



## **James McKee Elementary**

# **Local Control Accountability Plan (LCAP) 2023-2024**

**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: 2023-2024

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### Goal Setting (Icapid: 540)

#### 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?

Our staff collaborated together with our educational partners in the community to discuss, revise, revisit and analyze the impact of our LCAP as it relates to student needs and academic progress throughout the year. Meetings were held monthly involving Site Leadership teams, ELAC meetings, School Site Council, PTO, AVID teams, and our PBIS Tier I and Tier II teams, staff meetings, Parent Title 1 meetings. Site Ldshp: 8/17/22, 9/2/22, 10/5/22, 11/2/22, 12/7/22, 1/4/223, 2/1/23, 3/1/23, 4/5/23 and 5/3/23

Staff Mtgs: 8/9/22,9/14/22,10/12/22,11/9/22, 12/14/22, 1/3/23, 2/8/23, 3/22/23, 4/12/23,5/10/23  
 ELAC Mtgs: 9/21/22,1/25/23, 3/29/23,5/17/23  
 School Site Council: 9/28/22, 12/14/22, 1/25/23, 3/29/23, 5/10/23  
 Back To School Night and Title 1 Parent Night: 8/17/22  
 EGUSD Parent Surveys Fall 2022, PBIS Surveys Spring 2023,  
 Community and educational partnership feedback is on-going throughout the school year during various onsite events such as assemblies, awards assemblies, zoom meetings,

## 2. Impact of LCAP and Annual Update

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

From the feedback of educational partners, our work with our Academic Intervention Teachers (one 2 days per week funded through our Supplemental Funds focused on Early Literacy in K-2 and one Full-time 5 days/wk funded through our District ESSER funds focused on 4-6 Math and overlaps with Early Literacy 3rd grades) is highly recommended by all to continue into the foreseeable future.

Additionally, it was recommended by our PBIS team and parents to support our students with on-going Social Emotional Needs with more time with our MHT, School Psychologist, and Parent Nights focused on supporting the home/school connection.

## Resource Inequities

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

As of the Spring of 2023, our school had the following sub-groups enter into ATSI:

Student Grp:	ELA	Math	Chronically Absent	Suspension
• AA	2	1	1	3
• Asian	2	2	1	
• Two or More	2	2	1	5
• SWD	1	1	1	3

Our LCAP goals and actions address the inequities amongst these student groups in academics, attendance and social emotional needs.

## 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: 6377) (DTS: 02/10/23)**

Our student scores in both ELA and Math are in the Very Low category.

ELA Scores:

3rd Gr will increase from 37% to 45%

4th Gr will increase from 41% to 45%

5th Gr will increase from 44% to 50%

6th Gr will increase from 42% to 50%

Our Math scores:

3rd Gr will increase from 38% to 45%

4th Gr will increase from 45% to 50%

5th Gr will increase from 18% to 35%

6th Gr will increase from 37% to 42%

Our AIT teachers have targeted our SWD and our EL subgroups to receive academic intervention and targeted after school tutoring.

**Metric:** CAASPP (ELA, Math, Science) - Distance from Standard

**Actions/Services 1.1.1 (SiteGoalID: 6377) (DTS: 02/10/23)**

**Targeted Student Group(s)**

- EL • Hispanic or Latino • Low Income • SWD • Two or More • White

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
<p>Grade level teams and administration will meet quarterly during Early Out Wednesdays and site release days to analyze common assessments data to monitor student progress towards site goals.</p> <ol style="list-style-type: none"> <li>1. Provide release time for all teachers for collaboration and to determine common</li> </ol>	<ul style="list-style-type: none"> <li>• Illuminate Assessments taken at the beginning of yr and the end of each trimester.</li> <li>• Pre/Post assessments given by AIT</li> <li>• On-going teacher assessments</li> <li>• Review subgroup data at the end of each trimester in</li> </ul>	

