

# Cotati-Rohnert Park USD

## SCHOOL PLAN FOR STUDENT ACHIEVEMENT

### AT John Reed Elementary School

**49-73882-6051676**  
**CDS Code**

Schoolsite Council (SSC) Approval Date

Local Board Approval Date

October 17, 2024

February 11, 2025

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

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Position: Principal

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## Section 1 School Mission Statement and Description

### School Mission Statement:

John Reed School was built in 1962 and was the first school in Rohnert Park. John Reed's mission is to prepare students to be lifelong learners and responsible individuals. Our school is committed to nurturing students through social emotional learning using our EveryDay Speech SEL program. We support social emotional learning with high behavior expectations through our well-developed PBIS framework which helps students navigate all areas of their time at school. All John Reed students know that we are Safe, Responsible, Kind, and Ready to Learn. Students will be supported by staff, parents, and the community working together to create a nurturing, equitable, and caring environment.

John Reed is currently a Transitional Kindergarten through fifth grade elementary school. We offer a strong Response to Intervention (RTI) program, English Language Development (ELD) program, we have a full time school psychologist, and have counseling services to best meet the needs of our students. We have a strong, historical, community school where students, parents and staff are proud to be here.

At John Reed there is an expectation that students will develop as a whole child with an environment that is dedicated to supporting students as they become global citizens - aware of their impact on the world. Our staff is committed to equity, differentiated instruction for all learners, having high behavioral expectations, while also being a hub of resources for our community. We have partnered with a mobile health clinic and opened a Family Resource Center. We received the California Community Schools grant in the Spring of 2024 and have recently opened a Wellness Center. John Reed is committed to making a difference as we "Leap into the Future!"

### School Description:

John Reed Elementary is a TK-5 school. It is the oldest school in the district and was built in 1962. There are currently 377 students enrolled. Approximately 76% of students are eligible for free or reduced price meals. Approximately 47.5% of the students are English learners that who are learning to communicate effectively in English, 2.9% are IFEP, 3.7% are RFEP. Students that are foster or homeless youth, insufficient number to ensure confidentiality. 75.3% of the students are Hispanic, 10.1% are white, 1.3% Asian, 3.2% African American and approximately, 2.4% Native Hawaiian, 2.9% described as two or more races. 9.7% of students have an IEP.

We have high expectations for all our students and focus on preparing our students to be lifelong learners and prepared for their future.

### COVID-19 Impact:

During the 2019-2020 school year, the Coronavirus caused schools to close from March 19, 2020 - May 31, 2020. In response to the closure, instruction was provided through Distance Learning using District provided laptops. Professional development was nearly completed, internal end of year measures were not given in the areas of English Language Arts, Mathematics, and Science. State and National Assessments, such as CAASPP, were not administered. Due to the COVID-19 impact, the 2020-2021 school year began with students on either distance learning. During this transition, all teachers received full training on a variety of programs necessary to engage students in distance learning. All students received a 1-1 student device and mobile internet hot spots were provided to those students who did not have access to internet at home. Additionally, textbooks and other necessary instructional materials were distributed to all students so that they can access the grade-level curriculum at home. An array of supports have been put in place to track and monitor attendance and academic achievements during distance learning. During school closure due to COVID-19, schools plan to hold all parent meetings and student assemblies virtually. Our goal is to provide the same experiences to students and families by using technology until the school closure is lifted. Re-opening took place in April of 2021 using a hybrid learning model, where students returned to school two days a week while participating in distance learning three days a week. Full in-person instruction began in Fall 2021, with mask and many restricting protocols which greatly impacted attendance. The 2022 - 2023 school year was the first year back to school without masks or Covid-19 learning pods, and a return to normal instruction.

## Section 2 CSI & ATSI: Purpose and Description

### Purpose and Description

Briefly describe the purpose of this plan

Not Title I

- Schoolwide Program
- Targeted Support and Improvement
- Additional Targeted Support and Improvement

Address Chronic absenteeism across all grade levels, particularly target the chronic absenteeism in primary grades.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The school SPSA is aligned to the Cotati Rohnert Park Unified School District LCAP. LCAP Goals 1-4 are aligned with SPSA Goals 1-4. Progress towards meeting LCAP goals is measured by the CA dashboard, local measures, STAR math and reading scores, and Youth Truth Survey results.

