



David Reese Elementary

Local Control Accountability Plan (LCAP) 2023-2024

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: 2023-2024

Goal Setting (Icapid: 546)

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.
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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?

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. 20, 2022, Aug. 10, 2022, Sept. 14, Oct. 12, 2022, Nov. 9, 2022, Dec. 14, 2022, Jan. 11, 2023, Feb. 8, 2023, Mar. 8, 2023 and April 12, 2023.
- Grade Level Representative Meetings on Sept. 28, 2022, Oct. 26, 2022, Dec. 14, 2022, Jan. 25, 2023, Feb. 22, 2023, and Apr. 26, 2023.
- Title I Family Meetings on Aug. 22, 2022, Nov. 21, 2022, and Feb. 20, 2023.
- Staff Meetings on Jul. 25, 2022, Aug. 22, 2022, Sept. 19, 2022, Oct. 10, 2022, Nov. 7, 2022, Dec. 5, 2022, Jan. 9, 2023, Feb. 6, 2023, and Mar. 6, 2023, and Apr. 3, 2023.
- 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. 8, 2022, Jan. 17, 2023, Feb. 22, 2023, and April 20, 2023.
- Back to School Morning Jul. 14, 2022 and Aug. 22, 2022.
- 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 *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.* As a school, we will continue our focus in this area with redeveloped characteristics also known as dispositions and will add an AVID focus (started in 22-23 with 5th & 6th grades) to include 3rd & 4th grades for the 23 - 24 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 Trauma Informed Care/Restorative Practices, Equitably Based 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 (ATSI) because multiple student groups were identified as needing targeted supports per the 2022 California Dashboard Results. Our students (African American, Pacific Islander, White, students with Two or More ethnicities, our Homeless population 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 have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.

District Needs and Metrics 1:

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

- 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 (SiteGoalID: 6437) (DTS: 02/10/23)

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 2022 CAASPP/SBAC and 2022 California Accountability Dashboard:

- African American students and Students with Disabilities will move from Very Low to Medium
- Asian/EL/Hispanic/Socioeconomically Disadvantaged students will move from Low to Medium
- Students Amer. Indian/Filipino/Foster Youth/Homeless/Two or More Races/Pacific Islander/White - No performance level available
- ELA OVERALL/SCHOOLWIDE = Will move from Low to Medium (2022 Dashboard - shows our 3rd - 6th grade levels are 49.8 points below the standard being met)

Our goal is to close the achievement gap with the lowest performing subgroups in **MATHEMATICS** according to the 2022 CAASPP/SBAC and 2022 California Accountability Dashboard:

- African American students & Students w/Disabilities will move from Very Low to Medium
- Asian/EL/Hispanic/Socioeconomically Disadvantaged students will move from Low to Medium
- Students Amer. Indian/Filipino/Foster Youth/Homeless/Two or More Races/Pacific Islander/White - No performance level available
- MATHEMATICS OVERALL/SCHOOLWIDE - Will move from Low to Medium (2022 Dashboard - shows our 3rd - 6th grade levels are 76.5 points below the standard being met)

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

ELA Scores

Met Standard or Exceeded Standard

3rd Grade - 6th Grade Results:

- African American students will move from 16% to 25%
- Asian students will move from 35% to 40%
- Filipino students will move from 38% to 45%
- Hispanic students will move from 25% to 30%
- Native Hawaiian or Pacific Islander students will move from 21% to 27%
- White students will move from 35% from 40%
- Demographic Race of Two or More students will move from 37% to 45%
- EL students will move from 17% to 25%
- Foster Youth will move from 33% to 40%
- Homeless students will move from 25% to 30%
- Socioeconomically Disadvantaged students will move from 28% to 33%
- Students with Disabilities will move from 4% to 10%

No scores were available for students who identified as American Indian in 2022.

