



David Reese Elementary

Local Control Accountability Plan (LCAP) 2020 - 2021

Principal: _

(Signature): _

County-District-School (CDS) Code: 34673146033021

**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

<p>Involvement Process for LCAP and Annual Update</p> <hr/> <p>How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?</p> <hr/> <p>Consultation with stakeholders on the 2020-21 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"> • Title I Family Meetings on August 8, 2019, October 9, 2019 and December 18, 2019 • Leadership Meetings on December 11, 2019 and February 12, 2020 • Grade Level Representative Meetings on November 20, 2019 and January 22, 2020 • Staff Meetings on November 4, 2019, December 9, 2019, January 13, 2020 and February 18, 2020 • School Site Council Meetings on October 17, 2019, February 19, 2020, April 15, 2020 and April 29, 2020 • ELAC Meetings on October 9, 2019, December 18, 2019, May 7, 2020 • Back to School Morning July 18, 2019 and August 19, 2019 • Video Newsletters, Community Surveys and Announcements • Family Impact Time Meetings (Every grade level completes parent university meetings within the first 6 weeks of the school year)
<p>Impact of LCAP and Annual Update</p> <hr/> <p>How did these consultations affect the LCAP for the upcoming year?</p> <hr/> <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. Based on the feedback we received from our Stakeholders, we are continuing to focus on early literacy, fluency, reading comprehension and utilizing technology to aide student learning. Through continued professional development on Trauma Informed Care/Restorative Practices and Culturally Responsive Learning we are embedding these strategies into our work with staff, students and families.</p>

Resource Inequities

<p>Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.</p> <hr/> <p>Our school was identified as Alternative Targeted Support and Improvement because our African American students, students who have identified as two or more races, and Students with Disabilities need additional targeted support to meet growth goals. As a result of our needs assessment, additional resources to support the following goals and actions have been added to support the increased success of our targeted</p>
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<p>student groups:</p> <ol style="list-style-type: none"> 1. Trauma Informed Care Practices/Restorative Practices PD embedded into our culturally responsive classrooms and parental engagement (Goals 3.1.1 and 3.2.1 address this need area) 2. Increased ELA SBAC scores and 3rd grade students who are reading on grade level (Goals 1.1.1, 1.2.1 and 1.4.1 address this need area) 3. Technology to support student performance data: Chromebook ratios for students and iReady (Goal 2.1.1 addresses this need area) 4. Parent/Family Attendance program targeted selected students who are chronically absent (Goals 3.2.1, 4.1.1 and 4.2.1 address this need area)
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Goals, Actions, and Progress Indicators

<p>District Strategic Goal 1:</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>District Needs and Metrics 1:</p> <p>Students need high quality classroom instruction and curriculum as measured by:</p> <ul style="list-style-type: none"> • 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
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Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

Site Goal 1.1

<p>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.</p> <p>Students at David Reese Current CAASPP ELA and MATH Performance Data: 37% of 4th grade students Met/Exceeded Standards in ELA 22% of 4th grade students Met/Exceeded Standards in MATH 39% of 5th grade students Met/Exceeded Standards in ELA 17% of 5th grade students Met/Exceeded Standards in MATH 37% of 6th grade students Met/Exceeded Standards in ELA 17% of 6th grade students Met/Exceeded Standards in MATH</p>

