



## **John Ehrhardt Elementary**

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

**Principal:** Marianne Williams

**County-District-School (CDS) Code:** 34673146110118

**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 Ehrhardt Elementary | Focused Work: 2023-2024

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### Goal Setting (Icapid: 523)

#### 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?**

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Our staff worked together to review and analyze last year's LCAP plan and its impact on students as it relates to the Eight State Priorities and EGUSD's Strategic Goals. The Leadership Team met throughout the year to

discuss actions and services that would appropriately support students and teaching. Staff was provided a survey to seek input for goal setting for the 2023-2024 school year. Our PBIS Team met monthly to track student discipline data and our Tier 2 met to review MTSS/RFA and discuss the next steps. Both teams completed the PBIS Fidelity Inventory to assess our progress towards our goals.

During John Ehrhardt Title I meetings, site data was shared and members' feedback was solicited. Our Principal, Vice Principal, and EL Coordinator met periodically throughout the year with our English Language Learner Community - targeting how we can best serve our EL Students and seeking stakeholder input that drives the LCAP planning process. Our School Site Council reviewed Ehrhardt's data related to EGUSD's Strategic Goals and our progress toward these goals. The School Site Council provided input and suggestions based on student needs. This, in conjunction with ongoing and continued conversations with all stakeholders, has provided valuable input for creating this year's LCAP. The following were opportunities for stakeholders to be a part of the planning process for this LCAP/Annual Review and Analysis:

- John Ehrhardt PLC Leadership Team Meetings on 8/31/22, 9/28/22, 10/26/22, 11/30/22, 1/25/23, 2/22/23, 3/29/23, 4/26/23, & 5/24/23
- JEE AVID Leadership Team Meetings on 9/14/22, 10/22/22, 12/14/22, 1/11/23, 2/8/23, 4/12/23, & 5/10/23
- School Site Council on 11/3/22, 12/1/22, 1/30/23, 3/9/23, 4/24/23, & 5/29/23
- ELAC on 2/21/23, 4/12/23, & 5/10/23
- Staff meetings on 8/9/22, 8/17/22, 9/7/22, 9/21/22, 10/5/22, 10/19/22, 11/2/22, 12/7/22, 1/9/23, 1/18/23, 2/11/23, 4/5/23, 4/19/23, 5/3/23, & 5/17/23.
- Back to School Night and Title One Meeting on & 8/10/22
- EGUSD Parent, Staff, and Student Surveys Fall 2022 Spring 2023
- Continual input sought through ongoing stakeholder and parent communication through Zoom Parent meetings, Parent Nights, Eagle Awards assemblies & other school events

## 2. Impact of LCAP and Annual Update

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

The ongoing inclusion of our stakeholders allowed them to provide meaningful input which we were able to integrate into our LCAP. This process also allowed us to gather feedback from stakeholder groups that had not previously participated in the school plan development process.

The following budget items were added:

- It is recommended that Targeted Tutoring be provided after school next year and funding for additional K/1 Push In Subs & AITs paid on timesheets for K-6.
- Additional interventions in place will continue to support student growth, especially with our African American students, EL, and Students with Disabilities. These include professional development for teachers, release time for observation and collaboration, data meetings, and professional development.

## Resource Inequities

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

John Ehrhardt Elementary is considered an ATSI school because at least one student group was at the lowest status level ("very low") in all, or all but one, of the California Dashboard indicators.

As of the Spring of 2023, based on the 2022 State Indicators, our school had the following sub-groups enter into ATSI:

Student Group	ELA	Math	Chron
<i>African American</i>	1	1	1

Throughout our school LCAP, we have put goals and actions in place in order to address the inequities amongst student groups in academics, behavior, and attendance.

## Goals, Actions, and Progress Indicators

### District Strategic Goal 1:

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

### District Needs and Metrics 1:

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: 6224) (DTS: 02/10/23)

Overall English Language Arts (ELA) scores will increase from 46% to 51% of our students meeting or exceeding standards on the state CAASPP assessments.

#### Very Low Category:

- Students With Disabilities (SWD) will increase from 16% met or exceeded standards to 21%.
- African American students will increase from 20% met or exceeded standards to 25%.

#### Low Category:

- English Language Learners (ELL) students will increase from 26% met or exceeded standards to 31%
- Hispanic students will increase from 26% met or exceeded standards to 33%.

These subgroups will be targeted for academic intervention and tutoring services.

Overall Math scores will increase from 38% to 41% of our students meeting or exceeding standards on the state CAASPP assessments.

#### Very Low Category:

- Students With Disabilities (SWD) will increase from 12% met or exceeded standards to 16%.
- African American students will increase from 16% met or exceeded standards to 21%.

