David Reese Elementary

Local Control Accountability Plan (LCAP)
2025-2026

Principal: Patrina Baggett

County-District-School (CDS) Code: 34673146033021

Elk Grove Unified School District
Elk Grove, California

*Meets E.C. 64001 Requirements for a Single Plan for Student Achievement

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Goal Setting (lcapid: 746) | goalsComplete: 0

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 Curriculum, Instruction & Assessment
- All students will receive high-quality classroom curriculum, instruction, and assessment to promote college, career, and life readiness and close achievement and opportunity gaps.

Goal 2: Targeted Supports & Interventions
- Students who identify as Black/African American, students with disabilities, students in foster care or experiencing homelessness, and students who identify as Native American will benefit from targeted programs and services that leverage their assets, affirm their identities, and address their needs to close achievement, opportunity, and relationship gaps.

Goal 3: Wellness
- All students will learn in an equitable, 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 engage family and community partners.

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?

Consultation with stakeholders on the 2024-25 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:

- Leadership Meetings on Jul. 17, 2024, Aug. 26, 2024, Sept. 25, 2024, Oct. 14, 2024, Nov. 12, 2024, Dec. 9, 2024, Jan. 15, 2025, Feb. 11, 2025, Mar. 3, 2025 and April 7, 2025.
- Title I Family Meetings on Jul. 17, 2024 & Aug. 19, 2024
- Staff Meetings on Aug. 5, 2024, Sept. 9, 2024, Sept. 30, 2024, Oct. 21, 2024, Nov. 18, 2024, Dec. 16, 2024, Jan. 27, 2025, Feb. 18, 2025, Mar. 10, 2025, and Apr. 14, 2025.
- School Site Council Meetings on April 26, 2024, June 4, 2024, Sept. 26, 2024, Oct. 29, 2024, Dec. 12, 2024, Jan. 15, 2025, Mar. 21, 2025, and May 2, 2025 .
- ELAC Meetings on Sept. 24, 2024, Dec. 10, 2024, Feb. 19, 2025, and April 22, 2025.
- Back to School Morning Jul. 17, 2024 & Aug. 19, 2024.
- PowerPoint Videos released to families, Community Surveys and Announcements
- Family Impact Time Meetings (Every grade level completes parent university meetings within the first 6 weeks of the school year) and a 2nd day for Primary grades at the end of the school year.

School Site Council:
Brittany Teresinski: Parent
Sara Holloway: Parent
Ana Gonzalez: Parent
Danielle Buno: Parent
Cynthia Venegas: Parent
Susan Biorn: Teacher
Sabrina Mireles: Teacher
Deana Wirth: Teacher
Mary Alford: Campus Supervisor
Patrina Baggett: Principal

2. Impact of LCAP and Annual Update

How did these consultations affect the LCAP for the upcoming year?

David Reese Elementary School's academic school-wide focus is to *build a strong emphasis on becoming an AVID school. As our school culture, we are also focused on maintaining a David Reese Mindset where we plan 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.* As a school, we will continue our focus in this area with redeveloped characteristics also known as mindsets and will continue to ensure that our staff are trained/retrained with an AVID focus; we will have the remaining grade levels trained by the summer of 25-26 (Kinder). 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, college and career readiness for all students 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. As part of our CNA, we will also heavily focus on improving our attendance with a determined plan to reduce our Chronic Absenteeism rate to improve in the priority areas of attendance, behavior, and academics. Through continued professional development on Restorative Practices, Equitably Based Practices such as grading with equity in mind, and Culturally Responsive Learning, we are embedding these strategies into our work with staff, students and families.

Resource Inequities (ATSI, TSI and CSI designated schools only)

Briefly describe any resource inequities identified by the site needs assessment.
Definition: A resource inequity is a change you will make from your past practice to a new innovation to improve support for your most at-risk students. This change could include reallocating resources such as staff, funding, time, space, etc.

Reese is not an ATSI or CSI designated school.

Goals, Actions, and Progress Indicators

District Strategic Goal 1:

High-Quality Curriculum, Instruction & Assessment

All students will receive high-quality classroom curriculum, instruction, and assessment to promote college, career, and life readiness and close achievement and opportunity gaps.

District Needs and Metrics 1:

Students need high quality classroom instruction and curriculum as measured by:

- **A-G Completion - Percent of Graduates Completing A-G Requirements**
- **AP/IB Exams - Percent of Graduates Passing an AP/IB Exam**
- **CAASPP (ELA, Math, Science) - Distance from Standard**
- **CAASPP (ELA, Math, Science) - Percent Standard Met or Exceeded**
- **CTE Sequence Completion - Percent of Graduates Completing a CTE Sequence**
- **Progress toward English Proficiency - Percent Increasing ELPI Level**
- **Reclassified - Percent of English Learners Reclassified**
- **Test Participation Rate on Districtwide Assessments**

Site Goal 1.1   (SiteGoalID: 8933) (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

Action 1.1.1   (SiteGoalID: 8933) (DTS: 03/11/25)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?

