



James McKee Elementary

Local Control Accountability Plan (LCAP) 2022-2023

Principal: Dreena Freeman

County-District-School (CDS) Code: 34673146033088

**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

James McKee 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?

Our school seeks input and feedback on a regular basis to improve and increase student academic performance, access campus climate, access student engagement, promote positive social-emotional learning, and positive behavioral. The following groups met to discuss this items:

Site Leadership: August 3, 2021; Sept 1, 2021; Oct. 6, 2021, Nov/ 3, 2021; Dec. 1, 2021; Jan 5, 2022; Feb. 2, 2022; Mar, 2, 2022; Apr 6, 2022

Staff Meeting: August 10, 2021; Sept 8, 2021, Oct1 13, 2021; Nov. 10, 2021, Dec 8, 2021; Jan 3, 2022, Jan

14, 2022; Feb 9, 2022, Mar 9, 2022, Apr 13, 2022
School Site Council : Sept 29 2021; Jan 26, 2022; Feb 23, 2022; Mar 23, 2022, Apr 27, 2022;
ELAC : Sept 29, 2022; Jan 26th 2022; Mar 23 2022
PTO: Sept 30th; Nov18 2022

Impact of LCAP and Annual Update

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

The meeting of all of our educational partners resulting in some of our goals being partially met due to some COVID restrictions and/or staff shortages that prevented opportunities for teachers to be given release time to collaborate and analyze data during the day. Additionally, many afterschool enrichment activities were not done due to COVID restrictions regarding having vendors on site. Also, some professional development work was halted due to the inability to have vendors on site - Culturally Responsive Coaching through CLR for instance. We have agreed to continue to have these goals for our site for the 2022-23 school year.

Resource Inequities

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

2020 James McKee was identified as an Alternative Targeted Support and Improvement (ATSI) school because 2 of our subgroups (African American, Hispanics, Low Income, SWD, 2 or more) need additional targeted support to meet growth goals. As a result, the needs of our assessment, additional resources have been allocated to support the increase in achievement for the identified subgroups. Goal 3.2 Provides for PD on Restorative Practices for staff emphasizing Morning meetings/circles; Incorporating social/emotional strategies for identified students through the MTSS Tier 2 process; utilizing our MHT and school psychologist to teach recommended students to strategies to regulate emotions and respond to difficult situations appropriately.

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

Provide targeted instruction for students assessed to be below grade level using the following measures: EGUSD Benchmark/Illuminate Assessments, and CAASPP, to 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 for students in the 3rd through 6th grades. According to 2021 CAASPP ELA Data our students went from 33% meeting or exceeding standards to 33% as a whole. The following is data broken down into finer detail:

- Students with Disabilities **increased** from 10% to 14% meeting or exceeding standards to 8%
- EL students **increased** from 9% meeting or exceeding standards to 13%
- African American students **declined** from 28% meeting or exceeding standards to 11%
- Hispanic students **declined** from 43% meeting or exceeding standards to 38%
- Socioeconomically Disadvantaged students **decreased from** 43% to 36% meeting or exceeding standards
- **ELA OVERALL/SCHOOLWIDE GOAL = Students will move from 40% to 54% meeting or exceeding standards on the 2022 CAASPP.**

Our goal is to close the achievement gap with the lowest performing subgroups in **MATHEMATICS** according to the 2021 CAASPP for students in the 3rd through 6th grades. According to 2021 CAASPP ELA Data our students went from 45% meeting or exceeding standards to 32% as a whole. The following is data broken down into finer detail:

- Students with Disabilities **declined** from 8% meeting or exceeding standards to 7%
- African American students **remained the same** at 17% meeting or exceeding standards.
- Hispanic students **declined** from 41% meeting or exceeding standards to 26%.
- EL students **declined** from 21% meeting or exceeding standards to 10%
- Socioeconomically Disadvantaged students **declined from** 41% meeting or exceeding standards to 27%
- **MATHEMATICS OVERALL/SCHOOLWIDE GOAL = Students will move from 33% to 48% meeting or exceeding standards on the 2022 CAASPP.**

