



John Reith Elementary

Local Control Accountability Plan (LCAP) 2022-2023

Principal: Katie Hedrick

County-District-School (CDS) Code: 34673146107916

**Elk Grove Unified School District
Elk Grove, California**

*Meets E.C. 64001 Requirements for a Single Plan for Student Achievement

IV. Goals, Actions and Services

John Reith Elementary | Focused Work: 2022-2023

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 Classroom Instruction and Curriculum

- All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.

Goal 2: Assessment, Data Analysis, & Action

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

Goal 3: Wellness

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

Goal 4: Family and Community Engagement

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

Stakeholder Engagement

Involvement Process for LCAP and Annual Update

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

The Principal, Vice Principal, ELAC Committee, Staff, school site council, and our community met on multiple occasions to build, plan and create the John Reith Elementary LCAP plan. We used and created parent, student, and staff surveys to build the 2022 LCAP. At family events, curriculum nights, coffee chats, and over email, parents were asked to give and share their input on the creation of this plan. This plan was also built by our school site council at each of our council meetings during the 2021-2022 school year. Data was reviewed at each of these meetings. All stakeholders shared their expertise, needs and assessments in building this plan.

Staff meetings were held and data was collected on: 9/8/21, 10/13/21, 12/1/21, 2/9/22, 4/6/22, 5/11/22
 Leadership meetings were held and data was collected on: 8/25/21, 9/29/21, 1/26/22, 3/9/22, 4/27/22, 6/1/22
 AVID leadership meetings were held and data was collected on: 9/1/21, 10/6/21, 12/8/21, 2/2/22, 3/20/22, 5/4/22
 School Site Council meetings were held and data was collected on: 10/14/21 1ST Fall, 11/18/21 2nd Fall, 4/21/22 1st Spring
 Parent events: 4/9/22, 4/22/22, 4/28/22, 5/19/22
 ELAC meetings were held and data was collected on: 9/20/21, 10/21/21, 12/9/21, 3/3/22

Impact of LCAP and Annual Update

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

During our School Site Council meetings we reviewed data and progress on each of our LCAP goals. We examined data from: The CA State Dashboard, reviewed older CAASP data to historically look at ELA and math assessment scores, our absenteeism data, our suspension and discipline data, classroom fluency scores, primary teachers LETRS & Barksdale summaries, I Ready monthly data, fluency data, and our monthly data collected by our intervention team. Both of our sub groups that we targeted this year and last, our African American and our students with disabilities, made some progress strong progress in classroom data. The sub group that made the least amount of growth was our English Language Learners. From parent, student and staff surveys the team agreed to continue with academic intervention teachers in our new plan, continue with our training plan, move forward with training our staff with GLAD ELD strategies, and continuing our vision and mission as an AVID Elementary School. A few other items the team agreed to on our new LCAP plan was: purchasing a school wide reading program, training our staff, adding in release days to assess, continue to upgrade our technology, and plan in AVID professional development.

Resource Inequities

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

John Reith Elementary was identified as an Alternative Targeted Support and Improvement school because our subgroups of students with disabilities (SWD) and our African American students were not making necessary growth more than 2 years in a row. They need more targeted intervention & staff need more training on foundational skills to meet these targeted needs. As a result of our needs assessment, additional resources have been allocated to support the increase in achievement for these subgroups.

- Assessment data is collected each trimester on small group intervention with specific learning targets and goals for each student group, Academic Intervention Teachers (AIT), classroom teachers, and our extended day program are supporting these targeted needs.
- Our PLC time with our Special Education, Wellness Team, and Classroom Teachers have been formed to target student outcomes and discuss the progress of SWD and our African American students using standards aligned interim assessment data.

Goals, Actions, and Progress Indicators

District Strategic Goal 1:

All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the

District Needs and Metrics 1:

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

achievement gap.

- A-G Completion
- Access to Courses (Honors, AP/IB, CTE)
- AP/IB Exams
- CAASPP
- Content Standards Implementation
- CTE Sequence Completion
- EAP
- Other (Site-based/local assessment)
- Progress toward English Proficiency
- Redesignation
- Teacher Assignment

Site Goal 1.1

Our goal is to close the achievement gap using high quality instruction and increasing the number of students reading on grade level by 3rd Grade. 38% of our 2nd and 3rd graders have fluency scores with accuracy levels below 95%, the number of students below 95% will decrease by 5% to 33%.

- Hispanic students scored 21% at or above grade level on CAASP in 2021, they will make a 3% increase to 24%.
- African American students scored 10% at or above grade level on CAASP in 2021, they will make a 3% increase to 13%. This is one of our targeted sub-groups. They decreased from 20-10% meeting or exceeding standards from the previous year, which is an 10% decline.
- Asian students scored 36% at or above grade level on CAASP in 2021, they will make a 3% increase to 39%.
- Students with 2 or more races scored 46% at or above grade level on CAASP in 2021, they will make a 3% increase to 49%.
- ELL students scored 10% at or above grade level on CAASP in 2021, they will make a 3% increase to 13%. This was a decrease of 1% from the previous year, so we will provide more intervention and support for this sub-group.
- Socio-economically disadvantaged students scored 25% at or above grade level on CAASP in 2021, they will make a 3% increase to 28%.
- Our students with disabilities performed at a 3% level of students meeting or exceeding the grade level standard in ELA on CAASP from 2021. This was a 7% decline. This sub group will make a 7% growth this year, and they are a second targeted sub-group to make strong growth this school year.

