



## **John Reith Elementary**

# **Local Control Accountability Plan (LCAP) 2023-2024**

**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: 2023-2024

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### Goal Setting (Icapid: 547)

#### 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.
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#### Stakeholder Engagement

##### 1. Involvement Process for LCAP and Annual Update

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

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 2023 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 2022-2023 school year. Data was

reviewed at each of these meetings. All stakeholders shared their expertise, needs and assessments in building this plan.

Staff meetings were held and data was collected on: 8-24-22, 9-28-22, 11-9-22, 1-25-23, 3-8-23, 4-26-23, 5-31-23

Leadership meetings were held and data was collected on: 8-24-22, 9-28-22, 11-9-22, 1-25-23, 3-8-23, 4-26-23, 5-31-23

AVID leadership meetings were held and data was collected on: 11-16-22, 12-7-22, 1-23-23, 2-1-23, 3-29-23, 5-3-23

School Site Council meetings were held and data was collected on: 9-1-22, 1-20-23, 3-6-23, 5-4-23, 5-25-23

Parent events: 8-10-22, 10-27-22, 11-18-22, 1-19-23, 4-14-23, 5-12-23, 5-25-23

ELAC meetings were held and data was collected on: 9-29-22, 11-14-22, 2-2-23, 4-21-23, 5-25-23

## 2. Impact of LCAP and Annual Update

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

During our School Site Council meetings we reviewed data and progress on each of our LCAP goals. We examined data from: The CA State Dashboard, reviewed older CAASP data to historically look at ELA and math assessment scores, our absenteeism data, our suspension and discipline data, classroom fluency scores, primary teachers LETRS & Barksdale summaries, Reflex 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:

District Needs and Metrics 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.

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

- 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 (SiteGoalID: 6449) (DTS: 02/10/23)

**Our goal is to close the achievement and opportunity 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 26% at or above grade level on CAASP in 2022, they will make a 3% increase to 29%. This increased by 3% this year.
- African American students scored 18% at or above grade level on CAASP in 2022, they will make a 3% increase to 21%. This is one of our targeted sub-groups. They increased from 11%-18% meeting or exceeding standards from the previous year, which is an 8% increase.
- Asian students scored 46% at or above grade level on CAASP in 2022, they will make a 3% increase to 49%.
- Students with 2 or more races scored 26% at or above grade level on CAASP in 2022, they will make a 3% increase to 29%. We declined in this area from 46% - 26% this year, this will be a targeted subgroup to figure out cause of this decline.
- ELL students scored 18% at or above grade level on CAASP in 2022, they will make a 3% increase to 21%. This was a increase of 8% from the previous year, and we will continue to provide more intervention and support for this sub-group to continue growth.
- Socio-economically disadvantaged students scored 31% at or above grade level on CAASP in 2022, they will make a 3% increase to 34%. We increased in this area as well by 7%.
- Our students with disabilities performed at a 5% level of students meeting or exceeding the grade level standard in ELA on CAASP from 2022. This was a 2% increase. This sub group will make a 3% growth this year, and they are a second targeted sub-group to make strong growth this school year.

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

### Actions/Services 1.1.1 (SiteGoalID: 6449) (DTS: 02/10/23)

#### Targeted Student Group(s)

- All

What Specific Actions/Services will you Provide to this Student

How will you Progress Monitor the Implementation of

Evaluation Cycles in 2023-2024

- What is working?

<b>Group?</b> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<b>Actions/Services?</b> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<ul style="list-style-type: none"> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
<p><b><u>Provide release time for review of all pertinent data. Provide teachers with instructional coaching and professional learning opportunities to attend relevant educational conferences, PLC trainings, Fountas and Pinnell, GLAD, AVID, and other professional development.</u></b></p> <ol style="list-style-type: none"> <li>1. August - May, Provide collaboration time with Intervention teachers who will be teaching basic skills in small groups for comprehension, decoding, and phonemic awareness to fill gaps and to get children reading on grade level.</li> <li>2. August - May, Providing staff opportunities to develop their practice and skill, and continue our journey of becoming AVID school wide.</li> </ol> <ul style="list-style-type: none"> <li>• July, AVID Conference, summer institute</li> <li>• July, AVID Membership <ul style="list-style-type: none"> <li>◦ AVID Yearly Membership</li> </ul> </li> <li>• August - May, AVID Monthly PLC Meetings <ul style="list-style-type: none"> <li>◦ 18 teachers per month, 1 hour per month</li> </ul> </li> <li>• August - May, AVID Monthly Release Days <ul style="list-style-type: none"> <li>◦ September = 10 teachers X 2 hours of training</li> <li>◦ October = 10 teachers X 2 hours of training</li> <li>◦ November = 10 X 2 hours of training</li> <li>◦ December = 10 X 2 hours of training</li> <li>◦ January = 10 X 2 hours of training</li> </ul> </li> </ul>	<p><b><u>1. Measurements we will collect and analyze:</u></b></p> <ul style="list-style-type: none"> <li>• Curriculum- based assessments, collected 3 times per year, and grade levels will use at weekly PLC's to plan instructional needs.</li> <li>• PLC agendas and minutes, collected weekly from leaders.</li> <li>• Release time provided to review all pertinent data with our coaching and intervention staff (attendance data, grade level agendas and minutes will be collected) We will hold this 3 times per year, per grade level.</li> <li>• CAASP Data, collected 1 time per year, and reviewed at least one time per year by staff.</li> <li>• Teams will collect academic data and make instructional decisions based on the data on grade level benchmark assessments, collected 3 times per year, and shared and analyzed weekly at PLC meetings.</li> </ul> <p>2. We will collect data from conference attendance, monthly PLC meetings, AVID monthly training, collected and analyzed monthly.</p> <ul style="list-style-type: none"> <li>• Our AVID team will collect trimester data based on organizational tools, student binder checks, and ADMIN walk-through AVID forms. Collected 3 times per year, and analyzed at our monthly leadership meetings on progress.</li> </ul> <p>3. All teachers will collect LETRS data, letter sound data, benchmark data, and sight word data to review how well our programs are working, collected 3 times per year and analyzed weekly at PLC</p>	

