



John Reith Elementary

Local Control Accountability Plan (LCAP) 2024-2025

Principal: Katie Hedrick

County-District-School (CDS) Code: 34673146107916

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

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

IV. Goals, Action Plans and Progress Monitoring

John Reith Elementary | Focused Work: 2024-2025

Goal Setting (Icapid: 632)

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 receive high quality classroom instruction and curriculum to promote college, career and life readiness and close achievement and opportunity gaps.

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 learn in an equitable, culturally responsive, physically, and emotionally healthy and safe environment.

Goal 4: Family and Community Engagement

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

Stakeholder Engagement

1. Involvement Process for LCAP and Annual Update

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

The Principal, Vice Principal, ELAC Committee, Staff, school site council, and our community met on multiple occasions to build, plan and create the John Reith Elementary LCAP plan. We used and created parent, student, and staff surveys to build the 2024-2025 LCAP. At family events, curriculum nights, and over email, parents were asked to give and share their input on the creation of this plan. This plan was also built by our school site council at each of our council meetings during the 2023-2024 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: **9/6/23, 10/11/23, 11/29/23, 2/7/24, 4/13/24, 5/8/24**

Leadership meetings were held and data was collected on: **8/23/23, 9/27/23, 1/24/24, 4/24/24, 5/29/24**

AVID leadership meetings were held, and data was collected on: **8/20/23, 10/4/23, 12/6/23, 1/31/24, 3/27/24, 5/1/24**

School Site Council meetings were held, and data was collected on: **9/14/23, 1/11/24, 3/28/24, 5/30/24**

Parent events:

Back to School Night - 8/9/24

Family Lunch Days - 8/25/23, 10/13/23, 4/19/24, 5/17/24

Band Concert - 12/13/23

Talent show - 2/22/24

Family Movie Night - 12/7/24

Harvest Festival - 10/27/24

Family Dances - 9/7/23, 2/8/24

FTAT Family Math Nights - 6th 10/19/23, 3rd 11/8/23, 3rd 4/16/24, 6th 4/23/24

ELAC meetings were held and data was collected on: **9/16/23, 11/29/23, 3/27/24, 5/22/24**

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 subgroups that we targeted this year and last, our African American and our students with disabilities, made some progress strong progress in classroom data. The subgroup that made the least amount of growth was our English Language Learners. From parent, student and staff surveys the team agreed to continue with academic intervention teachers in our new plan, continue with our training plan, move forward with training our staff with GLAD ELD strategies, and continuing our vision and mission as an AVID Elementary School. A few other items the team agreed to on our new LCAP was, training our staff, adding in release days to break down data to best serve kids instructionally, continue to upgrade our technology, and plan in AVID professional development.

Resource Inequities (ATSI and CSI designated schools only)

Briefly describe any resource inequities identified by the site needs assessment.

Definition: A resource inequity is a change you will make from your past practice to a new innovation to improve support for your most at-risk students. This change could include reallocating resources such as staff, funding, time, space, etc.

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

- Assessment data is collected each trimester on small group intervention with specific learning targets and goals for each student group, Academic Intervention Teachers (AIT), classroom teachers, and our extended day program are supporting these targeted needs.

- Our PLC time with our Special Education staff, Wellness Team, and Classroom Teachers have been formed to target student outcomes and discuss the progress of SWD, students with 2 or more ethnicities and our African American students using standards aligned interim assessment data.

Goals, Actions, and Progress Indicators

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

Site Goal 1.1 (SiteGoalID: 7440) (DTS: 12/13/23)

Our goal is to close the achievement and opportunity gap using high quality

instruction. Overall **ENGLISH LANGUAGE ARTS (ELA)** scores will increase from 31% to 35% for our students meeting or exceeding standards on the state **CAASPP** assessments as noted in the LCAP Metrics.