Metric: CAASPP

Actions/Services 1.1.1

Principally Targeted Student Group

- All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p><u>Provide release time for review of all pertinent data. Provide teachers with instructional coaching and professional learning opportunities to attend</u></p>	<p><u>John Hattie Research:</u></p> <ul style="list-style-type: none"> • Teacher Clarity effect size .75 • Professional development effect size .62 	<p><u>1. Measurements we will collect and analyze:</u></p> <ul style="list-style-type: none"> • Curriculum- based assessments • PLC agendas and minutes • Release time provided to review all

relevant educational conferences, PLC trainings, Fountas and Pinnell, GLAD, AVID, and other professional development.

1. Provide collaboration time with Intervention teachers who will be teaching basic skills in small groups for comprehension, decoding, and phonemic awareness to fill gaps and to get children reading on grade level.
2. Providing staff opportunities to develop their practice and skill, and continue our journey of becoming AVID school wide.

- AVID Conference, summer institute
- AVID Membership
 - AVID Yearly Membership, \$700
- AVID Monthly PLC Meetings
 - \$6480, 18 teachers per month, 1 hour per month
- AVID Monthly Release Days
 - September = 10 teachers X 2 hours of training = \$800
 - October = 10 teachers X 2 hours of training = \$800
 - November = 10 X 2 hours of training = \$800
 - December = 10 X 2 hours of training = \$800
 - January = 10 X 2 hours of training = \$800
 - March = 10 X 2 hours of training = \$800
 - April = 10 X 2 hours of training = \$800

4. We will train staff in using GLAD strategies.

- New staff being trained costs staff members
- Refresher course for previously trained staff \$700 x 8 = \$5600

- Small Group Learning Effect Size .49
- Quality of Teaching has an Effect Size .48
- Teacher Credibility has an Effect Size .90
- Writing Programs have an Effect Size .45
- Teaching Strategies have an Effect Size of .62

Our goal is become an AVID Elementary School. AVID

Elementary is a foundational component of the **AVID** College Readiness System and supports **John Reith's** mission to close the achievement gap by preparing all students for college readiness and success in a global society.

Project GLAD Research on Effectiveness

OCDE Project GLAD® is a curricular model of professional development dedicated to building academic language and literacy for all students, especially bilingual and multilingual learners.

The model is replete with strategies providing equity of access to quality instruction and increasing the growth rate of all learners. The strategies are built on current and long standing research surrounding the brain, second language acquisition, and reading and writing development.

A GLAD® classroom increases students' academic and linguistic success while fostering their social and emotional skills through the GLAD classroom culture. GLAD® classrooms are asset-based environments where the intentional use of best teaching practices equips teachers to elicit and honor students' voices, experiences, cultures and strengths.

Students learn the skills needed to work collaboratively while honing the personal and SEL aspects of self management, self and social awareness, responsible decision making and respectful communication.

GLAD® brings it all together!
Foundations is a two part training

pertinent data, GMAP

- CAASP
- Teams will collect academic data and make instructional decisions based on the data

2. We will collect data from conference attendance, monthly PLC meetings, AVID monthly training

- Our AVID team will collect trimester data based on organizational tools, student binder checks, and ADMIN walk-through AVID forms.

3. All teachers will collect LETRS data, Fountas and Pinnell data each trimester, letter sound data, benchmark data, and sight word data to review how well our programs are working

4. We collect data from weekly walk through forms on GLAD and AVID strategies being used in the classrooms. This data will be shared at staff meetings.

that lays the foundation for Project GLAD®. It provides the initial teacher certification with Project GLAD® and is appropriate for teachers in any grade level and all content subject areas. GLAD® is not what you teach; rather, it's HOW you teach in order to reach all your learners, regardless of language proficiency level.

