



## **David Reese Elementary**

# **Local Control Accountability Plan (LCAP) 2024-2025**

**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

## IV. Goals, Action Plans and Progress Monitoring

David Reese Elementary | Focused Work: 2024-2025

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### Goal Setting (Icapid: 631)

#### 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 receive high quality classroom instruction and curriculum to promote college, career and life readiness and close achievement and opportunity gaps.

##### 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 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.

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#### Stakeholder Engagement

##### 1. Involvement Process for LCAP and Annual Update

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

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Consultation with stakeholders on the 2023-24 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. 31, 2023, Aug. 30, 2023, Sept. 25, 2023, Oct. 18, 2023, Nov. 6, 2023, Dec. 6, 2023, Jan. 8, 2024, Feb. 13, 2024, Mar. 13, 2024 and April 10, 2024.
- Grade Level Representative Meetings on Jul. 24, 2023, Aug. 21, 2023, Sept. 18, 2023, Oct. 9, 2023, Oct. 30, 2023, Nov. 27, 2023, Jan. 2, 2024, Feb. 5, 2024, and Apr. 1, 2024.
- Title I Family Meetings on Jul. 19, 2023 & Aug. 21, 2023
- Staff Meetings on Aug. 7, 2023, Sept. 5, 2023, Oct. 2, 2023, Nov. 13, 2023, Dec. 11, 2023, Jan. 16, 2024, Feb. 20, 2024, and Mar. 13, 2024, and Apr. 15, 2024.
- School Site Council Meetings on May 23, 2022, Nov. 15, 2022, Feb. 16, 2023, Mar. 23, 2023, and Apr. 28, 2023.
- ELAC Meetings on Nov. 9, 2024, Jan. 24, 2024, Feb. 28, 2024, and April 11, 2024.
- Back to School Morning Jul. 19, 2023 & Aug. 21, 2023.
- Zoom 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 form Primary grades at the end of the school year.

## 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 add an AVID focus (started in 23-24 with 5th & 6th grades) to include 3rd & 4th grades as well as some TK - 2nd grade classes for the 24 - 25 school year. 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. 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 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.**

Our school was identified as Alternative Targeted Support and Improvement (ATSI) because multiple student groups were identified as needing targeted supports per the 2023 California Dashboard Results. Our students (African American, Hispanic, Socioeconomically Disadvantaged 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 focus on the increased success of our targeted student groups:

1. Trauma Informed Care Practices/Restorative Practices PD embedded into our culturally responsive

- classrooms and parental engagement (Goals 1.1.1 and 4.2.1 address this need area)
2. Increase ELA SBAC/CAASPP scores and 3rd grade students who are reading on grade level (Goals 1.1.1, 1.3.1 and 2.2.1 address this need area)
3. Technology to support student performance data: Chromebook ratios for students and IXL (Goals 1.1.1, 1.3.1, 2.2.1 and 4.1.1 addresses this need area)
4. Parent/Family Attendance program targeted selected students who are chronically absent (Goals 3.1.2, 4.1.1 and 4.3.1 address this need area)

## Goals, Actions, and Progress Indicators

### District Strategic Goal 1:

All students will receive high quality classroom instruction and curriculum 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

### Site Goal 1.1 (SiteGoalID: 7427) (DTS: 12/13/23)

Overall English Language Arts (ELA) scores will increase from 26% to 35% of our students meeting or exceeding standards on the state CAASPP assessments as noted in the CDE Dashboard. Our overall performance level is Orange for our assessed students.

Performance Level: RED

- African American students decreased in this area from the 22-23 school year from 27% to 15%. The goal is that African American students will increase from 15% by 5 percentage points in met or exceeded standards to 20%.
- Hispanic students will increase from 26% to 31% meets or exceeds
- SED students will increase from 23% to 28% meets or exceeds
- SWD students will increase from 4% to 15% meets or exceeds

Performance Level: ORANGE

- Asian students will increase from 30% to 35% meets or exceeds
- EL students will increase from 14% met or exceeded standards to 20%

Overall Math scores will increase from 17% to 25% of our students meeting or exceeding standards on the state CAASPP assessments as noted in the CDE Dashboard. Our overall performance level is Orange for our assessed students.

Performance Level: RED

- SWD students will increase from 2% to 15% meets or exceeds

Performance Level: ORANGE

- African American students will increase from 6% met or exceeded standards to 15%
- Students who identify as two or more races (2+) will increase from 17% met or exceeded standards to 23%
- Asian students will increase from 28% to 33% meets or exceeds
- EL students will increase from 7% met or exceeded standards to 15%
- Hispanic students will increase from 14% to 20% meets or exceeds
- SED students will increase from 16% to 21% meets or exceeds

These subgroups will be targeted for academic intervention and tutoring services.

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

**Action 1.1.1** (SiteGoalID: 7427) (DTS: 12/13/23)

**Targeted Student Group(s)**

- All

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"><li>• Describe your step by step plan for intervention for at-risk students.</li></ul>	<ul style="list-style-type: none"><li>• How will you measure implementation?</li><li>• How will you measure student improvement using formative data?</li><li>• Who will collect the data, how often, and who will it be shared with?</li></ul>	<ul style="list-style-type: none"><li>• Are you making progress towards your desired outcome?</li><li>• What is working or what is not working?</li><li>• How will you modify your plan if you are not making progress?</li></ul>
<p><b>Action Plan</b></p> <p><b><u>1. July - June: Professional Development</u></b> PD for teachers that strengthens their collective efficacy (PLC's) and supports their ability to engage students. This PD will support teachers in their ability to utilize student reports effectively. Teachers will receive additional PD to support providing differentiated instruction for students with disabilities and interactive strategies that support the development of language acquisition for EL students through distance</p>	<p><b>Progress Monitoring</b></p> <p><b>Action 1:</b> With implementation of the specific actions noted we will have a 5% point overall increase of our CAASPP ELA student performance data in grades 4-6.</p> <p><b>Action 2:</b> Students in grades K-3 will have a minimum 5% point overall increase from their original IXL diagnostic assessment levels and have progressed on Common District Illuminate Assessments.</p> <p><b>By April 2025 Grade Levels/Leadership/Admin/Coaches will assess the effectiveness of</b></p>	<p><b>Evaluation</b></p>

learning. Finally, teachers will receive PD on supporting inclusive practices by promoting equity and inclusion of all marginalized populations (SWD etc.).