- Our current data:
- Hispanic students scored 26% at or above grade level on CAASP in 2023 which was a decrease of 1%, they will make a 3% increase to 29% in 2024.
- African American students scored 17% at or above grade level on CAASP in 2022 and this year decreased to 13% in 2023. They will make a 4% increase back to 17% of students meeting or exceeding standard in 2024. This is one of our targeted sub-groups.
- Asian students scored 45% at or above grade level on CAASP in 2022 and increased to 46% in 2023, they will make a 3% increase to 49% in 2024.
- Students with 2 or more races scored 24% at or above grade level on CAASP in 2022, and scored 48% at or above grade level in 2023 they will make a 3% increase to 51% in 2024. This is another targeted area for Reith, and we made a 24% increase overall for students with 2 or more races. We will continue to target this subgroup.
- ELL students scored 23% at or above grade level on CAASP in 2022, and 26% in 2023 meeting or exceeding standard, they will make a 3% increase to 29%. This was an increase of 3% 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 30% at or above grade level on CAASP in 2022, and increased to 32% in 2023 meeting or exceeding standard, they will make a 3% increase to 35% in 2024. We increased in this area as well by 2% overall.
- Our students with disabilities performed at a 4% level of students meeting or exceeding the grade level standard in ELA on CAASP from 2022, and increased to 12% in 2023. This was an 8% increase. This

sub group will make a 3% growth this year, and they are a targeted sub-group to make strong growth this school year.

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

Action 1.1.1 (SiteGoalID: 7440) (DTS: 12/13/23)

Targeted Student Group(s)

- All

<p>Action Plan</p> <ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	<p>Progress Monitoring</p> <ul style="list-style-type: none"> • How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with? 	<p>Evaluation</p> <ul style="list-style-type: none"> • Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
<p>Action Plan</p> <p><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, GLAD, AVID, and other professional development.</u></p> <ol style="list-style-type: none"> 1. On going all year at staff meetings, staff PD for effectively written and communicated learning targets and success criteria that clearly connect to content area standards 2. August - May, Provide collaboration time with Intervention teachers who will be teaching basic skills in small groups for comprehension, decoding, and phonemic awareness to fill gaps and to get children reading on grade level. 	<p>Progress Monitoring</p> <p><u>1. Measurements we will collect and analyze:</u></p> <ul style="list-style-type: none"> • Curriculum- based assessments, collected 3 times per year, and grade levels will use at weekly PLC's to plan instructional needs. • PLC agendas and minutes, collected weekly from leaders. • Release time provided to review all pertinent data with our coaching and intervention staff (attendance data, grade level agendas and minutes will be collected) We will hold this 3 times per year, per grade level. • CAASP Data, collected 1 time per year, and reviewed at least one time per year by staff. • Teams will collect academic data and make instructional decisions based on the data on grade level benchmark assessments, collected 3 times per year, and shared and analyzed weekly at PLC meetings. 	<p>Evaluation</p>

<p>3. August - May, Providing staff opportunities to develop their practice and skill, and continue our journey of becoming AVID school wide.</p> <ul style="list-style-type: none"> • July, AVID Conference, National conference • July, AVID Membership <ul style="list-style-type: none"> ◦ AVID Yearly Membership • August - May, AVID Monthly PLC Meetings <ul style="list-style-type: none"> ◦ 18 teachers per month • August - May, AVID Monthly Release Days <ul style="list-style-type: none"> ◦ September through April, 10 teachers at 2 hours per PD. <p>4. August & March, We will train staff in using GLAD strategies.</p> <ul style="list-style-type: none"> • New staff being trained • Refresher course for previously trained staff <p>We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.</p>	<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"> • 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. <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 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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Action 1.1.2 (SiteGoalID: 7440) (DTS: 12/13/23)

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

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> • How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> • Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	Progress Monitoring	Evaluation

<p>1. <u>August - May, Purchase technology</u> to enhance instruction and continue to close the achievement and opportunity gap including but not limited to: SMARTBoard/LCD projector replacements as needed, printers, color printer and ink, Chrome Books for student use, and other technology needs. Staff will incorporate AVID strategies and technology resources and monitor target student progress.</p> <p>We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.</p>	<p>1. <u>Measurements we will collect and analyze:</u></p> <ul style="list-style-type: none"> • AR Star testing that measures Lexile levels, completed 2 times per year, and monthly reports generated by students to review progress. • Wonders and Math online assessment data to track student progress. Completed monthly and reviewed weekly at PLC meetings to progress monitor and creating next steps for learning targets. • Illuminate school wide assessments to monitor growth and progress 	
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Action 1.1.3 (SiteGoalID: 7440) (DTS: 12/13/23)