Metric: CAASPP

Actions/Services 1.1.1

Principally Targeted Student Group

• EL • Hispanic or Latino • Low Income • SWD • Two or More • 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>Grade level teams and administration will meet quarterly during Early Out Mondays and site release days to analyze common assessments data to monitor student progress towards site goals.</p> <p>1. Provide release time for all teachers for collaboration and to determine common</p>	<p>John Hattie, Visible Learning for Teachers: Maximizing Impact on Learning</p> <ul style="list-style-type: none"> • Teacher Clarity • Formative Assessments • Clear Learning Intentions and Success Criteria <p>Effect Size, October 2015, John Hattie:</p>	<ul style="list-style-type: none"> • K-1 Benchmark (1, 2,) • Formative and Interim assessments (1,2) • Classroom Observations • Administrative Walk-Throughs (2,) • ELPAC data (1, 2, 3)

- assessments: 1 day per teacher \$262 x 17
- 2. Establish professional learning goals
- 3. Pay for continued software programs such as Lexia, Reading Plus -

- Collective Teacher Efficacy 1.57
- Teacher Clarity .75
- Formative Assessment .68

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	\$5000	Certificated- Timesheets	
Supplemental/Concentration (7101/0000)	\$5000	Materials/Supplies/Equipment	
Title I – Basic (4900/3010)	\$25000	Contracts/Services /Subscriptions	

Site Goal 1.2

Site goal 1.2: Provide targeted assistance intervention for students performing below grade level standards in reading and math as measured by teacher benchmarks (common assessments), CAASPP scores, K-1 benchmarks, SMART goals and other agreed upon assessments.

Metric: Other (Site-based/local assessment)

Actions/Services 1.2.1

Principally Targeted Student Group

• All • Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income

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?
Provide a 0.4 academic intervention teacher to service student performing below grade level in grades K-2 based on common assessments. Provide curriculum and materials to support targeted instruction	John Hattie, Visible Learning For Teachers: Maximizing Impact on Learning <ul style="list-style-type: none"> • Teacher Clarity • Formative Assessments • Clear Learning Intentions and Success Criteria • Small group learning ELA/Math Effect Size - 0.49	<ul style="list-style-type: none"> • K-1 Benchmarks • common assessments - Illuminate

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	\$60000	Certificated- Salaries	

Supplemental/Concentration (7101/0000)	\$10000	Materials/Supplies/Equipment
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Actions/Services 1.2.2

Principally Targeted Student Group

- Foster Youth

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?
Collaborate with district's Foster Youth Department to ensure achievement of FY students - tutoring services, support with IEPs, transfer of school records, family engagement	https://kids-alliance.org/invisible-education-achievement-gap-between-foster-youth-peers/	CAASPP data teacher assessments benchmark assessments

Funding Source	Amount	Description of Use

Actions/Services 1.2.3

Principally Targeted Student Group

- EL • 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>Provide Extended learning opportunities for EL Tutoring to support students in small group target assistance. Provide certificated staff to support English Language Learners assessment for Initial and Summative ELPAC and RFEP monitoring.</p> <ol style="list-style-type: none"> 1. EL materials and curriculum 2. Tutoring support 3. Supplemental EL materials to support ELD instruction 4. Provide light refreshments for ELAC meetings 5. Provide PD for support of ELD strategies for teachers 6. Provide translation and interpretation services 7. Create materials/signage to strengthen parent partnerships in 	English Language Learners: A Policy Brief. National Council of Teachers of English.	RFEP data - (1,2,3,5) ELPAC results/data - (1, 2,3,5) Sign in sheets for ELAC meetings, Open House, BSTN and family nights (7)

diverse languages on campus.
 8. Provide EL Coordination through Admin
 9. Start a Regional Newcomer Program

Funding Source	Amount	Description of Use
EL Supplemental (7150/0000)	\$4000	Certificated- Timesheets

Site Goal 1.3

Provide Extended day enrichment classes to support GATE students.

