



# Marion Mix Elementary

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

**Principal:** \_

**(Signature):** \_

**County-District-School (CDS) Code:** 34673140131516

**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>Goals and allocations of the LCAP were presented to the staff on January 6, 2020. Our Winter ELAC Meeting was held January 16, 2020 and current LCAP was reviewed. Due to Covid 19, priorities were solicited from staff on April 15 via zoom meeting. The SCC discussed and conducted an annual review on April 24, 2020 and drafted a preliminary budget and finalized the plan on May 15, 2020 the finalized plan was shared at a staff meeting.</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>It was decided to continue with the purchase of chrome books and chrome book carts until the school reaches a ratio of 1 to 1 chrome books in intermediate grades. Less money was allocated for after school tutoring based on the previous school year due to lack of teacher interest. This allowed more funding to be allocated to increasing the number of days that the AIT is on campus to provide small group instruction. It was decided to continue to support grade level release days, professional development opportunities, PBIS support and provide parent engagement opportunities throughout the school year, with parent informational nights occurring in the fall. These changes were based on survey data and discussions with all stakeholder groups. On April 30, 2020, the ELAC gave input as to continuation of tutoring, summer school opportunities for EL students, and family nights.</p>

### Resource Inequities

<b>Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.</b>
Please provide a description.

### 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> </ul>
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- Content Standards Implementation
- CTE Sequence Completion
- EAP
- Other (Site-based/local assessment)
- Progress toward English Proficiency
- Redesignation
- Teacher Assignment

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

**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.

**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, resources and materials to support proficiency in the four content areas, ELA, Math, Science and Social Studies. <ul style="list-style-type: none"> <li>• Professional development in Visible Learning strategies</li> <li>• Professional development from West Ed on PLC practices</li> <li>• Professional development opportunities to support NGSS</li> <li>• provide release time for teachers to observe peers, work with instructional coach and plan for instruction to improve teaching practices.</li> </ul>	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.  <i>Effective Teacher Professional Development</i> by Linda Darling-Hammond, Maria E. Hylter, and Madelyn Gardner <ul style="list-style-type: none"> <li>• Professional development effect size .62</li> <li>• Teacher credibility .90</li> <li>• Teacher clarity, and other best practices yield results with an effect size of .71 to 1.07, substantiating the need for well-trained teachers.</li> </ul>	Progress assessed through the following: <ul style="list-style-type: none"> <li>• Administration will attend weekly PLC meetings to insure practices are being implemented</li> <li>• Classroom walkthroughs to see implementation of Visible Learning strategies</li> <li>• Grade level Benchmark Assessments quarterly</li> <li>• Grade level common formative assessments provided through PLC reporting forms monthly</li> </ul>

Funding Source	Amount	Description of Use		
Title I - Basic (4900/3010)	\$1000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I - Basic (4900/3010)	\$10000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="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?
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Provide educational materials including resources and supplies to target needs of GATE students and promote GATE identification. Includes funds for: <ul style="list-style-type: none"> <li>• Certificated stipend work for GATE identification and coordination</li> <li>• program implementation during, before or after school through CREST, Robotics and VAPA clubs.</li> </ul>	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 <a href="http://www.gifted.uconn.edu/nrcgt/rbdm9204.pdf">www.gifted.uconn.edu/nrcgt/rbdm9204.pdf</a> and Goldring, E., (1990) "Classroom Organizational Frameworks for Gifted Education."	Progress assessed though the following: <ul style="list-style-type: none"> <li>• Review site data and maintain and/or increase the percentage of students participating in our GATE program.</li> <li>• Student participation data will be reviewed twice each year as part of the Co-op/CAST</li> <li>• The administration of the yearly NNAT assessments and district GATE referral process.</li> </ul>
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Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$4000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 1.1.3**

**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 supplementary resources and supplies to support the implement common core state standards including technology, copying, replacement parts, service agreements, and paper. Provide supplementary materials for distance and transitional learning to support CCSS.	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. <i>Realizing the Promise of Standards-Based Education</i> Mike Schmoker and Robert J. Marzano	Progress assessed though the following: <ul style="list-style-type: none"> <li>• Walkthroughs to observe implementation of CCSS</li> <li>• Work orders, supply inventory records, site equipment matrix.</li> </ul>

