



# Charles Mack Elementary

## Local Control Accountability Plan (LCAP) 2020 - 2021

**Principal:** \_

**(Signature):** \_

**County-District-School (CDS) Code:** 34673146033005

**Elk Grove Unified School District  
Elk Grove, California**

Approved by the Elk Grove Unified School District Board of Education on \_

\*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

<b>Involvement Process for LCAP and Annual Update</b>
<p><b>How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?</b></p> <hr/> <p><u>Title I Parent Meeting</u> 8/18/20</p> <p><u>ELAC</u> 8/20/20, 9/17/20, 10/15/20, 11/19/20, 12/17/20, 1/21/21, 2/18/21, 4/15/21, 5/20/21</p> <p><u>SSC</u> 9/3/20, 2/2/21, 4/1/21, 5/13/21, 5/27/21</p> <p><u>FTO</u> 8/28/20, 9/24/20, 10/22/20, 1/28/21, 2/25/21, 4/22/21</p> <p><u>PLC</u> 9/28/20, 10/26/20, 11/30/20, 1/25/21, 2/22/21, 5/24/21</p> <p><u>STAFF MEETINGS</u> 9/14/20, 10/12/20, 11/9/20, 12/14/20, 3/7/21, 4/12/21, 5/10/21</p> <p><u>LEADERSHIP MEETINGS</u> 8/31/20, 9/21/20, 10/19/20, 11/16/20, 4/16/21, 4/26/21, 5/17/21</p> <p><u>FULL STAFF PRE-SERVICE</u> 1/11/21</p>
<b>Impact of LCAP and Annual Update</b>
<p><b>How did these consultations affect the LCAP for the upcoming year?</b></p> <hr/> <p>These consultations positively impacted the creation of our LCAP this year as transparency, cooperation, and consensus-building continue to be the center pieces for the work that was done and will be done. Through this inclusive model, all stakeholders were able to ask questions, make suggestions, contribute, and vote on the spending plan as outlined in Section B. Decision making included, but was not limited to:</p> <ul style="list-style-type: none"> <li>• Maintaining current AIT positions for 2020-2021 at 2</li> <li>• Use of iReady, Guided Reading, DOK formative assessments, reading rate and accuracy to determine intervention needs</li> <li>• continued commitment to layering our equity work through additional PD</li> <li>• Continued implementation of master schedule</li> <li>• Continue implementation of our school-wide writing program</li> <li>• Additional release time for student assessment and data analysis</li> </ul>

### Resource Inequities

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

Our school was identified as an Alternative Targeted Support and Improvement school due to chronic absenteeism (orange) and our high suspension rate (red) due to two of our subgroups: Students With Disabilities and African American students. As a result of our needs assessment, additional resources have been allocated to support the increase in achievement and decrease in exclusivity through suspensions:

- Assessment data is collected each trimester on small group intervention with specific learning goals for our students. Academic Intervention teachers, classroom teachers, and extended day program are supporting this targeted need.
- Our Tier 2 Team and grade level PLCs collaborate on a regular basis to gather and study data, and target specific students for increased support and intervention in the classroom, outside of the classroom (in general settings), and in special programs run by our MHT, counselor, and extended day program.

MHT support for small groups; MHT meeting with grade level PLCs: 2 per week to check-in and get updates on students - Wednesdays  
 Teachers and other staff members will receive professional development in restorative practices  
 Teacher will meet during grade level PLCs to plan and collaborate on focus subgroups using suspension and referral data, class assessment data, and attendance data.  
 Teachers will meet trimesterly with AITs and administration to plan and collaborate on focus subgroups using suspension and referral data, class assessment data, and attendance data

SOA will daily call absent students; classroom teacher and administrator will make regular contact with chronically absent students; incentives for attendance include monthly pizza party for class with highest attendance; weekly attendance updates and encouragement through

