



## David Reese Elementary

# Local Control Accountability Plan (LCAP) 2022-2023

**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, Actions and Services

David Reese Elementary | Focused Work: 2022-2023

### Goal Setting

#### State Priorities

##### Conditions of Learning:

- Priority 1 - Compliance with Williams criteria - instructional materials, teacher assignments and credentials, facilities
- Priority 2 - Implementation of SBE adopted academic content standards, including programs and services for ELs to access the Common Core and ELD standards
- Priority 7 - Access, including for subgroups, to a broad course of study

##### Pupil Outcomes:

- Priority 4 - Pupil Achievement - statewide assessments, API, completion of A-G requirements, CTE sequences and AP courses, EL progress toward proficiency, college preparation (EAP)
- Priority 8 - Pupil outcomes in specified subject areas

##### Engagement:

- Priority 3 - Parental involvement
- Priority 5 - Pupil engagement - attendance, dropout and graduation rates
- Priority 6 - School climate - suspension and expulsion rates, etc.

#### Strategic Goals

##### Goal 1: High-Quality Classroom Instruction and Curriculum

- All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.

##### Goal 2: Assessment, Data Analysis, & Action

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

##### Goal 3: Wellness

- All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.

##### Goal 4: Family and Community Engagement

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

#### Stakeholder Engagement

##### 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 2022-23 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.

- Title I Family Meetings on Jul. 26, 2021, Aug. 23, 2021, Sept. 20, 2021, Oct. 11, 2021, Nov. 1, 2021, Dec. 6, 2021, Jan. 10, 2022, Feb. 7, 2022, and Mar. 14, 2022, and Apr. 11, 2022.
- Leadership Meetings on Aug. 4, 2021, Sept. 29, 2021, Nov. 10, 2021, Jan. 19, 2022, and Mar. 23, 2022.

- Grade Level Representative Meetings on Sept. 1, 2021, Oct. 20, 2021, Dec. 15, 2020, Feb. 16, 2022, and Apr. 20, 2022.
- Staff Meetings on Jul. 26, 2021, Aug. 23, 2021, Sept. 20, 2021, Oct. 11, 2021, Nov. 1, 2021, Dec. 6, 2021, Jan. 10, 2022, Feb. 7, 2022, and Mar. 14, 2022, and Apr. 11, 2022.
- School Site Council Meetings on May 24, 2021, Oct. 26, 2021, Nov. 18, 2021, Feb. 8, 2022, and Apr. 13, 2021.
- ELAC Meetings on Aug. 26, 2020, Nov. 18, 2020, and Feb. 17, 2022.
- Back to School Morning Jul. 15, 2021 and Aug. 16, 2021.
- 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)

## 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 *Maintain a strong emphasis on Visible Learning as a school culture to provide common instructional language, feedback and success criteria for students so that they may OWN their learning and understand its importance and impact on their success.* We are committed to teaming with families and our students to create an infrastructure that cultivates strong professional learning communities, rigorous and engaging classrooms that utilize technology, and meaningful ways for all to be active participants in both the learning and events/activities that contribute to overall student progress and success. Based on the feedback we received from our Stakeholders, we are continuing to focus on early literacy, fluency, reading comprehension and utilizing technology to aide student learning. Through continued professional development on Trauma Informed Care/Restorative Practices and Culturally Responsive Learning we are embedding these strategies into our work with staff, students and families.

## Resource Inequities

### Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Our school was identified as Alternative Targeted Support and Improvement because our African American students and Students with Disabilities need additional targeted support to meet growth goals. As a result of our needs assessment, additional resources to support the following goals and actions have been added to support the increased success of our targeted student groups:

1. Trauma Informed Care Practices/Restorative Practices PD embedded into our culturally responsive classrooms and parental engagement (Goals 3.1.1 and 3.2.1 address this need area)
2. Increased ELA SBAC scores and 3rd grade students who are reading on grade level (Goals 1.1.1, 1.2.1 and 1.4.1 address this need area)
3. Technology to support student performance data: Chromebook ratios for students and IXL (Goal 2.1.1 addresses this need area)
4. Parent/Family Attendance program targeted selected students who are chronically absent (Goals 3.2.1, 4.1.1 and 4.3.1 address this need area)

## Goals, Actions, and Progress Indicators

District Strategic Goal 1:

**All students will have access to standards aligned curriculum and receive high quality**

District Needs and Metrics 1:

**Students need high quality classroom instruction and curriculum as measured**

**instruction to promote college, career, and life readiness and eliminate the achievement gap.**

- A-G Completion
- Access to Courses (Honors, AP/IB, CTE)
- AP/IB Exams
- CAASPP
- Content Standards Implementation
- CTE Sequence Completion
- EAP
- Other (Site-based/local assessment)
- Progress toward English Proficiency
- Redesignation
- Teacher Assignment

### Site Goal 1.1

Provide targeted instruction for students assessed to be below grade level using the following measures: EGUSD Benchmark/Illuminate Assessments, CAASPP/SBAC, and IXL data and increase the efficiency of initial teaching and capacity of PLC's to close the achievement gap by providing professional development opportunities in research-based best practices.

Our goal is to close the achievement gap with the lowest performing subgroups in **ELA** according to the 2021 CAASPP/SBAC and the 2019 California Accountability Dashboard:

- African American students will move from Red to Orange
- Hispanic students will move from Orange to Yellow
- Students with Disabilities will move from Orange to Yellow
- Asian students will move from Yellow to Green
- EL students will move from Yellow to Green
- Socioeconomically Disadvantaged students will move from Yellow to Green
- Students with 2 or more races - no performance color
- ELA OVERALL/SCHOOLWIDE = Will move from Yellow to Green

Our goal is to close the achievement gap with the lowest performing subgroups in **MATHEMATICS** according to the 2021 CAASPP/SBAC and the 2019 California Accountability Dashboard:

- African American students will move from Orange to Yellow
- EL students will move from Orange to Yellow
- Hispanic students will move from Orange to Yellow
- Socioeconomically Disadvantaged students will move from Orange to Yellow
- Students with Disabilities will move from Orange to Yellow
- Asian students will move from Yellow to Green
- Students with 2 or more races will move from no performance color
- MATHEMATICS OVERALL/SCHOOLWIDE = Will move from Orange to Yellow

Students at David Reese Current CAASPP ELA and MATH Performance Data analyzed by grade level/subgroups:

ELA Scores

Met Standard or Exceeded Standard

Third Grade - sixth Grade

Hispanic/Latino students will move from 14% to 19%

Asian students will move from 30% to 35%

Black or African American students will move from 10% to 15%

White students will move from 32% from 37%  
 Native Hawaiian or Pacific Islander students will move from 22% to 27%  
 Demographic Race of Two or More students will move from 28% to 33%  
 Filipino students will move from 56% to 61%

No scores were available for students who identified as American Indian in 20/21.

**Math Scores**

Met Standard or Exceeded Standard

**Third Grade - 6th Grade**

Hispanic/Latino students will move from 12% to 17%  
 Asian students will move from 25% to 30%  
 Black or African American students will move from 8% to 13%  
 White students will move from 36% to 41%  
 Demographic Race of Two or More students will move from 4% to 10%  
 Filipino students will move from 33% to 38%

No scores were available for students who identified as American Indian or Hawaiian/Pacific Islander in 20/21.

<b>Metric:</b> CAASPP	
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**Actions/Services 1.1.1**

**Principally Targeted Student Group**

- All

<b>What Specific Actions/Services will you Provide to this Student Group?</b>	<b>What is the Research Confirming this is an Effective Practice?</b>	<b>How will you Measure the Effectiveness of each Action/Service?</b>
<p><b>1. Professional Development</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 learning. Finally, teachers will receive PD on supporting inclusive practices by promoting equity and inclusion of all marginalized populations (SWD etc.).</p> <p>1. Visible Learning Consultants - provides PD for teachers in the targeted areas of Teacher/Student Clarity, Lesson Design and Feedback (The Brilliance Project)</p>	<p>John Hattie/Visible Learning Effect Sizes:            PD .51            Feedback .75            Student/Teacher Clarity .75            Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn (DuFours/Eaker/Karhanek)  <b>EDI: The Power of the Well-Crafted, Well-Taught Lesson (Hollingsworth/Ybarra)</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><i>By April 2023 we will assess the effectiveness of this intervention by analyzing our student data, specifically within our African American and Students with Disabilities subgroups.</i></p> <p>The following outputs will be measured and analyzed on a monthly basis utilizing our track rotation schedule:</p> <ul style="list-style-type: none"> <li>• Grade level teams analysis of</li> </ul>

2. Release days for teachers to attend PD opportunities with their grade level teams and/or stipend for teachers on vacation (GLAD)
3. Continued PD in the area of Trauma Informed Care practices through the work of Dr. Merchant
4. 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 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 programs/books etc. to determine student levels and meet them at their current abilities to support