Metric: CAASPP

Actions/Services 1.1.1

<p>Principally Targeted Student Group</p> <ul style="list-style-type: none"> • All 		
<p>Specific Actions to Meet Expected Outcome</p> <ul style="list-style-type: none"> • PD for teachers that strengthens collective teacher efficacy (PLCs) and student engagement • Establish school-wide PL outcomes and goals • Visible Learning consultants that provide PD for teachers in the targeted areas of Teacher/Student Clarity, Lesson Design and Feedback • Students in grades K-6 will access i-Ready online instruction daily in Reading and Mathematics in order to complete lessons which have been differentiated to meet their individual needs \$28,080 • Provide additional supports for students in creating Math/Reading fluency through programs such as Explore Learning Reflex Math (\$3,295) and ABC Mouse K-3 (\$12000) 	<p>What is the Research Confirming this is an Effective Practice?</p> <p>John Hattie/Visible Learning Effect Sizes: PD .51 Feedback .75 Student/Teacher Clarity .75 Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn (DuFours/Eaker/Karhanek) EDI: The Power of the Well-Crafted, Well-Taught Lesson (Hollingsworth/Ybarra)</p>	<p>How will you Measure the Effectiveness of the Actions/Services?</p> <p>1. With implementation of the specific actions noted we will have a 10% point overall increase of our CAASPP ELA student performance data in grades 4-6. 2. Students in grades K-3 will have a minimum overall increase of 3 Guided Reading levels and have progressed on Common District Benchmark Assessments. <i>By April 2021 we will assess the effectiveness of this intervention by analyzing our student data, specifically within our African American and Students with Disabilities subgroups.</i></p> <p>The following outputs will be measured and analyzed on a monthly basis utilizing our track rotation schedule:</p> <ul style="list-style-type: none"> • Grade level teams analysis of assessment data • Improvement in student performance

<ul style="list-style-type: none"> • Release days for teachers to attend PD opportunities with their grade level teams and/or stipend for teachers on vacation • Purchase needed materials or resources for staff such as subscriptions to Teachers Pay Teachers (\$5,500) • Allow for guided reflection and application that is documented by Leadership team • PD in the area of Trauma Informed Care practices through the work of Dr. Merchant HEARTS Program (\$8,000) • PD that focuses on supports for African American students and culturally relevant practices • PD for teachers about differentiated instruction for Students with Disabilities and interactive strategies that support the development of language acquisition for EL students through distance learning 	<ul style="list-style-type: none"> • School-wide consistent implementation of VL practices and instructional strategies. • Staff input surveys and consultation with VL support providers
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Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$16000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$25000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$56875	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

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.

Students at David Reese Current CAASPP ELA and MATH Performance Data:
 37% of 4th grade students Met/Exceeded Standards in ELA
 22% of 4th grade students Met/Exceeded Standards in MATH
 39% of 5th grade students Met/Exceeded Standards in ELA
 17% of 5th grade students Met/Exceeded Standards in MATH
 37% of 6th grade students Met/Exceeded Standards in ELA
 17% of 6th grade students Met/Exceeded Standards in MATH

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"> • Provide continuous PD and materials for teacher in the use of district adopted Wonders and Guided Reading (Fontus and Pinnell), and Renaissance/MyON (\$5,250) as a instructional technical support tool. • Provide EL students with additional language supports that equip them with foundational reading skills. • Provide Students with Disabilities with additional language and visual supports that equip them with foundational reading skills. 	<p>The following subgroups will remain our focus areas for the 20-21 SY. 15.49% of African American students met or exceeded standards in ELA on the CAASP. 6.82% of students with disabilities met or exceeded standards in ELA on the CAASP.</p> <p>John Hattie/Visible Learning Effect Size: Targeted PD .51 Teacher Clarity .75 Collective Teacher Efficacy 1.57 Repeated Reading Programs .67</p>	<p>1. With implementation of the specific actions noted we will have a 10% points overall increase of our CAASPP ELA student performance data in grades 4-6. 2. Students in grades K-3 will have a minimum overall increase of 3 Guided Reading levels and have progressed on Common District Benchmark Assessments. <i>By April 2021 we will assess the effectiveness of this intervention by analyzing our student data, specifically within our African American and Students with Disabilities subgroups. We will see a 10% decrease in the number of students performing below standards.</i></p>

- Provide supplemental online resources such as Nearpod/Flocabulary (5,500) and professional development books for teachers to directly support Distance Learning - Distance Learning Playbook \$1,200
- Utilize credentialed teachers and trained para-educators to teach supplemental ELD instruction (outside of the mandated ELD) - tutoring (\$7,000)
- Release days for teachers to attend PD opportunities with their grade level teams and/or stipend for teachers on vacation
- PLCs that continually target the skills and actions that students require to demonstrate mastery of grade level standards
- Purchase needed materials or resources for staff to support African American students with access to core curriculum
- Purchase needed materials or resources for staff to support students in developing skills in STEM/STEAM - Mystery Science Kits, K-5th, \$8,500 with materials replacements to support K-6th \$1,000

The following outputs will be measured and analyzed on a monthly basis utilizing our track rotation schedule:

- Follow professional learning plan.
- Complete Decision Making Models in order to assure the most effective strategies and data is utilized for input.
- Utilized Formative and Summative assessments that are submitted and reviewed on a trimester basis.
- Review school wide data 3 times a year and during all Leadership and Regional Principal meetings.
- Purchase needed supplemental materials, resources and equipment in all subject areas including Reading, Writing, ELD.