Action Plan	Progress Monitoring	Evaluation
Illuminate Assessments: Classroom teachers will administer Illuminate assessments to all students. Administrators will assist by reminding teachers of the assessment windows each trimester as well as help by providing reports with names of students who need to complete assessments. Illuminate assessments will be administered at the beginning of the school year and at the end of each trimester, following the timeline provided by CPL. **ELPAC Assessments:** Under the direction of the Vice Principal, **Initial ELPAC** Assessments will be administered by time-sheeted teachers within 30 days of enrollment based on the Home Language Survey. Under the direction of the Vice Principal, time-sheeted teachers will administer the **Summative ELPAC** to EL students from February 1 to June, 2026. **CAASPP Assessments:** Under the direction of the Vice Principal, classroom teachers and Learning Center teachers will administer the CAASPP to 3-6 grade students. Based on IEPs, students with disabilities will complete the CAASPP with accommodations or the CAA. *We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.* **Certificated Timesheets:** $8,000 - EL Supplemental (ELPAC Assess.) **Certificated Timesheets:** $6,000 - Title I Timesheets **Classified Timesheets:** $4,000 - Title I Timesheets	The Principal will pull **Illuminate** reports to ensure at least 95% of all eligible students have taken the Illuminate Assessments each trimester. The results will be shared with each teacher (for individual completion rate) as well as with the whole staff (for grade level completion rates). The completion rate report: https://lookerstudio.google.com/u/0/reporting/5428b43e-3fda-432c-8179-784a1b953326/page/p_esm9zdo1xc The Vice Principal will run reports monthly to ensure all students in need of the **Initial** and **Summative ELPAC** Assessments have completed the assessments via the following report: https://app.powerbi.com/groups/me/reports/1cd6944e-32fa-4fc0-862f-0e41530ef8df/ReportSection?experience=power-bi This information will be shared with staff. The Vice Principal will run reports during testing windows to ensure at least 95% of 3-6 grade students have completed the **CAASPP** or CAA. This information will be shared with staff. https://www.caaspp-elpac.org/resources/administration/toms-resources	**What's working?** **What's not working?** **Modifications Needed?**

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. We will continue to focus on our Newcomer Program. In addition, plan to create a more structured ELD program throughout the school.

In 2024, we had an increase of 9.4% of our students Reclassified as proficient in English with 49.1% of our students making progress towards English Language Proficiency (students who progressed by at least 1 ELPI level). 99.9% of our English Language Learners either maintained their current level or made progress!

Our goal for 2025 is to have EL achievement increase by 5%, in each grade level, as measured by the Summative ELPAC assessments.

Metric: Progress toward English Proficiency - Percent Increasing ELPI Level

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Action 1.2.1   (SiteGoalID: 8686) (DTS: 02/13/25)

Targeted Student Group(s)

• EL • R-FEP

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
Action Plan: **EL Intervention:** Small group instruction will be utilized to assist our struggling English Learners (ELPAC 1's & 2's as well as our Long-Term EL students) by providing EL students with additional opportunities to develop fluency in English (speaking, reading and writing) through supplemental small group instruction.	**Progress Monitoring:** **EL Intervention:** The EL Coordinator will collect site based assessment data every 4 - 6 weeks to evaluate student progress and will use this data to progress monitor EL students receiving Tier II intervention services. **MLE Coordination:**	Evaluation **What's working?** **What's not working?** **Modifications Needed?**

MLE Coordination:
MLE coordination will be managed by the Vice Principal and will include such duties as: identification/placement of EL students, reclassification, EL/RFEP monitoring, parent communication, and support for ELAC meetings.

Designated ELD instruction:
Grade 1-6 classroom teachers will provide designated ELD instruction to MLE students 30 minutes per day, 5 days per week (Kindergarten = 15 minutes), as required. Designated ELD instruction will occur per our schoolwide schedule.

Professional Development:
Utilize ML Coach to provide professional development (e.g., Newcomer, LTEL, Designated ELD instructional best practices).

We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.

Certificated Timesheets:
$10,001 - EL Supplemental (ELPAC Assess.)

The Vice Principal will use state dashboard data in order to determine the percentage of our English
Learners that are making adequate progress towards English language proficiency, as determined by the English Learner Progress Indicator (ELPI) on the California State Department of Education Dashboard. Our data will reflect an increase from 49.1% to 59.1% by June 2026.
https://www.caschooldashboard.org/

Teachers will submit their ELD schedule for designated ELD instruction via the following link: https://drive.google.com/drive/folders/1q84xun6qVHSoTdGvucxKiIQpvhOVw_Bd?usp=drive_link

Submissions will be acknowledged the Vice Principal by the second day of school. All administrators will monitor the adherence to these schedules by completing walkthrough observations on a regular basis and entering these into FONT each trimester.

The Vice Principal will monitor student progress of language proficiency utilizing a variety of data points (Wonders ELD assessments, ELPAC practice tasks, Interim Benchmark Assessments). FONT walkthroughs will be utilized to identify implementation of research-based best practices for multilingual learners during Integrated and Designated ELD.

Professional Development:
Utilize ML instructional coach to provide individual classroom follow-up support for site-specific EL professional development.

Site Goal 1.3   (SiteGoalID: 9089) (DTS: 04/07/25)

The following student groups will remain our focus areas for the 2025-26 School Year:

ELA
Overall English Language Arts (ELA) CAASPP scores will increase from 26% to 31% of our students meeting or exceeding standards.
Red:

- African American students will increase from 12% met or exceeded standards to 17%
- English Learners students will increase from 14% met or exceeded standards to 19%

Orange:

- Asian students will increase from 32% met or exceeded standards to 37%
- Students with Disabilities will increase from 4% met or exceeded standards to 10%

Math
Overall Math CAASPP scores will increase from 17% to 22% of our students meeting or exceeding standards.
Orange:

- African American students will increase from 12% met or exceeded standards to 17%
- Students with Disabilities will increase from 2% met or exceeded standards to 9%

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

Action 1.3.1   (SiteGoalID: 9089) (DTS: 04/07/25)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
K-2 Academic Intervention (3rd Grade added after 1st Trimester): AITs will utilize small group instruction, LETRS Training and High Quality Teaching Strategies to teach targeted students not meeting grade level standards in ELA. Writing	**K-2 Academic Intervention:** AITs will collect site based assessment data every 4 -6 weeks to re-evaluate student progress towards grade level standards. **Writing Collaboration:** As set by the Principal, four staff meetings will be scheduled	**What's working?** **What's not working?** **Modifications Needed?**

Collaboration:
Teachers will calibrate student writing using anchor papers and common rubrics to increase student achievement in writing, as measured by the CAASPP.

Teachers participate in classroom observations utilizing the Description of Practice to support implementation of the Instructional Framework. DMM/TLT/Lesson Planning days will be used to provide opportunities for teachers to collaborate and improve instructional practices/data analysis. Grade level teams will meet periodically throughout the year to guide and progress monitor the work.

