college (63%), and greater income (12% higher annually). In fact, 89% said educational trips had a positive, lasting impact on their education and career because the trips made them more engaged, intellectually curious and interested in and out of school. Margy Natalie, acting onsite learning manager at the Smithsonian Institution's National Air and Space Museum,	Progress measured through: • Student work products based on the field trip • Student surveys

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	$10000	Contracts/Services	Edit	Delete

Site Goal 1.2

Provide interventions and supports for student performing below grade level to close the achievement gap.
Overall ELA scores will increases 4% from 56% meeting or exceeding on CAASPP

• According to the Dashboard: 2019 African American students were in the orange due to declining 8.8 points
• According to the Dashboard: 2019 Hispanic students were in the yellow due to declining 8.7 points
• According to the Dashboard: 2019 SED students were in the yellow due to declining 5.7 points

These sub groups will be targeted to for academic intervention and tutoring services.

2021-2022:
It is understood that the above data is not current, however based on qualitative data such as walk throughs, SMART goals and grade level data there continues to be an achievement gap between various sub groups. For the 2021/22 school year, the site will continue to provide interventions for student not meeting grade level standards by providing academic intervetion in small groups throughout the day and with tutoring.

Metric: Other (Site-based/local assessment)

Actions/Services 1.2.1

Principally Targeted Student Group

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide certificated support for targeted small group or individual intervention. A 1.0 Academic Intervention Teacher will support small group instruction for students who are not meeting grade level standards in ELA.	Research Spotlight on Response to Intervention NEA Reviews of the Research on Best Practices in Education. RTI seeks to prevent academic failure through early intervention, frequent progress measurement, and increasingly intensive research-based instructional interventions for children who continue to have difficulty. • Cortiella, C. July 2006. Response-to-Intervention - An Emerging Method for LD Identification. Great Schools.	Progress assessed though the following: • Grade level benchamark assessments to determine students needing AIT support every trimester • Pre/post assessments by AIT every 6-8 weeks. • CAST meetings and trimester ELA & Math assessments.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	$87000	Certificated Salaries	Edit	Delete
Title I – Basic (4900/3010)	$1000	Materials/Supplies/Equipment	Edit	Delete

Actions/Services 1.2.2

Principally Targeted Student Group

• American Indian or Alaska Native • Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • SWD

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Purchase technology, online resources and supplies to support instruction. Increase students' opportunities to use technology to: • Improve proficiency in computer skills, • Increase opportunities of incorporating technology within content areas • Support students in understanding technology based standardized testing formats. • Provide on line resources that support instruction and provide intervention.	Positive effect of technology on student achievement - Tamin, R., Bernard, R,. Borokhovski, E., Abrami, P., & Schmid, R (2011) report on positive effects of technology on student achievement from 25 meta-analyses of 1,055 primary studies, See "What forty years of research says about the impact of technology on learning: A second-order meta-analysis and validation study" Review of Educational Research, 15 (3) 250-281 Technology with elementary students: effect size. 44 Technology in other subject areas: effect size: .55	Progress assessed though the following: • Moby Max usage and reports through out the school year. • Grade level SMART goals assessed quarterly • Increased use of interim assessments for SBAC as determined by informal observation and teacher feedback.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	$5000	Contracts/Services	Edit	Delete
Title I – Basic (4900/3010)	$2000	Materials/Supplies/Equipment	Edit	Delete

Actions/Services 1.2.3

Principally Targeted Student Group

• All • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • School-wide • White

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide small group tutoring based on assessed needs of students. This may include, before, during and after school. • 15 weeks of tutoring during the school year • Certificated staff at least twice a week for grades 1st - 6th @ $ 80 for 1 hour + prep time @ $45 per hour • Para support 4xs a week for 16 weeks	John Hattie's' research on *Visible Learning for Teachers* identifies the effect size of various influences on student achievement. • Reading Phonic Instruction - .60 effect size • Reading Comprehension Programs - .58 effect size • Small Group Learning - .49 effect size Peter A Cohen, James A. Kulik, Chen-Lin C. Kulik; *Educational Outcomes of Tutoring: A Meta-analysis of Findings.* A meta-analysis of findings from 65 independent evaluations of school tutoring programs showed that these programs have positive effects on the academic performance and attitudes of those who receive tutoring. Tutored students outperformed control students on examinations, and they also developed positive attitudes toward the subject matter covered in the tutorial programs.	Track progress through: • CAST meetings twice a year where trimester ELA & Math assessments are reviewed. • Grade level SMART goals assessed each trimester • Pre/post assessments during tutoring sessions.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	$1000	Classified Salaries	Edit	Delete
Title I – Basic (4900/3010)	$19200	Certificated Salaries	Edit	Delete

---

Site Goal 1.3

Provide interventions and supports for English Learners to increase English proficiency.
During 2016/17 re-designation of EL students was 12%, 2017/18 re-designation of EL was 19%, 2018/19 re-designation was 26%
Goal for EL re-designation is 3% increase from the previous year.