Funding Source	Amount	Description of Use		
EL Supplemental (7150/0000)	\$7000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$12000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$25700	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$15750	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

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"> • Establish school-wide PL outcomes and goals that align with both CCSS and ELD standards • Administer Initial and Summative ELPAC assessments. • Credentialed Teachers and EL Instructional Coach crafting lesson plans for Newcomers that are taught by trained para-educator • Utilize credentialed teachers and trained para-educators to teach supplemental ELD instruction (outside of the mandated ELD) 	<p>Current ELPAC data for students at David Reese is as follows: 44.83% of Kindergarten students scored a level 3 or 4 on the ELPAC. 58.67% of 1st grade students scored a level 3 or 4 on the ELPAC. 53.70% of 2nd grade students scored a level 3 or 4 on the ELPAC. 50% of 3rd graders scored a level 3 or 4 on the ELPAC. 45.72% of 4th graders scored a level 3 or 4 on the ELPAC. 59.38% of 5th graders scored a level 3 or 4 on the ELPAC.</p>	<p><i>With implementation of the specific actions noted we will have 10% of our EL students increase by 1 or more levels on the ELPAC assessment for the 20-21 School Year. We will closely monitor the progress of our EL students during their initial, middle and summative ELPAC scores.</i></p> <p>The following outputs will be measured and analyzed on a monthly basis utilizing our track rotation schedule:</p> <ul style="list-style-type: none"> • Grade level teams analysis of ELPAC assessment data

<ul style="list-style-type: none"> Establish school-wide schedules that support Integrated ELD instruction and enhance designated ELD instruction with a focus on the 6 ELD Standards 	<p>34.27% of 6th graders scored a level 3 or 4 on the ELPAC.</p> <p>A Handbook for Classroom Instruction that Works (Marzano) A Close Look at Closing Reading (Lapp/Moss/Grant/Johnson) John Hattie/Visible Learning Effect Size: Phonics Instruction .54 Vocabulary programs .67</p>	<ul style="list-style-type: none"> Improvement in student performance both formal and in-formal School-wide consistent implementation of VL practices and instructional strategies. Monitor the number of students who redesignate from EL's to English proficient
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Funding Source	Amount	Description of Use		
EL Supplemental (7150/0000)	\$7000	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
EL Supplemental (7150/0000)	\$9018	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

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.

Students at David Reese Current CAASPP ELA and MATH Performance Data:

- 37% of 4th grade students Met/Exceeded Standards in ELA
- 22% of 4th grade students Met/Exceeded Standards in MATH
- 39% of 5th grade students Met/Exceeded Standards in ELA
- 17% of 5th grade students Met/Exceeded Standards in MATH
- 37% of 6th grade students Met/Exceeded Standards in ELA
- 17% of 6th grade students Met/Exceeded Standards in MATH

The following subgroups will remain our focus areas for the 20-21 SY. 54% of our African American students scored below standard in ELA and 61.97% below standard in MATH. 79.55% of students with disabilities scored below standard in ELA and 77.27% below standard in MATH.