1. Students in grades K-6 will access online instruction daily in Reading and Mathematics in order to complete lessons which have been differentiated to meet their individual needs (IXL (Math/Reading), \$15,000)
2. Provide additional supports for students in creating Math/Reading fluency through programs such as Explore Learning Reflex Math (\$4,500)
3. Provide non-fictional readers, magazines, and literature to students of all grade level to support and increase on-grade level reading \$8,000 (such as Scholastic News Magazines \$3,800 and \$600 per grade level for leveled readers)
4. 5th - 6th grade teachers will participate in the AVID program to support our students in being College and Career Ready (AVID Conferences \$4,000)
5. AVID Supplies/Materials for participating classes (9 =

assessment data

- Improvement in student performance
- School-wide consistent implementation of VL practices and instructional strategies.
- Staff input surveys and consultation with VL support providers

5,700)

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	\$8000	Materials/Supplies/Equipment	
Supplemental/Concentration (7101/0000)	\$10900	Certificated- Timesheets	
Title I – Basic (4900/3010)	\$10000	Certificated- Timesheets	
Supplemental/Concentration (7101/0000)	\$26700	Contracts/Services /Subscriptions	
Supplemental/Concentration (7101/0000)	\$25800	Materials/Supplies/Equipment	

**Site Goal 1.2**

**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.**

**Our goal is to have** EL achievement increase by 5% as measured by ELPAC assessments.

**Current ELPAC data for students at David Reese is as follows:**

- 44.83% of Kindergarten students scored a level 3 or 4 on the ELPAC.
- 58.67% of 1st grade students scored a level 3 or 4 on the ELPAC.
- 53.70% of 2nd grade students scored a level 3 or 4 on the ELPAC.
- 50% of 3rd graders scored a level 3 or 4 on the ELPAC.
- 45.72% of 4th graders scored a level 3 or 4 on the ELPAC.
- 59.38% of 5th graders scored a level 3 or 4 on the ELPAC.
- 34.27% of 6th graders scored a level 3 or 4 on the ELPAC.

**Metric:** Progress toward English Proficiency

**Actions/Services 1.2.1**

**Principally Targeted Student Group**

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p><b>1. Professional Development/PLC:</b></p> <p>1. Provide continuous PD and materials for teacher in the use of district adopted Wonders and Guided Reading, and Renaissance/MyON (\$6,000) as an instructional technical</p>	<p><b>John Hattie/Visible Learning Effect Size:</b>  <b>Targeted PD .51</b>  <b>Teacher Clarity .75</b>  <b>Collective Teacher Efficacy 1.57</b>  <b>Repeated Reading Programs .6</b>  <b>A Handbook for Classroom Instruction that Works (Marzano)</b>  <b>A Close Look at Closing Reading (Lapp/Moss/Grant)</b></p>	<p><b>Actions 1-3:</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 1-3:</b> Students in grades K-3 will have a minimum overall increase of 3 Guided Reading levels and have progressed on Common</p>

- support tool.
2. Release days for teachers to attend PD opportunities with their grade level teams and/or stipend for teachers on vacation
  3. PLCs that continually target the skills and actions that students require to demonstrate mastery of grade level standards

**2. Resources/Materials:**

1. Purchase needed materials or resources for staff to support African American students with access to core curriculum
2. Provide supplemental online resources such as Nearpod (5,500) 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 - purchase supplemental science materials to support the core curriculum \$4,500 (all grade levels).

**3. 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. 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

**/Johnson)**  
**John Hattie/Visible Learning**  
**Effect Size:**  
**Phonics Instruction .54**  
**Vocabulary programs .67**

District Benchmark Assessments.

*By April 2023 we will assess the effectiveness of this intervention by analyzing our student data, specifically within our African American and Students with Disabilities subgroups. We will see a 5% decrease in the number of students performing below standards.*

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

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

***Actions 1-6:*** *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 21-22 School Year. We will closely monitor the progress of our EL students during their initial, middle and summative ELPAC scores. Actions 1 - 6.*

The following outputs will be measured 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



- 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 12 ELD Standards (no-cost)
  6. 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 EL meetings.