Illuminate Assessments:
Provide PLC and release time for teachers to collect and analyze data to improve student outcomes in ELA.

Professional Development:
Provide professional development to improve first instruction in ELA. Continue school-wide implementation of AVID. Support through the purchasing of supplies and materials as well as through the opportunity of professional development through SCOE, the AVID Summer Institute, innovative conferences, as well as with PD provided by our Instructional Coaches.

Supplementary Resources:
Purchase supplementary resources to provide additional, targeted instructional support.

Library:
Our Library Technician will provide additional services to our students such as reading to students, distributing "We Both Read" books to parents and students, and increasing the usage of the library. We will purchase additional library books that increase student

throughout the school year to focus on the analysis and collaboration of writing prompts at each grade level as well as across all grade levels as indicated on the staff meeting schedule and agendas.

Illuminate Assessments:
Teachers will analyze assessment data during PLC and release time and provide the data to the administrative team.
https://egusd.illuminateed.com/live/?page=Main_NotDashboardPage

Writing Collaboration:
Grade level teams, along with Coaches, will analyze data based on common writing benchmarks at least two times per year. Results will be shared with staff during PLC's. Teachers will share results with students at the beginning of each trimester to set new goals. Families will be updated during school site council meetings and at Parent-Teacher Conferences twice a year.
https://docs.google.com/spreadsheets/d/1tcsezvGsVjvFI0x9ePm6ism0NHjO0rmf/edit?gid=435366029#gid=435366029

Supplementary Resources:
Classroom teachers will monitor student use and percentage of lessons passed each trimester. This data will be shared at a Grade Level Leadership Meeting each trimester. The information will also be shared with the SSC.

The Principal will analyze the usage and positive affect on student achievement for each supplementary resource at the end of each trimester. This data will be shared with the staff and with the SSC.

Library:
The number of books students have checked out of the library will increase from the prior year as measured by the library technician in March of each school year. This data will be shared with the staff as

engagement.

Materials will be purchased for allowable, reasonable, and necessary maintenance agreements, parts, services, supplies, copying, replacement of supplemental resources, technology, software, equipment, and instructional resources.

Supplemental Concentration FTE:

1. 0.5 V.P. Salary $84,500

LREBG FTE:

1. 1.0 Int. Acad. Intervention Teacher

Title I Certificated FTE:

1. 1.0 Primary Academic Intervention Teacher $115,525
2. .2 FTE additional Academic Intervention Teacher support $21,940

Title I Classified FTE:

1. An Intervention Para-Educator $51,124
2. Librarian $8,989

Time-sheeted Positions:

1. 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
2. Utilize Title I Funds to provide additional K/1 Push-In support for all Kinder & 1st Grade classrooms (1 Certificated Substitute Teacher)

Materials/Supplies/Equipment:
$9,000 Title I Funds

Contract/Services/Subscription:
$19,000 Title I Funds

well as with the SSC yearly.

Site Goal 1.4   (SiteGoalID: 9508) (DTS: 05/11/25)

Teachers will increase their effective use of communicating **Active Participation** from 73.7% to 80% by the end of the year as measured by the Overall Teaching and Learning Program Implementation Continuum (PIC) and FONT data.

Metric: Active Participation

Action 1.4.1   (SiteGoalID: 9508) (DTS: 05/11/25)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?

Action Plan	Progress Monitoring	Evaluation
Classroom Observations: Teachers will be able to participate in classroom observations once a trimester utilizing the description of practice to support the implementation of the instructional framework. **PLC Collaboration:** Teachers will use PLC time and/or release time to collectively discuss and develop success criteria for future lessons. **Professional Development:** Instructional Coaches will provide professional development to teachers to improve first instruction, increase teacher efficacy in utilizing success criteria to improve student outcomes and deepen the implementation of the Instructional Framework. **Data Analysis Days:** Data Days will be scheduled for each grade level in order to allow time for teacher collaboration to determine next steps with instruction. *Provide for allowable, reasonable, and necessary maintenance agreements, parts, services, supplies, copying, replacement of supplemental resources, technology, software, equipment, and instructional resources to carry out this goal.* **Certificated Timesheets:** $10,000 Supplemental Con. (Collaboration) **Materials and Supplies:** $4,161 Supplemental Con. **Contracts & Services:** $5,100 Supplemental Con.	Administration will utilize PIC data and collect data through FONT walkthroughs to assess if instructional strategies have been implemented. PIC Overall Success Criteria Data: https://elkgrovepic.net/PiC/pic.php?schnum=385 FONT Data: https://elkgrovepic.net/FONT/home.php Share FONT walk-through data with staff at monthly staff meetings to discuss progress toward Instructional Framework goals and to celebrate successes. FONT Data: https://elkgrovepic.net/FONT/home.php	FONT data showed a ___% increase in the use of **success criteria**. Administrators completed ___ **classroom walkthroughs** in the 1st and 2nd trimester, covering ___ % of teachers, recorded them in the FONT system, and sent emails with SITS feedback for each observation.

Funding Sources for District Goal 1 (DEV - LCAP ID: 746)

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	137465	Certificated- Salaries
Title I – Basic (4900/3010)	20000	Certificated- Timesheets
Title I – Basic (4900/3010)	60113	Classified- Salaries
Title I – Basic (4900/3010)	8000	Classified- Timesheets
Title I – Basic (4900/3010)	9000	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	19000	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	84500	Certificated- Salaries
Supplemental/Concentration (7101/0000)	10000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	4161	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	5100	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	18001	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions

District Strategic Goal 2:	District Needs and Metrics 2:

Targeted Supports & Interventions

Students who identify as Black/African American, students with disabilities, students in foster care or experiencing homelessness, and students who identify as Native American will benefit from targeted programs and services that leverage their assets, affirm their identities, and address their needs to close achievement, opportunity, and relationship gaps.