Math Scores

Met Standard or Exceeded Standard

3rd Grade - 6th Grade Results:

- African American students will move from 10% to 15%
- Asian students will move from 27% to 32%
- Filipino students will move from 25% to 30%
- Hispanic/Latino students will move from 14% to 20%
- Hawaiian/Pacific Islander students will move from 11% to 17%
- White students will move from 28% to 33%
- Demographic Race of Two or More students will move from 16% to 21%
- EL students will move from 11% to 16%
- Homeless students will move from 11% to 16%
- Socioeconomically Disadvantaged students will move from 18% to 23%
- Students with Disabilities will move from 4% to 10%

No scores were available for students who identified as American Indian or Foster Youth in 2022.

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

Actions/Services 1.1.1 (SiteGoalID: 6437) (DTS: 02/10/23)

Targeted Student Group(s)

- All

What Specific Actions/Services will you Provide to this Student Group?

- Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.
- Actions and Services should be step by step in a chronological order.
- Actions and Services should remove barriers and implement changes.

How will you Progress Monitor the Implementation of Actions/Services?

- What progress data will be collected and who will collect it?
- How often and when will it be collected?
- Who will it be shared with and when?

Evaluation Cycles in 2023-2024

- What is working?
- What is not working and why?
- What modifications do you need to make?

1. July - June: Professional Development

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.).

1. Visible Learning Consultants - provides PD for teachers in the targeted areas of Teacher/Student Clarity, Lesson Design and Feedback (The Brilliance Project)
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

Action 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.

Action 2: 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.

By April 2024 Grade Levels/Leadership/Admin/Coaches will assess the effectiveness of 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 VL practices and instructional strategies.
- Staff input surveys and consultation with VL support providers

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), \$17,500)
2. **July - June:** Provide additional supports for students in creating Math/Reading fluency through programs such as Explore Learning Reflex Math (\$4,500)
3. **July - June:** 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. **July - June:** 3rd - 6th grade teachers will participate in the AVID program to support our students in being College and Career Ready (AVID Conferences \$17,000)
5. **July & January:** Brilliance Project PD to support VL Dispositions as it connects to AVID (39,000)
6. **Possibly March:** 7 teachers will participate in the ASCD Conference (\$25,000)
7. **July:** Planners/agendas to support student organization skills - K-6 (\$4,500).
8. **July:** AVID Supplies/Materials for participating classes (9 = 5,700)

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.

21-22 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: Progress toward English Proficiency - Percent Increasing ELPI Level

Actions/Services 1.2.1 (SiteGoalID: 6441) (DTS: 02/10/23)

Targeted Student Group(s)

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

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p><u>1. July - June: Professional Development/PLC:</u></p> <ol style="list-style-type: none"> 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 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 	<p>Actions 1.1-3: 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>Actions 2.1-3: Students in grades K-3 will have a minimum overall increase of 3 Guided Reading levels and have progressed on Common District Benchmark Assessments.</p> <p><i>By April 2023 Admin and Grade Level Teams will assess the effectiveness of this intervention by analyzing our student data, specifically within our African</i></p>	

demonstrate mastery of grade level standards

2. July - Oct.:

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. 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

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 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 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

<p>4. Utilize credentialed teachers and trained para-educators to teach supplemental ELD instruction (outside of the mandated ELD)</p> <p>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)</p> <p>6. Supplemental funds allocated to utilize a certificated teacher to co-ordinate 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.</p>	<p>practices and instructional strategies.</p> <ul style="list-style-type: none"> • Monitor the number of students who redesignate from EL's to English proficient 	
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Site Goal 1.3 (SiteGoalID: 6444) (DTS: 02/10/23)

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 2023-24 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

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

Actions/Services 1.3.1 (SiteGoalID: 6444) (DTS: 02/10/23)

Targeted Student Group(s)