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

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> • How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> • Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
<p>Action Plan</p> <p>1. <u>August - May, Provide field trip scholarships</u>, entrance fees, transportation fees, on site contracts with outside providers to guarantee all students opportunities for culturally relevant/academic program participation.</p> <p>We will purchase allowable, reasonable, and necessary</p>	<p>Progress Monitoring</p> <p>1. <u>Measurements we will collect and analyze:</u></p> <ul style="list-style-type: none"> • Students will be applying and expanding knowledge of CCSS and NGSS as demonstrated by CAASP scores, work products, and other classroom assessment scores. Collected and 	<p>Evaluation</p>

supplies to complete the action plan for this goal.	<p>analyzed at least one time per year. Pre and post assessments as needed by grade levels.</p> <p>Data will be collected, progress monitored and analyzed at staff meetings, PLC meetings, SSC, and ELAC meetings.</p>	
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Action 1.1.4 (SiteGoalID: 7440) (DTS: 12/13/23)

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

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> How will you measure implementation? How will you measure student improvement using formative data? Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> Are you making progress towards your desired outcome? What is working or what is not working? How will you modify your plan if you are not making progress?

Action Plan	Progress Monitoring	Evaluation
<p>1. <u>August - May, Provide students with extra supplies and materials</u> needed to support programs used to increase academic achievement, including but not limited to, color printers and ink for optimal GLAD, ELD instructional needs, intervention, and AVID implementation. Sufficient paper to accommodate all academic high need students targeted in intervention, tutoring and enrichment programs.</p> <p>We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.</p>	<p>1. <u>How will we measure the effectiveness:</u></p> <ul style="list-style-type: none"> • CAASP Data, collected and analyzed at least 1 time per year • AVID classroom teachers will collect data each trimester on the effectiveness of transition times and organizational tools, collected and analyzed at least 3 times per year at monthly leadership meetings • AVID attendance data, collected in SYNERGY and analyzed at least 1 time per year <p>Data will be collected, progress monitored and analyzed at staff meetings, PLC meetings, SSC, and ELAC meetings.</p>	

Action 1.1.5 (SiteGoalID: 7440) (DTS: 12/13/23)

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

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> • How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> • Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	Progress Monitoring	Evaluation
<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. <u>Measurements we will collect and analyze:</u></p> <ul style="list-style-type: none"> • Intervention teachers will collect and analyze the LETRS, fluency, sight word, and letter sound data to measure growth. They will 	

<p>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.</p> <p>2. August - June, Academic Intervention Teachers-We will hire 3 academic intervention teachers to support our student need. We will hire two teachers for 100% of the school year, and the last for 70% of the school year. They will provide intervention using: best practice for filling holes and gaps in reading foundational skills.</p> <p>Action Items # 1-3</p> <ul style="list-style-type: none"> • 0.7 FTE • 1.0 FTE • ESSER 1.0 FTE <p>We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.</p>	<p>collect data monthly to progress monitor, and share this with teams monthly.</p> <ul style="list-style-type: none"> • 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. 	
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Action 1.1.6 (SiteGoalID: 7440) (DTS: 12/13/23)

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

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> • How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> • Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?

Action Plan	Progress Monitoring	Evaluation
<p>In order to help close the achievement and opportunity gap, John Reith will,</p> <ol style="list-style-type: none"> 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"> 1. Run and oversee our school wide reading program by fostering a love for reading. 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"> 1. Instructing students, both with classroom teachers and independently 2. Planning collaboratively with classroom teachers; to target reading and writing for each student. 2. August & as needed, Purchase supplemental reading materials for the classroom to enhance grade level reading goals. Instructional materials will include, but not be limited to, SIPPS, leveled readers, and supplemental materials from California Wonders 3. August & as needed, We will purchase a school wide reading, Accelerated Reader, ReFlex Math, and other online subscriptions or programs to foster a love for reading and writing in our school. <p>We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.</p>	<p><u>1. Measurements we will collect and analyze:</u></p> <ul style="list-style-type: none"> • Number of books checked out, we will collected and analyze this data on Follett at least 3 times per year. <p><u>2. Lexile Level Progress from STAR Progress</u></p> <ul style="list-style-type: none"> • Teachers and intervention staff will preform a STAR Lexile assessment each trimester, we will collect data and analyze at least 2 times per year <p><u>3. Accelerated Reading or Reading Counts Data</u></p> <ul style="list-style-type: none"> • CAASP scores, we will collect and analyze at least 1 time per year • # of books read online • # of students progressing with Lexile levels <p>Data will be collected, progress monitored and analyzed at staff meetings, PLC meetings, SSC, and ELAC meetings.</p>	

Site Goal 1.2 (SiteGoalID: 7779) (DTS: 04/15/24)

In the Valley Region, implementation of effective active participation will increase from 67% TO 70% by the end of the year as measured by the Teaching and Learning Program Implementation Continuum (PIC).