#### Low Category:

- English Language Learners (ELL) will increase from 30% met or exceeded standards to 35%
- Hispanic students will increase from 26% met or exceeded standards to 31%.

These subgroups will be targeted for academic intervention and tutoring services.

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

**Actions/Services 1.1.1 (SiteGoalID: 6224) (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>1. <i>August-June</i>: Teachers will provide High-Quality Tier 1 instruction using research-based strategies, including but not limited to Learning Targets, Success Criteria, and AVID strategies (AVID-trained teachers only).</p> <p>2. <i>August-June</i> Provide release days for teachers to collaborate with CPL, EL, and Equity coaches to plan instruction, write Learning Targets, and identify Success Criteria, incorporating AVID and Culturally Responsive Teaching strategies and analyzing data to inform instruction. <i>(1 grade level release day per teacher, 3 times per year, dates TBD) ( 1 release day, each trimester, per teacher).</i></p> <p>3. <i>July 18- August 2: Provide opportunities for teachers to attend AVID Summer Institutes in San Diego</i> and monthly professional development opportunities through SCOE for all staff members. <b>Thirteen teachers will attend, and ten (10) will be site funded.</b></p> <p>4. Provide Professional Development or Book Study provided/facilitated by the Equity department to improve equitable outcomes for all students during</p>	<p>Effectiveness will be measured by the following:</p> <ul style="list-style-type: none"><li>• Sign-in sheets and surveys from professional development sessions</li><li>• The principal and vice-principals will attend weekly PLC meetings to provide support and ensure practices are being utilized</li><li>• in analyzing 23/24 EGUSD Interim Assessment data (BOY Diagnostic, End of Trimester (1st-3rd)</li><li>• in analyzing CAASPP (3rd-6th grade only)</li></ul> <p>The above data will be collected in September and each trimester using the EGUSD Assessment Calendar.</p> <p>The data will be shared by the vice principal with site PLC Leadership, School Site Council, during Staff Meetings, and with parents during parent coffee hours.</p>	

the first Trimester. (*Equity Grant will fund*)

5. *September-June: AVID PD Opportunities through SCOE. (AVID Grant to Fund)*

6. *September-June: Continue our work on Diversity, Equity, and Inclusion (DEI), All staff will select from professional development choice examples may include: Grading for Equity, Exploring other Cultures, Deep Dives into Instruction, Specific AVID strategies, Data for Equity, etc. (EGUSD/CPL Funded)*

7. *August - June Provide release time for principals to participate in Regional Partner rounds (admin going to each site, visiting classrooms, and calibrating - FONT). 5 times per year. (No sub needed).*

8. *August-June Principal and Vice Principals conduct weekly walkthroughs and provide feedback to individual teachers re: Learning Targets and Success Criteria. (No sub needed).*

11. *August-June Principal and Vice Principals will provide continuous and ongoing feedback on the schoolwide implementation of Learning Targets and Success Criteria, Culturally Responsive Teaching, and AVID.*

**Action 2 (Release Days)-  
Certificated Timesheets** (25  
teachers x 3 x \$210 per day)  
*Supplemental  
Concentration \$15,750*

**Action 3-Contracted Services**  
(10 teachers x \$3,000 AVID  
Registration and Travel)  
*Title 1 \$30,000*

## Targeted Student Group(s)

- All

<h3>What Specific Actions/Services will you Provide to this Student Group?</h3> <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>	<h3>How will you Progress Monitor the Implementation of Actions/Services?</h3> <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>	<h3>Evaluation Cycles in 2023-2024</h3> <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. <i>August-June</i> Provide district-approved supplemental instructional technology, resources, classroom library books, and materials to support equity, cultural responsiveness, AVID, grade-level standards, differentiated instruction, academic intervention, student engagement, and small group instruction. Programs, technology, and supplemental resources will include but are not limited to:</p> <ul style="list-style-type: none"><li>• Scholastic News, Time for Kids</li><li>• Math manipulatives</li><li>• fiction and nonfiction books for classroom and school library</li><li>• Other academic-related supplemental materials to support learning</li><li>• AVID resources and materials</li><li>• Additional technology includes but is not limited to printers, ink, Riso supplies, Ipads (teacher), Interactive SMART boards, ceiling-mounted projects, etc.)</li></ul> <p>Digital subscriptions include but are not limited to: <b>Accelerated Reader (AR), IXL ELA/Math Pear Deck</b></p> <p>2. <i>August- June</i> Online Subscription Vendors to professional development on the above digital resources for</p>	<p>The following data will be collected by the Vice Principal:</p> <ol style="list-style-type: none"><li>1. Digital programs Usage/Participation rates/reports. (monthly)</li><li>2. The Interim Assessment data (end of each trimester)</li><li>3. CAASPP scores (yearly).</li></ol> <p>The data will be shared by the vice principal with PLC Leadership, SSC, Staff Meetings, and Parent Coffee Hour.</p>	

teachers to increase teacher usage and effectiveness.  
 3. In August, teachers will include information about the online programs during the Back to School Night presentation.  
 4. In September, Vice Principal and Principal will provide information during Parent Coffee, in Eagle Newsletter to increase student usage at home.

