



James McKee Elementary

Local Control Accountability Plan (LCAP) 2024-2025

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, Action Plans and Progress Monitoring

James McKee Elementary | Focused Work: 2024-2025

Goal Setting (Icapid: 625)

State Priorities

Conditions of Learning:

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

Pupil Outcomes:

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

Engagement:

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

Strategic Goals

Goal 1: High-Quality Classroom Instruction and Curriculum

- All students will receive high quality classroom instruction and curriculum to promote college, career and life readiness and close achievement and opportunity gaps.

Goal 2: Assessment, Data Analysis, & Action

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

Goal 3: Wellness

- All students will learn in an equitable, culturally responsive, physically, and emotionally healthy and safe environment.

Goal 4: Family and Community Engagement

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

1. Involvement Process for LCAP and Annual Update

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

We have met throughout the school year to discuss, evaluate, modify, communicate the district eight strategic goals and priorities for supporting students academically, behaviorally, and social-emotionally so students come to school in a welcoming environment ready to learn and become college and career ready.

The following meetings were held over the course of the school year to seek input from the following

educational partners:

Site Ldshp Team: 9/6/23, 10/4/23, 11/1/23, 2/7/24; 3/27/24; 4/10/24

Staff mtg: 8/8/23, 9/13/23, 10/11/23, 11/8/23, 1/10/24, 2/21/24; 4/17/24

School site Council: 9/14/23, 10/19/23, 3/6/24; 4/11/24; 4/25/24

ELAC Mtg: 9/14/23, 2/15/23, 10/19/23, 4/18/24

2. Impact of LCAP and Annual Update

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

As a result of the input from our various educational partners at McKee, we are hoping to continue services or increase services that directly impact student academics in reading. We will increase one of our AIT teachers by an additional day so we can cover more students without increasing the small group size. Additionally, we will continue to provide subs once per trimester and at the beginning of the year to support teachers who will assess their student's progress in illuminate, release days - 3 days per year, ASSIST recess support 4days/wk starting after Labor Day, music in classrooms, Young Rembrandts art docent program, add Theatre arts program in the coming school year, continue to support our AVID program increasing a grade level until all grade levels are onboarded- 2nd grade will be added in 24-25, provide transportation costs for field trips at least 1 per grade level, offer parent workshops on supporting students at home, provide software programs that promote student learning and enrichment.

Resource Inequities (ATSI and CSI designated schools only)

Briefly describe any resource inequities identified by the site needs assessment.

Definition: A resource inequity is a change you will make from your past practice to a new innovation to improve support for your most at-risk students. This change could include reallocating resources such as staff, funding, time, space, etc.

According to the CA Dashboard for 22-23, McKee has a ATSI designation due to the chronic absenteeism for our students who identify as Asian. To address this issue, we are working with our district's attendance office bi-weekly to evaluate, reach out, and consult with our front office staff to address the needs of this population. We will use interpretators as needed to ensure communication is clear as well as upfront messaging through our Talking Points communication tools to address concerns and relay the importance of coming to school.

Goals, Actions, and Progress Indicators

District Strategic Goal 1:

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

District Needs and Metrics 1:

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

- A-G Completion - Percent of Graduates Completing A-G Requirements
- AP/IB Exams - Percent of Graduates Passing an AP/IB Exam
- CAASPP (ELA, Math, Science) - Distance from Standard
- CAASPP (ELA, Math, Science) - Percent Standard Met or Exceeded
- CTE Sequence Completion - Percent of Graduates Completing a CTE Sequence
- Progress toward English Proficiency - Percent Increasing ELPI Level

Site Goal 1.1 (SiteGoalID: 7367) (DTS: 12/13/23)

Increase the number of students who have met or exceeded standards in Reading and Math based on the CAASPP data:

For Reading;

- 3rd 39% to 60%
- 4th 47% to 60%
- 5th 38% to 60%
- 6th 35% to 60%

For Math:

- 3rd 49% to 55%
- 4th 45% to 55%
- 5th 19% to 50%
- 6th 34% to 55%

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

Action 1.1.1 (SiteGoalID: 7367) (DTS: 12/13/23)

Targeted Student Group(s)

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

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> • How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> • Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	Progress Monitoring	Evaluation
<p>Grade level teams and administration will meet quarterly during Early Out Wednesdays and site release days to analyze common assessments data to</p>	<ul style="list-style-type: none"> • Illuminate Assessments taken at the beginning of yr and the end of each trimester. • Pre/Post assessments given by AIT 	

monitor student progress towards site goals.