<p>assessments: 3 days per teacher \$275 x 17 x 3 = \$14,025 (Supp Funds 7101 - Cert. Timesheet)</p> <p>2. Provide supplemental software programs for students to practice and support learning in ELA and Math such as Lexia, Rdg Counts, Reading Plus, BrainPOP and Reflex Math as well as subscriptions such as Scholastic News. Title 1 Basic - Contracts (\$35,000)</p> <p>3. Provide Afterschool Tutoring for students to support academic skills in ELA and Math specially reaching out to our African American students and our Students with Disabilities. (Title 1 Basic - Cert. Timesheets \$10,000 and Materials \$2000)</p>	<p>Illuminate focusing on African American (math), SWD in ELA and Math.</p> <ul style="list-style-type: none"> <li>Review AIT data every six weeks with AIT teachers and classroom teachers to ensure our AA and SWD are meeting standards or receiving early intervention.</li> </ul>	
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**Site Goal 1.2 (SiteGoalID: 6381) (DTS: 02/10/23)**

Site goal 1.2: Provide targeted assistance intervention for students performing below grade level standards in reading and math as measured by report cards, district assessments, and teacher referrals through our MTSS process.

**Metric:** CAASPP (ELA, Math, Science) - Distance from Standard

**Actions/Services 1.2.1 (SiteGoalID: 6381) (DTS: 02/10/23)**

**Targeted Student Group(s)**

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

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p> <ul style="list-style-type: none"> <li>What progress data will be collected and who will collect it?</li> <li>How often and when will it be collected?</li> <li>Who will it be shared with and when?</li> </ul>	<p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>What is working?</li> <li>What is not working and why?</li> <li>What modifications do you need to make?</li> </ul>
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- 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.

Provide a 0.4 academic intervention teacher to service student performing below grade level in grades K-2 based assessments focused on Early Literacy funded with Supplemental Funds. (7101) 2 days per week \$65,000

Provide full-time district ESSER funded AIT teacher focused on Math intervention in 4-6 and Early Literacy in 2nd and 3rd grade.

Provide curriculum and materials to support targeted instruction

August 2023: Support teachers during the first 2- 3 to complete all assessments in K-2. Support teachers in analyzing the data and prioritize and schedule students groups to receive intervention. Determine any program needs (supplies, PD, etc.)

Sept-Oct 2023: Pull student groups. 4-6 weeks, report the progress of students in program and determine if some students could be exited or should be reconsidered for more intense needs through the MTSS progress. This is timed to coincide with the time of deficiency notices.

Nov 2023: Meet with teachers, PBIS Team, Admin to report first trimester progress. Support teachers as needed in parent conferences. Determine which groups of students can be exited or which new students need support. Form groups for the next trimester. Support teachers in completing assessments and attend parent conferences when necessary.

- Illuminate assessments - each trimester
- Pre/Post assessments given by AIT
- report cards- reviewd by teachers, admin, AIT
- teacher feedback
- number of students entering/exiting intervention due to academic progress transference in classroom (compiled by AIT, reviewed by teachers, Admin, AIT, PBIS Tier II team)

Dec 2023: Continue to support student groups and progress reports to teachers. Determine if there are program needs.

Jan 2023: Analyze data of students who are in program to determine who should continue and who should rotate in/out or require additional services.  
Conference with admin

Feb 2023: Prepare 2nd trimester report on progress of students, program, assist teachers in completing assessments, prepare progress reports to support parent conferences.

Mar/Apr 2023: Collaborate with teachers on progress of students; meet with admin to report on program results, assist with any state assessment preparations.

May 2023: Complete final assessments of students, collaborate with teachers for final report cards as necessary and meet with Admin to report on evaluation.