**Action 1-Contracted Services**  
 (Online Subscriptions)  
*Supplemental Concentration*  
 \$20,000

**Action 1-Classroom Small group**  
 Supplies and, or classroom library books 29 x \$200=5,800  
*Supplemental concentration*  
 Action- Riso ink and additional supplies for a small group, differentiation, and Targeted Tutoring  
 \$1153

**Actions/Services 1.1.3 (SiteGoalID: 6224) (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>1. <u>September - June</u>: GATE students will be exposed to enrichment activities by teachers teaching in our GATE Enrichment Classes after school.            2. <u>September - June</u>: GATE Coordinator will assess students in order to qualify additional GATE students.</p>	<p>Monitor the effectiveness of the GATE program by reviewing the following:</p> <ul style="list-style-type: none"> <li>• <u>September - June</u>: The GATE Coordinator will administer the annual NNAT assessment and review the District GATE referral process in order to potentially qualify</li> </ul>	



<p>3. <u>September - March</u>: Materials and supplies will be purchased to support the GATE After School Enrichment Program.</p>	<p>additional students from our significant subgroups of under-represented students.</p> <ul style="list-style-type: none"> <li>• <u>December &amp; March</u>: The GATE Coordinator will review student participation data.</li> </ul>	
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**Actions/Services 1.1.4 (SiteGoalID: 6224) (DTS: 04/18/23)**

**Targeted Student Group(s)**

- Black or African American • EL • Hispanic or Latino • 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. <u>August-June</u>: <b>1.0 FTE Title 1 Academic Intervention Teacher and 1.0 FTE ESSER Academic Intervention Teacher</b> will utilize small group instruction and Highly Effective Teaching Strategies to teach targeted Second through Grade 6 students not meeting grade-level standards in ELA. Particular attention and assistance will be paid to our subgroups who entered ATSI which include African American, English Learners, Hispanics, and Students with Disabilities.</p> <p>2. <u>August 15</u>- The AITs and the Tier 2 Team will determine the specific criteria that students will need to meet in order to qualify for Intervention support as well as specific exit criteria. This criterion will be shared with teachers and parents. Priority for receiving support will be</p>	<p>Effectiveness will be measured by analyzing 23/24 EGUSD Interim Assessment data during the following periods</p> <ol style="list-style-type: none"> <li>1. Diagnostic Data</li> <li>2. End of 1st Trimester</li> <li>3. End of 2nd Trimester</li> <li>4. End of 3rd Trimester</li> <li>5. CAASPP (3rd-6th grade only)</li> </ol> <p>The above data will be collected by the Vice Principal using the EGUSD Assessment Calendar.</p> <p>The data will be shared by the principal with site PLC Leadership, School Site Council, ELAC, with the staff during Staff Meetings, and with parents during parent coffee.</p> <p>The effectiveness of the Academic Field Trips will be measured by the vice principal who will collect pre/post-field trip surveys after each field trip.</p> <ul style="list-style-type: none"> <li>• The survey data will be shared once each trimester (November, February, and May) with PLC leadership, SSC, Staff meetings, and</li> </ul>	

given to ATSI student groups (AA and SWD).

3. **September 1:** AITs work with the Tier 2 Team, the EL, CPL, and Equity Coaches to identify students in need of academic support based on EGUSD Interim Assessment/Illuminate Data, CAASPP (4th-6th Grade), and Letter Grades in Reading. Priority for receiving support will be given to ATSI student groups (AA and SWD).
4. **September 1:** AITs will communicate with teachers in order to receive teacher input on students slated to receive the intervention.
5. **September 1:** AITs will meet with the CPL Coach to determine the frequency of progress monitoring and the assessments to be used for progress monitoring.
6. **September 9:** AITs and teachers determine schedules for pullout intervention students and WIN. Teachers also provide their WIN schedule to Marianne.
7. **September 9:** AITs begin small group intervention.
8. **October-May:** Classroom teachers begin targeted tutoring ( 10 teachers, three times per week, two 12-week sessions in the Fall/Winter, and Spring. Priority for receiving support will be given to ATSI student groups (AA and SWD).
9. **November 13 & March 4:** *The Tier 2 team will meet at the end of each trimester to analyze the data and determine who will be exiting from the intervention and who will be remaining or entering.*
10. **End of Each Trimester (November, March & June):** Continue the cycle - identify students, provide intervention, progress

Parent Coffee Hour once each trimester.

monitor, and determine the effectiveness of the program. AIT will share data with classroom teachers and the Tier 2 team and the data will highlight the progress of the ATSI student groups (AA and SWD).