Metric: CAASPP

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"> Academic Program Coordinator \$30,526/Afterschool Program Additional support for Day Camp/Afterschool Program to provide virtual enrichment/academic opportunities to support students (such as STORM/ELITE \$8,000) Supplies and Materials that aide student academic improvement (Copy Machines/Ink/Toner/Paper/Supplies/Lightbulbs) Technology supplies and equipment such as headphones with mics for students and teachers \$12,000 Librarian \$5,428 Credentialed Support Staff Hourly time-sheeted Intervention services Allow Students with Disabilities access to targeted intervention support services Allow teacher teams to collaborate with Academic Intervention staff around specific targeted supports for African American students Academic Intervention Staff: <ol style="list-style-type: none"> .6 Primary Intervention Teacher \$46,063 .6 Intermediate Intervention Teacher \$87,947 1 Intervention Para-Educators \$26,870 	<p>John Hattie/Visible Learning Effect Size: Small Group Instruction .49 Student-Centered Teaching/Learning .54 Response to Intervention 1.07 Comprehension Program Learning .60 EDI (Explicit Direct Instruction)</p>	<ol style="list-style-type: none"> With implementation of the specific actions noted we will have a 10% point overall increase of our CAASPP ELA student performance data in grades 4-6 and a 5% point overall increase of our CAASPP MATH student performance data. Students in grades K-3 will have a minimum overall increase of 3 Guided Reading levels and have progressed on Common District Benchmark Assessments. <i>By April 2021 we will assess the effectiveness of this intervention by analyzing our student data, specifically within our African American and Students with Disabilities subgroups. We will see a 10% decrease in the number of students performing below standards.</i> <p>The following outputs will be measured and analyzed on a monthly basis utilizing our track rotation schedule:</p> <ul style="list-style-type: none"> Overall improvement and progress towards grade level assessment data and standards mastery

<p>4. 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 \$25,000</p>		<ul style="list-style-type: none"> • Improvement in student performance both formal and informal • School-wide consistent implementation of VL practices and instructional strategies. • Grade Level teams DMM's and collective team goals • Intervention Staff trimester assessment data reviews
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Funding Source	Amount	Description of Use		
Title I - Basic (4900/3010)	\$58000	Classified Salaries	Edit	Delete
Title I - Basic (4900/3010)	\$165000	Certificated Salaries	Edit	Delete
Title I - Basic (4900/3010)	\$8000	Contracts/Services	Edit	Delete
Title I - Basic (4900/3010)	\$37000	Materials/Supplies/Equipment	Edit	Delete

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)

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

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.

Students at David Reese Current CAASPP ELA and MATH Performance Data:
 44% of 4th grade students Met/Exceeded Standards in ELA
 30% of 4th grade students Met/Exceeded Standards in MATH
 32% of 5th grade students Met/Exceeded Standards in ELA
 15% of 5th grade students Met/Exceeded Standards in MATH
 33% of 5th grade students Met/Exceeded Standards in ELA
 20% of 5th grade students Met/Exceeded Standards in MATH

Metric: Assessment System

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"> • Grade level teacher release days in which teams can conduct Co-Ops/ DMM's/ Focused PLC work/Site-Planning Days • After-school academic supports for students who are performing below grade level. Strategic targeted intervention in the areas of reading and math provided by Certificated Staff. Grade levels will compile student assessment data to determine who has the greatest need. 	<p>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)</p>	<ol style="list-style-type: none"> 1. With implementation of the specific actions noted we will have a 10% overall increase of our CAASPP ELA student performance data in grades 4-6. 2. All students in Grades 1-6 will have a minimum of 10% gains in their iReady Trimester Diagnostic Assessment Data. 3. Students in grades K-3 will have a minimum overall increase of 3 Guided Reading levels and have progressed on Common District Benchmark Assessments. <p>The following outputs will be measured and</p>

<ul style="list-style-type: none"> • Additional support for teachers in primary grades for assessment and intervention support • Teams will complete monthly Lesson and Strategy Studies to incorporate effective ways to engage students while teaching CCSS • Teacher teams will have goal-setting conferences with Students with Disabilities that highlight areas in which they have made progress and those that they need growth in, utilizing positive restorative practices that promote growth mindset. • Increase in writing proficiency and vocabulary development for African American students as measured by District trimester assessment data • Increase reading comprehension in informational text scores as measured by reoccurring iReady diagnostics and growth monitoring. • Certificated Teacher completing GATE assessments/programs/instructional supports (GATE) • Compensation of classroom teachers to fulfill new requirements for identification process (GATE Stipend) • Enrichment activities and/or materials (GATE) • GATE assessments administered for students in 3-6 grades along with leadership academies that focus on accelerated standards and learning goals. 		<p>analyzed on a monthly basis utilizing our track rotation schedule:</p> <ul style="list-style-type: none"> • iReady Assessment Data • Reading Comprehension Assessment Data • Wonders Performance Task progress data • Guided Reading Program student improvement records • SBAC Performance Tasks for ELA/MATH/WRITING
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Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$5000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$85325	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