- implementation of VL practices and instructional strategies.
- Monitor the number of students who redesignate from EL's to English proficient

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	\$8000	Materials/Supplies/Equipment	
Supplemental/Concentration (7101/0000)	\$11500	Contracts/Services /Subscriptions	
EL Supplemental (7150/0000)	\$11807	Classified- Timesheets	
Title I – Basic (4900/3010)	\$11250	Certificated- Timesheets	
EL Supplemental (7150/0000)	\$11000	Certificated- Timesheets	

### Site Goal 1.3

**ASES, Intervention and Engagement Support, and AIT will help increase student achievement by 5% as measured by CAASPP scores.**

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

The following PTSG's will remain our focus areas for the 22-23 SY. 54% of our African American students scored below standard in ELA and 61.97% below standard in MATH. 79.55% of students with disabilities scored below standard in ELA and 77.27% below standard in MATH.

Our goal is to close the achievement gap with the lowest performing subgroups in **ELA** according to the CAASPP/SBAC 2021 and the California's Accountability Dashboard:

- African American students performed 115 points below standard - Red
- Hispanic students students performed 80 points below standard - Red
- Students with Disabilities students performed 113 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:

- African American students students performed 130 points below standard - Red
- EL students students performed 110 points below standard - Red
- Hispanic students students performed 96 points below standard - Red
- Socioeconomically Disadvantaged students students performed 90 points below standard - Red
- Students with Disabilities performed 142 points below standard - Red

<b>Metric: CAASPP</b>		
<b>Actions/Services 1.3.1</b>		
<b>Principally Targeted Student Group</b>		
• Black or African American • SWD		
<b>What Specific Actions/Services will you Provide to this Student Group?</b>	<b>What is the Research Confirming this is an Effective Practice?</b>	<b>How will you Measure the Effectiveness of each Action/Service?</b>
<p><b><u>ASES Support</u></b></p> <ol style="list-style-type: none"> <li>1. Academic Program Coordinator \$37,374/Afterschool Program</li> <li>2. Additional support for Day Camp/Afterschool Program to provide enrichment/academic opportunities to support students (such as STORM/ELITE/ASSIST /Crossover \$50,000)</li> </ol> <p><b><u>Intervention and Engagement Support</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</li> </ol>	<p><b>John Hattie/Visible Learning</b></p> <p><b>Effect Size:</b></p> <p><b>Small Group Instruction .49</b></p> <p><b>Student-Centered Teaching/Learning .54</b></p> <p><b>Response to Intervention 1.07</b></p> <p><b>Comprehension Program Learning .60</b></p> <p><b>EDI (Explicit Direct Instruction)</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 1-2.</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 2023 we will assess the effectiveness of this intervention by analyzing our student data, specifically within our African American and Students with Disabilities subgroups. We will see a 10% decrease in the number of students performing below standards.</i></p> <p>The following outputs will be measured and analyzed on a</p>

that the appropriate response is initiated and maintained.

2. Supplies and Materials that aide student academic improvement (Copy Machines/Ink/Toner/Paper /Supplies/Lightbulbs) and online services
3. Technology supplies and equipment such as headphones with mics for students and teachers \$6,000 to support student engagement
4. Credentialed Support Staff Hourly time-sheeted Intervention services
5. Allow Students with Disabilities access to targeted intervention support services
6. Allow teacher teams to collaborate with Academic Intervention staff around specific targeted supports for African American students
7. Librarian \$5,841

**Academic Intervention Staff:**

1. 1.0 Primary Intervention Teacher \$96,236
2. 1.0 Int. Acad. Intervention Teacher - ESSER funds \$142,446
3. 0.2 Primary Intervention Teacher Support \$17,929
4. 1 Intervention Para-Educators \$40,009
5. Time-sheeted Para-Educators that support students in grades kindergarten-third to provide direct instruction for foundational reading and literacy skills under the direction of trained AITs \$18,764

monthly basis 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 trimester assessment data reviews

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	\$15000	Materials/Supplies/Equipment	
Title I – Basic (4900/3010)	\$15000	Materials/Supplies/Equipment	
Title I – Basic (4900/3010)	\$63100	Certificated- Timesheets	
Title I – Basic (4900/3010)	\$151439	Certificated- Salaries	
Title I – Basic (4900/3010)	\$43773	Classified- Salaries	

Supplemental/Concentration (7101/0000)	\$60000	Contracts/Services /Subscriptions	
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<b>District Strategic Goal 2:</b>  <b>All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.</b>	<b>District Needs and Metrics 2:</b>  <b>Students need high quality programs and services driven by assessment, data analysis, and action as measured by:</b> <ul style="list-style-type: none"> <li>• Assessment System</li> <li>• Data and Program Evaluation</li> <li>• Other (Site-based/local assessment)</li> </ul>
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**Site Goal 2.1**

