



Marion Mix Elementary

Local Control Accountability Plan (LCAP) 2023-2024

Principal: Eric Westberg

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: 2023-2024

Goal Setting (Icapid: 542)

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.
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Stakeholder Engagement

1. Involvement Process for LCAP and Annual Update

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

During Title 1 meeting at the beginning of the school year On August 9, 2022, goals and allocations were shared with the community and input was solicited. During the preservice meeting on January 3, 2023, goals were shared and input was solicited from the staff. The ELAC committee met on February 16, 2023 and provided input to LCAP goals. During Leadership meeting on March 1, 2023 input for spending and LCAP priorities was gathered. On April 14, 2023, a staff survey was sent to prioritize actions and spending, and the

SSC discussed and conducted the annual review on April 18, 2023 and provided input as to actions and goals. On May 17, 2023, the SSC voted to approve the 23/24 LCAP.

2. 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 focused on AVID and High Quality Instruction.

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

On April 18, 2023 SCC gave input to provide allocations to support Multicultural events.

Both SSC and staff agreed to continue with ASSIST coaches our data showed that referrals decreased, it was decided to continue 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.

As of the Spring of 2023, our school had the following sub-groups enter into ATSI:

Student Group	Suspension rates	CHRONICALLY ABSENT
African American	1	1
Students with Disabilities	1	1

Throughout our school LCAP, we have have put goals and actions in place in order to address the inequities amongst student groups in both academics and attendance.

The majority of suspensions involved students that were are part of our self contained classrooms and many days the classrooms were not fully staffed with para educators to help support with behaviors.

Goals, Actions, and Progress Indicators

District Strategic Goal 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.

District Needs and Metrics 1:

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 (SiteGoalID: 6395) (DTS: 02/10/23)

- **GOAL:** 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 8% from 38% to 46% meeting or exceeding on CAASPP.**
 - According to CAASPP data: 2022 African American students increased from 13% to 24%.
 - According to CAASPP data: 2022 Hispanic students increased from 24% to 30%
 - According to CAASPP data: 2022 SED increased from students 20 % to 34%
 - According to CAASPP data: 2022 White students increase from 27% to 42%
 - All sub groups improved except Homeless students decreased from 50% to 33%
- **For Grades 3rd - 6th overall ELA scores will increase 5% from 49% to 54% meeting or exceeding on CAASPP.**
 - According to CAASPP data: 2022 African American students declined from 29% to 28%
 - According to CAASPP data: 2022 Hispanic students increased from 36% to 48%
 - According to CAASPP data: 2022 White students remained at 42%
 - According to CAASPP data: 2022 SED students increased from 34% to 44%
 - According to CAASPP data: 2022 SWD students increased from 4% to 11%
 - According to CAASPP data: 2022 Homeless students increased from 50% to 33%

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

Actions/Services 1.1.1 (SiteGoalID: 6395) (DTS: 02/10/23)

Targeted Student Group(s)

- School-wide

What Specific Actions/Services will you Provide to this Student Group?

- Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.
- Actions and Services should be step by step in a chronological order.
- Actions and Services should remove barriers and implement changes.

How will you Progress Monitor the Implementation of Actions/Services?

- What progress data will be collected and who will collect it?
- How often and when will it be collected?
- Who will it be shared with and when?

Evaluation Cycles in 2023-2024

- What is working?
- What is not working and why?
- What modifications do you need to make?

<p>Provide professional development opportunities for staff, along with resources and materials to support proficiency in ELA & Math, and increase staff knowledge about Instructional Framework, AVID and Equity strategies. Teachers will be provided release time to observe each other to support implementation.</p> <ul style="list-style-type: none"> • August: 5th & 6th grade teachers will attend AVID conference • August: Preservice AVID team will present schoolwide focus on writing • August/September: Admin will collaborate with instructional coaches to determine professional learning and coaching opportunities to support high quality instruction throughout the year • Monthly staff meetings will focus on Instructional Framework • Monthly Leadership meetings will focus on AVID strategies • Monthly leadership will determine dates for grade levels to be released to observe each other and provide feedback on implementation of AVID strategies and instructional Framework • July/ August: Admin will meet with Equity Coach to determine opportunities to support staff. <p>AVID conference total: \$12,000 Release day allocations: \$10,000</p>	<p>Progress assessed though the following:</p> <ul style="list-style-type: none"> • Classroom walkthroughs to observe implementation of Instructional Framework • Grade level Benchmark Assessments quarterly • Grade level common formative assessments provided through PLC agendas monthly • Classroom walkthroughs to observed implementation of AVID strategies and resources in 5th & 6th grade classrooms. 	
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Actions/Services 1.1.2 (SiteGoalID: 6395) (DTS: 02/10/23)