- From the student survey data, when your teacher asks questions, do you have enough time to come up with answers. Our data will increase, from 64% to 72%.
- From the teacher survey data regarding current level of implementation of active participation will increase from 81.6% to 83%.
- From our FONT implementation data, our walk through data will increase from 45% to 50%.
- From the student survey data, Does your teacher expect all students to participate everyday? Our data will increase from 74.6% to 77%.

Metric: Other

Action 1.2.1 (SiteGoalID: 7779) (DTS: 04/15/24)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none">• Describe your step by step plan for intervention for at-risk students.	<ul style="list-style-type: none">• How will you measure implementation?• How will you measure student improvement using formative data?• Who will collect the data, how often, and who will it be shared with?	<ul style="list-style-type: none">• Are you making progress towards your desired outcome?• What is working or what is not working?• How will you modify your plan if you are not making progress?
Action Plan <ul style="list-style-type: none">• <u>Regional professional development centered around active participation.</u><ul style="list-style-type: none">◦ Explicit instruction on teaching students what appropriate wait time looks like in the classroom and does your teacher expect every student to participate.	Progress Monitoring <ul style="list-style-type: none">• <u>Measurements we will collect and analyze:</u>• Survey data collected from the student climate survey.• Survey data collected from the staff perspective survey.• Valley region will create a survey for staff and students based on active participation, collected 3 times per year.• FONT PIC data collected one time per year.	Evaluation

<ul style="list-style-type: none"> ◦ We will increase our FONT walk throughs as a region, and hold each other accountable for weekly walk throughs. ◦ Give staff and teacher feedback centered around active participation. ◦ August - June, Provide stipends and timesheets to teachers for extra work outside of the contract day: tutoring, attending workshops/PD and site planning with the grade level members ◦ August - May, Curriculum parent involvement nights to increase academic achievement. ◦ September, January & March Professional Development Release Time with academic staff <p>We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.</p>	<ul style="list-style-type: none"> ◦ Valley Region Principal's will hold each other accountable for 3 FONT walk throughs per week. ◦ SMART Goals, we collect these 3 times per year, and analyze the data at least 3 times per year at PLC time. ◦ Assessment results/analysis of student achievement data, collected 3 times per year, analyzed monthly at PLC meetings. ◦ Sign in sheets from curriculum events, collected at least 4 times per year. ◦ Data will be collected, progress monitored and analyzed at staff meetings, PLC meetings, SSC, and ELAC meetings. 	
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Funding Sources for District Goal 1 (DEV - LCAP ID: 632)		
Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	133515	Certificated- Salaries
Title I – Basic (4900/3010)	29593	Certificated- Timesheets
Title I – Basic (4900/3010)	4000	Classified- Salaries
Title I – Basic (4900/3010)	5000	Classified- Timesheets
Title I – Basic (4900/3010)	11867	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	17620	Materials/Supplies/Equipment

Supplemental/Concentration (7101/0000)	87000	Certificated- Salaries
Supplemental/Concentration (7101/0000)	7616	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	5000	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	7700	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	0	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Materials/Supplies/Equipment

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:

- Test Participation Rate on Districtwide Assessments

Site Goal 2.1 (SiteGoalID: 7445) (DTS: 01/01/10)

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

Metric: Test Participation Rate on Districtwide Assessments

Action 2.1.1 (SiteGoalID: 7445) (DTS: 12/13/23)**Targeted Student Group(s)**

- All

Action Plan <ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	Progress Monitoring <ul style="list-style-type: none"> • How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with? 	Evaluation <ul style="list-style-type: none"> • Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
<p align="center">Action Plan</p> <ol style="list-style-type: none"> 1. August, November, February, April, and May - 95 % completion of District Assessments 2. August - May - Kinder - 6th grade teachers will receive time to review data and collaborate with colleagues to design instruction <p>We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.</p>	<p align="center">Progress Monitoring</p> <ul style="list-style-type: none"> • 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. <p>Data will be collected, progress monitored and analyzed at staff meetings, PLC meetings, SSC, and ELAC meetings.</p>	<p align="center">Evaluation</p>