**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:** Assessment System

**Actions/Services 2.1.1**

**Principally Targeted Student Group**

- All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
1. 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) 2. Provide after school academic intervention to students identified as performing below grade level.	<b>John Hattie/Visible Learning Effect Size:</b> <b>Collective Teacher Efficacy 1.57</b> <b>Response to Intervention 1.07</b> <b>Student/Teacher Clarity .75</b> <b>Providing Formative Evaluation .90</b> <b>The Reading Strategies Book (Serravallo)</b>	<b>Actions 1-5:</b> With implementation of the specific actions noted we will have a 10% overall increase of our CAASPP ELA student performance data in grades 4-6. 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 a minimum overall increase of 3 Guided Reading levels and have progressed on Common District Benchmark Assessments.

3. Administer Tier II assessments for students grades 3-6 along with leadership academies that focus on accelerated standards and learning goals.
4. After-school academic supports for students who are performing below grade level. Strategic targeted intervention in the areas of reading and math provided by Certificated Staff. Grade levels will compile student assessment data to determine who has the greatest need.
5. Additional support for teachers in primary grades for assessment and intervention support

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

- IXL Assessment Data
- Reading Comprehension Assessment Data
- Wonders Performance Task progress data
- Guided Reading Program student improvement records
- SBAC Performance Tasks for ELA/MATH/WRITING

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	\$5000	Materials/Supplies/Equipment	
GATE (7105/0000)	\$2500	Certificated- Timesheets	
GATE (7105/0000)	\$1897	Contracts/Services /Subscriptions	
Title I – Basic (4900/3010)	\$31168	Certificated- Timesheets	
Supplemental/Concentration (7101/0000)	\$10000	Materials/Supplies/Equipment	

### Site Goal 2.2

**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.**

**Current ELPAC data for students at David Reese is as follows:**

- 44.83% of Kindergarten students scored a level 3 or 4 on the ELPAC.
- 58.67% of 1st grade students scored a level 3 or 4 on the ELPAC.
- 53.70% of 2nd grade students scored a level 3 or 4 on the ELPAC.
- 50% of 3rd graders scored a level 3 or 4 on the ELPAC.
- 45.72% of 4th graders scored a level 3 or 4 on the ELPAC.
- 59.38% of 5th graders scored a level 3 or 4 on the ELPAC.
- 34.27% of 6th graders scored a level 3 or 4 on the ELPAC.

**Metric:** Assessment System

### Actions/Services 2.2.1

**Principally Targeted Student Group**

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<ol style="list-style-type: none"> <li>1. ELPAC assessments administered for all EL students. The assessments will be conducted by certificated teachers. (Certificated Timesheets).</li> <li>2. Release days for teams to analyze assessment data with additional support team members that provide direct intervention services to students (Certificated Timesheets).</li> <li>3. We will use funds to purchase supplies and light refreshments for ELAC meetings.</li> <li>4. Formative assessments that identify focus standards and contain targeted learning objectives in both ELA and ELD</li> <li>5. Supplies and Materials that aide student academic improvement (Copy Machines/Ink/Toner/Paper /Supplies)</li> </ol>	<p>9% of David Reese Elementary EL students met or exceeded their ELA scores by on the CAASPP. 8% of David Reese Elementary EL students maintained their MATH scores on the CAASPP.</p> <p><b>John Hattie/Visible Learning Effect Size: Collective Teacher Efficacy 1.57 Creative Programs on Achievement .65 Teacher/Student Clarity .75 PLC Research (DuFours) Visible Learning for Literacy (Fisher/Frey)</b></p>	<p><b>Actions 1 - 5:</b> <i>With implementation of the specific actions noted we will have 20% of our EL students increase by 1 or more levels on the ELPAC assessment for the 21-22 School Year. We will closely monitor the progress of our EL students during their initial, middle and summative ELPAC scores.</i></p> <p>The following outputs will be measured and analyzed on a monthly basis utilizing our track rotation schedule:</p> <ul style="list-style-type: none"> <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>

Funding Source	Amount	Description of Use	
EL Supplemental (7150/0000)	\$3000	Certificated- Timesheets	
Title I – Basic (4900/3010)	\$5000	Materials/Supplies/Equipment	

