

School Year: **2023-24**

# School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

<b>School Name</b>	Erma B. Reese Elementary
<b>Address</b>	1800 West Elm St. Lodi, Ca, 95242-2917
<b>County-District-School (CDS) Code</b>	39685856042071
<b>Principal</b>	Julie Vaz, Principal
<b>District Name</b>	Lodi Unified School District
<b>SPSA Revision Date</b>	May 8, 2023
<b>Schoolsite Council (SSC) Approval Date</b>	
<b>Local Board Approval Date</b>	June 13, 2023

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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# School Vision and Mission

Reese School will prepare educated, exemplary citizens to make a positive impact in our community. We will accomplish our vision by doing the following:

- Enhancing student achievement by providing a quality education for all learners
- Maintaining a safe and positive learning environment for our students
- Fostering an open and collaborative learning community
- Welcoming parental involvement and communication
- Celebrating the diversity in our community

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Additional Targeted Support and Improvement  
Two or more races identified as chronic absenteeism

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The School Plan for Student Achievement (SPSA) outlines all site goals and actions to raise the academic performance of all students. California Education Codes sections 41507, 41572, and 64002 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA program improvement into the SPSA.

## School Profile

Reese was opened to students on February 10, 1958 and is part of the Lodi Unified School District. We are Kindergarten-Sixth grade Elementary School that serves 559 students. Student Enrollment: 37% Hispanic or Latino, 50% White, and 13% Other. 9.8% English Learners, 57% Socioeconomically Disadvantaged, and 15% Students with Disabilities. 29/30 teachers are fully credentialed.

## Educational Partner Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

Erma B. Reese Elementary has involved and encouraged input from families and staff to build the SPSA for the 2023-2024 School Year to address the concern of Chronic Absenteeism. The importance of attendance and challenges that are presented to families regarding their child's attendance were discussed. Parent and staff input provided ideas for the SPSA. This included incentives for attendance, afterschool intervention opportunities, parent support in classrooms, school-wide community building, and parenting professional development.

Through Back to School Night, SSTs, ELAC, Parent/Teacher Conferences, All Call System, and Bulletins, Erma B. Reese provides parents with timely information about our school programs provides support for parental involvement activities (both English and Spanish).

- explanation of curriculum, assessments, assessment results, student progress, student proficiency goals, grade level Common Core Standards, grade percentages, homework, class and school schedules, Positive Behavior Intervention /systems, Mental Health and Counseling Services, and parent volunteer process,

## Resource Inequities

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

Based upon the California School Dashboard state indicators, Erma B. Reese has been identified as an Additional Targeted Support and Improvement Site based on two or more races identified as chronic absenteeism. In order to move the levels in each of the indicators for our students with two or more races, it is necessary to address the needs of our students, staff, and school community. It will be through the consistent use of our Positive Behavior Intervention Systems (PBIS) and ongoing professional development of PBIS that all our students will increase their attendance (with the focus on students of two or more races).

# Goals, Strategies, & Proposed Expenditures

## Goal 1

### Subject

Additional Targeted Support and Improvement

### Goal Statement

The attendance and educational outcomes of our students with two or more races will mirror that of the general population.

### LCAP Goal

All students including targeted students will demonstrate proficiency in literacy, mathematics, and technology to prepare student to be college and career ready (LCAP Goal 2)

### Basis for this Goal

CDE Dashboard Data for 2022 school year indicates that Erma B. Reese Elementary is Very High for chronic absenteeism of our students with two or more races.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Chronic Absenteeism	Very High for students of two or more races	Move down to High for students of two or more races

### Planned Strategies/Activities

#### Strategy/Activity 1

Provide continued professional development of Positive Behavior Intervention Systems to all Reese staff that will in turn be consistently implemented to provide motivation to our students to want to attend school.

#### Students to be Served by this Strategy/Activity

students of two or more races

#### Timeline

August 2023-June 2024

#### Person(s) Responsible

Administration, Certificated and Classified staff, and all support staff

#### Proposed Expenditures for this Strategy/Activity

Amount

0

#### Strategy/Activity 2

Implement our House System to build school-wide community (Have students feel they belong and are an important part of the Reese Community).

### Students to be Served by this Strategy/Activity

students of two or more races

### Timeline

August 2023-June 2024

### Person(s) Responsible

Administration, Certificated and Classified staff, and all support staff

### Proposed Expenditures for this Strategy/Activity

Amount	8,000.00
Source	LCFF
Budget Reference	4300 Materials
Description	Purchase House flags, House banners, House student shirts, and House rally mterials.

### Strategy/Activity 3

Implement Social Emotional Curriculum in the classrooms and integrate the SEL lessons at the House meetings

### Students to be Served by this Strategy/Activity

students of two or more races

### Timeline

August 2023-June 2024

### Person(s) Responsible

Administration, Certificated and Classified staff, and all support staff

### Proposed Expenditures for this Strategy/Activity

# Form C: Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	8,000.00

## Allocations by Funding Source

Funding Source	Amount	Balance
LCFF	8,000	0.00

# Expenditures by Funding Source

Funding Source
LCFF

Amount
0.00
8,000.00

## Preliminary Plan

## Final Plan



05/08/2023 12:00 am

*Principal*

*Date*

*SSC Chairperson*

*Date*



05/26/2023 09:15 am

*Program Manager*

*Date*

*Principal*

*Date*

*SSC Chairperson*

*Date*

*Program Manager*

*Date*

# Expenditures by Budget Reference and Funding Source

## FORM F: FISCAL WORKSHEET

Budget Reference	Funding Source	Amount
		0.00
4300 Materials	LCFF	8,000.00