### Resource Inequities

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

The inequities identified by our school data teams and district leadership, shows John Reed needs to improve instructional practices for all students in ELA and mathematics, as well as improve our communication and partnership with our school's families. In order to address the needs of our site, John Reed is in need of robust ELA and ELD programming for students, through district adopted curriculum and intervention material, as well as a robust mathematics curriculum. School communication is provided weekly in the family newsletter.

### **Section 3 Educational Partners Involvement**

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

#### **Involvement Process for the 2023-24 SPSA Annual Review and Update**

The 2023- 24 SPSA was developed with input from the SSC on 2/26/2024 and by the ELAC on 2/26/2024. Data was evaluated to determine needs in staff meetings held in the 2022-2023 and the 2023 - 2024 school year on a monthly basis. We will review the data in months of March, April and May to help inform decisions for the 2024 - 2025 SPSA and our goals.

#### **Involvement Process for the 2024-25 SPSA and Update**

The 2024-2025 SPSA was developed with input from the SSC and ELAC in September and October of 2024. It was approved by the School Site Council on Oct. 17, 2024. Data was evaluated to determine needs in staff meetings held in 2023-2024 and the 2024-2025 school year on a monthly basis. We will review the data in the months of February, March and April to help inform the 2025-2026 SPSA and our goals.

## Section 4 Student Achievement

### Goals, Strategies, Expenditures, & Annual Review

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#### Goal 1

#### Subject: Student Achievement

#### IDENTIFIED NEED (Data Analysis)

Data Analyzed	Data Conclusion	Assessed Needs
<p>CAASPP ELA 2023-2024 scores analyzed. Students made growth in the area of Standard nearly met, but more students now fall in the area of Standard not met from 2022-2023 school year.</p>	<p>2022-2023                      51% Standard not met                      20% Standard nearly met                      20% Standard met                      9% Standard Exceeded</p> <p>2023-2024                      52.17% Standard not met                      26.09% Standard nearly met                      14.67% Standard met                      7.07% Standard Exceeded</p>	<p>There is a need for professional development specific to literary, and an organized program via response to intervention (RTI). Teachers need continued professional development with ELA Benchmark Curriculum and the designated ELD components.</p>
<p>STAR Reading Data broken down by grade level and Urgent Intervention</p>	<p>Data -                      Percentage of students at John Reed who scored in the Red (Urgent Intervention)</p> <p>Fall 2023 Data                      28% of 1st graders                      38% of 2nd graders                      40% of 3rd graders                      48% of 4th graders                      27% of 5th graders</p> <p>Fall 2024 Data                      25% of 1st graders                      40.9% of 2nd graders                      9.8% of 3rd graders                      20.8% of 4th graders                      31.9% of 5th graders</p>	<p>There is a need for supplemental support for literacy and phonemic development based on the data available from STAR ELA data. Increase academic achievement through targeted intervention reading program.</p>
<p>ELPAC summative reading, writing and listening scores</p>	<p>Summative ELPAC 2023 scores:                      22.1% Minimally Developed</p>	<p>There is a need for supplemental support to promote language development based on the number</p>

	<p>34.2% Somewhat Developed 35.2% Moderately Developed 8.5% Well Developed</p> <p>Summative ELPAC 2024 scores: 27.8% Minimally Developed 28.29% Somewhat Developed 33.66% Moderately Developed 10.34% Well Developed</p>	<p>of students who scored in the Level 1 and 2. The lack of a comprehensive ELD curriculum has impacted EL students.</p>
<p>CAASPP Math 2023-2024 scores analyzed. Students made growth in the area of Standard nearly met, but more students now fall in the area of Standard not met from 2022-2023 school year.</p>	<p>2022-2023 57.92% Standard not met 25.74% Standard nearly met 13.86% Standard met 2.48% Standard Exceeded</p> <p>2023-2024 59.47% Standard not met 28.42% Standard nearly met 11.05% Standard met 1.05% Standard Exceeded</p>	<p>There is a need for supplemental math programs to support student growth. Professional development is needed in math talks. 4th and 5th grade is working collaboratively with Stanford on developing math vocabulary.</p>
<p>STAR Math Data broken down by grade level and Urgent Intervention.</p>	<p>Data - Percentage of students at John Reed who scored in the Red (Urgent Intervention)</p> <p>Fall 2023 Data 5% of 1st graders 17% of 2nd graders 26% of 3rd graders 38% of 4th graders 20% of 5th graders</p> <p>Fall 2024 Data 32.5% of 1st graders 35.7% of 2nd graders 21.7% of 3rd graders 27.5% of 4th graders 35.4% of 5th graders</p>	<p>There is a need for supplemental support for math development based on the data available from STAR math data. Increase academic achievement through targeted intervention math programs.</p>



**Subject: Student Achievement**

**LEA/LCAP:** LCAP Goal 1: CRPUSD will improve instructional outcomes for students and reduce disparities across subgroups so that ALL students experience an excellent, diverse, equitable, and inclusive education that meets their unique needs.