<p><b>District Strategic Goal 3:</b></p> <p>All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.</p>	<p><b>District Needs and Metrics 3:</b></p> <p>Students need a safe and engaging academic, social-emotional, and physical school environment as measured by:</p>
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- Cohort Graduation
- Expulsion
- HS Dropout
- MS Dropout
- Other (Site-based/local assessment)
- School Climate
- Social Emotional Learning
- Suspension

### Site Goal 3.1

Resources that aid instructional supports for students that benefit the gaps that exist for schools in low income communities where students may not be afforded every opportunity to be successful without purposeful planning for items that build capacity and equal access. 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). For the 2020-21 School Year our suspension rate decreased overall from 4/9% in the previous year to 2.1%. Our Principally Targeted Student Groups all decreased as well (14.5% to 7.3% for AA, 22% to zero for Foster Youth, and 13.2% to 4.7% for Students with Disabilities (these numbers may have decreased as a result of the COVID related school closure in the 19-20 school year - this data is being cited as it speaks to the need to try to change our climate through a focus on PBIS). There was no data available for the 21-22 school year.

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%.

The following subgroups will remain our focus areas for the 22-23 SY. 14.5% of our African American students were suspended at least once. 11.9% of students with disabilities were suspended at least once.

**Metric:** Suspension

### Actions/Services 3.1.1

#### Principally Targeted Student Group

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p><b>SEL/PBIS supports for students:</b></p> <p>1. PBIS and a school-wide culture focused on diversity, increase books/literature in</p>	<p>John Hattie Visible Learning Effect Size:  <b>Student/Teacher Relationships .72</b>  <b>Peer Tutoring .55</b>  <b>Classroom Behavioral Supports</b></p>	<p><i>Actions 1 - 5: By April 2023 we will assess the effectiveness of our PBIS program/intervention by analyzing our student data, specifically within our African American and Students with</i></p>

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.

2. 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 aide in increasing student academic achievement.
3. Reinforcing consistent behavior procedures that allow students and families to safely embrace new learning experiences and opportunities.
4. Provide SEL program materials to staff support student development (such as Second Step Program - 4,000), 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. Monthly grade level team collaboration around the effectiveness of the culturally responsive practices being implemented in classrooms for African American students.

**Decrease the suspension and referral rate for African American students, Hispanic students, and minority students.**

1. Decrease the suspension referral rate for African American students which will be monitored through the monthly collaboration and review of site behavior data

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**The Will to Lead, the Skill to Teach (Muhammad/Hollie)  
Culturally and Linguistically Responsive Teaching and Learning (Hollie)**

*Disabilities subgroups.*

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

- Monitor the number of referrals both behavioral and Social/Emotional within the targeted student population
- Continue direct learning and reflection process with staff around culturally responsive instruction and classroom environments. Have Leadership and Equity team analyze the staff input results.
- Provide staff with materials, resources, and training around culturally responsive instruction. Collect data from classroom walk-throughs and observations on the engagement practices of the targeted student groups.
- Increase student achievement data on interim and trimester assessments

*Actions 1-4: By April 2023 we will assess the effectiveness of this intervention by analyzing our suspension data.*

- **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**
- **Monitor how the increase of school-wide opportunities to recognize students for making positive choices decreases behavioral referrals/suspensions**



2. 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. Provide culturally relevant and responsive strategies to classroom teachers and staff.
4. Build upon existing site Professional Learning Goals that incorporate equitable practices and strategies for all learners.

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	\$6100	Certificated- Timesheets	
Title I – Basic (4900/3010)	\$10000	Contracts/Services /Subscriptions	
PBIS (7440/0000)	\$1000	Materials/Supplies/Equipment	
Title I – Basic (4900/3010)	\$11600	Materials/Supplies/Equipment	

### Actions/Services 3.1.2

#### Principally Targeted Student Group

- All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<ol style="list-style-type: none"> <li>1. 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. Hold monthly PBIS/Intervention Team meetings.</li> <li>3. Purchase level books for students who meet our good attendance criteria.</li> <li>4. Purchase attendance rewards &amp; certificates for students who receive perfect attendance each month</li> </ol>	<p>Chronic Elementary Absenteeism: A Problem Hidden in Plain Sight  <a href="https://www.attendanceworks.org/wp-content/uploads/2017/04/Chronic-Elementary-Absenteeism-A-Problem-Hidden-in-Plain-Sight.pdf">https://www.attendanceworks.org/wp-content/uploads/2017/04/Chronic-Elementary-Absenteeism-A-Problem-Hidden-in-Plain-Sight.pdf</a>            Parent Teacher Home Visits  <a href="https://pthvp.org/">https://pthvp.org/</a></p>	<p>Actions 1-5: 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>

