



## **John Reith Elementary**

# **Local Control Accountability Plan (LCAP) 2026-2027**

**Principal:** Virginia Lewis

**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: 2026-2027

### Goal Setting

#### State Priorities

##### Conditions of Learning:

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

##### Pupil Outcomes:

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

##### Engagement:

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

#### Strategic Goals

##### Goal 1: High-Quality 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?

**Staff meetings** were held, and data was collected on: 08/27/2025, 09/10/2025, 09/17/2025, 09/24/2025, 10/29/2025, 11/13/2025, 01/28/2026, 04/08/2026, 04/15/2026, 05/13/2026

**Leadership meetings** were held, and data was collected on: 10/01/2025, 11/05/2025, 11/12/2025, 01/21/2026,

**AVID leadership meetings** were held, and data was collected on: 09/3/2025, 09/24/2025, 10/01/2025, 10/29/2025, 12/03/2025, 01/21/2026, 02/18/2026, 02/25/2026, 04/22/2026,

**School Site Council meetings** were held, and data was collected on: 09/18/2025, 11/06/2026, 02/10/2026, 04/06/2026, 05/12/2026

**Parent events:** 10/01/2025, 10/15/2025, 11/05/2025, 12/10/2025, 01/14/2026, 02/10/2026

**Back to School Night:** 08/13/2025

**Open House:** 04/23/2026

**Family Lunch Days:** 08/29/2026, 10/03/2025, 04/03/202, 04/17/2026, 05/15/2026

**Band Concert:** 12/19/2025, 05/22/2026

**Talent show:** 05/21/2026, 05/22/2026

**Family Movie Night:** 12/16/2025, 03/06/2026

**Harvest Festival:** 10/24/2025

**Family Dances:** 09/30/2025, 12/16/2025  
**FTAT Family Math Nights:** 09/16/2026, 10/14/2025, 11/04/2025, 03/10/2026, 04/09/2026

**ELAC meetings** were held and data was collected on: 09/23/2025, 01/21/2026, 03/21/2026

Multiple staff, student and parent surveys were sent home as well to collect data as well.

2. Impact of LCAP and Annual Update

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

During School Site Council meetings, the team regularly reviewed data to monitor progress toward our LCAP goals and to inform decision-making. Multiple data sources were analyzed, including the California School Dashboard, historical CAASPP data in English Language Arts and Mathematics, chronic absenteeism rates, suspension and discipline data, classroom-based fluency assessments, LETRS data from primary grade teachers, and monthly progress monitoring data collected by the intervention team.

Through this analysis, the team identified that both targeted student groups—African American students and students with disabilities—demonstrated measurable progress based on classroom data. However, English Learners showed the least amount of growth, indicating a continued need for focused support.

Input from parent, student, and staff surveys informed key decisions for the development of the new LCAP. The team agreed to maintain academic intervention teacher positions, continue implementation of the site’s professional development plan, and expand training in GLAD (Guided Language Acquisition Design) strategies to strengthen ELD instruction. The team also reaffirmed its commitment to the school's vision and mission as an AVID Elementary School.

Additional priorities identified for the new LCAP include providing ongoing staff training, allocating release time for teachers to collaboratively analyze data and plan targeted instruction, continuing to upgrade instructional technology, and expanding AVID professional development opportunities.

The LCAP was adjusted throughout the year as needed to reflect emerging data and to ensure responsiveness to student needs.

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.

Goals, Actions, and Progress Indicators

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| District Strategic Goal 1:                                                                                                                                                          | District Needs and Metrics 1:                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| High-Quality Curriculum, Instruction & Assessment                                                                                                                                   | Students need high quality classroom instruction and curriculum as measured by:                                                                                                                                                                                                                                                                                                                                                                                          |
| All students will receive high-quality classroom curriculum, instruction, and assessment to promote college, career, and life readiness and close achievement and opportunity gaps. | <ul style="list-style-type: none"><li>A-G Completion - Percent of Graduates Completing A-G Requirements</li><li>AP/IB Exams - Percent of Graduates Passing an AP/IB Exam</li><li>CAASPP (ELA, Math, Science) - Distance from Standard</li><li>CAASPP (ELA, Math, Science) - Percent Standard Met or Exceeded</li><li>CTE Sequence Completion - Percent of Graduates Completing a CTE Sequence</li><li>Progress toward English Proficiency - Percent Increasing</li></ul> |

ELPI Level

- Reclassified - Percent of English Learners Reclassified
- Test Participation Rate on Districtwide Assessments

Site Goal 1.1

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 – English Language Arts (ELA)**

John Reith Elementary will continue to focus on closing the achievement and opportunity gap through high-quality instruction and the creation of an equitable learning environment that ensures all students have access to the resources, supports, and opportunities necessary to succeed, regardless of background or initial academic standing.

Overall, English Language Arts (ELA) performance will increase from **35% to 40%** of students meeting or exceeding standards on the CAASPP assessment, as measured by LCAP metrics.

**Current Data and Growth Targets**

- **Hispanic Students:**  
26% met or exceeded standards on the 2025 CAASPP (an increase of 13%).  
Target: Increase by 4% to **30%** in 2026.
- **African American Students (Targeted Subgroup):**  
15% met or exceeded standards in 2024, increasing to 19% in 2025.  
Target: Increase by 4% to **23%** in 2026.
- **Asian Students:**  
45% met or exceeded standards in 2025 (an increase of 16%).  
Target: Increase by 4% in 2026.
- **Students with Two or More Races (Targeted Subgroup):**  
29% met or exceeded standards in 2024, increasing to 46% in 2025 (a 15% increase).  
Target: Increase by 4% to **50%** in 2026.
- **English Learners (Targeted Subgroup):**  
13% met or exceeded standards in 2024, increasing to 24% in 2025 (an increase of 11%).  
Target: Increase by 4% to **28%** in 2026. Continued emphasis will be placed on targeted intervention and language development supports.
- **Socioeconomically Disadvantaged Students:**  
20% met or exceeded standards in 2024, increasing to 34% in 2025 (an increase of 14%).  
Target: Increase by 4% to **38%**.
- **Students with Disabilities (Targeted Subgroup):**  
7% met or exceeded standards in 2024, increasing by 8% in 2025.  
Target: Increase by 4% in 2026. This subgroup will continue to receive targeted supports and interventions.

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

Action 1.1.1

**Targeted Student Group(s)**

| <p>Action Plan</p> <ul style="list-style-type: none"> <li>Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p>Progress Monitoring Plan</p> <ul style="list-style-type: none"> <li>Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p>Data Collection &amp; Evaluation</p> <ul style="list-style-type: none"> <li>Describe the overall implementation and effectiveness of this action plan.</li> <li>Describe any major differences between the planned implementation and the actual implementation.</li> <li>Describe any changes that will be made based on the data collected.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <p>Action Plan</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p>Progress Monitoring</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p>Evaluation</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <p><b>Action 1: High-Quality Tier 1 Instruction</b></p> <ol style="list-style-type: none"> <li>Provide ongoing professional development (August–May) focused on standards-aligned ELA instruction, including explicit teaching of reading, writing, and foundational literacy skills. Teachers will implement research-based strategies, including differentiation, scaffolding, and structured student discourse, supported by clearly defined learning targets, success criteria, and formative assessments.</li> <li>Regular collaboration time through PLCs will be provided for data analysis, instructional planning, and alignment with Academic Intervention Teachers to support targeted small group instruction in foundational skills (e.g., comprehension, decoding, and phonemic awareness). Staff will also engage in professional learning opportunities, including AVID training.</li> <li>Provide students with the materials and resources necessary to support <b>high-quality instruction</b> from August through May, including supplies for GLAD and ELD instruction, intervention and enrichment programs, physical education and recess equipment. Ensure adequate access to paper and instructional materials for targeted student groups, and purchase student agendas and communication folders to promote organization and support Reith goals.</li> <li>Ensure access to printers, ink, and essential supplies and materials to effectively support student learning and the delivery of high-quality instruction across all programs and services.</li> </ol> <p>Funding includes:</p> <ul style="list-style-type: none"> <li><b>Title I Contracts and Services:</b> \$800</li> <li><b>Title I Certificated Timesheets:</b> \$43,830</li> <li><b>Supplemental Certificated Timesheets:</b> \$45,788</li> </ul> | <p>John Reith Elementary will evaluate this goal through ongoing data collection, analysis, and instructional adjustments. The site will review curriculum-based assessments, benchmark data, and foundational literacy data three times per year, along with annual CAASPP results to monitor student achievement and subgroup growth.</p> <p>PLC agendas, meeting minutes, and data review cycles will be used to ensure consistent data-driven collaboration and action planning. Weekly instructional walkthroughs will monitor the implementation of high-quality instruction, including ELD, GLAD, and AVID strategies, while professional development participation and implementation will be tracked monthly.</p> <p>Site leadership will use these data sources to assess progress, provide targeted support, and refine practices to ensure continuous improvement.</p> | <p><b>Measurements and Measurable Outcomes</b></p> <ul style="list-style-type: none"> <li><b>Curriculum-Based and Benchmark Assessments (3x/year):</b><br/>Increase students meeting grade-level benchmarks by <b>at least 5% each trimester</b>.</li> <li><b>PLC Implementation:</b><br/>Weekly PLC agendas and minutes will be reviewed.<br/><i>Outcome: 100% of grade-level teams</i> engage in data-driven collaboration.</li> <li><b>Data Review Cycles:</b><br/>Conducted three times per year.<br/><i>Outcome: 100% of grade levels</i> develop action plans based on data analysis.</li> <li><b>CAASPP Data (annual):</b><br/>Increase ELA proficiency from <b>35% to 40%</b>, with targeted subgroup growth of <b>at least 4% annually</b>.</li> <li><b>Professional Development Participation:</b><br/>Tracked monthly.<br/><i>Outcome: 100% of certificated staff</i> participate, with evidence of implementation.</li> <li><b>Foundational Literacy Data (3x/year):</b><br/><i>Outcome:</i> Increase students meeting benchmarks by <b>at least 5% each trimester</b>.</li> <li><b>Instructional Walkthroughs (weekly):</b><br/><i>Outcome:</i> Increase implementation of ELD, GLAD, and AVID strategies to <b>at least 90% of classrooms</b>.</li> </ul> |