Metric: Other (Site-based/local assessment)

Actions/Services 1.3.1

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?
Provide enrichment classes for the development and support of GATE students Establish NEHS Program	Effect size: .68 - Accelerated Programs	Site-based assessments, NNAT, CAASP scores We will also monitor numbers and demographics of students participating in GATE activities as well as numbers as students eligible for NEHS recognition.

Funding Source	Amount	Description of Use
GATE (7105/0000)	\$1500	Certificated- Timesheets

Actions/Services 1.3.2

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?
Provide a GATE Coordinator to identify students who may qualify	Effect size: .68 Accelerated Programs	site-based assessments, NNAT, CAASP scores

for GATE as identified by district protocols; organize activities on campus; organize, plan testing; attend district GATE meetings and train teachers

Funding Source	Amount	Description of Use
GATE (7105/0000)	\$1200	Certificated- Timesheets

Actions/Services 1.3.3

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?
Provide opportunities for PD for accelerated (GATE) students.	Professional Development Programs effect size: .37	CAASP scores NNAT test

Funding Source	Amount	Description of Use
GATE (7105/0000)	\$697	Certificated- Timesheets

Site Goal 1.4

Implement an AVID Program in all Intermediate grades. The implementation of our AVID program is support our intermediate students with organization and focused- note taking to improve their overall academic performance.

Metric: Other (Site-based/local assessment)

Actions/Services 1.4.1

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?
<ul style="list-style-type: none"> • Provide professional development and on-going training to teachers and admin in AVID program. • Provide supplies and equipment for implementation 	Teacher Clarity effect size: .75 Clear goal intentions: effect size .48 Collective teacher efficacy: 1.39 School Support Programs: .212	SBAC Scores Teacher Reported success of students organization and engagement

- of AVID program.
- Provide release time to discussion and evaluation of AVID program with on site staff and collaboration with others sites who are AVID school to ensure success for our students.

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	\$10000	Materials/Supplies/Equipment	
Title I – Basic (4900/3010)	\$2500	Certificated- Timesheets	

Site Goal 1.5

Provide targeted instruction for students assessed to be below grade level according to SBAC data and grade-level common assessments, plus 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 SBAC 2020 and the California's Accountability Dashboard:

- African American students will move from 28% meets or exceeds standards to 43% (Orange to Yellow)
- Socioeconomically Disadvantaged students will move from 43% meets or exceeds standards to 55% (Orange to Yellow)
- Students with Disabilities will move from 8% meets or exceeds standards to 25% (Red to Orange)

Our goal is to close the achievement gap with the lowest performing subgroups in **MATHEMATICS** according to the SBAC 2020 and the California's Accountability Dashboard:

- African American students will move from 17% meets or exceeds standards to 29% (Orange to Yellow)
- Socioeconomically Disadvantaged students will move from 41% meets or exceeds standards to 51% (Yellow to Green)
- Students with Disabilities will move from 8% meets or exceeds standards to 18% (Orange to Yellow)

We must also differentiate instruction for those students who demonstrate the highest levels of achievement and who are designated according to district standards as qualifying for GATE programming.

Metric: CAASPP

Actions/Services 1.5.1

Principally Targeted Student Group

- Black or African American • Low Income • SWD • Two or More

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. Provide PD on Culturally Responsive Practices w/Dr. Hollie -	<u>Research Spotlight on Response to Intervention</u>	<ul style="list-style-type: none"> • local/site assessments (1-5) • CAASPP scores (2, 3,4, 5)

establishing a culturally and linguistically responsive classroom as part of equity work conducted in alignment with EG district initiative and standards and with the EG Region

2. Provide PD on Interim Assessment Blocks with coaches for grades 3rd - 6th
3. Provide Release time for collaboration with grade levels to review and align and calibrate thinking
4. Provide PD on FHQI
5. Provide tutoring for grades 3-6

John Hattie's Research on Visible Learning For Teachers RTI
effective size: 1.07

- Interim assessment scores (2)
- MTSS/CAST meetings (1, 3)
- Admin walk-thru observation (1, 4)