Students need high quality programs and services driven by assessment, data analysis, and action as measured by:

- African American Disparity
- Homeless Student Disparity
- Native American Disparity
- Students with Disabilities Disparity
- Students in Foster Youth Disparity

Site Goal 2.1   (SiteGoalID: 8687) (DTS: 02/13/25)

At David Reese Elementary, we will implement targeted supports for students who identify as African American, Native American, are in foster care or experiencing homelessness, or have disabilities. These efforts will focus on increasing academic achievement (LCAP Goal 1), reducing suspensions by creating a safe, inclusive environment where student identity is affirmed and valued (LCAP Goal 3), and improving attendance and reducing chronic absenteeism (LCAP Goal 4).

CAASPP ELA Disparity Data:
12.1%   African American
N/A   Foster Youth
0.0%   Homeless
N/A   Native American
6.8%   Students with Disabilities

CAASPP Math Disparity Data:
10,3%   African American
N/A   Foster Youth
6.5%   Homeless
N/A   Native American
6.9%   Students with Disabilities

Chronic Absences Disparity Data:
66.7%   African American students
N/A   Foster Youth
72.6%   Homeless
100%   Native American
38.8%   Students with Disabilities

Suspension Disparity Data:
9.8%   African American students
N/A   Foster Youth
1.5%   Homeless
0.0%   Native American
9.2%   Students with Disabilities

2024 Student Perception Survey: 68%. **Goal for 2025-2026 will be to increase to 80%**

Metric: African American Disparity

Action 2.1.1   (SiteGoalID: 8687) (DTS: 02/13/25)

Targeted Student Group(s)

• American Indian or Alaska Native • Black or African American • Foster Youth • Homeless • SWD

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan **K-2 Academic Intervention:** AITs will utilize small group instruction, LETRS Training and High Quality Teaching Strategies to teach targeted students not meeting grade level standards in ELA. Priority for intervention services will be given to students in grades K-2 who meet specific entrance criteria, including African American students, Foster Youth, Homeless and Students with Disabilities. (Budget in Goal 1.2.1)	**Progress Monitoring** **K-2 Academic Intervention:** Student progress on our Illuminate Assessments will be used to determine progress for student receiving Intervention every 4 weeks. Disparity Data: https://drive.google.com/drive/folders/13CiFHBEJri5qBiL8iF-WkNarblPmXRjN	**Evaluation**

Action 2.1.2   (SiteGoalID: 8687) (DTS: 04/12/25)

Targeted Student Group(s)

• American Indian or Alaska Native • Black or African American • Foster Youth • Homeless • SWD

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**

Our goal is to increase the positive culture and climate, as well eliminate disparity within our disciplinary practices at David Reese.

PBIS Tier II Implementation:
Increase PBIS Tier II implementation, and reduce the discipline incidents for our African American students.

Administration will meet with the MHT, Counselor, and Behaviorist to review data during Tier 2 meetings and to ensure proper Tier 2 supports are in place for our African American, Foster Youth, Homeless, and Students with Disabilities.

The MHT, Counselor, and Behaviorist to meet with African American, Foster Youth, Homeless, and Students with Disabilities with repeated disciplinary incidents.

Assist Recess Mentors:
ASSIST Recess Mentors will work with our African American, Foster Youth, Homeless, and Students with Disabilities daily during recess and lunch times - instilling character development, keeping students focused and interacting in a positive manner. (Budget in goal 3.1.1)

0.5 FTE Vice Principal:
We have added a 0.5 FTE Vice Principal who will be our Restorative Practice Coordinator, amongst other duties. The Restorative Practices (RP) Coordinator will play a crucial role in embedding and integrating restorative practices within the school's culture, aiming to enhance the emotional, social, and academic development of our African American, Foster Youth, Homeless, and Students with Disabilities. The VP will focus on the implementation of restorative practices to improve school climate, resolve conflicts, repair

Suspension Disparity Data:
(we had 27 suspensions during the 24-25 SY)
8%   African American students
N/A   Foster Youth
11.1%   Homeless
0.0%   Native American
8.6%   Students with Disabilities

https://app.powerbi.com/groups/19cd3f4a-a907-4b0b-93b9-f91aece3b088/reports/d8a9658a-1aec-4f12-89b7-4c79bba0c678/ReportSection6449e0a36466b5071fb8?experience=power-bi

For the 24-25 school year, our **student discipline rates were as follows:**
142.6   African American
0   Foster Youth
43.5   Homeless
0   American Indian
61.9   SWD
486   Whole School

Our goal is to decrease the incident rate for each subgroup by 20 by June 2026 and to decrease our suspension rate to 0%.

https://app.powerbi.com/groups/19cd3f4a-a907-4b0b-93b9-f91aece3b088/reports/d8a9658a-1aec-4f12-89b7-4c79bba0c678/ReportSection6449e0a36466b5071fb8?experience=power-bi

1. Vice Principal will monitor incidents and suspensions each month sharing the data with the PBIS Team.
2. PBIS will monitor the data and the location of incidents to determine where PBIS expectations should be reviewed (data will be shared at Staff Meetings each month for input.
3. Data will be shared with SSC/ELAC to review practices as well as determine if more resources should be purchased/utilized to decrease issues.

The percentage of our students who are African American, Homeless, and Students with Disabilities who participated in small counseling groups are ____% of our students.

harm, and to help foster a restorative community of belonging. The RP Coordinator will collaborate with students, staff, families, and the broader community to ensure a safe, inclusive, and equitable educational environment. (Budget in goal 3.1.1)

We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.