Site Goal 2.2 (SiteGoalID: 7437) (DTS: 12/13/23)

Our goal is to close the achievement and opportunity gap using high quality instruction for our EL students. CAASP Testing, Overall **ENGLISH LANGUAGE ARTS** (ELA) scores will increase from 26% to 30% for our students meeting or exceeding standards on the state **CAASPP** assessments as noted in the LCAP Metrics.

Overall **MATH** scores will increase from 13% to 18% for our **English Learners** meeting or exceeding standards.

REDESIGNATION to FLUENT ENGLISH PROFICIENT:

The percentage of our English Learners that are re-designated as Fluent English Proficient will increase from 10% to 14%.

PROGRESS ON ENGLISH LANGUAGE PROFICIENCY:

The percentage of our English Learners that are making adequate progress towards English language proficiency as determined by the California State Department of Education's Dashboard will increase from 48% to 52%.

- John Reith English Learner Program Metrics
 - John Reith Elementary program survey: we scored 3 out of 4, we are meeting the current required number of ELD minutes, ELD materials, and start of ELD/WIN time. We will continue to monitor our ELD programs.
 - ELD walk through rate, of 50% in the 2019-2020 school year, and how now reached 95% of teachers being observed in our walk throughs. We will strive to reach 100% on our walk through rates in 2023-2024. We will continue with ELD walk through forms to monitor our programs effectiveness. In 2022-2023, we reached a 4 out of 4 for our FONT and ELD walkthrough forms for monitoring classroom instruction. Our first year of feedback was only given to our leadership team, so we only reached 15% of our staff being given feedback in the 2022-23 school year. We now give feedback to all staff, so this rate will increase to at least 95% of staff receiving feedback from the FONT walk through forms.
 - 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

Action 2.2.1 (SiteGoalID: 7437) (DTS: 12/13/23)

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

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> • How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> • Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
<p>Action Plan</p> <ol style="list-style-type: none"> 1. <u>July - June Provide Professional development</u> on the full implementation of CCSS, Wonders, AVID, and GLAD training, and developing as a PLC. 2. <u>July-June Release days for teachers</u> to analyze student data, observe and be observed and PD that will 	<p>Progress Monitoring</p> <ol style="list-style-type: none"> 1. <u>Measurements we will collect and analyze:</u> <ul style="list-style-type: none"> • SMART Goals, collected and analyzed at least 3 times per year • CAASP data, collected and analyzed at least 1 time per year 	<p>Evaluation</p>

<p>enable teachers to work towards closing the achievement and opportunity gap</p> <p>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.</p> <p>We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.</p>	<ul style="list-style-type: none"> Benchmark & Fluency Data from Grade Levels, collected and analyzed at least 3 times per year <p>Data will be collected, progress monitored and analyzed at staff meetings, PLC meetings, SSC, and ELAC meetings.</p>	
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Site Goal 2.3 (SiteGoalID: 7442) (DTS: 12/13/23)

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

Action 2.3.1 (SiteGoalID: 7442) (DTS: 12/13/23)

Targeted Student Group(s)

- EL • School-wide

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> How will you measure implementation? How will you measure student improvement using formative data? Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> Are you making progress towards your desired outcome? What is working or what is not working? How will you modify your plan if you are not making progress?
<p>Action Plan</p> <p>1. <u>August - June, Incorporating the intervention team with</u></p>	<p>Progress Monitoring</p> <p>1. <u>Measurements we will collect and analyze:</u></p>	<p>Evaluation</p>