Metric: Redesignation	

Actions/Services 1.3.1

Principally Targeted Student Group

• EL • R-FEP

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide support for English Language Learners throughout the day, tutoring opportunities during before and after school and extended learning opportunities like summer school. Provide certificated and classified staff to support English Language Learners assessment for Initial and Summative ELPAC and RFEP monitoring. • paraeducator support for EL students • Tutoring support by certificated staff	English Language Learners: A Policy Brief. National Council of Teachers of English. http://www.ncte.org/library/mctefiles/resources/policyresearch/ellresearchbrief.pdf Mainstream classroom curriculum can be adapted successfully for EL students when teachers focus on communication and content, use visuals as an alternate to verbal instructions, teach the English language and subject matter simultaneously, build on the student's literacy in their native language, engage the parents and families, and respect that students benefit society when they are bilingual. 57% of EL students are born in the United States but do not achieve at the same rates as their English-proficient peers.	Progress assessed though the following: • 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.

- EL Coordinator
- ELPAC Coordinator
- materials to support ELPAC assessment
- supplemental materials to support ELD instruction
- provide light refreshments and materials for ELAC meetings
- Provide professional development for staff to better support EL students.
- 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.

Funding Source	Amount	Description of Use		
EL Supplemental (7150/0000)	$1000	Materials/Supplies/Equipment	Edit	Delete
EL Supplemental (7150/0000)	$1000	Classified Salaries	Edit	Delete
EL Supplemental (7150/0000)	$10818	Certificated Salaries	Edit	Delete

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:

- **Assessment System**
- **Data and Program Evaluation**
- **Other (Site-based/local assessment)**

Site Goal 2.1

All grade levels will operate as a highly functioning Professional Learning Community to share best practices and participate in the cycle of inquiry. During 2019/2020 grade levels were meeting weekly and Professional Development was given by West Ed to support and improve PLC implementation. Below are Survey results given in February 2020 about the implementation of PLCs:

- 78% of staff were reviewing formative assessments during PLC
- 57% of staff were developing instructional strategies
- 59% of staff were discussing the needs of specific students

Based on these results, PLCs will increase the amount of time by 10% spent discussing these areas and implementing strategies to support increasing Dashboard data below by :

- For Grades 3rd - 6th overall Math scores will increase 4% from 41% meeting or exceeding on CAASPP
  - According to the Dashboard: 2019 African American students were in the orange due to declining 11.5 points.
  - According to the Dashboard: 2019 Hispanic students were in the yellow due to declining 3.4 points.
  - According to the Dashboard: 2019 SED students were in the yellow due to declining 5 points.
  - According to the Dashboard: 2019 White students were in the yellow due to declining 8.6 points.
- Overall ELA scores will increase 4% from 56% meeting or exceeding on CAASPP
  - According to the Dashboard: 2019 African American students were in the orange due to declining 8.8 points.
  - According to the Dashboard: 2019 Hispanic students were in the yellow due to declining 8.7 points.
  - According to the Dashboard: 2019 SED students were in the yellow due to declining 5.7 points.

2021-2022:
During 20/21 Grade level teams continued to meet and create trimester SMART goals. Due to Covid the site postponed the continued work with WEst Ed for the implementation of PLC and the data collection of the PLC implmentation.
According to grade level team data: 80% of students met grade level SMART goals. Qualatative data suggests that PLC teams did increase time spent discussing teaching strategies, specifically related to the implementation of Distance Learning and how to increase student participation and

improve attainment of grade level standards.
<u>Goals for PLC Meetings:</u>

- increase time spent on discussing strategies to improve student achievement by 5%.
- Increase time spent discussing individual students and sub groups by 5%

Metric: Data and Program Evaluation	

Actions/Services 2.1.1

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?

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.
 	