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	\$16800	Contracts/Services /Subscriptions	
Title I – Basic (4900/3010)	\$700	Contracts/Services /Subscriptions	
Title I – Basic (4900/3010)	\$10500	Certificated- Timesheets	
Supplemental/Concentration (7101/0000)	\$6416	Contracts/Services /Subscriptions	

Actions/Services 1.1.2

Principally Targeted Student Group

• All • American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • School-wide • SWD • Two or More • White

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>1. <u>We will purchase student /parent communication folders</u> and agendas for grades K-6, per AVID implementation. Including the maintenance agreement on the RISO copy machine.</p>	<p><u>John Hattie's Research:</u></p> <ul style="list-style-type: none"> • Parental involvement in learning Effect Size .51 • Research supports that providing students with the necessary materials and supplies increases achievement and decreases behavior modifications <p>John Reith's AVID mission is to close the achievement gap by preparing all students for college readiness and success in a global society. AVID's systemic approach is designed to support students and educators as they increase schoolwide/districtwide learning and performance.</p>	<p>1. <u>Measurements we will collect and analyze:</u></p> <ul style="list-style-type: none"> • CAASP data • Attendance increase of our AVID students • SMART Goals • Survey data from parents and students showing an increase in communication and organization

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	\$1500	Materials/Supplies/Equipment	
Title I – Basic (4900/3010)	\$2500	Contracts/Services /Subscriptions	

Actions/Services 1.1.3

Principally Targeted Student Group

• All • American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • School-wide • SWD • Two or More • White

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>1. Purchase technology to enhance instruction and continue to close the achievement gap including but not limited to: SMARTBoard/LCD projector replacements as needed, printers, color printer and ink, Chrome Books for student use, and other technology needs. Staff will incorporate AVID strategies and technology resources and monitor target student progress.</p>	<p>Research supports that technology has a positive effect on cognition, affect and behavior. The use of technology enhances instruction and increases academic achievement.</p> <p><u>AVID Research on Effectiveness</u></p> <ul style="list-style-type: none"> • https://www.avid.org/AVID-effect 	<p>1. <u>Measurements we will collect and analyze:</u></p> <ul style="list-style-type: none"> • AR Star testing that measures Lexile levels • Wonders and Go Math online assessment data to track student progress • Illuminate school wide assessments to monitor growth and progress

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	\$4500	Materials/Supplies/Equipment	
Title I – Basic (4900/3010)	\$500	Materials/Supplies/Equipment	

Actions/Services 1.1.4

Principally Targeted Student Group

• All • American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • School-wide • SWD • Two or More • White

What Specific Actions/Services will you Provide to this Student	What is the Research Confirming this is an Effective	How will you Measure the Effectiveness of each
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Group?	Practice?	Action/Service?
<p>1. Provide field trip scholarships, entrance fees, transportation fees, on site contracts with outside providers to guarantee all students opportunities for culturally relevant/academic program participation.</p>	<p>Research supports students with these experiences demonstrate stronger critical thinking skills and higher levels of tolerance.</p> <p>National Education Association on the benefits of Fieldtrips</p>	<p>1. Measurements we will collect and analyze:</p> <ul style="list-style-type: none"> • Students will be applying and expanding knowledge of CCSS and NGSS as demonstrated by CAASP scores, work products, and other classroom assessment scores.

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	\$3000	Contracts/Services /Subscriptions	

Actions/Services 1.1.5

Principally Targeted Student Group

• All • American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • School-wide • SWD • Two or More • White

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>1. Provide students with extra supplies and materials needed to support programs used to increase academic achievement, including but not limited to, color printers and ink for optimal GLAD and AVID implementation. Sufficient paper to accommodate all academic high need students targeted in intervention, tutoring and enrichment programs.</p>	<p>Research supports that providing students with the necessary materials and supplies increases achievement and decreases behavior modifications.</p> <p>AVID and GLAD Research</p> <ul style="list-style-type: none"> • 75% of AVID students are from low socioeconomic status background, and 80% are underrepresented students. Nevertheless, they out perform their peers in crucial metrics nationwide. • AVID research based curriculum. • https://www.avid.org/AVID-effect • GLAD research on effectiveness • https://educationnorthwest.org/sites/default/files/events/resources/impact-of-project-glad-paper-508.pdf 	<p>1. How will we measure the effectiveness:</p> <ul style="list-style-type: none"> • CAASP Data • AVID classroom teachers will collect data each trimester on the effectiveness of transition times and organizational tools • AVID attendance data

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Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	\$20000	Materials/Supplies/Equipment

Actions/Services 1.1.6

Principally Targeted Student Group

• American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • SWD • Two or More • White

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>1. We will close the achievement gap by providing our students with:</p> <ol style="list-style-type: none"> 1. Tier II interventional supports: Intervention teachers will work with small groups on targeted goals to close the achievement gap by teaching: phonics, decoding, blending, phonemic awareness and comprehension skills. Supplemental Personnel. 2. Academic Intervention Teachers-We will hire 3 academic intervention teachers and hire a 4th teacher out of ESSER funds. We will hire two teachers for 100% of the school year, one for 20% of the school year, and the last for 60% of the school year. They will provide intervention using: best practice for guided reading teaching, math intervention, and targeted instructional materials to support student need, 3. Para educators-we will hire para educators to help support the interventional needs of our students. 	<p><u>John Hattie Intervention Research</u></p> <ul style="list-style-type: none"> • Comprehension programs have a learning effect size .60 • Small Group has a learning effect size of .49 • Student Centered Teaching has a learning effect size .54 • Response to Intervention has a learning effect size 1.07 <p><u>Visible Learning for Literacy: Implementing Practices that work best to Accelerate Student Learning, Fisher, Frey, Hattie 2016.</u></p> <p><u>After School Research</u> <i>Afterschool Programs That Follow Evidence-Based Practices to Promote Social and Emotional Development Are Effective</i> http://www.expandinglearning.org/docs/Durlak&Weissberg_Final.pdf</p> <p><i>Afterschool Programs Make a Difference: Findings From the Harvard Family Research Project</i> http://www.sedl.org/pubs/sedl-letter/v20n02/afterschool_findings.html</p>	<p>1. <u>Measurements we will collect and analyze:</u></p> <ul style="list-style-type: none"> • Assessment Results throughout the year • Intervention teachers will collect and analyze the LETRS, fluency, sight word, and letter sound data to measure growth. • Fluency data • CAASP data • California Department of Education's Dashboard, John Reith placed in the Orange Grid overall for ELA and orange in Math. We will monitor growth from the CA Dashboard • Illuminate interim assessment data • Assessment data collected from our intervention team