<p><u>classroom teachers to support the ELD instructional time</u> for all subgroups that have a disproportionate number of students at risk through the Literacy Intervention Programs. Using the ELD curriculum intervention program specifically for English Learners we will target needs for English Language Learners. Using our EL instructional coach to support the academic needs of our students and teaching staff.</p> <ul style="list-style-type: none"> • September - May, Provide tutoring for our ELL students • September-May, Provide food for families and students for parent academic evenings. • August - June, Purchasing supplemental instructional materials to support individually targeted goals for our EL students. • July and March, GLAD training for staff and use of strategies in the classroom • August - June, Using Imagine Learning and other online subscriptions for our EL newcomers and ELL students who will benefit <p>We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.</p>	<ul style="list-style-type: none"> • CAASP, collected and analyzed at least 1 time per year • Curriculum Embedded Assessments, collected and analyzed at least monthly by grade levels, and at PLC time • ELL Assessments on ELPAC, collected and analyzed at least 2 times per year • Our EL students will increase from 16% to 19% of them being re-designated from the LPAC Assessment, collected and analyzed at least 1 time per year in the spring <p>Data will be collected, progress monitored and analyzed at staff meetings, PLC meetings, SSC, and ELAC meetings.</p>	
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Action 2.3.2 (SiteGoalID: 7442) (DTS: 12/13/23)

Targeted Student Group(s)

- EL

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> • How will you measure implementation? • How will you measure student improvement using formative data? 	<ul style="list-style-type: none"> • Are you making progress towards your desired outcome? • What is working or what is not working?

	<ul style="list-style-type: none"> Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> How will you modify your plan if you are not making progress?
Action Plan	Progress Monitoring	Evaluation
<p>1. <u>Provide ELPAC testing for EL students. Provide an EL Coordinator and use our bilingual BTA to coordinate EL activities, ELAC meetings, translations, EL/RFEP monitoring, and EL reclassification.</u></p> <ul style="list-style-type: none"> September-May minimum of 4 ELAC Meetings May, EL Reclassification Awards Night August - June, Translation at evening events and meetings September - May, EL Coordinator - Initial and Summative ELPAC testing, collects data to reclassify, organizes ELAC meetings, attends ELAC and DELAC meetings, and other duties related to EL coordination September and April, EL testing of newcomers to CA or the US throughout the school year September - May, Equipment for students of high academic need: examples but not limited to: headphones, curriculum resources, books, supplies, etc. We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal. 	<p>1. <u>Measurements we will collect and analyze:</u></p> <ul style="list-style-type: none"> ELPAC Testing Results, collected and analyzed at least 1 time per year ELAC Meeting and re-designation Sign In Sheets, collected and analyzed at least 4 times per year Illuminate assessments for interim assessments, collected and analyzed at least 3 times per year <p>Data will be collected, progress monitored and analyzed at staff meetings, PLC meetings, SSC, and ELAC meetings.</p>	

Funding Sources for District Goal 2 (DEV - LCAP ID: 632)

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	2800	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	1500	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	1500	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	950	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	0	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	1250	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	6801	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	2500	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	4000	Materials/Supplies/Equipment

District Strategic Goal 3:**District Needs and Metrics 3:**

All students will learn in an equitable, culturally responsive, physically, and emotionally healthy and safe environment.

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

- Cohort Graduation Rate
- School Climate - Average Favorability Rating
- Social Emotional Learning - Average Favorability Rating
- Suspension Rate: Percent of Students Suspended

Site Goal 3.1 (SiteGoalID: 7438) (DTS: 12/13/23)

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 4 suspensions this school year, 50% are suspensions of our African American students and 50% 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, in 2021-2022 we had 19 suspensions, in 2022-2023 we had 7, currently we have 4 suspensions for the 2023-2024 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

Action 3.1.1 (SiteGoalID: 7438) (DTS: 12/13/23)

Targeted Student Group(s)

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

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none">• Describe your step by step plan for intervention for at-risk students.	<ul style="list-style-type: none">• How will you measure implementation?• How will you measure student improvement using formative data?	<ul style="list-style-type: none">• Are you making progress towards your desired outcome?• What is working or what is not working?