<ul style="list-style-type: none"> <li>o March = 10 X 2 hours of training</li> <li>o April = 10 X 2 hours of training</li> </ul> <p>4. August &amp; March, We will train staff in using GLAD strategies.</p> <ul style="list-style-type: none"> <li>• New staff being trained</li> <li>• Refresher course for previously trained staff</li> </ul> <p>Action Items # 1-4</p> <ul style="list-style-type: none"> <li>• Title 1 - Basic = Contracts, Services, Subscriptions \$39,800</li> <li>• Title 1- Basic = Certificated Timesheets \$10,500</li> </ul>	<p>meetings.</p> <p>4. We collect data from weekly walk through forms on ELD, GLAD and AVID strategies being used in the classrooms. This data will be shared at staff meetings.</p>	
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**Actions/Services 1.1.2 (SiteGoalID: 6449) (DTS: 02/10/23)**

**Targeted Student Group(s)**

• 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

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
<p>1. <b><u>July, We will purchase student /parent communication folders</u></b> and agendas for grades K-6, per AVID implementation. Including the maintenance agreement on the RISO copy machine.</p> <p>Action Item # 1</p> <ul style="list-style-type: none"> <li>• Title 1- Basic - Materials, supplies and equipment - \$3500</li> </ul>	<p>1. <b><u>Measurements we will collect and analyze:</u></b></p> <ul style="list-style-type: none"> <li>• CAASP data</li> <li>• Attendance increase of our AVID students</li> <li>• SMART Goals</li> <li>• Survey data from parents and students showing an increase in communication and organization, collected 1 time per year from our FACE and Culture Survey</li> </ul>	

<ul style="list-style-type: none"> <li>Title 1 Basic - Contracts, Services and Subscriptions - \$450</li> </ul>	<p>Data will be collected, progress monitored and analyzed at staff meetings, PLC meetings, SSC, and ELAC meetings.</p>	
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**Actions/Services 1.1.3 (SiteGoalID: 6449) (DTS: 02/10/23)**

**Targeted Student Group(s)**

- 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

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"> <li>Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>Actions and Services should be step by step in a chronological order.</li> <li>Actions and Services should remove barriers and implement changes.</li> </ul>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p> <ul style="list-style-type: none"> <li>What progress data will be collected and who will collect it?</li> <li>How often and when will it be collected?</li> <li>Who will it be shared with and when?</li> </ul>	<p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>What is working?</li> <li>What is not working and why?</li> <li>What modifications do you need to make?</li> </ul>
<p>1. <b><u>August - May, Purchase technology</u></b> to enhance instruction and continue to close the achievement and opportunity gap including but not limited to: SMARTBoard/LCD projector replacements as needed, printers, color printer and ink, Chrome Books for student use, and other technology needs. Staff will incorporate AVID strategies and technology resources and monitor target student progress.</p> <p>Action Items # 1</p> <ul style="list-style-type: none"> <li>Supplemental Concentration - Materials, Supplies and Equipment = \$4500</li> <li>Title 1 Basic - Materials, supplies and Equipment = \$500</li> </ul>	<p>1. <b><u>Measurements we will collect and analyze:</u></b></p> <ul style="list-style-type: none"> <li>AR Star testing that measures Lexile levels, completed 2 times per year, and monthly reports generated by students to review progress.</li> <li>Wonders and Math online assessment data to track student progress. Completed monthly and reviewed weekly at PLC meetings to progress monitor and creating next steps for learning targets.</li> <li>Illuminate school wide assessments to monitor growth and progress</li> </ul>	



**Actions/Services 1.1.4 (SiteGoalID: 6449) (DTS: 02/10/23)**

**Targeted Student Group(s)**

• 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

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
<p>1. <b>August - May, Provide field trip scholarships</b>, entrance fees, transportation fees, on site contracts with outside providers to guarantee all students opportunities for culturally relevant/academic program participation.</p> <p>Action Item # 1</p> <ul style="list-style-type: none"> <li>• Supplemental Concentration - Contracts, Services and Subscriptions = \$5000</li> </ul>	<p>1. <b>Measurements we will collect and analyze:</b></p> <ul style="list-style-type: none"> <li>• Students will be applying and expanding knowledge of CCSS and NGSS as demonstrated by CAASP scores, work products, and other classroom assessment scores. Collected and analyzed at least one time per year. Pre and post assessments as needed by grade levels.</li> </ul> <p>Data will be collected, progress monitored and analyzed at staff meetings, PLC meetings, SSC, and ELAC meetings.</p>	

**Actions/Services 1.1.5 (SiteGoalID: 6449) (DTS: 02/10/23)**

**Targeted Student Group(s)**

• 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

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> </ul>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p>	<p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>



