Marion Mix Elementary

Local Control Accountability Plan (LCAP) 2022-2023

Principal: Peggy 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

IV. Goals, Actions and Services

Marion Mix Elementary | Focused Work: 2022-2023

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 10, 2021, goals and allocations were shared with the community and input was solicited. During the preservice meeting on January 4, 2022, goals were shared and input was solicited from the staff. The ELAC committee met on February 17, 2022 and provided input to LCAP goals. During Leadership meeting on March 2, 2022 input for spending and LCAP priorities was gathered. In April 14, 2022, a staff survey was sent to prioritize actions and spending, and the SSC discussed and conducted the annual review on April 19, 2022 and drafted a preliminary budget and goals.

Impact of LCAP and Annual Update

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

Based on staff and School Site Council input, allocations will be used to purchase and renew online subscriptions and programs.

It was also determined to continue to support grade level release days and professional development opportunities.

Professional development will be based on the previous goals of improving PLCs and supporting culturally relevant teaching practices. During the 21/22 school year AVID training was added for professional development and will continued to have allocations to support Professional development and materials for the program.

Providing support for educational field trips was a high priority for our staff, so allocations have increased to support all grade levels.

Due to the District receiving ESSER funds, support was added to school sites. ASSIST coaches were on site starting in March of 2022 and since our data showed that referrals decreased, it was decided to increase the amount of days that ASSIST coaches are able to be on site.

Resource Inequities

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

N/A

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 10% from 27% to 37% meeting or exceeding on CAASPP.**
  - According to CAASPP data: 2021 African American students declined from 21% to 13%.
  - According to CAASPP data: 2021 Hispanic students declined from 41% to 24%
  - According to CAASPP data: 2021 SED students declined from 37% to 20 %
  - According to CAASPP data: 2021 White students declined from 54% to 27%
- **Overall ELA scores will increase 10% from 42% to 52% meeting or exceeding on CAASPP.**
  - According to CAASPP data: 2021 African American students declined from 49% to 29%
  - According to CAASPP data: 2021 Hispanic students declined from 55% to 36%
  - According to CAASPP data: 2021 White students declined from 65% to 42%
  - According to CAASPP data: 2021 SED students declined from 51% to 34%
  - According to CAASPP data: 2021 SWD students declined from 13% to 4%

Metric: CAASPP	

Actions/Services 1.1.1

Principally Targeted Student Group

• School-wide

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
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 (Contract & Services) • Professional development in culturally responsive teaching practices (Contract & Services) • Provide release time for teachers to observe peers, work with instructional coach and plan for instruction to improve teaching practices.	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 observe implementation of culturally responsive 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 • Classroom walkthroughs to observed implementation of AVID strategies and resources in 5th & 6th grade classrooms.

- (Certificated Timesheets)
- Provide compensation for classified staff who would like to be included in professional development opportunities (classified timesheets)
- Provide funding for materials to support AVID implementation in 5th & 6th grade (Materials/supplies)
- Provide funding for professional development for AVID implementation. (Certificated Timesheets) (Contract & Services)

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	$3000	Certificated- Timesheets	
Title I – Basic (4900/3010)	$11800	Contracts/Services /Subscriptions	
Title I – Basic (4900/3010)	$3500	Materials/Supplies/Equipment	
Title I – Basic (4900/3010)	$1000	Classified- Timesheets	

Actions/Services 1.1.2

Principally Targeted Student Group

• All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
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.(Certificated Timesheets) • Support for NEHS, National Elementary Honor Society. (Materials/supplies) • Materials and equipment to support STEM, GATE, NEHS and VAPA activities. (Materials/supplies)	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. • Number of students enrolled in NEHS

Funding Source	Amount	Description of Use	
GATE (7105/0000)	$1397	Materials/Supplies/Equipment	
GATE (7105/0000)	$3000	Certificated- Timesheets	
Supplemental/Concentration (7101/0000)	$2000	Classified- Timesheets	
Supplemental/Concentration (7101/0000)	$1000	Materials/Supplies/Equipment	

Actions/Services 1.1.3

Principally Targeted Student Group

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
Provide supplementary instructional resources and supplies to support the implementation of common core state standards and small group instruction. Programs will include but not limited to: • Scholastic News, Time for Kids • DBQ materials • Guided reading materials • Reading games and materials • Math manipulatives • Other school related materials to support learning • Provide maintenance agreements, parts, services, supplies, copying and replacement of supplemental resources.	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 and small group instruction • CAST meetings • Trimester benchmark/interim assessments • Supply inventory

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	$10000	Materials/Supplies/Equipment	
Title I – Basic (4900/3010)	$6000	Contracts/Services/Subscriptions	

Actions/Services 1.1.4

Principally Targeted Student Group

• School-wide

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
Provide access to and transportation for students to attend educational field trips. 6th grade= $7500 5th grade=$1000 4th grade=$1000 3rd grade=$1000 2nd grade=$1000 1st grade=$1000 Kinder=$1000	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)	$13500	Contracts/Services /Subscriptions	

Actions/Services 1.1.5

Principally Targeted Student Group

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?