11. September - June: Pay for transportation and entrance fees for educational field trips for students in all grades, including transportation for Science Camp. \$500x7 grade levels

**Action 1 Salaried Teachers:**

*1.0 FTE District ESSER funding*

**1.0 FTE Title 1- \$150,339**

**Action 8 Certificated Timesheets-**

Ten (10) Targeted Tutoring Teachers, 3 hours per week for 24 weeks *total=\$29,920*

*\$10,000 Title 1*

*\$19,920 Supplemental Concentration*

**Site Goal 1.2 (SiteGoalID: 6228) (DTS: 02/10/23)**

**1.2 EL- Provide interventions and supports for English Learners to increase English proficiency by 5% from 47% to 52% as measured by ELPAC.**

**Metric:** Progress toward English Proficiency - Percent Increasing ELPI Level

**Actions/Services 1.2.1 (SiteGoalID: 6228) (DTS: 02/10/23)**

**Targeted Student Group(s)**

- EL • R-FEP

**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?
- What is not working and why?

<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 modifications do you need to make?</li> </ul>
<ol style="list-style-type: none"> <li>1. <u>August 10 - September 21 (or within 30 days after a student arrives on campus):</u> Initial ELPAC Assessments, under the direction of a certificated time-sheeted teacher, will be completed with assistance from our teachers.</li> <li>2. <u>August 16, 2023:</u> EL Coach will provide Professional Development/Refresher during the August Staff meeting on Designated ELD and Integrated ELD.</li> <li>3. <u>August - June:</u> Teachers will provide designated ELD to EL students 30 min per day, 5 days per week (K- 15 mins), as required by law.</li> <li>4. <u>September - June:</u> Academic Intervention Teacher will be utilized to assist our struggling English Learners (ELPAC 1's &amp; 2's) by providing EL students with additional opportunities to develop fluency in English reading and writing through supplemental small group instruction.</li> <li>5. <u>October:</u> EL Coordinator will hold an ELAC Meeting to review and revise the site LCAP and explain new funding sources.</li> <li>6. <u>December:</u> EL Coordinator will hold an ELAC Meeting to develop school-wide Needs Assessment patterns &amp; implications for our LCAP.</li> <li>7. <u>February 1 - May 31:</u> ELPAC Summative Assessments will be given to all EL students.</li> <li>8. <u>February:</u> EL Coordinator will hold an ELAC Meeting to submit site-specific needs to the SSC for consideration in the next year's site LCAP.</li> </ol>	<ul style="list-style-type: none"> <li>• <u>August 10:</u> Teachers will submit their schedule for designated ELD instruction to the Vice Principal.</li> <li>• <u>October - October:</u> The Vice Principal will use state dashboard data in order to determine that at least 16% of our EL students become re-designated as English proficient.</li> <li>• <u>October:</u> The Vice Principal will use CA Dashboard data in order to determine our students' overall progress toward English language proficiency. Our goal is to have 57% or more of our EL students making progress toward English proficiency.</li> <li>• <u>October - April:</u> The Vice Principal will keep attendance records of all ELAC meetings and determine if parent participation has increased by 10% from the previous year.</li> <li>• <u>October - February:</u> EGUSD Interim Assessment Data will be utilized to determine student progress pre and post- Academic Intervention Teacher support.</li> </ul>	

9. *April*: EL Coordinator will hold an ELAC Meeting for review and advisement on the next year's site LCAP and to recognize our EL students who have been re-designated as English-proficient.

**Supplies/Materials**

\$360 EL Supplemental

**Certificated Timesheet**

\$10,000 EL Supplemental

Funding Sources for District Goal 1	Amount	Description of Use
EL Supplemental (7150/0000)	\$10000	Certificated- Salaries
EL Supplemental (7150/0000)	\$360	Materials/Supplies/Equipment
GATE (7105/0000)	\$3397	Certificated- Salaries
GATE (7105/0000)	\$1000	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$23047	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	\$20000	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	\$6953	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	\$150339	Certificated- Salaries
Title I – Basic (4900/3010)	\$6500	Certificated- Timesheets
Title I – Basic (4900/3010)	\$33500	Contracts/Services/Subscriptions

<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> </ul>
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**Site Goal 2.1 (SiteGoalID: 6791) (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: 6791) (DTS: 03/31/23)**