Targeted Student Group(s)

- All

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>Provide GATE and VAPA opportunities for students. Purchase educational materials including resources and supplies that support students and promote GATE identification. Provide stipend to GATE coordinator for testing.</p> <ul style="list-style-type: none"> • September: Recruitment for CREST, Robotics and VAPA clubs will begin.(Certificated Timesheets) • September- May: CREST and Robotics clubs will meet weekly throughout the year. • April: Students will participate in CREST competition • September: Notifications will be sent out for 3rd-6th grade students to participate in Choir. • September- May: Choir will meet weekly. • September: Recruitment for NEHS, National Elementary Honor Society. • NEHS meets biweekly throughout the year • September: Recruitment for yearbook club. • Septemeber - April: Yearbook club meets bi-weekly. • October: Teachers that support NEHS, CREST and VAPA clubs will provide a list of materials needed and supplies and resources will be purchased • December: GATE coordinator will work with 3rd grade teachers to determine testing dates. • December: GATE coordinator will provide 	<p>Progress assessed though the following:</p> <ul style="list-style-type: none"> • 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 	

<p>notification to parents regarding testing</p> <p>GATE allocation: \$4397 to pay for yearbook coordinator and GATE coordinator</p> <p>Supplemental Con: \$4000 to pay for NEHS advisors and membership dues.</p> <p>Supplemental Con: \$6000 to pay for VAPA instruction and other GATE opportunities.</p> <p>Title One: \$4000 to pay for CREST and Robotics advisors.</p>		
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Actions/Services 1.1.3 (SiteGoalID: 6395) (DTS: 02/10/23)

Targeted Student Group(s)

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

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>Provide supplementary instructional resources and supplies to support the implementation of ELA and Math during whole group and small group instruction. The below materials and resources are supplemental materials that staff are using consistently and have found effective in supporting learning.</p> <ul style="list-style-type: none"> • Scholastic News, Time for Kids • Guided reading materials • Reading games and materials • Math manipulatives and games 	<p>Progress assessed though the following:</p> <ul style="list-style-type: none"> • Walkthroughs to observe implementation of Math and ELA • CAST meetings twice a year • Illuminate data- monitored each trimester • Grade level SMART goals monitored each trimester 	

<ul style="list-style-type: none"> • Other school related materials to support learning • Provide maintenance agreements, parts, services, supplies, copying and replacement of supplemental resources. <p>Materials allocation Title One: \$14,197</p> <p>Sup. Con: \$500</p>		
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Actions/Services 1.1.4 (SiteGoalID: 6395) (DTS: 02/10/23)

Targeted Student Group(s)

- School-wide

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>Provide entry fees and transportation for students to attend educational field trips.</p> <ul style="list-style-type: none"> • September: Grade levels will determine field trips for the school year • September- May: Grade levels attend field trips that support classroom learning. <p>Grade level field trip amounts:</p> <ul style="list-style-type: none"> • 6th grade: \$7500 to support Science camp • 5th grade: \$1500 to support college visits • 4th grade: \$1000 • 3rd grade: \$1000 • 2nd grade: \$1000 • 1st grade: \$1000 • TK/ kinder: \$1000 	<p>Progress measured through:</p> <ul style="list-style-type: none"> • Student work products based on the field trip • Student surveys given after each field trip. 	

Total allocation Title One: \$9500

Actions/Services 1.1.5 (SiteGoalID: 6395) (DTS: 02/10/23)

Targeted Student Group(s)

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

What Specific Actions/Services will you Provide to this Student Group?	How will you Progress Monitor the Implementation of Actions/Services?	Evaluation Cycles in 2023-2024
<ul style="list-style-type: none">• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.• Actions and Services should be step by step in a chronological order.• Actions and Services should remove barriers and implement changes. <ul style="list-style-type: none">• August: Provide Professional development for teachers and classified support for implementation of Reading Counts.• September - May: Library Technician will provide additional services to our students such as administering the Reading Counts Program, reading to students, and increasing the usage of the library.• September: Increase library book collection to include additional culturally relevant, high interest books for our students.• March: Renew Reading Counts subscription. <p>Library Tech allocation: \$15,000 Library book allocation: \$8,000 Reading Counts renewal: \$6500 Reading Counts professional development for teachers & classified: \$2500-(Supplemental Con.)</p>	<p>Effectiveness will be measured by:</p> <ul style="list-style-type: none">• Walkthroughs to see that students and teachers are accessing the resources• Student survey of books read/discussed• number of students using reading counts.• number of students accessing the library during recess time.	<ul style="list-style-type: none">• What is working?• What is not working and why?• What modifications do you need to make?