<ul style="list-style-type: none"> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	
<p>1. <b><u>August - May, Provide students with extra supplies and materials</u></b> needed to support programs used to increase academic achievement, including but not limited to, color printers and ink for optimal GLAD, ELD instructional needs, intervention, and AVID implementation. Sufficient paper to accommodate all academic high need students targeted in intervention, tutoring and enrichment programs.</p> <p>Action Item # 1</p> <ul style="list-style-type: none"> <li>• Title 1 Basic - Materials, Supplies and Equipment = \$20,000</li> </ul>	<p>1.</p> <p>2. <b><u>How will we measure the effectiveness:</u></b></p> <ul style="list-style-type: none"> <li>• CAASP Data, collected and analyzed at least 1 time per year</li> <li>• AVID classroom teachers will collect data each trimester on the effectiveness of transition times and organizational tools, collected and analyzed at least 3 times per year at monthly leadership meetings</li> <li>• AVID attendance data, collected in SYNERGY and analyzed at least 1 time per year</li> </ul> <p>Data will be collected, progress monitored and analyzed at staff meetings, PLC meetings, SSC, and ELAC meetings.</p>	

**Actions/Services 1.1.6 (SiteGoalID: 6449) (DTS: 02/10/23)**

**Targeted Student Group(s)**

• 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

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
<p>1. We will close the achievement and opportunity gap by providing our students with:</p> <p>1. August - June, Tier II interventional supports: Intervention teachers</p>	<p>1. <b><u>Measurements we will collect and analyze:</u></b></p> <ul style="list-style-type: none"> <li>• Intervention teachers will collect and analyze the LETRS, fluency, sight word, and letter sound data to measure growth. They will</li> </ul>	

will work with small groups on targeted goals to close the achievement gap by teaching: phonics, decoding, blending, phonemic awareness and comprehension skills. Supplemental Personnel.

2. August - June, Academic Intervention Teachers-We will hire 3 academic intervention teachers and hire a 4th teacher out of ESSER funds. We will hire two teachers for 100% of the school year, and the last for 70% 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. August - June, Para educators-we will hire para educators to help support the interventional needs of our students.

#### Action Items # 1-3

- Supplemental Concentration - Certificated Salaries = 70% FTE = \$87,000
- Title 1 Basic - Certificated Salaries = 1.0 FTE - \$122,289
- ESSER 1.0 FTE

collect data monthly to progress monitor, and share this with teams monthly.

- Fluency data, collected 3 times per year and analyzed monthly in PLC team meetings.
- CAASP data, collected 1 time per year, and analyzed at least 1 time per year.
- California Department of Education's Dashboard, John Reith placed in the Orange Grid overall for ELA and orange in Math. We will monitor growth from the CA Dashboard, released one time per year, and analyzed at site council, ELAC and staff meetings.
- Illuminate interim assessment data, collected and analyzed at least 3 times per year.
- Assessment data collected from our intervention team, collected monthly and analyzed monthly at PLC meetings.

**Actions/Services 1.1.7 (SiteGoalID: 6449) (DTS: 02/10/23)**

#### **Targeted Student Group(s)**

• 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

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
<p>In order to help close the achievement and opportunity gap, John Reith will,</p> <ol style="list-style-type: none"> <li>1. August - June, Supplement the cost of a library technician to help support literacy in the school and close the achievement gap <ol style="list-style-type: none"> <li>1. Run and oversee our school wide reading program by fostering a love for reading.</li> <li>2. Purchase Library books to close the achievement gap. This will help to close the achievement and opportunity gap by: <ol style="list-style-type: none"> <li>1. Instructing students, both with classroom teachers and independently</li> <li>2. Planning collaboratively with classroom teachers; to target reading and writing for each student.</li> </ol> </li> </ol> </li> <li>2. August &amp; as needed, Purchase supplemental reading materials for the classroom to enhance grade level reading goals. Instructional materials will include, but not be limited to, SIPPS, leveled readers, and supplemental materials from California Wonders</li> <li>3. August &amp; as needed, We will purchase a school wide reading, Accelerated Reader, RAZ Kids, ReFlex Math, and other online subscriptions or programs to foster a love for</li> </ol>	<p><b><u>1. Measurements we will collect and analyze:</u></b></p> <ul style="list-style-type: none"> <li>• Number of books checked out, we will collect and analyze this data on Follett at least 3 times per year.</li> </ul> <p><b><u>2. Lexile Level Progress from STAR Progress</u></b></p> <ul style="list-style-type: none"> <li>• Teachers and intervention staff will preform a STAR Lexile assessment each trimester, we will collect data and analyze at least 2 times per year</li> </ul> <p><b><u>3. Accelerated Reading or Reading Counts Data</u></b></p> <ul style="list-style-type: none"> <li>• CAASP scores, we will collect and analyze at least 1 time per year</li> <li>• # of books read online</li> <li>• # of students progressing with Lexile levels</li> </ul> <p>Data will be collected, progress monitored and analyzed at staff meetings, PLC meetings, SSC, and ELAC meetings.</p>	

reading and writing in our school

Action Items #1-3

- Title 1 \$ - FTE 0.9380 = \$3581
- Title 1 Basic - Classified Salaries = \$8600
- Supplemental Concentration = Materials, supplies and equipment = \$3200
- Title 1 Basic - \$10, 700