Funding Source	Amount	Description of Use
Supplemental/Concentration (7101/0000)	\$77295	Certificated- Salaries
Title I – Basic (4900/3010)	\$108952	Certificated- Salaries
Supplemental/Concentration (7101/0000)	\$28489	Certificated- Salaries

Actions/Services 1.1.7

Principally Targeted Student Group

• American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • SWD • Two or More • White

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>In order to help close the achievement gap, John Reith will,</p> <ol style="list-style-type: none"> Supplement the cost of a library technician to help support literacy in the school and close the achievement gap <ol style="list-style-type: none"> Run and oversee our school wide reading program by fostering a love for reading. Purchase Library books to close the achievement gap. This will help to close the achievement gap by: <ol style="list-style-type: none"> Instructing students, both with classroom teachers and independently Planning collaboratively with classroom teachers; to target reading and writing for each student. Purchase supplemental reading materials for the classroom to enhance grade level reading goals. Instructional materials will include, but not be limited to Fountas & Pinnell, SIPPS, leveled readers, and supplemental materials from 	<p>Research shows that family reading increases language development, fluency and comprehension skills</p> <p>Avoiding the Devastating Downward Spiral: The Evidence that Early Intervention Prevents Reading Failure, Torgesen 2004</p> <p>Research Base for Guided Reading as an Instructional Approach, Fountas and Pinnell 2010</p> <p>School Libraries Work. A Compendium of Research Supporting the Effectiveness of School Libraries, Scholastic 2016</p> <p>John Hattie's Research:</p> <ul style="list-style-type: none"> Small Group Instruction Effect Size: .49 Reading Phonics Instruction Effect Size .60 Reading Comprehension Programs Effect Size .58 Response to Intervention Effect Size 1.07 	<p>1. Measurements we will collect and analyze:</p> <ul style="list-style-type: none"> Number of books checked out <p>2. Lexile Level Progress from STAR Progress</p> <ul style="list-style-type: none"> Teachers and intervention staff will preform a STAR Lexile assessment each trimester <p>3. Accelerated Reading or Reading Counts Data</p> <ul style="list-style-type: none"> CAASP scores # of books read online # of students progressing with Lexile levels

California Wonders
 3. We will purchase a school wide reading, Accelerated Reader, Rocket Math, RAZ Kids, and other online subscriptions or programs to foster a love for reading and writing in our school

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	\$8608	Classified- Salaries	
Title I – Basic (4900/3010)	\$7500	Contracts/Services /Subscriptions	
Supplemental/Concentration (7101/0000)	\$3250	Certificated- Timesheets	

Actions/Services 1.1.8

Principally Targeted Student Group

- All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p><u>Provide stipends and timesheets</u> to teachers for extra work outside of the contract day: tutoring, attending workshops/PD and site planning with the grade level members</p> <ul style="list-style-type: none"> • Curriculum parent involvement nights to increase academic achievement 	<p><u>Hattie's Research on Professional Development:</u></p> <ul style="list-style-type: none"> • Teacher clarity effect size .75 • Professional Development effect size .62 • Collective Teacher Efficacy effect size 1.57 • Classroom Discussion effect size .82 • Problem Solving Teaching effect size .68 	<p><u>Measurements we will collect and analyze:</u></p> <ul style="list-style-type: none"> • SMART Goals • Assessment results/analysis of student achievement data • Sign in sheets from curriculum events

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	\$4325	Certificated- Timesheets	
Supplemental/Concentration (7101/0000)	\$3250	Certificated- Timesheets	

District Strategic Goal 2:

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

District Needs and Metrics 2:

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

- Assessment System
- Data and Program Evaluation
- Other (Site-based/Local assessment)

Site Goal 2.1

Our goal is to increase proficiency in instructional practices including creating success criteria and learning targets. **All students will benefit from high quality instruction guided by ongoing assessment and continuous program evaluation.** At John Reith, we will evaluate our programs using multiple data sources.