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"> • ELPAC assessments administered for all students. • Release days for teams to analyze assessment data with additional support team members that provide direct intervention services to students • We will use funds to purchase supplies and light refreshments for ELAC meetings. The assessments will be conducted by certificated teachers. • Formative assessments that identify focus standards and contain targeted 	<p>8.76% of David Reese Elementary EL students met or exceeded their ELA scores by on the CAASPP. 7.93% of David Reese Elementary EL students increased their MATH scores by on the CAASPP.</p> <p>John Hattie/Visible Learning Effect Size: Collective Teacher Efficacy 1.57 Creative Programs on Achievement .65 Teacher/Student Clarity .75 PLC Research (DuFours) Visible Learning for Literacy</p>	<p><i>With implementation of the specific actions noted we will have 20% of our EL students increase by 1 or more levels on the ELPAC assessment for the 20-21 School Year. We will closely monitor the progress of our EL students during their initial, middle and summative ELPAC scores.</i></p> <p>The following outputs will be measured and analyzed on a monthly basis utilizing our track rotation schedule:</p>

<p>learning objectives in both ELA and ELD</p> <ul style="list-style-type: none"> Supplies and Materials that aide student academic improvement (Copy Machines/Ink/Toner/Paper/Supplies) 	<p>(Fisher/Frey)</p>	<ul style="list-style-type: none"> Overall improvement and progress towards grade level assessment data and standards mastery Grade level teams analysis of ELPAC assessment data Improvement in student performance both formal and in-formal School-wide consistent implementation of VL practices and instructional strategies. Increased number of students identified as GATE eligible. Increased number of student participants in student leadership academy on campus
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Funding Source	Amount	Description of Use		
EL Supplemental (7150/0000)	\$3000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$5000	Materials/Supplies/Equipment	<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

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

Site Goal 3.1

Resources that aide 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.

Students at David Reese Elementary school have received targeted instruction in the areas of Trauma Informed Care and Restorative Practices. We are analyzing our student discipline data as well as student Visible Learning interview data to determine how effective are teachers and staff have cultivated a more culturally responsive learning environment. For the 2018-19 School Year we had 70 total suspension incidents.

The following subgroups will remain our focus areas for the 20-21 SY. 14.5% of our African American students were suspended at least once. 11.9% of students with disabilities were suspended at least once.

Metric: Suspension

Actions/Services 3.1.1

Principally Targeted Student Group

- 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"> SEL supports for students through PBIS and a school-wide culture that celebrates diversity 	<p>John Hattie Visible Learning Effect Size: Student/Teacher Relationships .72 Peer Tutoring .55 Classroom Behavioral Supports .68 The Will to Lead, the Skill to Teach (Muhammad/Hollie)</p>	<p>With implementation of the specific actions noted we will have a 30% overall decrease in the total number of suspension incidents of our students. <i>By April 2021 we will assess the effectiveness of this intervention by analyzing our student</i></p>

<ul style="list-style-type: none"> Reinforcing consistent behavior procedures that allow students and families to safely embrace new learning experiences and opportunities. Structured supports for students through facilitated social skills groups and counseling for those with achievement gaps that can aide to increase student academic achievement. PBIS school-wide implementation and maintenance of classroom and site programs and supports. Consistent collaboration around school wide behavior data and SEL support programs and initiatives. After-school tutoring for students who are performing below grade level in the ASES Program On-going collaboration and consultation with MHT and Behavior Support Specialists. Timesheet additional teacher and para educators as needed to support implementation of PBIS programs and interventions. Monthly grade level team collaboration around the effectiveness of the culturally responsive practices being implemented in classrooms for African American students. PD for staff around social/emotional instructional supports for Students with Disabilities 	<p>Culturally and Linguistically Responsive Teaching and Learning (Hollie)</p>	<p><i>data, specifically within our African American and Students with Disabilities subgroups.</i></p> <p>The following outputs will be measured and analyzed on a monthly basis utilizing our track rotation schedule:</p> <ul style="list-style-type: none"> Monitor the number of referrals both behavioral and Social/Emotional within the targeted student population 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. 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. Increase student achievement data on interim and trimester assessments
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Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$9000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$9000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$31100	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 3.1.2