**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>1. <u>August, December, February, June</u>: <b>Teachers</b> will administer EGUSD Interim/ Illuminate Assessments to all students. <b>The principal</b> will support this by reminding teachers and including in the Weekly Staff Bulletin the assessment windows each trimester. <b>The principal</b> will also support by providing subs to assist with administering assessments or providing release time for teachers to administer them. ( 1 sub day for 2nd-6th grade teachers and K/1 push-in subs). <b>The VP</b> will support this by providing reports with names of students who need to complete assessments.</p> <p>2. <u>August, December, and April</u>: AIT and K/1 push-in subs will support K/1 teachers with assessing all</p>	<p><u>August, December, February, June</u>: Vice Principal will pull Illuminate reports to ensure at least 95% of all eligible students have taken the Illuminate Assessments each trimester.</p> <ul style="list-style-type: none"> <li>• <u>August, December, February, June</u>: Teachers will access their student's Interim Assessment/Illuminate &amp; data, analyze it, and determine the next steps in order to improve student learning.</li> <li>• The Principal will analyze the Self-Efficacy Survey results in August 2023 and May 2024 and will share the data with teachers, PLC Leadership, and the SSC.</li> </ul>	

below-grade level students with additional reading assessments such as the Wonders, and IRI Assessment.

3. August - June: Teachers will meet monthly during their PLC Collaboration time to discuss their students' progress and analyze the data utilizing Illuminate, Curriculum Embedded Assessments. Teachers will highlight the progress of the ATSI student groups (AA and SWD).
4. August: PLC Leadership will work with the principal to create or locate a Data Collection form to be used during COOPs. The data form will also highlight the progress of the ATSI student groups (AA and SWD).
5. Monthly: Each Grade Level will complete a Data Analysis form to share with the school administrator during COOPs.
6. End of Each Trimester Each grade level will be released for 90 min-120 minutes for CAST/COOPs, to discuss SMART Goals, student progress, and students in need of MTSS/RFA or SST and the progress of the ATSI student groups (AA and SWD).
7. August and May: A PLC Self-Efficacy Survey will be given to teachers in August 2023 and in May 2024 in order to help determine if teacher PLC efficacy is increasing.

#### **Action 1**

**Certificated Timesheets** for Assessments- 1 day, 3 times per year, 25 teachers- **\$15,750**  
**Supplemental Concentration**

#### **Action 2 Certificated**

**Timesheets** for K/1 Push-In/Intervention Subs- 80 days of additional certificated subs @ \$210.00 per day=**\$16,800**

**Supplemental Concentration**

**Action 6 Certificated**

**Timesheets** for Coops- 2 days, 5 subs, \$210 per day, twice per year- \$4,200 Supplemental Concentration

**Funding Sources for District Goal 2**

**Amount**

**Description of Use**

Supplemental/Concentration (7101/0000)

\$36750

Certificated- Timesheets

**District Strategic Goal 3:**

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

**District Needs and Metrics 3:**

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

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

**Site Goal 3.1 (SiteGoalID: 6226) (DTS: 02/10/23)**

**3.1 The total number of behavior referrals and suspensions will decrease by 10%, SEL Strategies, and our school-wide implementation of Tier 1 and Tier 2 PBIS will improve as measured by the Tiered Fidelity Inventory (TFI) will continue to focus on eliminating disproportionality in discipline practices.**

**According to various data sources:**

- Suspension percentages (Average Days of Suspension) for the school years Q1-Q-3: 18/19- 1.2%, 19/20- 0.7%, 21/22-1.6%, and 23/24 1.7%
  - Suspension rates for African Americans have decreased from 4.7 % in 21/22 to 2.0% in 23/24.
  - Suspension rates for Socio-Economic Disadvantaged decreased from 2.2% to 1.8%
  - Suspension rates for Students with Disabilities have stayed the same from 1.8% to 1.8%
  - Suspension rates for Foster Youth was 0% in both the 21/22 and 22/23 school years.
- In 19/20, there were 480 Behavior Incidents, in 21/22 school year, there were 314 Behavior Incidents and so far for 23/24 there have been 325 behavior incidents



- PBIS Tier 1 Overall implementation (Tiered Fidelity Inventory) : 2018=73%, 2019= 73%, 2021= 57%, 2022 = 93%, 2023=83%

We will increase our implementation of PBIS Tier 1 and Tier 2 supports for the 23/24 school year.

