



## David Reese Elementary

# Local Control Accountability Plan (LCAP) 2017 - 2018

Principal: \_

(Signature): \_

**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.

### A. Stakeholder Engagement

Involvement Process for LCAP and Annual Update
<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 style="border: 0; border-top: 1px solid black; margin: 10px 0;"/> <p>Consultation with stakeholders on the 2017-18 School Plan for David Reese was developed while analyzing our Academic Improvement Plan. The following committees and teams met to analyze the greatest deficits of our students and our strategic approach to meeting the needs of all learners.</p> <ul style="list-style-type: none"> <li>• Title I Family Meetings on March 14, 2017 July 27, 2017 and August 31, 2017</li> <li>• Kindergarten Orientation Meeting May 2017</li> <li>• Open House in April 2017 and May 2017</li> <li>• Leadership Meetings in the Spring 2017 and Fall 2017</li> <li>• Grade Level Representative Meetings in the Spring 2017 and Fall 2017</li> <li>• Staff Meetings in the (April, May, June, July, August and September 2017)</li> <li>• School Site Council Meetings on June 14, 2017, August 31, 2017 and September 14, 2017</li> <li>• ELAC Meetings on March 31, 2017 and August 31, 2017</li> <li>• Back to School Morning and Night on July 2017 and August 2017</li> <li>• Video Newsletters, Community Surveys and Announcements</li> </ul>
Impact of LCAP and Annual Update
<p><b>How did these consultations affect the LCAP for the upcoming year?</b></p> <hr style="border: 0; border-top: 1px solid black; margin: 10px 0;"/> <p>David Reese Elementary School's academic school-wide focus is to <i>Maintain a strong emphasis on Visible Learning as a school culture to provide common instructional language, feedback and success criteria for students so that they may OWN their learning and understand its importance and impact on their success.</i> We are committed to teaming with families and our students to create an infrastructure that cultivates strong professional learning communities, rigorous and engaging classrooms that utilize technology, and meaningful ways for all to be active participants in both the learning and events/activities that contribute to overall student progress and success.</p>

### B. 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>
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- Access to Courses (Honors, AP/IB, CTE)
- A-G Completion
- AP/IB Exams
- CAASPP
- Content Standards Implementation
- CTE Sequence Completion
- EAP
- Instructional Materials
- Progress toward English Proficiency
- Redesignation
- Teacher Assignment

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**Site Goal 1.1**

**Targeted professional learning opportunities for teachers to support the implementation of high quality first instruction. Professional development that focuses on lesson design that is standards aligned, provides students with clear learning intentions and success criteria.**

**Metric:** CAASPP

**Actions/Services 1.1.1**

**Principally Targeted Student Group**

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<ul style="list-style-type: none"> <li>• PD for teachers that supports fidelity to curriculum and instructional practices. High Quality initial instruction.</li> <li>• PD for teachers that strengthens collective teacher efficacy (PLCs) and student engagement</li> <li>• Establish school-wide PL outcomes and goals</li> <li>• Visible Learning consultants that provide PD for teachers in the targeted areas of Teacher/Student Clarity, Lesson Design and Feedback</li> <li>• Release days for teachers to attend PD opportunities with their grade level teams and/or stipend for teachers on vacation</li> <li>• Purchase needed materials or resources for staff</li> <li>• Allow for guided reflection and application that is documented by Leadership team</li> </ul>	<p><b>John Hattie/Visible Learning</b>  <b>Effect Sizes:</b>  <b>PD .51</b>  <b>Feedback .75</b>  <b>Student/Teacher Clarity .75</b>  <b>Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn (DuFours/Eaker/Karhanek)</b>  <b>EDI: The Power of the Well-Crafted, Well-Taught Lesson (Hollingsworth/Ybarra)</b></p>	<ul style="list-style-type: none"> <li>• Grade level teams analysis of assessment data</li> <li>• Improvement in student performance</li> <li>• School-wide consistent implementation of VL practices and instructional strategies.</li> <li>• Staff input surveys and consultation with VL support providers</li> </ul>