### Goals, Actions, and Progress Indicators

<p><b>District Strategic Goal 1:</b></p> <p>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.</p>	<p><b>District Needs and Metrics 1:</b></p> <p>Students need high quality classroom instruction and curriculum as measured by:</p> <ul style="list-style-type: none"> <li>• A-G Completion</li> <li>• Access to Courses (Honors, AP/IB, CTE)</li> <li>• AP/IB Exams</li> <li>• CAASPP</li> <li>• Content Standards Implementation</li> <li>• CTE Sequence Completion</li> <li>• EAP</li> <li>• Other (Site-based/local assessment)</li> <li>• Progress toward English Proficiency</li> <li>• Redesignation</li> <li>• Teacher Assignment</li> </ul>	
<p>Jump To: <a href="#">District Goal 1</a>   <a href="#">District Goal 2</a>   <a href="#">District Goal 3</a>   <a href="#">District Goal 4</a>   <a href="#">Justification</a>   <a href="#">Certification</a></p>		
<p><b>Site Goal 1.1</b></p>		
<p>To provide the personnel, training, and tools for targeted intervention and core instruction that results in an increase in the number of students achieving standards met on Smarter Balanced Assessments (3-6), Grade Level Benchmarks. (K-2), and school metrics.</p>		
<p><b>Metric:</b> CAASPP</p>		
<p><b>Actions/Services 1.1.1</b></p>		
<p><b>Principally Targeted Student Group</b></p>		
<p>• American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • School-wide • SWD • White</p>		
<p><b>Specific Actions to Meet Expected Outcome</b></p> <p><b>Supplemental Personnel</b></p> <p>a) Two Academic Intervention Teachers (3010)</p> <p>b) Library Tech (3010)</p> <p>c) Academic Program Coordinator (3010)</p> <p>d) Guided Reading, ELA "Essential" and Math "essential tutoring (3010)</p> <p>e) ELPAC Testing (7150)</p> <p>f) EL Specialist, Newcomer Tutor - Timesheet (7150)</p>	<p><b>What is the Research Confirming this is an Effective Practice?</b></p> <p><u>Charles Mack Data</u></p> <ul style="list-style-type: none"> <li>• 12% growth on ELA SBAC data 2016-2019</li> <li>• 6% Growth for African American students on ELA SBAC 2019</li> </ul> <p><u>John Hattie Intervention Research</u></p> <ul style="list-style-type: none"> <li>• Comprehension programs have a learning effect size .60</li> <li>• Small Group has a learning effect size of .49</li> <li>• Student Centered Teaching has a learning effect size .54</li> <li>• Response to Intervention has a learning effect size 1.07</li> </ul> <p><u>APC/After School Research</u>  <i>Afterschool Programs That Follow Evidence-Based Practices to Promote Social and Emotional Development Are Effective</i>  <a href="http://www.expandinglearning.org/docs/Durlak&amp;Weissberg_Final.pdf">http://www.expandinglearning.org/docs/Durlak&amp;Weissberg_Final.pdf</a></p> <p><i>Afterschool Programs Make a Difference: Findings From the Harvard Family Research Project</i>  <a href="http://www.sedl.org/pubs/sedl-">http://www.sedl.org/pubs/sedl-</a></p>	<p><b>How will you Measure the Effectiveness of the Actions/Services?</b></p> <p>70% of Charles Mack students will progress at least 3 Guided Reading levels toward established grade level benchmarks</p> <p>45-50% of Charles Mack students will meet Charles Mack Assessment Matrix benchmarks.</p> <p>Accrual of baseline data on Charles Mack K-2 students meeting grade level benchmarks.</p>

letter/v20n02/afterschool\_findings.html

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$275000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$39000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$31500	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
EL Supplemental (7150/0000)	\$10840	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 1.1.2**

**Principally Targeted Student Group**

- American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • School-wide • SWD