**Actions/Services 1.2.2 (SiteGoalID: 6381) (DTS: 02/10/23)**

**Targeted Student Group(s)**

- Foster Youth

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
<p>Collaborate with district's Foster Youth Department to ensure achievement of FY students - tutoring services, support with IEPs, transfer of school records,</p>	<p>CAASPP data teacher assessments benchmark assessments</p>	

family engagement

**Actions/Services 1.2.3 (SiteGoalID: 6381) (DTS: 02/10/23)**

**Targeted Student Group(s)**

- EL • R-FEP

<b>What Specific Actions/Services will you Provide to this Student Group?</b>	<b>How will you Progress Monitor the Implementation of Actions/Services?</b>	<b>Evaluation Cycles in 2023-2024</b>
<ul style="list-style-type: none"><li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li><li>• Actions and Services should be step by step in a chronological order.</li><li>• Actions and Services should remove barriers and implement changes.</li></ul> <ol style="list-style-type: none"><li>1. Provide Extended learning opportunities for EL Tutoring to support students in small group target assistance. (EL Funds \$3800)</li><li>2. Provide certificated staff to support English Language Learners assessment for Initial and Summative ELPAC and RFEP monitoring and other EL Coordination activity. (EL Funds \$1750)</li><li>3. Supplemental EL materials to support ELD instruction</li><li>4. Provide PD for support of ELD strategies for teachers (EL \$1000)</li><li>5. Provide translation and interpretation - EL Funds (\$500)</li><li>6. Create materials/signage to strengthen parent partnerships in diverse languages on campus. - PBIS funding \$500</li><li>7. Provide light refreshments for ELAC - \$200 EL</li></ol>	<ul style="list-style-type: none"><li>• What progress data will be collected and who will collect it?</li><li>• How often and when will it be collected?</li><li>• Who will it be shared with and when?</li></ul> <ol style="list-style-type: none"><li>1. RFEP data - reviewed by admin, EL Coordinator, EL Coach teacher</li><li>2. ELPAC results/data - Reviewed by EL Coordinator, Admin, teachers</li><li>3. Report Cards grades in ELA/Writing</li><li>4. MTSS Referrals- monthly reviewed by PBIS Tier II teams</li></ol>	<ul style="list-style-type: none"><li>• What is working?</li><li>• What is not working and why?</li><li>• What modifications do you need to make?</li></ul>



**Site Goal 1.3 (SiteGoalID: 6382) (DTS: 02/10/23)**

Provide Extended day enrichment classes to support GATE students.

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

**Actions/Services 1.3.1 (SiteGoalID: 6382) (DTS: 02/10/23)**

**Targeted Student Group(s)**

- All

<b>What Specific Actions/Services will you Provide to this Student Group?</b> <ul style="list-style-type: none"><li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li><li>• Actions and Services should be step by step in a chronological order.</li><li>• Actions and Services should remove barriers and implement changes.</li></ul>	<b>How will you Progress Monitor the Implementation of Actions/Services?</b> <ul style="list-style-type: none"><li>• What progress data will be collected and who will collect it?</li><li>• How often and when will it be collected?</li><li>• Who will it be shared with and when?</li></ul>	<b>Evaluation Cycles in 2023-2024</b> <ul style="list-style-type: none"><li>• What is working?</li><li>• What is not working and why?</li><li>• What modifications do you need to make?</li></ul>
<ol style="list-style-type: none"><li>1. Provide enrichment classes for the development and support of GATE students (Contracts- GATE \$1797)</li><li>2. Continue to support our NEHS Program (GATE funds - \$100 annual fee)</li></ol>	<ol style="list-style-type: none"><li>1. NNAT (fall/spring reviewed), CAASP scores (beg of yr reviewed by admin, coach, teachers)</li><li>2. Report Cards GPA (reviewed each trimester)</li><li>3. District Illuminate (reviewed each trimester)</li></ol>	

**Actions/Services 1.3.2 (SiteGoalID: 6382) (DTS: 02/10/23)**

**Targeted Student Group(s)**

- All

<b>What Specific Actions/Services will you Provide to this Student Group?</b> <ul style="list-style-type: none"><li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li><li>• Actions and Services should be step by step in a chronological order.</li><li>• Actions and Services should remove barriers and implement changes.</li></ul>	<b>How will you Progress Monitor the Implementation of Actions/Services?</b> <ul style="list-style-type: none"><li>• What progress data will be collected and who will collect it?</li><li>• How often and when will it be collected?</li><li>• Who will it be shared with and when?</li></ul>	<b>Evaluation Cycles in 2023-2024</b> <ul style="list-style-type: none"><li>• What is working?</li><li>• What is not working and why?</li><li>• What modifications do you need to make?</li></ul>