1. Consultants - provides PD for teachers in the targeted areas of Teacher/Student Clarity, Equitable Practices, Lesson Design and Feedback
2. Professional Development to support building strong Professional Learning Communities (PLCs)
3. Release days for teachers to attend PD opportunities with their grade level teams and/or stipend for teachers attending these sessions while on vacation
4. Continued PD in the area of Trauma Informed Care and Restorative Practices
5. Focused PD on supporting African American students and culturally relevant practices

## **2. Establish school-wide PL outcomes and goals:**

Leadership team will support their grade levels by guided reflection of practices during release days (a focus on teacher instruction and student engagement); this work will be documented by the team. Teachers will utilize instruction/programs/books/resources etc. to determine student levels and meet them at their current abilities to support

1. **Daily:** Students in grades K-6 will access online instruction daily in Reading, Mathematics and Science in order to complete lessons which have been differentiated to meet their individual needs (IXL - Math/Reading/Science), \$22,500)
2. **July - June:** Provide additional supports for students in creating

*this 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 utilizing our track rotation schedule:

- Grade level teams analysis of assessment data
- Improvement in student performance
- School-wide consistent implementation of David Reese Mindset practices and instructional strategies.
- Staff input surveys and student survey information

<p>Math/Reading fluency through programs such as Explore Learning Reflex Math (\$6,500)</p> <p>3. <b>July - June:</b> Provide non-fictional readers, magazines, and literature to students of all grade level to support and increase on-grade level reading \$8,000</p> <p>4. <b>July - June:</b> Kinder - 6th grade teachers will participate in the AVID program to support our students in being College and Career Ready (AVID Conferences \$25,000)</p> <p>5. <b>July &amp; January:</b> Rebranding - VL to Mindsets as it connects to WICOR/AVID (\$6,000)</p> <p>6. <b>Possibly March:</b> 8 teachers will participate in the ASCD Conference (\$25,000)</p> <p>7. <b>July:</b> Planners/agendas to support student organization skills - K-6 (\$3,000).</p> <p>8. <b>July:</b> AVID Supplies/Materials for participating classes (23 x \$300 = 6,900)</p>		
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**Site Goal 1.2 (SiteGoalID: 7431) (DTS: 12/13/23)**

**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.**

**In 2022, 53 students Reclassified as proficient in English with 60.3% of our students making progress towards English Language Proficiency. We saw a reduction of progress in this area in 2023, with 46 students reclassifying as proficient in English and only 39.6% of our students making progress towards English Language Proficiency.**

**Our goal for 2024 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

## Targeted Student Group(s)

• Asian • EL • Filipino • Hispanic or Latino • Native Hawaiian or Pacific Islander • R-FEP

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> <li>Describe your step by step plan for intervention for at-risk students.</li> </ul>	<ul style="list-style-type: none"> <li>How will you measure implementation?</li> <li>How will you measure student improvement using formative data?</li> <li>Who will collect the data, how often, and who will it be shared with?</li> </ul>	<ul style="list-style-type: none"> <li>Are you making progress towards your desired outcome?</li> <li>What is working or what is not working?</li> <li>How will you modify your plan if you are not making progress?</li> </ul>
<p><b>Action Plan</b></p> <p><b><u>1. July - June: Professional Development/PLC:</u></b></p> <ol style="list-style-type: none"> <li>Provide continuous PD and materials for teacher in the use of district adopted curriculum and Renaissance/MyON (\$10,000) as an instructional technical support tool.</li> <li>Release days for teachers to attend PD opportunities with their grade level teams and/or stipend for teachers on vacation</li> <li>Release days for TLT (Teacher Learning Time) and Instructional Rounds (coaching) opportunities for teams in order to participate in vertical articulation/grade level instructional learning.</li> <li>PLCs that continually target the skills and actions that students require to demonstrate mastery of grade level standards</li> </ol> <p><b><u>2. July - Oct.:</u></b></p> <p><b><u>Resources/Materials:</u></b></p> <ol style="list-style-type: none"> <li>Purchase needed materials or resources for staff to support African American students with access to core curriculum</li> <li>Provide supplemental online resources such as Nearpod</li> </ol>	<p><b>Progress Monitoring</b></p> <p><b>Actions 1.1-4:</b> With implementation of the specific actions noted we will have a 5% points overall increase of our CAASPP ELA student performance data in grades 4-6.</p> <p><b>Actions 2.1-3:</b> 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> <p><i>By April 2025 <b>Admin and Grade Level Teams</b> 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 5% decrease in the number of students performing below standards.</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"> <li>Follow professional learning plan.</li> <li>Complete Decision Making Models in order to assure the most effective strategies and data is utilized for input.</li> </ul>	<p><b>Evaluation</b></p>

(6,800) and professional development books for teachers to directly support the increased development of instructional strategies/abilities

3. Purchase needed materials or resources for staff to support students in developing skills in STEM/STEAM as well as for academically based family nights/events - purchase supplemental materials to support the core curriculum \$10,000 (all grade levels).

### **3. July - June: Supports for Students:**

1. Provide EL/AA/SWD students with additional language/visual supports that equip them with foundational reading skills.
2. Utilize credentialed teachers and trained para-educators to teach supplemental ELD instruction (outside of the mandated ELD) - tutoring

### **4. July - June: Supports for EL Students**

1. Establish school-wide PL outcomes and goals that align with both CCSS and ELD standards
2. Administer Initial and Summative ELPAC assessments.
3. Credentialed Teachers and EL Instructional Coach crafting lesson plans for Newcomers that are taught by trained para-educator
4. Utilize credentialed teachers and trained para-educators to teach supplemental ELD instruction (outside of the mandated ELD)
5. Establish school-wide schedules that support Integrated ELD instruction and enhance designated ELD instruction with a focus on the ELD Standards (no-cost)

- Utilized Formative and Summative assessments that are submitted and reviewed on a trimester basis.
- Review school wide data in **October, March & June** and during all Leadership and Regional Principal meetings.
- Purchase needed supplemental materials, resources and equipment in all subject areas including Reading, Writing, ELD.

**Actions 3.1-2: EL Coordinator w/Admin** - *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 22-23 School Year. We will closely monitor the progress of our EL students during their initial, middle and summative ELPAC scores.*

### **Actions 4.1 - 6.**

The following outputs will be measured by **Admin & Grade Level Teams** and analyzed on a monthly basis utilizing our track rotation schedule:

- 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.
- Monitor the number of students who redesignate from EL's to English proficient

The data will be shared with our SSC, ELAC and Leadership Teams during quarterly and monthly meetings to help with decision making/goal revisions throughout the school year.