Supplemental Concentration:
$8,900 - Contracts & Services

Title I Funds:
$7,400 Certificated Timesheets
$7,400 Classified Timesheets
$4,080 Materials & Supplies

EL Supplemental:
$5,000 Certificated Timesheets

Action 2.1.3   (SiteGoalID: 8687) (DTS: 04/12/25)

Targeted Student Group(s)

• American Indian or Alaska Native • Black or African American • Foster Youth • Homeless • SWD

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
Attendance Improvement: Communicate to families of our African American, Foster Youth, Homeless, and Students with Disabilities in multiple ways regarding our absence policy and WHY it is important to attend school.	The administration and the District Attendance Support Team will biweekly review and monitor the Chronically Absent criteria (10% or more absence rate) for our African American, Foster Youth, Homeless, and Students with Disabilities. The PBIS Tier II	**Attendance** Subgroup Data: __% AA students __% NA students __% Foster Youth __% Homeless __% Students with Disabilities **Chronically Absent** Subgroup

Make personal phone calls home and text messages from our office staff for all absences. All contacts will be logged into Synergy. Follow district policy as laid out in the District Handbook for tracking and monitoring absences via the SARB process. Establish a CICO for chronically absent African American, Foster Youth, Homeless, and Students with Disabilities.	Committee and the classroom teachers of Chronically Absent students will be notified of the steps that have been taken to improve student attendance bi-weekly.	Data: __% AA students __% NA students __% Foster Youth __% Homeless __% Students with Disabilities

Funding Sources for District Goal 2 (DEV - LCAP ID: 746)

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	7400	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	7400	Classified- Timesheets
Title I – Basic (4900/3010)	4080	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	0	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	0	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	0	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	8900	Contracts/Services/Subscriptions

EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	5000	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions

District Strategic Goal 3:

Wellness

All students will learn in an equitable, 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 Rate**
- **School Climate - Average Favorability Rating**
- **Social Emotional Learning - Average Favorability Rating**
- **Suspension Rate: Percent of Students Suspended**

Site Goal 3.1   (SiteGoalID: 9249) (DTS: 01/01/10)

Decrease recess referrals by 10% through the implementation of Tier I PBIS supports.

Metric: Other

Action 3.1.1   (SiteGoalID: 9249) (DTS: 04/16/25)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
- Describe your step by step plan for intervention, for at-risk students, as related to your goal.	- Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	

- Throughout the year, report the results of the formative data as you collect it.
- In March, summarize your data collection results.
- Based on your summary, what will you adapt/adopt/abandon?

Action Plan	Progress Monitoring	Evaluation
ACTION 1: July-June Appropriate supplies, equipment and resources (i.e., signs on the playground with rules for games, various game options, adequate supervision) to establish a well maintained and organized recess. ACTION 2: July - June PBIS Rotations at the beginning of the school year to discuss behavior expectations and refresh throughout the year (upon return from all breaks). ACTION 3: July-June Designated areas for specific games on the playground with adequate supervision. ACTION 4: July-June Explicitly teach rules and expectations of recess games and activities to all students, ongoing throughout the year. ACTION 5: July-June PD for yard supervisors regarding active yard supervision, de-escalation skills, restorative practices, and game and activity rules and expectations.	July-June Administration to monitor and review synergy incident /referral data, yard staffing levels, regular upkeep and ordering of supplies and share with PBIS team monthly. July-June PBIS Tier I to monitor incident data and share with staff monthly. July-June Yard supervisors to monitor incident location data, share with administration monthly and adjust recess activity locations as needed. July-June Administration to schedule monthly Yard Supervisor meetings to support understanding of PBIS behavior expectations, Restorative Practices, de-escalation skills, and game/activity rules and expectations.	

Site Goal 3.2   (SiteGoalID: 8688) (DTS: 02/13/25)

Our goal is to close the gap and to address the disproportionality between subgroups (African American/AA - 4.8; Students with Disabilities/SWD - 5.1; Socioeconomically Disadvantaged/SED 4.0) in regard to the number of suspensions according to Student Behavior Response Data in Power BI.

Red:

- *AA: = 23-24 was 11.84%; 10.08% in 24-25; Goal for 25-26 will be <1.0%*
- *SWD: = 23-24 was 5.78%; 8.1% in 24-25; Goal for 25-26 will be <1.0%*

Orange:

- *SED: = 7.18% in 23-24; 24-25 was 3.2%; Goal for 25-26 will be <1.0%*

Metric: Suspension Rate: Percent of Students Suspended

Action 3.2.1   (SiteGoalID: 8688) (DTS: 02/13/25)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What ***formative student data*** will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
Action Plan **SEL/PBIS supports for students:** 1. **July - June:** PBIS and a school-wide culture focused on diversity, increase books/literature in school/classroom libraries that reflect the diverse population of our student body and provide after-school tutoring for students who are performing below grade level in the ASES Program. 2. **July - June:** Culture and Climate team that educates students and staff on recognizing and accepting the diversity of others, structured supports for students social skills groups and counseling to aid in	Progress Monitoring *Actions 1 - 8:* **By April 2026 the PBIS Team** *will assess the effectiveness of our PBIS program/intervention by analyzing our student data, specifically within our African American and Students with Disabilities subgroups.* The following outputs will be **measured and analyzed on a monthly basis by our PBIS Team** utilizing our track rotation schedule: • Monitor the number of referrals both behavioral and Social/Emotional within the targeted student population • To determine our SEL implementation of **Second Step** a Vice Principal will track how many lessons have	

increasing student academic achievement.

3. **July - June:** Reinforcing consistent behavior procedures that allow students and families to safely embrace new learning experiences and opportunities.

4. **July - June:** Provide SEL program materials to staff support student development (such as Second Step Program), PBIS school-wide implementation, PD for staff around social/emotional instructional supports for Students with Disabilities, consistent collaboration around school wide behavior data and SEL support programs and initiatives, on-going Tier II collaboration w/MHT and Behaviorist, provide additional teacher/para educator supports to implement the PBIS program and provide intervention.

5. **July - September:** Purchase equipment/materials that will enhance the safety of our school ensuring that students and families feel that they are in a safer environment.

6. **Monthly:** Grade level team collaboration around the effectiveness of the culturally responsive practices being implemented in classrooms for African American students.

7. **January - June:** Improve /Support student SEL through providing access to a high-quality theater experience by purchasing curtains, professional lighting, quality sound system and supplies such as props and costumes

8. **ASSIST Recess Mentors:** ASSIST Recess Mentors will work with students daily (4 days a week) during recess and lunch times - instilling character development,

been taught at each grade level each trimester. This data will be used to establish a baseline for our school.