1. Provide release time for all teachers for collaboration and to determine common assessments: 3 days per teacher \$300 x 17 x 3 = \$15,300 (Supp Funds 7101 - Cert. Timesheet)
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 (\$40,000)
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 \$15,000 and Materials \$2000)
4. Provide extra Library times for students to promote love for reading. (Classified Timesheet SupCon 7101/000 - \$5000)
5. Continue to provide monthly PD on the Instructional Framework to ensure calibration and collaboration on learning targets and success criteria.

- On-going teacher assessments
- Review subgroup data at the end of each trimester in Illuminate focusing on African American (math), SWD in ELA and Math.
- 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.
- Conduct monthly walk thrus using FONT to review effectively written/communicated learning targets and success criteria.

Site Goal 1.2 (SiteGoalID: 7370) (DTS: 12/13/23)

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

Action 1.2.1 (SiteGoalID: 7370) (DTS: 12/13/23)**Targeted Student Group(s)**

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

Action Plan <ul style="list-style-type: none">Describe your step by step plan for intervention for at-risk students.	Progress Monitoring <ul style="list-style-type: none">How will you measure implementation?How will you measure student improvement using formative data?Who will collect the data, how often, and who will it be shared with?	Evaluation <ul style="list-style-type: none">Are you making progress towards your desired outcome?What is working or what is not working?How will you modify your plan if you are not making progress?
<p>Action Plan</p> <p>Provide a 0.6 academic intervention teacher to service student performing below grade level in grades based assessments focused on Reading Intervention funded with Supplemental Funds. (7101) one day per week -\$20K and Title 1 funds 2 days per week (4900/3010) \$65K</p> <p>Provide full-time district ESSER funded AIT teacher focused on Early Literacy</p> <p>Provide curriculum and materials to support targeted instruction</p> <p>August 2024: 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.)</p> <p>Sept-Oct 2024: 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</p>	<p>Progress Monitoring</p> <ul style="list-style-type: none">Illuminate assessments - each trimesterPre/Post assessments given by AITreport cards- reviewed by teachers, admin, AITteacher feedbacknumber of students entering/exiting intervention due to academic progress transference in classroom (compiled by AIT, reviewed by teachers, Admin, AIT, PBIS Tier II team)	<p>Evaluation</p>

deficiency notices.

Nov 2024: 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.

Dec 2024: Continue to support student groups and progress reports to teachers. Determine if there are program needs.

Jan 2025: 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 2025: Prepare 2nd trimester report on progress of students, program, assist teachers in completing assessments, prepare progress reports to support parent conferences.

Mar/Apr 2025: Collaborate with teachers on progress of students; meet with admin to report on program results, assist with any state assessment preparations.

May 2025: Complete final assessments of students, collaborate with teachers for final report cards as necessary and meet with Admin to report on evaluation.

Action 1.2.2 (SiteGoalID: 7370) (DTS: 12/13/23)

Targeted Student Group(s)

- Foster Youth

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> How will you measure implementation? How will you measure student improvement using formative data? Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> Are you making progress towards your desired outcome? What is working or what is not working? How will you modify your plan if you are not making progress?
Action Plan Collaborate with district's Foster Youth Department to ensure achievement of FY students - tutoring services, support with IEPs, transfer of school records, family engagement	Progress Monitoring CAASPP data teacher assessments benchmark assessments	Evaluation Site Admin will collaborate with our district's Foster Youth department.