- Grade level release days twice a year
  ○ 36 teachers x $160 x 2xs a year = $11,520
- Materials to support PLC implementation
- Materials to support research based strategies
- Teachers will be compensated for working past contract hours and during the summer for planning time and collaboration with their grade levels.
- Teachers will be compensated for meeting monthly to create and analyze common formative assessments that support trimester SMART goals.
  ○ 36 teachers x $40 x 8 months = $11,520.
	Bryk and colleagues found that schools in their study characterized by a strong professional community were about four times as likely to see a substantial improvement in students' reading and math scores than schools that had a weak professional community. <u>Teacher Collaboration In Perspective: A Guide to Research,</u> Professional Learning community and an aligned curriculum saw substantial improvements in student reading scores, and 40 percent saw substantial improvements in math scores.
	
	Anthony S. Bryk, Penny Bender Sebring, Elaine Allensworth et al., Organizing Schools for Improvement: Lessons from Chicago (Chicago: University of Chicago Press, 2010),
		Progress assessed though the following:
		
		- Administration attendance at PLC meetings to assess implementation
		- PLC grade level SMART goals assessed quarterly
		- Grade level common formative assessments provided through PLC reporting forms monthly
		- PLC agendas weekly

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	$23040	Certificated Salaries	Edit	Delete
Title I – Basic (4900/3010)	$500	Materials/Supplies/Equipment	Edit	Delete

Actions/Services 2.1.2

Principally Targeted Student Group

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide teachers time to meet during CAST/Coops and SSTs/IEPs to discuss student progress, analyze data and determine next steps for students not meeting grade level standards. CAST/COOPS 8 days x $150 = $1200 SST/IEP 12 days x $150=$1800	John Hattie's research on Visible Learning for Teachers identifies the effect size of various influences on student achievement. Collaboration: .62effect size Meta-cognitive teaching strategies: .69 effect size RTI using cycle of inquiry and data analysis: 1.07 effect size Professional development: .75 effect size	Progress assessed though the following: - During CAST meetings twice a year where trimester ELA & Math assessments are reviewed. - Grade level SMART goals assessed quarterly - CAASPP scores at the beginning of the school year - Grade level Benchmark Assessments quarterly - Grade level common formative assessments provided through PLC reporting forms monthly

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	$1800	Certificated Salaries	Edit	Delete
Title I – Basic (4900/3010)	$1200	Certificated Salaries	Edit	Delete

District Strategic Goal 3:

All students will have an equitable opportunity to learn in a 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**
- **Expulsion**
- **HS Dropout**
- **MS Dropout**
- **Other (Site-based/local assessment)**
- **School Climate**
- **Social Emotional Learning**
- **Suspension**

Site Goal 3.1

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, and increase percentage of positive responses by 3% on CHKS survey.
According to various data sources :

- Synergy discipline data: November - March, 2019 during the lunch period 57 referrals were reported.
- Synergy discipline data: November- March, 2020 during the lunch period 49 referrals were reported. During this time frame STORM was supporting lunch time recess.
- California Dashboard 2019: African American students red, Filipino, 2 or more, SED, SWD & white are orange
- Suspension percentages: 2017- 0.8%, 2018- 1.2 %, 2019 -2.3%
- CHKS in 2019: 88% students felt safe on campus, 72% reported that students know the rules, 89% reported positive behavior
- Tiered Fidelity Inventory 2020: 100% of staff and students knew the 4 rules.
  - Two areas that received a 1 instead of 2 and need to improve are: communication of discipline policies, professional development for ALL staff

All sub groups will increase to the next color on the color band in the area of suspensions according to the California Dashboards.

2021-2022:
We have no discipline data for the school year of 2020-2021. However we received the results from our Tiered Fidelity Inventory in which we scored the following:

- Tier 1 Overall implementation: 93%
- Tier 2 Overall implementation: 92%

Based on the 19/20 school year data and our 20/21 data, we will continue with the previous LCAP goals to support wellness, PBIS and social emotional learning for our students. We will also continue to eliminate the disproportionality in discipline practices

Metric: Suspension	

Actions/Services 3.1.1

Principally Targeted Student Group
• All • Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • School-wide • SWD

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Bring STORM to the site to help: - Train and support yard supervisors, - teach students teamwork and rules for recesses and free time - Provide check ins with students that may need extra support. - Oversee structured recess support 4 days a week x 2 hours a day with 2	According to John Hattie's research: Decreasing disruptive behavior - effect size .53 Self Concept effect size . 46 Reducing anxiety effect size .48 Student expectations effect size 1.44 Adult/Student relationships effect size .72	Progress assessed though the following: - Student discipline data and referrals will be collected monthly - PBIS Tiered Fidelity Inventory yearly - CHKS survey yearly - Teacher and student feedback twice a year on effectiveness of STORM