**What funding source will you use?**

**Title I Basic \$32,400**  
 -PD Contract (27,500)  
 -Certificated Timesheets (\$4,900)  
**Supplemental Concentration \$17,583**  
 -services (15,000)  
 -Certificated and Classified Timesheets (\$2,583)  
 -Instructional materials and Office Supplies (\$0)

**Actions/Services 1.1.2**

**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?

**What funding source will you use?**

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**Site Goal 1.2**

**Students in grades k-3 increasing their ability to access grade level text while increasing their performance in the areas of reading comprehension, fluency, vocabulary development and written expression.**

**Metric:** CAASPP

**Actions/Services 1.2.1**

**Principally Targeted Student Group**

- American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Native Hawaiian or Pacific Islander • 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?
<ul style="list-style-type: none"> <li>• Provide continuous PD for teacher in the use of district adopted Wonders and GoMath curriculum.</li> <li>• Provide EL students with additional language supports that equip them with foundational reading skills.</li> <li>• Utilize credentialed teachers and trained para-educators to teach supplemental ELD instruction (outside of the mandated ELD)</li> <li>• Release days for teachers to attend PD opportunities with their grade level teams and/or stipend for teachers on vacation</li> <li>• PLCs that continually target the skills and actions that students require to demonstrate mastery of grade level standards</li> <li>• Purchase needed materials or resources for staff</li> </ul>	<p><b>John Hattie/Visible Learning</b>  <b>Effect Size:</b>  <b>Targeted PD .51</b>  <b>Teacher Clarity .75</b>  <b>Collective Teacher Efficacy 1.57</b>  <b>Repeated Reading Programs .67</b></p>	<ul style="list-style-type: none"> <li>• Follow professional learning plan.</li> <li>• Complete Decision Making Models in order to assure the most effective strategies and data is utilized for input.</li> <li>• Utilized Formative and Summative assessments that are submitted and reviewed on a trimester basis.</li> <li>• Review school wide data 3 times a year and during all Leadership and Regional Principal meetings.</li> <li>• Purchase needed supplemental materials, resources and equipment in all subject areas including Reading, Writing, ELD.</li> </ul>

**What funding source will you use?**

**Title I Basic \$23,131**  
 - Certificated Timesheets (\$20,000)  
 - Instructional Materials (\$3,131)  
**EL Supplemental \$6,750**  
 - Certificated and Classified Timesheets (\$5,000)  
 - Instructional materials and Office supplies (\$1,750)

**Site Goal 1.3**

Teacher teams that collaborate around the needs of EL students on the entire grade level and utilize ELD time to target those learners in an efficient manner. EL instructional supports for Newcomers who speak little to no English.

Metric: Progress toward English Proficiency

**Actions/Services 1.3.1**

**Principally Targeted Student Group**

- Asian • EL • Hispanic or Latino • Low Income • 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?
<ul style="list-style-type: none"> <li>• Establish school-wide PL outcomes and goals that align with both CCSS and ELD standards</li> <li>• Interpret CELDT results to make informed decisions about instruction</li> <li>• Credentialed Teachers and EL Instructional Coach crafting lesson plans for Newcomers that are taught by trained para-educator</li> <li>• Utilize credentialed teachers and trained para-educators to teach supplemental ELD instruction (outside of the mandated ELD)</li> <li>• Establish school-wide schedules that support Integrated ELD instruction and enhance designated ELD instruction with a focus on the 6 ELD Standards</li> </ul>	<p><b>A Handbook for Classroom Instruction that Works (Marzano)</b>  <b>A Close Look at Closing Reading (Lapp/Moss/Grant/Johnson)</b>  <b>John Hattie/Visible Learning Effect Size: Phonics Instruction .54</b>  <b>Vocabulary programs .67</b></p>	<ul style="list-style-type: none"> <li>• Grade level teams analysis of CELDT assessment data</li> <li>• Improvement in student performance both formal and in-formal</li> <li>• School-wide consistent implementation of VL practices and instructional strategies.</li> <li>• Monitor the number of students who redesignate from EL's to English proficient</li> </ul>

**What funding source will you use?**

- EL Supplemental \$18,000
- Certificated (\$3,000)
- Classified Timesheets (\$10,000)
- Instructional materials and Office Supplies (\$5,000)

**Site Goal 1.4**

Academic Intervention teachers that consistently collaborate with grade level teacher teams to evaluate the effectiveness of differentiated instructional strategies, provide small group instruction, push-in to classrooms to assist with targeted leveled instruction for all students, and monitor student progress to ensure that the appropriate response is initiated and maintained.