Action 1.2.3 (SiteGoalID: 7370) (DTS: 12/13/23)

Targeted Student Group(s)

- EL • R-FEP

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> How will you measure implementation? How will you measure student improvement using formative data? Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> Are you making progress towards your desired outcome? What is working or what is not working? How will you modify your plan if you are not making progress?
Action Plan 1. Provide Extended learning opportunities for EL Tutoring to support students in small group target assistance. (EL Funds \$4000) 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 \$2000)	Progress Monitoring 1. RFEP data - reviewed by admin, EL Coordinator, EL Coach teacher 2. ELPAC results/data - Reviewed by EL Coordinator, Admin, teachers 3. Report Cards grades in ELA/Writing 4. MTSS Referrals- monthly reviewed by PBIS Tier II teams	Evaluation

3. Supplemental EL materials to support ELD instruction 4. Provide PD for support of ELD strategies for teachers (EL \$1000) 5. Provide translation and interpretation - EL Funds (\$500) 6. Create materials/signage to strengthen parent partnerships in diverse languages on campus. - PBIS funding \$500 7. Provide training materials and light refreshments for ELAC - \$200 EL		
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Site Goal 1.3 (SiteGoalID: 7372) (DTS: 12/13/23)

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:

Action 1.3.1 (SiteGoalID: 7372) (DTS: 12/13/23)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> How will you measure implementation? How will you measure student improvement using formative data? Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> Are you making progress towards your desired outcome? What is working or what is not working? How will you modify your plan if you are not making progress?
Action Plan	Progress Monitoring	Evaluation
1. Provide professional development and on-going training to teachers and	1. Surveys feedback from AVID Summer Institute. 2. Walk-through observations and AVID team meeting notes	

<p>admin in AVID program. (Title 1 Basic - \$2000/teacher x6 plus the cost of district wkshps \$900) Title 1 Basic Cert Timesheets (\$5800) Title 1 Carryover Funds \$15, 100 Cert Timesheet (4900/3010)</p> <p>2. Provide supplemental supplies and equipment for implementation of AVID site goals. Title 1 Funds (7101 = \$4,000)</p> <p>3. 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 once per year. Title 1 Basic (15 teachers x \$300 = \$4500)</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>	<p>determining how many teachers are using strategies, analyzing data from students progress in ELA, Math, Writing, and Organizaiton rubrics.</p> <p>3. Observations of supplies being used by students</p> <p>4. Review the site goals from our AVID team coordinators with Admin and AVID district Idshp.</p>	
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Site Goal 1.4 (SiteGoalID: 7911) (DTS: 05/14/24)

To support our students in meeting or exceeded the standards in their grade in ELA and Math on the summative assessments as well as on our district assessments.

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

Action 1.4.1 (SiteGoalID: 7911) (DTS: 05/14/24)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> • How will you measure implementation? • How will you measure student improvement using formative data? 	<ul style="list-style-type: none"> • Are you making progress towards your desired outcome? • What is working or what is not working?

	<ul style="list-style-type: none"> Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> How will you modify your plan if you are not making progress?
<p>Action Plan</p> <p>Continue to provide PD for teachers on the Instructional Framework specifically looking at deepening our knowledge of Learning Targets and Success Criteria.</p>	<p>Progress Monitoring</p> <p>Walk through feedback using FONT for analysis of site implementation and understanding. Student climate/culture surveys.</p>	<p>Evaluation</p>

Funding Sources for District Goal 1 (DEV - LCAP ID: 625)		
Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	65000	Certificated- Salaries
Title I – Basic (4900/3010)	5000	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	20000	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	5900	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	43000	Certificated- Salaries
Supplemental/Concentration (7101/0000)	15300	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	5000	Classified- Timesheets
Supplemental/Concentration (7101/0000)	15000	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	0	Materials/Supplies/Equipment

EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	2500	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	1176	Classified- Timesheets
EL Supplemental (7150/0000)	2500	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	2000	Materials/Supplies/Equipment

District Strategic Goal 2:

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

District Needs and Metrics 2:

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

- Test Participation Rate on Districtwide Assessments

Site Goal 2.1 (SiteGoalID: 7375) (DTS: 01/01/10)

95% of eligible students will be administered all of the required EGUSD assessments designed for their grade level or course

Metric: Test Participation Rate on Districtwide Assessments

Action 2.1.1 (SiteGoalID: 7375) (DTS: 12/13/23)

Targeted Student Group(s)

- EL

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> • How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> • Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	Progress Monitoring	Evaluation