5. Increase the number of staff trained and participating in home visits through the Home Visit Project

Funding Source	Amount	Description of Use
Supplemental/Concentration (7101/0000)	\$5600	Materials/Supplies/Equipment

<p><b>District Strategic Goal 4:</b></p> <p>All students will benefit from programs and services designed to inform and involve family and community partners.</p>	<p><b>District Needs and Metrics 4:</b></p> <p><b>Students need parent, family and community stakeholders as direct partners in their education as measured by:</b></p> <ul style="list-style-type: none"> <li>• Attendance Rate</li> <li>• Chronic Absentee Rate</li> <li>• Family and Community Engagement</li> <li>• Input in Decision Making</li> <li>• Other (Site-based/Local assessment)</li> <li>• Partnerships for Student Outcome</li> <li>• Relationships Between Staff and Families</li> </ul>
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**Site Goal 4.1**

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

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:** Attendance Rate

**Actions/Services 4.1.1**

**Principally Targeted Student Group**

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<u>Targeted Focus on Parent/Community Engagement</u>	<b>John Hattie/Visible Learning Effect Size:</b>	Actions 1-8 measured through: Parent Survey data will be collected

1. Title I Family Meetings/family and community events/engagement activities with increased/high attendance from families and community members
2. 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. Consultation with community organizations that support Reese's African American community including mentoring support for African American males
4. Resources for families of Students With Disabilities will be distributed at all IEP meetings in multiple languages
5. Attendance Program and partnership with community on the importance of school attendance and the Year Around school calendar.
6. Team with families in making first contacts positive through Friday admin calls home - positive notes from teachers regarding students
7. Teachers utilize tools that allow them to make personal phone calls, schedule meetings, and facilitate student-led conferences
8. 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

**Parental Involvement .49**  
**Motivation .48**  
**Teacher/Student Relationships .72**  
**Culturally and Linguistically Responsive Teaching and Learning II Edition (Hollie)**  
**CA PTA - Family Engagement data report data**

in the Spring of 2022 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.

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	\$9000	Materials/Supplies/Equipment	
Title I – Basic (4900/3010)	\$9000	Contracts/Services /Subscriptions	
Title I – Basic (4900/3010)	\$4000	Certificated- Timesheets	
Supplemental/Concentration (7101/0000)	\$15000	Materials/Supplies/Equipment	

### Site Goal 4.2

**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:** Attendance Rate

### Actions/Services 4.2.1

#### Principally Targeted Student Group

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p><b>1. Build Strong Relationships:</b></p> <ul style="list-style-type: none"> <li>• Home/Visit Project training and compensation for teachers</li> <li>• Provide additional support staff for events/meeting preparation and implementations: <ul style="list-style-type: none"> <li>◦ teachers-inform parents about grade level standards/methods to assist students</li> <li>◦ clerical- parent communication</li> <li>◦ Para-educators- daycare and support</li> </ul> </li> <li>• National Home/Visit Training</li> <li>• Parent Liaison that completes regularly scheduled phone calls/attends Family Impact Time Meetings/Connects families to school-site resources and prepares materials and resources for families to better access</li> </ul>	<p><b>John Hattie/Visible Learning Effect Size:</b>  <b>Parental Involvement .49</b>  <b>Motivation .48</b>  <b>Teacher/Student Relationships .72</b>  <b>Culturally and Linguistically Responsive Teaching and Learning II Edition (Hollie)</b>  <b>CA PTA - Family Engagement data report data</b></p>	<p>Action 1 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>

educational supports for their children \$5,500

- 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
- We Both Read program to support literacy and parent/student engagement \$5000
- SEL workshops for families and staff that focus on the effect of trauma on youth and adolescents \$5000.
- African American speakers/authors will provide presentations for families of African American students as well as site staff to strengthen home/school connection
- Create a 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)
- 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
- Signage for Back to School to welcome students back to in person learning.