6. EL Supplemental funds allocated to utilize a certificated teacher to co-coordinate ELPAC testing schedule as well as additional certificated staff to provide ELPAC testing for students (after contract hours). Admin will co-conduct EL coordination work as well schedule/facilitate ELAC meetings.		
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**Site Goal 1.3 (SiteGoalID: 7434) (DTS: 12/13/23)**

**ASES, Intervention and Engagement Support, and AIT will help increase student achievement by 5% as measured by CAASPP scores (all of our grade levels showed improvement between the 22-23 to 23-24 school year.**

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

22% of 3rd grade students Met/Exceeded Standards in ELA  
 21% of 3rd grade students Met/Exceeded Standards in MATH  
 28% of 4th grade students Met/Exceeded Standards in ELA  
 17% of 4th grade students Met/Exceeded Standards in MATH  
 22% of 5th grade students Met/Exceeded Standards in ELA  
 11% of 5th grade students Met/Exceeded Standards in MATH  
 34% of 6th grade students Met/Exceeded Standards in ELA  
 22% of 6th grade students Met/Exceeded Standards in MATH

The following PTSG's will remain our focus areas for the 2024-25 SY.

- African American 54% of our African American students scored below standard in ELA and 61.97% below standard in MATH.
- Hispanic 54% of our African American students scored below standard in ELA and 61.97% below standard in MATH.
- SED 54% of our African American students scored below standard in ELA and 61.97% below standard in MATH.
- 100% of Students with disabilities scored below standard in ELA and Math.

Our goal is to close the achievement gap with the lowest performing subgroups in **ELA** according to the CAASPP/SBAC 2023 and the California's Accountability Dashboard:

- African American students performed 92.5 points below standard - Red
- Hispanic students students performed 72.1 points below standard - Red
- Socioeconomically Disadvantaged students performed 72.2 points below standard - Red
- Students with Disabilities students performed 137.1 points below standard - Red

Our goal is to close the achievement gap with the lowest performing subgroups in **MATHEMATICS** according to the CAASPP/SBAC and the California's Accountability Dashboard:

- Students with Disabilities performed 153.7 points below standard - Red

**Metric:** A-G Completion - Percent of Graduates  
Completing A-G Requirements

**Action 1.3.1** (SiteGoalID: 7434) (DTS: 12/13/23)

**Targeted Student Group(s)**

- Black or African American • SWD

<p><b>Action Plan</b></p> <ul style="list-style-type: none"> <li>• Describe your step by step plan for intervention for at-risk students.</li> </ul>	<p><b>Progress Monitoring</b></p> <ul style="list-style-type: none"> <li>• How will you measure implementation?</li> <li>• How will you measure student improvement using formative data?</li> <li>• Who will collect the data, how often, and who will it be shared with?</li> </ul>	<p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>• Are you making progress towards your desired outcome?</li> <li>• What is working or what is not working?</li> <li>• How will you modify your plan if you are not making progress?</li> </ul>
<p><b>Action Plan</b></p> <p><b><u>ASES Support: July - June</u></b></p> <ol style="list-style-type: none"> <li>1. Additional support for Day Camp/Afterschool Program to provide enrichment/ academic opportunities to support students (such as ELITE Soccer \$27,000)</li> </ol> <p><b><u>Intervention and Engagement Support: July - June</u></b></p> <ol style="list-style-type: none"> <li>1. Academic Intervention teachers will 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.</li> <li>2. Supplies and Materials that aide student academic</li> </ol>	<p><b>Progress Monitoring</b></p> <ol style="list-style-type: none"> <li>1. With implementation of the specific actions noted we will have a 5% 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. <b>ASES 1.</b></li> <li>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. <b>Intervention and Engagement 1-7.</b></li> </ol> <p><i>By April 2025 <b>Admin and Grade Level Teams</b> will review 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> <p>The following outputs will be</p>	<p><b>Evaluation</b></p>

improvement (Copy Machines/Ink/Toner/Paper/Supplies/Lightbulbs) and online services

3. Subscriptions for K-6 for improvement in reading skills such as Time for Kids and Scholastic News
4. Technology supplies and equipment for students and teachers \$10,000 to support student engagement
5. Hire Credentialed Support Staff for hourly time-sheeted Intervention services
6. Provide Students with Disabilities access to targeted intervention support services
7. Allow teacher teams to collaborate with Academic Intervention staff around specific targeted supports for African American students

**Academic Intervention Staff:**  
**July - June**

**Supplemental Concentration FTE:**

1. 0.5 V.P. Salary \$83,581

**ESSER FTE:**

1. 1.0 Int. Acad. Intervention Teacher - \$142,446

**Title I Certificated FTE:**

1. 1.0 Primary Academic Intervention Teacher \$122,801
2. .2 FTE additional Academic Intervention Teacher support \$20,359

**Title I Classified FTE:**

1. An Intervention Para-Educator \$41,868
2. Librarian \$9,842

**Time-sheeted Positions:**

1. Time-sheeted Para-Educators that support students in grades kindergarten-third to provide

measured and analyzed on a monthly basis by each **grade level, Intervention Staff as well as the Leadership Team** utilizing our track rotation schedule:

- Overall improvement and progress towards grade level assessment data and standards mastery
- Improvement in student performance both formal and in-formal
- School-wide consistent implementation of VL practices and instructional strategies.
- Grade Level teams DMM's and collective team goals
- Intervention Staff will complete trimester assessment data reviews

The data will be shared with our SSC, ELAC and Leadership Teams during quarterly and monthly meetings to help with decision making/goal revisions throughout the school year.

direct instruction for foundational reading and literacy skills under the direction of trained AITs \$20,000		
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Funding Sources for District Goal 1 (DEV - LCAP ID: 631)		
Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	143160	Certificated- Salaries
Title I – Basic (4900/3010)	14783	Certificated- Timesheets
Title I – Basic (4900/3010)	51710	Classified- Salaries
Title I – Basic (4900/3010)	9290	Classified- Timesheets
Title I – Basic (4900/3010)	29012	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	17404	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	85676	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)	5100	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	4161	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	19225	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries

EL Supplemental (7150/0000)

0

Classified- Timesheets

EL Supplemental (7150/0000)

0

Contracts/Services/Subscriptions

EL Supplemental (7150/0000)

0

Materials/Supplies/Equipment

#### District Strategic Goal 2:

All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.