Metric: Other (Site-based/local assessment)

**Actions/Services 1.4.1**

**Principally Targeted Student Group**

- 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?
<ul style="list-style-type: none"> <li>• Academic Program Coordinator/Afterschool Program</li> <li>• Supplies and Materials that aide student academic improvement (Copy</li> </ul>	<p><b>John Hattie/Visible Learning Effect Size: Small Group Instruction .49</b>  <b>Student-Centered Teaching/Learning .54</b></p>	<ul style="list-style-type: none"> <li>• Overall improvement and progress towards grade level assessment data and standards mastery</li> <li>• Improvement in student performance</li> </ul>

<p>Machines/Ink/Toner/Paper/Supplies)</p> <ul style="list-style-type: none"> <li>• Librarian</li> <li>• Credentialed Support Staff Hourly time-sheeted Intervention services</li> <li>• Academic Intervention Staff:</li> </ul> <ol style="list-style-type: none"> <li>1. .6 Primary Intervention Teacher</li> <li>2. .6 Intermediate Intervention Teacher</li> <li>3. .8 Science/Writing Intervention Teacher</li> <li>4. 2 Intervention Para-Educators</li> <li>5. Time-sheeted Para-Educators that support students in grades kindergarten-third to provide direct instruction for foundational reading and literacy skills under the direction of trained AITs</li> </ol>	<p><b>Response to Intervention 1.07 Comprehension Program Learning .60 EDI (Explicit Direct Instruction)</b></p>	<p>both formal and in-formal</p> <ul style="list-style-type: none"> <li>• School-wide consistent implementation of VL practices and instructional strategies.</li> <li>• Grade Level teams DMM's and collective team goals</li> <li>• Intervention Staff trimester assessment data reviews</li> </ul>
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<p><b>What funding source will you use?</b></p> <p><b>Title I Basic \$243,650</b>          -Certificated Contracts (\$198,986)          -Classified Contracts (\$44,664)  <b>Title I Afterschool \$45,000</b>          -Academic Program Coordinator (\$29,046)          -Afterschool Program Certificated and Classified Timesheets (\$15,954)          -Instructional Materials and Office Supplies \$0  <b>Supplemental Concentration Funds \$2,292</b>          -Certificated and Classified Timesheets (\$2,000)          -Instructional Materials and Office Supplies (\$292)</p>
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<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>• Student Information System</li> </ul>
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**Site Goal 2.1**

Students in grades K-6 completing common grade level formative and summative assessments that allow teacher teams to identify areas of need and deficits. Assessment protocol and materials that meet the needs of the range of instructional learners in the classroom.

**Metric:** Data and Program Evaluation

**Actions/Services 2.1.1**

Principally Targeted Student Group		
• All		
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<ul style="list-style-type: none"> <li>• Grade level teacher release days in which teams can conduct Co-Ops/ DMM's/ Focused PLC work</li> <li>• Increase reading comprehension in informational text scores as measured by reoccurring iReady diagnostics and growth monitoring.</li> <li>• Increase in ability to respond to</li> </ul>	<p><b>John Hattie/Visible Learning Effect Size: Collective Teacher Efficacy 1.57 Response to Intervention 1.07 Student/Teacher Clarity .75 Providing Formative Evaluation .90 The Reading Strategies Book (Serravallo)</b></p>	<ul style="list-style-type: none"> <li>• iReady Assessment Data</li> <li>• Reading Comprehension Assessment Data</li> <li>• Wonders Performance Task progress data</li> <li>• Guided Reading Program student improvement records</li> <li>• SBAC Performance Tasks for</li> </ul>