Targeted Student Group(s)

- Black or African American • Foster Youth • Hispanic or Latino • Low Income • R-FEP

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>Provide certificated support, and relevant instructional materials and supplies, for targeted small group or individual intervention. Two 1.0 Academic Intervention Teachers will support small group instruction for students who are not meeting grade level standards in ELA and Math for grades 1st - 6th.</p> <ul style="list-style-type: none"> • August: AITs will assess students using illuminate and supplementary curriculum to determine students eligible for AIT support • September: AIT will collaborate with teachers to determine students who meet criteria, time and days for support • August - May: AITs assess students every 4-6 weeks to determine progress. Students may move up a level, may graduate program, stay at current level or if little progress is made, move to SST . • October & February: AITs attend CAST meetings to report student outcomes. • Twice a year, AITs collaborate with SPED team to determine SST meeting and students needed for IEP assessments. <p>AIT allocation Title one: \$120,000</p>	<p>Effective measure by:</p> <ul style="list-style-type: none"> • number of students receiving support. • number of students who move up levels • number of students graduating from the program • Illuminate Data 	

Actions/Services 1.1.7 (SiteGoalID: 6395) (DTS: 04/24/23)

Targeted Student Group(s)

- Black or African American • Foster Youth • Hispanic or Latino • Low Income • R-FEP • Two or More • White

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>Provide small group tutoring based on assessed needs of students. This may include, before, during and after school. Tutoring lasts 6-8 weeks each trimester.</p> <ul style="list-style-type: none"> • August: Leadership team determines dates for tutoring. • September, January & March: Grade level teams use assessments to determine skills on which to focus and students that qualify. • September, January & March: Parents receive notifications/invitations for students to attend tutoring. <p>Tutoring allocation: \$16,200</p>	<p>Effectiveness measured by:</p> <ul style="list-style-type: none"> • pre/post assessments given during each tutoring period • number of students receiving tutoring. • Illuminate data each trimester. 	

Actions/Services 1.1.8 (SiteGoalID: 6395) (DTS: 04/27/23)

Targeted Student Group(s)

- All

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?

<ul style="list-style-type: none"> • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<ul style="list-style-type: none"> • Who will it be shared with and when? 	
<p>Increase students' opportunities to use technology to:</p> <ul style="list-style-type: none"> • 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. <p>Purchases will include but not limited to: Guided Readers Starfall Brain Pop Moby Max Other online resources Materials and equipment to support technology</p> <p>Allocation: Title One- \$14,269 Sup Con- \$6000</p>	<p>Progress assessed though the following:</p> <ul style="list-style-type: none"> • usage reports from the various on line resource throughout the school year. • Grade level SMART goals assessed quarterly • Increased use of interim assessments • illuminate assessment data 	

Site Goal 1.2 (SiteGoalID: 6400) (DTS: 02/10/23)

Provide interventions and supports for English Learners to increase English proficiency. During 20/21 re-designation of EL students was 17%, 21/22 re-designation of EL was 10% Goal for EL re-designation is 3% increase from the previous year.

Metric: Reclassified - Percent of English Learners
Reclassified

Actions/Services 1.2.1 (SiteGoalID: 6400) (DTS: 02/10/23)

Targeted Student Group(s)

- EL • R-FEP

<p>What Specific Actions/Services will you Provide to this Student Group?</p>	<p>How will you Progress Monitor the Implementation of</p>	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why?
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<ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<ul style="list-style-type: none"> • What modifications do you need to make?
<p>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.</p> <ul style="list-style-type: none"> • Sept- May: provide paraeducator support for EL students • Sept- May: tutoring support by certificated staff • EL Coordinator will be paid a stipend • Aug.- May: ELPAC coordinator will provide initial ELPAC assessments for kindergarten and new students • February: ELPAC Coordinator will coordinate and provide summative ELPAC assessment • Sept - May: Materials will be purchased to support ELPAC assessment • Sept - May: Supplemental materials will be purchased to support ELD instruction • Provide light refreshments and materials for ELAC meetings • Provide professional development for staff to better support EL students. • When needed for families, 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. 	<p>Progress assessed though the following:</p> <ul style="list-style-type: none"> • 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. 	