#### District Needs and Metrics 2:

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

- Test Participation Rate on Districtwide Assessments

#### Site Goal 2.1 (SiteGoalID: 7436) (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 2.1.1 (SiteGoalID: 7436) (DTS: 12/13/23)

##### Targeted Student Group(s)

- All

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"><li>• Describe your step by step plan for intervention for at-risk students.</li></ul>	<ul style="list-style-type: none"><li>• How will you measure implementation?</li><li>• How will you measure student improvement using formative data?</li><li>• Who will collect the data, how often, and who will it be shared with?</li></ul>	<ul style="list-style-type: none"><li>• Are you making progress towards your desired outcome?</li><li>• What is working or what is not working?</li><li>• How will you modify your plan if you are not making progress?</li></ul>
<b>Action Plan</b>  1. <u>August, December, February, June</u> : Teachers will administer Illuminate Assessments to all	<b>Progress Monitoring</b>  <ul style="list-style-type: none"><li>• <u>August, December, February, June</u>: Principal will pull Illuminate reports to ensure at least 95% of all eligible</li></ul>	<b>Evaluation</b>

<p>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.</p> <p>2. <b><u>August, December, April:</u></b> Teachers will assess all below grade level students with a Grade Level Benchmark Assessment.</p> <p>3. <b><u>August - June:</u></b> Teachers will meet monthly during and during their weekly PLC Collaboration time to discuss their students' progress and analyze the data utilizing Illuminate and grade level data.</p> <p>4. <b><u>Monthly:</u></b> Each Grade Level will complete a Data Analysis form to share with the school administrator.</p> <p>5. <b><u>August and May:</u></b> A Self-Efficacy Survey will be given to teachers in August 2024 and in May 2025 in order help determine if teacher efficacy is increasing.</p>	<p>students have taken the Illuminate Assessments each trimester.</p> <ul style="list-style-type: none"> <li>• <b><u>August, December, February, June:</u></b> Teachers will access their student's in Illuminate, analyze it the data, and determine next steps in order to improve student learning.</li> <li>• <b><u>August and May:</u></b> The Principal will analyze the Self-Efficacy Survey results in August 2024 and May 2025 and will share the data with teachers and the SSC.</li> </ul> <p>The data will be shared with our SSC, ELAC and Leadership Teams during quarterly and monthly meetings to help with decision making/goal revisions throughout the school year.</p>	
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**Site Goal 2.2 (SiteGoalID: 7428) (DTS: 12/13/23)**

**Assessment data and analysis will lead to increased student achievement by 5% in each grade level as measured by the percentage of students whose performance level increases to Met/Exceeded Standards in both ELA and Math.**

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

24% of 4th grade students Met/Exceeded Standards in ELA  
14% of 4th grade students Met/Exceeded Standards in MATH  
21% of 5th grade students Met/Exceeded Standards in ELA  
11% of 5th grade students Met/Exceeded Standards in MATH  
28% of 6th grade students Met/Exceeded Standards in ELA  
15% of 6th grade students Met/Exceeded Standards in MATH

**Metric:** Test Participation Rate on Districtwide Assessments

**Action 2.2.1 (SiteGoalID: 7428) (DTS: 12/13/23)****Targeted Student Group(s)**

- All

<b>Action Plan</b> <ul style="list-style-type: none"><li>• Describe your step by step plan for intervention for at-risk students.</li></ul>	<b>Progress Monitoring</b> <ul style="list-style-type: none"><li>• How will you measure implementation?</li><li>• How will you measure student improvement using formative data?</li><li>• Who will collect the data, how often, and who will it be shared with?</li></ul>	<b>Evaluation</b> <ul style="list-style-type: none"><li>• Are you making progress towards your desired outcome?</li><li>• What is working or what is not working?</li><li>• How will you modify your plan if you are not making progress?</li></ul>
<b>Action Plan</b> <ol style="list-style-type: none"><li>1. <b>September/October &amp; February/March:</b> Use and analyze common grade level formative and summative assessments to identify and address varying academic needs of K-6 students through grade level teacher release days (Co-Ops, DMM's, and Focused PLC work/Site-Planning Days)</li><li>2. <b>Monthly:</b> Provide after school academic intervention to students identified as performing below grade level.</li><li>3. <b>September, January, March:</b> Administer Tier II assessments for students in 3rd - 6th grades along with leadership programs that focus on accelerated standards and learning goals.</li><li>4. <b>July - June:</b> Provide enrichment opportunities for students through accelerated learning during afterschool academies (ex. supplies as well as membership fees and contracted services).</li><li>5. <b>July - June:</b> After-school academic supports for students who are performing</li></ol>	<b>Progress Monitoring</b> <p><b>Actions 1-6: Leadership/Academic Intervention/Grade Level/Tier II Teams responsible</b> for implementation of the specific actions noted we will have a 10% overall increase of our CAASPP ELA student performance data in grades 4-6. All students in Grades 1-6 will have a minimum of 10% gains in their IXL Trimester Diagnostic Assessment Data. Students in grades K-3 will have progressed by one grade level in IXL ELA/Math levels and shown progress on Common District Benchmark Assessments.</p> <p>The following outputs will be measured and analyzed on a <b>monthly basis</b> utilizing our track rotation schedule:</p> <ul style="list-style-type: none"><li>• IXL Assessment Data</li><li>• Reading Comprehension Assessment Data</li><li>• Wonders Performance Task progress data</li><li>• SBAC Performance Tasks for ELA/MATH/WRITING</li></ul> <p>The data will be shared with our SSC, ELAC and Leadership Teams during quarterly and monthly meetings to help with decision</p>	<b>Evaluation</b>

<p>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> <p>6. <b>July - June:</b> Additional support for teachers in primary grades for assessment and intervention support</p>	<p>making/goal revisions throughout the school year.</p>	
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### Action 2.2.2 (SiteGoalID: 7428) (DTS: 04/18/24)