- 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

Actions 1-4: **By April 2026, PBIS and Leadership Teams** *will assess the effectiveness of this intervention by analyzing our suspension data.*

- Student surveys and/or 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
- Our PBIS Teams (Tiers I and II) will complete our annual TFI (Tiered Fidelity of Implementation) and will share the results with the staff, parents and SSC.
- Monitor how the increase of school-wide opportunities to recognize students for making positive choices decreases behavioral referrals/suspensions

The data will be shared with our SSC, ELAC, and staff during quarterly and monthly meetings to

keeping students focused and interacting in a positive manner.	help with decision making/goal revisions throughout the school year.	
Decrease the suspension and referral rate for African American students, Hispanic students, and minority students. 1. **Monthly:** Decrease the suspension referral rate for African American students which will be monitored through the monthly collaboration and review of site behavior data 2. **Monthly:** 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 3. **Monthly:** Provide culturally relevant and responsive strategies to classroom teachers and staff. 4. **July - June:** Build upon existing site Professional Learning Goals that incorporate equitable practices and strategies for all learners.		

Site Goal 3.3   (SiteGoalID: 9164) (DTS: 04/12/25)

Increase the number of positive student interactions by staff and community with all students, especially those at risk, to promote a positive culture and climate at David Reese Elementary. Data will be collected during the PBIS Tiered Fidelity Inventory (TFI) with the goal of achieving and maintaining GOLD recognition California PBIS Coalition (CPC) recognition. Goal is to reduce suspension rate to be under 1.0%.

Metric: Suspension Rate: Percent of Students Suspended

Action 3.3.1   (SiteGoalID: 9164) (DTS: 04/12/25)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
Action Plan 1. **Weekly:** 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. 2. **Monthly:** Hold monthly PBIS/Intervention Team meetings. 3. **July, October & March:** Purchase level books for students who meet our good attendance criteria. 4. **July, October & March:** Purchase attendance and behavior rewards & certificates for students who receive perfect attendance and/or receive Golden Eagle/Eagle Flier certificates each month 5. **July & April:** Increase the number of trained staff trained participating in home visits through the Home Visit Project	Progress Monitoring Actions 1-5: **VP, Attendance Office Tech. and Attendance SOA II** will gather and analyze attendance data monthly. To close the achievement gap, particularly log and monitor the attendance and tardy frequencies for Students with Disabilities, Asian, EL, Hispanic, Homeless, Pacific Islander, students of Two or More races, African American, Socioeconomically Disadvantaged, and White populations. Attendance information will be shared monthly during staff meetings and quarterly with the SSC and ELAC to help with decision making/goal revisions throughout the school year.	

Site Goal 3.4   (SiteGoalID: 9165) (DTS: 04/12/25)

Increase the number of positive student interactions by staff and community with all students, especially those at risk, to promote a positive culture and climate at David Reese Elementary. Data will be collected during the PBIS Tiered Fidelity Inventory (TFI) with the goal of achieving and maintaining GOLD or PLATINUM recognition California PBIS Coalition (CPC) recognition. Goal is to reduce suspension rate to be under 1.0%.

Metric: Suspension Rate: Percent of Students
Suspended

Action 3.4.1   (SiteGoalID: 9165) (DTS: 04/12/25)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
July - June: Weekly public Friday announcements for students caught showing character (Eagle Flier). **July - June:** Positive behavior student luncheons each trimester. **July - June:** Teacher training in specific behavior areas by PBIS coach/MHT/School psychologist **July - June:** Monthly Positive behavior/attendance recognition awards **July - June:** Support the PBIS Program by providing positive signage, purchase recognition certificates, character awards and incentives to reward student for both areas (i.e. pencils, pens, notebooks, pouches, binders, books, and other school related incentives). Purchase PBIS awards and/or ink to create	**July - June:** Tier II Team: Effectiveness measured by: • TFI • Survey results (staff, parent, student) • Attendance data • Suspension/referral data The Tier II Team will work together to collect the data, reviewing the survey results to complete the TFI in April. Ongoing data collection will be reviewed and shared with our SSC, ELAC and Leadership Teams during quarterly and monthly meetings to help with decision making/goal revisions throughout the school year.	

awards, envelopes, window clings, paper, and cardstock to create and mail awards.

Supplemental Concentration:
$5,000 Certificated Timesheets
$5,000 Classified Timesheets
$5,000 Materials & Supplies

Title I Funds:
$8,000 Materials & Supplies
$30,000 - Contracts & Services

Funding Sources for District Goal 3 (DEV - LCAP ID: 746)

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	5000	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	5000	Classified- Timesheets
Title I – Basic (4900/3010)	5000	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	8000	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	0	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	8000	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	30000	Contracts/Services/Subscriptions

EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	0	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions

District Strategic Goal 4:

Family & Community Engagement

All students will benefit from programs and services designed to inform and engage 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**
- **Parents indicating a respectful and welcoming school environment**
- **Parents indicating opportunities for parent input in making decisions**
- **Parents indicating opportunities for parent involvement**
- **Percent Chronically Absent**

Site Goal 4.1   (SiteGoalID: 8689) (DTS: 02/13/25)

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.

Parent involvement and engagement with site personnel and events will increase student achievement and performance as evidenced by an increase of attendance/participation of parents in school academic/informational/engagement activities, with a goal of 80% of parents from each class overall.

