



John Reith Elementary

Local Control Accountability Plan (LCAP) 2025-2026

Principal: Katie Hedrick

County-District-School (CDS) Code: 34673146107916

**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

John Reith Elementary | Focused Work: 2025-2026

Goal Setting (lcapid: 771) | goalsComplete: 0

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 Curriculum, Instruction & Assessment

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

Goal 2: Targeted Supports & Interventions

- Students who identify as Black/African American, students with disabilities, students in foster care or experiencing homelessness, and students who identify as Native American will benefit from targeted programs and services that leverage their assets, affirm their identities, and address their needs to close achievement, opportunity, and relationship gaps.

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.

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?

The Principal, Vice Principal, ELAC Committee, Staff, school site council, and our community met on multiple occasions to build, plan and create the John Reith Elementary LCAP plan. We used and created parent, student, and staff surveys to build the 2025-2026 LCAP. At family events, curriculum nights, and over email,

parents were asked to give and share their input on the creation of this plan. This plan was also built by our school site council at each of our council meetings during the 2024-2025 school year. Data was reviewed at each of these meetings. All stakeholders shared their expertise, needs and assessments in building this plan.

Staff meetings were held, and data was collected on: 8/24/24, 9/4/24, 9/18/24, 10/9/24, 1/15/25, 4/9/25, 5/14/25

Leadership meetings were held and data was collected on: 10/2/24, 11/13/24, 1/22/25, 4/9/25, 5/14/25

AVID leadership meetings were held, and data was collected on: 9/12/24, 10/21/24, 9/16/24, 3/10/25

School Site Council meetings were held, and data was collected on: 10/1/24, 1/30/25, 2/24/25, 4/7/25

Parent events:

Back to School Night – 8/14/24

Family Lunch Days – 8/30/24, 4/18/25, 5/16/25

Band Concert – 12/4/24

Talent show – 5/22/25

Family Movie Night – 12/5/24

Harvest Festival – 10/18/24

Family Dances – 9/19/24, 2/27/25, 5/16/25

FTAT Family Math Nights – 9/24/24, 9/26/24, 10/22/24, 1/16/25, 2/19/25, 3/3/25,

ELAC meetings were held and data was collected on: #1 10/14/24, #2 1/29/25, #3 4/3/25

2. Impact of LCAP and Annual Update

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

During our School Site Council meetings, we reviewed data and progress on each of our LCAP goals. We examined data from: The CA State Dashboard, reviewed older CAASP data to historically look at ELA and math assessment scores, our absenteeism data, our suspension and discipline data, classroom fluency scores, primary teachers LETRS summaries, fluency data, and our monthly data collected by our intervention team. Both of our subgroups that we targeted this year and last, our African American and our students with disabilities, made some progress from classroom data. The subgroup that made the least amount of growth was our English Language Learners. From parent, student and staff surveys the team agreed to continue with academic intervention teachers in our new plan, continue with our training plan, move forward with training our staff with GLAD ELD strategies, and continuing our vision and mission as an AVID Elementary School. A few other items the team agreed to on our new LCAP was, training our staff, adding in release days to break down data to best serve kids instructionally, continue to upgrade our technology, and plan in AVID professional development. Changes were made to the LCAP as needed and as data changed throughout the year.

Resource Inequities (ATSI, TSI 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.

John Reith Elementary was identified as an Alternative Targeted Support and Improvement school because our subgroups of students with disabilities (SWD) and our African American students were not making necessary growth more than 3 years in a row. This year we were also identified because our students with two or more ethnicities made declines as well. Each group needs more targeted intervention & staff need more training on foundational skills to meet these targeted needs. As a result of our needs assessment, additional resources have been allocated to support the increase in achievement for these subgroups.

- Assessment data is collected each trimester on small group intervention with specific learning targets and goals for each student group, Academic Intervention Teachers (AIT), classroom teachers, and our

extended day program are supporting these targeted needs.

- Our PLC time with our Special Education staff, Wellness Team, and Classroom Teachers have been formed to target student outcomes and discuss the progress of SWD, students with 2 or more ethnicities and our African American students using standards aligned interim assessment data.
- Reith is continuously integrating data analysis into its decision-making model, setting measurable goals, and providing targeted support for students based on their needs. We are resourcing inequities, as identified through a needs assessment, and using innovative practices like reallocating resources to support at-risk students.

- **Reith Makes Data-Driven Decisions:**

Reith analyzes various data sources (e.g., student achievement data, attendance records, demographic data) to identify areas of need and track progress towards goals.

- **Reith Develops Measurable Goals:**

Reith creates goals that are clearly defined and measurable, allowing for objective evaluation of their effectiveness. (This is done each trimester)

- **Reith Targets Supports for Kids:**

Resources at Reith, are allocated to address specific student needs, such as providing extra support for struggling readers, implementing interventions for students with behavioral challenges, and offering enrichment opportunities for gifted students.

- **Reith Develops a Continuous Improvement Plan:**

Reith engages in a cycle of reflection, planning, and action to address areas of improvement and ensure ongoing progress toward their goals. We recently completed our comprehensive needs assessments which helped us zone in our targeted goals for next year.

- **Reith Communicates and Collaborates Effectively:**

Reith clearly communicates school goals and progress to all stakeholders to understand and support the school's efforts. Collaboration among staff, students, and families fosters a shared vision at Reith and commitment to achieving those goals.

Goals, Actions, and Progress Indicators

District Strategic Goal 1:

High-Quality Curriculum, Instruction & Assessment

All students will receive high-quality classroom curriculum, instruction, and assessment 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
- Reclassified - Percent of English Learners Reclassified
- Test Participation Rate on Districtwide Assessments