**Actions/Services 1.1.8 (SiteGoalID: 6449) (DTS: 02/10/23)**

**Targeted Student Group(s)**

- All

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"><li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li><li>• Actions and Services should be step by step in a chronological order.</li><li>• Actions and Services should remove barriers and implement changes.</li></ul>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p> <ul style="list-style-type: none"><li>• What progress data will be collected and who will collect it?</li><li>• How often and when will it be collected?</li><li>• Who will it be shared with and when?</li></ul>	<p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"><li>• What is working?</li><li>• What is not working and why?</li><li>• What modifications do you need to make?</li></ul>
<p><b><u>August - June, Provide stipends and timesheets</u></b> to teachers for extra work outside of the contract day: tutoring, attending workshops/PD and site planning with the grade level members</p> <ol style="list-style-type: none"><li>1. August - May, Curriculum parent involvement nights to increase academic achievement</li><li>2. (September, January &amp; March) Professional Development Release Time with academic staff</li></ol> <p>Action Item # 1</p> <ul style="list-style-type: none"><li>• Title 1 Basic Certificated Timesheets \$2300</li></ul>	<p><b><u>Measurements we will collect and analyze:</u></b></p> <ul style="list-style-type: none"><li>• SMART Goals, we collect these 3 times per year, and analyze the data at least 3 times per year at PLC time</li><li>• Assessment results/analysis of student achievement data, collected 3 times per year, analyzed monthly at PLC meetings</li><li>• Sign in sheets from curriculum events, collected at least 4 times per year</li></ul> <p>Data will be collected, progress monitored and analyzed at staff meetings, PLC meetings, SSC, and ELAC meetings.</p>	

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Funding Sources for District Goal 1	Amount	Description of Use
Supplemental/Concentration (7101/0000)	\$87000	Certificated- Salaries
Supplemental/Concentration (7101/0000)	\$9014	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	\$5000	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	\$7700	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	\$122289	Certificated- Salaries
Title I – Basic (4900/3010)	\$3786	Certificated- Timesheets
Title I – Basic (4900/3010)	\$12181	Classified- Salaries
Title I – Basic (4900/3010)	\$50950	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	\$17620	Materials/Supplies/Equipment

<p><b>District Strategic Goal 2:</b></p> <p>All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.</p>	<p><b>District Needs and Metrics 2:</b></p> <p>Students need high quality programs and services driven by assessment, data analysis, and action as measured by:</p> <ul style="list-style-type: none"> <li>• Assessment System</li> <li>• Data and Program Evaluation</li> <li>• Other (Site-based/local assessment)</li> </ul>
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**Site Goal 2.1 (SiteGoalID: 6815) (DTS: 01/01/10)**

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

**Metric:** Test Participation Rate on Districtwide Assessments

**Actions/Services 2.1.1 (SiteGoalID: 6815) (DTS: 03/31/23)**

**Targeted Student Group(s)**

<b>What Specific Actions/Services will you Provide to this Student Group?</b> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<b>How will you Progress Monitor the Implementation of Actions/Services?</b> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<b>Evaluation Cycles in 2023-2024</b> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
<ol style="list-style-type: none"> <li>1. <b>August, November, February, April, and May</b> - 95 % completion of District Assessments</li> <li>2. <b>August - May</b> - Kinder - 6th grade teachers will receive time to review data and collaborate with colleagues to design instruction</li> </ol> <p>Action Items #1-2</p> <ul style="list-style-type: none"> <li>• Supplemental - Certificated Timesheets - \$5000</li> </ul>	<ul style="list-style-type: none"> <li>• Effectiveness will be measured by admin and coaches pulling completion rates by grade level a week before the testing window closes, reporting the data to grade levels and creating a plan to assess students who have missing scores.</li> </ul> <p>Data will be collected, progress monitored and analyzed at staff meetings, PLC meetings, SSC, and ELAC meetings.</p>	

**Site Goal 2.2 (SiteGoalID: 6446) (DTS: 02/10/23)**

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 3 out of 4, we are meeting the current required number of ELD minutes, ELD materials, and start of ELD/WIN time. We will continue to monitor our ELD programs.
  - ELD walk through rate, 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. In 2021-2022, we reached a 4 out of 4 for our FONT and ELD walkthrough forms for monitoring classroom instruction
  - Teacher preparation survey: we scored 3 out of 4, teachers reported high familiarity with instructional strategies beneficial to EL students: active participation, language support, structured student interaction, and checking for understanding. We will continue this focus. We scored 2 out of 4 for staff training participation.

**Metric:** Test Participation Rate on Districtwide Assessments

**Actions/Services 2.2.1 (SiteGoalID: 6446) (DTS: 02/10/23)**

**Targeted Student Group(s)**

• 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

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
<ol style="list-style-type: none"> <li>1. <b>July - June Provide Professional development</b> on the full implementation of CCSS, Wonders, AVID, and GLAD training, and developing as a PLC.</li> <li>2. <b>July-June Release days for teachers</b> to analyze student data, observe and be observed and PD that will enable teachers to work towards closing the achievement and opportunity gap</li> <li>3. October and March, 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</li> </ol> <p>Action Items # 1-3</p> <ul style="list-style-type: none"> <li>• Title 1 - Certificated Timesheets \$2500</li> </ul>	<ol style="list-style-type: none"> <li>1. <b>Measurements we will collect and analyze:</b> <ul style="list-style-type: none"> <li>• SMART Goals, collected and analyzed at least 3 times per year</li> <li>• CAASP data, collected and analyzed at least 1 time per year</li> <li>• Benchmark &amp; Fluency Data from Grade Levels, collected and analyzed at least 3 times per year</li> </ul> </li> </ol> <p>Data will be collected, progress monitored and analyzed at staff meetings, PLC meetings, SSC, and ELAC meetings.</p>	