<p>Provide a GATE Coordinator to identify students who may qualify for GATE as identified by district protocols; organize activities on campus; organize, plan testing; attend district GATE meetings and train teachers (GATE funds \$1500)</p>	<ol style="list-style-type: none"> <li>1. NNAT scores (fall and spring)</li> <li>2. Report Card GPA (each trimester reviewed)</li> <li>3. Number students eligible for NEHS (first trimester reviewed by admin and NEHS advisor, 4-6 teachers)</li> </ol>	
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**Site Goal 1.4 (SiteGoalID: 6383) (DTS: 02/10/23)**

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:**

**Actions/Services 1.4.1 (SiteGoalID: 6383) (DTS: 02/10/23)**

**Targeted Student Group(s)**

- All

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
<ol style="list-style-type: none"> <li>1. Provide professional development and on-going training to teachers and admin in AVID program. (Title 1 Basic - \$2500/teacher x 6 plus the cost of district wkshps \$900) Total Cost using Title 1 Basic \$15,900</li> <li>2. Provide supplemental supplies and equipment for implementation of AVID site goals. Supplemental Funds (7101 = \$6,000)</li> <li>3. Provide release time to discussion and evaluation of</li> </ol>	<ol style="list-style-type: none"> <li>1. Surveys feedback from AVID Summer Institute.</li> <li>2. Walk-through observations and AVID team meeting notes determining how many teachers are using strategies, analyzing data from students progress in ELA, Math, Writing, and Organization rubrics.</li> <li>3. Observations of supplies being used by students</li> <li>4. Review the site goals from our AVID team coordinators with Admin and AVID district Idshp.</li> </ol>	

<p>AVID program with on site staff and collaboration with others sites who are AVID school to ensure success for our students twice per year. Title 1 Basic (7 teachers x \$275 x2 = \$3850)</p> <p>4. Provide College and Career Day for students to learn about what higher education opportunities await their future. (Title 1 Basic \$1,000)</p>		
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Funding Sources for District Goal 1	Amount	Description of Use
EL Supplemental (7150/0000)	\$6750	Certificated- Timesheets
EL Supplemental (7150/0000)	\$528	Materials/Supplies/Equipment
GATE (7105/0000)	\$1500	Certificated-Stipends
GATE (7105/0000)	\$1897	Contracts/Services/Subscriptions
PBIS (7440/0000)	\$500	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$65000	Certificated- Salaries
Supplemental/Concentration (7101/0000)	\$14025	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	\$6000	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	\$35000	Classified- Timesheets
Title I – Basic (4900/3010)	\$50000	Contracts/Services/Subscriptions

<p><b>District Strategic Goal 2:</b></p> <p>All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.</p>	<p><b>District Needs and Metrics 2:</b></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"> <li>• Assessment System</li> <li>• Data and Program Evaluation</li> <li>• Other (Site-based/local assessment)</li> </ul>
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**Site Goal 2.1 (SiteGoalID: 6808) (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: 6808) (DTS: 03/31/23)**

**Targeted Student Group(s)**

- EL

<b>What Specific Actions/Services will you Provide to this Student Group?</b> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<b>How will you Progress Monitor the Implementation of Actions/Services?</b> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<b>Evaluation Cycles in 2023-2024</b> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
<ol style="list-style-type: none"> <li>1. VP will act as EL Coordinator and will monitor students for initial EL testing within 30 days of school. August - May.</li> <li>2. VP will train teachers and coordinated ELPAC testing. Spring 2024</li> <li>3. VP will hold ELAC meetings at least 4 times per year: 2 in Fall and 2 in Spring.</li> </ol>	<ol style="list-style-type: none"> <li>1. ELAC Sign-n sheets</li> <li>2. RFP district data</li> <li>3. ELPAC testing monitoring</li> </ol>	

**Funding Sources for District Goal 2**

**Amount**

**Description of Use**

There are currently no fund sources for this District Goal.