Site Goal 1.1 (SiteGoalID: 8958) (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 1.1.1 (SiteGoalID: 8958) (DTS: 03/11/25)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none">• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	<ul style="list-style-type: none">• Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	<ul style="list-style-type: none">• Throughout the year, report the results of the formative data as you collect it.• In March, summarize your data collection results.• Based on your summary, what will you adapt/adopt/abandon?
<p>Action Plan</p> <p>Staffing</p> <ul style="list-style-type: none">• ELPAC Initial Assessments will be administered by a certificated teacher paid on a timesheet within the first 30 days of school.• ELPAC Summative Assessments will be administered by credentialed teachers paid on a timesheet.• CAASP Assessments will be administered by classroom teachers, with additional support from the RSP team for students requiring accommodations.• EL coordination and support will be provided by the Vice Principal.• CAASP coordination and support will be provided by the Vice Principal.• Teachers will administer Illuminate assessments to all students.	<p>Progress Monitoring</p> <ul style="list-style-type: none">• Use Illuminate and TOMS & Illuminate to track student completion.• Check progress weekly during testing windows.• Send updates to teachers with student lists needing make-ups.• Coordinate make-up testing daily with support staff.• Review final participation data at the end of each window. <p>Data will be collected, progress monitored and analyzed at staff meetings, PLC meetings, SSC, and ELAC meetings.</p>	<p>Evaluation</p> <p>A. <u>Benchmark Illuminate Assessments:</u> --% of our students have taken all of the Illuminate Benchmark Assessments.</p> <p><u>End of Trimester One:</u></p> <p>Total: ____% of students took Tri 1 Assessments</p> <p><u>End of Trimester Two:</u></p> <p>Total: ____% of students took Tri 2 Assessments</p> <p>B. ____% of Initial ELPAC Assessments were completed within the first 30 days of a newcomer arriving in our school. ____% of students were given the Summative ELPAC Assessment from February to May. (ongoing)</p> <p>C. ____% of students completed the CAASP test in May.</p>

- Admin team, AIT, and CRT will help identify and coordinate make-up testing.

Professional Development

- Provide training for new teachers on CAASPP, ELPAC, and Illuminate testing procedures.
- Provide refresher sessions for returning teachers on test administration and best practices.
- Use PLCs to review and discuss student data using Illuminate and grade-level assessments.

Release Days

- Schedule grade-level Data Analysis Days for teachers to collaborate and determine instructional next steps based on assessment results.
- Schedule release time for teachers to complete Illuminate assessments.

Supplies - n/a

Contracts - n/a

**Title I Certificated Timesheets
\$10,000**

**Supplemental Certificated
Timesheets \$10,000**

We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.

Site Goal 1.2 (SiteGoalID: 8786) (DTS: 02/13/25)

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:

- CAASPP

- Content Standards Implementation
- Other (Site-based/local assessment)
- Progress toward English Proficiency
- Re-designation

Site Goal 1.1

Our goal is to close the achievement and opportunity gap using high quality instruction focusing on creating a learning environment that provides all students resources, support, and opportunities they need to succeed regardless of their background or initial academic standing. Overall **ENGLISH LANGUAGE ARTS** (ELA) scores will increase from 20% to 35% for our students meeting or exceeding standards on the state **CAASPP** assessments as noted in the LCAP Metrics.

- Our current data:
- Hispanic students scored 13% at or above grade level on CAASP in 2024 which was a decrease of 12%, they will make a 15% increase to 28% in 2025.
- African American students scored 13% at or above grade level on CAASP in 2023 and this year increased to 15% in 2024. They will continue to make growth with a 4% increase to 19% of students meeting or exceeding standard in 2025. This is one of our targeted sub-groups.
- Asian students scored 29% at or above grade level on CAASP in 2024 and this was a decrease of 17% in 2023, they will make a 17% increase to back to 46% or higher in 2025.
- Students with 2 or more races scored 48% at or above grade level on CAASP in 2023, and scored 29% at or above grade level in 2024 they will make a 3% increase to 32% in 2025. This is another targeted area for Reith, and we decreased 19% overall for students with 2 or more races. We will continue to target this subgroup.
- ELL students scored 26% at or above grade level on CAASP in 2023, and 13% in 2024 meeting or exceeding standard, they will make a 3% increase to 16% in 2025. This was an decrease of 13% from the previous year, and we will continue to provide more intervention and support for this sub-group to continue growth.
- Socio-economically disadvantaged students scored 32% at or above grade level on CAASP in 2023, and decreased to 20% in 2024 meeting or exceeding standard, they will make a 3% increase to 23% in 2025. We decreased in this area as well by 12% overall.
- Our students with disabilities performed at a 12% level of students meeting or exceeding the grade level standard in ELA on CAASP from 2023, and decreased 5% in 2024. This sub group will make a 3% growth this year, and they are a targeted sub-group with supports.

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

Action 1.2.1 (SiteGoalID: 8786) (DTS: 02/13/25)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> • Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> • Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results.

- Based on your summary, what will you adapt/adopt/abandon?

Action Plan

Provide release time for review of all pertinent data. Provide teachers with instructional coaching and professional learning opportunities to attend relevant educational conferences, PLC trainings, GLAD, AVID, and other professional development.

1. On going all year at staff meetings, staff PD for effectively written and communicated learning targets, success criteria and student talk that clearly connect to content area standards
 2. August - May, Provide collaboration time with Intervention teachers who will be teaching basic skills in small groups for comprehension, decoding, and phonemic awareness to fill gaps and to get children reading on grade level.
 - July & December, AVID Conference, National conference
 - July, AVID Membership
 - AVID Yearly Membership
 - August - May, AVID Monthly PLC Meetings
 - August - May, AVID Monthly Release Days
 4. August & March, We will train staff in using GLAD strategies.
 - New staff being trained
 - Refresher course for previously trained staff
- 7 staff attending AVID Ignite -
Title I Contracts and Services \$5950
- 3 Staff attending in Sacramento -
AVID Center

Progress Monitoring

1. Measurements we will collect and analyze:

- Curriculum- based assessments, collected 3 times per year, and grade levels will use at weekly PLCs to plan instructional needs.
 - PLC agendas and minutes collected weekly from leaders.
 - Release time provided to review all pertinent data with our coaching and intervention staff (attendance data, grade level agendas and minutes will be collected) We will hold this 3 times per year, per grade level.
 - CAASP Data, collected 1 time per year, and reviewed at least one time per year by staff.
 - Teams will collect academic data and make instructional decisions based on the data on grade level benchmark assessments, collected 3 times per year, and shared and analyzed weekly at PLC meetings.
2. We will collect data from conference attendance, monthly PLC meetings, AVID monthly training, collected and analyzed monthly.
 - Our AVID team will collect trimester data based on organizational tools, student binder checks, and ADMIN walk-through AVID forms. Collected 3 times per year and analyzed at our monthly leadership meetings on progress.
 3. All teachers will collect LETRS data, letter sound data, benchmark data, and sight word data to review how well our programs are working, collected 3 times per year and analyzed weekly at PLC meetings.
 4. We collect data from weekly

Evaluation

<p>4 staff attending AVID National Conference in San Diego</p> <p>Title I Contracts and Services \$11,300</p> <p>Title I Certificated Timesheets \$26,470</p> <p>Supplemental Certificated Timesheets \$10,288</p> <p>Supplemental Classified Timesheets \$1000</p> <p>We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.</p>	<p>walk-through forms on ELD, GLAD and AVID strategies being used in the classrooms. This data will be shared at staff meetings.</p>	
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Action 1.2.2 (SiteGoalID: 8786) (DTS: 04/21/25)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
Action Plan	Progress Monitoring	Evaluation
<p>To help close the achievement and opportunity gap,</p> <ol style="list-style-type: none"> August - June, Supplement the cost of a library technician to help support literacy in the school and close the achievement gap <ol style="list-style-type: none"> Run and oversee our school wide reading program by fostering a love for reading. Purchase Library books to close the achievement gap. By... 	<ol style="list-style-type: none"> <u>Measurements we will collect and analyze:</u> <ul style="list-style-type: none"> AR Star testing that measures Lexile levels, completed 2 times per year, and monthly reports generated by students to review progress. Wonders and Math online assessment data to track student progress. Completed monthly and reviewed weekly at PLC meetings to progress monitor and creating next steps for learning targets. 	