<p>informational text due to explicit/direct instruction and on-going repetition of strategies in finding evidence within text to answer questions and respond to a prompt.</p> <ul style="list-style-type: none"> <li>• Certificated Teacher completing GATE assessments/programs/instructional supports (GATE)</li> <li>• Compensation of classroom teachers to fulfill new requirements for identification process (GATE)             <ul style="list-style-type: none"> <li>• Enrichment activities and/or materials (GATE)</li> </ul> </li> </ul>	<p>ELA/MATH/WRITING</p>
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<p><b>What funding source will you use?</b></p> <p><b>Supplemental Concentration \$1000</b>          -Certificated Timesheets (\$1000)  <b>GATE \$4,000</b>          -Certificated Timesheets/Stipend (\$3,700)          -Parent/Family Meetings and Event Materials (\$300)</p>
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**Site Goal 2.2**

To maintain grade level teachers and Administrators ability to recognize the importance of deliberate practice, cognitive load and foundational skills that are needed for EL students and lower-performing students to make progress towards attainable goals.

**Metric:** Assessment System

**Actions/Services 2.2.1**

**Principally Targeted Student Group**

- 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?
<ul style="list-style-type: none"> <li>• CELDT assessments administered for all students.</li> <li>• Release days for teams to analyze assessment data with additional support team members that provide direct intervention services to students</li> <li>• Formative assessments that identify focus standards and contain targeted learning objectives in both ELA and ELD</li> <li>• Supplies and Materials that aide student academic improvement (Copy Machines/Ink/Toner/Paper/Supplies)</li> </ul>	<p><b>John Hattie/Visible Learning Effect Size: Collective Teacher Efficacy 1.57</b>  <b>Creative Programs on Achievement .65</b>  <b>Teacher/Student Clarity .75</b>  <b>PLC Research (DuFours)</b>  <b>Visible Learning for Literacy (Fisher/Frey)</b></p>	<ul style="list-style-type: none"> <li>• Overall improvement and progress towards grade level assessment data and standards mastery</li> <li>• Grade level teams analysis of CELDT assessment data</li> <li>• Improvement in student performance both formal and in-formal</li> <li>• School-wide consistent implementation of VL practices and instructional strategies.</li> </ul>

<p><b>What funding source will you use?</b></p> <p><b>Title I Basic \$47,471</b>          -Site Instructional Planning Days (\$42,471)          -Instructional materials and Office supplies (\$5,000)  <b>Supplemental Concentration \$10,000</b>          -Certificated Timesheets</p>
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<b>District Strategic Goal 3:</b>  All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.	<b>District Needs and Metrics 3:</b>  Students need a safe and engaging academic, social-emotional, and physical school environment as measured by: <ul style="list-style-type: none"> <li>• Attendance</li> <li>• Chronic Absenteeism</li> <li>• Cohort Graduation</li> <li>• Expulsion</li> <li>• Facilities</li> <li>• HS Dropout</li> <li>• MS Dropout</li> <li>• School Climate</li> <li>• Suspension</li> </ul>
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**Site Goal 3.1**

**Resources that aid instructional supports for students that benefit the gaps that exist for schools in low income communities where students may not be afforded every opportunity to be successful without purposeful planning for items that build capacity and equal access.**

**Metric:** Other (Site-based/local assessment)

**Actions/Services 3.1.1**

<b>Principally Targeted Student Group</b>
• Asian • Black or African American • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • 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?
<ul style="list-style-type: none"> <li>• SEL supports for students through PBIS and a school-wide culture that celebrates diversity</li> <li>• Reinforcing consistent behavior procedures that allow students and families to safely embrace new learning experiences and opportunities.</li> <li>• Structured supports for students through facilitated social skills groups and counseling for those with achievement gaps that can aide to increase student academic achievement.</li> <li>• PBIS school-wide implementation and maintenance of classroom and site programs and supports.</li> <li>• Consistent collaboration around school wide behavior data and SEL support programs and initiatives.</li> <li>• On-going collaboration and consultation with MHT and Behavior Support Specialists.</li> <li>• Timesheet additional teacher and para educators as needed to support implementation of PBIS programs and interventions.</li> </ul>	<p><b>John Hattie Visible Learning Effect Size:</b>  <b>Student/Teacher Relationships .72</b>  <b>Peer Tutoring .55</b>  <b>Classroom Behavioral Supports .68</b>  <b>The Will to Lead, the Skill to Teach (Muhammad/Hollie)</b>  <b>Culturally and Linguistically Responsive Teaching and Learning (Hollie)</b></p>	<ul style="list-style-type: none"> <li>• Monitor the number of referrals both behavioral and Social/Emotional within the targeted student population</li> <li>• Continue direct learning and reflection process with staff around culturally responsive instruction and classroom environments. Have Leadership and Equity team analyze the staff input results.</li> <li>• Provide staff with materials, resources, and training around culturally responsive instruction. Collect data from classroom walk-throughs and observations on the engagement practices of the targeted student groups.</li> </ul>