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| <p><b>Supplemental Classified Timesheets:</b><br/>\$1,000</p> <p>All expenditures will align with Title I guidelines and support implementation of this action.</p> |  |  |
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Action 1.1.2

**Targeted Student Group(s)**

- All

| Action Plan                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Progress Monitoring Plan                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Data Collection & Evaluation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <p><b>Action Plan</b></p> <p><b>Action: Literacy Support and Enrichment</b><br/>To close the achievement and opportunity gap in English Language Arts, John Reith Elementary will implement a comprehensive literacy support system focused on increasing access to high-quality reading materials, strengthening instruction, and fostering a schoolwide culture of reading.</p> <ol style="list-style-type: none"> <li>From August through June, the site will supplement the cost of a Library Technician to support literacy efforts, including managing the schoolwide reading program, collaborating with teachers, supporting students, and maintaining current, accessible library resources.</li> <li>The site will purchase and maintain updated library books and instructional materials, including SIPPS, leveled readers, and resources aligned to the core curriculum, to support grade-level reading goals and targeted intervention. Schoolwide reading programs and digital platforms, such as Accelerated Reader, will be utilized to promote engagement and monitor student progress.</li> <li>Extended learning opportunities, including after-school reading clubs, will be provided through additional staff support.</li> </ol> <p>Funding includes:</p> <ul style="list-style-type: none"> <li><b>Title I Classified Salaries:</b> \$4459</li> <li><b>Title I Supplies and Materials:</b> \$3,300</li> </ul> | <p><b>Progress Monitoring</b></p> <p><b>Measurements and Measurable Outcomes</b><br/>John Reith Elementary will utilize multiple assessment tools to monitor student progress and guide instructional decisions:</p> <ul style="list-style-type: none"> <li><b>Accelerated Reader (AR) STAR Assessments (2x/year):</b><br/>Increase the percentage of students meeting expected Lexile growth by <b>10% annually</b>, with <b>80% or more of students</b> demonstrating measurable growth between assessment windows.</li> <li><b>Wonders and Mathematics Online Assessments (monthly):</b><br/>Increase the percentage of students meeting grade-level benchmarks by <b>at least 5% each trimester</b>. All grade-level teams will analyze data weekly in PLCs to inform instruction and next steps.</li> <li><b>Illuminate Benchmark Assessments (3x/year):</b><br/>Increase the percentage of students meeting or exceeding benchmark standards by <b>at least 5% each trimester</b>, while reducing the number of students below benchmark by <b>at least 5% per assessment cycle</b> through targeted interventions.</li> </ul> | <p><b>Evaluation</b></p> <p>John Reith Elementary will evaluate this goal through ongoing analysis of multiple assessment data sources to monitor student growth and instructional effectiveness. STAR Reading data will be reviewed twice per year to measure Lexile growth, while Wonders and Mathematics assessments will be analyzed monthly to track progress toward grade-level benchmarks.</p> <p>Illuminate benchmark data will be reviewed three times per year to evaluate overall performance, identify students in need of additional support, and monitor the effectiveness of targeted interventions. PLC teams will engage in weekly data analysis to adjust instruction and respond to student needs in real time.</p> <p>Site leadership will use these data points collectively to assess progress toward growth targets, refine instructional practices, and ensure continuous improvement in student achievement.</p> |

All expenditures will align with Title I guidelines and support improved student literacy outcomes.

### Action 1.1.3

#### Targeted Student Group(s)

- All

| Action Plan                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Progress Monitoring Plan                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Data Collection & Evaluation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <ul style="list-style-type: none"><li>• Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"><li>• Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"><li>• Describe the overall implementation and effectiveness of this action plan.</li><li>• Describe any major differences between the planned implementation and the actual implementation.</li><li>• Describe any changes that will be made based on the data collected.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                     |
| <p><b>Action Plan</b></p> <p><b>Action: Instructional Technology and Resources</b></p> <ul style="list-style-type: none"><li>• From August through May, John Reith Elementary will invest in instructional technology to enhance teaching and learning and support efforts to close the achievement and opportunity gap. Purchases may include, but are not limited to, SMARTBoard and LCD projector replacements, printers, a color printer with ink, and other technology needs that support classroom instruction.</li><li>• Teachers will integrate high quality instructional strategies alongside technology resources to increase student engagement, organization, collaboration, and access to content. Student progress, particularly for targeted subgroups, will be monitored regularly to ensure that technology integration is effectively supporting academic growth.</li></ul> <p>Funding for this action includes:</p> <ul style="list-style-type: none"><li>• <b>Title I Materials, Supplies, and Equipment:</b> \$3,000</li><li>• <b>Supplemental funding/supplies and materials,</b> \$43,830</li></ul> <p>All expenditures will align with Title I guidelines and will include allowable, reasonable, and necessary supplies to ensure successful implementation of this action and to support improved student outcomes.</p> | <p><b>Progress Monitoring</b></p> <p><b>Measurements and Measurable Outcomes</b></p> <p>John Reith Elementary will use multiple assessment tools to monitor student progress and guide instruction:</p> <ul style="list-style-type: none"><li>• <b>AR STAR Assessments (2x/year):</b><br/>80% of students will demonstrate Lexile growth, with a 10% annual increase in students meeting expected reading growth.</li><li>• <b>Wonders and Mathematics Assessments (monthly):</b><br/>Increase students meeting grade-level benchmarks by at least 5% each trimester. 100% of grade-level teams will analyze data weekly in PLCs and document instructional next steps.</li><li>• <b>Illuminate Benchmark Assessments (3x/year):</b><br/>Increase students meeting or exceeding benchmarks by at least 5% each cycle and decrease students below benchmark by at least 5% through targeted interventions.</li></ul> | <p><b>Evaluation</b></p> <p>John Reith Elementary will evaluate this goal through ongoing analysis of STAR, Wonders/Mathematics, and Illuminate assessment data to monitor student growth and achievement. Data will be reviewed regularly in PLCs to guide instructional decisions and adjust supports based on student needs.</p> <p>Site leadership will also monitor PLC implementation and the use of targeted interventions to ensure alignment to identified goals. Progress toward measurable outcomes will be assessed throughout the year, with overall effectiveness determined by increases in students meeting growth targets and grade-level benchmarks across all assessment measures.</p> |

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### Action 1.1.4

#### Targeted Student Group(s)

- School-wide

| Action Plan                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Progress Monitoring Plan                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Data Collection & Evaluation                                                                                                                                                                                                                                                                                                                                                                            |
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| <ul style="list-style-type: none"> <li>• Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>• Describe your step by step plan for progress monitoring your action plan. What <b>formative student data</b> will you collect and how often?</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>• Describe the overall implementation and effectiveness of this action plan.</li> <li>• Describe any major differences between the planned implementation and the actual implementation.</li> <li>• Describe any changes that will be made based on the data collected.</li> </ul>                                                                               |
| <p><b>Action Plan</b></p> <p><b>Action: Student Access to Enrichment Opportunities</b></p> <ol style="list-style-type: none"> <li>1. From August through May, John Reith Elementary will provide field trip scholarships, entrance fees, transportation, and on-site program contracts to ensure all students have equitable access to culturally relevant and academically enriching experiences.</li> </ol> <p>Funding includes:</p> <ul style="list-style-type: none"> <li>• <b>Supplemental Funds (Field Trips):</b><br/>\$10,000</li> </ul> <p>All expenditures will align with guidelines and include allowable, reasonable, and necessary costs to support full student participation and enhance educational opportunities.</p> | <p><b>Progress Monitoring</b></p> <p><b>Measurements and Measurable Outcomes</b></p> <ul style="list-style-type: none"> <li>• <b>Student Participation:</b><br/><i>Outcome: 100% of students</i> will participate in at least one field trip or enrichment opportunity annually.</li> <li>• <b>Academic Impact:</b><br/>Student application of CCSS and NGSS will be measured through, classroom assessments, and student work.<br/><i>Outcome:</i> Demonstrated growth reviewed <b>annually</b>, supported by pre- and post-assessment data as applicable.</li> <li>• <b>Engagement and Attendance:</b><br/><i>Outcome:</i> Maintain or improve overall attendance rates and student engagement.</li> <li>• <b>Data Monitoring:</b><br/>Data will be reviewed during <b>PLCs, staff meetings, SSC, and ELAC.</b><br/><i>Outcome: 100% of stakeholder groups</i> participate in ongoing data review to inform decisions.</li> </ul> | <p><b>Evaluation</b></p> <p>John Reith Elementary will evaluate this goal by monitoring student participation in enrichment opportunities, analyzing CAASPP and classroom assessment data for academic impact, and reviewing attendance and engagement trends. Data will be reviewed regularly through PLCs, staff meetings, SSC, and ELAC to inform adjustments and ensure continuous improvement.</p> |

### Action 1.1.5

#### 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                                                                                                                                                                                                               |
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| <ul style="list-style-type: none"> <li>• Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li> </ul> | <ul style="list-style-type: none"> <li>• Describe your step by step plan for progress monitoring your action plan. What <b>formative student data</b> will you collect and how often?</li> </ul> | <ul style="list-style-type: none"> <li>• Describe the overall implementation and effectiveness of this action plan.</li> <li>• Describe any major differences between the planned implementation and the actual implementation.</li> </ul> |