1. VP will act as EL Coordinator and will monitor students for initial EL testing within 30 days of school. August - May. 2. VP will train teachers and coordinated ELPAC testing. Spring 2024 3. VP will hold ELAC meetings at least 4 times per year: 2 in Fall and 2 in Spring.	1. ELAC Sign-n sheets 2. RFP district data 3. ELPAC testing monitoring	
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Action 2.1.2 (SiteGoalID: 7375) (DTS: 05/13/24)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> • How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> • Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan 1. Site Admin will review Illuminate data each trimester, beginning of year to ensure that all students complete the assessments as agreed.	Progress Monitoring 1. Pull illuminate data in Sept., Nov., March, and May. 2. Work with AITs, MTSS Tier 11, teachers to determine next steps for students.	Evaluation

Action 2.1.3 (SiteGoalID: 7375) (DTS: 05/13/24)

Targeted Student Group(s)

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> • How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be 	<ul style="list-style-type: none"> • Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making

	shared with?	progress?
Action Plan	Progress Monitoring	Evaluation

Funding Sources for District Goal 2 (DEV - LCAP ID: 625)

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	0	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	0	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	0	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	0	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	0	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	0	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets

EL Supplemental (7150/0000)

0

Contracts/Services/Subscriptions

EL Supplemental (7150/0000)

0

Materials/Supplies/Equipment

District Strategic Goal 3:

All students will learn in an equitable, culturally responsive, physically, and emotionally healthy and safe environment.

District Needs and Metrics 3:

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

- Cohort Graduation Rate
- School Climate - Average Favorability Rating
- Social Emotional Learning - Average Favorability Rating
- Suspension Rate: Percent of Students Suspended

Site Goal 3.1 (SiteGoalID: 7368) (DTS: 12/13/23)

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 and reduce disproportionality.

Metric: Suspension Rate: Percent of Students Suspended

Action 3.1.1 (SiteGoalID: 7368) (DTS: 12/13/23)

Targeted Student Group(s)

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

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none">• Describe your step by step plan for intervention for at-risk students.	<ul style="list-style-type: none">• How will you measure implementation?• How will you measure student improvement using formative data?• Who will collect the data, how often, and who will it be shared with?	<ul style="list-style-type: none">• Are you making progress towards your desired outcome?• What is working or what is not working?• How will you modify your plan if you are not making progress?
Action Plan	Progress Monitoring	Evaluation
	1.	

<ol style="list-style-type: none"> 1. Provide Young Rembrandts Arts Classrooms - Supp Funds (7101) \$14000 2. Provide training for Yard Supervisors on promoting positive behavior (Supplemental Classified Timesheets) \$2000 3. Provide weekly positive certificates for students PBIS Supplies - \$500 4. Provide culturally relevant and diverse books for classrooms, campus library and students. (Title 1 Basic - Materials/ supplies \$2500) 5. Provide signage to promote activities around campus with rules for students to access (PBIS Materials/Supplies) 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) 	<ol style="list-style-type: none"> 2. CHKS survey 3. Discipline data from Synergy 4. PBIS Tier 2 Fidelity results 5. PBIS Tier 1 Fidelity results 	
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Site Goal 3.2 (SiteGoalID: 7373) (DTS: 12/13/23)

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:

Action 3.2.1 (SiteGoalID: 7373) (DTS: 12/13/23)

Targeted Student Group(s)

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

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention for at- 	<ul style="list-style-type: none"> How will you measure implementation? 	<ul style="list-style-type: none"> Are you making progress towards your desired

risk students.	<ul style="list-style-type: none"> How will you measure student improvement using formative data? Who will collect the data, how often, and who will it be shared with? 	<p>outcome?</p> <ul style="list-style-type: none"> What is working or what is not working? How will you modify your plan if you are not making progress?
<p>Action Plan</p> <ol style="list-style-type: none"> 1. Provide PD on Restorative Practices for all teachers SupCon (7101)Cert. Time sheets (\$5,000) Classified timesheets \$8000 2. Implement morning meetings/circles in all classes 3. Social/Emotional groups using MHT and school Pysch to teach students how to regulate emotions and respond appropriately in diverse situations. Teachers will use our Character Strong curriculum in the classroom to support students. 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 \$35,000 	<p>Progress Monitoring</p> <ol style="list-style-type: none"> 1. CA Dashboard metrics (1,2) 2. Suspension Report in Synergy (2,4) 3. MTSS Tier II Referrals 4. District SEL survey data 	<p>Evaluation</p>