	<ul style="list-style-type: none"> Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> How will you modify your plan if you are not making progress?
Action Plan	Progress Monitoring	Evaluation
<ol style="list-style-type: none"> <u>September - May, 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. <u>September - May, Provide additional training and support for yard duty</u> staff and students around unstructured playground and cafeteria time where discipline problems occur. <u>September - May, 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. <ol style="list-style-type: none"> Staff will support, train and use Second Steps as a foundational program for our tier 1 interventions of supports August - May, Purchase playground equipment to actively engage kids in unstructured play time to decrease office referrals. August - June, Contract with ASSIST for 2 more days per week to have a 4 day a week recess mentoring program. <p>We will purchase allowable, reasonable, and necessary supplies to complete the action</p>	<ol style="list-style-type: none"> <u>Measurements we will collect and analyze for actions 1-4:</u> <ul style="list-style-type: none"> Student Discipline Logs, reviewed monthly at PBIS meetings Second Steps baseline indicates that 173 lessons, or 29% of lessons, have been taught so far this year schoolwide. Team will monitor and increase this usage in classrooms. PBIS team Data reviews, monthly and goals are set for targeted areas of growth Review progress and adjust strategies as needed for targeted students with frequent discipline issues on a trimester basis. (monthly yard staff meetings, and trainings) We will collect weekly data sent to the site on how many students participate and how many character education bright spots are being given out. Collected and analyzed on a monthly basis. <p>Data will be collected, progress monitored and analyzed at staff meetings, PLC meetings, SSC, and ELAC meetings.</p>	

plan for this goal.

Funding Sources for District Goal 3 (DEV - LCAP ID: 632)

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	2300	Certificated- Timesheets
Title I – Basic (4900/3010)	2000	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	0	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	1200	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	0	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	27913	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	0	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	1000	Materials/Supplies/Equipment

District Strategic Goal 4:

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

District Needs and Metrics 4:

Students need parent, family and community stakeholders as direct partners in their education as measured by:

- Attendance Rate
- Parents indicating a respectful and welcoming school environment
- Parents indicating opportunities for parent input in making decisions
- Parents indicating opportunities for parent involvement
- Percent Chronically Absent

Site Goal 4.1 (SiteGoalID: 7439) (DTS: 12/13/23)

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 73% to 75% of parents being satisfied with their school climate.

Metric: Attendance Rate

Action 4.1.1 (SiteGoalID: 7439) (DTS: 12/13/23)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none">• Describe your step by step plan for intervention for at-risk students.	<ul style="list-style-type: none">• How will you measure implementation?• How will you measure student improvement using formative data?• Who will collect the data, how often, and who will it be shared with?	<ul style="list-style-type: none">• Are you making progress towards your desired outcome?• What is working or what is not working?• How will you modify your plan if you are not making progress?
Action Plan	Progress Monitoring	Evaluation
1. <u>August - June, Utilize groups to facilitate parent involvement: PTO, ELAC, School Site Council,</u>	1. <u>Measurements we will collect and analyze:</u>	

attendance at conferences, and community activities.

- **August & June, Provide training to staff on how to make home visits to families.** Time sheet teachers to participate in Home Visits and parent universities. Contract with outside providers to provide content. We will provide food for families at parent night events.
- Curriculum Nights
- 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
- Ruby Bridges Day, Walk, Bike and Roll to School, October, November, & May, Partner with Jackman & Valley
- Hosting FTAT, family nights to train families on academic skills they can teach their scholars at home.

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

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

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

Site Goal 4.2 (SiteGoalID: 7443) (DTS: 12/13/23)

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

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>Action Plan</p> <ul style="list-style-type: none"> Describe your step by step plan for intervention for at-risk students. 	<p>Progress Monitoring</p> <ul style="list-style-type: none"> How will you measure implementation? How will you measure student improvement using formative data? Who will collect the data, how often, and who will it be shared with? 	<p>Evaluation</p> <ul style="list-style-type: none"> Are you making progress towards your desired outcome? What is working or what is not working? How will you modify your plan if you are not making progress?
<p>Action Plan</p> <ol style="list-style-type: none"> <u>September- May, Hold separate meetings for families of EL students to attend ELAC meetings</u> <ul style="list-style-type: none"> September - May, Host training for our EL families to better support their child at home, and continue our work with our home school connection. September - May, Provide refreshments and child care to increase EL parent involvement at EL parent meetings, training, and school events. August - June, Parent Liaison- Fund Parent Liaison to support community involvement in home visits, conferences and community August - June, Utilize a parent outreach coordinator to make telephone contact with parents of targeted student groups to insure their awareness, involvement and participation in school activities relevant to their students success much like the ELAC meetings function. August-June Utilize BTA to connect with families, reach 	<p>Progress Monitoring</p> <ol style="list-style-type: none"> <u>Measurements we will collect and analyze:</u> Attendance records Event calendar Home Visits Meeting agendas and minutes Partnerships for student outcomes Data will be collected, progress monitored and analyzed at staff meetings, PLC meetings, SSC, and ELAC meetings. 	<p>Evaluation</p>

out and support at all school events.