**Site Goal 2.3 (SiteGoalID: 6450) (DTS: 02/10/23)**

**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 26% at or above grade level on CAASP in 2022, they will make a 3% increase to 29%. This increased by 3% this year.
- African American students scored 18% at or above grade level on CAASP in 2022, they will make a 3% increase to 21%. This is one of our targeted sub-groups. They increased from 11%-18% meeting or exceeding standards from the previous year, which is an 8% increase.
- Asian students scored 46% at or above grade level on CAASP in 2022, they will make a 3% increase to 49%.
- Students with 2 or more races scored 26% at or above grade level on CAASP in 2022, they will make a 3% increase to 29%. We declined in this area from 46% - 26% this year, this will be a targeted subgroup to figure out cause of this decline.
- ELL students scored 18% at or above grade level on CAASP in 2022, they will make a 3% increase to 21%. This was a increase of 8% from the previous year, and we will continue to provide more intervention and support for this sub-group to continue growth.
- Socio-economically disadvantaged students scored 31% at or above grade level on CAASP in 2022, they will make a 3% increase to 34%. We increased in this area as well by 7%.
- Our students with disabilities performed at a 5% level of students meeting or exceeding the grade level standard in ELA on CAASP from 2022. This was a 2% increase. This sub group will make a 3% growth this year, and they are a second targeted sub-group to make strong growth this school year.

**Metric: Test Participation Rate on Districtwide Assessments**

**Actions/Services 2.3.1 (SiteGoalID: 6450) (DTS: 02/10/23)**

**Targeted Student Group(s)**

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

<b>What Specific Actions/Services will you Provide to this Student Group?</b>	<b>How will you Progress Monitor the Implementation of Actions/Services?</b>	<b>Evaluation Cycles in 2023-2024</b>
<ul style="list-style-type: none"><li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li><li>• Actions and Services should be step by step in a chronological order.</li><li>• Actions and Services should remove barriers and implement changes.</li></ul> <p>1. <b><u>August - June, Provide substitutes, stipends and professional development</u></b> opportunities and resources based on grade level needs assessments. Teachers will</p>	<ul style="list-style-type: none"><li>• What progress data will be collected and who will collect it?</li><li>• How often and when will it be collected?</li><li>• Who will it be shared with and when?</li></ul> <p>1. <b><u>Measurements we will collect and analyze:</u></b></p> <ul style="list-style-type: none"><li>• SMART Goals, collected and analyzed at least 3 times per year</li><li>• CAASP, collected and analyzed at least 1 time per</li></ul>	<ul style="list-style-type: none"><li>• What is working?</li><li>• What is not working and why?</li><li>• What modifications do you need to make?</li></ul>



<p>target intervention need to facilitate the growth.</p> <p>Action Item # 1</p> <ul style="list-style-type: none"> <li>Supplemental - Certificated Timesheets = \$4000</li> </ul>	<p>year</p> <ul style="list-style-type: none"> <li>Benchmark Assessments &amp; Fluency Grade Level Data, collected and analyzed at least 3 times per year</li> </ul> <p>Data will be collected, progress monitored and analyzed at staff meetings, PLC meetings, SSC, and ELAC meetings.</p>	
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**Site Goal 2.4 (SiteGoalID: 6451) (DTS: 02/10/23)**

**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 18% in ELA and 10% to 14% in Math.

**Metric:** Test Participation Rate on Districtwide Assessments

**Actions/Services 2.4.1 (SiteGoalID: 6451) (DTS: 02/10/23)**

**Targeted Student Group(s)**

- EL • School-wide

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"> <li>Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>Actions and Services should be step by step in a chronological order.</li> <li>Actions and Services should remove barriers and implement changes.</li> </ul>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p> <ul style="list-style-type: none"> <li>What progress data will be collected and who will collect it?</li> <li>How often and when will it be collected?</li> <li>Who will it be shared with and when?</li> </ul>	<p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>What is working?</li> <li>What is not working and why?</li> <li>What modifications do you need to make?</li> </ul>
<p>1. <b><u>August - June, Incorporating the intervention team with classroom teachers to support the ELD instructional time</u></b> 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</p>	<p>1. <b><u>Measurements we will collect and analyze:</u></b></p> <ul style="list-style-type: none"> <li>CAASP, collected and analyzed at least 1 time per year</li> <li>Curriculum Embedded Assessments, collected and analyzed at least monthly by grade levels, and at PLC time</li> <li>ELL Assessments on ELPAC, collected and analyzed at least 2 times per year</li> </ul>	

<p>target needs for English Language Learners.</p> <ul style="list-style-type: none"> <li>September - May, Provide tutoring for our ELL students</li> <li>July and March, GLAD training for staff and use of strategies in the classroom</li> <li>August - June, Using Imagine Learning and other online subscriptions for our EL newcomers and ELL students who will benefit</li> </ul> <p>Action Item # 1</p> <ul style="list-style-type: none"> <li>Title 1 Basic - Contracts and Services = \$2500</li> <li>Title 1 Basic - Certificated Timesheets = \$6800</li> <li>EL Supplemental = Certificated Timesheets - \$6850</li> </ul>	<ul style="list-style-type: none"> <li>Our EL students will increase from 16% to 19% of them being re-designated from the LPAC Assessment, collected and analyzed at least 1 time per year in the spring</li> </ul> <p>Data will be collected, progress monitored and analyzed at staff meetings, PLC meetings, SSC, and ELAC meetings.</p>	
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**Actions/Services 2.4.2 (SiteGoalID: 6451) (DTS: 02/10/23)**