Total allocation EL: \$10,503

Funding Sources for District Goal 1	Amount	Description of Use
EL Supplemental (7150/0000)	\$8000	Certificated- Timesheets
EL Supplemental (7150/0000)	\$2503	Materials/Supplies/Equipment
GATE (7105/0000)	\$4397	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	\$8000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	\$500	Classified- Timesheets
Supplemental/Concentration (7101/0000)	\$6000	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	\$500	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	\$120000	Certificated- Salaries
Title I – Basic (4900/3010)	\$31200	Certificated- Timesheets
Title I – Basic (4900/3010)	\$15000	Classified- Timesheets
Title I – Basic (4900/3010)	\$30269	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	\$22197	Materials/Supplies/Equipment

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 (SiteGoalID: 6810) (DTS: 01/01/10)

95% of eligible students will be administered all of the required EGUSD assessments designed for their grade level or course

Metric: Test Participation Rate on Districtwide Assessments

Actions/Services 2.1.1 (SiteGoalID: 6810) (DTS: 03/31/23)

Targeted Student Group(s)

- All

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<ul style="list-style-type: none"> • August: Pre service--admin discusses the importance of using illuminate data • Each trimester Admin monitors completion rate of grade level assessments • Admin reports completion rates to leadership team. 	<p>Progress measured by:</p> <ul style="list-style-type: none"> • completion rates of illuminate data 	

Site Goal 2.2 (SiteGoalID: 6399) (DTS: 02/10/23)

Goal: All grade levels will operate as a highly functioning Professional Learning Community to share best practices and participate in the cycle of inquiry.

Data:

- Based on walkthroughs and agendas six out of seven grade levels consistently analyzed data to support student learning. Seven out seven PLC teams provided SMART goals for all three trimesters.
- Results from 22/23 LCAP needs survey: Collaboration and planning time for teachers was number 2 in priority for all respondents with a 55.6% satisfaction rate.

Goals for PLC Meetings:

- Increase time spent on analyzing data to improve student achievement to all grade levels.
- Increase time spent discussing individual students and sub groups.
- Increase satisfaction rate regarding collaboration time for teachers from 55.6% to 80%

Metric: Test Participation Rate on Districtwide Assessments

Actions/Services 2.2.1 (SiteGoalID: 6399) (DTS: 02/10/23)

Targeted Student Group(s)

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

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<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"> • Summer & Spring: Grade level release days twice a year • August- May: Monthly Vertical Teams meet to analyze data and determine next steps for the school in implementing best practices as it relates to STEM, Literacy, Illuminate and Culturally Responsive Practices. <p>Allocations:</p> <ul style="list-style-type: none"> • 36 teachers x 250 x 2= \$16,000 • 36 teachers x \$45 x 8 = \$12,960 	<p>Progress assessed though the following:</p> <ul style="list-style-type: none"> • Weekly: Admin attendance at PLC meetings to assess implementation • Each Trimester: PLC grade level SMART goals assessed quarterly • Grade level common formative assessments provided through PLC reporting forms monthly • PLC agendas weekly • Monthly: Vertical team agendas 	

Actions/Services 2.2.2 (SiteGoalID: 6399) (DTS: 02/10/23)

Targeted Student Group(s)

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

<p>What Specific Actions/Services will you Provide to this Student</p>	<p>How will you Progress Monitor the Implementation of</p>	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working?
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Group? <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	Actions/Services? <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<ul style="list-style-type: none"> • What is not working and why? • What modifications do you need to make?
<p>Provide teachers time to meet during CAST/Coops to discuss student progress, analyze data and determine next steps for students not meeting grade level standards.</p> <ul style="list-style-type: none"> • August: Leadership meets to determine CAST dates • October/November: First CAST meeting occurs • February/March: Second CAST meeting occurs • Roving substitute is provided for teachers to meet with CAST team. <p>Total allocation: \$3,000</p>	<p>Progress assessed though the following:</p> <ul style="list-style-type: none"> • 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 Sources for District Goal 2	Amount	Description of Use
Supplemental/Concentration (7101/0000)	\$31960	Certificated- Timesheets

<p>District Strategic Goal 3:</p> <p>All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.</p>	<p>District Needs and Metrics 3:</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"> • 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 (SiteGoalID: 6396) (DTS: 02/10/23)

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: 21/22-0.9% 22/23 -
 - 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: 2022=96%
- Tier 2 Overall implementation: 2022=100%
- Tier 3 Overall implementation: in the training phase, Tier 3 will begin 23/24 school year.