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| <p style="text-align: center;"><b>Action Plan</b></p> <p><b>Action: Tier II Academic Intervention Supports</b><br/>To close the achievement and opportunity gap, John Reith Elementary will provide targeted Tier II intervention supports from August through June. Intervention teachers will deliver small group instruction focused on foundational literacy skills, including phonics, decoding, blending, phonemic awareness, and comprehension, to address identified learning gaps.</p> <ol style="list-style-type: none"> <li>The site will employ <b>two Academic Intervention Teachers</b> to support student needs: two at <b>100% FTE</b>. These teachers will implement research-based practices to accelerate student learning and support progress toward grade-level proficiency.</li> </ol> <p>Funding includes:</p> <ul style="list-style-type: none"> <li><b>1.0 FTE</b></li> <li><b>Total:</b> \$159,585 (Title)</li> <li>1.0 FTE Salary: \$160,000 (LRGBE)</li> <li>.37 FTE</li> </ul> <p>Additional allowable, reasonable, and necessary supplies will be purchased to support full implementation of this action.</p> | <p style="text-align: center;"><b>Progress Monitoring</b></p> <p><b>Measurements and Measurable Outcomes</b><br/>John Reith Elementary will monitor the effectiveness of Tier II interventions through the following data sources:</p> <ul style="list-style-type: none"> <li><b>Intervention Progress Monitoring (monthly):</b><br/>LETRS-aligned data, including fluency, sight words, and letter-sound recognition, will be collected and analyzed monthly.<br/><i>Outcome: At least 70% of students</i> in intervention will demonstrate measurable growth, and <b>25–30% of students</b> will meet criteria to exit intervention annually.</li> <li><b>Fluency Assessments (3x/year):</b><br/>Analyzed during PLC meetings.<br/><i>Outcome:</i> Increase the percentage of students meeting grade-level fluency benchmarks by <b>at least 5% each assessment cycle</b>.</li> <li><b>Illuminate Interim Assessments (3x/year):</b><br/>Used to monitor academic progress.<br/><i>Outcome:</i> Increase the percentage of students meeting benchmark standards by <b>at least 5% each cycle</b>.</li> <li><b>PLC Data Analysis (monthly):</b><br/>Intervention and classroom data reviewed regularly.<br/><i>Outcome: 100% of teams</i> use data to adjust instruction and intervention supports.</li> </ul> | <p style="text-align: center;"><b>Evaluation</b></p> <p>John Reith Elementary will evaluate this goal by monitoring student progress in Tier II interventions through monthly progress monitoring data (e.g., LETRS, fluency, sight words, and letter-sound assessments) and trimester benchmark assessments. The effectiveness of interventions will be measured by student growth rates, including the percentage of students demonstrating progress and exiting intervention. Additional evaluation will include analysis of CAASPP results. Data will be reviewed regularly through PLCs, staff meetings, School Site Council (SSC), and ELAC to determine effectiveness and guide adjustments to instruction and intervention supports for continuous improvement.</p> |

## Site Goal 1.2

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 1.2.1

#### Targeted Student Group(s)

- EL

| Action Plan                                                                                                                                        | Progress Monitoring Plan                                                                                                                                                | Data Collection & Evaluation                                                                                                                                                 |
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| <ul style="list-style-type: none"> <li>Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li> </ul> | <ul style="list-style-type: none"> <li>Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you</li> </ul> | <ul style="list-style-type: none"> <li>Describe the overall implementation and effectiveness of this action plan.</li> <li>Describe any major differences between</li> </ul> |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | collect and how often?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | the planned implementation and the actual implementation.<br>• Describe any changes that will be made based on the data collected.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <p style="text-align: center;"><b>Action Plan</b></p> <p><b>Action: Assessment Administration, Coordination, and Data Use</b><br/>To ensure accurate assessment administration and effective use of data to inform instruction, John Reith Elementary will implement the following systems:</p> <p><b>Staffing and Assessment Administration</b></p> <ul style="list-style-type: none"> <li>Initial ELPAC assessments will be administered by certificated staff within the required 30-day timeline.</li> <li>Summative ELPAC assessments will be administered by credentialed teachers.</li> <li>CAASPP assessments will be administered by classroom teachers, with support from the RSP team to provide accommodations for students as needed.</li> <li>The Vice Principal will coordinate and oversee ELPAC and CAASPP administration.</li> <li>Teachers will administer Illuminate benchmark assessments to all students.</li> <li>The administrative team, Academic Intervention Teachers (AIT), and Classroom Release Teachers (CRT) will support coordination of make-up testing.</li> </ul> <p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>Provide training for new teachers on CAASPP, ELPAC, and Illuminate assessment procedures.</li> <li>Offer annual refresher training for returning staff on assessment administration and best practices.</li> <li>Utilize PLCs to review assessment data and guide instructional planning.</li> </ul> <p><b>Release Time and Collaboration</b></p> <ul style="list-style-type: none"> <li>Provide grade-level data analysis days for teachers to review assessment results and determine instructional next steps.</li> <li>Allocate release time for teachers to administer Illuminate assessments.</li> </ul> <p><b>Funding</b></p> <ul style="list-style-type: none"> <li><b>Title I Certificated Timesheets:</b> \$10,000</li> <li><b>Supplemental Certificated Timesheets:</b> \$8,000</li> </ul> <p>All expenditures will align with applicable guidelines and support the effective</p> | <p style="text-align: center;"><b>Progress Monitoring</b></p> <p><b>Measurable Outcomes</b></p> <ul style="list-style-type: none"> <li><b>Assessment Completion:</b><br/>Monitor student participation using TOMS and Illuminate.<br/><i>Outcome:</i> Achieve <b>at least 98% completion rates</b> for all required assessments.</li> <li><b>Progress Monitoring:</b><br/>Track completion weekly during testing windows and coordinate daily make-up testing.<br/><i>Outcome:</i> Ensure timely completion of assessments for all students.</li> <li><b>Communication and Coordination:</b><br/>Provide regular updates to teachers identifying students needing make-up assessments.<br/><i>Outcome:</i> Maintain accurate tracking and completion of all testing requirements.</li> <li><b>Data Review and Analysis:</b><br/>Review final participation data at the end of each testing window.<br/><i>Outcome:</i> Data will be analyzed through <b>PLCs, staff meetings, SSC, and ELAC</b> to inform planning and ensure compliance.</li> </ul> | <p style="text-align: center;"><b>Evaluation</b></p> <p>John Reith Elementary will evaluate assessment implementation and participation using the following measures:</p> <ul style="list-style-type: none"> <li><b>Illuminate Benchmark Assessments:</b><br/>____% of students completed all Illuminate Benchmark Assessments. <ul style="list-style-type: none"> <li><b>Trimester 1:</b> ____% participation</li> <li><b>Trimester 2:</b> ____% participation</li> </ul> </li> <li><b>ELPAC Assessments:</b><br/>____% of Initial ELPAC assessments were completed within 30 days of student enrollment.<br/>____% of students completed the Summative ELPAC assessment (February–May).</li> <li><b>CAASPP Assessments:</b><br/>____% of students completed CAASPP testing in May.</li> </ul> |

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| implementation of assessment systems and data-driven instruction. |  |  |
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### Site Goal 1.3

#### English Learner Goal: Academic Achievement and Language Proficiency

John Reith Elementary will close the achievement and opportunity gap for English Learners through high-quality instruction and targeted language development supports.

#### Academic Achievement Targets (CAASPP)

- **ELA:** Increase from **24% to 28%** meeting or exceeding standards (previous increase of 11%).
- **Math:** Increase from **16% to 20%** meeting or exceeding standards (previous increase of 6%).

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

### Action 1.3.1

#### 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <ul style="list-style-type: none"> <li>Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>Describe the overall implementation and effectiveness of this action plan.</li> <li>Describe any major differences between the planned implementation and the actual implementation.</li> <li>Describe any changes that will be made based on the data collected.</li> </ul>                                                                                                                                                                                                                                                                                                        |
| Action Plan                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Progress Monitoring                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Evaluation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <p><b>Action Plan: Professional Development and Data-Driven Instruction</b></p> <ul style="list-style-type: none"> <li>From July through June, John Reith Elementary will provide ongoing professional development on CCSS-aligned instruction, including Wonders, AVID, and GLAD, while strengthening PLCs to support collaboration and data-driven planning.</li> <li>Release days will be provided for teachers to analyze data, engage in peer observations, and participate in targeted professional development to address achievement gaps. Data review meetings will be held in October and March with the mental health team and support staff to monitor student progress and plan interventions.</li> </ul> | <p><b>Measurements and Evaluation</b></p> <p>John Reith Elementary will monitor progress toward this goal using multiple data sources:</p> <ul style="list-style-type: none"> <li>• <b>SMART Goals:</b> Collected and analyzed <b>three times per year</b> to monitor student progress and instructional effectiveness.</li> <li>• <b>Benchmark and Fluency Data:</b> Collected <b>three times per year</b> and analyzed to assess progress toward grade-level standards.</li> </ul> <p>Data will be regularly reviewed through <b>PLCs, staff meetings, School Site Council (SSC), and ELAC</b> to monitor progress, inform instructional decisions, and guide continuous improvement.</p> | <p>John Reith Elementary will evaluate this goal by analyzing student achievement data, including SMART goals, benchmark and fluency assessments, and CAASPP results, to determine progress toward grade-level standards and overall growth.</p> <p>Data will be reviewed regularly through PLCs, staff meetings, School Site Council (SSC), and ELAC to assess the effectiveness of instructional practices and interventions. Based on this analysis, adjustments will be made to instruction, professional development, and supports to ensure continuous improvement and progress toward closing achievement gaps.</p> |

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| <b>Funding:</b> <ul style="list-style-type: none"> <li>• <b>EL Supplemental Certificated Timesheets:</b> \$8423</li> </ul> <p>Additional allowable, reasonable, and necessary supplies will be purchased to support implementation.</p> |  |  |
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### Action 1.3.2