**Targeted Student Group(s)**

- EL

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p>	<p><b>Evaluation Cycles in 2023-2024</b></p>
<ul style="list-style-type: none"> <li>Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>Actions and Services should be step by step in a chronological order.</li> <li>Actions and Services should remove barriers and implement changes.</li> </ul> <p>1. <b><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></b></p> <ul style="list-style-type: none"> <li>September-May minimum of 4 ELAC Meetings</li> </ul>	<ul style="list-style-type: none"> <li>What progress data will be collected and who will collect it?</li> <li>How often and when will it be collected?</li> <li>Who will it be shared with and when?</li> </ul> <p>1. <b><u>Measurements we will collect and analyze:</u></b></p> <ul style="list-style-type: none"> <li>ELPAC Testing Results, collected and analyzed at least 1 time per year</li> <li>ELAC Meeting and re-designation Sign In Sheets, collected and analyzed at least 4 times per year</li> <li>Illuminate assessments for interim assessments,</li> </ul>	<ul style="list-style-type: none"> <li>What is working?</li> <li>What is not working and why?</li> <li>What modifications do you need to make?</li> </ul>

<ul style="list-style-type: none"> <li>• May, EL Re-designation Awards Night</li> <li>• August - June, Translation at evening events and meetings</li> <li>• September - May, 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</li> <li>• September and April, EL testing of newcomers to CA or the US throughout the school year</li> <li>• September - May, Equipment for students of high academic need: examples but not limited to: headphones, curriculum resources, books, supplies, etc.</li> </ul> <p>Action Item # 1</p> <ul style="list-style-type: none"> <li>• Supplemental Concentration - Certificated Timesheets - \$2500</li> <li>• EL Supplemental - Certificated Timesheets \$4579</li> </ul>	<p>collected and analyzed at least 3 times per year</p> <p>Data will be collected, progress monitored and analyzed at staff meetings, PLC meetings, SSC, and ELAC meetings.</p>	
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**Actions/Services 2.4.3 (SiteGoalID: 6451) (DTS: 02/10/23)**

**Targeted Student Group(s)**

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

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
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<p>1. <b><u>September - May, Provide a quality program after school and in class for students to receive enrichment and advancements to their learning.</u></b></p> <ul style="list-style-type: none"> <li>• (spring) Provide release time for teachers to assess all third grade students for GATE identification.</li> <li>• May, Provide GATE Coordinator stipend</li> <li>• September, Purchase supplemental supplies to enhance our Gate program</li> <li>• September - May, Provide Gate after school programs: CREST, MESA, MARE, and other programs.</li> </ul> <p>Action Item # 1</p> <ul style="list-style-type: none"> <li>• Gate, Materials and Supplies = \$800</li> <li>• Gate, Contracts and Services = 550</li> <li>• Gate, Certificated Timesheets = \$2000</li> </ul>	<p>1. <b><u>Measurements we will collect and analyze:</u></b></p> <ul style="list-style-type: none"> <li>• Provide release time for teachers to assess all third grade students for GATE identification. Done in the spring, and analyzed in the fall.</li> <li>• Sign in sheets from after school club participation, attendance is collected on a daily basis.</li> </ul> <p>Data will be collected, progress monitored and analyzed at staff meetings, PLC meetings, SSC, and ELAC meetings.</p>	
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<b>Funding Sources for District Goal 2</b>	<b>Amount</b>	<b>Description of Use</b>
EL Supplemental (7150/0000)	\$11429	Certificated- Timesheets
GATE (7105/0000)	\$2050	Certificated- Timesheets
GATE (7105/0000)	\$550	Contracts/Services/Subscriptions
GATE (7105/0000)	\$797	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$2200	Certificated- Timesheets
Title I – Basic (4900/3010)	\$2800	Certificated- Timesheets
Title I – Basic (4900/3010)	\$1500	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	\$1500	Materials/Supplies/Equipment

### 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 (SiteGoalID: 6447) (DTS: 02/10/23)

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 7 suspensions this school year, 71% are suspensions of our African American students and 28% are students with disabilities. We made improvement with our students with disabilities but not our African American students. 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, currently we have 7 suspensions for the 2022-2023 school year . 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, 71% of our suspensions are our African American students, and we will decrease this by 10%, 14% 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, currently we had 27% of our SWD suspended. 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 Rate: Percent of Students Suspended

### Actions/Services 3.1.1 (SiteGoalID: 6447) (DTS: 02/10/23)

#### Targeted Student Group(s)

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

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

How will you Progress Monitor the Implementation of

Evaluation Cycles in 2023-2024

- What is working?

<ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<b>Actions/Services?</b> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<ul style="list-style-type: none"> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
<ol style="list-style-type: none"> <li>1. <b><u>September - May, Provide guest administrators or a Teacher in Charge</u></b> (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.</li> <li>2. <b><u>September - May, Provide additional training and support for yard duty</u></b> staff and students around unstructured playground and cafeteria time where discipline problems occur.</li> <li>3. <b><u>September - May, Provide additional PBIS strategies for staff</u></b> 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. <ol style="list-style-type: none"> <li>1. Staff will support, train and use Second Steps as a foundational program for our tier 1 interventions of supports</li> </ol> </li> <li>4. August - May, Purchase playground equipment to actively engage kids in unstructured play time to decrease office referrals.</li> <li>5. August - June, Contract with ASSIST for 2 more days per week to have a 4 day a week recess mentoring program.</li> </ol> <p>Action Items # 1-5</p>	<ol style="list-style-type: none"> <li>1. <b><u>Measurements we will collect and analyze for actions 1-4:</u></b> <ul style="list-style-type: none"> <li>• Student Discipline Logs, reviewed monthly at PBIS meetings</li> <li>• PBIS team Data reviews, monthly and goals are set for targeted areas of growth</li> <li>• Review progress and adjust strategies as needed for targeted students with frequent discipline issues on a trimester basis. (monthly yard staff meetings, and trainings)</li> <li>• We will collect weekly data sent to the site on how many students participate and how many character education bright spots are being given out. Collected and analyzed on a monthly basis.</li> </ul> <p>Data will be collected, progress monitored and analyzed at staff meetings, PLC meetings, SSC, and ELAC meetings.</p> </li> </ol>	