**Metric:** Suspension Rate: Percent of Students Suspended

**Actions/Services 3.1.1 (SiteGoalID: 6226) (DTS: 02/10/23)**

**Targeted Student Group(s)**

- Black or African American • Foster Youth • 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>
<ol style="list-style-type: none"> <li>1. <u>July</u>: Re-establish A.S.I.S.T. Team Structured Recess &amp; Mentor partnership. ASSIST will work with students daily during recess and lunch times - instilling character development, keeping students focused, and interacting in a positive manner. Recess support is to begin on August 14, 2023.</li> <li>2. <u>August Pre-Service</u>: PBIS Coach, Wellness providers, and Tier 1 team provide a refresher PD for the Staff on PBIS Tier 1 strategies, Brain Breaks, Optimistic Closures, and how to correctly enter behavior incidents in Synergy and Restorative Practices.</li> <li>3. <u>August</u>: <b>EAGLE PBIS Back to School Kick-off Assemblies</b> facilitated by the ADMIN team, PBIS Tier 1, and or school leadership to promote positive behavior and school community</li> <li>4. <u>August</u>- Principal and VPs will calibrate with each other, with the Laguna Region admin on progressive student discipline,</li> </ol>	<ul style="list-style-type: none"> <li>• <u>September - June</u>: The Vice Principal will share the suspension rate and, along with the PBIS Tier 1 Team the Behavior Incident data with the staff, monthly.</li> <li>• <u>March-April</u>: Teachers will administer the <b>Student School Climate Survey</b> to all students in grades 3-6.</li> <li>• <u>April-May</u>: The Principal will administer the <b>Staff School Climate Survey and the Parent School Climate Survey</b>.</li> <li>• <u>May - June</u>: Data from our School Culture surveys for parents, students, and staff will be reviewed and shared with parents, students, and staff by the Principal.</li> <li>• <u>March - April</u>: Our PBIS Teams (Tiers I and II) will complete our annual TFI (Tiered Fidelity of Implementation) and will share the results with the staff, parents and SSC.</li> </ul>	

including consequences and restorative practices.

5. August- VPs will update the Eagle Passport and schoolwide expectations presentation which includes daily lessons for classroom teachers to use to teach/reteach student expectations on campus.

5. August - June: Support the PBIS Program by providing positive signage, purchasing posters with positive messages, and welcoming community members to our campus.

6. August: Initiate PBIS committees for Tier I (monthly meeting) and Tier II (weekly meetings). The VP and the Tier 1 Team will closely monitor the TFI to ensure goals are being met

7. September: **Leadership on the Lawn** for 5th & 6th Grade students. This half-day-long activity encourages students to attend school each day and to become leaders in our school.

8. August - June: The school administration and classroom teachers will reteach expectations, and use restorative practices, and Progressive discipline when working with students.

9. August- During August Preservice, the wellness provider will provide a mini PD on Morning Meetings and Character Strong Overview.

10. August - June: Teachers will be strongly encouraged to build positive student-to-student and teacher-to-student relationships by utilizing Daily Morning Meetings, Community Circles, making positive phone calls home, using Character Strong Curriculum, Brain Breaks, and Optimistic Closures.

11. September - June: The PBIS Tier II Team will monitor student academic, behavioral, and socio-emotional progress through the use of data (highlighting ATSI sub-groups AA and SWD) during bi-weekly PBIS Tier II Meetings and will report updates at each staff meeting.

- October - June: SOAs and Vice Principal will monitor daily student attendance and seek to have an improvement for our 5th and 6th-grade students who attend **Leadership on the Lawn**.

12. March - June: School Climate Surveys to parents, staff, and students will be distributed by the Principal.
13. April: PBIS Tiered Fidelity of Inventory for Tier I and II will be calculated by the Behaviorist and the Tier 1 and Tier 2 teams.
14. January - March: Through the guidance of an Equity Coach, teachers, and administrators will have an opportunity to participate in a Chapter Study from the book "**Don't Suspend Me**" on a volunteer basis and will be paid \$41.60 per hour through an Equity Grant.
15. PBIS Tier 1 planning day to create a micro action plan using the results of the 23/24 TFI.

**Action 1-Contracts:  
Supplemental Concentration**  
\$37,025  
**Title 1 \$19,529**

**Action 5-Supplies:**  
*PBIS Grant \$1,000*

**Action 7-Contracts:  
Supplemental  
concentration-\$2,500**

**Action 13-Certificated  
Timesheets:**  
*Equity Grant \$2,000*

**Action 14-Certificated  
Timesheets:  
Supplemental Concentration -3  
subs, 3 teachers =\$630**

Funding Sources for District Goal 3	Amount	Description of Use
PBIS (7440/0000)	\$1000	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$630	Certificated- Timesheets

Supplemental/Concentration (7101/0000)	\$42525	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	\$720	Certificated- Timesheets
Title I – Basic (4900/3010)	\$19529	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	\$468	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: 6227) (DTS: 02/10/23)**