Action 3.2.2 (SiteGoalID: 7373) (DTS: 05/13/24)

Targeted Student Group(s)

<p>Action Plan</p> <ul style="list-style-type: none"> Describe your step by step plan for intervention for at-risk students. 	<p>Progress Monitoring</p> <ul style="list-style-type: none"> How will you measure implementation? How will you measure student improvement using formative data? Who will collect the data, how often, and who will it be shared with? 	<p>Evaluation</p> <ul style="list-style-type: none"> Are you making progress towards your desired outcome? What is working or what is not working? How will you modify your plan if you are not making progress?
Action Plan	Progress Monitoring	Evaluation

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Funding Sources for District Goal 3 (DEV - LCAP ID: 625)

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	0	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	35000	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	5000	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	1	Certificated- Salaries
Supplemental/Concentration (7101/0000)	10000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	4500	Classified- Timesheets
Supplemental/Concentration (7101/0000)	5000	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	2368	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	0	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions

District Strategic Goal 4:

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

District Needs and Metrics 4:

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

- Attendance Rate
- Parents indicating a respectful and welcoming school environment
- Parents indicating opportunities for parent input in making decisions
- Parents indicating opportunities for parent involvement
- Percent Chronically Absent

Site Goal 4.1 (SiteGoalID: 7369) (DTS: 12/13/23)

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 at least 2 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: Attendance Rate

Action 4.1.1 (SiteGoalID: 7369) (DTS: 12/13/23)**Targeted Student Group(s)**

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

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none">• Describe your step by step plan for intervention for at-risk students.	<ul style="list-style-type: none">• How will you measure implementation?• How will you measure student improvement using formative data?	<ul style="list-style-type: none">• Are you making progress towards your desired outcome?• What is working or what is not working?

	<ul style="list-style-type: none"> Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> How will you modify your plan if you are not making progress?
<p>Action Plan</p> <ol style="list-style-type: none"> 1. We will purchase allowable, reasonable and necessary supplies to complete the Action Plan for this goal" to address Supp/Con funds allocated on funding page. 2. Provide training for teachers in conducting Home Visits/Bridge Visits determined by FACE dept 3. Hold Parent Nights that focus on supporting parents in helping their children at home in academics, social-emotional needs - (\$5222 Title 1 Basic Parent Involvement Funds) - held 2x per year 4. Provide yard supervision for parents who attend Parent Nights - Title 1 Basic \$5000 Classified Timesheets) - once per trimester 	<p>Progress Monitoring</p> <ul style="list-style-type: none"> • Sign-In Sheets for activities held on campus • Home Visit Logs • Teacher Feedback surveys - shared w/staff • Parent Feedback on surveys- shared with staff, SSC, ELAC • Number of dads that participate in WATCH D.O.G.S. program - shared with staff, SSC, ELAC • PBIS Discipline Referral data from Synergy - shared with staff, SSC 	<p>Evaluation</p>

Action 4.1.2 (SiteGoalID: 7369) (DTS: 12/13/23)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> How will you measure implementation? How will you measure student improvement using formative data? Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> Are you making progress towards your desired outcome? What is working or what is not working? How will you modify your plan if you are not making progress?