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	\$1000	Contracts/Services /Subscriptions	
Title I – Basic (4900/3010)	\$5000	Certificated- Timesheets	

Title I – Basic (4900/3010)	\$5000	Certificated- Timesheets	
Title I – Basic (4900/3010)	\$8189	Materials/Supplies/Equipment	
Supplemental/Concentration (7101/0000)	\$14000	Contracts/Services /Subscriptions	
Supplemental/Concentration (7101/0000)	\$5500	Classified- Timesheets	

**Site Goal 4.3**

**Our goal is to have an overall decrease in the current Chronic Absenteeism from 24% by 10% through a new parent and student engagement, support through AIO, and a monthly focus on attendance awareness.**

**Our current rate of Chronic Absenteeism by student population compared to rates in 20-21:**

- African American 40% to 45.3%
- American Indian 16.7% to 66.7%
- Filipino 0% to 20%
- Hispanic 20.5% to 24.2%
- Pacific Islander 20% to 48.5%
- Two or More 23.7% to 22.2%
- EL 14% to 20.8%
- Homeless maintained at 61.5%
- SED 20.8% to 24.5%
- SWD 26.4% to 27.4%

All subgroups will remain our focus areas specifically focusing on our Principally Targeted Student Groups of African American, Homeless, American Indian, and Pacific Islander students.

**Metric:** Chronic Absentee Rate

**Actions/Services 4.3.1**

**Principally Targeted Student Group**

- All

<b>What Specific Actions/Services will you Provide to this Student Group?</b>	<b>What is the Research Confirming this is an Effective Practice?</b>	<b>How will you Measure the Effectiveness of each Action/Service?</b>
<ol style="list-style-type: none"> <li>1. 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>2. Student Celebrations and Assemblies that showcase student achievement, attendance and character development (Ex. Awards, Award Certificates, materials)</li> </ol>	<p>Chronic Elementary Absenteeism: A Problem Hidden in Plain Sight  <a href="https://www.attendanceworks.org/wp-content/uploads/2017/04/Chronic-Elementary-Absenteeism-A-Problem-Hidden-in-Plain-Sight.pdf">https://www.attendanceworks.org/wp-content/uploads/2017/04/Chronic-Elementary-Absenteeism-A-Problem-Hidden-in-Plain-Sight.pdf</a>            Parent Teacher Home Visits  <a href="https://pthvp.org/">https://pthvp.org/</a></p>	<p>Actions 1-7: 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>

3. 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. Hold monthly PBIS/Intervention Team meetings.
5. Purchase level books for students who meet our good attendance criteria.
6. Purchase attendance rewards & certificates for students who receive perfect attendance each month
7. Increase the number of staff trained and participating in home visits through the Home Visit Project

Funding Source	Amount	Description of Use	

**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.

## V. Funding

### David Reese Elementary (358) | 2022 - 2023

Fund Source Mgmt. Code/Description Resc. Code/Description	FTE	Carry Over	Allocation	Subtotal	EGUSD Strategic Goals				Balance
					1 - Curriculum and Instruction	2 - Assessment	3 - Wellness	4 - Family Engagement	
<b>1510</b> Regular Education (TK-6) <b>0000</b> Unrestricted	0.0000	\$0	\$26,950	\$26,950	\$26,950	\$0	\$0	\$0	\$0
<b>7101</b> LCFF Supplemental Concentration TK-6 <b>0000</b> Unrestricted	0.0000	\$0	\$200,000	\$200,000	\$149,900	\$10,000	\$5,600	\$34,500	\$0
<b>7105</b> Gifted and Talented Education (GATE) TK-6 <b>0000</b> Unrestricted	0.0000	\$0	\$4,397	\$4,397	\$0	\$4,397	\$0	\$0	\$0
<b>7150</b> EL Supplemental Program Services TK-6 <b>0000</b> Unrestricted	0.0000	\$0	\$25,807	\$25,807	\$22,807	\$3,000	\$0	\$0	\$0
<b>7440</b> Positive Behavior Incentive Supports <b>0000</b> Unrestricted	0.0000	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
<b>4900</b> Director of School Improvement Support <b>3010</b> ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	0.0000	\$0	\$420,619	\$420,619	\$310,562	\$41,168	\$27,700	\$41,189	\$0
<b>Total Funds Budgeted for Strategies to Meet the Goals in the SPSA</b>	0.0000	\$0	\$678,773	\$678,773	\$510,219	\$58,565	\$34,300	\$75,689	

Total Funds Provided to the School Through the Consolidated Application	TBD
Total Federal Funds Provided to the School from the LEA for CSI	N/A
Subtotal of additional federal funds included for this school	\$420,619
Subtotal of state or local funds included for this school	\$258,154

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

**Date**

**Principal**

**School Site Council Chairperson**

**EL Advisory Chairperson**


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