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$200	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7101/0000)	\$15304	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="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?
<ul style="list-style-type: none"> <li>• Provide culturally responsive materials and classroom library books for each classroom. Scholastic = \$4254</li> <li>• Increase the amount of books in our school library that are culturally responsive and support our English Language Learners. = \$5,000</li> </ul>	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   <a href="#">Beth Tarasawa</a>   September 27, 2018 Category   <a href="#">Research &amp; Thought Leadership, Policy &amp; Advocacy</a>	<ul style="list-style-type: none"> <li>• Walkthroughs to see that students and teachers are accessing the resources</li> <li>• Inventory of books/resources purchased</li> <li>• Student survey of books read/discussed</li> </ul>

Funding Source	Amount	Description of Use		
Title I - Basic (4900/3010)	\$9254	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 1.1.5**

**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?
<ul style="list-style-type: none"> <li>• Support classroom instruction during Distance Learning by providing class sets of novels so that each student in the grade level has access at home</li> <li>• Purchase on-line resources to support small group instruction and provide students opportunities for remediation and extension while at home.</li> <li>• Purchase Scholastic News and other supplemental programs/curriculum to support CCSS implementation during Distance Learning.</li> <li>• Purchase SEL curriculum and resources to support our students</li> </ul>	<p>Cyrs calls for increasing the visual thinking skills because the new technologies lurking in our future will allow for more access to information for students. (Cyrs, 1997a, 1997b). Cyrs also calls for the essential and expanded use of visual tools to sift, organize, and relate the multitudes of information now available to students, and he encourages online educators to expand their teaching skills to the capacity of the technologies available using the best distance education methods available.</p>	<p>Progress assessed though the following:</p> <ul style="list-style-type: none"> <li>• Grade level benchmark assessments to determine students achieving grade level standards</li> <li>• Daily visits in DL classrooms to see implementation of resources</li> <li>• CAST meetings and trimester ELA &amp; Math assessments.</li> </ul>

Funding Source	Amount	Description of Use		
Title I - Basic (4900/3010)	\$18158	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Site Goal 1.2**

Provide interventions and supports for student performing below grade level to close the achievement gap. 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

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

**Metric:** Content Standards Implementation

**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?
<p>Provide certificated support for targeted small group or individual intervention. A .70 Academic Intervention Teacher will support small group instruction for students who are not meeting grade level standards in ELA.</p>	<p><u><a href="#">Research Spotlight on Response to Intervention</a></u>  <u><a href="#">NEA Reviews of the Research on Best Practices in Education.</a></u>                      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.</p> <ul style="list-style-type: none"> <li>• Cortiella, C. July 2006. <u><a href="#">Response-to-Intervention - An Emerging Method for LD Identification.</a></u> Great Schools.</li> </ul>	<p>Progress assessed though the following:</p> <ul style="list-style-type: none"> <li>• Grade level benchmark assessments to determine students needing AIT support every trimester</li> <li>• Pre/post assessments by AIT every 6-8 weeks.</li> <li>• CAST meetings and trimester ELA &amp; Math assessments.</li> </ul>

Funding Source	Amount	Description of Use		
Title I - Basic (4900/3010)	\$55300	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 1.2.2**

Principally Targeted Student Group				
<ul style="list-style-type: none"> <li>American Indian or Alaska Native</li> <li>Black or African American</li> <li>EL</li> <li>Foster Youth</li> <li>Hispanic or Latino</li> <li>Low Income</li> <li>SWD</li> </ul>				
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>Purchase technology and supplies to support instruction. Increase students opportunities to use technology to:</p> <ul style="list-style-type: none"> <li>Improve proficiency in computer skills,</li> <li>Increase opportunities of incorporating technology within content areas</li> <li>Support students in understanding technology based standardized testing formats.</li> <li>Purchase technology for when we return from Distance Learning to support the use of technology in the classroom</li> </ul> <p>Also provide supplementary technology to support teachers during Distance Learning to enhance students' learning and access to curriculum.</p>	<p>Positive effect of technology on student achievement - Tamin, R., Bernard, R., Borokhovski, E., Abrami, P., &amp; 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" <i>Review of Educational Research</i>, 15 (3) 250-281 Technology with elementary students: effect size. 44 Technology in other subject areas: effect size: .55</p>	<p>Progress assessed through the following:</p> <ul style="list-style-type: none"> <li>Moby Max usage and reports through out the school year.</li> <li>Grade level SMART goals assessed quarterly</li> <li>Increased use of interim assessments for SBAC as determined by informal observation and teacher feedback.</li> </ul>		
Funding Source	Amount	Description of Use		
Title I - Basic (4900/3010)	\$130000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 1.2.3**