#### 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <ul style="list-style-type: none"> <li>• Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>• Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>• Describe the overall implementation and effectiveness of this action plan.</li> <li>• Describe any major differences between the planned implementation and the actual implementation.</li> <li>• Describe any changes that will be made based on the data collected.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Action Plan                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Progress Monitoring                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Evaluation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <p><b>Action: English Learner Supports and Instruction</b></p> <p>To address the needs of English Learners and close the achievement gap, John Reith Elementary will implement targeted supports from August through June.</p> <p>The intervention team will collaborate with classroom teachers to strengthen <b>ELD instructional time</b> and provide targeted literacy intervention aligned to student needs. Designated ELD curriculum and intervention programs will be utilized to support language development for English Learners. An <b>EL instructional coach</b> will provide ongoing support to both students and staff to strengthen instructional practices.</p> <p>Additional supports will include:</p> <ul style="list-style-type: none"> <li>• <b>Tutoring for English Learners</b> (September–May) to reinforce language and academic skills.</li> <li>• <b>Family engagement through academic parent nights</b> (September–May), including food to support participation.</li> <li>• <b>Supplemental instructional materials</b> (August–June) to address individualized learning goals.</li> <li>• <b>GLAD professional development</b> (July and March) to strengthen ELD instructional strategies.</li> <li>• Use of <b>Imagine Learning</b> and other</li> </ul> | <p>Student Growth (Formative &amp; Interim Data)</p> <ul style="list-style-type: none"> <li>• <b>Illuminate Benchmark Assessments (3x/year):</b><br/>Increase the percentage of English Learners meeting or exceeding standards by <b>+5% per trimester</b>, while decreasing the percentage below benchmark by <b>at least 5% each cycle</b>.</li> <li>• <b>Wonders / ELD Unit Assessments (Monthly):</b><br/>Track EL student performance on reading, writing, and language standards with a goal of <b>80% of EL students demonstrating growth each month</b> based on unit or standards-based assessments.</li> <li>• <b>Writing &amp; Language Samples (Monthly):</b><br/>Collect and score student writing using a rubric aligned to language objectives. Goal: <b>All EL students show growth in at least one language domain (vocabulary, sentence structure, or written expression) each trimester</b>.</li> <li>• Data will be reviewed regularly through <b>PLCs, staff meetings, SSC, and ELAC</b> to monitor progress and guide instructional decisions.</li> </ul> | <p>John Reith Elementary will evaluate this goal by analyzing CAASPP, ELPAC, and curriculum-embedded assessment data to determine student progress in language development and academic achievement. Reclassification rates will be reviewed annually to assess progress toward the target increase.</p> <p>Effectiveness will be measured using multiple data sources, CAASP including <b>(annual)ELPAC assessments (2x/year)</b>, and <b>curriculum-embedded assessments (monthly)</b> analyzed during PLCs. <i>Outcome:</i> Increase English Learner reclassification rates from <b>16% to 19%</b>, as measured annually.</p> <p>Data will be reviewed regularly through PLCs, staff meetings, School Site Council (SSC), and ELAC to monitor effectiveness and make adjustments to instruction, intervention, and supports to ensure continuous improvement for English Learners.</p> |

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| <p><b>digital programs</b> to support newcomers and English Learners requiring additional language development.</p> <p><b>Funding</b></p> <ul style="list-style-type: none"> <li>• <b>EL Supplemental Materials/Supplies/Equipment:</b> \$1,000</li> <li>• <b>EL Supplemental Contracts/Services/Subscriptions:</b> \$500</li> </ul> <p>All expenditures will align with applicable guidelines and include allowable, reasonable, and necessary resources to support improved outcomes for English Learners.</p> |  |  |
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### Action 1.3.3

#### 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <ul style="list-style-type: none"> <li>• Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>• Describe your step by step plan for progress monitoring your action plan. What <i><b>formative student data</b></i> will you collect and how often?</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>• Describe the overall implementation and effectiveness of this action plan.</li> <li>• Describe any major differences between the planned implementation and the actual implementation.</li> <li>• Describe any changes that will be made based on the data collected.</li> </ul>                                                                                                                                                                                                                                                                           |
| Action Plan                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Progress Monitoring                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Evaluation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <p><b>Action: English Learner Coordination and Family Engagement</b></p> <p>John Reith Elementary will provide comprehensive support for English Learners through coordinated assessment, program implementation, and family engagement. From September through May, an <b>EL Coordinator</b> and bilingual <b>BTA</b> will support EL program implementation, including administration of Initial and Summative ELPAC assessments, monitoring student progress and reclassification, coordinating ELAC meetings, providing translations, and supporting communication with families. The EL Coordinator will also attend ELAC and DELAC meetings and oversee compliance-related activities.</p> <p>Key actions include:</p> <ul style="list-style-type: none"> <li>• Conducting a <b>minimum of four ELAC meetings annually</b> (September–May).</li> <li>• Hosting an <b>EL Reclassification Celebration</b> in May.</li> <li>• Providing <b>translation services</b> for school events and meetings (August–</li> </ul> | <p><b>Measurements and Evaluation</b></p> <ul style="list-style-type: none"> <li>• <b>ELPAC Results (annual):</b><br/><i>Outcome:</i> Increase English Learner progress toward proficiency and reclassification rates.</li> <li>• <b>ELAC Participation (4x/year):</b><br/><i>Outcome:</i> Maintain or increase family engagement, as measured by ELAC and reclassification event attendance.</li> <li>• <b>Illuminate Interim Assessments (3x/year):</b><br/><i>Outcome:</i> Increase the percentage of English Learners meeting grade-level benchmarks by <b>at least 5% each cycle</b>.</li> </ul> <p>Data will be reviewed regularly through <b>PLCs, staff meetings, SSC, and ELAC</b> to monitor effectiveness and guide program adjustments to support English Learner success.</p> | <p>John Reith Elementary will evaluate this action by analyzing ELPAC results, reclassification rates, and interim assessment data to determine progress in English Learner language development and academic achievement. Participation in ELAC meetings and family events will also be reviewed to assess the effectiveness of family engagement efforts.</p> <p>Data will be regularly reviewed through PLCs, staff meetings, School Site Council (SSC), and ELAC to monitor implementation, ensure compliance, and make adjustments to instruction and supports for continuous improvement.</p> |

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| <p>June).</p> <ul style="list-style-type: none"> <li>Administering ELPAC assessments for newcomers and eligible students throughout the year.</li> <li>Providing <b>targeted materials and resources</b> (e.g., headphones, curriculum supports, books) to support English Learners with high academic needs.</li> </ul> <p><b>Funding</b></p> <ul style="list-style-type: none"> <li><b>EL Supplemental Materials/Supplies/Equipment: \$1,000</b></li> </ul> <p>All expenditures will align with applicable guidelines and include allowable, reasonable, and necessary resources to support English Learner success.</p> |  |  |
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Site Goal 1.4

**Goal: Student Engagement and Academic Discourse**

John Reith Elementary will increase the effective use of student academic discourse to strengthen engagement and learning outcomes. Teacher implementation of structured student talk will increase from **66% to 70%**, as measured by the Teaching and Learning Program Implementation Continuum (PIC) and classroom walkthrough data.

**Student Perception Targets (Survey Data)**

- Increase from **75% to 80%** of students reporting that teachers provide opportunities to work and communicate with classmates.
- Increase from **76% to 80%** of students reporting that teachers expect them to talk and share ideas.
- Increase from **70% to 75%** of students reporting that teachers guide and support student discussions.
- Increase from **64% to 68%** of students reporting that they question or challenge the ideas of others during collaborative work.

**Implementation Data**

- Increase classroom implementation of student talk strategies to **70%**, as measured by walkthrough (FONT) data, aligning teacher self-reported implementation (74%) with observed practices.

Metric: Student Talk

Action 1.4.1

Targeted Student Group(s)

- All

| Action Plan                                                                                                                                        | Progress Monitoring Plan                                                                                                                                                                       | Data Collection & Evaluation                                                                                                                                                                                                                                                                                        |
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| <ul style="list-style-type: none"> <li>Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li> </ul> | <ul style="list-style-type: none"> <li>Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?</li> </ul> | <ul style="list-style-type: none"> <li>Describe the overall implementation and effectiveness of this action plan.</li> <li>Describe any major differences between the planned implementation and the actual implementation.</li> <li>Describe any changes that will be made based on the data collected.</li> </ul> |

| Action Plan                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Progress Monitoring                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Evaluation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <p><b>Action Plan: Student Talk and Academic Discourse</b><br/>To increase student engagement and academic discourse, John Reith Elementary will implement a comprehensive plan focused on professional development, coaching, and accountability.</p> <p><b>Professional Development and Coaching</b></p> <ul style="list-style-type: none"> <li>Provide ongoing professional development (August–June) focused on effective student talk strategies and structured academic discourse.</li> <li>Deliver explicit instruction on implementing student talk in the classroom, supported by instructional coaches through modeling, co-teaching, and feedback.</li> </ul> <p><b>Monitoring and Feedback</b></p> <ul style="list-style-type: none"> <li>Increase the frequency of <b>FONT walkthroughs</b>, with a focus on weekly implementation and accountability.</li> <li>Provide ongoing, targeted feedback to teachers centered on student talk practices and instructional improvement.</li> </ul> <p><b>Collaboration and Extended Learning</b></p> <ul style="list-style-type: none"> <li>Provide stipends and timesheets for certificated staff (August–June) to support extended work, including tutoring, professional development, and collaborative planning.</li> <li>Schedule professional development release days in <b>September, January, and March</b> for staff to engage in data analysis, planning, and instructional refinement.</li> </ul> <p><b>Family Engagement</b></p> <ul style="list-style-type: none"> <li>Host curriculum-based parent involvement nights (August–May) to support student learning and increase academic achievement</li> </ul> | <p><b>Measurements and Measurable Outcomes</b></p> <ul style="list-style-type: none"> <li><b>Instructional Walkthroughs:</b><br/>Principal and Vice Principal will conduct <b>a minimum of 3 walkthroughs per week</b>.<br/><i>Outcome:</i> Increase observed use of student talk strategies to <b>at least 70% of classrooms</b>.</li> <li><b>SMART Goals and Student Achievement Data:</b><br/>Collected three times per year and analyzed in PLCs.<br/><i>Outcome:</i> Demonstrate measurable growth in student achievement aligned to grade-level standards.</li> <li><b>Assessment Data (Benchmark/Trimester):</b><br/>Collected three times per year and reviewed monthly in PLCs.<br/><i>Outcome:</i> Increase the percentage of students meeting grade-level benchmarks by <b>at least 5% each trimester</b>.</li> <li><b>Family Engagement:</b><br/>Participation tracked through sign-in sheets at curriculum events (minimum of 4 per year).<br/><i>Outcome:</i> Increase family participation by <b>at least 10% annually</b>.</li> <li><b>Data Monitoring:</b><br/>Data will be reviewed through <b>PLCs, staff meetings, SSC, and ELAC</b>.<br/><i>Outcome:</i> <b>100% of stakeholder groups</b> engage in ongoing data review to inform decisions.</li> </ul> | <p>John Reith Elementary will evaluate this goal by analyzing student engagement and academic discourse data, including student and staff survey results, FONT/PIC implementation data, and instructional walkthrough findings. Progress will be measured by increased implementation of student talk strategies and improved student perceptions of engagement and collaboration. Student achievement data, including SMART goals and benchmark assessments, will be reviewed to determine the impact of increased academic discourse on learning outcomes. Family engagement will also be evaluated through participation data from curriculum events.</p> <ul style="list-style-type: none"> <li><b>Student and Staff Surveys:</b><br/>Collected annually to measure perceptions of student talk and engagement.<br/><i>Outcome:</i> Increase favorable student responses by <b>3–5%</b> and staff implementation ratings annually.</li> <li><b>FONT/PIC Data:</b><br/>Collected annually to measure implementation of student talk strategies.<br/><i>Outcome:</i> Increase implementation from <b>66% to 70%</b> schoolwide.</li> <li><b>Instructional Walkthroughs:</b><br/>Principal and Vice Principal will conduct <b>a minimum of 3 walkthroughs per week</b>.<br/><i>Outcome:</i> Increase observed use of student talk strategies to <b>at least 70% of classrooms</b>.</li> </ul> <p>Data will be reviewed regularly through PLCs, staff meetings, School Site Council (SSC), and ELAC to assess effectiveness and guide adjustments to instruction, professional development, and supports, ensuring continuous improvement and alignment to site goals.</p> |