Principally Targeted Student Group

• All • Black or African American • Native Hawaiian or Pacific Islander • SWD • Two or More • 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"> Personal phone calls/contact home from teachers regarding attendance. When chronic, administrative phone calls home. Follow school policy as laid out in the District Handbook for tracking and monitoring tardies via the SART process. Hold monthly PBIS/Intervention Team meetings. Purchase level books for students who meet our good attendance criteria. Purchase attendance rewards & certificates for students who receive perfect attendance each month 	<p>Chronic Elementary Absenteeism: A Problem Hidden in Plain Sight https://www.edweek.org/media/chronicabsence-15chang.pdf</p>	<p>Gather and analyze attendance data monthly. To close the achievement gap, particularly log and monitor the attendance and tardy frequencies for the students with disabilities, Pacific Islander, students of Two or More races, African American and White populations.</p>

Funding Source	Amount	Description of Use		

Supplemental/Concentration (7101/0000)	\$5600	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
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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.

Students at David Reese Elementary school have received targeted instruction in the areas of Trauma Informed Care and Restorative Practices. We are analyzing our student discipline data as well as student Visible Learning interview data to determine how effective are teachers and staff have cultivated a more culturally responsive learning environment. For the 2018-19 School Year we had 70 total suspension incidents. One of the reoccurring challenges is 18.1% of our students have been chronic absent and/or have excessive absences/truancies.

The following subgroups will remain our focus areas for the 20-21 SY. 14.5% of our African American students were suspended at least once. 11.9% of students with disabilities were suspended at least once. 37.8% of our African American students are chronically absent. 27.5% of our students with Disabilities are chronically absent.

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"> Decrease the suspension and referral rate for African American students, Hispanic students, and minority students. Decrease the suspension referral rate for African American students that is monitored through the monthly collaboration and review of site behavior data Students with Disabilities provided with on-going PBIS Tier I supports, and collaboration around the effectiveness of these supports with both General Ed and Special Ed staff Provide culturally relevant and responsive strategies to classroom teachers and staff. Build upon existing site Professional Learning Goals that incorporate equitable practices and strategies for all learners. 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. Student Celebrations and Assemblies that showcase student achievement, attendance and character development (Ex. Awards, Award Certificates, materials) 	<p>John Hattie Visible Learning Effect Size: Student/Teacher Relationships .72 Peer Tutoring .55 Classroom Behavioral Supports .68 The Will to Lead, the Skill to Teach (Muhammad/Hollie) Culturally and Linguistically Responsive Teaching and Learning (Hollie)</p>	<p>With implementation of the specific actions noted we will have a 20% overall decrease in the total number of suspension incidents of our students. We will also see a 5% decrease in the number of students who are chronically absent and/or tardy.</p> <p><i>By April 2021 we will assess the effectiveness of this intervention by analyzing our student data, specifically within our African American and Students with Disabilities subgroups.</i></p> <p>The following outputs will be measured and analyzed on a monthly basis utilizing our track rotation schedule:</p> <ul style="list-style-type: none"> Monitor how the increase of school-wide opportunities to recognize students for making positive choices decreases behavioral referrals/suspensions 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 Survey Data from Student, Staff and Family Culture and Climate questionnaires. Monitor the PBIS TFI site-wide scores

Funding Source	Amount	Description of Use	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$3000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
PBIS (7440/7510)	\$1000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

District Strategic Goal 4:

All students will benefit from programs and services designed to inform and involve family and community partners.

District Needs and Metrics 4:

Students need parent, family and community stakeholders as direct partners in their education as measured by:

- Attendance Rate
- Chronic Absentee Rate
- Family and Community Engagement
- Input in Decision Making
- Other (Site-based/local assessment)
- Partnerships for Student Outcome
- Relationships Between Staff and Families