Principally Targeted Student Group				
<ul style="list-style-type: none"> <li>All</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>School-wide</li> <li>White</li> </ul>				
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>Provide small group tutoring based on assessed needs of students. This may include, before, during and after school.</p> <ul style="list-style-type: none"> <li>15 weeks of tutoring during the school year</li> <li>Certificated staff at least twice a week for grades 1st - 6th @ \$ 49 for 1 hour + prep time</li> </ul>	<p>John Hattie's' research on <i>Visible Learning for Teachers</i> identifies the effect size of various influences on student achievement.</p> <ul style="list-style-type: none"> <li>Reading Phonic Instruction - .60 effect size</li> <li>Reading Comprehension Programs - .58 effect size</li> <li>Small Group Learning - .49 effect size</li> </ul> <p>Peter A Cohen, James A. Kulik, Chen-Lin C. Kulik; <i>Educational Outcomes of Tutoring: A Meta-analysis of Findings.</i></p> <p>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</p>	<p>Track progress through:</p> <ul style="list-style-type: none"> <li>CAST meetings twice a year where trimester ELA &amp; Math assessments are reviewed.</li> <li>Grade level SMART goals assessed quarterly</li> <li>Pre/post assessments during tutoring sessions.</li> <li>Grade level common formative assessments provided through PLC reporting forms monthly</li> </ul>		

subject matter covered in the tutorial programs.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$20580	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="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?
<p>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.</p> <ul style="list-style-type: none"> <li>• paraeducator support for EL students</li> <li>• Tutoring support by certificated staff</li> <li>• EL Coordinator</li> <li>• ELPAC Coordinator</li> <li>• materials to support ELPAC assessment</li> <li>• supplemental materials to support ELD instruction</li> <li>• provide light refreshments and materials for ELAC meetings</li> <li>• Provide professional development for staff to better support EL students.</li> <li>• Provide translation and interpretation services</li> <li>• Provide extended day/summer school opportunities for EL students.</li> </ul>	<p>English Language Learners: A Policy Brief. National Council of Teachers of English.  <a href="http://www.ncte.org/library/mctefiles/resources/policyresearch/ellresearchbrief.pdf">http://www.ncte.org/library/mctefiles/resources/policyresearch/ellresearchbrief.pdf</a></p> <p>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.</p>	<p>Progress assessed through the following:</p> <ul style="list-style-type: none"> <li>• ELPAC and redesignation data will be reviewed twice during the year in the fall and in the spring</li> <li>• district EL student reclassification data is available.</li> </ul>

Funding Source	Amount	Description of Use		

EL Supplemental (7150/0000)	\$1000	Classified Salaries	<a href="#">Edit</a>	<a href="#">Delete</a>
EL Supplemental (7150/0000)	\$10800	Certificated Salaries	<a href="#">Edit</a>	<a href="#">Delete</a>
EL Supplemental (7150/0000)	\$1018	Materials/Supplies/Equipment	<a href="#">Edit</a>	<a href="#">Delete</a>

<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**

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.