Action Plan	Progress Monitoring	Evaluation
<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>CRT will report to site Admin:</p> <ul style="list-style-type: none"> • 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>We will monitor each trimester and evaluate our systems and usage to adjust our programming. All information will be reported to our site leadership teams and SSC, ELAC teams.</p>	

Site Goal 4.2 (SiteGoalID: 7374) (DTS: 12/13/23)

Decrease Chronic Absenteeism

Metric:

Action 4.2.1 (SiteGoalID: 7374) (DTS: 12/13/23)

Targeted Student Group(s)

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

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> • How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> • Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	Progress Monitoring	Evaluation
<p>1. Positive Phone call home by Admin - specifically our African American, 2 or more, SWD, and Asian families to</p>	<p>1. attendance reports through Synergy 2. Bi-weekly attendance review with District Attendance</p>	

<p>ensure that have a positive home/school connection.</p> <p>2. Work with our District's Attendance Office on early intervention and Chronic Absentism specifically reducing our by monitoring monthly and reaching out to our families in the following subgroups: Asian, African American, Students with Disabilities, and 2 or more.</p> <p>3. Implement and continue to offer incentives each week - extra recess to class with best attendance by grade level</p> <p>4. Purchase Classroom Flags to support positive attendance (Supp 7101 \$3000 Materials)</p> <p>5. Site banners to support welcoming environment (Supp 7101- \$2000 Materials)</p> <p>6. Share attendance numbers in all educational partnership meetings</p> <p>7. purchase WEVideo equipment for our Media Group - Supp (7101 Contracts \$2500) Materials \$4000</p>	Program Specialist	
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Funding Sources for District Goal 4 (DEV - LCAP ID: 625)		
Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	0	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	5222	Contracts/Services/Subscriptions

Title I – Basic (4900/3010)	0	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	6000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	1500	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	3000	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	0	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Materials/Supplies/Equipment

Funding Source Summary for All District Goals

Title I – Basic (4900/3010)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$65000	\$0	\$0	\$0	\$65000
Certificated- Timesheets	\$5000	\$0	\$0	\$0	\$5000
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Contracts/Services/Subscriptions	\$20000	\$0	\$35000	\$5222	\$60222
Materials/Supplies/Equipment	\$5900	\$0	\$5000	\$0	\$10900

Supplemental/Concentration (7101/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$43000	\$0	\$1	\$0	\$43001
Certificated- Timesheets	\$15300	\$0	\$10000	\$6000	\$31300
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$5000	\$0	\$4500	\$0	\$9500
Contracts/Services/Subscriptions	\$15000	\$0	\$5000	\$1500	\$21500
Materials/Supplies/Equipment	\$0	\$0	\$2368	\$3000	\$5368

EL Supplemental (7150/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$0	\$0	\$0	\$0	\$0
Certificated- Timesheets	\$2500	\$0	\$0	\$0	\$2500
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$1176	\$0	\$0	\$0	\$1176
Contracts/Services/Subscriptions	\$2500	\$0	\$0	\$0	\$2500
Materials/Supplies/Equipment	\$2000	\$0	\$0	\$0	\$2000

Justification of School-Wide Use of Funds

For sites below 40 percent of enrollment of unduplicated pupils, when using supplemental and concentration (LCAP) funds in a school-wide manner, the site must additionally describe how the services provided are the most effective use of funds to meet the site's goals for unduplicated pupils in the state priority areas. Include a description and justification for the use of any funds in a school-wide manner as described in **Actions, Services, and Expenditures** above.

N/A

V. Funding

James McKee Elementary (315) | 2024-2025

Fund Source Mgmt. Code / Description Resc. Code / Description	EGUSD Strategic Goals					Balance
	Allocation	1. Curriculum and Instruction	2. Assessment	3. Wellness	4. Family Engagement	
4900 School Improvement Support 3010 ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	\$141,122	\$95,900	\$0	\$40,000	\$5,222	\$0
7101 LCFF Supplemental Concentration TK-6 0000 Unrestricted	\$110,669	\$78,300	\$0	\$21,869	\$10,500	\$0
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	\$8,176	\$8,176	\$0	\$0	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$259,967	\$182,376	\$0	\$61,869	\$15,722	

Fund Subtotals		Title I Centralized Services	
Subtotal of additional federal funds included for this school	\$141,122	Title I Foster Youth \$0	Title I Homeless \$0
Subtotal of state or local funds included for this school	\$118,845	Title I Centralized Services \$0	Title I Preschool \$0

		Signatures: (Must sign in blue ink)	Date
Principal	Dreena Freeman	_____	_____
School Site Council Chairperson	Heather Mailo	_____	_____
EL Advisory Chairperson	Salpy Garbedian	_____	_____