<p>1. Instructing students, both with classroom teachers and independently</p> <p>2. Planning collaboratively with classroom teachers; to target reading and writing for each student.</p> <p>3. Catalog books for student check out. Sort through outdated materials to support student learning.</p> <p>2. August & as needed, purchase supplemental reading materials for the classroom to enhance grade level reading goals. Instructional materials will include, but not be limited to, SIPPS, leveled readers, and supplemental materials from California Wonders.</p> <p>3. August & as needed, we will purchase a school wide reading program, Accelerated Reader, and other online subscriptions or programs to foster a love for reading and writing in our school.</p> <p>1. Pay certificated and classified staff on timesheets to run after school reading clubs to use these reading programs.</p> <p>Title I Classified Salaries \$4000 Title I Classified Timesheets \$3000</p> <p>We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.</p>	<ul style="list-style-type: none"> • Illuminate school wide assessments to monitor growth and progress 	
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- All

Action Plan <ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	Progress Monitoring Plan <ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	Data Collection & Evaluation <ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
<p align="center">Action Plan</p> <p>1. <u>August - May, Purchase technology</u> to enhance instruction and continue to close the achievement and opportunity gap including but not limited to: SMARTBoard/LCD projector replacements as needed, printers, color printer and ink, and other technology needs. Staff will incorporate AVID strategies and technology resources and monitor target student progress.</p> <p>Title I Materials, Supplies & Equipment \$3000</p> <p>We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.</p>	<p align="center">Progress Monitoring</p> <p>1. <u>Measurements we will collect and analyze:</u></p> <ul style="list-style-type: none"> AR Star testing that measures Lexile levels, completed 2 times per year, and monthly reports generated by students to review progress. Wonders and Math online assessment data to track student progress. Completed monthly and reviewed weekly at PLC meetings to progress monitor and creating next steps for learning targets. <p>Illuminate school wide assessments to monitor growth and progress</p>	<p align="center">Evaluation</p>

Action 1.2.4 (SiteGoalID: 8786) (DTS: 04/21/25)

Targeted Student Group(s)

- School-wide

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
Action Plan	Progress Monitoring	Evaluation
<p>1. <u>August - May, Provide field trip scholarships</u>, entrance fees, transportation fees, on site contracts with outside providers to guarantee all students opportunities for culturally relevant/academic program participation.</p> <ul style="list-style-type: none"> Supplemental \$5000 for fieldtrips <p>We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.</p>	<p>1. <u>Measurements we will collect and analyze:</u></p> <ul style="list-style-type: none"> Students will be applying and expanding knowledge of CCSS and NGSS as demonstrated by CAASP scores, work products, and other classroom assessment scores. Collected and analyzed at least one time per year. Pre and post assessments as needed by grade levels. <p>Data will be collected, progress monitored and analyzed at staff meetings, PLC meetings, SSC, and ELAC meetings.</p>	

Action 1.2.5 (SiteGoalID: 8786) (DTS: 04/21/25)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
Action Plan	Progress Monitoring	Evaluation

<p>1. <u>August - May, Provide students with extra supplies and materials</u> needed to support programs used to increase academic achievement, including but not limited to, color printers and ink for optimal GLAD, ELD instructional needs, intervention, physical education, recess equipment, and AVID implementation. Sufficient paper to accommodate all academic high need students targeted in intervention, tutoring and enrichment programs.</p> <p>Title I Materials/Supplies/Equipment \$15,000</p> <p>Title I Contracts & Services \$5750</p> <p>Supplemental Materials/Supplies/Equipment \$1000</p> <p>We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.</p>	<p>1. <u>How will we measure the effectiveness:</u></p> <ul style="list-style-type: none"> • CAASP Data, collected and analyzed at least 1 time per year • AVID classroom teachers will collect data each trimester on the effectiveness of transition times and organizational tools, collected and analyzed at least 3 times per year at monthly leadership meetings • AVID attendance data, collected in SYNERGY and analyzed at least 1 time per year <p>Data will be collected, progress monitored and analyzed at staff meetings, PLC meetings, SSC, and ELAC meetings.</p>	
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Action 1.2.6 (SiteGoalID: 8786) (DTS: 04/21/25)

Targeted Student Group(s)

• Asian • EL • Filipino • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • School-wide • Two or More • White

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> • Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> • Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you

Action Plan	Progress Monitoring	Evaluation
<p>1. We will close the achievement and opportunity gap by providing our students with:</p> <ol style="list-style-type: none"> 1. August - June, Tier II interventional supports: Intervention teachers will work with small groups on targeted goals to close the achievement gap by teaching: phonics, decoding, blending, phonemic awareness and comprehension skills. Supplemental Personnel. 2. August - June, Academic Intervention Teachers-We will hire 3 academic intervention teachers to support our student need. We will hire two teachers for 100% of the school year, and the last for 60% of the school year. They will provide intervention using: best practice for filling holes and gaps in reading foundational skills. <p>Action Items # 1-3</p> <ul style="list-style-type: none"> • 0.6 FTE <ul style="list-style-type: none"> ◦ Supp/Con, Salary \$62,429 + Benefits \$26,595 for a total of \$89,024 • 1.0 FTE <ul style="list-style-type: none"> ◦ Salary \$93,990 and Benefits \$49,420 = \$143,410 • LREBG 1.0 FTE <p>We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.</p>	<p>1. <u>Measurements we will collect and analyze:</u></p> <ul style="list-style-type: none"> • Intervention teachers will collect and analyze the LETRS, fluency, sight word, and letter sound data to measure growth. They will collect data monthly to progress monitor and share this with teams monthly. • Fluency data collected 3 times per year and analyzed monthly in PLC team meetings. • CAASP data, collected 1 time per year, and analyzed at least 1 time per year. • California Department of Education's Dashboard, John Reith placed in the Orange Grid overall for ELA and orange in Math. We will monitor growth from the CA Dashboard, released one time per year, and analyzed at site council, ELAC and staff meetings. • Illuminate interim assessment data, collected, and analyzed at least 3 times per year. • Assessment data collected from our intervention team, collected monthly and analyzed monthly at PLC meetings. 	