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 Rate: Percent of Students Suspended

Actions/Services 3.1.1 (SiteGoalID: 6396) (DTS: 02/10/23)

Targeted Student Group(s)

- Black or African American • Foster Youth • SWD

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<ul style="list-style-type: none"> • August: Provide half day PBIS Release Day for data review, program evaluation and planning. • Monthly: PBIS Tier 1 team meets to discuss data trends and PBIS focus for the month • Bi-Monthly: Tier 2 team meets to review MTSS referrals and determines 	<ul style="list-style-type: none"> • Student discipline data and referrals analysed monthly • PBIS Tiered Fidelity Inventory yearly • CHKS survey yearly • Walk throughs to assess PBIS implementation twice a year. 	

<p>interventions for students. Tier 2 team also reviews data on interventions to track progress.</p> <p>Total allocation: Sup. Con: \$2,500</p>		
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Actions/Services 3.1.2 (SiteGoalID: 6396) (DTS: 02/10/23)

Targeted Student Group(s)

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

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>Support PBIS and behavior expectations to decrease referrals and suspensions.</p> <ul style="list-style-type: none"> • August- May: Provide training and support for yard supervisors on implementation of PBIS strategies and structured activities. • On-going: Provide subs for yard supervisors to insure recesses and lunch times have coverage to insure safety for students. (general fund) • August- May: Provide incentives for students who are following the rules and receiving MAVS notes. • On -going: Provide signage to support PBIS implementation. <p>Total Allocation: PBIS \$1000</p>	<p>Progress assessed though the following:</p> <ul style="list-style-type: none"> • Student discipline data and referrals analyzed monthly • PBIS Tiered Fidelity Inventory yearly • informal observations of Yard Supervisors interactions during recess/lunch periods 	

Actions/Services 3.1.3 (SiteGoalID: 6396) (DTS: 02/10/23)

Targeted Student Group(s)

- School-wide

What Specific Actions/Services will you Provide to this Student Group?	How will you Progress Monitor the Implementation of Actions/Services?	Evaluation Cycles in 2023-2024
<p>Provide motivational assemblies for students to support PBIS, anti-bullying and SEL.</p> <ul style="list-style-type: none"> • August: Admin will contact Kevin Bracy to determine dates and secure MOU. • September: Kevin Bracy will provide motivational assembly that supports SEL. • September - May: Admin and teachers will reinforce SEL messages presented during the assembly. <p>Total Allocation: Sup. Con: \$2445</p>	<p>Effectiveness will be measured by:</p> <ul style="list-style-type: none"> • Student survey • PBIS Tiered Fidelity Inventory yearly • CHKS survey yearly 	<ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?

Site Goal 3.2 (SiteGoalID: 6402) (DTS: 02/10/23)

According to discipline data in Synergy playground incidents from 8/22-4/23 are 104 which is a decrease from 8/21-4/22 which were 113 that occurred during morning and lunch recess.

GOAL: Decrease the amount of referrals and incidents during recess time by 2%.

Metric: Suspension Rate: Percent of Students Suspended

Actions/Services 3.2.1 (SiteGoalID: 6402) (DTS: 02/10/23)

Targeted Student Group(s)

- 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? <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	How will you Progress Monitor the Implementation of Actions/Services? <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	Evaluation Cycles in 2023-2024 <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>Bring ASSIST coaches to campus to help train campus supervisors, teach students teamwork and rules for recesses and free time, oversee structured games. District provides 2 days a week. School site will provide funding for 3 more days a week.</p> <ul style="list-style-type: none"> • July: Insure MOU is in place for ASSIST coaches • August: Admin meets with coaches to set expectations • Throughout the year, weekly check ins with coaches and yard staff. <p>Total Allocation: \$58,000</p>	<p>Progress assessed though the following:</p> <ul style="list-style-type: none"> • Student discipline data and referrals will be collected monthly • PBIS Tiered Fidelity Inventory yearly • Teacher and student feedback twice a year on effectiveness of ASSIST 	