- coaches a day for 36 weeks = $28,000
- Site will also allocate funds to provide materials and resources for implementation of support for SEL & structured recess time while coaches are on site.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	$34000	Contracts/Services	Edit	Delete

Actions/Services 3.1.2

Principally Targeted Student Group

- School-wide

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide half day PBIS Release Day for data review, program evaluation and planning. Timesheet teachers for PBIS training day.	Piagetian programs 1.28 Studies show that after 2 years of PBIS implementation, math scores on standardized test rose 73%, and suspension and office referral rates dropped significantly.	- Student discipline data and referrals analysed monthly - PBIS Tiered Fidelity Inventory yearly - CHKS survey yearly - Walk throughs to assess PBIS implementation twice a year.

Funding Source	Amount	Description of Use		
PBIS (7440/0000)	$560	Certificated Salaries	Edit	Delete

Actions/Services 3.1.3

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Use PBIS and supplmental funds to: - Provide training and support for yard supervisors on implementation of PBIS strategies and structured activities. - Provide subs for yard supervisors to insure recesses and lunch times have coverage to insure safety for students. - Provide incentives for students who are following the rules and receiving MAVS notes. - Provide signage to support PBIS implementation	Studies show that after 2 years of PBIS implementation, suspension and office referral rates dropped significantly.	Progress assessed though the following: - Student discipline data and referrals analyzed monthly - PBIS Tiered Fidelity Inventory yearly - informal observations of Yard supervisors interactions during recess/lunch periods

Funding Source	Amount	Description of Use		
PBIS (7440/0000)	$220	Materials/Supplies/Equipment	Edit	Delete
PBIS (7440/0000)	$220	Classified Salaries	Edit	Delete

Actions/Services 3.1.4

Principally Targeted Student Group

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide additional 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. The additional supervision will also support students who have been identified as needing Tier 2 interventions. 4 hours x 5 days x 34 weeks = $11,200	The National Program for Playground Safety (NPPS) recommends the playground supervision ratio of adult supervisors to children should mirror classroom ratios. If the class size is at 32, then there should be one playground supervisor for every 32 children. Playground Supervision: Ten Tips for Improving Playground Safety By Melinda Bossenmeyer, Ed.D.	Progress assessed though the following: • Student discipline data and referrals analyzed monthly • PBIS Tiered Fidelity Inventory yearly • informal observations of Yard supervisors interactions during recess/lunch periods

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	$13200	Classified Salaries	Edit	Delete

---

District Strategic Goal 4:

All students will benefit from programs and services designed to inform and involve 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
- Chronic Absentee Rate
- Family and Community Engagement
- Input in Decision Making
- Other (Site-based/local assessment)
- Partnerships for Student Outcome
- Relationships Between Staff and Families

Site Goal 4.1

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

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

These percentages will increase by 5%.

2021-2022:
We are limited in data from our families, but according to the Fall 2020 distance learning and LCAP Survey that was given to families, the below was reported:

- Communication from my children's school has been sufficient - 95% Agree
- My children's teachers are responspive to my children's questions - 95% Agree
- The school understands the challenges my family is facing - 84% Agree

In comparing survey results regarding communication from the school and teacher from the previous year, our school site has improved form 68% to 95%. Based on this data, our goals will continue in the areas of parent involvement and communication.

Metric: Relationships Between Staff and Families	

Actions/Services 4.1.1

Principally Targeted Student Group
• All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?

Provide parent engagement and educational opportunities for families and community members. Teachers will be compensated for planning and implementing family engagement opportunities. These will include: • STEM nights • Writing and ELA family night • Technology support night • Multicultural event • Child care will be offered from classified employees.	When parents are involved at school, the performance of all the children at school, not just their own, tends to improve. The more comprehensive and well planned the partnership between school and home, the higher the student achievement. Henderson, A.T., and Nancy Berla. 1995. *A New Generation of Evidence: The Family Is Critical to Student Achievement.* Washington, DC: Center for Law and Education, 14–16	Progress assessed though the following: • Sign-in sheets at events and activities, • Parent surveys