Site Goal 1.3 (SiteGoalID: 9369) (DTS: 04/22/25)

Our goal is to close the achievement and opportunity gap using high quality instruction for our EL students. CAASP Testing, Overall **ENGLISH LANGUAGE ARTS** (ELA) scores will increase from 13% to 26% for our students meeting or exceeding standards on the state **CAASPP** assessments as noted in the LCAP Metrics. We decreased by 13% in one year.
Overall, **MATH** scores will increase from 10% to 14% for our **English Learners** meeting or exceeding standards. We decreased by 3%.

REDESIGNATION to FLUENT ENGLISH PROFICIENT:

The percentage of our English Learners that are re-designated as Fluent English Proficient will increase from 8% to 10%.

PROGRESS ON ENGLISH LANGUAGE PROFICIENCY:

The percentage of our English Learners that are making adequate progress towards English language proficiency as determined by the California State Department of Education's Dashboard will increase from 38% to 48%. We decreased by 10%.

- John Reith English Learner Program Metrics
 - John Reith Elementary program survey: we scored 3 out of 4, we are meeting the current required number of ELD minutes, ELD materials, and start of ELD/WIN time. We will continue to monitor our ELD programs.
 - ELD walk through rate, of 50% in the 2019-2020 school year, and how now reached 100% of teachers being observed in our walk throughs. We will continue with ELD walk through forms to monitor our programs effectiveness. In 2023-2024, we reached a 4 out of 4 for our FONT and ELD walkthrough forms for monitoring classroom instruction. We will continue to reach 100% of our staff with ELD walk throughs.
 - Teacher preparation survey: we scored 3 out of 4, teachers reported high familiarity with instructional strategies beneficial to EL students: active participation, language support, structured student interaction, and checking for understanding. We will continue this focus. We scored 2 out of 4 for staff training participation.

Metric: Progress toward English Proficiency -
Percent Increasing ELPI Level

Action 1.3.1 (SiteGoalID: 9369) (DTS: 04/22/25)

Targeted Student Group(s)

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

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none">• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	<ul style="list-style-type: none">• Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	

		<ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
<p>Action Plan</p> <ol style="list-style-type: none"> <u>July - June Provide Professional development</u> on the full implementation of CCSS, Wonders, AVID, and GLAD training, and developing as a PLC. <u>July-June Release days for teachers</u> to analyze student data, observe and be observed and PD that will enable teachers to work towards closing the achievement and opportunity gap October and March, mental health team, and all support staff to discuss data, student progress, and make actionable instructional decisions. <p>EL Supplemental Certificated Timesheets \$11,160</p> <p>We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.</p>	<p>Progress Monitoring</p> <ol style="list-style-type: none"> <u>Measurements we will collect and analyze:</u> <ul style="list-style-type: none"> SMART Goals, collected and analyzed at least 3 times per year CAASP data, collected and analyzed at least 1 time per year Benchmark & Fluency Data from Grade Levels, collected and analyzed at least 3 times per year <p>Data will be collected, progress monitored and analyzed at staff meetings, PLC meetings, SSC, and ELAC meetings.</p>	<p>Evaluation</p>

Action 1.3.2 (SiteGoalID: 9369) (DTS: 04/22/25)

Targeted Student Group(s)

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

Action Plan	Progress Monitoring Plan <ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What 	Data Collection & Evaluation <ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it.
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<ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<p><i>formative student data</i> will you collect and how often?</p>	<ul style="list-style-type: none"> In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
<p>Action Plan</p>	<p>Progress Monitoring</p>	<p>Evaluation</p>
<p>1. <u>August - June, Incorporating the intervention team with classroom teachers to support the ELD instructional time</u> for all subgroups that have a disproportionate number of students at risk through the Literacy Intervention Programs. Using the ELD curriculum intervention program specifically for English Learners we will target needs for English Language Learners. Using our EL instructional coach to support the academic needs of our students and teaching staff.</p> <ul style="list-style-type: none"> September - May, Provide tutoring for our ELL students September-May, Provide food for families and students for parent academic evenings. August - June, purchasing supplemental instructional materials to support individually targeted goals for our EL students. July and March, GLAD training for staff and use of strategies in the classroom August - June, Using Imagine Learning and other online subscriptions for our EL newcomers and ELL students who will benefit <p>EL Supplemental Materials/Supplies/Equipment \$1000</p> <p>EL Supplemental Contract/Services/Subscriptions \$500</p>	<p>1. <u>Measurements we will collect and analyze:</u></p> <ul style="list-style-type: none"> CAASP, collected and analyzed at least 1 time per year Curriculum Embedded Assessments, collected and analyzed at least monthly by grade levels, and at PLC time ELL Assessments on ELPAC, collected and analyzed at least 2 times per year Our EL students will increase from 16% to 19% of them being re-designated from the LPAC Assessment, collected and analyzed at least 1 time per year in the spring <p>Data will be collected, progress monitored and analyzed at staff meetings, PLC meetings, SSC, and ELAC meetings.</p>	

We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.

Action 1.3.3 (SiteGoalID: 9369) (DTS: 04/22/25)

Targeted Student Group(s)

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

<p>Action Plan</p> <ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<p>Progress Monitoring Plan</p> <ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often? 	<p>Data Collection & Evaluation</p> <ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
<p>Action Plan</p>	<p>Progress Monitoring</p>	<p>Evaluation</p>
<p>1. <u>Provide ELPAC testing for EL students. Provide an EL Coordinator and use our bilingual BTA to coordinate EL activities, ELAC meetings, translations, EL/RFEP monitoring, and EL reclassification.</u></p> <ul style="list-style-type: none"> September-May minimum of 4 ELAC Meetings May, EL Reclassification Awards Night August - June, Translation at evening events and meetings September - May, EL Coordinator - Initial and Summative ELPAC testing, collects data to reclassify, organizes ELAC meetings, attends ELAC and DELAC meetings, and other duties related to EL coordination 	<p>1. <u>Measurements we will collect and analyze:</u></p> <ul style="list-style-type: none"> ELPAC Testing Results, collected and analyzed at least 1 time per year ELAC Meeting and re-designation Sign In Sheets, collected and analyzed at least 4 times per year Illuminate assessments for interim assessments, collected and analyzed at least 3 times per year <p>Data will be collected, progress monitored and analyzed at staff meetings, PLC meetings, SSC, and ELAC meetings.</p>	

<ul style="list-style-type: none"> September and April, EL testing of newcomers to CA or the US throughout the school year September - May, Equipment for students of high academic need: examples but not limited to headphones, curriculum resources, books, supplies, etc. We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal. <p>EL Supplemental Materials/Supplies/Equipment \$1000</p>		
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Site Goal 1.4 (SiteGoalID: 9409) (DTS: 04/24/25)

At John Reith, teachers will increase their effective use of student talk from 67% to 75% by the end of the year as measured by the Teaching and Learning Program Implementation Continuum (PIC).