**Goal #1** Increase CAASPP student achievement levels in ELA and Math by raising percent of students meeting/exceeding (at/above grade level) standard by 3%.

**Subject Area:** ELA

	<b>2023-24 Final Data</b>	<b>2024-25 Data Goal</b>
Schoolwide (SW)	Actual 21.74%	Goal 24.74%
English Learners (EL)	Actual 9.47%	Goal 12.47%
Students with Disabilities (SWD)	Actual 4.35%	Goal 7.35%
Other Student Groups Socioeconomically Disadvantaged	Actual 20.27%	Goal 23.27%

**Subject Area:** Math

	<b>2023-24 Final Data</b>	<b>2024-25 Data Goal</b>
Schoolwide (SW)	Actual 12.1%	Goal 15.1%
English Learners (EL)	Actual 4.95%	Goal 7.95%
Students with Disabilities (SWD)	Actual 4.35%	Goal 7.35%
Other Student Groups Socioeconomically disadvantaged	Actual 10.9%	Goal 13.9%

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)	Freckle Math and Math Shelf	Student achievement will be measured by site based Benchmark and STAR math data.	License	Title I	5693.76
	Walk to Read	Student achievement will be measured by site-based Benchmark and STAR reading data.	Materials	Title I	1023.78
	Data team meetings per grade level each trimester	Student achievement will be measured by site based Benchmark and STAR reading and math data.	Subs for the day to support teacher involvement	Title I	1500
	Accelerated Reader	Student achievement will be measured by site based Benchmark and STAR reading data.	License	Title I	1391.65
	Job alike observations to improve curriculum strategies	STAR Math and ELA data	Observational Rounds two times per year per teacher	Title I	1500
			Subs for the day to support teacher involvement	Title I	1000
English Learners (EL)	Professional learning communities disaggregate data in order to identify needs of EL students.	STAR Reading and Progress Monitoring and site-based benchmarks.	Teacher Extra Duty	Title I	1000
	Be GLAD Cohort Meetings	We will monitor progress by site based Benchmark and STAR reading data.	Educator extra duty and professional development	Other	0
	Rosetta Stone for EL newcomers	Progress monitoring within the Rosetta Stone program			
Students with Disabilities (SWD)	Leveled Literacy intervention materials and on-going professional development for all educators working with students with disabilities.	We will monitor progress with STAR reading assessment data.	Materials	Title I	500

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	GLAD follow-up training/implementation	We will monitor progress with STAR reading assessment data.			
	Handwriting tools to support student access to the curriculum	Review of the CORE Phonics Screener	Materials	Title I	200
Other Student Groups Socioeconomically disadvantaged	Afterschool math enrichment to target this subgroup	Monitor STAR Math data and teacher created formative assessments	Teacher extra duty	Title I	750
	Math professional development on best practices to meet the needs of the diverse population	Monitor STAR Math data and teacher created formative assessments	Substitutes to cover teacher classrooms	Title I	1000

## Section 4 Social Emotional

### Goals, Strategies, Expenditures, & Annual Review

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**Goal 2**

**Subject: Social Emotional**

**IDENTIFIED NEED (Data Analysis)**

Data Analyzed	Data Conclusion	Assessed Needs
Chronic Absenteeism rate from 2023-2024.	Chronic Absenteeism rate was 21% in the 2023-2024 school year	Increase positive school climate and attendance for all students. Need to increase student attendance.
SWIS and Power Schools Behavior Tracker data from 2023-2024.	2023-2024 SWIS data is unavailable due to end of contract. EduCLIMBER data will be reviewed quarterly in the 2024-2025 school year.	Decrease minor and major student office referrals. Increase internal capacity of staff to teach SEL skills and to de-escalate student behaviors. Increase tier one prevention, intervention and coordination strategies and structures Increase restorative practice implementation.