<ul style="list-style-type: none"> <li>Title 1 Basic - Certificated Timesheets = \$2500</li> <li>Supplemental Concentration - Certificated Timesheets = \$1000</li> <li>Title 1 Basic - Materials and Supplies = \$1000</li> <li>Title 1 Basic - Contracts and Services = \$22,000</li> </ul>		
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**Actions/Services 3.1.2 (SiteGoalID: 6447) (DTS: 02/10/23)**

**Targeted Student Group(s)**

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

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
<p>1. August - May, 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>Action Item # 1</p> <ul style="list-style-type: none"> <li>• PBIS - Materials &amp; Supplies, \$1000</li> </ul>	<p>1. <b><u>Measurements we will collect and analyze:</u></b></p> <ul style="list-style-type: none"> <li>• Student Discipline Logs and data review, collected and analyzed on a monthly basis at our PBIS meetings.</li> <li>• Teacher/Student rating scales, MTSS individual rating scales done on tier 2 students</li> <li>• PBIS team data reviews, monthly at PBIS and MTSS meetings</li> </ul>	

<p><b>Funding Sources for District Goal 3</b></p>	<p><b>Amount</b></p>	<p><b>Description of Use</b></p>
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PBIS (7440/0000)	\$1000	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$1000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	\$22000	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	\$1500	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	\$2500	Certificated- Timesheets
Title I – Basic (4900/3010)	\$900	Materials/Supplies/Equipment

<p><b>District Strategic Goal 4:</b></p> <p>All students will benefit from programs and services designed to inform and involve family and community partners.</p>	<p><b>District Needs and Metrics 4:</b></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"> <li>• Attendance Rate</li> <li>• Chronic Absentee Rate</li> <li>• Family and Community Engagement</li> <li>• Input in Decision Making</li> <li>• Other (Site-based/Local assessment)</li> <li>• Partnerships for Student Outcome</li> <li>• Relationships Between Staff and Families</li> </ul>
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**Site Goal 4.1 (SiteGoalID: 6448) (DTS: 02/10/23)**

**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:** Parents indicating opportunities for parent involvement

**Actions/Services 4.1.1 (SiteGoalID: 6448) (DTS: 02/10/23)**

**Targeted Student Group(s)**

- All

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> </ul>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p>	<p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
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<ul style="list-style-type: none"> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	
<p>1. <b><u>August - June, Utilize groups to facilitate parent involvement: PTO, ELAC, School Site Council . Attendance at conferences, in home visits and community activities.</u></b></p> <ul style="list-style-type: none"> <li>• <b><u>August &amp; June, Provide training to staff on how to make home visits to families.</u></b> Time sheet teachers to participate in Home Visits and parent universities. Contract with outside providers to provide content.</li> <li>• Curriculum Nights</li> <li>• Harvest Festival</li> <li>• Holiday Extravaganza</li> <li>• Science Faire Night</li> <li>• Family Dances</li> <li>• Open House and Back to School Night</li> <li>• Create fliers home for families on academics and events</li> <li>• Newsletters</li> <li>• Auto Dialer, Email, and Facebook technology connection</li> <li>• Ruby Bridges Day, Walk, Bike and Roll to School, October, November, &amp; May, Partner with Jackman &amp; Valley</li> </ul>	<p>1. <b><u>Measurements we will collect and analyze:</u></b></p> <ul style="list-style-type: none"> <li>• Attendance records, collected and analyzed monthly with office and admin staff</li> <li>• Event Calendar, updated daily</li> <li>• Home Visits, encouraged all year</li> <li>• Meeting agendas and minutes, collected and analyzed on a weekly basis</li> <li>• Call logs</li> <li>• Partnerships for student outcomes</li> </ul> <p>Data will be collected, progress monitored and analyzed at staff meetings, PLC meetings, SSC, and ELAC meetings.</p>	

**Actions/Services 4.1.2 (SiteGoalID: 6448) (DTS: 02/10/23)**

**Targeted Student Group(s)**

- All • School-wide

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p>	<p><b>How will you Progress Monitor the Implementation of</b></p>	<p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> </ul>
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<ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<p><b>Actions/Services?</b></p> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<ul style="list-style-type: none"> <li>• What modifications do you need to make?</li> </ul>
<p>1. August - June, Parent Liaison- Fund Parent Liaison to support community involvement in home visits, conferences and community</p> <ul style="list-style-type: none"> <li>• August - June, Utilize a parent outreach coordinator to make telephone contact with parents of targeted student groups to insure their awareness, involvement and participation in school activities relevant to their students success much like the ELAC meetings function.</li> </ul>	<p>1. <b><u>Measurements we will collect and analyze:</u></b></p> <ul style="list-style-type: none"> <li>• Attendance records</li> <li>• Event calendar</li> <li>• Home Visits</li> <li>• Meeting agendas and minutes</li> <li>• Partnerships for student outcomes</li> </ul> <p>Data will be collected, progress monitored and analyzed at staff meetings, PLC meetings, SSC, and ELAC meetings.</p>	