| Funding Sources for District Goal 1 |           |                          |
|-------------------------------------|-----------|--------------------------|
| Funding Source                      | Amount    | Description of Use       |
| Title I Basic (4900/3010)           | \$182,267 | Certificated- Salaries   |
| Title I Basic (4900/3010)           | \$43,040  | Certificated- Timesheets |

|                                        |          |                                  |
|----------------------------------------|----------|----------------------------------|
| Title I Basic (4900/3010)              | \$32,939 | Classified- Salaries             |
| Title I Basic (4900/3010)              | \$0      | Classified- Timesheets           |
| Title I Basic (4900/3010)              | \$2,000  | Materials/Supplies/Equipment     |
| Title I Basic (4900/3010)              | \$9,000  | Contracts/Services/Subscriptions |
|                                        |          |                                  |
| Supplemental/Concentration (7101/0000) | \$0      | Certificated- Salaries           |
| Supplemental/Concentration (7101/0000) | \$85,000 | Certificated- Timesheets         |
| Supplemental/Concentration (7101/0000) | \$0      | Classified- Salaries             |
| Supplemental/Concentration (7101/0000) | \$35,000 | Classified- Timesheets           |
| Supplemental/Concentration (7101/0000) | \$11,500 | Materials/Supplies/Equipment     |
| Supplemental/Concentration (7101/0000) | \$14,091 | Contracts/Services/Subscriptions |
|                                        |          |                                  |
| EL Supplemental (7150/0000)            | \$0      | Certificated- Salaries           |
| EL Supplemental (7150/0000)            | \$19,341 | 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 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.

**District Needs and Metrics 2:**

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**

During the 2026–2027 school year, John Reith Elementary School will enhance educational outcomes for Students with Disabilities in the areas of ELA and Math CAASPP performance, chronic absenteeism, and school climate. By June 2027, the school will increase the percentage of Students with Disabilities meeting or exceeding standards on the CAASPP from 8% to 12% through a focused emphasis on high-quality instruction, including increased student engagement, active participation, and structured academic discourse.

**Metric:** Students with Disabilities Disparity

**Action 2.1.1**

**Targeted Student Group(s)**

- SWD

| <b>Action Plan</b> <ul style="list-style-type: none"><li>Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Progress Monitoring Plan</b> <ul style="list-style-type: none"><li>Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Data Collection &amp; Evaluation</b> <ul style="list-style-type: none"><li>Describe the overall implementation and effectiveness of this action plan.</li><li>Describe any major differences between the planned implementation and the actual implementation.</li><li>Describe any changes that will be made based on the data collected.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <p data-bbox="240 380 370 405"><b>Action Plan</b></p> <p data-bbox="66 438 305 464"><b>Actions and Services</b></p> <p data-bbox="66 468 162 493"><b>Staffing:</b></p> <p data-bbox="66 497 537 699">Staff will monitor IEPs using current progress monitoring data, with attendance reviewed and discussed at each IEP meeting. The administrative team will conduct focused walkthroughs (FONT) across all classrooms serving students with disabilities to ensure access to high-quality instruction.</p> <p data-bbox="66 732 531 873">Certificated staff may be compensated through timesheets to provide targeted small group academic tutoring and to support collaboration between RSP and general education teachers.</p> <p data-bbox="66 907 367 932"><b>Professional Development:</b></p> <p data-bbox="66 936 542 1199">Provide ongoing professional development focused on increasing active participation and academic discourse, with strategies tailored for students performing below grade-level benchmarks. Staff will also receive training in foundational reading skills to strengthen instructional practices. PLCs will be utilized for co-planning, data analysis, and reflection on student engagement strategies.</p> <p data-bbox="66 1232 225 1257"><b>Release Time:</b></p> <p data-bbox="66 1262 526 1375">Provide release time for RSP and general education teachers to collaborate on instructional planning, student supports, and progress monitoring.</p> <p data-bbox="66 1409 329 1434"><b>Materials and Supplies:</b></p> <p data-bbox="66 1438 509 1579">Purchase instructional materials and engagement tools to support active participation and student learning. The site will allocate Title I funds, including</p> <ul data-bbox="99 1606 509 1692" style="list-style-type: none"><li>\$1,500 for certificated timesheets and</li><li>\$500 for materials, supplies, and equipment.</li></ul> <p data-bbox="66 1719 518 1803">All purchases will be allowable, reasonable, and aligned to the implementation of this goal.</p> | <p data-bbox="701 380 928 405"><b>Progress Monitoring</b></p> <p data-bbox="570 438 1047 464">John Reith will progress monitor this goal by...</p> <ol data-bbox="586 491 1052 898" style="list-style-type: none"><li>Staff participation in professional development and collaboration will be monitored through attendance records, PLC agendas, and use of release time to ensure effective instructional planning between RSP and general education teachers.</li><li>The site will also monitor the use of engagement tools and regularly review attendance and discipline data for students with disabilities. Progress will be evaluated through Tier 1, Tier 2, and Tier 3 MTSS processes to inform adjustments and supports.</li></ol> | <p data-bbox="1263 380 1382 405"><b>Evaluation</b></p> <p data-bbox="1084 438 1549 640">John Reith Elementary will evaluate this action through ongoing monitoring of implementation and student outcomes. Walkthrough data will track targeted FONT observations, while tutoring participation, professional development, and PLC artifacts will ensure alignment to student needs.</p> <p data-bbox="1084 674 1559 844">RSP and general education collaboration will be monitored through release time and co-planning. The use of instructional tools, along with student attendance, behavior, and progress, will be reviewed through MTSS structures.</p> <p data-bbox="1084 877 1534 991">Effectiveness will be measured by an increase in the percentage of students with disabilities meeting or exceeding standards on CAASPP from 8% to 12%.</p> |

## Site Goal 2.2

John Reith will continue strengthening supports for African American students through culturally responsive practices, PBIS Tier I and II supports, and relationship-building. By the end of the 2026–2027 school year, office referrals for African American students will decrease by 15% (from 72 to 61 or fewer). Progress will be monitored monthly through PBIS, MTSS, and behavior data reviews.

### Incident Referrals

#### Currently as of 4/16/26

- 72 office referrals for our African American Students (12.3% of our population)
- 86 office referrals for our Hispanic Students (43.1% of our population)
- 10 office referrals for our Pacific Islander Students (1.7% of population)
- 78 office referrals for our Asian Students (28% of population)
- 140 office referrals for our students with disabilities (23.3% of enrollment)

## Metric: African American Disparity

### Action 2.2.1

#### 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                                                                                                                                                                                                                                                                                    |                           |    |              |       |          |    |                 |       |                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| <ul style="list-style-type: none"><li>Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"><li>Describe your step by step plan for progress monitoring your action plan. What <b>formative student data</b> will you collect and how often?</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"><li>Describe the overall implementation and effectiveness of this action plan.</li><li>Describe any major differences between the planned implementation and the actual implementation.</li><li>Describe any changes that will be made based on the data collected.</li></ul> |                           |    |              |       |          |    |                 |       |                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <p><b>Action Plan</b></p> <p>John Reith Elementary will strengthen school culture and climate while reducing disparities in disciplinary practices. The site will expand PBIS Tier II implementation to provide targeted supports and reduce discipline incidents, with a focus on African American students as well as Foster Youth, students experiencing homelessness, and Students with Disabilities.</p> <p>Administration will collaborate regularly with the Mental Health Therapist (MHT), Counselor, and Behaviorist to review data during Tier II meetings and ensure appropriate interventions are in place. Targeted students with repeated disciplinary incidents will receive additional support through coordinated services and progress monitoring.</p> <p>To further support positive behavior and student engagement, recess mentors will provide daily support during recess and lunch</p> | <p><b>Progress Monitoring</b></p> <p><b>Progress Monitoring</b><br/><b><u>Suspension Disparity Data:</u></b></p> <table><tr><td>12.9%</td><td>African American students</td></tr><tr><td>0%</td><td>Foster Youth</td></tr><tr><td>22.5%</td><td>Homeless</td></tr><tr><td>0%</td><td>American Indian</td></tr><tr><td>41.6%</td><td>Students with Disabilities</td></tr></table> <p>For the 24-25 school year, our student discipline rate for African American students are 37.9% less likely, on average, to have a favorable outcome on LCAP metrics, compared with students not in the group.</p> | 12.9%                                                                                                                                                                                                                                                                                                           | African American students | 0% | Foster Youth | 22.5% | Homeless | 0% | American Indian | 41.6% | Students with Disabilities | <p><b>Evaluation</b></p> <p>John Reith Elementary will evaluate this goal by analyzing suspension and discipline disparity data across identified student groups. The site will monitor changes in suspension rates for African American students (12.9%), students experiencing homelessness (22.5%), and Students with Disabilities (41.6%), while maintaining low rates for Foster Youth and American Indian students (0%).</p> <p>Additionally, the site will evaluate progress toward reducing outcome disparities, including the current 37.9% gap in favorable LCAP outcomes for African American students compared to their peers. Data will be reviewed regularly through PBIS Tier II meetings and MTSS structures to assess the effectiveness of targeted interventions and supports.</p> <p>Site leadership will use these data points to determine whether disparities are decreasing,</p> |
| 12.9%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | African American students                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                 |                           |    |              |       |          |    |                 |       |                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 0%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Foster Youth                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                 |                           |    |              |       |          |    |                 |       |                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 22.5%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Homeless                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                 |                           |    |              |       |          |    |                 |       |                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 0%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | American Indian                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                 |                           |    |              |       |          |    |                 |       |                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 41.6%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Students with Disabilities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                 |                           |    |              |       |          |    |                 |       |                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

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| <p>for identified student groups, promoting character development, positive interactions, and increased engagement in structured activities.</p> <p><b>Title I Certificated Timesheets \$500</b></p> <p><b>Title I Materials/Supplies/Equipment \$500</b></p> <p><b>Supplemental Certificated Timesheets \$1000</b></p> <p>We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.</p> | <p>refine intervention strategies, and ensure more equitable discipline practices and improved student outcomes.</p> |
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### Site Goal 2.3

At John Reith Elementary, 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 fostering a safe and inclusive environment where student identity is affirmed and valued (LCAP Goal 3), and improving attendance while reducing chronic absenteeism (LCAP Goal 4).