- Black or African American • SWD

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p><u>ASES Support: July - June</u></p> <ol style="list-style-type: none"> 1. Additional support for Day Camp/Afterschool Program to provide enrichment/ academic opportunities to support students (such as ELITE/ASSIST/Crossover \$50,000) <p><u>Intervention and Engagement Support: July - June</u></p> <ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 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. ASES 1-2. 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. Intervention and Engagement 1-7. <p><i>By April 2024 Admin and Grade Level Teams 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</i></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 \$10,000 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 \$9,038

Academic Intervention Staff:
July - June

1. 1.0 Primary Intervention Teacher \$105,568
2. 1.0 Int. Acad. Intervention Teacher - ESSER funds \$142,446
3. 0.2 Primary Intervention Teacher Support \$19,588
4. 1 Intervention Para-Educators \$34,451
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 \$20,000

a 10% decrease in the number of students performing below standards.

The following outputs will be 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

Funding Sources for District Goal 1	Amount	Description of Use
EL Supplemental (7150/0000)	\$14000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	\$45000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	\$10000	Certificated-Stipends
Supplemental/Concentration (7101/0000)	\$130000	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	\$15100	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	\$125156	Certificated- Salaries
Title I – Basic (4900/3010)	\$27702	Certificated- Timesheets
Title I – Basic (4900/3010)	\$43490	Classified- Salaries
Title I – Basic (4900/3010)	\$10000	Classified- Timesheets
Title I – Basic (4900/3010)	\$19011	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	\$29000	Materials/Supplies/Equipment

<p>District Strategic Goal 2:</p> <p>All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.</p>	<p>District Needs and Metrics 2:</p> <p>Students need high quality programs and services driven by assessment, data analysis, and action as measured by:</p> <ul style="list-style-type: none"> • Assessment System • Data and Program Evaluation • Other (Site-based/local assessment)
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Site Goal 2.1 (SiteGoalID: 6814) (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

Actions/Services 2.1.1 (SiteGoalID: 6814) (DTS: 03/31/23)

Targeted Student Group(s)

- All

What Specific Actions/Services will you Provide to this Student Group?	How will you Progress Monitor the Implementation of Actions/Services?	Evaluation Cycles in 2023-2024
<ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. <ol style="list-style-type: none"> 1. <u>August, December, February, June:</u> Teachers will administer Illuminate Assessments to all students. Administrators will assist by reminding teachers of the assessment windows each trimester as well as help by providing reports with names of students who need to complete assessments. 2. <u>August, December, April:</u> Teachers will assess all below grade level students with a Grade Level Benchmark Assessment. 3. <u>August - June:</u> Teachers will meet monthly during their PLC Collaboration time to discuss their students' progress and analyze the data utilizing Illuminate and grade level data. 4. <u>Monthly:</u> Each Grade Level will complete a Data Analysis form to share with the school administrator. 5. <u>August and May:</u> A Self-Efficacy Survey will be given to teachers in August 2023 and in May 2024 in order help determine if teacher efficacy is increasing. 	<ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? <ul style="list-style-type: none"> • <u>August, December, February, June:</u> Principal will pull Illuminate reports to ensure at least 95% of all eligible students have taken the Illuminate Assessments each trimester. • <u>August, December, February, June:</u> Teachers will access their student's Illuminate & F&P data, analyze it, and determine next steps in order to improve student learning. • <u>August and May:</u> The Principal will analyze the Self-Efficacy Survey results in August 2023 and May 2024 and will share the data with teachers and the SSC. 	<ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?