**District Strategic Goal 3:**

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

**District Needs and Metrics 3:**

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

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

**Site Goal 3.1 (SiteGoalID: 6379) (DTS: 02/10/23)**

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:**

**Actions/Services 3.1.1 (SiteGoalID: 6379) (DTS: 02/10/23)**

**Targeted Student Group(s)**

- Black or African American • EL • Hispanic or Latino • SWD

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
<ol style="list-style-type: none"> <li>1. Provide training for staff on Culturally Relevant and Linguistically Classrooms - Supp Funds (7101) \$10000</li> <li>2. Provide training for Yard Supervisors on promoting positive behavior (Supplemental Classified Timesheets) \$1000</li> <li>3. Provide weekly positive certificates for students PBIS Supplies - \$500</li> <li>4. Provide culturally relevant and diverse books for classrooms, campus library and students. (Title 1 Basic - Materials/ supplies \$2500)</li> <li>5. Provide signage to promote activities around campus</li> </ol>	<ol style="list-style-type: none"> <li>1. PBIS Synergy Dashboard data</li> <li>2. CHKS survey</li> <li>3. Discipline data from Synergy</li> <li>4. PBIS Tier 2 Fidelity results</li> <li>5. PBIS Tier 1 Fidelity results</li> </ol>	

<p>with rules for students to access (PBIS Materials/Supplies)</p> <p>6. Provide release time for staff to analyze data on MTSS process, Tier II and Tier III data to present to staff and community. (Supp 7101-Certificated timesheets \$5000)</p>		
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**Site Goal 3.2 (SiteGoalID: 6385) (DTS: 02/10/23)**

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:**

**Actions/Services 3.2.1 (SiteGoalID: 6385) (DTS: 02/10/23)**

**Targeted Student Group(s)**

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

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
<ol style="list-style-type: none"> <li>1. Provide PD on Restorative Practices for all teachers (Contracts Title 1 Basic - \$10,000) Cert. Time sheets (\$10,000) Classified timesheets \$7,746</li> <li>2. Implement morning meetings/circles in all classes</li> <li>3. Social/Emotional groups using MHT and school Pysch to teach students how</li> </ol>	<ol style="list-style-type: none"> <li>1. CA Dashboard metrics (1,2)</li> <li>2. Suspension Report in Synergy (2,4)</li> <li>3. MTSS Tier II Referrals</li> <li>4. District SEL survey data</li> </ol>	

<p>to regulate emotions and respond appropriately in diverse situations</p> <p>4. Provide Recess Support 4 days per week to support our MTSS Tier II identified students with their socio-emotional needs - Title 1 Basic - Contracts \$40,000</p>		
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Funding Sources for District Goal 3	Amount	Description of Use
PBIS (7440/0000)	\$500	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$8701	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	\$1000	Classified- Timesheets
Title I – Basic (4900/3010)	\$10000	Certificated- Timesheets
Title I – Basic (4900/3010)	\$2746	Classified- Timesheets
Title I – Basic (4900/3010)	\$50000	Contracts/Services/Subscriptions

<p><b>District Strategic Goal 4:</b></p> <p>All students will benefit from programs and services designed to inform and involve family and community partners.</p>	<p><b>District Needs and Metrics 4:</b></p> <p>Students need parent, family and community stakeholders as direct partners in their education as measured by:</p> <ul style="list-style-type: none"> <li>• Attendance Rate</li> <li>• Chronic Absentee Rate</li> <li>• Family and Community Engagement</li> <li>• Input in Decision Making</li> <li>• Other (Site-based/local assessment)</li> <li>• Partnerships for Student Outcome</li> <li>• Relationships Between Staff and Families</li> </ul>
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**Site Goal 4.1 (SiteGoalID: 6380) (DTS: 02/10/23)**