Metric: Parents indicating opportunities for parent involvement

Action 4.1.1   (SiteGoalID: 8689) (DTS: 02/13/25)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation

• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**

Action Plan
Targeted Focus on Family Community Engagement
Increase school-wide Family and Community Engagement programs such as:

- Parent/Teacher conferences
  - Release time (Certificated timesheets)
- Back to School Events
- Open House
- Ensure home/school communications/flyers are translated
- Make phone calls to invite families to events personally
- Continue to participate in the FACE Home Visit Program
- Communicate current events in print, website, and social media accounts

1. **Each Trimester:** Title I Family Meetings/family and community events/engagement activities with increased/high attendance from families and community members
2. **July - June:** Family Events and Academic Functions on campus that provide resources and materials that target mastery of content standards as well as student/family connection to school
3. **July - June:** Consultation with community organizations that support Reese's African American community including mentoring support for African American males

Progress Monitoring
Spring of 2025:
Actions 1-9 measured through: Parent Survey data will be collected in the Spring of 2025 by the **Principal** through multiple surveys of **Parents/ELAC/SSC** to review the effectiveness of the parent involvement and engagement programs and activities taking place at David Reese. Parent survey data questions will assist in measuring the effectiveness of our site LCAP and student academic gains. Parent participation will be measured by sign-ins sheets and survey responses.

4. **July - June:** Resources for families of Students With Disabilities will be distributed at all IEP meetings in multiple languages
5. **Monthly:** Attendance Program and partnership with community on the importance of school attendance and the Year Around school calendar.
6. **Weekly - July-June:** Team with families in making first contacts positive through Friday admin calls home - positive notes from teachers regarding students
7. **July - June:** Teachers utilize tools that allow them to make personal phone calls, schedule meetings, and facilitate student-led conferences
8. **July - Sept.:** Purchase playground equipment to increase student activity and engagement to increase their ability to reconnect to school, instruction, and each other.
9. **July/August & January/February:** Family Impact Time Meetings sponsored by grade level teacher teams so provide information to families regarding the following:

- CCSS
- Access to Technology
- ESL
- Literacy materials
- Make and Takes
- Grade level content instructional videos and samples

Supplemental Concentration:
$5,000 Certificated Timesheets
$2,500 Classified Timesheets
$2,571 Materials & Supplies
$5,000 - Contracts & Services

Site Goal 4.2   (SiteGoalID: 9166) (DTS: 04/12/25)

Our goal is to increase diversity awareness, acceptance, and recognition through the increase of family and community engagement opportunities, student leadership activities and events supporting increased involvement of our school community. Site goal is to consistently have at minimum, 25% of our families represented, across all grade levels.

Metric: Parents indicating a respectful and welcoming school environment

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Action 4.2.1   (SiteGoalID: 9166) (DTS: 04/12/25)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**

Action Plan
1. Build Strong Relationships:
 	
• Home/Visit Project training and compensation for teachers
• **July/August & January/February:** Provide additional support staff for events/meeting preparation and implementations:
  ◦ teachers-inform parents about grade level standards/methods to assist students
  ◦ clerical- parent communication
  ◦ Para-educators-daycare and support
• **July & April:** National Home/Visit Training
• **July - June: Site** Parent Liaison that completes regularly scheduled phone
	Progress Monitoring
	Action 1: **David Reese staff/FACE Dept./School & FACE Parent Liaisons/Stakeholders:** effectiveness measured through utilizing family engagement events to determine their impact on student achievement. District data will be used to determine if enhanced activities supported meeting the needs of students socially/academically while also keeping families involved/informed. Student based surveys that are administered the following day and/or family based survey that are taken on the computer the night of events.	

- 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
- **Monthly:** Provide academic trainings/Parent University classes for parents including IXL, Early Literacy, other academic interventions, social emotional and safety trainings to inform and empower parents with strategies & materials to support their students
- **July:** Purchase We Both Read program to support literacy and parent/student engagement
- **August/January/March:** SEL workshops for families and staff that focus on the effect of trauma on youth and adolescents
- **October/February:** African American speakers/authors will provide presentations for families of African American students as well as site staff to strengthen home/school connection
- Provide training for teachers and students for our Student Ambassador program through Community Matters to increase student leadership
- **Monthly:** Continue to develop our system that consistently connects families to our school site:
    - Grade Level performances
    - Awards Assemblies
    - Visible Learner of the Month Assemblies
    - Character Education Assemblies and Rallies
    - Family Events and Nights (Reading, Math, Science, Writing)
- **Monthly:** 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
- **July/August:** Signage for Back to School to welcome students back for the new school year
- **July - June:** BTA support services for parent communication during events as well as per the needs of the school to make the home school connection (i.e. translation services).

Site Goal 4.3   (SiteGoalID: 9167) (DTS: 04/12/25)

According to the California Dashboard, in the 2024 school year, our Chronic Absenteeism rate reduced from 46% in 2023 down to 39.1%. In February 2025, we increased our focus in this area as we recognized that this is a problem that we need to target to help fix both Academic as well as Behavior issues. Our goal for the 25-26 school year is to have an overall decrease in the current Chronic Absenteeism from 39.1% to the district goal 15% through a continued focus on parent and student engagement, support through AIO, and a monthly focus on attendance awareness.

For the 25-26 school year, **all student groups** will be our focus area as there is a need in each group for a reduction in the Chronically Absenteeism rate.

By May of 2026, Chronic absenteeism will reduce from 39.1% to 15% for ALL students as measured by the California Dashboard.

Very Low (Red) Designation:

- African American 69.6% to 50%
- Pacific Islander 75% to 60%

Low (Orange) Designation:

- Homeless 76.2% to 60%
- Two or More 49% to 35%
- Students with Disabilities 41.4% to 30.3%
- White 31.7 to 20%

Metric: Percent Chronically Absent

Action 4.3.1   (SiteGoalID: 9167) (DTS: 04/12/25)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
Action Plan 1. **Monthly:** 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. 2. **Monthly:** Student Celebrations and Assemblies that showcase student achievement, attendance and character development (Ex. Awards, Award Certificates, materials) 3. **Weekly:** 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. 4. **Monthly:** Hold monthly PBIS/Intervention Team meetings. 5. **July & January:** Purchase level books for students who meet our good attendance criteria. 6. **July & January:** Purchase attendance rewards & certificates for students who receive perfect attendance each month	Progress Monitoring Actions 1-7: **VP/Attendance Office Tech/Attendance SOA II** will 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, Foster Youth and White populations. Attendance information will be shared monthly during staff meetings and quarterly with the SSC and ELAC to help with decision making/goal revisions throughout the school year.	