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	$200	Classified Salaries	Edit	Delete
Title I – Basic (4900/3010)	$2500	Certificated Salaries	Edit	Delete
Title I – Basic (4900/3010)	$500	Materials/Supplies/Equipment	Edit	Delete

Actions/Services 4.1.2

Principally Targeted Student Group

• All • Low Income

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Teachers will conduct parent/teacher home visits throughout the school year. Teachers are compensated at an hourly rate.	After a three year study of 14 schools engaging in teacher home visits for students, researchers at the California State University at Sacramento (CSUS) found evidence that home visits could increase student performance, jumpstart parent involvement, reduce discipline problems and increase overall positive attitudes toward school. If done correctly, a home visit program can give teachers, parents and students a better opportunity for connection, communication and collaboration.	Progress assessed though the following: • increased attendance by families at school wide events, parent conferences and parent involvement opportunities. • the amount of teachers trained and conducting home visits

Funding Source	Amount	Description of Use		
Family & Community Engagement (7415/0000)	$1500	Certificated Salaries	Edit	Delete

Actions/Services 4.1.3

Principally Targeted Student Group

• All • School-wide

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide on-going communication between school and home. • School wide communication folders will be purchased to be used weekly as communication between school and home for TK, Kinder-6th grades. • Agendas will be purchased for 3rd-6th grade students.	The most accurate predictors of student achievement in school are not family income or social status, but the extent to which the family creates a home environment that encourages learning, communicates high yet reasonable expectations for the child's achievement, and becomes involved in the child's education at school. National PTA. 2000. *Building Successful Partnerships: A Guide for Developing Parent*	Progress assessed though the following: • Increase family participation in conferences, BTSN, Open House, parent family nights. • Sign in sheets at these events will be used to determine increased participation.

- Poster maker to create signage for upcoming events for the community and families

and Family Involvement Programs. Bloomington, Indiana: National Education Service, 11–12.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	$1450	Materials/Supplies/Equipment	Edit	Delete
Title I – Basic (4900/3010)	$7000	Materials/Supplies/Equipment	Edit	Delete

Actions/Services 4.1.4

Principally Targeted Student Group

• All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide library tech to assist with parent education, resources, and academic support for families. Library Tech will also support the "We Read" reading program in the library by setting up the program and reaching out to parents and informing them of the various events occurring at the school	Regardless of family income or background, students whose parents are involved in their schooling are more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved behavior, and adapt well to school. Henderson, A.T., and K.L. Mapp. 2002. *A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement.* National Center for Family and Community Connections with Schools, Southwest Educational Development Laboratory.	Progress assessed though the following: • Increased participation at school wide events, sign in sheets and surveys after parent events. • Library Tech, PTO and admin will meet monthly to review data and collaborate on additional strategies and ways to increase attendance. • Call logs will be used to see the amount of family contacts have been made.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	$1500	Classified Salaries	Edit	Delete

---

Site Goal 4.2

Improve overall attendance by decreasing chronic absenteeism and tardy rates.
17/18: 96.1% attendance rate
18/19: 95.9% attendance rate
Goal: to increase attendance rate to 96.5%
Chronic absenteeism is at 9.1% and in yellow and maintained from the previous year.
Sub groups are as follows:

- According to the Dashboard: 2019 African American students were in the orange and maintained from the previous year.
- According to the Dashboard: 2019 SED students were in the orange due to increasing 1.7%.
- According to the Dashboard: 2019 Filipino students were in the yellow due to increasing 5.2%.
- According to the Dashboard: 2019 Asian students were in the yellow due to increasing 0.8%.
- According to the Dashboard: 2019 Two or More students were in the yellow and maintained from the previous year.
- According to the Dashboard: 2019 SED students were in the yellow due to declining 5.7 points

Goal: to improve each sub group color.

2021-2022:
Previous year's overall attendance rates:
18/19: 95.9%
19/20: 95.8%
20/21: 96.11%- The goal of 96.5% was almost attained, however due to Distance Learning and Covid, the site was at a disadvantage.
The GOAL for 21/22 is to improve overall attendance rate to 97%.