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?
<p><b>Professional Development</b></p> <p>a) Writing, FHQI and Intervention Training for teachers (3010)</p> <p>b) Leadership Training for Admin (7101)</p> <p>c) AVID training for 4th-6th grade teachers (7101)</p> <p>d) Math Support: EGUSD coach driven PD for teachers on Math Generation Strategies in preservice and full staff meetings.</p>	<p><u>Charles Mack Data</u></p> <ul style="list-style-type: none"> <li>• 5% growth SBAC data 2017-2018</li> </ul> <p><u>John Hattie Research on PD:</u></p> <ul style="list-style-type: none"> <li>• Quality of Teaching has a .48 Effect Size</li> <li>• Professional Development has a .51 Effect size</li> <li>• Teacher credibility has a .90 effect size</li> <li>• Writing Programs have an effect size of .45</li> <li>• Teaching strategies have an effect size of .62</li> </ul>	<p>100% of Charles Mack teachers will implement and consistently use the writing program</p> <p>100% of Charles Mack teachers will receive ongoing PD on how to integrate Read Two Ways, Solve 3 ways, and Number Talks strategies into Go Math resources and lessons.</p> <p>70% of Charles Mack students will progress at least 3 Guided reading levels toward established Grade level Benchmarks</p> <p>80% of Charles Mack EL students in 2nd-6th grade that work with our ELD Specialist will progress at least 2 Guided reading levels toward established Grade level Benchmarks</p> <p>45-50% of Charles Mack students will meet Charles Mack Assessment Matrix benchmarks.</p> <p>Accrual of baseline data on Charles Mack K-2 students meeting grade level benchmarks.</p>

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$2275	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7101/0000)	\$2275	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$27000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 1.1.3**

**Principally Targeted Student Group**

- American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • School-wide • SWD

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?
<p><b>1. Instructional Materials</b></p> <p>a) Programs and supplemental programs for reading, language acquisition, coding,</p>	<p>John Hattie, <u>Visible Learning for Teachers: Maximizing Impact on Learning:</u></p>	<p>Independent reading program will reflect 70-100% usage by students.</p>

engineering (not limited to and including AR and DBQ online) (3010)

b) Intervention writing supplies, books, workbooks, office materials, replacement equipment and parts for title I purchases and intervention programs including an open P.O with office depot (3010)

c) Intervention Supplies, intervention writing supplies, books, workbooks, replacement equipment and parts for title I purchases and intervention programs, including an open P.O with office depot (7101)

d) Online subscription resources, namely: i-Ready, Scholastic, Renaissance (Accelerated Reader and Star Reading), and Reflex through ExploreLearning. (3010)

- Repeated reading programs have an effect size of .67
- Small group learning has an effect size of .49
- Student centered teaching has an effect size of .54
- Teaching strategies has an effect size of .61

**Visible Learning for Literacy: Implementing Practices that Work Best to Accelerate Student Learning**, Fisher, Fey, Hattie 2016.

100% of Charles Mack teachers will implement and consistently use the writing program

70% of Charles Mack students will progress at least 3 Guided reading levels toward established Grade level Benchmarks

45-50% of Charles Mack students will meet Charles Mack Assessment Matrix benchmarks.

Accrual of baseline data on Charles Mack K-2 students meeting grade level benchmarks.

**2. Profession Development: AVID**  
Provide professional development in the are of AVID strategies to school administration as well as to all interested teachers through the summer of 2021 institute and through monthly professional development opportunities.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$47000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7101/0000)	\$8000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 1.1.4**

**Principally Targeted Student Group**

- American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • School-wide • SWD

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?
<p><b>GATE Coordinator and GATE Program</b></p> <p>a) GATE (7105) students will be provided differentiation through depth and complexity by participating in after school enrichment taught by time-sheeted teachers.</p> <p>b) Materials will be purchased to support the GATE after school program</p>	<p><u>John Hattie Research on GATE:</u></p> <p>Small group learning has an effect size of .49 <u>GATE Research: Research on gifted Services Programs</u> <a href="http://www.allencountyesc.org/files/5113/8506/4762/Research_on_Gifted_Statistics_-_Karen_Rogers.pdf">http://www.allencountyesc.org/files/5113/8506/4762/Research_on_Gifted_Statistics_-_Karen_Rogers.pdf</a></p> <p>For GT programs, Curriculum Compacting in Science has a learning effect size of .83</p> <p>For GT programs, cluster grouping has a learning effect size of .57</p> <p>NAMM Research: How children Benefit from music education in schools <a href="https://www.nammfoundation.org/articles/2014-06-09/how-children-benefit-music-education-schools">https://www.nammfoundation.org/articles/2014-06-09/how-children-benefit-music-education-schools</a></p> <p>US Department of Education: Research Suggests Positive Impact of Music Education <a href="https://blog.ed.gov/2013/07/research-suggests-positive-impact-of-music-education/">https://blog.ed.gov/2013/07/research-suggests-positive-impact-of-music-education/</a></p>	<p>3-7% Growth in the number of students that qualify for GPA and GATE when compared to the previous year.</p> <p>70% of Charles Mack students will progress at least 3 Guided reading levels toward established Grade level Benchmarks</p> <p>45-50% of Charles Mack students will meet Charles Mack Assessment Matrix benchmarks.</p>