7. **July & April:** Increase the number of staff trained and participating in home visits through the Home Visit Project

Site Goal 4.4   (SiteGoalID: 9168) (DTS: 04/12/25)

Increase opportunities for families to participate in school-wide events by focusing on family groups who do not traditionally attend school functions, including SSC, ELAC, parent conferences, Parent University nights, Student Study Team, Family Impact Time grade level parent trainings, and school-wide community events such as Open House, Harvest Festivals, Multi Cultural Fair, Band Concerts, Performances, Talent Show, David Reese Mindset Assemblies, and our events that celebrate student success.

Increase the translation of flyers into home language
Increase Talking Points access to key staff members to support outreach to families
Use School Messenger to Make personal calls to targeted populations to invite to events

Goals:
75% of class enrollment in attendance at schoolwide events
75% of class enrollment attend scheduled conferences

Metric: Parents indicating opportunities for parent involvement

Action 4.4.1   (SiteGoalID: 9168) (DTS: 04/12/25)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
Action Plan **July - June:**	**Progress Monitoring** Admin will monitor and	

Increase school-wide Family and Community Engagement programs such as:

- Parent/Teacher conferences
- Back to School Event
- Open House
- Ensure home/school communications flyers are translated
- Make phone calls to personally invite families to events utilizing School Messenger
- Establish & communicate current events in print, website, and social media
- Utilize FACE personnel to host a Family Writing Night.
- Purchase materials for Literacy Events for grade levels TK-6.
- FIT/Parent University events
- Parent AVID nights. 3-6
- Continue to participate in the FACE Home Visit Program

July - June:
Compensate teachers, BTAs, and/or outside speakers to attend/facilitate events

July - June:
Supply materials when needed for events

July - June:
Support home-to-school communication through Communication Folders and School-wide organization systems with grade-level resources and supplies.

<u>Supplemental Concentration:</u>
$5,000 Certificated Timesheets
$2,500 Classified Timesheets
$2,471 Materials & Supplies
$5,000 - Contracts & Services

<u>Title I Funds:</u>
$5,000 Certificated Timesheets
$4,600 Classified Timesheets
$5,000 Materials & Supplies
$5,000 - Contracts & Services

disseminate data regarding:

July - June: Attendance as recorded by sign-in sheets and teacher logs.

July - June: Increased approval rating for Culture Climate construct "Support for Academic Learning".

July - June: Attendance to conferences as recorded by sign-in sheets and teacher logs.

July - June: Increased daily usage of teacher-student-parent communication through the use of student planners and Talking Points.

Attendance information will be shared monthly during staff meetings and quarterly with the SSC and ELAC to help with decision making/goal revisions throughout the school year.

Funding Sources for District Goal 4 (DEV - LCAP ID: 746)		
Funding Source	**Amount**	**Description of Use**
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	5000	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	4600	Classified- Timesheets
Title I – Basic (4900/3010)	5000	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	5000	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	10000	Certificated- Salaries
Supplemental/Concentration (7101/0000)	0	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	5000	Classified- Timesheets
Supplemental/Concentration (7101/0000)	5971	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	10000	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	0	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	0	Materials/Supplies/Equipment

EL Supplemental (7150/0000) | 0 | Contracts/Services/Subscriptions

Funding Source Summary for All District Goals

Title I – Basic (4900/3010)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	$137465	$0	$0	$0	$137465
Certificated- Timesheets	$20000	$7400	$5000	$5000	$37400
Classified- Salaries	$60113	$0	$0	$0	$60113
Classified- Timesheets	$8000	$7400	$5000	$4600	$25000
Materials/Supplies/Equipment	$9000	$4080	$5000	$5000	$23080
Contracts/Services/Subscriptions	$19000	$0	$8000	$5000	$32000

Title I – Basic (4900/3010) Total: **$315,058**

Supplemental/Concentration (7101/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	$84500	$0	$0	$10000	$94500
Certificated- Timesheets	$10000	$0	$0	$0	$10000
Classified- Salaries	$0	$0	$0	$0	$0
Classified- Timesheets	$0	$0	$0	$5000	$5000
Materials/Supplies/Equipment	$4161	$0	$8000	$5971	$18132
Contracts/Services/Subscriptions	$5100	$8900	$30000	$10000	$54000

Supplemental/Concentration (7101/0000) Total: **$181,632**

EL Supplemental (7150/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	$0	$0	$0	$0	$0
Certificated- Timesheets	$18001	$5000	$0	$0	$23001
Classified- Salaries	$0	$0	$0	$0	$0
Classified- Timesheets	$0	$0	$0	$0	$0
Materials/Supplies/Equipment	$0	$0	$0	$0	$0
Contracts/Services/Subscriptions	$0	$0	$0	$0	$0

EL Supplemental (7150/0000) Total: **$23,001**

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

David Reese Elementary (358) | 2025-2026

Fund Source **Mgmt. Code /** *Description* **Resc. Code /** *Description*	Allocation	EGUSD Strategic Goals				Balance
		1. Curriculum and Instruction	**2. Targeted Supports & Interventions**	**3. Wellness**	**4. Family Engagement**	
4900 Director of School Improvement Support **3010** ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	$315,058	$253,578	$18,880	$23,000	$19,600	$0
7101 LCFF Supplemental Concentration TK-6 **0000** Unrestricted	$181,632	$103,761	$8,900	$38,000	$30,971	$0
7150 EL Supplemental Program Services TK-6 **0000** Unrestricted	$23,001	$18,001	$5,000	$0	$0	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$519,691	$375,340	$32,780	$61,000	$50,571	

Fund Subtotals	
Subtotal of additional federal funds included for this school	$315,058
Subtotal of state or local funds included for this school	$204,633

Title I Centralized Services			
Title I Foster Youth	$0	Title I Homeless	$0
Title I Centralized Services	$0	Title I Preschool	$0