Our goal is to **decrease our chronic absenteeism** rates for ALL students by 10%, but with a focus on the following sub-groups:

- In 2022/23, 26.3 % of our students were chronically absent
  - 37.8% of our Students with Disabilities (Highest)
  - 33.1% of our Hispanic students (2nd Highest)
  - 30.1% of our African American students (3rd Highest)
  - 28.8 of Socio-Economic Disadvantaged students
  - 26.4% of White students
  - 20.1 % of EL students

**Metric:** Attendance Rate

**Actions/Services 4.1.1 (SiteGoalID: 6227) (DTS: 02/10/23)**

**Targeted Student Group(s)**

- All

<b>What Specific Actions/Services will you Provide to this Student Group?</b>	<b>How will you Progress Monitor the Implementation of</b>	<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>

<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>	
<p>1. Spring 2023, send out information to teachers about Parent Teacher Home Visit (PTHV) Training Begin Parent Teacher Home Visits in July and early August to begin making strong school-to-home connections and specifically targeting students with disabilities, Hispanic and African American Students,</p> <p>2. <u>August (Before 1st Day of school)-June</u>: Principal will begin communicating with families in multiple ways regarding our absence policy and WHY it is important to attend school.</p> <p>3. <u>August - June</u>: Personal phone calls home and text messages from our office staff after 2 days of absences. All contacts logged into Synergy. Recruit our Spanish-speaking Parent Liaison (PL) to make calls to our Hispanic/Latino families and have her reach out to offer support. The school will provide the PL with the list of families, the PL will keep a log of contacts in Synergy, PL to follow up on parent needs to assist in getting their child to school each day, on time and help to determine barriers to attendance.</p> <p>4. <u>August - June</u>: Follow school policy as laid out in the District Handbook for tracking and monitoring absences via the SARB process.</p> <p>5. <u>August - June</u>: Encourage teachers to make phone calls home, send Talking Points messages to parents of students who are absent from school, and document contact in Synergy.</p> <p>6. <u>August - June</u>: Teachers complete MTSS/RFA forms for students who are chronically absent. MTSS/Tier 2 team decides on appropriate support for Chronically Absent students</p>	<ul style="list-style-type: none"> <li>• <u>August - June</u>: SOAs, Administrators, teachers, and PL to document communication in Synergy.</li> <li>• <u>Every Thursday</u>: Vice Principal to run the attendance rate weekly for the whole school as well as for the subgroups identified above.</li> <li>• <u>August - June</u>: Gather and analyze attendance data monthly. Log and monitor the attendance, early dismissal, and tardy frequencies for African American, Students with Disabilities, White, Two or More, and Hispanic students. Administrative team to analyze data to see if there is an improvement in attendance.</li> <li>• <u>September - June</u>: Principal to review and monitor students who meet the Chronically Absent criteria (10% or more absence rate) biweekly with the PBIS Tier II Committee</li> <li>• <u>August - June</u>: Vice Principal to share attendance data with staff at monthly staff meetings</li> <li>• <u>September - June</u>: Try a strategy for 4-6 weeks. Look for improvements. If no improvement, try another strategy.</li> </ul>	

such as CICO, MTSS Counselor, or Care Solace referral. AITs will also begin documenting the number of days chronically absent students missed interventions.

7. August-June: Create a monthly attendance competition/incentive program for improved and perfect attendance with rewards (such as badges, tags, stickers, smencils, lanyards, bookmarks, water fun time, popsicle party, glow dance, etc..)
8. PTHV site coordinator shares data monthly during Staff meetings regarding PTHV totals.

**Action 7-Materials/Supplies:**  
\$2,000 Supplemental Concentration

#### Site Goal 4.2 (SiteGoalID: 6932) (DTS: 04/23/23)

Increase opportunities and attendance for parents and community members to participate in school-wide events.

From the **School Climate Parent Survey**, we will increase parents' feelings of involvement and parent education opportunities from 86% to 88%.

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

#### Actions/Services 4.2.1 (SiteGoalID: 6932) (DTS: 04/23/23)

##### Targeted Student Group(s)

- All

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

**How will you Progress Monitor the Implementation of Actions/Services?**

- What progress data will be collected and who will collect it?
- How often and when will it be collected?
- Who will it be shared with and when?

**Evaluation Cycles in 2023-2024**

- What is working?
- What is not working and why?
- What modifications do you need to make?

- Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.
- Actions and Services should be step by step in a chronological order.
- Actions and Services should remove barriers and implement changes.