Funding Source	Amount	Description of Use		
GATE (7105/0000)	\$1000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

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

To use our assessment data to make impactful and actionable instructional and interventional decisions by providing professional development in order to increase student achievement.

**Metric:** Assessment System

**Actions/Services 2.1.1**

<p><b>Principally Targeted Student Group</b></p> <ul style="list-style-type: none"> <li>• American Indian or Alaska Native</li> <li>• Asian</li> <li>• Black or African American</li> <li>• EL</li> <li>• Filipino</li> <li>• Foster Youth</li> <li>• Hispanic or Latino</li> <li>• Low Income</li> <li>• Native Hawaiian or Pacific Islander</li> <li>• R-FEP</li> <li>• School-wide</li> <li>• SWD</li> <li>• White</li> </ul>
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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?
<p><b>Provide release days for ALL teachers for:</b></p> <p>a) Fall Assessment Release Day (3010)</p> <p>b) Fall COOP meeting with admin and intervention staff to discuss data, student progress, and make actionable instructional/intervention decisions.(3010 and EGUSD District Assessment allocation \$40 x 3 hours x 33 teachers)</p> <p>c) Winter Assessment Release Day (3010)</p> <p>d) Winter COOP meeting with admin and intervention staff to discuss data, student progress, and make actionable instructional/intervention decisions.(3010)</p> <p>e) Spring Assessment Release Day (3010)</p> <p>f) Spring data analysis and planning Day (3010)</p> <p>COST: \$175 x 33 teachers x 5 release days \$175 x one sub on 7 days</p> <p>g) Kindergarten teacher assessment and planning days (3010)</p> <p>COST: \$175 x 15 days</p>	<p><u>Charles Mack Data</u></p> <ul style="list-style-type: none"> <li>• 6% growth SBAC data 2016-2017</li> <li>• 4% growth SBAC Data 2017-2018</li> </ul> <p><u>John Hatte Intervention (COOP) Research</u></p> <ul style="list-style-type: none"> <li>• Student Centered Teaching learning effect size .54</li> <li>• Response to Intervention learning effect size 1.07</li> <li>• Goals learning effect size .50</li> <li>• Teaching Strategies effect size of .60</li> <li>• Teacher expectations .44 effect size</li> </ul>	<p>70% of Charles Mack students will progress at least 3 Guided reading levels toward established Grade level Benchmarks</p> <p>80% of Charles Mack EL students in 2nd-6th grade that work with our ELD Specialist will progress at least 2 Guided reading levels toward established Grade level Benchmarks</p> <p>45-50% of Charles Mack students will meet Charles Mack Assessment Matrix benchmarks.</p> <p>7-10% increase in the number of Charles Mack ELD Specialist students that meet the standard in ELA on grade level benchmarks when compared to the previous year.</p> <p>Accrual of baseline data on Charles Mack K-2 students meeting grade level benchmarks.</p>

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$30025	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 2.1.2**