**Site Goal 4.2 (SiteGoalID: 6452) (DTS: 02/10/23)**

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

**Metric:** Parents indicating opportunities for parent involvement

**Actions/Services 4.2.1 (SiteGoalID: 6452) (DTS: 02/10/23)**

**Targeted Student Group(s)**

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

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> </ul>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
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<ul style="list-style-type: none"> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>		
<p>1. <b><u>September- May, Hold separate meetings for families of EL students to attend ELAC meetings</u></b></p> <ul style="list-style-type: none"> <li>• September - May, Host training for our EL families to better support their child at home, and continue our work with our home school connection.</li> <li>• September - May, Provide refreshments and child care to increase EL parent involvement at EL parent meetings, training, and school events.</li> </ul>	<p>1. <b><u>Measurements we will collect and analyze:</u></b></p> <ul style="list-style-type: none"> <li>• Attendance at ELAC Meetings</li> <li>• Parent Participation in School Activities</li> <li>• Parent and student surveys</li> <li>• EL CAASP data</li> </ul> <p>Data will be collected, progress monitored and analyzed at staff meetings, PLC meetings, SSC, and ELAC meetings.</p>	

**Site Goal 4.3 (SiteGoalID: 6453) (DTS: 02/10/23)**

**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 (SiteGoalID: 6453) (DTS: 02/10/23)**

**Targeted Student Group(s)**

• 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

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
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<p>1. August - June, Provide instruction, recognition and increased awareness of the importance of on-time school attendance and citizenship. School wide campaign including attendance incentive programs.</p>	<p>1. <b><u>Measurements we will collect and analyze:</u></b></p> <ul style="list-style-type: none"> <li>Attendance rates based on data from Synergy</li> <li>Tardiness averages 100 late students on late start Wednesdays, we will collect data from switching to early out Wednesday and compare years</li> <li>Collect and analyze data from monthly PBIS student ceremonies</li> </ul> <p>Data will be collected, progress monitored and analyzed at staff meetings, PLC meetings, SSC, and ELAC meetings.</p>	
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Funding Sources for District Goal 4	Amount	Description of Use
EL Supplemental (7150/0000)	\$1000	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	\$2300	Certificated- Timesheets
Title I – Basic (4900/3010)	\$1500	Classified- Salaries
Title I – Basic (4900/3010)	\$500	Classified- Timesheets
Title I – Basic (4900/3010)	\$1200	Materials/Supplies/Equipment

### Funding Source Summary for All District Goals

Fund Source	Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
EL Supplemental (7150/0000)	Certificated- Timesheets		\$11429			\$11429
EL Supplemental (7150/0000)	Materials/Supplies/Equipment				\$1000	\$1000
GATE (7105/0000)	Certificated- Timesheets		\$2050			\$2050
GATE (7105/0000)	Contracts/Services/Subscriptions		\$550			\$550
GATE (7105/0000)	Materials/Supplies/Equipment		\$797			\$797
PBIS (7440/0000)	Materials/Supplies/Equipment			\$1000		\$1000

Supplemental/Concentration (7101/0000)	Certificated- Salaries	\$87000				\$87000
Supplemental/Concentration (7101/0000)	Certificated- Timesheets	\$9014	\$2200	\$1000		\$12214
Supplemental/Concentration (7101/0000)	Contracts/Services/Subscriptions	\$5000		\$22000		\$27000
Supplemental/Concentration (7101/0000)	Materials/Supplies/Equipment	\$7700		\$1500		\$9200
Title I – Basic (4900/3010)	Certificated- Salaries	\$122289				\$122289
Title I – Basic (4900/3010)	Certificated- Timesheets	\$3786	\$2800	\$2500	\$2300	\$11386
Title I – Basic (4900/3010)	Classified- Salaries	\$12181			\$1500	\$13681
Title I – Basic (4900/3010)	Classified- Timesheets				\$500	\$500
Title I – Basic (4900/3010)	Contracts/Services/Subscriptions	\$50950	\$1500			\$52450
Title I – Basic (4900/3010)	Materials/Supplies/Equipment	\$17620	\$1500	\$900	\$1200	\$21220

### 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) | 2023-2024

#### EGUSD Strategic Goals

Fund Source Mgmt. Code / Description Resc. Code / Description	FTE	Carry Over	Allocation	Subtotal	1 Curriculum and Instruction	2 Assessment	3 Wellness	4 Family Engagement	Balance
<b>1510</b> Regular Education (TK-6) <b>0000</b> Unrestricted	0.0000	\$0	\$32,271	\$32,271	\$32,271	\$0	\$0	\$0	\$0
<b>7101</b> LCFF Supplemental Concentration TK-6 <b>0000</b> Unrestricted	0.0000	\$0	\$135,414	\$135,414	\$108,714	\$2,200	\$24,500	\$0	\$0
<b>7105</b> Gifted and Talented Education (GATE) TK-6 <b>0000</b> Unrestricted	0.0000	\$0	\$3,397	\$3,397	\$0	\$3,397	\$0	\$0	\$0
<b>7150</b> EL Supplemental Program Services TK-6 <b>0000</b> Unrestricted	0.0000	\$0	\$12,429	\$12,429	\$0	\$11,429	\$0	\$1,000	\$0
<b>7440</b> Positive Behavior Incentive Supports <b>0000</b> Unrestricted	0.0000	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
<b>4900</b> Director of School Improvement Support <b>3010</b> ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	0.0000	\$0	\$221,526	\$221,526	\$206,826	\$5,800	\$3,400	\$5,500	\$0
<b>Total Funds Budgeted for Strategies to Meet the Goals in the SPSA</b>	0.0000	\$0	\$406,037	\$406,037	\$347,811	\$22,826	\$28,900	\$6,500	

#### Fund Subtotals

Subtotal of additional federal funds included for this school      \$221,526

Subtotal of state or local funds included for this school      \$184,511

**Signatures: (Must sign in blue ink)**

**Date**

**Principal**

Katie Hedrick

**School Site Council  
Chairperson**

Brandon Caston

**EL Advisory Chairperson**

Deloris Ruiz

Signatures: (Must sign in blue ink)	Date

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