By June 2026, John Reith Elementary will increase the percentage of students experiencing homelessness who meet or exceed standards on the CAASPP from 30% to 35% through targeted interventions and supports. This goal builds on prior success, including a 16% increase from the previous year.

**Metric:** African American Disparity

#### Action 2.3.1

##### 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"> <li>Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li> </ul>                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>Describe your step by step plan for progress monitoring your action plan. What <b>formative student data</b> will you collect and how often?</li> </ul>                                                                                                                                                          | <ul style="list-style-type: none"> <li>Describe the overall implementation and effectiveness of this action plan.</li> <li>Describe any major differences between the planned implementation and the actual implementation.</li> <li>Describe any changes that will be made based on the data collected.</li> </ul>                                                   |
| Action Plan                                                                                                                                                                                                                                                                                                                                                                                         | Progress Monitoring                                                                                                                                                                                                                                                                                                                                     | Evaluation                                                                                                                                                                                                                                                                                                                                                            |
| <p><b>K–2 Academic Intervention:</b></p> <p>Academic Intervention Teachers (AITs) will provide targeted small group instruction to support students not meeting grade-level standards in ELA. Instruction will incorporate LETRS training and high-quality, evidence-based teaching strategies. Priority for intervention services will be given to students in grades K–2 who meet established</p> | <p><b>Progress Monitoring Goal</b></p> <p>The effectiveness of the K–2 Academic Intervention will be measured using Illuminate benchmark assessment data collected three times per year. At each benchmark window, student progress will be analyzed to monitor growth and adjust instruction.</p> <p>The goal is to increase the percentage of K–2</p> | <p><b>Evaluation of Effectiveness</b></p> <p>John Reith Elementary will evaluate the effectiveness of the K–2 Academic Intervention through analysis of Illuminate benchmark data collected three times per year. Student growth will be measured by increases in the percentage of students meeting or exceeding benchmark and decreases in the percentage below</p> |

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| <p>entrance criteria, including African American students, Foster Youth, students experiencing homelessness, and Students with Disabilities.</p> <p><b>Supplemental Certificated Timesheets \$13,500</b></p> <p><b>Supplemental Materials/Supplies/Equipment \$1000</b></p> <p>We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.</p> | <p>students receiving intervention who meet or exceed grade-level benchmarks by <b>at least 5% from Trimester 1 to Trimester 3</b>, while reducing the percentage of students below benchmark by <b>at least 5% overall</b>. Additionally, <b>at least 75–80% of students participating in intervention will demonstrate measurable growth between each assessment window</b>, as evidenced by benchmark performance and targeted skill assessments aligned to LETRS-based instruction.</p> <p>Priority student groups (African American students, Foster Youth, students experiencing homelessness, and Students with Disabilities) will be specifically monitored to ensure equitable progress across all groups.</p> | <p>benchmark from Trimester 1 to Trimester 3.</p> <p>Intervention effectiveness will also be monitored through progress tracking of students participating in AIT services, including targeted skill assessments aligned to LETRS-based instruction. Data will be reviewed after each benchmark window to adjust groups and instructional strategies.</p> <p>PLC agendas, intervention logs, and collaboration between AITs and classroom teachers will be used to monitor implementation. Progress of priority student groups will be reviewed at each data cycle to ensure equitable outcomes and inform ongoing adjustments.</p> <ol style="list-style-type: none"> <li>1. Priority student groups (African American students, Foster Youth, students experiencing homelessness, and Students with Disabilities) will be specifically monitored to ensure equitable progress across all groups. CAASPP data will also be collected and analyzed to evaluate outcomes and measure growth for these targeted subgroups.</li> </ol> |
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| Funding Sources for District Goal 2    |          |                                  |
|----------------------------------------|----------|----------------------------------|
| 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      | Materials/Supplies/Equipment     |
| Title I Basic (4900/3010)              | \$0      | Contracts/Services/Subscriptions |
|                                        |          |                                  |
| Supplemental/Concentration (7101/0000) | \$0      | Certificated- Salaries           |
| Supplemental/Concentration (7101/0000) | \$10,000 | 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) | \$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 |
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| <b>District Strategic Goal 3:</b><br><br><b>Wellness</b><br><br>All students will learn in an equitable, culturally responsive, physically, and emotionally healthy and safe environment. | <b>District Needs and Metrics 3:</b><br><br>Students need a safe and engaging academic, social-emotional, and physical school environment as measured by: <ul style="list-style-type: none"> <li>• Cohort Graduation Rate</li> <li>• School Climate - Average Favorability Rating</li> <li>• Social Emotional Learning - Average Favorability Rating</li> <li>• Suspension Rate: Percent of Students Suspended</li> </ul> |
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| <b>Site Goal 3.1</b>                                                                 |
| Decrease recess referrals by 10% through the implementation of Tier I PBIS supports. |
| <b>Metric:</b> Other                                                                 |

### Action 3.1.1

#### Targeted Student Group(s)

- All

| Action Plan                                                                                                                                                                                                                                                                            | Progress Monitoring Plan                                                                                                                                                                                                                                                                           | Data Collection & Evaluation                                                                                                                                                                                                                                                                                              |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li> </ul>                                                                                                                                   | <ul style="list-style-type: none"> <li>• Describe your step by step plan for progress monitoring your action plan. What <b>formative student data</b> will you collect and how often?</li> </ul>                                                                                                   | <ul style="list-style-type: none"> <li>• Describe the overall implementation and effectiveness of this action plan.</li> <li>• Describe any major differences between the planned implementation and the actual implementation.</li> <li>• Describe any changes that will be made based on the data collected.</li> </ul> |
| Action Plan                                                                                                                                                                                                                                                                            | Progress Monitoring                                                                                                                                                                                                                                                                                | Evaluation                                                                                                                                                                                                                                                                                                                |
| <b>Action 1 (July–June):</b><br>Provide appropriate supplies, equipment, and resources to support a safe, well-maintained, and organized recess environment. This includes clearly posted game expectations, access to a variety of structured play options, and adequate supervision. | <b>Measurement of Effectiveness (July–June)</b><br>Administration will monitor and review Synergy incident and referral data, yard staffing levels, and the condition and availability of supplies on an ongoing basis, with findings shared monthly with the PBIS team to inform decision-making. | John Reith Elementary will evaluate this goal through ongoing review of Synergy incident and referral data to identify behavior trends, including frequency and location. The PBIS Tier I team will monitor and share monthly data to guide implementation and adjustments.                                               |
| <b>Action 2 (July–June):</b><br>Implement PBIS rotations at the beginning of the school year to explicitly teach behavior expectations, with ongoing refreshers provided following all school breaks.                                                                                  | The PBIS Tier I team will analyze schoolwide incident data and provide monthly updates to staff to ensure consistent implementation of behavior expectations and identify areas for                                                                                                                | Yard supervision effectiveness will be assessed through staffing levels, incident location data, and observations of student engagement. Feedback from yard supervisor                                                                                                                                                    |

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| <p><b>Action 3 (July–June):</b><br/>Establish designated areas for specific playground games and activities to promote structure, safety, and student engagement, supported by adequate supervision.</p> <p><b>Action 4 (July–June):</b><br/>Provide explicit, ongoing instruction to all students on recess rules, expectations, and appropriate participation in games and activities. In January 2026, each grade level participated in 15-minute Team Time PBIS training sessions (January 13–16) led by administration to reinforce schoolwide expectations and procedures.</p> <p><b>Action 5 (July–June):</b><br/>Provide professional development for yard supervisors focused on active supervision, de-escalation strategies, restorative practices, and clear understanding of game rules and student expectations.</p> <p><b>Supplemental Funding:</b><br/>\$1,200 in Title I classified timesheets</p> <p>Additional allowable, reasonable, and necessary supplies will be purchased to ensure effective implementation of this plan.</p> | <p>support.</p> <p>Yard supervisors will monitor incident location data and share findings with administration on a monthly basis. This data will be used to adjust recess activity locations and supervision plans to improve student safety and engagement.</p> <p>Administration will facilitate monthly meetings with yard supervisors to support ongoing development in PBIS expectations, restorative practices, de-escalation strategies, and clear implementation of game and activity rules.</p> | <p>meetings and evidence of PBIS and restorative practice implementation will also be used to ensure a safe and structured recess environment.</p> |
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### Action 3.1.2