- From the student survey data, does your teacher expect you to talk and ask questions? In 2024 students rated this at 75%, our goal is to increase to 80%.
- From the student survey data, does your teacher expect you to talk and share ideas? In 2024 students rated this at 72%, our goal is to increase to 78%.
- From our FONT implementation data 81% of our staff report high levels of implementation with student talk compared to 51% of admin reporting implementation from classroom walk throughs. Our goal is to increase to 55% implemented in our classrooms from walk through data.
- From the student survey data, does your teacher guide/support your discussions with other students? In 2024, students reported 71%, our goal is to improve to 75% of students responding favorably to this question.

Metric: Student Talk

Action 1.4.1 (SiteGoalID: 9409) (DTS: 04/24/25)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention, for at- 	<ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What 	<ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it.

risk students, as related to your goal.	<i>formative student data</i> will you collect and how often?	<ul style="list-style-type: none"> • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> • <u>Professional development centered around student talk.</u> <ul style="list-style-type: none"> ◦ Explicit instruction on teaching student talk in our classrooms. Coaches will support this training. ◦ We will increase our FONT walk throughs and hold each other accountable for weekly walk throughs. ◦ Give staff and teacher feedback centered around student talk. ◦ August - June, provide stipends and timesheets to teachers for extra work outside of the contract day: tutoring, attending workshops/PD and site planning with the grade level members ◦ August - May, Curriculum parent involvement nights to increase academic achievement. ◦ September, January & March Professional Development Release Time with academic staff <p>We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.</p>	<ul style="list-style-type: none"> • <u>Measurements we will collect and analyze:</u> • Survey data collected from the student climate survey. • Survey data collected from the staff perspective survey. • FONT PIC data collected one time per year. <ul style="list-style-type: none"> ◦ The Principal and Vice Principal will hold each other accountable for 3 FONT walk throughs per week. ◦ SMART Goals, we collect these 3 times per year, and analyze the data at least 3 times per year at PLC time. ◦ Assessment results/analysis of student achievement data, collected 3 times per year, analyzed monthly at PLC meetings. ◦ Sign in sheets from curriculum events, collected at least 4 times per year. <p>Data will be collected, progress monitored and analyzed at staff meetings, PLC meetings, SSC, and ELAC meetings.</p>	

Funding Sources for District Goal 1 (DEV - LCAP ID: 771)

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	143410	Certificated- Salaries
Title I – Basic (4900/3010)	36470	Certificated- Timesheets
Title I – Basic (4900/3010)	4000	Classified- Salaries
Title I – Basic (4900/3010)	3000	Classified- Timesheets
Title I – Basic (4900/3010)	18000	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	23000	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	89024	Certificated- Salaries
Supplemental/Concentration (7101/0000)	20288	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	1000	Classified- Timesheets
Supplemental/Concentration (7101/0000)	1000	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	5000	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	11160	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	2000	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	500	Contracts/Services/Subscriptions

District Strategic Goal 2:

District Needs and Metrics 2:

Targeted Supports & Interventions

Students who identify as Black/African American, students with disabilities, students in foster care or experiencing homelessness, and students who identify as Native American will benefit from targeted programs and services that leverage their assets, affirm their identities, and address their needs to close achievement, opportunity, and relationship gaps.

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

- African American Disparity
- Homeless Student Disparity
- Native American Disparity
- Students with Disabilities Disparity
- Students in Foster Youth Disparity

Site Goal 2.1 (SiteGoalID: 8787) (DTS: 02/13/25)

During the 2025-2026 School Year, John Reith Elementary School will improve the educational experiences for Students with Disabilities in the following areas: ELA and Math CAASPP performance; Chronic Absenteeism; and School Climate. By June 2026, John Reith Elementary will increase the percentage of students with disabilities meeting or exceeding standards on the CAASPP from 7% to 12% by strengthening student engagement, specifically through increased active participation and student talk during instruction.

Metric: Students with Disabilities Disparity

Action 2.1.1 (SiteGoalID: 8787) (DTS: 02/13/25)

Targeted Student Group(s)

- SWD

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none">• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	<ul style="list-style-type: none">• Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	<ul style="list-style-type: none">• Throughout the year, report the results of the formative data as you collect it.• In March, summarize your data collection results.• Based on your summary, what will you adapt/adopt/abandon?
Action Plan	Progress Monitoring	Evaluation
Staffing <ul style="list-style-type: none">• Staff will monitor IEP's with current progress monitoring data. Attendance conversations will happen at every IEP.• Administrative team will conduct focused FONT walkthroughs in classrooms	1. Track how many classrooms with students with disabilities receive FONT walkthroughs. (Staffing) 2. Record which students receive tutoring and how many hours are provided. (Staffing)	

<p>with students with disabilities (all classrooms.)</p> <ul style="list-style-type: none">• Teachers may be time-sheeted for small group academic tutoring of students with disabilities.• Teachers may be time sheeted for collaboration between RSP teacher and GenEd teachers. <p>Professional Development</p> <ul style="list-style-type: none">• Provide PD on active participation and student talk, with strategies tailored to students who are one or more grade levels behind benchmark.• Staff will be trained on reading foundational skills, with strong implementation in our classrooms.• Use PLCs for co-planning and reflecting on engagement strategies. <p>Release Days</p> <ul style="list-style-type: none">• Release time for RSP and general education teacher collaboration. <p>Supplies</p> <ul style="list-style-type: none">• Purchase engagement tools to support active participation. <p>Title I Certificated Timesheets \$1500</p> <p>Title 1 Materials/Supplies/Equipment \$500</p> <p>We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.</p>	<ol style="list-style-type: none">3. Track teacher participation in PD and use PLC notes to confirm strategy planning. (Professional Development)4. Monitor how often RSP and general education teachers use release time to collaborate. (Release Days)5. Track which engagement tools are purchased and how they're used in classrooms. (Supplies)6. Tracking student discipline and attendance data for our students with disabilities. This data will be progress monitored at all tier 1 and tier 2 MTSS meetings. <p>At the end of the year, compare CAASPP results to see if the percentage of students with disabilities meeting standards increased from 7% to 12%.</p>	
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At John Reith, we will implement targeted supports for students who identify as African American. These efforts will focus on increasing academic achievement (LCAP Goal 1), reducing suspensions by creating a safe, inclusive environment where student identity is affirmed and valued (LCAP Goal 3), and improving attendance and reducing chronic absenteeism (LCAP Goal 4). By the end of 2025-26, John Reith will decrease the number of office referrals by 10% for our Black and African American students.