<p><b>Principally Targeted Student Group</b></p> <ul style="list-style-type: none"> <li>• EL</li> <li>• Hispanic or Latino</li> <li>• R-FEP</li> </ul>
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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?
<p><b>English Learner Assessment Support</b></p> <p>a) Provide ELPAC testing support and resources for ALL EL students throughout the year (7150)</p> <p>b) Ensure the administration of the ELPAC to all EL students at Mack (7150)</p> <p>c) Accrue and disaggregate EL assessment data</p>	<p><u>Charles Mack Data</u></p> <ul style="list-style-type: none"> <li>5% growth SBAC data 2018-2019</li> </ul> <p><u>ELD Research</u>  <i>California English Language Development Standards: Proficiency level Descriptors</i>  <a href="http://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf">http://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf</a></p>	<p>All EL students assessed in ELPAC</p> <p>Accrual of benchmark ELPAC data for all EL students at Charles Mack</p> <p>80% of Charles Mack EL students in 2nd-6th grade that work with our ELD Specialist will progress at least 2 Guided reading levels toward established Grade level Benchmarks</p> <p>3-7% increase in the number of RFEP students when compared to the previous year.</p>

Funding Source	Amount	Description of Use		
EL Supplemental (7150/0000)	\$15680	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 2.1.3**

**Principally Targeted Student Group**

- American Indian or Alaska Native
- Asian
- Black or African American
- EL
- Filipino
- Foster Youth
- Hispanic or Latino
- Low Income
- Native Hawaiian or Pacific Islander
- R-FEP
- School-wide
- SWD

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?
<p><b>Professional Development</b></p> <p>Math Support: EGUSD coach driven PD for teachers on Math Generation Strategies in August (Preservice), September, October, and December (staff meetings).</p>	<p><u>John Hattie Research:</u></p> <p><i>Mathematics Programs have a .69 ES</i></p> <p><i>Strategy Monitoring has a .58 ES</i></p>	<p>80% implementation by staff as measured by admin/coach survey</p> <p>100% of Charles Mack teachers will receive ongoing PD on how to integrate Read Two Ways, Solve 3 ways, and Number Talks strategies into Go Math resources and lessons.</p>

Funding Source	Amount	Description of Use		

<p><b>District Strategic Goal 3:</b></p> <p>All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.</p>	<p><b>District Needs and Metrics 3:</b></p> <p>Students need a safe and engaging academic, social-emotional, and physical school environment as measured by:</p> <ul style="list-style-type: none"> <li>Cohort Graduation</li> <li>Expulsion</li> <li>HS Dropout</li> <li>MS Dropout</li> <li>Other (Site-based/local assessment)</li> <li>School Climate</li> <li>Social Emotional Learning</li> <li>Suspension</li> </ul>
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<p><b>Site Goal 3.1</b></p> <p>To add layers to our foundation of equitable instruction, intervention, SEL, and disciplinary practices.</p>	<p><b>Metric:</b> School Climate</p>
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**Actions/Services 3.1.1**

**Principally Targeted Student Group**

- American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • School-wide • SWD • White

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?
<p><u>Promote and Engage in Equitable Practices</u></p> <p>a) To actively connect our mission to all of our actions at school (no funding needed)</p> <p>b) Equity Team development (no funding needed)</p> <p>c) Signage for our schoolwide PBIS program (7440)</p> <p>d) Incentives for PBIS program (7101)</p> <p>e) Embedded schoolwide PBIS awards and assembly model based on Monthly Character Ed/2nd Step Themes</p> <p>f) Classroom support for the efficacious implementation of 2nd Step SEL curriculum</p> <p>g) Counselor to continue providing counseling services to groups of students who are in varying levels of crisis. (4900)</p>	<p><u>Equity Research</u> Equity and Quality in Education <a href="https://www.oecd.org/education/school/50293148.pdf">https://www.oecd.org/education/school/50293148.pdf</a></p> <p><u>Charles Mack Data</u> 85% reduction in on campus suspensions between 2015-2018</p> <p>Reduction in Home suspension in 2016 from 99 to 63 and in 2017 from 63 to 39.</p> <p><u>SEL Research</u> Impact of social-emotional learning on academic achievement- American Psychological Association <a href="https://www.sciencedaily.com/releases/2015/11/151123102813.htm">https://www.sciencedaily.com/releases/2015/11/151123102813.htm</a></p> <p><u>John Hattie SEL Research</u> Social Skills programs have an effect size of .39</p>	<p>Maintain (+/- 5-10 %) on home suspensions when compared to the previous year.</p> <p>70% of Charles Mack students will progress at least 3 Guided reading levels toward established Grade level Benchmarks</p> <p>45-50% of Charles Mack students will meet Charles Mack Assessment Matrix benchmarks.</p> <p>Accrual of baseline data on Charles Mack K-2 students meeting grade level benchmarks.</p>