**Subject: Social Emotional**

**LEA/LCAP:** LCAP Goal 2: CRPUSD will create a safe, inclusive and welcoming learning atmosphere that provides a conducive environment that supports social emotional learning for all student scholars and staff.

**Goal #2** Reduce the chronic absenteeism rate at John Reed School by 1% by the end of the 2024-2025 school year through targeted interventions and support for students and families.

	2023-24 Final Data	2024-25 Data Goal
Schoolwide (SW)	Actual 21%	Goal 20%
English Learners (EL)	Actual 20.32%	Goal 19.32%
Students with Disabilities (SWD)	Actual 27.28%	Goal 26.28%
Other Student Groups Socioeconomically disadvantaged	Actual 21.67%	Goal 20.67%

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)	Lunch time enrichment clubs	Attendance	Teacher Extra Duty	Title I	1000
	Support the implementation of Positive Behavior Intervention and Support	Review of EduCLIMBER data quarterly	Materials and supplies	Title I	100
			Student incentive prizes	Title I	1000
	Book vending machine behavior incentive	Monthly pull of expectation tickets	Books	Title I	1000
	Attendance postcards. Contact with families of students that are absent.	Review of attendance data			
	Anti-bullying assembly	Review of EduCLIMBER data quarterly, 3rd-5th grade form to monitor impact of the assembly	Assembly presenter	Title I	1000
English Learners (EL)	Support the implementation of Positive Behavior Intervention and Support for all settings including small EL groups	Review of EduCLIMBER data quarterly	Materials and supplies	Title I	100

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Attendance Plans, Coordination of Services Team resources, and home visits. Coordination of Services Team will develop strategic ways to reach students with resources from school and community to support attendance.	Review of COST referrals and attendance data	COST (Coordination of Services Team) / teacher and team extra duty	Title I	500
Students with Disabilities (SWD)	Support the implementation of Positive Behavior Intervention and Support for all settings including small SPED groups	Review of EduCLIMBER data quarterly			
	Attendance Plans, Coordination of Services Team resources, and home visits. Coordination of Services Team will develop strategic ways to reach students with resources from school and community to support attendance.	Review of COST referrals and attendance data	COST (Coordination of Services Team) / teacher and team extra duty	Title I	500
Other Student Groups Socioeconomically disadvantaged	Support the implementation of Positive Behavior Intervention and Support	Review of EduCLIMBER data quarterly			
	Attendance Plans, Coordination of Services Team resources, and home visits. Coordination of Services Team will develop strategic ways to reach students with resources from school and community to support attendance.	Review of COST referrals and attendance data	COST (Coordination of Services Team) / teacher and team extra duty	Title I	500

## Section 4 Educational Partner Involvement

### Goals, Strategies, Expenditures, & Annual Review

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#### Goal 3

#### Subject: Educational Partner Involvement

#### IDENTIFIED NEED (Data Analysis)

Data Analyzed	Data Conclusion	Assessed Needs
School Site Council and ELAC meeting attendance from the 2023-2024 school year.	Less than 1% of the students' families attended a Site Council or ELAC meeting in the 2023-2024 school year.	A variety of events that meet the needs of the John Reed family population. Opportunities for parents to attend in-person and virtually. A survey for families to assess needs.

**Subject: Educational Partner Involvement**

**LEA/LCAP:** Goal 3: CRPUSD will engage parents, families and community partners through education, communication, and collaboration to promote student success.

**Goal #3** Increase parent engagement at John Reed School by implementing monthly Community School Advisory Meetings as well as Site Council and ELAC meetings 5 times per year, with the objective of having at least 2% of parents actively participate in at least one meeting by the end of the 2024-2025 school year. These meetings will serve as a platform for parents to provide feedback, collaborate with staff, and contribute to decision-making processes, fostering stronger school-community partnerships.

	2023-24 Final Data	2024-25 Data Goal
Schoolwide (SW)	Actual 1%	Goal 2%
English Learners (EL)	Actual 1%	Goal 2%
Students with Disabilities (SWD)	Actual 1%	Goal 2%
Other Student Groups Socioeconomically disadvantaged	Actual 1%	Goal 2%

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)	Family survey to determine needs	Results of survey will guide the types of family engagement to be offered.			
	Monthly Community School Advisory meetings	Meeting attendance	Childcare	Title I	250
			Refreshments	Title I	500
	.School Site Council meetings	Meeting attendance	Childcare	Title I	250
Refreshments			Title I	500	
Presentations to families based on family survey results	Meeting attendance	Presenters fee	Title I	2000	
English Learners (EL)	ELAC meetings	Meeting attendance	Childcare	Title I	250
			Refreshments	Title I	500
			Translation	Title I	500
	Family survey to determine needs	Results of survey will guide the types of family engagement to be offered.			