Incident Referrals
Currently as of 4/22/2025

- 201 office referrals for our African American Students (14% of our population)
- 99 office referrals for our Hispanic Students (41.3% of our population)
- 71 office referrals for our Pacific Islander Students (1.7% of population)
- 120 office referrals for our Asian Students (29.2% of population)
- 302 office referrals for our students with disabilities (24.8% of enrollment)

Metric: African American Disparity

Action 2.2.1 (SiteGoalID: 9365) (DTS: 04/22/25)

Targeted Student Group(s)

• American Indian or Alaska Native • Black or African American • Foster Youth • Homeless • SWD

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation										
<ul style="list-style-type: none">Describe your step by step plan for intervention, for at-risk students, as related to your goal.	<ul style="list-style-type: none">Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	<ul style="list-style-type: none">Throughout the year, report the results of the formative data as you collect it.In March, summarize your data collection results.Based on your summary, what will you adapt/adopt/abandon?										
Action Plan	Progress Monitoring	Evaluation										
<p>Our goal is to increase the positive culture and climate, as well eliminate disparity within our disciplinary practices at Reith.</p> <p><u>PBIS Tier II Implementation:</u> Increase PBIS Tier II implementation, and reduce the discipline incidents for our African American students.</p> <p>Administration will meet with the MHT, Counselor, and Behaviorist to review data during Tier 2 meetings and to ensure proper Tier 2 supports are in place for our African American, Foster</p>	<p>Progress Monitoring <u>Suspension Disparity Data:</u></p> <table><tr><td>23%</td><td>African American students</td></tr><tr><td>0%</td><td>Foster Youth</td></tr><tr><td>13.6%</td><td>Homeless</td></tr><tr><td>0%</td><td>American Indian</td></tr><tr><td>21.5%</td><td>Students with Disabilities</td></tr></table> <p>For the 24-25 school year, our student discipline rate for African American students was 2.1% and our exclusionary discipline rate for African American students was 0% as reported by Power BI. Our goal is to decrease the discipline rate to be under 1% by June 2026 and to maintain our suspension rate.</p>	23%	African American students	0%	Foster Youth	13.6%	Homeless	0%	American Indian	21.5%	Students with Disabilities	
23%	African American students											
0%	Foster Youth											
13.6%	Homeless											
0%	American Indian											
21.5%	Students with Disabilities											

<p>Youth, Homeless, and Students with Disabilities.</p> <p>The MHT, Counselor, and Behaviorist to meet with African American, Foster Youth, Homeless, and Students with Disabilities with repeated disciplinary incidents.</p> <p><u>Recess Mentors:</u> Edupeneurs will work with our African American, Foster Youth, Homeless, and Students with Disabilities daily during recess and lunch times - instilling character development, keeping students focused and interacting in a positive manner.</p> <p>Title I Certificated Timesheets \$500</p> <p>Title I Materials/Supplies/Equipment \$500</p> <p>Supplemental Certificated Timesheets \$1000</p> <p>We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.</p>		
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Site Goal 2.3 (SiteGoalID: 9366) (DTS: 04/22/25)

At John Reith, we will implement targeted supports for students who identify as African American, Native American, are in foster care or experiencing homelessness, or have disabilities. These efforts will focus on increasing academic achievement (LCAP Goal 1), reducing suspensions by creating a safe, inclusive environment where student identity is affirmed and valued (LCAP Goal 3), and improving attendance and reducing chronic absenteeism (LCAP Goal 4). By June 2026, John Reith Elementary will increase the percentage of students students experiencing homelessness meeting or exceeding standards on the CAASPP from 14% to 17% by targeting interventions and supports.

Metric: Homeless Student Disparity

Action 2.3.1 (SiteGoalID: 9366) (DTS: 04/22/25)

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, as related to your goal. 	<p>Progress Monitoring Plan</p> <ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<p>Data Collection & Evaluation</p> <ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
<p>Action Plan</p> <p>K-2 Academic Intervention: AITs will utilize small group instruction, LETRS Training and High Quality Teaching Strategies to teach targeted students not meeting grade level standards in ELA. Priority for intervention services will be given to students in grades K-2 who meet specific entrance criteria, including African American students, Foster Youth, Homeless and Students with Disabilities.</p> <p>Supplemental Certificated Timesheets \$1000</p> <p>Supplemental Materials/Supplies/Equipment \$1000</p> <p>We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.</p>	<p>Progress Monitoring</p> <p>K-2 Academic Intervention: Student progress on our Illuminate Assessments will be used to determine progress for student receiving Intervention every 4 weeks.</p> <p>At the end of the year, compare CAASPP results to see if the percentage of students who experience homelessness in meeting standards increased from 14% to 17%.</p>	<p>Evaluation</p> <ol style="list-style-type: none"> FONT observations were conducted in all classrooms. Observers specifically looked for student talk from students with disabilities. ____% of observed classrooms showed evidence of engagement from these students. ____ students with disabilities received time sheeted tutoring support, totaling ____ hours of instruction. ____ teachers participated in professional development on active participation and student talk. PLC notes showed that ____ grade levels planned or reflected on strategies specifically supporting students with disabilities. RSP and general education teachers used release time to collaborate on ____ occasions. Student talk tools such as _____ and _____ were purchased and used in ____ classrooms to support student talk. The percentage of students with disabilities meeting or exceeding standards on the CAASPP increased from 17% to ____, [meeting/not meeting] the goal of 20%.

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Funding Sources for District Goal 2 (DEV - LCAP ID: 771)

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	2000	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	1000	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	0	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	2000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	1000	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	0	Contracts/Services/Subscriptions
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	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions

District Strategic Goal 3:

Wellness

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: 8788) (DTS: 01/01/10)

Decrease recess referrals by 10% through the implementation of Tier I PBIS supports.