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$47500	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
PBIS (7440/7510)	\$1000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7101/0000)	\$10000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 3.1.2**

**Principally Targeted Student Group**

- Black or African American • Foster Youth

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?
<p>1. Phone calls home from teachers regarding attendance. Follow-up of chronic absenteeism by administration.</p> <p>2. Monthly PBIS/Tier 1 Team meetings held to discuss students with attendance issues.</p> <p>3. Purchase leveled books for students who meet our attendance expectations.</p>	<p>Chronic Elementary Absenteeism: A Problem Hidden in Plain Sight <a href="https://www.edweek.org/media/chronicabsence-15chang.pdf">https://www.edweek.org/media/chronicabsence-15chang.pdf</a></p>	<p>1. Attendance SOA will gather and share attendance data monthly. Particular attention will be given to African American, homeless, and foster youth.</p> <p>2. Review and monitor students who meet the Chronic Absent (10% or more absence rate) biweekly with the PBIS/Tier 2 Team.</p> <p>3. Student reading levels will increase due to access to additional leveled reading materials at home.</p>

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$4270	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="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

Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

**Site Goal 4.1**

To add layers to our parent involvement/parent engagement model and increase the efficacy of the programs and supports we provide.

**Metric:** Family and Community Engagement

**Actions/Services 4.1.1**

**Principally Targeted Student Group**

• American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • School-wide • SWD • White

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?
<p><b>1. Supplemental Personnel</b></p> <p>a) Parent Activities Coordinator (Elementary Adjunct Duty Stipend/LCAP/LCFF)</p> <p>b) English Language Development Coordinator (Elementary Adjunct Duty Stipend/LCAP/LCFF)</p> <p><b>2. Outreach and Engagement</b></p> <ul style="list-style-type: none"> <li>• FTO, ELAC, SSC, Equity Team, and DELAC</li> <li>• home visits</li> <li>• parent universities</li> <li>• Back to School Night, Open House</li> <li>• Harvest Festival</li> <li>• Multicultural Picnic</li> <li>• Walk to School Day</li> <li>• Family Dances and Socials</li> <li>• Winter Family Literacy Nigh</li> <li>• Regular email and autodialer messages</li> <li>• Charles Mack Facebook</li> <li>• Charles Mack website</li> <li>• Regular newsletters</li> </ul>	<p><a href="#">Marzano Research</a> Parent Involvement has an effect size of .46 Homework has an effect size of .43 Home factors have an effect size of .67</p> <p>Parent Teacher Home Visit Project Research <a href="http://www.pthvp.org/what-we-do/results/">http://www.pthvp.org/what-we-do/results/</a></p> <p>Parent Involvement Research <a href="http://www.pthvp.org/what-we-do/results/i-research/">http://www.pthvp.org/what-we-do/results/i-research/</a></p>	<p>150-200 attendees at Parent University events</p> <p>Increase our ELAC and FTO participation</p> <p>200-400 attendees at CMES EL recognition</p> <p>70% of Charles Mack students will progress at least 3 Guided reading levels toward established Grade level Benchmarks</p> <p>45-50% of Charles Mack students will meet Charles Mack Assessment Matrix benchmarks.</p> <p>Accrual of baseline data on Charles Mack K-2 students meeting grade level benchmarks.</p>

Funding Source	Amount	Description of Use		
Family & Community Engagement (7415/0000)	\$1000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
EL Supplemental (7150/0000)	\$1000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 4.1.2**

**Principally Targeted Student Group**

• American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • School-wide • SWD • White