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	\$5000	Certificated- Timesheets	
Title I – Basic (4900/3010)	\$1216	Classified- Timesheets	
Title I – Basic (4900/3010)	\$5000	Contracts/Services /Subscriptions	

District Strategic Goal 2:

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

District Needs and Metrics 2:

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

- Assessment System
- Data and Program Evaluation
- Other (Site-based/Local assessment)

Site Goal 2.1

All grade level will operate as a Highly Functioning Team using the FHQI tenets as a guide to effective student learning. Provide time and resources for teachers to analyze data, set goals, create lessons, and respond to students based on the assessed need demonstrated in common grade level assessments. Based on a current staff survey:

100% of the staff indicated that they need time and collaborate with grade level teaching partners
67 % indicated that PD is need support effective instruction to support student learning

- African American students will move from 28% meets or exceeds standards to 43% (Orange to Yellow)
- Socioeconomically Disadvantaged students will move from 43% meets or exceeds standards to 55% (Orange to Yellow)
- Students with Disabilities will move from 8% meets or exceeds standards to 25% (Red to Orange)

Our goal is to close the achievement gap with the lowest performing subgroups in **MATHEMATICS** according to

the SBAC 2020 and the California's Accountability Dashboard:

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- Students with Disabilities will move from 8% meets or exceeds standards to 18% (Orange to Yellow)

We must also differentiate instruction for those students who demonstrate the highest levels of achievement and who are designated according to district standards as qualifying for GATE programming.

Metric: Data and Program Evaluation

Actions/Services 2.1.1

Principally Targeted Student Group

- Black or African American • EL • Foster Youth • Low Income • 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>Provide Substitutes so that teachers can adequately perform assessments to prepare for grade level discussions and collaboration to promote student achievement. Provide release days for all teachers to analyze data and plan for student learning to increase achievement</p> <ul style="list-style-type: none"> • Grade level release days 2x/yr • 18 teachers x 262 x2 <p>Provide materials, curriculum to support FHQI strategies</p>	<ol style="list-style-type: none"> 1. Visible Learning for Literacy: Implementing Practices that Work Best to Accelerate Student Learning, Fisher, Frey, Hattie 2016 2. <u>Teacher Collaboration In Perspective: A Guide to Research, Professional Learning Communities and aligned curriculum saw substantial improvements in student ready scores, and 40% saw substantial improvements in math scores.</u> 	<ol style="list-style-type: none"> 1. Illuminate assessments 2. CAASPP data - dashboard 3. Admin observations/feedback 4. PLC meeting notes

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	\$9432	Certificated- Timesheets	

Site Goal 2.2

Provide explicit training in Interim Assessment Block for teachers in grades 3-6th to improve data analysis/classroom instruction in reading and math.

Metric: Assessment System

Actions/Services 2.2.1

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?
Meet with assigned elementary coach to receive on-going training around IAB to increase student scores in grades 3-6. Provide release time for teachers to collaborate and plan and analyze IABs Provide time for K-2 teachers to meet with coaches to support work in Illuminate on common assessments and to plan as a grade level using the assessment data.	Professional Development effect size:.37	CAASP scores IAB results

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	\$5000	Certificated- Timesheets	

Actions/Services 2.2.2

Principally Targeted Student Group

- EL

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?
Support ELPAC testing as well as initial assessments at the beginning of year for our English Language Learners.	California English Language Development Standards: Proficiency Level Descriptors.CDE 2017. Considerations in the Transition of the English Language Proficiency Assessments for California (ELPAC) Paper-Pencil to Computer-Bases Assessments	ELPAC scores Number of Reclassified EL Students

Funding Source	Amount	Description of Use	
EL Supplemental (7150/0000)	\$3739	Certificated- Timesheets	

District Strategic Goal 3:

District Needs and Metrics 3:

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

Students need a safe and engaging academic, social-emotional, and physical school environment as measured by:

- Cohort Graduation
- Expulsion
- HS Dropout
- MS Dropout
- Other (Site-based/local assessment)
- School Climate
- Social Emotional Learning
- Suspension

Site Goal 3.1

Systematize PBIS Tier II and Tier III Supports for students through our MTSS process through training and communication to staff and families to promote a positive and culturally relevant campus.