**What funding source will you use?**

**Title I Basic \$50,000**  
**-Certificated and Classified Timesheets (\$54,000)**  
**-Office Supplies and Instructional Materials (\$2,000)**  
**PBIS \$500**



- Posters/Sinage (\$400)
- Certificates and Awards (\$100)
- Supplemental Concentration \$8,000**
- Services (\$8,000)

**Site Goal 3.2**

School site staff that is constantly provided with opportunities to incorporate restorative teaching practices that strengthen the relationships that exist between student and teacher. In addition to that PD that is focused on the whole child, meeting the needs of students in poverty, understanding diversity in different cultures, and equitable teaching practices that showcase growth mindset.

**Metric:** Suspension

**Actions/Services 3.2.1**

**Principally Targeted Student Group**

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<ul style="list-style-type: none"> <li>• Decrease the suspension and referral rate for African American students, Hispanic students, and minority students.</li> <li>• Provide culturally relevant and responsive strategies to classroom teachers and staff.</li> <li>• Build upon existing site Professional Learning Goals that incorporate equitable practices and strategies for all learners.</li> <li>• Monitor foster youth with office system offering positive incentives for regular school attendance while supporting students Social Emotional Learning needs which in turn increase overall academic achievement.</li> <li>• Attendance Program</li> </ul>	<p><b>John Hattie Visible Learning Effect Size: Student/Teacher Relationships .72</b>  <b>Peer Tutoring .55</b>  <b>Classroom Behavioral Supports .68</b>  <b>The Will to Lead, the Skill to Teach (Muhammad/Hollie)</b>  <b>Culturally and Linguistically Responsive Teaching and Learning (Hollie)</b></p>	<ul style="list-style-type: none"> <li>• Monitor how the increase of school-wide opportunities to recognize students for making positive choices decreases behavioral referrals/suspensions</li> <li>• Student Video journals that document the overall voice of our students acceptance and ownership on our campus. Along with 1:1 interviews that denote student/teacher/family relationships</li> <li>• Survey Data from Student, Staff and Family Culture and Climate questionnaires.</li> </ul>

**What funding source will you use?**

- Title I Basic \$10,000**
- Instructional Materials (\$4,000)
- PD for Culturally Responsive Practices and/or PD Contract (\$0)
- PBIS \$500**
- Posters/Sinage (\$400)
- School supplies and materials (\$100)

**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:

- Family and Community Engagement

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**Site Goal 4.1**

**Parent Involvement policies and procedures that invite families to team with school site staff with their child's education. While also providing resources and materials that aide to strengthen the bond between students/families/teachers that in turn increase student achievement and performance.**

**Metric:** Family and Community Engagement

**Actions/Services 4.1.1**

**Principally Targeted Student Group**

• All • American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • 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?
<ul style="list-style-type: none"> <li>• Title I Family Meetings with high attendance from families and community members</li> <li>• Family Events and Academic Functions on campus that provide resources and materials that target mastery of content standards</li> <li>• Family Impact Time Meetings sponsored by grade level teacher teams so provide information to families regarding the following:                             <ol style="list-style-type: none"> <li>1. CCSS</li> <li>2. Access to Technology</li> <li>3. ESL</li> <li>4. Literacy materials</li> <li>5. Make and Takes</li> <li>6. Grade level content instructional videos and samples</li> </ol> </li> </ul>	<p><b>John Hattie/Visible Learning Effect Size: Parental Involvement .49 Motivation .48 Teacher/Student Relationships .72 Culturally and Linguistically Responsive Teaching and Learning II Edition (Hollie) CA PTA - Family Engagement data report data</b></p>	<ul style="list-style-type: none"> <li>• Increase attendance during family/community events and engagement activities</li> <li>• Team with families in making first contacts positive. Survey families on the effectiveness of school-wide parental involvement practices.</li> <li>• Measure the effectiveness of using tools that allow teachers to make Personal phone calls and schedule meetings, and facilitate Student-led conferences</li> </ul>