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:

Actions/Services 2.2.1 (SiteGoalID: 6438) (DTS: 02/10/23)

Targeted Student Group(s)

- All

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<ol style="list-style-type: none"> 1. September/October & February/March: 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. Monthly: Provide after school academic intervention to students identified as performing below grade level. 3. September, January, March: Administer Tier II assessments for students in 3rd - 6th grades along with leadership programs that focus on accelerated 	<p>Actions 1-6: Leadership/Academic Intervention/Grade Level/Tier II Teams responsible 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 a minimum overall increase of 3 Guided Reading levels and have progressed on Common District Benchmark Assessments.</p> <p>The following outputs will be measured and analyzed on a monthly basis utilizing our track rotation schedule:</p>	

<p>standards and learning goals.</p> <p>4. July - June: Provide enrichment opportunities for students through accelerated learning during afterschool academies (ex. supplies as well as membership fees and contracted services).</p> <p>5. July - June: After-school academic supports for students who are performing below grade level. Strategic targeted intervention in the areas of reading and math provided by Certificated Staff. Grade levels will compile student assessment data to determine who has the greatest need.</p> <p>6. July - June: Additional support for teachers in primary grades for assessment and intervention support</p>	<ul style="list-style-type: none"> • 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 	
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Site Goal 2.3 (SiteGoalID: 6442) (DTS: 02/10/23)

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.

21-22 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

Actions/Services 2.3.1 (SiteGoalID: 6442) (DTS: 02/10/23)

Targeted Student Group(s)

- EL • Low Income • School-wide • SWD

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<ol style="list-style-type: none"> 1. April - May: ELPAC assessments administered for all EL students. The assessments will be conducted by certificated teachers. (Certificated Timesheets). 2. July - June: Release days for teams to analyze assessment data with additional support team members that provide direct intervention services to students (Certificated Timesheets). 3. Monthly ELAC Mtgs.: We will use funds to purchase supplies and light refreshments for ELAC meetings. 4. July - June: Formative assessments that identify focus standards and contain targeted learning objectives in both ELA and ELD 5. July - June: Supplies and Materials that aid student academic improvement (Copy Machines/Ink/Toner/Paper/Supplies) 	<p>Actions 1 - 5: <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 2023-24 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 by Leadership, Academic Intervention and Grade Level utilizing our track rotation schedule:</p> <ul style="list-style-type: none"> • Overall improvement and progress towards grade level assessment data and standards mastery • Grade level teams analysis of ELPAC assessment data • Improvement in student performance both formal and in-formal • School-wide consistent implementation of VL practices and instructional strategies. • Increased number of students identified as GATE eligible. • Increased number of student participants in student leadership academy on campus 	

Funding Sources for District Goal 2	Amount	Description of Use
EL Supplemental (7150/0000)	\$4936	Certificated- Timesheets
GATE (7105/0000)	\$1000	Certificated- Timesheets
GATE (7105/0000)	\$2000	Contracts/Services/Subscriptions
GATE (7105/0000)	\$1397	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$8900	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	\$41168	Certificated- Timesheets
Title I – Basic (4900/3010)	\$10000	Materials/Supplies/Equipment

<p>District Strategic Goal 3:</p> <p>All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.</p>	<p>District Needs and Metrics 3:</p> <p>Students need a safe and engaging academic, social-emotional, and physical school environment as measured by:</p> <ul style="list-style-type: none"> • Cohort Graduation • Expulsion • HS Dropout • MS Dropout • Other (Site-based/local assessment) • School Climate • Social Emotional Learning • Suspension
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Site Goal 3.1 (SiteGoalID: 6439) (DTS: 02/10/23)

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). For the 2021-22 School Year our suspension rate was under 5% at 3.5%. Our Principally Targeted Student Groups had the following rates (13.1% for AA, 0% for Foster Youth and 3.5% for Students with Disabilities); other groups of concern are Filipinx at 12.5% and Two or More at 9.8%; there was no data available for the 20-21 school year to use for comparison.

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 23-24 SY. 13.2% of our African American, 10% of our Two or More Races student group, 4.6% of Students with Disabilities student group and 3.5% of our Socioeconomically Disadvantaged student group were suspended at least once.