- John Reith English Learner Program Metrics
 - John Reith Elementary program survey: we scored 4 out of 4, we are meeting the current required number of ELD minutes, ELD materials, and start of ELD/WIN time. We will continue to monitor our ELD programs.
 - ELD walk through rate, in 2018-2019 we had a 0% walk through rate of classrooms, this increased to 50% in the 2019-2020 school year. We will continue with ELD walk through forms to monitor our programs effectiveness.
 - Teacher preparation survey: we scored 4 out of 4, teachers reported high familiarity with instructional strategies beneficial to EL students: active participation, language support, structured student interaction, and checking for understanding. We will continue this focus.

Metric: Data and Program Evaluation

Actions/Services 2.1.1**Principally Targeted Student Group**

• All • American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • School-wide • SWD • Two or More • White

What Specific Actions/Services will you Provide to this Student Group?

What is the Research Confirming this is an Effective Practice?

How will you Measure the Effectiveness of each Action/Service?

1. **Provide Professional development** on the full implementation of CCSS, Wonders, AVID, and GLAD training, On Grade Level Reading and developing as a PLC. **Release days for teachers** to analyze student data, observe and be observed and PD that will enable teachers to work towards closing the achievement gap.

- Fall co-op and spring co-op meetings with admin, mental health team, and all support staff to discuss data, student progress, and make actionable instructional decisions

John Hattie's Research on PD:

- Teacher clarity effect size .75
- Professional Development effect size .62
- Repeated Reading Programs effect size .67
- Small Group Learning effect size .49
- Teaching Strategies effect size .61

1. **Measurements we will collect and analyze:**

- SMART Goals
- CAASP data
- Fluency Data from Grade Levels
- Benchmark Assessment Data
- PD Release Day Survey on Staff Targeted Needs
- CA State Dashboard Assessment Tools

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	\$2500	Contracts/Services /Subscriptions	
Title I – Basic (4900/3010)	\$10000	Certificated- Timesheets	

Site Goal 2.2

Our goal is to provide time and resources for teachers to analyze data, set goals, create lessons and respond to students based on the assessed need demonstrated in common grade level assessments.

Our current data:

- Hispanic students scored 21% at or above grade level on CAASP in 2021, they will make a 3% increase to 24%.
- African American students scored 10% at or above grade level on CAASP in 2021, they will make a 3% increase to 13%. This is one of our targeted sub-groups. They decreased from 20-10% meeting or exceeding standards from the previous year, which is an 10% decline.
- Asian students scored 36% at or above grade level on CAASP in 2021, they will make a 3% increase to 39%.
- Students with 2 or more races scored 46% at or above grade level on CAASP in 2021, they will make a 3% increase to 49%.
- ELL students scored 10% at or above grade level on CAASP in 2021, they will make a 3% increase to 13%. This was a decrease of 1% from the previous year, so we will provide more intervention and support for this sub-group.
- Socio-economically disadvantaged students scored 25% at or above grade level on CAASP in 2021, they will make a 3% increase to 28%.
- Our students with disabilities performed at a 3% level of students meeting or exceeding the grade level

standard in ELA on CAASP from 2021. This was a 7% decline. This sub group will make a 7% growth this year, and they are a second targeted sub-group to make strong growth this school year.

Metric: Assessment System

Actions/Services 2.2.1

Principally Targeted Student Group

- All • Black or African American • Low Income • SWD

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>1. Provide substitutes, stipends and professional development opportunities and resources based on grade level needs assessments. Teachers will target intervention need to facilitate the growth.</p>	<p>Hattie's Research on Intervention:</p> <ul style="list-style-type: none"> • Teacher clarity effect size .75 • Professional Development effect size. 62 • Response to Intervention effect size 1.07 • Goals Learning effect size .50 • Teacher Expectations effect size .44 	<p>1. Measurements we will collect and analyze:</p> <ul style="list-style-type: none"> • SMART Goals • CAASP • Benchmark Assessments • Fluency Grade Level Data

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	\$2500	Certificated- Timesheets	

Site Goal 2.3

Our goal is to increase the number of EL and achievement gap students scoring proficient on state assessments. At John Reith, our EL students will increase on CAASP scores from 10% to 13% in ELA and 10% to 13% in Math.

Metric: Assessment System

Actions/Services 2.3.1

Principally Targeted Student Group

- EL • School-wide

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?

1. Incorporating the intervention team with classroom teachers to support the ELD instructional time

for all subgroups that have a disproportionate number of students at risk through the Literacy Intervention Programs. Using the ELD curriculum intervention program specifically for English Learners we will target needs for English Language Learners.

- Provide tutoring for our ELL students
- Supporting class size reduction for ELL students with intervention supports in the classroom
- GLAD training for staff and use of strategies in the classroom
- Using Imagine Learning and other online subscriptions for our EL newcomers and ELL students who will benefit

Research has shown that EL student success in schools will be accelerated only when students are proficient in English, requiring consistent, explicit and purposeful language instruction with regular structured practice. Well taught, systematic, differentiated instruction for all underperforming students improves student achievement.