Metric: School Climate

Actions/Services 3.1.1

Principally Targeted Student Group

• Black or African American • EL • Hispanic or Latino • 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?
<ul style="list-style-type: none"> • Provide training for staff on Culturally Relevant and Linguistically Classrooms • Provide training for Yard Supervisors on promoting positive behavior (Supplemental/Concentrated Timesheets) • Provide weekly positive certificates for students • Provide culturally relevant and diverse books for classrooms, campus library and students. (EL Materials/Supplies) • Provide signage to promote activities around campus with rules for students to access (PBIS Materials/Supplies) • Provide release time for staff to analyze data on MTSS process, Tier II and Tier III data to present to staff and community. (Title 1 Basic Certificated timesheets) 	<ul style="list-style-type: none"> • Effective Teaching is Culturally Responsive, Culturally Responsive Teaching: A Guide to Evidence-Based Practices for Teaching All Students Equitable, Basha Krasnoff, March 2016 • Bloomberg P., Pitchford B (2017) Leading Impact Teams: Building a Culture of Efficacy - book 	<ol style="list-style-type: none"> 1. PBIS Synergy Dashboard data 2. CHKS survey 3. Discipline data from Synergy 4. PBIS Tier 2 Fidelity results 5. PBIS Tier 1 Fidelity results

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Funding Source	Amount	Description of Use
PBIS (7440/0000)	\$1000	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	\$1000	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	\$3500	Certificated- Timesheets
Title I – Basic (4900/3010)	\$2000	Classified- Timesheets
Supplemental/Concentration (7101/0000)	\$3425	Certificated- Timesheets

Site Goal 3.2

Address disproportionality among our targeted subgroups by implementing culturally responsive practices at all grade levels by on our CA Dashboard metrics.
 According to the CA Dashboard, African American students suspensions increased from 2.6% to 7.1% and SWD student suspension increased from 2.1% to 9.7%. Overall suspensions increased from .9% to 2.4%.

Metric: Suspension

Actions/Services 3.2.1

Principally Targeted Student Group

• Black or African American • Hispanic or Latino • Low Income • SWD • Two or More

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?
<ul style="list-style-type: none"> • Provide PD on Restorative Practices for all teachers • Implement morning meetings/circles in all classes • Social/Emotional groups using MHT and school Psych to teach students how to regulate emotions and respond appropriately in diverse situations • Provide Recess Support 4 days per week to support our MTSS Tier II identified students with their socio-emotional needs - Title 1 	<ol style="list-style-type: none"> 1. http://restorativejustice.org/#sthash.EGCELR3C.dpbs 2. Longitudinal disciplinary and achievement outcomes associated with schoool-wide PBIS implementation level; James et al;Miami University, August 30, 2019 	<ol style="list-style-type: none"> 1. CA Dashboard metrics (1,2) 2. Suspension Report in Synergy (2,4) 3. PBIS Tier II support data 93,4)

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

Supplemental/Concentration (7101/0000)	\$3425	Certificated- Timesheets	
Title I – Basic (4900/3010)	\$50000	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: <ul style="list-style-type: none"> • 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
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Site Goal 4.1

Increase opportunities for community education partners to participate in school-wide events who may not traditionally do so. These opportunities include but are not limited to: School Site Council, PTO meetings; English Language Learner Advisory Committee meetings; Student Study Team meetings, Back-To-School Night, , School Dances, Visual and Performing Arts Performances, Parent University nights, Award assemblies, WATCH D.O.G.S. and parent conferences. Create a welcoming environment for all of the McKee staff, students and families.