**Metric:** Data and Program Evaluation

**Actions/Services 2.1.1**

<b>Principally Targeted Student Group</b>		
<ul style="list-style-type: none"> <li>• All</li> </ul>		
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>Provide grade level release days and resources to analyze data and plan and implement researched based strategies Days will be used for planning and collaboration, analyzing data.</p> <ul style="list-style-type: none"> <li>• Grade level release days twice a year                             <ul style="list-style-type: none"> <li>◦ 36 teachers x \$160 x 2xs a year = \$11,520</li> </ul> </li> <li>• Materials to support PLC implementation</li> <li>• Materials to support research based strategies</li> <li>• During distance learning, teachers will be compensated for working past contract hours and during the summer for planning time and collaboration with their grade levels.</li> </ul>	<p>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.</p> <p><u><a href="#">Teacher Collaboration In Perspective: A Guide to Research</a></u>, Professional Learning community and an aligned curriculum saw substantial improvements in student reading scores, and 40 percent saw substantial improvements in math scores.</p> <p>Anthony S. Bryk, Penny Bender Sebring, Elaine Allensworth et al., Organizing Schools for Improvement: Lessons from Chicago (Chicago: University of Chicago Press, 2010),</p>	<p>Progress assessed though the following:</p> <ul style="list-style-type: none"> <li>• Administration attendance at PLC meetings to assess implementation</li> <li>• PLC grade level SMART goals assessed quarterly</li> <li>• Grade level common formative assessments provided through PLC reporting forms monthly</li> <li>• PLC agendas weekly</li> </ul>

Funding Source	Amount	Description of Use
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Title I – Basic (4900/3010)	\$11520	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$1000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="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: <ul style="list-style-type: none"> <li>• During CAST meetings twice a year where trimester ELA &amp; Math assessments are reviewed.</li> <li>• Grade level SMART goals assessed quarterly</li> <li>• CAASPP scores at the beginning of the school year</li> <li>• Grade level Benchmark Assessments quarterly</li> <li>• Grade level common formative assessments provided through PLC reporting forms monthly</li> </ul>

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$1800	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="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

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**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. 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.

<b>Metric:</b> Suspension	
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**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 campus to help train campus supervisors, teach students teamwork and rules for recesses and free time, oversee structured games. 3 days a week x 2 hours a day, and 2 days a week at 3.5 hours a day and provide equipment and resources for implementation.	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: <ul style="list-style-type: none"> <li>• Student discipline data and referrals will be collected monthly</li> <li>• PBIS Tiered Fidelity Inventory yearly</li> <li>• CHKS survey yearly</li> <li>• Teacher and student feedback twice a year on effectiveness of STORM</li> </ul>

Funding Source	Amount	Description of Use		
Title I - Basic (4900/3010)	\$20000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="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.	<ul style="list-style-type: none"> <li>• Student discipline data and referrals analysed monthly</li> <li>• PBIS Tiered Fidelity Inventory yearly</li> <li>• CHKS survey yearly</li> <li>• Walk throughs to assess PBIS implementation twice a year.</li> </ul>

Funding Source	Amount	Description of Use		
PBIS (7440/7510)	\$650	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="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?
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.	Studies show that after 2 years of PBIS implementation, suspension and office referral rates dropped significantly.	Progress assessed though the following: <ul style="list-style-type: none"> <li>• Student discipline data and referrals analyzed monthly</li> <li>• PBIS Tiered Fidelity Inventory yearly</li> <li>• informal observations of Yard supervisors interactions during recess/lunch periods</li> </ul>

Funding Source	Amount	Description of Use		

PBIS (7440/7510)	\$150	Classified Salaries	<a href="#">Edit</a>	<a href="#">Delete</a>
PBIS (7440/7510)	\$200	Materials/Supplies/Equipment	<a href="#">Edit</a>	<a href="#">Delete</a>

<p><b>District Strategic Goal 4:</b></p> <p>All students will benefit from programs and services designed to inform and involve family and community partners.</p>	<p><b>District Needs and Metrics 4:</b></p> <p>Students need parent, family and community stakeholders as direct partners in their education as measured by:</p> <ul style="list-style-type: none"> <li>• Attendance Rate</li> <li>• Chronic Absentee Rate</li> <li>• Family and Community Engagement</li> <li>• Input in Decision Making</li> <li>• Other (Site-based/local assessment)</li> <li>• Partnerships for Student Outcome</li> <li>• Relationships Between Staff and Families</li> </ul>
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Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