**What funding source will you use?**

**Title I Basic \$1,100**  
 -Certificated Timesheets  
**Title I Parent Involvement \$7,500**  
 -Certificated and Classified Timesheets (\$1,250)  
 -Instructional Materials (\$1,250)  
 -Light refreshments for family events (\$5,000)  
 -Office supplies  
**EL Supplemental \$4,000**  
 -BTA Timesheets (\$3,000)  
 -Light refreshments (\$1,000)

**Site Goal 4.2**

**Making sure that David Reese is a reflection of the diversity that it represents in student showcases, student leadership activities, student interviews, family engagement events, and after-school impact teams.**

**Metric:** Family and Community Engagement

**Actions/Services 4.2.1**

**Principally Targeted Student Group**

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<ul style="list-style-type: none"> <li>● Home/Visit Project training and compensation for teachers</li> <li>● Provide additional support staff for events/meeting preparation and implementations:                             <ul style="list-style-type: none"> <li>○ teachers-inform parents about grade level standards/methods to assist students</li> <li>○ clerical- parent communication</li> <li>○ Para-educators- daycare and support</li> </ul> </li> <li>● National Home/Visit Training</li> <li>● Parent Liaison that completes regularly scheduled phone calls/attends Family Impact Time Meetings/Connects families to school-site resources and prepares materials and resources for families to better access educational supports for their children</li> <li>● SEL workshops for families and staff that focus on the effect of trauma on youth and adolescents.</li> </ul>	<p><b>John Hattie/Visible Learning Effect Size: Parental Involvement .49</b>  <b>Motivation .48</b>  <b>Teacher/Student Relationships .72</b>  <b>Culturally and Linguistically Responsive Teaching and Learning II Edition (Hollie)</b>  <b>CA PTA - Family Engagement data report data</b></p>	<ul style="list-style-type: none"> <li>● Establish family engagement events and analyze their impact on student achievement</li> <li>● Use District data to determine how to enhance activities to meet the needs of students socially and academically, while keeping families both involved and informed</li> <li>● Monitor how the purchase of needed supplemental materials, resources, equipment and food aide in the increase of participation in school sponsored academic events and literacy for all students (especially targeted population)</li> <li>● Develop student based survey that is administered the following day and/or family based survey that is taken on the computer the night of events.</li> <li>● Create a system that consistently connects families to our school site:                             <ol style="list-style-type: none"> <li>1. Grade Level performances</li> <li>2. Awards Assemblies</li> <li>3. Visible Learner of the Month Assemblies</li> <li>4. Character Education Assemblies and Rallies</li> <li>5. Family Events and Nights (Reading, Math, Science, Writing)</li> </ol> </li> </ul>

**What funding source will you use?**

- Title I Basic \$1,100**
- Certificated Timesheets**
- Title I Parent Involvement \$7,500**
- Certificated and Classified Timesheets (\$6000)**
- Instructional Materials and Office Supplies (\$1000)**
- Light refreshments for family events (\$500)**