Metric: Suspension Rate: Percent of Students Suspended

Actions/Services 3.1.1 (SiteGoalID: 6439) (DTS: 02/10/23)

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>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p><u>SEL/PBIS supports for students:</u></p> <ol style="list-style-type: none"> 1. July - June: PBIS and a school-wide culture focused on diversity, increase books/literature in school/classroom libraries that reflect the diverse population of our student body (\$5,000), and provide after-school tutoring for students who are performing below grade level in the ASES Program. 2. July - June: Culture and Climate team that educates students and staff on recognizing and accepting the diversity of others, structured supports for students social skills groups and counseling to aid in increasing student academic achievement. 3. July - June: Reinforcing consistent behavior procedures that allow students and families to 	<p><i>Actions 1 - 6: By April 2024 the PBIS Team will assess the effectiveness of our PBIS program/intervention by analyzing our student data, specifically within our African American and Students with Disabilities subgroups.</i></p> <p>The following outputs will be measured and analyzed on a monthly basis utilizing our track rotation schedule:</p> <ul style="list-style-type: none"> • Monitor the number of referrals both behavioral and Social/Emotional within the targeted student population • Continue direct learning and reflection process with staff around culturally responsive instruction and classroom environments. Have Leadership and Equity team analyze the staff input results. • Provide staff with materials, resources, and training around culturally responsive instruction. Collect data from 	

safely embrace new learning experiences and opportunities.

4. **July - June:** 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. **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.

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

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 2024, PBIS and Leadership Teams** 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

<p>3. Monthly: Provide culturally relevant and responsive strategies to classroom teachers and staff.</p> <p>4. July - June: Build upon existing site Professional Learning Goals that incorporate equitable practices and strategies for all learners.</p>		
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Actions/Services 3.1.2 (SiteGoalID: 6439) (DTS: 02/10/23)

Targeted Student Group(s)

- All

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<ol style="list-style-type: none"> 1. Weekly: Personal phone calls/contact home from teachers regarding attendance. When chronic, administrative phone calls home. Follow school policy as laid out in the District Handbook for tracking and monitoring tardies via the SART process. 2. Monthly: Hold monthly PBIS/Intervention Team meetings. 3. July, October & March: Purchase level books for students who meet our good attendance criteria. 4. July, October & March: Purchase attendance rewards & certificates for students who receive perfect attendance each month 5. July & April: Increase the number of staff trained and participating in home visits 	<p>Actions 1-5: VP, Attendance Office Tech. and Attendance SOA II will gather and analyze attendance data monthly. To close the achievement gap, particularly log and monitor the attendance and tardy frequencies for Students with Disabilities, Asian, EL, Hispanic, Homeless, Pacific Islander, students of Two or More races, African American, Socioeconomically Disadvantaged, and White populations.</p>	

through the Home Visit Project

Funding Sources for District Goal 3	Amount	Description of Use
PBIS (7440/0000)	\$1000	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$9000	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	\$6100	Certificated- Timesheets
Title I – Basic (4900/3010)	\$10000	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	\$11600	Materials/Supplies/Equipment

District Strategic Goal 4:

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

District Needs and Metrics 4:

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

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

Site Goal 4.1 (SiteGoalID: 6440) (DTS: 02/10/23)

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

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>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p><u>Targeted Focus on Parent/Community Engagement</u></p> <ol style="list-style-type: none"> 1. Each Trimester: Title I Family Meetings/family and community events/engagement activities with increased/high attendance from families and community members 2. July - June: Family Events and Academic Functions on campus that provide resources and materials that target mastery of content standards as well as student/family connection to school 3. July - June: Consultation with community organizations that support Reese's African American community including mentoring support for African American males 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 	<p>Actions 1-9 measured through: Parent Survey data will be collected in the Spring of 2024 by the Principal through multiple surveys of Parents/ELAC/SSC to review the effectiveness of the parent involvement and engagement programs and activities taking place at David Reese. Parent survey data questions will assist in measuring the effectiveness of our site LCAP and student academic gains. Parent participation will be measured by sign-ins sheets and survey responses.</p>	

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: 6443) (DTS: 02/10/23)

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

Actions/Services 4.2.1 (SiteGoalID: 6443) (DTS: 02/10/23)

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

What Specific Actions/Services will you Provide to this Student Group?

- Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.
- Actions and Services should be step by step in a chronological order.
- Actions and Services should remove barriers and implement changes.

How will you Progress Monitor the Implementation of Actions/Services?

- What progress data will be collected and who will collect it?
- How often and when will it be collected?
- Who will it be shared with and when?

Evaluation Cycles in 2023-2024

- What is working?
- What is not working and why?
- What modifications do you need to make?

1. Build Strong Relationships:

- Home/Visit Project training and compensation for teachers
- **July/August & January/February:** Provide additional support staff for events/meeting preparation and implementations:
 - teachers-inform parents about grade level standards/methods to assist students
 - clerical- parent communication
 - Para-educators- daycare and support
- **July & April:** National Home/Visit Training
- **July - June: Site Parent Liaison** that completes regularly scheduled phone calls/attends Family Impact Time Meetings/Connects families to school-site resources and prepares materials and resources for families to better access educational supports for their children \$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

Action 1: David Reese staff/FACE Dept./School & FACE Parent Liaisons/Stakeholders: effectiveness measured through utilizing family engagement events to determine their impact on student achievement. District data will be used to determine if enhanced activities supported meeting the needs of students socially/academically while also keeping families involved/informed. Student based surveys that are administered the following day and/or family based survey that are taken on the computer the night of events.

- **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 (\$1,000)
- **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 to in person learning.
- **July - June:** BTA support services (after contract hours) 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: 6445) (DTS: 02/10/23)

In the 21-22 school year, our Chronic Absenteeism rate skyrocketed from 22.1% to 54.4% due to the increased COVID restrictions. Our goal the year is to have an overall decrease in the current Chronic Absenteeism from 54.4% by 15% through a continued focus on parent and student engagement, support through AIO, and a monthly focus on attendance awareness.

Our 21-22 rate of Chronic Absenteeism by student population compared to rates in 20-21:

- African American 44.5% to 68.5%
- American Indian 33.3% to 66.7%
- Filipino 14.3% to 44.4%
- Hispanic 23.2% to 58.8%
- Pacific Islander 47.1% to 73.9%
- Two or More 18.9% to 52.4%
- EL 20.1% to 41.8%
- Foster Youth 7.7% to 33.3%
- Homeless 68.8% to 84.4%
- SED 23.3% to 54.0%
- SWD 25.3% to 57.7%

For the 23-24 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: Percent Chronically Absent

Actions/Services 4.3.1 (SiteGoalID: 6445) (DTS: 02/10/23)

Targeted Student Group(s)

- All

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>1. Monthly: Monitor foster youth with office system offering positive incentives for regular school attendance while supporting students Social Emotional Learning needs which in turn increase overall academic achievement.</p>	<p>Actions 1-7: VP/Attendance Office Tech/Attendance SOA II will gather and analyze attendance data monthly. To close the achievement gap, particularly log and monitor the attendance and tardy frequencies for the students with disabilities, Pacific Islander, students of Two or More races, African American, Foster Youth</p>	

<ol style="list-style-type: none"> 2. Monthly: Student Celebrations and Assemblies that showcase student achievement, attendance and character development (Ex. Awards, Award Certificates, materials) 3. Weekly: Personal phone calls/contact home from teachers regarding attendance. When chronic, administrative phone calls home. Follow school policy as laid out in the District Handbook for tracking and monitoring tardies via the SART process. 4. Monthly: Hold monthly PBIS/Intervention Team meetings. 5. July & January: Purchase level books for students who meet our good attendance criteria. 6. July & January: Purchase attendance rewards & certificates for students who receive perfect attendance each month 7. July & April: Increase the number of staff trained and participating in home visits through the Home Visit Project 	<p>and White populations.</p>	
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Funding Sources for District Goal 4	Amount	Description of Use
Supplemental/Concentration (7101/0000)	\$10000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	\$5000	Classified- Timesheets
Supplemental/Concentration (7101/0000)	\$20000	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	\$10000	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	\$4000	Certificated- Timesheets