#### Targeted Student Group(s)

- Black or African American

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> <li>• Describe your step by step plan for intervention for at-risk students.</li> </ul>	<ul style="list-style-type: none"> <li>• How will you measure implementation?</li> <li>• How will you measure student improvement using formative data?</li> <li>• Who will collect the data, how often, and who will it be shared with?</li> </ul>	<ul style="list-style-type: none"> <li>• Are you making progress towards your desired outcome?</li> <li>• What is working or what is not working?</li> <li>• How will you modify your plan if you are not making progress?</li> </ul>
<p><b>Action Plan</b></p> <p><b>July - June:</b> Teachers will meet each week during their Early Out Collaboration time to discuss the progress of AA and SWD using standards-aligned interim assessment data.</p> <p><b>July - June:</b> Teachers will collaborate regularly with Academic Intervention Teachers to identify needs of specific AA and SWD students in need of Tier II/III supports. (\$3500/4900/3010-Cert.Timesheets) the targeted</p>	<p><b>Progress Monitoring</b></p> <p><b>July - June:</b> PBIS &amp; Tier 2 Teams will review meeting agendas, minutes, and grade-level data, MTSS support requests and outcome data.</p> <p><b>July - June:</b> PBIS &amp; Tier 2 Teams: Intervention and support instruction will focus on assistance to underperforming students focusing on the use of Skill-based extra sessions above and beyond what the classroom teachers provide. MTSS Tier II data will be recorded and tracked.</p> <p>The data will be shared with our staff during monthly meetings to help with decision making/goal</p>	<p><b>Evaluation</b></p>

revisions throughout the school year.

### Site Goal 2.3 (SiteGoalID: 7432) (DTS: 12/13/23)

EL and lower-performing students will make progress toward attainable goals through deliberate practice, awareness of cognitive load, and mastery of foundational skills as measured by an increase of grade level student achievement by 5% as measured by ELPAC assessments.

#### Summative ELPAC data for students at David Reese is as follows:

43.76% of Kindergarten students scored a level 3 or 4 on the ELPAC.  
31.58% of 1st grade students scored a level 3 or 4 on the ELPAC.  
63.83% of 2nd grade students scored a level 3 or 4 on the ELPAC.  
37.50% of 3rd graders scored a level 3 or 4 on the ELPAC.  
60.37% of 4th graders scored a level 3 or 4 on the ELPAC.  
50% of 5th graders scored a level 3 or 4 on the ELPAC.  
50% of 6th graders scored a level 3 or 4 on the ELPAC.

**Metric:** Test Participation Rate on Districtwide Assessments

### Action 2.3.1 (SiteGoalID: 7432) (DTS: 12/13/23)

#### Targeted Student Group(s)

• EL • Low Income • School-wide • SWD

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"><li>Describe your step by step plan for intervention for at-risk students.</li></ul>	<ul style="list-style-type: none"><li>How will you measure implementation?</li><li>How will you measure student improvement using formative data?</li><li>Who will collect the data, how often, and who will it be shared with?</li></ul>	<ul style="list-style-type: none"><li>Are you making progress towards your desired outcome?</li><li>What is working or what is not working?</li><li>How will you modify your plan if you are not making progress?</li></ul>
<b>Action Plan</b>  <ol style="list-style-type: none"><li><b>April - May:</b> ELPAC assessments administered for all EL students. The assessments will be conducted by certificated teachers. (Certificated Timesheets).</li><li><b>July - June:</b> Release days for teams to analyze</li></ol>	<b>Progress Monitoring</b>  <i>Actions 1 - 7: 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 2023-24 School Year. We will closely monitor the progress of our EL students during their initial, middle and summative ELPAC scores.</i>	<b>Evaluation</b>

<p>assessment data with additional support team members that provide direct intervention services to students (Certificated Timesheets).</p> <p>3. <b>Monthly ELAC Mtgs.:</b> We will use funds to purchase supplies and light refreshments for ELAC meetings.</p> <p>4. <b>July - June:</b> Formative assessments that identify focus standards and contain targeted learning objectives in both ELA and ELD</p> <p>5. <b>July - June:</b> Supplies and Materials that aid student academic improvement (Copy Machines/Ink/Toner/Paper/Supplies)</p> <p>6. <b>July - June:</b> Provide a stipend for GATE Coordinator for supporting GATE students with enrichment opportunities. Provide additional support staff as needed to extend this enrichment with multiple choices within the GATE program.</p> <p>7. <b>August - June:</b> Include GATE opportunities such as coding experiences, Math Olympiads/Mathletes and STEAM based activities.</p>	<p>The following outputs will be measured and analyzed on a <b>monthly basis by Leadership, Academic Intervention and Grade Level</b> utilizing our track rotation schedule:</p> <ul style="list-style-type: none"> <li>• Overall improvement and progress towards grade level assessment data and standards mastery</li> <li>• Grade level teams analysis of ELPAC assessment data</li> <li>• Improvement in student performance both formal and in-formal</li> <li>• School-wide consistent implementation of VL practices and instructional strategies.</li> <li>• Increased number of students identified as GATE eligible.</li> <li>• Increased number of student participants in student leadership academy on campus</li> </ul> <p>The data will be shared with our SSC, ELAC and Leadership Teams during quarterly and monthly meetings to help with decision making/goal revisions throughout the school year.</p>	
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Funding Sources for District Goal 2 (DEV - LCAP ID: 631)		
Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	41168	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries

Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	0	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	6000	Materials/Supplies/Equipment
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	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	8900	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	5000	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	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Materials/Supplies/Equipment

### District Strategic Goal 3:

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: 7429) (DTS: 12/13/23)

Resources that aid instructional supports for students that benefit the gaps that exist for schools in low income communities where students may not be afforded every opportunity to be successful without purposeful planning for items that build capacity and equal access. 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, 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. Teachers and staff continue to cultivate a more culturally responsive learning environment and to address the disproportionality in suspension rates between student groups (especially in our African American and Students with Disabilities populations).

PBIS/SEL/Restorative practices will be continued/implemented and enhanced to reduce student suspension, chronic absenteeism and time spent out of class as measured by: SDMR, referral, incident and attendance data. Our goal is to have an overall decrease in the total number of suspension incidents of our students by 20%.

Power BI data indicates that in 22-23, we used exclusionary measures less than 10% in response to student behavior at a rate of 8.63%, in 23-24 it was less than that at 7.03%; our goal is to reduce this even further for the 24-25 school year. The following subgroups will remain our focus areas for the 24-25 SY. 10.05% of our African American, 3.85% of our Two or More Races student group, 7.22% of Students with Disabilities student group and 7.54% of our Socioeconomically Disadvantaged student group were suspended at least once.