Actions/Services 3.2.2 (SiteGoalID: 6402) (DTS: 02/10/23)

Targeted Student Group(s)

- EL • Foster Youth • Low Income

What Specific Actions/Services will you Provide to this Student Group? <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	How will you Progress Monitor the Implementation of Actions/Services? <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	Evaluation Cycles in 2023-2024 <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>Provide additional personnel for supervision during recess and lunch times to support PBIS implementation and to decrease disproportionality in referrals and</p>	<p>Progress assessed though the following:</p> <ul style="list-style-type: none"> • Student discipline data and referrals analyzed monthly 	

suspensions, which tend to occur during these times. During non recess time, This person will also support SEL students who have been identified as needing Tier 2 interventions such as breaks outside of the classroom and CICO.

- August: Admin will hire person for this position
- August - May: Tier 2 team will determine students needing support by using MTSS referrals, discipline data & SEL surveys
- August- May: SEL support will be provided to students and updates will be provided to Tier 2 team bi-monthly.

Total allocation: Sup. Con:
\$18,000

- PBIS Tiered Fidelity Inventory yearly
- Tier 2 bi weekly meetings to determine if interventions are working.
- Informal observations of Yard supervisors interactions during recess/lunch periods

Funding Sources for District Goal 3	Amount	Description of Use
PBIS (7440/0000)	\$500	Classified- Salaries
PBIS (7440/0000)	\$500	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$2500	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	\$18000	Classified- Timesheets
Supplemental/Concentration (7101/0000)	\$60445	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 (SiteGoalID: 6397) (DTS: 02/10/23)

According to the LCAP survey given in December, 2022 the top areas of importance from parents are listed below. The number next to the descriptor is how it ranked in importance

1. Good Teachers: 92% satisfied
2. Useful Feedback from teachers on learning: 82%
4. A safe School- 92% satisfied
7. A clean, well maintained inviting school: 89%
12. Regular communication from the school and teacher: 82%

Goal: Provide opportunities for parents to receive feedback from teachers and regular on-going communication. Provide opportunities for families to to feel welcome on campus and provide learning opportunities for parents.

Metric: Parents indicating a respectful and welcoming school environment

Actions/Services 4.1.1 (SiteGoalID: 6397) (DTS: 02/10/23)

Targeted Student Group(s)

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

What Specific Actions/Services will you Provide to this Student Group? <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	How will you Progress Monitor the Implementation of Actions/Services? <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	Evaluation Cycles in 2023-2024 <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
Provide parent engagement and educational opportunities for families and community members. Teachers will be compensated for attendance and planning for events. <ul style="list-style-type: none"> • August- May: STEM team meets monthly and will determine dates for STEM nights • August - May: Literacy team meets monthly and in collaboration with FACE department, determine dates 	Progress assessed though the following: <ul style="list-style-type: none"> • Sign-in sheets at events and activities, • Parent surveys to determine success of event 	

<p>and activities for Family Literacy nights.</p> <ul style="list-style-type: none"> • October: A team consisting of families and staff will be formed to work together to create a Multicultural event. • August: Admin collaborates with PTO to determine Family picnic days, Glow Dance, Craft night, ice-cream social, movie nights and other parent involvement opportunities. <p>Total Allocation, Title One: \$1300</p>		
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Actions/Services 4.1.2 (SiteGoalID: 6397) (DTS: 02/10/23)

Targeted Student Group(s)

- All • School-wide

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>Provide on-going communication between school and home.</p> <ul style="list-style-type: none"> • July: School wide communication folders will be purchased to be used weekly as communication between school and home for TK, Kinder-6th grades. • July: Agendas will be purchased for 3rd-6th grade students. • August - May: supplies for poster maker will be purchased to create signs to notify community of upcoming events. <p>Total allocations: Sup Con- Agendas: \$2,000 Title One- Folders: \$1200 Title One: Supplies \$5803</p>	<p>Progress assessed though the following:</p> <ul style="list-style-type: none"> • Increase family participation in conferences, BTSN, Open House, parent family nights. • Sign in sheets at these events will be used to determine increased participation. 	