Local Control Accountability Plan (LCAP)  
Year 2017 - 2018**IV. Funding**

## David Reese Elementary - 358

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	\$31,394	\$31,394	\$31,394	\$0	\$0	\$0	\$0
<b>1511</b> Regular Education (TK-6) - Allocated FTE <b>0000</b> Unrestricted	41.3752	\$0	\$4,549,941	\$4,549,941	\$4,549,941	\$0	\$0	\$0	\$0
<b>1512</b> Subject Matter Teachers <b>0000</b> Unrestricted	1.2	\$0	\$145,136	\$145,136	\$145,136	\$0	\$0	\$0	\$0
<b>1580</b> Summer School/Extended Learning (TK-6) <b>0000</b> Unrestricted	0	\$35,549	\$0	\$35,549	\$35,549	\$0	\$0	\$0	\$0
<b>5495</b> Allocated FTE Leave <b>0000</b> Unrestricted	0.0001	\$0	\$57,761	\$57,761	\$57,761	\$0	\$0	\$0	\$0
<b>5634</b> Custodial Services <b>0000</b> Unrestricted	3	\$0	\$182,376	\$182,376	\$0	\$0	\$182,376	\$0	\$0
<b>7101</b> LCFF Supple/Conc TK - 6 <b>0000</b> Unrestricted	0	\$0	\$24,583	\$24,583	\$17,583	\$1,000	\$6,000	\$0	\$0
<b>7105</b> Gifted and Talented Education (GATE) TK-6 <b>0000</b> Unrestricted	0	\$0	\$4,000	\$4,000	\$0	\$3,700	\$0	\$300	\$0
<b>7150</b> EL Supplemental Program Services TK- 6 <b>0000</b> Unrestricted	0	\$0	\$28,750	\$28,750	\$6,750	\$18,000	\$0	\$4,000	\$0
<b>7440</b> Positive Behavior Incentive Supports <b>0000</b> Unrestricted	0	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
<b>7534</b> Site Custodial Services <b>0000</b> Unrestricted	0.5	\$0	\$28,843	\$28,843	\$0	\$0	\$28,843	\$0	\$0
<b>4900</b> Director of Learning Support Services <b>3010</b> NCLB: Title I, Part A, Basic Grants Low Income and Neglected	3.775	\$0	\$424,893	\$424,893	\$356,850	\$30,000	\$22,002	\$16,041	\$0
<b>5610</b> Food and Nutrition Services Center <b>5310</b> Child Nutrition: School Programs	2.4375	\$0	\$130,776	\$130,776	\$0	\$0	\$130,776	\$0	\$0
<b>5610</b> Food and Nutrition Services Center <b>5320</b> CACFP Claims - Centers and Family Day Care	0.4375	\$0	\$19,643	\$19,643	\$0	\$0	\$19,643	\$0	\$0
<b>4355</b> Healthy Start <b>5640</b> Medi-Cal Billing	4.75	\$0	\$444,640	\$444,640	\$0	\$0	\$444,640	\$0	\$0

Option									
<b>4900</b> Director of Learning Support Services <b>5858</b> Title I - Afterschool (rolls to 3010)	0.25	\$0	\$45,000	\$45,000	\$40,000	\$0	\$0	\$5,000	\$0
<b>4900</b> Director of Learning Support Services <b>6010</b> After School Education and Safety (ASES)	0.45	\$0	\$132,652	\$132,652	\$132,652	\$0	\$0	\$0	\$0
<b>3200</b> Language Speech and Hearing (LSH) <b>6500</b> Special Education	1.1	\$0	\$89,412	\$89,412	\$89,412	\$0	\$0	\$0	\$0
<b>3410</b> Special Education Mild/Moderate <b>6500</b> Special Education	2.75	\$0	\$248,838	\$248,838	\$248,838	\$0	\$0	\$0	\$0
<b>3680</b> Emotionally Disturbed (ED) - Tier I <b>6500</b> Special Education	2.75	\$0	\$201,466	\$201,466	\$201,466	\$0	\$0	\$0	\$0
<b>3770</b> Full Inclusion <b>6500</b> Special Education	3.75	\$0	\$165,229	\$165,229	\$165,229	\$0	\$0	\$0	\$0
<b>4010</b> Elementary Education PreK-6 <b>9305</b> Miscellaneous Site Donations (<\$1000)	0	\$374	\$0	\$374	\$374	\$0	\$0	\$0	\$0
<b>4350</b> Student Support and Health Services <b>9313</b> Healthy Start Donations	0	\$545	\$0	\$545	\$545	\$0	\$0	\$0	\$0
<b>4010</b> Elementary Education PreK-6 <b>9578</b> Teaching It Forward Grant - David Reese Elementary School	0	\$177	\$0	\$177	\$177	\$0	\$0	\$0	\$0
<b>Totals</b>	68.5253	\$36,645	\$6,956,333	\$6,992,978	\$6,079,657	\$52,700	\$835,280	\$25,341	

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

**Date**

Principal **LaTyia Rolle**

School Site Council Chairperson **Marion Pratt**

EL Advisory Chairperson **Lorena Diaz**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Benefits Calculator	
Certificated	Staff Amount \$
	Benefits Amount \$
Classified	Total \$