Site Goal 4.3 (SiteGoalID: 7444) (DTS: 12/13/23)

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

Action 4.3.1 (SiteGoalID: 7444) (DTS: 12/13/23)

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

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none">Describe your step by step plan for intervention for at-risk students.	<ul style="list-style-type: none">How will you measure implementation?How will you measure student improvement using formative data?Who will collect the data, how often, and who will it be shared with?	<ul style="list-style-type: none">Are you making progress towards your desired outcome?What is working or what is not working?How will you modify your plan if you are not making progress?
Action Plan 1. August - June, Provide instruction, recognition and increased awareness of the importance of on-time school attendance and citizenship. School wide campaign including attendance incentive programs.	Progress Monitoring 1. <u>Measurements we will collect and analyze:</u> <ul style="list-style-type: none">Attendance rates based on data from SynergyTardiness averages 100 late students on late start Wednesdays, we will collect data from switching to early out Wednesday and compare yearsCollect and analyze data from monthly PBIS student	Evaluation

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

Funding Sources for District Goal 4 (DEV - LCAP ID: 632)		
Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	5	Certificated- Salaries
Title I – Basic (4900/3010)	8300	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	3000	Classified- Timesheets
Title I – Basic (4900/3010)	0	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	1393	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	0	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	0	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	0	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets

EL Supplemental (7150/0000)	<input type="text" value="0"/>	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Materials/Supplies/Equipment

Funding Source Summary for All District Goals

Title I – Basic (4900/3010)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$133515	\$0	\$0	\$5	\$133520
Certificated- Timesheets	\$29593	\$2800	\$2300	\$8300	\$42993
Classified- Salaries	\$4000	\$0	\$2000	\$0	\$6000
Classified- Timesheets	\$5000	\$0	\$0	\$3000	\$8000
Contracts/Services/Subscriptions	\$11867	\$1500	\$0	\$0	\$13367
Materials/Supplies/Equipment	\$17620	\$1500	\$1200	\$1393	\$21713

Supplemental/Concentration (7101/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$87000	\$0	\$0	\$0	\$87000
Certificated- Timesheets	\$7616	\$950	\$0	\$0	\$8566
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Contracts/Services/Subscriptions	\$5000	\$0	\$27913	\$0	\$32913
Materials/Supplies/Equipment	\$7700	\$1250	\$0	\$0	\$8950

EL Supplemental (7150/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$0	\$0	\$0	\$0	\$0
Certificated- Timesheets	\$0	\$6801	\$0	\$0	\$6801
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Contracts/Services/Subscriptions	\$0	\$2500	\$0	\$0	\$2500
Materials/Supplies/Equipment	\$0	\$4000	\$1000	\$0	\$5000

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) | 2024-2025

Fund Source Mgmt. Code / Description Resc. Code / Description	EGUSD Strategic Goals					Balance
	Allocation	1. Curriculum and Instruction	2. Assessment	3. Wellness	4. Family Engagement	
4900 School Improvement Support 3010 ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	\$225,593	\$201,595	\$5,800	\$5,500	\$12,698	\$0
7101 LCFF Supplemental Concentration TK-6 0000 Unrestricted	\$137,429	\$107,316	\$2,200	\$27,913	\$0	\$0
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	\$14,301	\$0	\$13,301	\$1,000	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$377,323	\$308,911	\$21,301	\$34,413	\$12,698	

Fund Subtotals		Title I Centralized Services	
Subtotal of additional federal funds included for this school	\$225,593	Title I Foster Youth \$0	Title I Homeless \$0
Subtotal of state or local funds included for this school	\$151,730	Title I Centralized Services \$0	Title I Preschool \$0

		Signatures: (Must sign in blue ink)	Date
Principal	Katie Hedrick	_____	_____
School Site Council Chairperson	Barry Ogaule	_____	_____
EL Advisory Chairperson	Miriam Escalante	_____	_____