Metric: Other

Action 3.1.1 (SiteGoalID: 8788) (DTS: 02/13/25)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none">• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	<ul style="list-style-type: none">• Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	<ul style="list-style-type: none">• Throughout the year, report the results of the formative data as you collect it.• In March, summarize your data collection results.• Based on your summary, what will you adapt/adopt/abandon?
Action Plan	Progress Monitoring	Evaluation
<p>ACTION 1: July-June Appropriate supplies, equipment and resources (i.e., signs on the playground with rules for games, various game options, adequate supervision) to establish a well maintained and organized recess.</p> <p>ACTION 2: July - June</p>	<p>July-June Administration to monitor and review synergy incident /referral data, yard staffing levels, regular upkeep and ordering of supplies and share with PBIS team monthly.</p> <p>July-June PBIS Tier I to monitor incident data</p>	

<p>PBIS Rotations at the beginning of the school year to discuss behavior expectations and refresh throughout the year (upon return from all breaks).</p> <p>ACTION 3: July-June Designated areas for specific games on the playground with adequate supervision.</p> <p>ACTION 4: July-June Explicitly teach rules and expectations of recess games and activities to all students, ongoing throughout the year.</p> <p>ACTION 5: July-June PD for yard supervisors regarding active yard supervision, de-escalation skills, restorative practices, and game and activity rules and expectations.</p> <p>Title I Classified Timesheets \$1200</p> <p>We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.</p>	<p>and share with staff monthly.</p> <p>July-June Yard supervisors to monitor incident location data, share with administration monthly and adjust recess activity locations as needed.</p> <p>July-June Administration to schedule monthly Yard Supervisor meetings to support understanding of PBIS behavior expectations, Restorative Practices, de-escalation skills, and game/activity rules and expectations.</p>	
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Action 3.1.2 (SiteGoalID: 8788) (DTS: 04/22/25)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> Structured professional learning utilizing educational 	1. Measurements we will collect and analyze for actions 1-4:	

equity instructional coaches

- Release Days to incorporate instructional rounds to amplify Tier 1 restorative practices amongst staff & students. De-escalation trainings. Create monthly videos

- Timesheet classified (paraeducators, yard/campus supervisors, office staff, food nutrition services, etc.) to attend site based workshops to support positive climate/culture and streamlined efforts across campus regarding restorative practices. Must include "PD" on the timesheet.
- Utilize data infrastructure (synergy, rapid cycle measures, etc.) to regularly monitor culture/climate (School Connectedness/Sense of Belonging Climate of Support for Academic Learning, Knowledge and Fairness of Discipline, Rules, and Norms Safety)
- Timesheet individuals to support the work around restorative Tier 1 benchmarks (ie. Equity leadership team meetings, MTSS Tier 1 teams, meetings to engage in restorative data protocols for cycles of inquiry, action planning, etc.)
- September - May, Provide additional PBIS strategies for staff around: social emotional learning, behavior management, and routines and classroom procedures. Explicitly teach expectations in targeted school areas. We will purchase signage, program promotional resources, promote specific PBIS events, and provide release time for staff for PBIS planning.
 1. Staff will support, train and use Second Steps

- Student Discipline Logs, reviewed monthly at PBIS meetings
- Second Steps baseline indicates that 173 lessons, or 29% of lessons, have been taught so far this year schoolwide. Team will monitor and increase this usage in classrooms.
- PBIS team Data reviews, monthly and goals are set for targeted areas of growth
- Review progress and adjust strategies as needed for targeted students with frequent discipline issues on a trimester basis. (monthly yard staff meetings, and trainings)
- We will collect weekly data sent to the site on how many students participate and how many character education bright spots are being given out. Collected and analyzed on a monthly basis.

Data will be collected, progress monitored and analyzed at staff meetings, PLC meetings, SSC, and ELAC meetings.

<p>as a foundational program for our tier 1 interventions of supports</p> <ul style="list-style-type: none"> • August - May, Purchase playground equipment to actively engage kids in unstructured play time to decrease office referrals. • August - June, Contract with ASSIST for 1 more days per week to have a 5 day a week recess mentoring program. • September - May, Provide guest administrators or a Teacher in Charge (TIC) on days when one or both site administrators have to be absent, to ensure continuity of positive school climate. <p>ASSIST site cost is \$15,898.00 out of supplemental</p> <p>Title I Certificated Timesheets \$2500</p> <p>Title I Materials/Supplies/Equipment \$1200</p> <p>Material resources (RP lanyard cards, signage for affective statements, restorative questions, talking pieces, etc.)</p> <p>We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.</p>		
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Funding Sources for District Goal 3 (DEV - LCAP ID: 771)		
Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	2500	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries

Title I – Basic (4900/3010)	1500	Classified- Timesheets
Title I – Basic (4900/3010)	1200	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	0	Contracts/Services/Subscriptions
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	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	15898	Contracts/Services/Subscriptions
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	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions

District Strategic Goal 4:

Family & Community Engagement

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: 8789) (DTS: 02/13/25)

Our goal is to increase the productivity and frequency of home school partnerships. Increase the number of community members attending all school functions and activities. From the school climate parent survey, we will increase parents in school connectedness from 90% to 92%, climate of support for academic learning from 88% to 90%, and safety from 73% to 75% of parents being satisfied with their school climate.

Metric: Parents indicating opportunities for parent involvement

Action 4.1.1 (SiteGoalID: 8789) (DTS: 02/13/25)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none">• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	<ul style="list-style-type: none">• Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	<ul style="list-style-type: none">• Throughout the year, report the results of the formative data as you collect it.• In March, summarize your data collection results.• Based on your summary, what will you adapt/adopt/abandon?
Action Plan	Progress Monitoring	Evaluation
Action Plan 1. <u>August - June, Utilize groups to facilitate parent involvement: PTO, ELAC, School Site Council,</u>	Progress Monitoring 1. <u>Measurements we will collect and analyze:</u> <ul style="list-style-type: none">• Attendance records, collected and analyzed monthly with	

attendance at conferences, and community activities.