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:**

**Actions/Services 4.1.1 (SiteGoalID: 6380) (DTS: 02/10/23)**

**Targeted Student Group(s)**

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

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
<ol style="list-style-type: none"> <li>1. Provide agendas for grades 4-6 (Suppl 7101- Materials \$1000) beginning of year and as new students are enrolled</li> <li>2. Provide communication folders for grades 1-3 - Suppl 7101 Materials \$800) beginning of yr and as new students are enrolled</li> <li>3. Hold Back To School Night Before School - August 8th</li> <li>4. Provide training for teachers in conducting Home Visits/Bridge Visits (virtual) Supplement Funds (7101 - \$3000) Cert Timesheets. - throughout the yr as determined by FACE dept</li> <li>5. Hold Parent Nights that focus on supporting parents in helping their children at home in academics, social-emotional needs - (\$4500 Title 1 Basic Parent Involvement Funds) - held once per trimester</li> </ol>	<ul style="list-style-type: none"> <li>• Sign-In Sheets for activities held on campus</li> <li>• Home Visit Logs</li> <li>• Teacher Feedback surveys - shared w/staff</li> <li>• Parent Feedback on surveys- shared with staff, SSC, ELAC</li> <li>• Number of dads that participate in WATCH D.O.G.S. program - shared with staff, SSC, ELAC</li> <li>• PBIS Discipline Referral data from Synergy - shared with staff, SSC</li> </ul>	



<p>6. Hold Con Cafe Group for Hispanic Pop to increase home/school connection 45% of school pop. - Title 1 Basic- Parent Involvement - \$1304 - held in the Fall and Spring</p> <p>7. Develop WATCH D.O.G.S. Program to increase positive male presence on campus. Title 1 Basic - Supplies/Materials \$1500 - late Fall</p> <p>8. Provide yard supervision for parents who attend Parent Nights - Title 1 Basic \$5000 (Classified Timesheets) - once per trimester</p>		
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**Actions/Services 4.1.2 (SiteGoalID: 6380) (DTS: 02/10/23)**

**Targeted Student Group(s)**

- All

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
<p>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.</p>	<p>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.</p>	

Site Goal 4.2 (SiteGoalID: 6386) (DTS: 02/10/23)

Decrease Chronic Absenteeism

Metric:

Actions/Services 4.2.1 (SiteGoalID: 6386) (DTS: 02/10/23)

Targeted Student Group(s)

• Asian • Black or African American • SWD • Two or More

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"><li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li><li>• Actions and Services should be step by step in a chronological order.</li><li>• Actions and Services should remove barriers and implement changes.</li></ul>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p> <ul style="list-style-type: none"><li>• What progress data will be collected and who will collect it?</li><li>• How often and when will it be collected?</li><li>• Who will it be shared with and when?</li></ul>	<p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"><li>• What is working?</li><li>• What is not working and why?</li><li>• What modifications do you need to make?</li></ul>
<ol style="list-style-type: none"><li>1. Positive Phone call home by Admin - specifically our African American, 2 or more, SWD, and Asian families to ensure that have a positive home/school connection.</li><li>2. Work with our District's Attendance Office on early intervention and Chronic Absentism specifically reducing our 46% to 20% by monitoring monthly and reaching out to our families in the following subgroups: Asian, African American, Students with Disabilities, and 2 or more.</li><li>3. Announce weekly attendance as part of our PBIS program PAWS assembly every Friday</li><li>4. Implement and continue to offer incentives each week - extra recess to class with best attendance by grade level</li></ol>	<ol style="list-style-type: none"><li>1. attendance reports through Synergy</li><li>2. Bi-weekly attendance review with District Attendance Program Specialist</li></ol>	