• Provide culturally responsive materials and classroom library books for each classroom. • Increase the amount of books in our school library. • Increase the amount multilingual 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	Effectiveness will be measured by: • 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)	$10099	Materials/Supplies/Equipment	
Supplemental/Concentration (7101/0000)	$10000	Materials/Supplies/Equipment	

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.

Metric: Other (Site-based/local assessment)	

Actions/Services 1.2.1

Principally Targeted Student Group

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
Provide certificated support, and relevant instructional materials and supplies, for targeted small group	Research Spotlight on Response to Intervention NEA Reviews of the Research on	Progress assessed though the following:

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 and Math.	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.	• 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)	$107370	Certificated- Salaries	
Title I – Basic (4900/3010)	$500	Materials/Supplies/Equipment	

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
Increase students' opportunities to use technology to: • Improve proficiency in computer skills, • Increase opportunities of incorporating technology within content areas • Provide District approved on-line resources that support instruction and provide intervention. Purchases will include but not limited to: Guided Readers Starfall Brain Pop Moby Max Other online resources Materials and equipment to support	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: • usage reports from the various on line resourse throughout the school year. • Grade level SMART goals assessed quarterly • Increased use of interim assessments • illuminate assessment data

technology

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	$7000	Contracts/Services/Subscriptions	
Supplemental/Concentration (7101/0000)	$1000	Materials/Supplies/Equipment	

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
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- Timesheets	
Title I – Basic (4900/3010)	$8000	Certificated- Timesheets	

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?

Provide supplemental support for English Language Learners throughout the day, tutoring opportunities during before and after school and extended learning opportunities like summer school. Provide certificated staff to support English Language Learners assessment for Initial and Summative ELPAC and RFEP monitoring.

- Paraeducator support for EL students
- Tutoring support by certificated staff
- 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.

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.

Funding Source	Amount	Description of Use	
EL Supplemental (7150/0000)	$10000	Certificated- Timesheets	
EL Supplemental (7150/0000)	$1000	Materials/Supplies/Equipment	
EL Supplemental (7150/0000)	$1639	Classified- Salaries	

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 2021/2022 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

Goals for PLC Meetings:

- 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

• Black or African American • Hispanic or Latino • SWD • White

What Specific Actions/Services will you Provide to this Student Group?	**What is the Research Confirming this is an Effective Practice?**	**How will you Measure the Effectiveness of each Action/Service?**
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 - 32 teachers x $160 x 2xs a year = $10,240 - 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	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. Teacher Collaboration In Perspective: A Guide to Research, 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	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

and analyze common formative assessments as well as illuminate data that support SMART goals.
- ○ 36 teachers x $40 x 8 = 11,520

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	$22214	Certificated- Timesheets	

Actions/Services 2.1.2

Principally Targeted Student Group

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
Provide teachers time to meet during CAST/Coops and SSTs 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 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)	$3000	Certificated- Timesheets	

District Strategic Goal 3:	District Needs and Metrics 3:
All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.	**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. According to various data sources :

- Suspension percentages for the school years Q1-Q-3: 18/19- 1.4 %, 19/20 -1.1%, 21/22-0.9%
    - Suspension rates for African American have decreased overall from 5.4% to 2.7%
    - Suspension rates for Foster Youth have increase from 20% to 28.6%
    - Suspension rates for Students with Disabilities have increased from 2.4% to 4.2%
- Tier 1 Overall implementation: 2018=70%, 2019= 83% 2021= 93% 2022=96%
- Tier 2 Overall implementation: 2018=0%, 2019=77%, 2021= 92% 2022=100%

For the last several years, suspensions have decreased overall, however suspensions for Foster youth and SWD have increase.
Goal: Decrease the amounts of suspension with Foster Youth and SWD by 1%
For the last several years, Tier 1 & Tier 2 implementation has improved.
Goal: Continue implementation of Tier 1 & Tier 2 supports. Refine the implementation of Tier 3.

Metric: Suspension	

Actions/Services 3.1.1

Principally Targeted Student Group

• Black or African American • Foster Youth • SWD

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
Provide half day PBIS Release Day for data review, program evaluation and planning. Timesheet teachers for PBIS training day. (certificated timesheet)	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)	$500	Certificated- Timesheets	

Actions/Services 3.1.2

Principally Targeted Student Group

• Black or African American • EL • Foster Youth • Hispanic or Latino • SWD

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
Use PBIS and supplemental funds to: • Provide training and support for yard supervisors on implementation of PBIS strategies and structured activities. (classified timesheet) • Provide subs for yard supervisors to insure recesses and lunch times have coverage to insure safety for students.(classified timesheet) • Provide incentives for students who are following the rules and receiving MAVS notes. (materials/supplies) • Provide signage to support PBIS implementation. (materials/supplies)	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)	$400	Classified- Timesheets	
PBIS (7440/0000)	$100	Materials/Supplies/Equipment	

Actions/Services 3.1.3

Principally Targeted Student Group

• School-wide

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?