	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Students with Disabilities (SWD)	Family survey to determine needs	Results of survey will guide the types of family engagement to be offered.			
Other Student Groups Socioeconomically disadvantaged	Presenters from California Parenting Institute to share resources within the community	Presentation meeting attendance	Childcare	Title I	100
			Refreshments	Title I	100
	Family Math Night	Participation attendance	Materials	Title I: Parent Involvement	1000
	Family Literacy Night	Participation attendance	Materials	Title I: Parent Involvement	1000
	Family Science Night	Participation attendance	Materials	Title I: Parent Involvement	524.95
Presenters fee			Title I: Parent Involvement	1000	
Graduation Rate (GR)	n/a				

## Section 4 Multilingual Learner

### Goals, Strategies, Expenditures, & Annual Review

**Goal 4**

**Subject: Multilingual Learner**

**IDENTIFIED NEED (Data Analysis)**

Data Analyzed	Data Conclusion	Assessed Needs

**Subject: Multilingual Learner**

**LEA/LCAP:** Goal 4: CRPUSD will improve academic outcomes for Multilingual Learners.

**Goal #4** By the end of the 2024-2025 school year, 13% of John Reed EL students will be eligible for reclassification. In the 2023-2024 school year 21 students were reclassified as English proficient that is 10.5% of the total 199 EL students.

	2023-24 Final Data	2024-25 Data Goal
Schoolwide (SW)	Actual	Goal
English Learners (EL)	Actual 10.5%	Goal 13%
Students with Disabilities (SWD)	Actual	Goal
Other Student Groups socio economically disadvantaged	Actual	Goal

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)	Professional development on EL strategies	Review of growth on STAR Reading each trimester			
	Professional development on the ELD components of the Benchmark Curriculum	Review of growth on STAR Reading each trimester			
English Learners (EL)	Test preparation support materials	Review of growth on STAR Reading each trimester	Extra duty pay to prepare materials	Title I	200

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	ELD targeted instruction daily in each classroom	Review of growth on STAR Reading each trimester			
	Take-home materials to support home to school learning connection.	Review of growth on STAR Reading each trimester	Materials	Title I	500
	Professional development on EL strategies	Review of growth on STAR Reading each trimester			
Students with Disabilities (SWD)	Professional development on EL strategies	Review of growth on STAR Reading each trimester			
Other Student Groups Socioeconomically disadvantaged	Professional development on EL strategies	Review of growth on STAR Reading each trimester			

## Section 5 Staffing

### Subject: Staffing

Description of Specific Actions (strategies) to Improve Student Achievement	Position	Funding Source	Estimated Cost (Salary and benefits)	Alignment to SPSA Goal and monitoring
<p>1.0 FTE Title 1 Teacher</p> <p>Conduct targeted ELA intervention in small groups</p> <p>Conduct targeted Math intervention in small groups</p> <p>Facilitate parent / teacher conferences with unduplicated families to ensure support at home</p> <p>Use the computer lab to run Zearn and other math intervention programs to support students</p> <p>Use the computer lab to teach digital citizenship skills and digital literacy skills</p> <p>Use Lexia and other interactive online programs to support ELA development</p> <p>Facilitate writing intervention to targeted groups</p> <p>Implement a variety of assessment instruments to determine student instructional needs</p> <p>Ensure communication home is in both English and Spanish</p> <p>Collaborate with teachers to assist students in need of acceleration -</p> <p>Conduct ongoing assessments for diagnostic and progress monitoring purposes for targeted, identified students in reading and math</p> <p>Analyze data to understand students' strengths and weaknesses, including longitudinal cohort data</p> <p>Support parent involvement strategies, including parent</p>	<p>Title 1 teacher.</p>	<p>Title I</p>	<p>111700</p>	<p>ELA , Multilingual, and Math Goals</p>