*Our goal is to close the gap and to address the disproportionality between subgroups (African American/AA - 4.6; Students with Disabilities/SWD - 4.6; Socioemotionally Disadvantaged/SED 3.7) in regard to the number of suspensions according to Student Behavior Response Data in Power BI:*

*According to the California Dashboard, 3.4% of our student body was suspended at least one day which is lower than the state average.*

**Red:**

- **Homeless = 13.04% in 22-23; 23-24 was 4%; Goal for 24-25 will be <1.0%**

**Orange:**

- **AA: = 10.05% in 22-23; 23-24 was 11.84%; Goal for 24-25 will be <1.0%**
- **EL: = 10.81% in 22-23; 23-24 was 3.33%; Goal for 24-25 will be <1.0%**
- **Hispanic: = 9.42% in 22-23; 23-24 was 4.67%; Goal for 24-25 will be <1.0%**
- **SED: = 7.54% in 22-23; 23-24 was 7.18%; Goal for 24-25 will be <1.0%**
- **SWD: = 7.22% in 22-23; 23-24 was 5.78%; Goal for 24-25 will be <1.0%**

**Metric:** Suspension Rate: Percent of Students Suspended

### Action 3.1.1 (SiteGoalID: 7429) (DTS: 12/13/23)

#### Targeted Student Group(s)

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

<p><b>Action Plan</b></p> <ul style="list-style-type: none"> <li>Describe your step by step plan for intervention for at-risk students.</li> </ul>	<p><b>Progress Monitoring</b></p> <ul style="list-style-type: none"> <li>How will you measure implementation?</li> <li>How will you measure student improvement using formative data?</li> <li>Who will collect the data, how often, and who will it be shared with?</li> </ul>	<p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>Are you making progress towards your desired outcome?</li> <li>What is working or what is not working?</li> <li>How will you modify your plan if you are not making progress?</li> </ul>
<p><b>Action Plan</b></p> <p><b><u>SEL/PBIS supports for students:</u></b></p> <ol style="list-style-type: none"> <li><b>July - June:</b> 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 (\$5,000), and provide after-school tutoring for students who are performing below grade level in the ASES Program.</li> <li><b>July - June:</b> 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 increasing student academic achievement.</li> <li><b>July - June:</b> Reinforcing consistent behavior procedures that allow students and families to safely embrace new learning experiences and opportunities.</li> <li><b>July - June:</b> Provide SEL program materials to staff support student development (such as Second Step Program - 6,500), PBIS school-wide implementation, PD for staff around social/emotional instructional supports for Students with Disabilities, consistent</li> </ol>	<p><b>Progress Monitoring</b></p> <p><i>Actions 1 - 6: <b>By April 2025 the PBIS Team</b> will assess the effectiveness of our PBIS program/intervention by analyzing our student data, specifically within our African American and Students with Disabilities subgroups.</i></p> <p>The following outputs will be <b>measured and analyzed on a monthly basis by our PBIS Team</b> utilizing our track rotation schedule:</p> <ul style="list-style-type: none"> <li>Monitor the number of referrals both behavioral and Social/Emotional within the targeted student population</li> <li>To determine our SEL implementation of <b>Second Step</b> a Vice Principal will track how many lessons have been taught at each grade level each trimester. This data will be used to establish a baseline for our school.</li> <li>Continue direct learning and reflection process with staff around culturally responsive instruction and classroom environments. Have Leadership and Equity team analyze the staff input results.</li> <li>Provide staff with materials, resources, and training around culturally responsive instruction. Collect data from classroom walk-throughs and observations on the engagement practices of the targeted student groups.</li> </ul>	<p><b>Evaluation</b></p>

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 (\$50,000)

**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

- Increase student achievement data on interim and trimester assessments

***Actions 1-4: By April 2025, 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 help with decision making/goal revisions throughout the school year.

<p>strategies to classroom teachers and staff.</p> <p>4. <b>July - June:</b> Build upon existing site Professional Learning Goals that incorporate equitable practices and strategies for all learners.</p>		
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### Action 3.1.2 (SiteGoalID: 7429) (DTS: 12/13/23)

#### Targeted Student Group(s)

- All

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> <li>• Describe your step by step plan for intervention for at-risk students.</li> </ul>	<ul style="list-style-type: none"> <li>• How will you measure implementation?</li> <li>• How will you measure student improvement using formative data?</li> <li>• Who will collect the data, how often, and who will it be shared with?</li> </ul>	<ul style="list-style-type: none"> <li>• Are you making progress towards your desired outcome?</li> <li>• What is working or what is not working?</li> <li>• How will you modify your plan if you are not making progress?</li> </ul>
<p><b>Action Plan</b></p> <ol style="list-style-type: none"> <li>1. <b>Weekly:</b> 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.</li> <li>2. <b>Monthly:</b> Hold monthly PBIS/Intervention Team meetings.</li> <li>3. <b>July, October &amp; March:</b> Purchase level books for students who meet our good attendance criteria.</li> <li>4. <b>July, October &amp; March:</b> Purchase attendance and behavior rewards &amp; certificates for students who receive perfect attendance and/or receive Golden</li> </ol>	<p><b>Progress Monitoring</b></p> <p>Actions 1-5: <b>VP, Attendance Office Tech. and Attendance SOA II</b> 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.</p> <p>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.</p>	<p><b>Evaluation</b></p>

Eagle/Eagle Flier certificates each month 5. <b>July &amp; April:</b> Increase the number of trained staff trained participating in home visits through the Home Visit Project		
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### Site Goal 3.2 (SiteGoalID: 7791) (DTS: 04/18/24)

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 3.2.1 (SiteGoalID: 7791) (DTS: 04/18/24)

#### Targeted Student Group(s)

• Black or African American • Foster Youth • School-wide • SWD

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> <li>Describe your step by step plan for intervention for at-risk students.</li> </ul>	<ul style="list-style-type: none"> <li>How will you measure implementation?</li> <li>How will you measure student improvement using formative data?</li> <li>Who will collect the data, how often, and who will it be shared with?</li> </ul>	<ul style="list-style-type: none"> <li>Are you making progress towards your desired outcome?</li> <li>What is working or what is not working?</li> <li>How will you modify your plan if you are not making progress?</li> </ul>
<p><b>Action Plan</b></p> <p><b>July - June:</b> Weekly public Friday announcements for students caught showing character (Eagle Flier).</p> <p><b>July - June:</b> Positive behavior student luncheons each trimester.</p> <p><b>July - June:</b> Teacher training in specific behavior areas by PBIS coach/MHT/School psychologist</p> <p><b>July - June:</b> Monthly Positive</p>	<p><b>Progress Monitoring</b></p> <p><b>July - June:</b> Tier II Team: Effectiveness measured by:</p> <ul style="list-style-type: none"> <li>TFI</li> <li>Survey results (staff, parent, student)</li> <li>Attendance data</li> <li>Suspension/referral data</li> </ul>	<p><b>Evaluation</b></p>