ELD Research:
California English Language Development Standards

<https://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>

1. Measurements we will collect and analyze:

- CAASP
- Curriculum Embedded Assessments
- ELL Assessments on ELPAC
- Our EL students will increase from 16% to 19% of them being re-designated from the LPAC Assessment

Funding Source	Amount	Description of Use
EL Supplemental (7150/0000)	\$6840	Certificated- Timesheets

Actions/Services 2.3.2

Principally Targeted Student Group

- EL

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>1. <u>Provide ELPAC testing for EL students. Provide an EL Coordinator and bilingual paraprofessionals to coordinate EL activities, ELAC meetings, translations, RFEP monitoring, and EL re-designation.</u></p>	<p>Research as shown that EL student success in schools will be accelerated only when students are proficient in English, requiring consistent, explicit and purposeful language instruction with regular structured practice.</p> <p><u>ELD Standards:</u> https://www.cde.ca.gov/sp/el</p>	<p>1. <u>Measurements we will collect and analyze:</u></p> <ul style="list-style-type: none"> • ELPAC Testing Results • ELAC Meeting and re-designation Sign In Sheets • Illuminate assessments for interim assessments

- ELAC Meetings at least 4
- EL Re-designation Awards Night
- Translation at evening events and meetings
- EL Coordinator Stipend - Initial and annual ELPAC testing, collects data to re-designate, organizes ELAC meetings, attends ELAC and DELAC meetings, and other duties related to EL instruction
- EL testing of newcomers to CA or the US throughout the school year
- Equipment for students of high academic need: examples but not limited to: headphones, curriculum resources, books, supplies, etc.

/er/documents
/eldstndpublication14.pdf

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	\$2500	Materials/Supplies/Equipment	
EL Supplemental (7150/0000)	\$6239	Certificated- Timesheets	

Actions/Services 2.3.3

Principally Targeted Student Group

• All • American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • School-wide • SWD • Two or More • White

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>1. <u>Provide a quality program after school and in class for students to receive enrichment and advancements to their learning.</u></p> <ul style="list-style-type: none"> • Provide release time for teachers to assess all third grade students for GATE identification. • Provide GATE Coordinator stipend 	<p>Students who are identified in elementary school are more likely to enroll in honor and AP courses.</p> <p><u>Research on Gifted Services Programs</u> https://www.nagc.org/resources-publications/gifted-education-practices</p> <p><u>Hattie's Research for Gifted and Talented Programs</u></p>	<p>1. <u>Measurements we will collect and analyze:</u></p> <ul style="list-style-type: none"> • Provide release time for teachers to assess all third grade students for GATE identification. • Sign in sheets from after school club participation

- Purchase supplemental supplies to enhance our Gate program
- Provide Gate after school programs: CREST, MESA, MARE, and other programs.

- Curriculum compacting effect size .83
- Cluster Grouping effect size .57

Funding Source	Amount	Description of Use	
GATE (7105/0000)	\$800	Materials/Supplies/Equipment	
GATE (7105/0000)	\$550	Contracts/Services /Subscriptions	
GATE (7105/0000)	\$2047	Certificated- Timesheets	

District Strategic Goal 3:

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

District Needs and Metrics 3:

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

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

Site Goal 3.1

At John Reith we will, decrease the disproportionality of discipline actions for at risk subgroups. At John Reith, our African American and Special Education students will decrease in number of office referrals by 10%. Currently, Reith has 19 suspensions this school year, 68% are suspensions of our African American students and 57% are students with disabilities. We will target supports school wide with these two subgroups. We will provide equitable instruction, intervention, SEL, and disciplinary practices to reduce suspensions.

- Overall, our school in 2016-17 had 79 suspensions, in 2017-18 we had 22 suspensions, in 2019-20 we had 22 suspensions, and in 2021-2022 we have had 19 suspensions. We will continue our work with reducing our suspension rates for all of our students.
- In 2016-17, our African American students were suspended 36 times, in 2017-18 they had 15 suspensions, and 16 suspensions in 2019-20, we will continue to reduce this number between 3-5 suspensions for this sub group while working on the development of our PBIS program and practices. Currently, 68% of our suspensions are our African American students, and we will decrease this by 10%, 26% of our suspensions are our Hispanic students and we will decrease this by 10%.
- In 2016-17, our students with disabilities had 48 suspensions, in 2017-18 they had 5 suspensions, and 12 suspensions in 2019-20, we will continue to reduce this number of suspensions with training of our staff,

training of our students, and work with restorative practices.