Metric: Attendance Rate	

Actions/Services 4.2.1

Principally Targeted Student Group
• Asian • Black or African American • Filipino • Low Income • Two or More

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide targeted support to chronically absent students by reaching out to families, parents and students.	Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance. This relationship between attendance and achievement may appear early in a child's school career. Romero, M., and Lee, Y. (2007). *A National Portrait of Chronic Absenteeism in the Early Grades*. New York, NY: The National Center for Children in Poverty.	Progress assessed through: • Monthly attendance rates • Number of students missing more than 3 days

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	$254	Materials/Supplies/Equipment	Edit	Delete

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

Local Control Accountability Plan (LCAP)
Year 2021 - 2022

V. Funding

Marion Mix Elementary - 317

Fund Source Mgmt. Code/Description Resc. Code/Description	FTE	Carry Over	Allocation	Subtotal	EGUSD Strategic Goals				Balance
					1 - Curriculum and Instruction	2 - Assessment	3 - Wellness	4 - Family Engagement	
1510 Regular Education (TK-6) **0000** Unrestricted	0	$0	$29,592	$29,592	$29,592	$0	$0	$0	$0
1511 Regular Education (TK-6) - Allocated FTE **0000** Unrestricted	34.875	$0	$3,750,793	$3,750,793	$3,750,793	$0	$0	$0	$0
1512 Subject Matter Teachers **0000** Unrestricted	0.83	$0	$93,930	$93,930	$93,930	$0	$0	$0	$0
5495 Allocated FTE Leave **0000** Unrestricted	0	$0	$51,864	$51,864	$51,864	$0	$0	$0	$0
5634 Custodial Services **0000** Unrestricted	3	$0	$209,246	$209,246	$0	$0	$209,246	$0	$0
7101 LCFF Supplemental Concentration TK-6 **0000** Unrestricted	0.7	$0	$16,704	$16,704	$0	$1,800	$13,200	$1,704	$0
7105 Gifted and Talented Education (GATE) TK-6 **0000** Unrestricted	0	$0	$4,397	$4,397	$4,397	$0	$0	$0	$0
7111 Administrative Support - Title I **0000** Unrestricted	0.5	$0	$72,332	$72,332	$72,332	$0	$0	$0	$0
7150 EL Supplemental Program Services TK-6 **0000** Unrestricted	0	$0	$12,818	$12,818	$12,818	$0	$0	$0	$0
7440 Positive Behavior Incentive Supports **0000** Unrestricted	0	$0	$1,000	$1,000	$0	$0	$1,000	$0	$0
4900 Director of School Improvement Support **3010** ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	1	$0	$258,888	$258,888	$188,448	$24,740	$34,000	$11,700	$0
1510 Regular Education (TK-6) **3210** Elementary & Secondary School Relief (ESSER)	0	$0	$5,923	$5,923	$5,923	$0	$0	$0	$0
1510 Regular Education (TK-6) **3212** Elementary & Secondary School Relief II (ESSER II)	0	$0	$44,984	$44,984	$44,984	$0	$0	$0	$0
5610 Food and Nutrition Services Center **5310** Child Nutrition: School Programs (e.g., School Lunch, School Breakfast, Milk, Pregnant & Lactating Students)	1.3125	$0	$55,906	$55,906	$0	$0	$55,906	$0	$0

3410 Special Education Mild/Moderate **6500** Special Education	2.75	$0	$207,976	$207,976	$207,976	$0	$0	$0	$0
3660 Inclusive Education in Lieu of NPA **6500** Special Education	0.75	$0	$30,269	$30,269	$30,269	$0	$0	$0	$0
3680 Academic, Behavior and Social Supports Self-Contained Classes (ABSS-SCC)-Tier I **6500** Special Education	2.75	$0	$183,117	$183,117	$183,117	$0	$0	$0	$0
3770 Full Inclusion **6500** Special Education	3.75	$0	$126,863	$126,863	$126,863	$0	$0	$0	$0
3650 Academic, Behavior and Social Supports Self-Contained Classes (ABSS-SCC)-Tier II **6512** Special Education: Mental Health Services	2.75	$0	$162,358	$162,358	$162,358	$0	$0	$0	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	54.9675	$0	$5,318,960	$5,318,960	$4,965,664	$26,540	$313,352	$13,404	

Total Funds Provided to the School Through the Consolidated Application	TBD			
Total Federal Funds Provided to the School from the LEA for CSI	N/A			
Subtotal of additional federal funds included for this school	$365,701			
Subtotal of state or local funds included for this school	$4,953,259			

Title I Centralized Services			
Title I Foster Youth	$12,604	Title I Homeless	$2,643
Title I Centralized Services	$69,103	Title I Preschool	$0

Principal   **Peggy Barrad**

School Site Council Chairperson   **Toya Davis**

EL Advisory Chairperson   **Reshmi Singh**