<p>behavior/attendance recognition awards</p> <p><b>July - June:</b> 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 awards, envelopes, window clings, paper, and cardstock to create and mail awards.</p>	<p>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.</p>	
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Funding Sources for District Goal 3 (DEV - LCAP ID: 631)		
Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	6100	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	10000	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	6600	Materials/Supplies/Equipment
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)	30000	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	8000	Materials/Supplies/Equipment

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	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Materials/Supplies/Equipment

#### District Strategic Goal 4:

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: 7430) (DTS: 12/13/23)

**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 input in making decisions

#### Action 4.1.1 (SiteGoalID: 7430) (DTS: 12/13/23)

##### Targeted Student Group(s)

• 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

<p><b>Action Plan</b></p> <ul style="list-style-type: none"> <li>Describe your step by step plan for intervention for at-risk students.</li> </ul>	<p><b>Progress Monitoring</b></p> <ul style="list-style-type: none"> <li>How will you measure implementation?</li> <li>How will you measure student improvement using formative data?</li> <li>Who will collect the data, how often, and who will it be shared with?</li> </ul>	<p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>Are you making progress towards your desired outcome?</li> <li>What is working or what is not working?</li> <li>How will you modify your plan if you are not making progress?</li> </ul>
<p><b>Action Plan</b></p> <p><b><u>Targeted Focus on Family Community Engagement</u></b> Increase school-wide Family and Community Engagement programs such as:</p> <ul style="list-style-type: none"> <li>Parent/Teacher conferences <ul style="list-style-type: none"> <li>Release time (\$12,000 Cert. T/S)</li> </ul> </li> <li>Back to School Night</li> <li>Open House</li> <li>Ensure home/school communications/flyers are translated</li> <li>Make phone calls to invite families to events personally</li> <li>Continue to participate in the FACE Home Visit Program</li> <li>Communicate current events in print, website, and social media (\$500)</li> </ul> <ol style="list-style-type: none"> <li><b>Each Trimester:</b> Title I Family Meetings/family and community events/engagement activities with increased/high attendance from families and community members</li> <li><b>July - June:</b> 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</li> <li><b>July - June:</b> Consultation with community organizations that support Reese's African American community including mentoring support for African American males</li> </ol>	<p><b>Progress Monitoring</b></p> <p><b>Spring of 2025:</b> Actions 1-9 measured through: Parent Survey data will be collected in the Spring of 2025 by the <b>Principal</b> through multiple surveys of <b>Parents/ELAC/SSC</b> 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.</p>	<p><b>Evaluation</b></p>

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

Site Goal 4.2 (SiteGoalID: 7433) (DTS: 12/13/23)

**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

**Action 4.2.1 (SiteGoalID: 7433) (DTS: 12/13/23)**

**Targeted Student Group(s)**

• 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

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> <li>Describe your step by step plan for intervention for at-risk students.</li> </ul>	<ul style="list-style-type: none"> <li>How will you measure implementation?</li> <li>How will you measure student improvement using formative data?</li> <li>Who will collect the data, how often, and who will it be shared with?</li> </ul>	<ul style="list-style-type: none"> <li>Are you making progress towards your desired outcome?</li> <li>What is working or what is not working?</li> <li>How will you modify your plan if you are not making progress?</li> </ul>
<p><b>Action Plan</b></p> <p><b><u>1. Build Strong Relationships:</u></b></p> <ul style="list-style-type: none"> <li>Home/Visit Project training and compensation for teachers</li> <li><b>July/August &amp; January/February:</b> Provide additional support staff for events/meeting preparation and implementations:             <ul style="list-style-type: none"> <li>teachers-inform parents about grade level standards/methods to assist students</li> <li>clerical- parent communication</li> <li>Para-educators-daycare and support</li> </ul> </li> <li><b>July &amp; April:</b> National Home/Visit Training</li> <li><b>July - June:</b> Site 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</li> </ul>	<p><b>Progress Monitoring</b></p> <p><b>Action 1: David Reese staff/FACE Dept./School &amp; FACE Parent Liaisons/Stakeholders:</b> 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.</p>	<p><b>Evaluation</b></p>

educational supports for their children \$5,500

- **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 \$5,000
- **July:** Purchase We Both Read program to support literacy and parent/student engagement \$5000
- **August/January/March:** SEL workshops for families and staff that focus on the effect of trauma on youth and adolescents \$5000.
- **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 (\$2,000)
- **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: 7435) (DTS: 12/13/23)

In the 22-23 school year, our Chronic Absenteeism rate reduced from 43.7% to 35.7% due to our concentrated focus on improving in this area. Our goal for the 24-25 school year is to have an overall decrease in the current Chronic Absenteeism from 35.7% by 15% through a continued focus on parent and student engagement, support through AIO, and a monthly focus on attendance awareness.

**Our 23-24 rate of Chronic Absenteeism by student population compared to rates in 22-23:**

##### 22-23 to 23-24

African American 52.7% to 49.4%  
 Asian 30.4% to 20.9%  
 Filipino 85.7% to 50.0%  
 Hispanic 48.0% to 40.2%  
 Pacific Islander 59.4% to 66.7%  
 Two or More 50.0% to 46.3%  
 White 48.0 to 26.7%  
 EL 44.5% to 66.7%  
 Foster Youth 0.0% to 0.0%  
 Homeless 75.0% to 69.6%  
 SED 48.1% to 37.0%  
 SWD 42.9% to 57.1%

For the 24-25 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.