Title I – Basic (4900/3010) \$11392 Contracts/Services/Subscriptions

Title I – Basic (4900/3010) \$9000 Materials/Supplies/Equipment

Funding Source Summary for All District Goals

Fund Source	Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
EL Supplemental (7150/0000)	Certificated- Timesheets	\$14000	\$4936			\$18936
GATE (7105/0000)	Certificated- Timesheets		\$1000			\$1000
GATE (7105/0000)	Contracts/Services/Subscriptions		\$2000			\$2000
GATE (7105/0000)	Materials/Supplies/Equipment		\$1397			\$1397
PBIS (7440/0000)	Materials/Supplies/Equipment			\$1000		\$1000
Supplemental/Concentration (7101/0000)	Certificated- Timesheets	\$45000			\$10000	\$55000
Supplemental/Concentration (7101/0000)	Certificated-Stipends	\$10000				\$10000
Supplemental/Concentration (7101/0000)	Classified- Timesheets				\$5000	\$5000
Supplemental/Concentration (7101/0000)	Contracts/Services/Subscriptions	\$130000			\$20000	\$150000
Supplemental/Concentration (7101/0000)	Materials/Supplies/Equipment	\$15100	\$8900	\$9000	\$10000	\$43000
Title I – Basic (4900/3010)	Certificated- Salaries	\$125156				\$125156
Title I – Basic (4900/3010)	Certificated- Timesheets	\$27702	\$41168	\$6100	\$4000	\$78970
Title I – Basic (4900/3010)	Classified- Salaries	\$43490				\$43490
Title I – Basic (4900/3010)	Classified- Timesheets	\$10000				\$10000
Title I – Basic (4900/3010)	Contracts/Services/Subscriptions	\$19011		\$10000	\$11392	\$40403
Title I – Basic (4900/3010)	Materials/Supplies/Equipment	\$29000	\$10000	\$11600	\$9000	\$59600

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.

*** If applicable, please provide a description ***

V. Funding

David Reese Elementary (358) | 2023-2024

EGUSD Strategic Goals

Fund Source Mgmt. Code / Description Resc. Code / Description	FTE	Carry Over	Allocation	Subtotal	1	2	3	4	Balance
					Curriculum and Instruction	Assessment	Wellness	Family Engagement	
1510 Regular Education (TK-6) 0000 Unrestricted	0.0000	\$0	\$49,439	\$49,439	\$49,439	\$0	\$0	\$0	\$0
7101 LCFF Supplemental Concentration TK-6 0000 Unrestricted	0.0000	\$0	\$263,000	\$263,000	\$200,100	\$8,900	\$9,000	\$45,000	\$0
7105 Gifted and Talented Education (GATE) TK-6 0000 Unrestricted	0.0000	\$0	\$4,397	\$4,397	\$0	\$4,397	\$0	\$0	\$0
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	0.0000	\$0	\$18,936	\$18,936	\$14,000	\$4,936	\$0	\$0	\$0
7440 Positive Behavior Incentive Supports 0000 Unrestricted	0.0000	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
4900 Director of School Improvement Support 3010 ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	0.0000	\$0	\$357,619	\$357,619	\$254,359	\$51,168	\$27,700	\$24,392	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	0.0000	\$0	\$694,391	\$694,391	\$517,898	\$69,401	\$37,700	\$69,392	

Fund Subtotals

Subtotal of additional federal funds included for this school \$357,619

Subtotal of state or local funds included for this school \$336,772

Signatures: (Must sign in blue ink)

Date

Principal

Patrina Baggett

**School Site Council
Chairperson**

Laurie Sanchez

EL Advisory Chairperson

Mikelyne Uribe

Signatures: (Must sign in blue ink)	Date