#### Targeted Student Group(s)

- All

| Action Plan                                                                                                                                                                                                                                                                                                                                                                                                                                          | Progress Monitoring Plan                                                                                                                                                                                                                                                                                                                                                                                       | Data Collection & Evaluation                                                                                                                                                                                                                                                                                                                                                                                                                     |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li> </ul>                                                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>Describe your step by step plan for progress monitoring your action plan. What <b>formative student data</b> will you collect and how often?</li> </ul>                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>Describe the overall implementation and effectiveness of this action plan.</li> <li>Describe any major differences between the planned implementation and the actual implementation.</li> <li>Describe any changes that will be made based on the data collected.</li> </ul>                                                                                                                              |
| Action Plan                                                                                                                                                                                                                                                                                                                                                                                                                                          | Progress Monitoring                                                                                                                                                                                                                                                                                                                                                                                            | Evaluation                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <p><b>Actions and Services</b><br/><b>Professional Learning and Capacity Building:</b><br/>John Reith Elementary will provide structured professional learning with Educational Equity Instructional Coaches to strengthen Tier I instruction, restorative practices, and de-escalation strategies. Certificated and classified staff will be supported through release time and compensated training to ensure consistent implementation across</p> | <p><b>Measurement of Effectiveness</b><br/>John Reith Elementary will monitor the effectiveness of Actions 1–4 through ongoing collection and analysis of multiple data sources. Student discipline logs will be reviewed monthly during PBIS meetings to identify trends and target areas for improvement.</p> <p>Implementation of the Second Step program will be monitored, with current baseline data</p> | <p>John Reith Elementary will evaluate the effectiveness of these actions by analyzing trends in student behavior, engagement, and implementation of PBIS and social-emotional supports. Discipline data will be reviewed to determine reductions in incidents and improvements in student behavior over time.</p> <p>Implementation data, including Second Step lesson completion and PBIS recognition systems, will be evaluated to assess</p> |

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| <p>campus.</p> <p><b>Data Monitoring and Collaboration:</b><br/>The site will use data systems (e.g., Synergy, rapid cycle measures) to monitor school climate indicators and support ongoing collaboration through MTSS, PBIS, and equity-focused teams to guide action planning and continuous improvement.</p> <p><b>PBIS and Social-Emotional Supports (September–May):</b><br/>Staff will receive ongoing training in PBIS, social-emotional learning, behavior management, and classroom routines. The Second Step program will be implemented as a Tier I support, with signage, materials, and release time provided to strengthen implementation.</p> <p><b>Student Engagement and Supervision (August–June):</b><br/>The school will increase student engagement and reduce behavior incidents by purchasing playground equipment and expanding the ASSIST recess mentoring program to five days per week.</p> <p><b>Materials and Supplies:</b><br/>The site will purchase allowable, reasonable, and necessary materials and supplies to support this action plan.</p> <p><b>ASSIST site cost is \$47,694.00 out of supplemental contracts and services</b></p> <p><b>Title I Certificated Timesheets \$2500</b></p> <p><b>Title I Materials/Supplies/Equipment \$1200</b></p> <p>Material resources (RP lanyard cards, signage for affective statements, restorative questions, talking pieces, etc.)</p> | <p>indicating 173 lessons (29%) completed schoolwide. The site will track and increase implementation across classrooms. PBIS team data reviews will occur monthly to set goals and monitor progress in targeted areas.</p> <p>Students with frequent discipline incidents will be progress monitored on a trimester basis, with ongoing adjustments informed by monthly yard supervisor meetings and trainings. Weekly data on student participation and recognition (e.g., character education acknowledgments) will be collected and analyzed monthly to assess student engagement and positive behavior trends.</p> <p>All data will be regularly reviewed and progress monitored during staff meetings, PLCs, SSC, and ELAC to inform decision-making and ensure continuous improvement.</p> | <p>consistency and impact across classrooms. The effectiveness of targeted supports for students with frequent discipline incidents will also be reviewed through progress monitoring data.</p> <p>Site leadership will use input from PBIS teams, staff, and stakeholder groups (PLCs, SSC, ELAC) to assess overall impact, identify areas for growth, and refine strategies to improve school climate and student outcomes.</p> |
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| Funding Sources for District Goal 3 |          |                                  |
|-------------------------------------|----------|----------------------------------|
| 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      | Materials/Supplies/Equipment     |
| Title I Basic (4900/3010)           | \$12,714 | Contracts/Services/Subscriptions |

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|----------------------------------------|----------|----------------------------------|
| 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) | \$10,000 | Materials/Supplies/Equipment     |
| Supplemental/Concentration (7101/0000) | \$1      | 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 |
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| <b>District Strategic Goal 4:</b><br><br><b>Family &amp; Community Engagement</b><br><br>All students will benefit from programs and services designed to inform and engage family and community partners. | <b>District Needs and Metrics 4:</b><br><br>Students need parent, family and community stakeholders as direct partners in their education as measured by: <ul style="list-style-type: none"> <li>• Attendance Rate</li> <li>• Parents indicating a respectful and welcoming school environment</li> <li>• Parents indicating opportunities for parent input in making decisions</li> <li>• Parents indicating opportunities for parent involvement</li> <li>• Percent Chronically Absent</li> </ul> |
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| <b>Site Goal 4.1</b><br><br>John Reith Elementary will strengthen the frequency and effectiveness of home–school partnerships by increasing family and community participation in school functions and activities. The school will focus on improving key areas identified in the School Climate Parent Survey, including overall climate, sense of belonging, support for academic learning, understanding and fairness of discipline rules and norms, and perceptions of safety.<br><br>By the next survey cycle, the school will increase overall climate from 91% to 93%, sense of belonging from 91% to 93%, support for academic learning from 90% to 92%, knowledge and fairness of discipline rules and norms from 91% to 93%, and safety from 89% to 91%. Based on recent data, the school will prioritize safety and support for academic learning as key areas for growth, while continuing to build on gains in discipline rules and norms.<br><br><b>Metric:</b> Parents indicating a respectful and welcoming school environment |
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### Action 4.1.1

**Targeted Student Group(s)**

- All

|             |                          |                              |
|-------------|--------------------------|------------------------------|
| Action Plan | Progress Monitoring Plan | Data Collection & Evaluation |
|-------------|--------------------------|------------------------------|

| <ul style="list-style-type: none"> <li>Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>Describe the overall implementation and effectiveness of this action plan.</li> <li>Describe any major differences between the planned implementation and the actual implementation.</li> <li>Describe any changes that will be made based on the data collected.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| Action Plan                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Progress Monitoring                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Evaluation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <p><b>Actions and Services</b><br/> <b>Family Engagement and Partnerships (August–June):</b><br/>           John Reith Elementary will strengthen family engagement by utilizing established groups such as PTO, ELAC, and School Site Council, and by promoting participation in parent-teacher conferences and community activities. The school will implement a variety of family-centered events, including</p> <ul style="list-style-type: none"> <li>Curriculum Nights, AVID College and Career Fair, Harvest Festival, Holiday Extravaganza, Science Night, Family Dances, Open House, and Back-to-School Night.</li> </ul> <p>The site will host Family Teacher Academic Team (FTAT) meetings and family workshops to build parent capacity in supporting academic skills at home. Schoolwide assemblies and events will be used to engage families and promote student achievement.</p> <p><b>Family Communication:</b><br/>           Ongoing communication will be maintained through newsletters, flyers, family communication folders, and digital platforms such as auto dialer, email, and social media. The school will also participate in community-building events such as Ruby Bridges Walk, and Walk, Bike, and Roll to School initiatives in partnership with Jackman and Valley.</p> <p><b>Staff Training and Home Visits (August–June):</b><br/>           Staff will receive training on effective family engagement strategies, including home visits. Certificated staff may be compensated through timesheets to participate in home visits and parent engagement activities. The site may also contract with outside providers to support parent education and engagement efforts. Food may be provided at family events to increase participation.</p> <p><b>Supplemental Funding:</b><br/>           The site will allocate</p> <ul style="list-style-type: none"> <li>\$16,000 in Title I certificated timesheets,</li> <li>\$1,020 in Title I classified timesheets,</li> <li>\$750 in supplemental classified</li> </ul> | <p><b>Measurement of Effectiveness / Progress Monitoring</b><br/>           John Reith Elementary will monitor the effectiveness of family engagement efforts through ongoing collection, analysis, and progress monitoring of multiple data sources. Attendance records will be reviewed monthly by office and administrative staff to track trends, including chronic absenteeism, and identify areas for support. The school event calendar will be maintained and reviewed regularly to monitor the frequency of events and levels of family participation.</p> <p>Home visits and family outreach efforts, including call logs and communication records, will be tracked throughout the year to measure engagement. Agendas and minutes from PLCs, staff meetings, SSC, and ELAC will be collected and reviewed weekly to ensure alignment, implementation, and continuous improvement.</p> <p>Progress monitoring data, including participation rates at events, conference attendance, and family survey feedback, will be analyzed to assess the effectiveness of engagement strategies and identify areas for growth. Additionally, the site will monitor partnerships that support student outcomes and family involvement.</p> <p>All data will be regularly reviewed in staff meetings, PLCs, SSC, and ELAC to evaluate progress, inform decision-making, and strengthen home–school partnerships.</p> | <p>John Reith Elementary will evaluate this goal by analyzing family engagement data and its impact on student outcomes. The site will review attendance trends, participation rates at school events, home visit logs, and communication records to assess the frequency and effectiveness of outreach efforts.</p> <p>School Climate Parent Survey results will be used to measure growth in targeted areas, including overall climate, sense of belonging, support for academic learning, fairness of discipline, and safety. Additionally, feedback from SSC, ELAC, and family engagement activities will be reviewed to inform improvements.</p> <p>Site leadership will use these data sources collectively to evaluate progress, identify areas for growth, and refine strategies to strengthen home–school partnerships and increase family engagement.</p> |

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| <p>timesheets, and</p> <ul style="list-style-type: none"> <li>• \$2,000 for supplemental supplies and materials.</li> </ul> <p>All expenditures will be allowable, reasonable, and aligned to the implementation of this action plan.</p> |  |  |
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Site Goal 4.2

John Reith Elementary will increase family engagement for English Learners by expanding participation in ELAC meetings. The school will increase attendance from the current 10-15 families to at least 20 families at each ELAC meeting.