Metric: Suspension

Actions/Services 3.1.1

Principally Targeted Student Group

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

<p>What Specific Actions/Services will you Provide to this Student Group?</p>	<p>What is the Research Confirming this is an Effective Practice?</p>	<p>How will you Measure the Effectiveness of each Action/Service?</p>
<ol style="list-style-type: none"> 1. <u>Provide guest administrators or a Teacher in Charge</u> (TIC) on days when one or both site administrators have to be absent, to ensure continuity of positive school climate. Title one funds will be used to maintain a high level of support on campus. (7101) 2. <u>Provide additional training and support for yard duty</u> staff and students around unstructured playground and cafeteria time where discipline problems occur. (7101) 3. <u>Provide additional PBIS strategies for staff</u> around: social emotional learning, behavior management, and routines and classroom procedures. Explicitly teach expectations in targeted school areas. We will purchase signage, program promotional resources, promote specific PBIS events, and provide release time for staff for PBIS planning. (4900/3010) 4. Purchase playground equipment to actively engage kids in unstructured play time to decrease office referrals. (7101) 5. Contract with ASSIST for 2 more days per week to have a 4 day a week recess mentoring program. (4900/3010) 	<p>Hattie's Research:</p> <ul style="list-style-type: none"> • Self Concept Effect Size .46 • Motivation Effect Size.48 • Reducing Anxiety Effect Size .48 • Decreasing Disruptive Behavior Effect Size .53 <p>Providing structured recess is a confirmed effective practice that is linked to favorable student outcomes based on published research. Stanford Research published in the "Journal of School Health" shows the positive benefits to children and school climate when there is a well organized structured recess in place.</p>	<ol style="list-style-type: none"> 1. <u>Measurements we will collect and analyze for actions 1-4:</u> <ul style="list-style-type: none"> • Student Discipline Logs • PBIS team Data reviews • Review progress and adjust strategies as needed for targeted students with frequent discipline issues on a trimester basis. • We will collect weekly data sent to the site on how many students participate and how many character education bright spots are being given out.

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	\$2500	Certificated- Timesheets	
Supplemental/Concentration (7101/0000)	\$1000	Certificated- Timesheets	
Supplemental/Concentration (7101/0000)	\$1500	Materials/Supplies/Equipment	
Title I – Basic (4900/3010)	\$20000	Contracts/Services /Subscriptions	
Title I – Basic (4900/3010)	\$855	Materials/Supplies/Equipment	

Actions/Services 3.1.2

Principally Targeted Student Group

- All • Black or African American • Hispanic or Latino • Low Income • SWD

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>1. Purchase supplies and materials to enhance our PBIS program. We will purchase signage, program promotion resources, support PBIS monthly events, and release time for PBIS planning.</p>	<p>Hattie's SEL Research:</p> <ul style="list-style-type: none"> • Decreasing Disruptive Behavior Effect Size .53 • Self Concept Effect Size .46 • Motivation Effect Size .46 • Reducing Anxiety Effect Size .48 • Social Skills Program Effect Size .39 <p>Reduction in Suspensions at John Reith</p> <ul style="list-style-type: none"> • Whole school went from 15% to 7% • African American populations went from 33% to 20% • Students with disabilities went from 14% to 9% <p>SEL Research Impact of social emotional learning on academic achievement- American Psychological Association https://www.sciencedaily.com/releases/2015/11/151123102813.htm</p>	<p>1. Measurements we will collect and analyze:</p> <ul style="list-style-type: none"> • Student Discipline Logs and data review • Teacher/Student rating scales • PBIS team data reviews

Funding Source	Amount	Description of Use
PBIS (7440/0000)	\$1000	Materials/Supplies/Equipment

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

Our goal is to increase the productivity and frequency of home school partnerships. Increase the number of community members attending all school functions and activities. From the school climate parent survey, we will increase parents in school connectedness from 90% to 92%, climate of support for academic learning from 88% to 90%, and safety from 89%-90% of parents being satisfied with their school climate.

Metric: Attendance Rate

Actions/Services 4.1.1

Principally Targeted Student Group

- All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>1. <u>Utilize groups to facilitate parent involvement: PTO, ELAC, School Site Council . Attendance at conferences, in home visits and community activities.</u></p> <ul style="list-style-type: none"> • <u>Provide training to staff on how to make home visits to families.</u> Time sheet teachers to participate in Home Visits and parent universities. Contract with outside providers to provide content. • Curriculum Nights 	<p>Parent and Teacher Home Visit Project Research http://www.pthvp.org/what-we-do/results/</p> <p>Parent Involvement Research http://www.pthvp.org/what-we-do/results/</p> <p>Research supports home visits lead to increase in attendance, and academic success, Parental involvement in learning effect size .51</p> <p>Effective practice are Dr. Karen</p>	<p>1. <u>Measurements we will collect and analyze:</u></p> <ul style="list-style-type: none"> • Attendance records • Event Calendar • Home Visits • Meeting agendas and minutes • Call logs • Partnerships for student outcomes

<ul style="list-style-type: none"> • Harvest Festival • Holiday Extravaganza • Science Faire Night • Family Dances • Open House and Back to School Night • Create fliers home for families on academics and events • Newsletters • Auto Dialer, Email, and Facebook technology connection 	<p>Mapp's books "Beyond the Bake Sale" and "Powerful Partnerships".</p> <p>CDE Parent Tools https://www.cde.ca.gov/IS/pf/pf/index.asp</p>	
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Funding Source	Amount	Description of Use	