<ul style="list-style-type: none"> <li>5. Support teachers in making phones to support increased attendance</li> <li>6. Purchase Classroom Flags to support positive attendance (Supp 7101 \$2000 Materials)</li> <li>7. Site banners to support welcoming environment (Supp 7101- \$1000 Materials)</li> <li>8. Share attendance numbers in all educational partnership meetings</li> <li>9. purchase WEVideo equipment for our Media Group - Supp (7101 Contracts \$1500) Materials \$3000</li> <li>10. Provide PD on Culturally Relevent Linguistic Classrooms for teachers (Title 1 - Basic/ Contracts)</li> </ul>		
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Funding Sources for District Goal 4	Amount	Description of Use
Supplemental/Concentration (7101/0000)	\$3000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	\$2000	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	\$7000	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	\$5000	Classified- Timesheets
Title I – Basic (4900/3010)	\$5804	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	\$6750				\$6750

EL Supplemental (7150/0000)	Materials/Supplies/Equipment	\$528			\$528
GATE (7105/0000)	Certificated-Stipends	\$1500			\$1500
GATE (7105/0000)	Contracts/Services/Subscriptions	\$1897			\$1897
PBIS (7440/0000)	Materials/Supplies/Equipment	\$500	\$500		\$1000
Supplemental/Concentration (7101/0000)	Certificated- Salaries	\$65000			\$65000
Supplemental/Concentration (7101/0000)	Certificated- Timesheets	\$14025	\$8701	\$3000	\$25726
Supplemental/Concentration (7101/0000)	Classified- Timesheets		\$1000		\$1000
Supplemental/Concentration (7101/0000)	Contracts/Services/Subscriptions			\$2000	\$2000
Supplemental/Concentration (7101/0000)	Materials/Supplies/Equipment	\$6000		\$7000	\$13000
Title I – Basic (4900/3010)	Certificated- Timesheets		\$10000		\$10000
Title I – Basic (4900/3010)	Classified- Timesheets	\$35000	\$2746	\$5000	\$42746
Title I – Basic (4900/3010)	Contracts/Services/Subscriptions	\$50000	\$50000		\$100000
Title I – Basic (4900/3010)	Materials/Supplies/Equipment			\$5804	\$5804

### 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

### James McKee Elementary (315) | 2023-2024

#### EGUSD Strategic Goals

Fund Source Mgmt. Code / Description Resc. Code / Description	FTE	Carry Over	Allocation	Subtotal	1 Curriculum and Instruction	2 Assessment	3 Wellness	4 Family Engagement	Balance
<b>1510</b> Regular Education (TK-6) <b>0000</b> Unrestricted	0.0000	\$0	\$33,240	\$33,240	\$33,240	\$0	\$0	\$0	\$0
<b>7101</b> LCFF Supplemental Concentration TK-6 <b>0000</b> Unrestricted	0.0000	\$0	\$106,726	\$106,726	\$85,025	\$0	\$9,701	\$12,000	\$0
<b>7105</b> Gifted and Talented Education (GATE) TK-6 <b>0000</b> Unrestricted	0.0000	\$0	\$3,397	\$3,397	\$3,397	\$0	\$0	\$0	\$0
<b>7150</b> EL Supplemental Program Services TK-6 <b>0000</b> Unrestricted	0.0000	\$0	\$7,278	\$7,278	\$7,278	\$0	\$0	\$0	\$0
<b>7440</b> Positive Behavior Incentive Supports <b>0000</b> Unrestricted	0.0000	\$0	\$1,000	\$1,000	\$500	\$0	\$500	\$0	\$0
<b>4900</b> Director of School Improvement Support <b>3010</b> ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	0.0000	\$0	\$158,550	\$158,550	\$85,000	\$0	\$62,746	\$10,804	\$0
<b>Total Funds Budgeted for Strategies to Meet the Goals in the SPSA</b>	0.0000	\$0	\$310,191	\$310,191	\$214,440	\$0	\$72,947	\$22,804	

#### Fund Subtotals

Subtotal of additional federal funds included for this school      \$158,550

Subtotal of state or local funds included for this school      \$151,641

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

**Date**

**Principal**

Dreena Freeman

**School Site Council  
Chairperson**

Heather Mailo

**EL Advisory Chairperson**

Sarapine Garabedian

Signatures: (Must sign in blue ink)	Date

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