**Metric:** Attendance Rate

#### Action 4.3.1 (SiteGoalID: 7435) (DTS: 12/13/23)

##### Targeted Student Group(s)

- All

<p><b>Action Plan</b></p> <ul style="list-style-type: none"> <li>Describe your step by step plan for intervention for at-risk students.</li> </ul>	<p><b>Progress Monitoring</b></p> <ul style="list-style-type: none"> <li>How will you measure implementation?</li> <li>How will you measure student improvement using formative data?</li> <li>Who will collect the data, how often, and who will it be shared with?</li> </ul>	<p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>Are you making progress towards your desired outcome?</li> <li>What is working or what is not working?</li> <li>How will you modify your plan if you are not making progress?</li> </ul>
<p><b>Action Plan</b></p> <ol style="list-style-type: none"> <li><b>Monthly:</b> Monitor foster youth with office system offering positive incentives for regular school attendance while supporting students Social Emotional Learning needs which in turn increase overall academic achievement.</li> <li><b>Monthly:</b> Student Celebrations and Assemblies that showcase student achievement, attendance and character development (Ex. Awards, Award Certificates, materials)</li> <li><b>Weekly:</b> 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.</li> <li><b>Monthly:</b> Hold monthly PBIS/Intervention Team meetings.</li> <li><b>July &amp; January:</b> Purchase level books for students who meet our good attendance criteria.</li> <li><b>July &amp; January:</b> Purchase attendance rewards &amp; certificates for students who receive perfect attendance each month</li> <li><b>July &amp; April:</b> Increase the number of staff trained and participating in home visits</li> </ol>	<p><b>Progress Monitoring</b></p> <p>Actions 1-7: <b>VP/Attendance Office Tech/Attendance SOA II</b> 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.</p> <p>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.</p>	<p><b>Evaluation</b></p>

through the Home Visit Project

#### Site Goal 4.4 (SiteGoalID: 7792) (DTS: 04/18/24)

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: 7792) (DTS: 04/18/24)

##### Targeted Student Group(s)

- All

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"><li>• Describe your step by step plan for intervention for at-risk students.</li></ul>	<ul style="list-style-type: none"><li>• How will you measure implementation?</li><li>• How will you measure student improvement using formative data?</li><li>• Who will collect the data, how often, and who will it be shared with?</li></ul>	<ul style="list-style-type: none"><li>• Are you making progress towards your desired outcome?</li><li>• What is working or what is not working?</li><li>• How will you modify your plan if you are not making progress?</li></ul>
<b>Action Plan</b>  <b>July - June:</b> Increase school-wide Family and Community Engagement programs such as: <ul style="list-style-type: none"><li>• Parent/Teacher conferences</li><li>• Back to School Event</li></ul>	<b>Progress Monitoring</b>  Admin will monitor and disseminate data regarding:  <b>July - June:</b> Attendance as recorded by sign-in sheets and teacher logs.	<b>Evaluation</b>

<ul style="list-style-type: none"> <li>• Open House</li> <li>• Ensure home/school communications flyers are translated</li> <li>• Make phone calls to personally invite families to events utilizing School Messenger</li> <li>• Establish &amp; communicate current events in print, website, and social media</li> <li>• Utilize FACE personnel to host a Family Writing Night.</li> <li>• Purchase materials for Literacy Events for grade levels TK-6.</li> <li>• FIT/Parent University events</li> <li>• Parent AVID nights. 3-6</li> <li>• Continue to participate in the FACE Home Visit Program</li> </ul> <p><b>July - June:</b> Compensate teachers, BTAs, and/or outside speakers to attend/facilitate events</p> <p><b>July - June:</b> Supply materials when needed for events</p> <p><b>July - June:</b> Support home-to-school communication through Communication Folders and School-wide organization systems with grade-level resources and supplies.</p>	<p><b>July - June:</b> Increased approval rating for Culture Climate construct "Support for Academic Learning".</p> <p><b>July - June:</b> Attendance to conferences as recorded by sign-in sheets and teacher logs.</p> <p><b>July - June:</b> Increased daily usage of teacher-student-parent communication through the use of student planners and Talking Points.</p> <p>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.</p>	
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Funding Sources for District Goal 4 (DEV - LCAP ID: 631)		
Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	4000	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets

Title I – Basic (4900/3010)	10600	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	7000	Materials/Supplies/Equipment
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)	10000	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	10000	Materials/Supplies/Equipment
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	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Materials/Supplies/Equipment

## 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	\$143160	\$0	\$0	\$0	\$143160
Certificated- Timesheets	\$14783	\$41168	\$6100	\$4000	\$66051
Classified- Salaries	\$51710	\$0	\$0	\$0	\$51710
Classified- Timesheets	\$9290	\$0	\$0	\$0	\$9290
Contracts/Services/Subscriptions	\$29012	\$0	\$10000	\$10600	\$49612
Materials/Supplies/Equipment	\$17404	\$6000	\$6600	\$7000	\$37004

### Supplemental/Concentration (7101/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$85676	\$0	\$0	\$10000	\$95676
Certificated- Timesheets	\$10000	\$0	\$0	\$0	\$10000
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$5000	\$5000
Contracts/Services/Subscriptions	\$5100	\$0	\$30000	\$10000	\$45100
Materials/Supplies/Equipment	\$4161	\$8900	\$8000	\$10000	\$31061

### EL Supplemental (7150/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$0	\$5000	\$0	\$0	\$5000
Certificated- Timesheets	\$19225	\$0	\$0	\$0	\$19225
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Contracts/Services/Subscriptions	\$0	\$0	\$0	\$0	\$0
Materials/Supplies/Equipment	\$0	\$0	\$0	\$0	\$0

### 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) | 2024-2025**

Fund Source Mgmt. Code / Description Resc. Code / Description	EGUSD Strategic Goals					Balance
	Allocation	1. Curriculum and Instruction	2. Assessment	3. Wellness	4. Family Engagement	
<b>4900</b> School Improvement Support <b>3010</b> ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	\$356,827	\$265,359	\$47,168	\$22,700	\$21,600	\$0
<b>7101</b> LCFF Supplemental Concentration TK-6 <b>0000</b> Unrestricted	\$186,837	\$104,937	\$8,900	\$38,000	\$35,000	\$0
<b>7150</b> EL Supplemental Program Services TK-6 <b>0000</b> Unrestricted	\$24,225	\$19,225	\$5,000	\$0	\$0	\$0
<b>Total Funds Budgeted for Strategies to Meet the Goals in the SPSA</b>	\$567,889	\$389,521	\$61,068	\$60,700	\$56,600	

Fund Subtotals		Title I Centralized Services	
Subtotal of additional federal funds included for this school	\$356,827	Title I Foster Youth \$0	Title I Homeless \$0
Subtotal of state or local funds included for this school	\$211,062	Title I Centralized Services \$0	Title I Preschool \$0

		Signatures: (Must sign in blue ink)	Date
Principal	Patrina Baggett	_____	_____
School Site Council Chairperson	Autumn Bicker	_____	_____
EL Advisory Chairperson	Mikelyne Uribe	_____	_____