Actions/Services 4.1.2

Principally Targeted Student Group

- All • School-wide

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>1. Parent Liaison- Fund Parent Liaison to support community involvement in home visits, conferences and community</p> <ul style="list-style-type: none"> • Utilize a parent outreach coordinator to make telephone contact with parents of targeted student groups to insure their awareness, involvement and participation in school activities relevant to their students success much like the ELAC meetings function. 	<p>Research supports home visits lead to increase in attendance and academic success</p> <p><u>Hattie's Research</u></p> <ul style="list-style-type: none"> • Parental involvement in learning Effect Size .51 <p><u>Marzano's Research</u></p> <ul style="list-style-type: none"> • Parent Involvement Effect Size .46 • Home Factors Effect Size .67 	<p>1. <u>Measurements we will collect and analyze:</u></p> <ul style="list-style-type: none"> • Attendance records • Event calendar • Home Visits • Meeting agendas and minutes • Partnerships for student outcomes

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	\$2000	Classified- Timesheets	

Site Goal 4.2

Increase the number of families of EL students attending ELAC gatherings
We currently have 15-25 English Language Learning Families in attendance, and would like to increase our attendance to 30 families at each of our meetings.

Metric: Family and Community Engagement

Actions/Services 4.2.1

Principally Targeted Student Group

• American Indian or Alaska Native • Asian • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • SWD

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>1. <u>Hold separate meetings for families of EL students to attend ELAC meetings</u></p> <ul style="list-style-type: none"> • Host training for our EL families to better support their child at home, and continue our work with our home school connection. • Provide refreshments and child care to increase EL parent involvement at EL parent meetings, training, and school events. 	<p>Activities such as including parents on governance committees and educating parents on how to be more active in their children's education have positive outcomes.</p> <p><u>Hattie's Research</u> Parental involvement in learning Effect Size .51</p>	<p>1. <u>Measurements we will collect and analyze:</u></p> <ul style="list-style-type: none"> • Attendance at ELAC Meetings • Parent Participation in School Activities • Parent and student surveys • EL CAASP data

Funding Source	Amount	Description of Use	
EL Supplemental (7150/0000)	\$1000	Materials/Supplies/Equipment	

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

Actions/Services 4.3.1

Principally Targeted Student Group

• All • American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • School-wide • SWD • Two or

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>1. Provide instruction, recognition and increased awareness of the importance of on-time school attendance and citizenship. School wide campaign including attendance incentive programs.</p>	<p><u>Hattie's Research</u></p> <ul style="list-style-type: none"> • Motivation Effect Size .46 • Peer Influences Effect Size .48 • Self-Concept Effect Size .46 <p>Research supports the need for regular school attendance in order for students to demonstrate school proficiency.</p> <p>Attendance Works supports current attendance strategies and data, www.attendanceworks.org</p>	<p>1. <u>Measurements we will collect and analyze:</u></p> <ul style="list-style-type: none"> • Attendance rates based on data from Synergy • Tardiness averages 100 late students on late start Wednesdays, we will collect data from switching to early out Wednesday and compare years • Collect and analyze data from monthly PBIS student ceremonies

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	\$3500	Materials/Supplies/Equipment	

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) | 2022 - 2023

Fund Source Mgmt. Code/Description Resc. Code/Description	FTE	Carry Over	Allocation	Subtotal	EGUSD Strategic Goals				Balance
					1 - Curriculum and Instruction	2 - Assessment	3 - Wellness	4 - Family Engagement	
1510 Regular Education (TK-6) 0000 Unrestricted	0.0000	\$0	\$17,054	\$17,054	\$17,054	\$0	\$0	\$0	\$0
7101 LCFF Supplemental Concentration TK-6 0000 Unrestricted	0.0000	\$0	\$131,200	\$131,200	\$126,200	\$2,500	\$2,500	\$0	\$0
7105 Gifted and Talented Education (GATE) TK-6 0000 Unrestricted	0.0000	\$0	\$3,397	\$3,397	\$0	\$3,397	\$0	\$0	\$0
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	0.0000	\$0	\$14,079	\$14,079	\$0	\$13,079	\$0	\$1,000	\$0
7440 Positive Behavior Incentive Supports 0000 Unrestricted	0.0000	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
4900 Director of School Improvement Support 3010 ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	0.0000	\$0	\$225,740	\$225,740	\$181,885	\$15,000	\$23,355	\$5,500	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	0.0000	\$0	\$392,470	\$392,470	\$325,139	\$33,976	\$26,855	\$6,500	

Total Funds Provided to the School Through the Consolidated Application	TBD
Total Federal Funds Provided to the School from the LEA for CSI	N/A
Subtotal of additional federal funds included for this school	\$225,740
Subtotal of state or local funds included for this school	\$166,730

Signatures: (Must sign in blue ink)

Date

Principal

School Site Council Chairperson

EL Advisory Chairperson