- Translate flyers and other communications into Spanish and other significant language at our site
- Hold 3 Parent Educational series based on feedback from parent surveys each year.
- Provide a parent liaison to increase home/connection communication
- communicate via Video Media Group

Metric: Family and Community Engagement

Actions/Services 4.1.1

Principally Targeted Student Group

• Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • 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?
<ul style="list-style-type: none"> • Provide agendas for grades 4-6 • Provide communication folders for grades 1-3 • Hold Back To School Night Before School • Provide training for teachers 	<ul style="list-style-type: none"> • Back To School: How Parent Involvement Affects Student Achievement: www.centerforpubliceducation.org/Main-Menu/Public-education/Parent-involvement/Parent-Involvement.html 	<ul style="list-style-type: none"> • Sign-In Sheets for activities held on campus • Home Visit Logs • Teacher Feedback surveys • Parent Feedback on surveys

- in conducting Home Visits/Bridge Visits (virtual).
- Hold Parent Nights that focus on supporting parents in helping their children at home in academics, social-emotional needs
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- www.phthvg.org

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	\$2500	Certificated- Timesheets	
Supplemental/Concentration (7101/0000)	\$1000	Certificated- Timesheets	

Actions/Services 4.1.2

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?
Communicate with families using various software and programs through our McKee Media Group - opportunities for students to use different software, equipment and attend various workshops for program improvements. Allows students to film, video, learn broadcasting techniques. Purchase necessary equipment, software, materials, contracts needed to support students and families involved in producing video, broadcasting, and newspaper articles which highlight students, staff and families at McKee.	https://dcmp.org/learn/static-assets/nadh173.pdf	Number of students participating in programs Number of families connected using Youtube and other media outlets to learn more about what's going on in schools.

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	\$2500	Materials/Supplies/Equipment	

Site Goal 4.2

Decrease Chronic Absenteeism

Metric: Attendance Rate

Actions/Services 4.2.1

Principally Targeted Student Group

- All • Two or More

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?
<ul style="list-style-type: none"> • Positive Phone call home by Admin • Work with our District's Attendance Office on early intervention • Announce weekly attendance as part of our PBIS program PAWS assembly every Friday • Implement and continue to offer incentives each week - extra recess to class with best attendance by grade level • Support teachers in making phones to support increased attendance • Purchase Classroom Flags to support positive attendance • Share attendance numbers in all educational partnership meetings • purchase WEVideo equipment for our Media Group • Provide PD on Culturally Relevent Linguistic Classrooms for teachers (Title 1 - Basic/ Contracts) 	<ul style="list-style-type: none"> • https://www.edutopia.org/article/two-step-process-reducing-chronic-absenteeism • Portraits of Change: Aligning School and Community Resources to Reduce Chronic Absence, Attendance Works, Everyone Graduates Center; September 2016 	<ol style="list-style-type: none"> 1. attendance reports through Synergy 2. Bi-weekly attendance review with District Attendance Program Specialist

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	\$2500	Materials/Supplies/Equipment	
Title I – Basic (4900/3010)	\$5000	Certificated- Timesheets	
Title I – Basic (4900/3010)	\$6000	Contracts/Services /Subscriptions	

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

James McKee Elementary (315) | 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	
1510 Regular Education (TK-6) 0000 Unrestricted	0.0000	\$0	\$18,791	\$18,791	\$18,791	\$0	\$0	\$0	\$0
7101 LCFF Supplemental Concentration TK-6 0000 Unrestricted	0.0000	\$0	\$99,350	\$99,350	\$75,000	\$14,432	\$6,850	\$3,500	-\$432
7105 Gifted and Talented Education (GATE) TK-6 0000 Unrestricted	0.0000	\$0	\$3,397	\$3,397	\$3,397	\$0	\$0	\$0	\$0
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	0.0000	\$0	\$8,739	\$8,739	\$4,000	\$3,739	\$1,000	\$0	\$0
7233 AVID Support 0000 Unrestricted	0.0000	\$0	\$0	\$0	\$0	\$0	\$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	\$130,216	\$130,216	\$53,716	\$0	\$60,500	\$16,000	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	0.0000	\$0	\$261,493	\$261,493	\$154,904	\$18,171	\$69,350	\$19,500	

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	\$130,216
Subtotal of state or local funds included for this school	\$131,277

Signatures: (Must sign in blue ink)

Date

Principal

School Site Council Chairperson

EL Advisory Chairperson