Site Goal 4.2 (SiteGoalID: 6401) (DTS: 02/10/23)

All sub groups decreased in attendance rates:

- 2022 African American students 91%
- 2022 SED students 89.9%.
- 2022 EL students 91.9%
- 2022 Homeless students 82.2%.
- 2022 SWD students 88.4%

Overall attendance rate for the 22/23 school year is 92.9%

Goal: to increase overall attendance rate to 95%

Goal: Increase each sub group attendance rate by 7%

Metric: Attendance Rate

Actions/Services 4.2.1 (SiteGoalID: 6401) (DTS: 02/10/23)

Targeted Student Group(s)

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

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<ul style="list-style-type: none"> • August- May: Personal phone calls home or text messages from teachers and staff members regarding attendance. • August- May: Home visits will be made for families that have chronic absenteeism • August - May: Admin will collaborate with AIO personnel to support families with chronic absenteeism • Monthly: Provide incentives for students who have 	<p>Progress assessed through:</p> <ul style="list-style-type: none"> • Monthly attendance rates <ul style="list-style-type: none"> ◦ Shared with SSC, Leadership Team and staff 	

<p>perfect attendance each month. SOA randomly selects students that have had perfect attendance for the month.</p> <ul style="list-style-type: none"> • During Friday Mix-Ups, students are recognized for attendance. <p>Total Allocation: Gen Fund: \$1000</p>		
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Funding Sources for District Goal 4	Amount	Description of Use
Supplemental/Concentration (7101/0000)	\$2000	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	\$1300	Certificated- Timesheets
Title I – Basic (4900/3010)	\$7003	Materials/Supplies/Equipment

Funding Source Summary for All District Goals						
Fund Source	Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
EL Supplemental (7150/0000)	Certificated- Timesheets	\$8000				\$8000
EL Supplemental (7150/0000)	Materials/Supplies/Equipment	\$2503				\$2503
GATE (7105/0000)	Certificated- Timesheets	\$4397				\$4397
PBIS (7440/0000)	Classified- Salaries			\$500		\$500
PBIS (7440/0000)	Materials/Supplies/Equipment			\$500		\$500
Supplemental/Concentration (7101/0000)	Certificated- Timesheets	\$8000	\$31960	\$2500		\$42460
Supplemental/Concentration (7101/0000)	Classified- Timesheets	\$500		\$18000		\$18500

Supplemental/Concentration (7101/0000)	Contracts/Services/Subscriptions	\$6000	\$60445	\$66445
Supplemental/Concentration (7101/0000)	Materials/Supplies/Equipment	\$500	\$2000	\$2500
Title I – Basic (4900/3010)	Certificated- Salaries	\$120000		\$120000
Title I – Basic (4900/3010)	Certificated- Timesheets	\$31200	\$1300	\$32500
Title I – Basic (4900/3010)	Classified- Timesheets	\$15000		\$15000
Title I – Basic (4900/3010)	Contracts/Services/Subscriptions	\$30269		\$30269
Title I – Basic (4900/3010)	Materials/Supplies/Equipment	\$22197	\$7003	\$29200

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) | 2023-2024

EGUSD Strategic Goals

Fund Source Mgmt. Code / Description Resc. Code / Description	FTE	Carry Over	Allocation	Subtotal	1 Curriculum and Instruction	2 Assessment	3 Wellness	4 Family Engagement	Balance
1510 Regular Education (TK-6) 0000 Unrestricted	0.0000	\$0	\$50,465	\$50,465	\$50,465	\$0	\$0	\$0	\$0
7101 LCFF Supplemental Concentration TK-6 0000 Unrestricted	0.0000	\$0	\$129,905	\$129,905	\$15,000	\$31,960	\$80,945	\$2,000	\$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	\$10,503	\$10,503	\$10,503	\$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	\$226,969	\$226,969	\$218,666	\$0	\$0	\$8,303	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	0.0000	\$0	\$423,239	\$423,239	\$299,031	\$31,960	\$81,945	\$10,303	

Fund Subtotals

Subtotal of additional federal funds included for this school \$226,969

Subtotal of state or local funds included for this school \$196,270

Signatures: (Must sign in blue ink)

Date

Principal

Peggy Barrad

**School Site Council
Chairperson**

Danielle Radley

EL Advisory Chairperson

Rashni Singh

Signatures: (Must sign in blue ink)	Date