1. *August - June*: Increase school-wide Family and Community Engagement programs and communication such as:

- Parent/Teacher conferences
- Back to School Night
- Music & Art Night
- **Parent Universities such as:** Parent-Vue Usage & Training; Family Writing Night by support from FACE; Family STEM Night; AVID Education Night presented by AVID Coaches; Foundational Reading. Teachers who assist with Parent Universities will be paid \$41.60/hour.
- Ensure home/school communications/flyers are translated into Spanish
- Utilize our FACE Family Liaison to make phone calls to personally invite families to events
- Establish & communicate current events in print, website, social media, Talking Points, School Messenger
- Hold Lunch in the Quad each month (weather permitting).
- Support home-to-school communication through Communication Folders
- Parent-Teacher Home Visits will be conducted by teachers who have or will be trained in this parent-engagement strategy.
- Career Day with parental involvement.

**Action 1-Contracts-**  
*Title 1 \$2,200*

**Action 1-Certificated Timesheets-**

- *August - June*: Parent surveys will be utilized and the Principal will analyze the data to determine if there has been an increase in participation and parent satisfaction with our school.
- *August - June*: The Principal will ensure we have posted photos of school events on our school website and Facebook.
- *August - June*: Increased daily usage of teacher-student-parent communication through the use of student planners.
- August - June Sign In Sheets will be used to determine if there is increased parent participation in our parent education opportunities.
- The number of home visits will be logged throughout the school year and shared by the PTHV coordinator monthly at Staff meetings.
- Student, staff, presenter, and parent surveys about the Career Day.

<i>Title 1 \$5,819</i>		
PTHV Funded by FACE		

<b>Funding Sources for District Goal 4</b>	<b>Amount</b>	<b>Description of Use</b>
Title I – Basic (4900/3010)	\$5818	Certificated- Timesheets
Title I – Basic (4900/3010)	\$2200	Materials/Supplies/Equipment

### **Funding Source Summary for All District Goals**

<b>Fund Source</b>	<b>Description of Use</b>	<b>District Goal 1</b>	<b>District Goal 2</b>	<b>District Goal 3</b>	<b>District Goal 4</b>	<b>Total</b>
EL Supplemental (7150/0000)	Certificated- Salaries	\$10000				\$10000
EL Supplemental (7150/0000)	Materials/Supplies/Equipment	\$360				\$360
GATE (7105/0000)	Certificated- Salaries	\$3397				\$3397
GATE (7105/0000)	Materials/Supplies/Equipment	\$1000				\$1000
PBIS (7440/0000)	Materials/Supplies/Equipment			\$1000		\$1000
Supplemental/Concentration (7101/0000)	Certificated- Timesheets	\$23047	\$36750	\$630		\$60427
Supplemental/Concentration (7101/0000)	Contracts/Services/Subscriptions	\$20000		\$42525		\$62525
Supplemental/Concentration (7101/0000)	Materials/Supplies/Equipment	\$6953				\$6953
Title I – Basic (4900/3010)	Certificated- Salaries	\$150339				\$150339
Title I – Basic (4900/3010)	Certificated- Timesheets	\$6500		\$720	\$5818	\$13038
Title I – Basic (4900/3010)	Contracts/Services/Subscriptions	\$33500		\$19529		\$53029
Title I – Basic (4900/3010)	Materials/Supplies/Equipment			\$468	\$2200	\$2668

### **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.

\*\*\* If applicable, please provide a description \*\*\*

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## V. Funding

### John Ehrhardt Elementary (249) | 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	\$47,218	\$47,218	\$47,218	\$0	\$0	\$0	\$0
<b>7101</b> LCFF Supplemental Concentration TK-6 <b>0000</b> Unrestricted	0.0000	\$0	\$129,905	\$129,905	\$50,000	\$36,750	\$43,155	\$0	\$0
<b>7105</b> Gifted and Talented Education (GATE) TK-6 <b>0000</b> Unrestricted	0.0000	\$0	\$4,397	\$4,397	\$4,397	\$0	\$0	\$0	\$0
<b>7150</b> EL Supplemental Program Services TK-6 <b>0000</b> Unrestricted	0.0000	\$0	\$10,360	\$10,360	\$10,360	\$0	\$0	\$0	\$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	\$219,074	\$219,074	\$190,339	\$0	\$20,717	\$8,018	\$0
<b>Total Funds Budgeted for Strategies to Meet the Goals in the SPSA</b>	0.0000	\$0	\$411,954	\$411,954	\$302,314	\$36,750	\$64,872	\$8,018	

#### Fund Subtotals

Subtotal of additional federal funds included for this school \$219,074

Subtotal of state or local funds included for this school \$192,880

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

**Date**

**Principal**

Marianne Williams

**School Site Council  
Chairperson**

Maureen Craft

**EL Advisory Chairperson**

Yadira Martinez

Signatures: (Must sign in blue ink)	Date

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