Metric: Parents indicating opportunities for parent involvement

Action 4.2.1

Targeted Student Group(s)

- EL

| Action Plan                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Progress Monitoring Plan                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Data Collection & Evaluation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <ul style="list-style-type: none"> <li>• Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>• Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>• Describe the overall implementation and effectiveness of this action plan.</li> <li>• Describe any major differences between the planned implementation and the actual implementation.</li> <li>• Describe any changes that will be made based on the data collected.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <p><b>Action Plan</b></p> <p><b>Actions and Services</b><br/> <b>Family Engagement for English Learners (September–May):</b><br/>           John Reith Elementary will host ELAC meetings and provide targeted trainings for families of English Learners to strengthen their ability to support student learning at home and build strong home–school connections. To increase participation, the school will provide refreshments and childcare during EL parent meetings, trainings, and school events.</p> <p><b>Family Outreach and Support (August–June):</b><br/>           The site will fund a Parent Liaison to support family engagement through home visits, conferences, and community connections. A parent outreach coordinator will conduct targeted communication, including phone outreach, to ensure families of identified student groups are informed, engaged, and actively participating in school activities that</p> | <p><b>Progress Monitoring</b></p> <p><b>Measurement of Effectiveness / Progress Monitoring</b><br/>           John Reith Elementary will monitor the effectiveness of these actions through ongoing collection and analysis of key data sources. Attendance records will be reviewed regularly to track student attendance trends and family engagement. The school event calendar will be monitored to evaluate the frequency of events and levels of family participation.</p> <p>Home visits will be documented and analyzed to assess outreach efforts and connections with families. Agendas and minutes from ELAC, PLCs, and other meetings will be reviewed to ensure consistent implementation and alignment to goals. Additionally, the site will monitor partnerships that support student outcomes and family engagement.</p> <p>These data sources will be used to regularly assess progress, inform decision-making, and strengthen family involvement and student</p> | <p><b>Evaluation</b></p> <p>John Reith Elementary will evaluate this goal by analyzing family engagement and student outcome data. The site will review attendance trends, participation in ELAC meetings and family events, and records of home visits and outreach efforts to assess the effectiveness of engagement strategies.</p> <p>Meeting agendas, minutes, and partnership activities will be examined to ensure consistent implementation and alignment to goals. Additionally, feedback from families and participation data will be used to identify areas for growth.</p> <p>By June 2027, John Reith Elementary will:</p> <ul style="list-style-type: none"> <li>• Increase overall family participation in school events and parent leadership groups by <b>10%</b>.</li> <li>• Increase participation of multilingual families in ELAC, parent workshops, and school activities by <b>15%</b>.</li> <li>• Improve overall student attendance from</li> </ul> |

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| <p>support student success. Additionally, Bilingual Teaching Assistants (BTAs) will support family communication, outreach, and engagement at school events.</p> <p><b>Materials and Supplies:</b><br/>The site will purchase allowable, reasonable, and necessary supplies to support the implementation of these actions and services.</p> <p>Supplemental Funds: \$16,000 classified timesheets</p> | <p>success.</p> | <p><b>91.7% to 93%.</b></p> <ul style="list-style-type: none"> <li>• Reduce chronic absenteeism among targeted student groups through parent outreach and intervention.</li> <li>• Increase positive responses on family climate and engagement surveys regarding communication, connectedness, and access to resources.</li> <li>• Maintain regular communication with families through newsletters, phone calls, text messaging, and school events, with translation provided as needed.</li> </ul> <p>Site leadership will use these data sources collectively to evaluate progress, refine practices, and strengthen family engagement to support improved student outcomes.</p> |
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#### Site Goal 4.3

**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

##### Targeted Student Group(s)

- All

| Action Plan                                                                                                                                                                                                                                                                                                                                                                | Progress Monitoring Plan                                                                                                                                                                                                                                                                                                      | Data Collection & Evaluation                                                                                                                                                                                                                                                                                                   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li> </ul>                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>• Describe your step by step plan for progress monitoring your action plan. What <b>formative student data</b> will you collect and how often?</li> </ul>                                                                                                                              | <ul style="list-style-type: none"> <li>• Describe the overall implementation and effectiveness of this action plan.</li> <li>• Describe any major differences between the planned implementation and the actual implementation.</li> <li>• Describe any changes that will be made based on the data collected.</li> </ul>      |
| Action Plan                                                                                                                                                                                                                                                                                                                                                                | Progress Monitoring                                                                                                                                                                                                                                                                                                           | Evaluation                                                                                                                                                                                                                                                                                                                     |
| <p><b>Attendance and Citizenship (August–June):</b><br/>John Reith Elementary will implement a schoolwide approach to promote consistent attendance and positive citizenship. This will include explicit instruction on the importance of daily, on-time attendance, along with recognition systems and incentive programs to reinforce positive attendance habits and</p> | <p><b>Measurement of Effectiveness / Progress Monitoring</b><br/>John Reith Elementary will monitor the effectiveness of attendance and citizenship efforts through ongoing analysis of key data sources. Attendance rates will be reviewed regularly using Synergy data to track overall attendance and identify trends.</p> | <p>John Reith Elementary will evaluate this goal by analyzing attendance, tardiness, and student engagement data over time. Synergy attendance data will be reviewed to monitor trends in overall attendance and punctuality, including comparisons related to the transition from late start to early release Wednesdays.</p> |

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| <p>student responsibility.</p> <p><b>Materials and Supplies:</b><br/>The site will purchase allowable, reasonable, and necessary supplies to support attendance initiatives and recognition programs aligned to this action plan.</p> | <p>Tardiness data will be collected and analyzed, including comparison data related to the shift from late start Wednesdays (averaging 100 tardies) to early release Wednesdays, in order to assess impact on student punctuality. Participation and outcomes from monthly PBIS student recognition ceremonies will also be reviewed to monitor student engagement and positive behavior trends.</p> <p>All data will be collected, progress monitored, and analyzed during staff meetings, PLCs, SSC, and ELAC meetings to inform decision-making and ensure continuous improvement.</p> | <p>Data from PBIS recognition systems will be reviewed to assess the impact of incentives and student engagement in positive attendance and citizenship behaviors.</p> <p>Site leadership will use these data sources, along with input from staff, PLCs, SSC, and ELAC, to evaluate progress, identify areas for improvement, and refine strategies to promote consistent attendance and positive student behavior.</p> |
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| Funding Sources for District Goal 4    |          |                                  |
|----------------------------------------|----------|----------------------------------|
| Funding Source                         | Amount   | Description of Use               |
| Title I Basic (4900/3010)              | \$3,000  | Certificated- Salaries           |
| Title I Basic (4900/3010)              | \$0      | Certificated- Timesheets         |
| Title I Basic (4900/3010)              | \$0      | Classified- Salaries             |
| Title I Basic (4900/3010)              | \$500    | Classified- Timesheets           |
| Title I Basic (4900/3010)              | \$3,000  | Materials/Supplies/Equipment     |
| Title I Basic (4900/3010)              | \$500    | Contracts/Services/Subscriptions |
|                                        |          |                                  |
| Supplemental/Concentration (7101/0000) | \$0      | Certificated- Salaries           |
| Supplemental/Concentration (7101/0000) | \$20,000 | 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) | \$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           | \$159,585       | \$0             | \$0             | \$6             | \$159,591 |
| Certificated- Timesheets         | \$28,830        | \$3,000         | \$2,500         | \$16,000        | \$50,330  |
| Classified- Salaries             | \$4,459         | \$0             | \$0             | \$15,000        | \$19,459  |
| Classified- Timesheets           | \$0             | \$0             | \$0             | \$1,020         | \$1,020   |
| Materials/Supplies/Equipment     | \$6,600         | \$1,000         | \$1,200         | \$0             | \$8,800   |
| Contracts/Services/Subscriptions | \$800           | \$0             | \$0             | \$0             | \$800     |

**Title I Basic (4900/3010) Total: \$240,000**

### Supplemental/Concentration (7101/0000)

| 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         | \$49,706        | \$13,500        | \$0             | \$0             | \$63,206 |
| Classified- Salaries             | \$0             | \$0             | \$1,200         | \$0             | \$1,200  |
| Classified- Timesheets           | \$1,000         | \$0             | \$0             | \$16,000        | \$17,000 |
| Materials/Supplies/Equipment     | \$11,412        | \$1,000         | \$0             | \$0             | \$12,412 |
| Contracts/Services/Subscriptions | \$10,288        | \$0             | \$47,694        | \$0             | \$57,982 |

**Supplemental/Concentration (7101/0000) Total: \$151,800**

### 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         | \$7,423         | \$0             | \$0             | \$0             | \$7,423 |
| Classified- Salaries             | \$0             | \$0             | \$0             | \$500           | \$500   |
| Classified- Timesheets           | \$0             | \$0             | \$0             | \$0             | \$0     |
| Materials/Supplies/Equipment     | \$3,500         | \$0             | \$0             | \$2,000         | \$5,500 |
| Contracts/Services/Subscriptions | \$0             | \$0             | \$0             | \$0             | \$0     |

**EL Supplemental (7150/0000) Total: \$13,423**

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) | 2026-2027

| Fund Source<br>Mgmt. Code / Description<br>Resc. Code / Description                                              | EGUSD Strategic Goals |                                  |                                            |             |                         | Balance |
|------------------------------------------------------------------------------------------------------------------|-----------------------|----------------------------------|--------------------------------------------|-------------|-------------------------|---------|
|                                                                                                                  | Allocation            | 1. Curriculum<br>and Instruction | 2. Targeted<br>Supports &<br>Interventions | 3. Wellness | 4. Family<br>Engagement |         |
| 4900 Director of School Improvement Support<br>3010 ESSA: Title I, Part A, Basic Grants Low-Income and Neglected | \$240,000             | \$200,274                        | \$4,000                                    | \$3,700     | \$32,026                | \$0     |
| 7101 LCFF Supplemental Concentration TK-6<br>0000 Unrestricted                                                   | \$151,800             | \$72,406                         | \$14,500                                   | \$48,894    | \$16,000                | \$0     |
| 7150 EL Supplemental Program Services TK-6<br>0000 Unrestricted                                                  | \$13,423              | \$10,923                         | \$0                                        | \$0         | \$2,500                 | \$0     |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA                                                | \$405,223             | \$283,603                        | \$18,500                                   | \$52,594    | \$50,526                |         |

| Fund Subtotals                                                |           |
|---------------------------------------------------------------|-----------|
| Subtotal of additional federal funds included for this school | \$240,000 |
| Subtotal of state or local funds included for this school     | \$165,223 |