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?
<p><b>Stakeholder Engagement</b></p> <p>a) ELAC Meetings; provide light refreshments - EL Supplemental (7150/0000)</p> <p>b) Parent Teacher Home Visit Project (LSS funded)</p> <p>c) 2 Parent U and 3 literacy nights:</p> <ul style="list-style-type: none"> <li>• books and supplies for parent and student skill building (7415 and 2495)</li> <li>• books and supplies for parents to make classroom connections. (7415 and 2495)</li> <li>• food for 2 Parent U and 3 literacy nights (7415 and 2495)</li> </ul> <p>d) Parent University and literacy night vendors (4900)</p> <p>e) Survey Monkey multi-lingual outreach (4900)</p>	<p><i>Parent Teacher Home Visit Project</i>  <a href="http://www.pthvp.org/what-we-do/results/">http://www.pthvp.org/what-we-do/results/</a></p> <p><i>Parent Involvement</i>  <a href="http://www.cde.ca.gov/sp/sw/t1/cefparentinv.asp">http://www.cde.ca.gov/sp/sw/t1/cefparentinv.asp</a></p> <p>Highest number of home visits in the district in 2016-2017</p> <p><i>Research Spotlight on Parent Involvement</i>  <a href="http://www.nea.org/tools/17360.htm">http://www.nea.org/tools/17360.htm</a></p> <p>5% growth SBAC data 2018-2019</p>	<p>Increase attendance at ELAC meetings</p> <p>Implementation of All Star Family Volunteer recognition</p> <p>100-200 attendees at Parent University events</p> <p>200-400 attendees at CMES EL recognition</p> <p>70% of Charles Mack students will progress at least 3 Guided reading levels toward established Grade level Benchmarks</p> <p>45-50% of Charles Mack students will meet Charles Mack Assessment Matrix benchmarks.</p> <p>Accrual of baseline data on Charles Mack K-2 students meeting grade level benchmarks.</p>

Funding Source	Amount	Description of Use		
EL Supplemental (7150/0000)	\$1000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$13352	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="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.

Charles Mack is not below 40% of enrollment of undocumented pupils



**Local Control Accountability Plan (LCAP)  
Year 2020 - 2021**

**IV. Funding**

**Charles Mack Elementary - 311**

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	
<b>1510</b> Regular Education (TK-6) <b>0000</b> Unrestricted	0	\$0	\$28,439	\$28,439	\$28,439	\$0	\$0	\$0	\$0
<b>1511</b> Regular Education (TK-6) - Allocated FTE <b>0000</b> Unrestricted	0	\$0	\$39,528	\$39,528	\$39,528	\$0	\$0	\$0	\$0
<b>7101</b> LCFF Supple/Conc TK - 6 <b>0000</b> Unrestricted	0	\$0	\$26,820	\$26,820	\$12,550	\$0	\$14,270	\$0	\$0
<b>7150</b> EL Supplemental Program Services TK-6 <b>0000</b> Unrestricted	0	\$0	\$28,520	\$28,520	\$10,840	\$15,680	\$0	\$2,000	\$0
<b>4900</b> Director of Learning Support Services <b>3010</b> NCLB: Title I, Part A, Basic Grants Low Income and Neglected	0	\$0	\$510,377	\$510,377	\$419,500	\$30,025	\$47,500	\$13,352	\$0
<b>7440</b> Positive Behavior Incentive Supports <b>7510</b> Low Performing Student Block	0	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
<b>Total Funds Budgeted for Strategies to Meet the Goals in the SPSA</b>	0	\$0	\$634,684	\$634,684	\$510,857	\$45,705	\$62,770	\$15,352	

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	\$510,377
Subtotal of state or local funds included for this school	\$124,307

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

**Date**

Benefits Calculator for Timesheets	
<input checked="" type="radio"/> Certificated	Staff Amount \$ <input type="text"/>
	Benefits Amount \$ <input type="text"/>
<input type="radio"/> Classified	Total \$ <input type="text"/>

Principal **Mark Hogge**

School Site Council Chairperson

**Theresa Richey**

EL Advisory Chairperson

**Carmen Aguilera**

_____	_____
_____	_____
_____	_____