- **August & June, Provide training to staff on how to make home visits to families.** Time sheet teachers to participate in Home Visits and parent universities. Contract with outside providers to provide content. We will provide food for families at parent night events.
- Curriculum Nights
 - Parent and family college and career fair for AVID
- Harvest Festival
- Holiday Extravaganza
- Science Night
- Family Dances
- Open House and Back to School Night
- Create fliers home for families on academics and events
- Newsletters
- Auto Dialer, Email, and Facebook technology connection
- Ruby Bridges Day, Walk, Bike and Roll to School, October, November, & May, Partner with Jackman & Valley
- Hosting FTAT, family nights to train families on academic skills they can teach their scholars at home.
- Family Communication Folders
- Host school wide assemblies to bridge the academic and opportunity gaps in our school and engage with our families.
 - Examples: science assembly

**Title I Certificated Timesheets
\$2000**

**Title I Classified Timesheets
\$500**

**Supplemental Classified
Timesheets \$750**

- office and admin staff
- Event Calendar, updated daily
 - Home Visits, encouraged all year
 - Meeting agendas and minutes, collected and analyzed on a weekly basis
 - Call logs
 - Partnerships for student outcomes

Data will be collected, progress monitored and analyzed at staff meetings, PLC meetings, SSC, and ELAC meetings.

Title I Materials/Supplies/Equipment \$4520 We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.		
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Site Goal 4.2 (SiteGoalID: 9367) (DTS: 04/22/25)

Increase the number of families of EL students attending ELAC gatherings

We currently have 15-25 English Language Learning Families in attendance and would like to increase our attendance to 30 families at each of our meetings.

Metric: Parents indicating opportunities for parent input in making decisions

Action 4.2.1 (SiteGoalID: 9367) (DTS: 04/22/25)

Targeted Student Group(s)

- EL

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
Action Plan	Progress Monitoring	Evaluation
Action Plan 1. <u>September- May, Hold separate meetings for families of EL students to attend ELAC meetings</u> <ul style="list-style-type: none"> September - May, Host training for our EL families to better support their child at home and continue our work 	Progress Monitoring 1. <u>Measurements we will collect and analyze:</u> 2. Attendance records 3. Event calendar 4. Home Visits 5. Meeting agendas and minutes 6. Partnerships for student outcomes	

<p>with our home school connection.</p> <ul style="list-style-type: none"> • September - May, provide refreshments and childcare to increase EL parent involvement at EL parent meetings, training, and school events. • August - June, Parent Liaison- Fund Parent Liaison to support community involvement in home visits, conferences, and community • August - June, utilize a parent outreach coordinator to make telephone contact with parents of targeted student groups to insure their awareness, involvement and participation in school activities relevant to their student's success much like the ELAC meeting's function. • August-June Utilize BTA to connect with families, reach out and support at all school events. <p>We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.</p>	<p>Data will be collected, progress monitored and analyzed at staff meetings, PLC meetings, SSC, and ELAC meetings.</p>	
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Site Goal 4.3 (SiteGoalID: 9368) (DTS: 04/22/25)

At John Reith we will decrease the number of students who are absent and or tardy to school. All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment. We will increase attendance from 94.5% to 95% for our whole school. Our African American Populations will increase in attendance from 92.4% to 93% and our Special Education Population from 93.6% to 94%.

Metric: Attendance Rate

Action 4.3.1 (SiteGoalID: 9368) (DTS: 04/22/25)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
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<ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
<p align="center">Action Plan</p> <p>Action Plan 1. August - June, Provide instruction, recognition and increased awareness of the importance of on-time school attendance and citizenship. School wide campaign including attendance incentive programs.</p> <p>We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.</p>	<p align="center">Progress Monitoring</p> <p>Progress Monitoring</p> <p>1. <u>Measurements we will collect and analyze:</u></p> <ul style="list-style-type: none"> Attendance rates based on data from Synergy Tardiness averages 100 late students on late start Wednesdays, we will collect data from switching to early out Wednesday and compare years Collect and analyze data from monthly PBIS student ceremonies <p>Data will be collected, progress monitored and analyzed at staff meetings, PLC meetings, SSC, and ELAC meetings.</p>	<p align="center">Evaluation</p>

Funding Sources for District Goal 4 (DEV - LCAP ID: 771)		
Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	2000	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	500	Classified- Timesheets
Title I – Basic (4900/3010)	4520	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	0	Contracts/Services/Subscriptions

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)	750	Classified- Timesheets
Supplemental/Concentration (7101/0000)	0	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	0	Contracts/Services/Subscriptions
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	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions

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	\$143410	\$0	\$0	\$0	\$143410
Certificated- Timesheets	\$36470	\$2000	\$2500	\$2000	\$42970
Classified- Salaries	\$4000	\$0	\$0	\$0	\$4000
Classified- Timesheets	\$3000	\$0	\$1500	\$500	\$5000
Materials/Supplies/Equipment	\$18000	\$1000	\$1200	\$4520	\$24720
Contracts/Services/Subscriptions	\$23000	\$0	\$0	\$0	\$23000

Title I – Basic (4900/3010) Total: \$243,100

Supplemental/Concentration (7101/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$89024	\$0	\$0	\$0	\$89024
Certificated- Timesheets	\$20288	\$2000	\$0	\$0	\$22288
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$1000	\$0	\$0	\$750	\$1750
Materials/Supplies/Equipment	\$1000	\$1000	\$0	\$0	\$2000
Contracts/Services/Subscriptions	\$5000	\$0	\$15898	\$0	\$20898

Supplemental/Concentration (7101/0000) Total: \$135,960

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	\$11160	\$0	\$0	\$0	\$11160
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Materials/Supplies/Equipment	\$2000	\$0	\$0	\$0	\$2000
Contracts/Services/Subscriptions	\$500	\$0	\$0	\$0	\$500

EL Supplemental (7150/0000) Total: \$13,660

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

John Reith Elementary (360) | 2025-2026

Fund Source Mgmt. Code / Description Resc. Code / Description	EGUSD Strategic Goals					Balance
	Allocation	1. Curriculum and Instruction	2. Targeted Supports & Interventions	3. Wellness	4. Family Engagement	
4900 Director of School Improvement Support 3010 ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	\$243,100	\$227,880	\$3,000	\$5,200	\$7,020	\$0
7101 LCFF Supplemental Concentration TK-6 0000 Unrestricted	\$135,960	\$116,312	\$3,000	\$15,898	\$750	\$0
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	\$13,660	\$13,660	\$0	\$0	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$392,720	\$357,852	\$6,000	\$21,098	\$7,770	

Fund Subtotals		Title I Centralized Services	
Subtotal of additional federal funds included for this school	\$243,100	Title I Foster Youth \$0	Title I Homeless \$0
Subtotal of state or local funds included for this school	\$149,620	Title I Centralized Services \$0	Title I Preschool \$0