Provide motivational assemblies for students to support PBIS, anti-bullying and SEL.	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	Effectiveness will be measured by: • Student discipline data and referrals analyzed monthly • PBIS Tiered Fidelity Inventory yearly • CHKS survey yearly

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	$3077	Contracts/Services /Subscriptions	

Site Goal 3.2

GOAL: Decrease the amount of referrals and incidents during recess time by 2%.
According to discipline data in Synergy for the 21/22 school year that occurred during morning and lunch recess:

- September-21 incidents
- October-7 incidents
- November - 30 incidents
- December- 12 incidents
- January - 14 incidents
- February - 18 incidents

For the months of September - March, there were an average of 17 incidents per month.
Once ASSIST recess support started in March, the number of incidents decreased to 9.

Metric: Other (Site-based/local assessment)	

Actions/Services 3.2.1

Principally Targeted Student Group

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
Bring ASSIST coaches to campus to help train campus supervisors, teach students teamwork and rules for recesses and free time, oversee structured games. 3 days a week x 4 hours a day.	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	Progress assessed though the following: • Student discipline data and referrals will be collected monthly • PBIS Tiered Fidelity Inventory yearly • Teacher and student feedback

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	$51884	Contracts/Services /Subscriptions	

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, 2021 the top areas of importance from parents were:

- Good Teachers-88% increased to 89% satisfied
- A safe School- 82% increased to 94% satisfied
- Regular communication from the school and teacher- 68% increased to 76% satisfied

New area of importance from the December 2021 survey were:

- Useful feedback from teachers on learning- 74% satisfied
- Clean, well-maintained, welcoming school - 97% satisfied

In the above three areas, our site made growth, and we will continue to focus on our goals and increase percentages overall by 3%.

Metric: Relationships Between Staff and Families	

Actions/Services 4.1.1

Principally Targeted Student Group

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
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)	$1500	Certificated- Timesheets	
Title I – Basic (4900/3010)	$500	Classified- Timesheets	
Supplemental/Concentration (7101/0000)	$1000	Contracts/Services /Subscriptions	

Actions/Services 4.1.2

Principally Targeted Student Group

• All • Low Income

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
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 col laboration.	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 • home visit logs

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	$2000	Certificated- Timesheets	

Actions/Services 4.1.3

Principally Targeted Student Group

• All • School-wide

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
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. (1,000 materials) • Agendas will be purchased for 3rd-6th grade students. (1500 Materials)	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 and Family Involvement Programs.* Bloomington, Indiana: National Education Service, 11–12.	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.

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	$2500	Materials/Supplies/Equipment	

Site Goal 4.2

Improve overall attendance by decreasing chronic absenteeism and tardy rates.
18/19: 95.9% attendance rate
19/20: 95.9% attendance rate
20/21: 95.9% attendance rate
Goal: to increase attendance rate to 96.5%

All sub groups increased attendance rates except for the following:

• 2021 African American students 93.2%
• 2021 SED students 94.6%.
• 2021 EL students 95.7%

- 2021 Homeless students 90.5%.
- 2021 SWD students 94.5%

Goal: Increase each sub group attendance rate by 2%

Metric: Attendance Rate

Actions/Services 4.2.1

Principally Targeted Student Group

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
Provide targeted support to chronically absent students by reaching out to families, parents and students. No funding is needed for this goal, School Office Assistant supports this work within their work day.	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	

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) | 2022 - 2023

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	0.0000	$0	$27,536	$27,536	$27,536	$0	$0	$0	$0
7101 LCFF Supplemental Concentration TK-6 **0000** Unrestricted	0.0000	$0	$116,675	$116,675	$31,000	$25,214	$54,961	$5,500	$0
7105 Gifted and Talented Education (GATE) TK-6 **0000** Unrestricted	0.0000	$0	$4,397	$4,397	$4,397	$0	$0	$0	$0
7150 EL Supplemental Program Services TK-6 **0000** Unrestricted	0.0000	$0	$12,639	$12,639	$12,639	$0	$0	$0	$0
7440 Positive Behavior Incentive Supports **0000** Unrestricted	0.0000	$0	$1,000	$1,000	$0	$0	$1,000	$0	$0
4900 Director of School Improvement Support **3010** ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	0.0000	$0	$167,769	$167,769	$165,769	$0	$0	$2,000	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	0.0000	$0	$330,016	$330,016	$241,341	$25,214	$55,961	$7,500	

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	$167,769
Subtotal of state or local funds included for this school	$162,247

Signatures: (Must sign in blue ink)   **Date**

Principal Peggy Barrad

School Site Council Chairperson Toya Davis

EL Advisory Chairperson Reshemi Singh