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

Site Goal 4.1

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"> • Parent Survey data will be collected in the Spring of 2020 to review the effectiveness of the parent involvement and engagement programs and activities taking place at David Reese. • Title I Family Meetings with high attendance from families and community members • Family Events and Academic Functions on campus that provide resources and materials that target mastery of content standards • Consultation with community organizations that support the site African American community including mentoring support for African American males • Resources for families of Students with Disabilities will be distributed at all IEP meetings in multiple languages • Attendance Program and partnership with community on the importance of school attendance and the Year Around school calendar. • Family Impact Time Meetings sponsored by grade level teacher teams so provide information to families regarding the following: <ol style="list-style-type: none"> 1. CCSS 2. Access to Technology 3. ESL 4. Literacy materials 5. Make and Takes 6. Grade level content instructional videos and samples 	<p>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</p>	<ul style="list-style-type: none"> • Increase attendance during family/community events and engagement activities • Team with families in making first contacts positive. Survey families on the effectiveness of school-wide parental involvement practices. • Measure the effectiveness of using tools that allow teachers to make Personal phone calls and schedule meetings, and facilitate Student-led conferences • Parent survey data questions will assist in measuring the effectiveness of our site LCAP and student academic gains.

Funding Source	Amount	Description of Use		
EL Supplemental (7150/0000)	\$1000	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
EL Supplemental (7150/0000)	\$3500	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
EL Supplemental (7150/0000)	\$1500	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$6059	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$2000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$8000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

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"> Home/Visit Project training and compensation for teachers Provide additional support staff for events/meeting preparation and implementations: <ul style="list-style-type: none"> teachers-inform parents about grade level standards/methods to assist students clerical- parent communication Para-educators- daycare and support National Home/Visit Training 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 Provide academic trainings/Parent University classes for parents including i-Ready, Early Literacy, other academic interventions, social emotional and safety trainings to inform and empower parents with strategies & materials to support their students \$5,000 We Both Read program to support literacy and parent/student engagement \$5000 SEL workshops for families and staff that focus on the effect of trauma on youth and adolescents \$5000. African American speakers/authors will provide presentations for families of African American students as well as site staff to strengthen home/school connection Special Ed staff will collaborate with General Ed staff to develop, implement and monitor more effective family engagement practices designed to meet the needs of Students with Disabilities 	<p>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</p>	<ul style="list-style-type: none"> Establish family engagement events and analyze their impact on student achievement 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 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) 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. Create a system that consistently connects families to our school site: <ol style="list-style-type: none"> Grade Level performances Awards Assemblies Visible Learner of the Month Assemblies Character Education Assemblies and Rallies Family Events and Nights (Reading, Math, Science, Writing)

Funding Source	Amount	Description of Use		
Family & Community Engagement (7415/0000)	\$1500	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I - Basic (4900/3010)	\$10000	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I - Basic (4900/3010)	\$8500	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I - Basic (4900/3010)	\$5000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I - Basic (4900/3010)	\$1000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Justification of School-Wide Use of Funds

For sites below 40 percent of enrollment of unduplicated pupils, when using supplemental and concentration (LCAP) funds in a school-wide manner, the site must additionally describe how the services provided are the most effective use of funds to meet the site's goals for unduplicated pupils in the state priority areas. Include a description and justification for the use of any funds in a school-wide manner as described in **Actions, Services, and Expenditures** above.

n/a

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

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	
1510 Regular Education (TK-6) 0000 Unrestricted	0	\$0	\$32,242	\$32,242	\$32,242	\$0	\$0	\$0	\$0
1511 Regular Education (TK-6) - Allocated FTE 0000 Unrestricted	0	\$0	\$53,096	\$53,096	\$53,096	\$0	\$0	\$0	\$0
7101 LCFF Supple/Conc TK - 6 0000 Unrestricted	0	\$0	\$30,600	\$30,600	\$16,000	\$0	\$14,600	\$0	\$0
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	0	\$0	\$32,018	\$32,018	\$23,018	\$3,000	\$0	\$6,000	\$0
4900 Director of Learning Support Services 3010 NCLB: Title I, Part A, Basic Grants Low Income and Neglected	0	\$0	\$582,309	\$582,309	\$403,325	\$95,325	\$43,100	\$40,559	\$0
7440 Positive Behavior Incentive Supports 7510 Low Performing Student Block	0	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	0	\$0	\$731,265	\$731,265	\$527,681	\$98,325	\$58,700	\$46,559	

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	\$582,309
Subtotal of state or local funds included for this school	\$148,956

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 **Patrina Baggett**

School Site Council Chairperson

EL Advisory Chairperson

_____	_____
_____	_____