**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%.

**Metric:** Relationships Between Staff and Families

**Actions/Services 4.1.1**

<b>Principally Targeted Student Group</b>
• 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. These will include: <ul style="list-style-type: none"> <li>• STEM nights</li> <li>• Writing and ELA family night</li> <li>• Technology support night</li> <li>• Child care will be offered from classified employees.</li> </ul>	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. <i>A New Generation of Evidence: The Family Is Critical to Student Achievement</i> . Washington, DC: Center for Law and Education, 14-16	Progress assessed through the following: <ul style="list-style-type: none"> <li>• Sign-in sheets at events and activities,</li> <li>• Parent surveys</li> </ul>

Funding Source	Amount	Description of Use	<a href="#">Edit</a>	<a href="#">Delete</a>
Title I - Basic (4900/3010)	\$2500	Certificated Salaries	<a href="#">Edit</a>	<a href="#">Delete</a>

**Actions/Services 4.1.2**

<b>Principally Targeted Student Group</b>
• 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	After a three year study of 14 schools	Progress assessed through the following:

visits throughout the school year. Teachers are compensated at an hourly rate.

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](#).

- 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		
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**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. <ul style="list-style-type: none"> <li>• School wide communication folders will be purchased to be used weekly as communication between school and home for TK, Kinder-6th grades.</li> <li>• Agendas will be purchased for 3rd-6th grade students.</li> </ul>	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. <i>Building Successful Partnerships: A Guide for Developing Parent and Family Involvement Programs</i> . Bloomington, Indiana: National Education Service, 11-12.	Progress assessed though the following: <ul style="list-style-type: none"> <li>• Increase family participation in conferences, BTSN, Open House, parent family nights.</li> <li>• Sign in sheets at these events will be used to determine increased participation.</li> </ul>

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$1400	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$2400	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="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 a parent liaison to coordinate parent education, resources, and academic support for families. Parent Liaison will also support the "We Read" reading program in the library by helping the librarian set it 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. <i>A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement</i> . National Center for Family and Community Connections with Schools, Southwest Educational Development Laboratory.	Progress assessed though the following: <ul style="list-style-type: none"> <li>• Increased participation at school wide events, sign in sheets and surveys after parent events.</li> <li>• Parent liaison, PTO and admin will meet monthly to review data and collaborate on additional strategies and ways to increase attendance.</li> <li>• Call logs will be used to see the amount of family contacts have been made.</li> </ul>

Funding Source	Amount	Description of Use		
Family & Community Engagement (7415/0000)	\$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.

**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). <i>A National Portrait of Chronic Absenteeism in the Early Grades</i> . New York, NY: The National Center for Children in Poverty.	Progress assessed through: <ul style="list-style-type: none"> <li>• Monthly attendance rates</li> <li>• Number of students missing more than 3 days</li> </ul>

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



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

**IV. 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	
<b>1510</b> Regular Education (TK-6) <b>0000</b> Unrestricted	0	\$0	\$29,104	\$29,104	\$29,104	\$0	\$0	\$0	\$0
<b>1511</b> Regular Education (TK-6) - Allocated FTE <b>0000</b> Unrestricted	0	\$0	\$31,655	\$31,655	\$31,655	\$0	\$0	\$0	\$0
<b>7101</b> LCFF Supple/Conc TK - 6 <b>0000</b> Unrestricted	0	\$0	\$16,704	\$16,704	\$15,304	\$0	\$0	\$1,400	\$0
<b>7150</b> EL Supplemental Program Services TK-6 <b>0000</b> Unrestricted	0	\$0	\$12,818	\$12,818	\$12,818	\$0	\$0	\$0	\$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	\$287,712	\$287,712	\$248,492	\$14,320	\$20,000	\$4,900	\$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	\$378,993	\$378,993	\$337,373	\$14,320	\$21,000	\$6,300	

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	\$287,712
Subtotal of state or local funds included for this school	\$91,281

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

**Date**

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

Principal **Peggy Barrad**

School Site Council Chairperson **Danielle Radley**

EL Advisory Chairperson **Bethel Aberra**

_____	_____
_____	_____