Description of Specific Actions (strategies) to Improve Student Achievement	Position	Funding Source	Estimated Cost (Salary and benefits)	Alignment to SPSA Goal and monitoring
<p>conferences and frequent home communication</p> <p>Understand research-based instructional practices that aligns instruction with content in reading and math</p> <p>Provide direct support for identified students in the areas of reading and math using both researched-based individualized instruction and researched-based small group instruction</p> <p>Use technology to strengthen the teaching/learning process</p> <p>Prepare lessons that reflect accommodations for differences in student learning styles.</p>				

## Section 6 Budget Summary

### Site Categorical Budget

Total Allocations		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I	148524.55	9,915.36
Title I: Parent Involvement	3182.61	-342.34
Title I: FTE		
Block Grant		

## Section 7 Funding Allocations

### Budget Summary

The Budget Summary is required for schools funded through the Con App, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

### Budget Summary

Description	Amount
Total Current Funds Provided to the School Through the Consolidated Application Current Year	\$133918.37
Total Carryover Funds Provided to the School Through the Consolidated Application Carryover	\$17788.79
Total Funds Provided to the School Through the Consolidated Application	\$151,707.16
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Current allocation budgeted for strategies to meet the goals in the SPSA	\$142,134.14

### Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program.

Subtotal of additional federal funds included for this school: \$

Total of State and local programs that the school is including in the schoolwide program: \$

## Section 8 School Site Council Membership

**2024 - 2025**  
**SCHOOL SITE COUNCIL (SSC) MEMBERSHIP**  
**Jr High and High School**  
**SCHOOL: John Reed Elementary School**

**Committee Composition Requirements:** In secondary schools, half of the members are the principal (1), classroom teachers (4), and other school staff (1); half are parents or other community members (3) and students (3).

<b><u>Parents/Community Members</u></b>	<b><u>Staff</u></b>
1. Name: Debra Cade Term: 2024-2025 - 2025-2026 XParent Community Member	1. Name: Kristy Corbett <b>Principal</b>
2. Name: Laura Canchola Term: 2024- 2025. - 2025-2025 XParent Community Member	2. Name: Craig Stone Term: 2023 - 2024 - 2024 - 2025 <b>Teacher</b>
3. Name: Roma Ida Lucas Term: 2024- 2025. - 2025-2025 XParent Community Member	3. Name: Jennifer Stalter Term: 2023 - 2024 - 2024 - 2025 <b>Teacher</b>
4. Name: Beatrice Munoz Term: 2024- 2025. - 2025-2025 <b>Student</b>	4. Name: Kayla Rovig Term: 2023 - 2024 - 2024 - 2025 <b>Teacher</b>
5. Name: Andrea Ferguson Term: 2024- 2025. - 2025-2025 <b>Student</b>	5. Name: Term: <b>Teacher</b>
6. Name: N/A Term: <b>Student</b>	6. Name: Susie Grahn Term: 2024-2025 - 2025-2026 <b>Other School Staff</b>



## Section 8 School Site Council Membership

**2024 - 2025**  
**SCHOOL SITE COUNCIL (SSC) MEMBERSHIP**  
**Elementary (TK-5th)**  
**SCHOOL: John Reed Elementary School**

**Committee Composition Requirements:** In elementary schools, half of the members are the principal (1), classroom teachers (3), and other school staff (1); half are parents or other community members (5).

<b><u>Parents/Community Members</u></b>	<b><u>Staff</u></b>
1. Name: Debra Cade Term: 2024-2025 - 2025-2026 XParent Community Member	1. Name: Kristy Corbett <b>Principal</b>
2. Name: Laura Canchola Term: 2024- 2025. - 2025-2025 XParent Community Member	2. Name: Craig Stone Term: 2023 - 2024 - 2024 - 2025 <b>Teacher</b>
3. Name: Roma Ida Lucas Term: 2024- 2025. - 2025-2025 XParent Community Member	3. Name: Jennifer Stalter Term: 2023 - 2024 - 2024 - 2025 <b>Teacher</b>
4. Name: Beatrice Munoz Term: 2024- 2025. - 2025-2025 XParent Community Member	4. Name: Kayla Rovig Term: 2023 - 2024 - 2024 - 2025 <b>Teacher</b>
5. Name: Andrea Ferguson Term: 2024- 2025. - 2025-2025 XParent Community Member	5. Name: Term: <b>Teacher</b>
6. Name: N/A Term: Parent Community Member	6. Name: Susie Grahn Term: 2024-2025 - 2025-2026 <b>Other School Staff</b>