



John Ehrhardt Elementary

Local Control Accountability Plan (LCAP) 2017 - 2018

Principal: _

(Signature): _

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

Approved by the Elk Grove Unified School District Board of Education on _

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

Goal Setting

State Priorities

Conditions of Learning:

- Priority 1 - Compliance with Williams criteria - instructional materials, teacher assignments and credentials, facilities
- Priority 2 - Implementation of SBE adopted academic content standards, including programs and services for ELs to access the Common Core and ELD standards
- Priority 7 - Access, including for subgroups, to a broad course of study

Pupil Outcomes:

- Priority 4 - Pupil Achievement - statewide assessments, API, completion of A-G requirements, CTE sequences and AP courses, EL progress toward proficiency, college preparation (EAP)
- Priority 8 - Pupil outcomes in specified subject areas

Engagement:

- Priority 3 - Parental involvement
- Priority 5 - Pupil engagement - attendance, dropout and graduation rates
- Priority 6 - School climate - suspension and expulsion rates, etc.

Strategic Goals

Goal 1: High-Quality Classroom Instruction and Curriculum

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

Goal 2: Assessment, Data Analysis, & Action

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

Goal 3: Wellness

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

Goal 4: Family and Community Engagement

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

A. Stakeholder Engagement

Involvement Process for LCAP and Annual Update
<p>How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?</p> <hr/> <p>17-18 Budget Survey given to SSC Council Week of May 8th, 2017- potential allocations/expenditures discussed in meeting 17-18 Budget Survey given to staff at staff meeting May 17th, 2017- potential allocations/expenditures discussed in meeting 17-18 Budget Survey given to community via email, text, and website on May 24th, 2017 17-18 Budget Survey given to community via paper in office starting May 25th, 2017 17-18 Budget Survey given to community via paper at band concert on May 25th, 2017 17-18 Budget Survey given to community via paper at NEHS ceremony on May 26th, 2017 17-18 Budget Survey given to community via paper at STAR assembly on May 27th, 2017 17-18 SBAC Results/Budget/LCAP/Instructional Plan reviewed/ revised with staff during pre-service activities August 4th-8th, 2017 17-18 SBAC Results/Budget/LCAP/Instructional Plan reviewed/ revised with Ehrhardt School Site Council, following district supported Decision Making Model processes at 3 required SSC meeting before Sept. 22nd, 2017 (Meetings held on Aug. 24th, 29th, and Sept. 5th)</p>
Impact of LCAP and Annual Update
<p>How did these consultations affect the LCAP for the upcoming year?</p> <hr/> <p>Data from surveys and collaborative discussions formed individual expenditures for personnel and programs.</p>

B. Goals, Actions, and Progress Indicators

<p>District Strategic Goal 1:</p> <p>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.</p>	<p>District Needs and Metrics 1:</p> <p>Students need high quality classroom instruction and curriculum as measured by:</p> <ul style="list-style-type: none"> • Access to Courses (Honors, AP/IB, CTE) • A-G Completion • AP/IB Exams • CAASPP • Content Standards Implementation • CTE Sequence Completion • EAP • Instructional Materials • Progress toward English Proficiency • Redesignation
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• Teacher Assignment

Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

Site Goal 1.1

-Increase teacher proficiency in planning and delivering CCSS and ELD standards aligned instruction, using district adopted and state approved curricula in ELA, Math, and designated ELD.

Metric: Content Standards Implementation

Actions/Services 1.1.1

Principally Targeted Student Group

• Black or African American • EL • Foster Youth • Low Income

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Program Administrator, Academic Intervention/EL/PBIS Focus (.5 FTE)</p> <p>Secure 0.5 FTE of Program Administrator, who will support the tiered and individualized academic support systems provided to students not meeting proficiency standards (principally SED, EL, and FY). The vice principal will assist in developing/refining school-wide EL/Intervention programs, Pro Social (PBIS) programs. Individual student progress will be monitored and support systems will be refined.</p>	<p>Research confirms that tiered/responsive academic school-wide support systems increase student achievement (comprehensive RTI research is universally accepted- see various studies from University of Minnesota, National Association of School Psychologists, IDEA frameworks).</p>	<p>Review effective and efficient implementation of EL/Intervention program by using:</p> <ul style="list-style-type: none"> -CAASPP -K/1 Benchmark -Interim assessments -Formative assessments -CELDT -Classroom observations -Calibrated Administrative walk-throughs -Teacher evaluations

What funding source will you use?

\$60,374 from Supplemental/ Concentration Funding.

Site Goal 1.2

-Increase effectiveness and efficacy of school wide academic intervention program and deliver of English Language Development instruction.

Metric: Content Standards Implementation

Actions/Services 1.2.1

Principally Targeted Student Group

• Black or African American • EL • Foster Youth • Low Income

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Support 2 academic conferences throughout the year where teachers meet, review common assessment data, and revise/refine intervention services, English Language Development instruction, and enrichment services for GATE students.</p>	<p>Research confirms that tiered/responsive academic school-wide support systems increase student achievement (comprehensive RTI research is universally accepted- see various studies from University of Minnesota, National Association of School Psychologists, IDEA frameworks).</p>	<p>Review effective and efficient implementation of EL/Intervention program by using:</p> <ul style="list-style-type: none"> -CAASPP -K/1 Benchmark -Interim assessments -Formative assessments -CELDT -Classroom observations -Calibrated Administrative walk-throughs -Teacher evaluations

What funding source will you use?

\$9,009 from Supplemental/ Concentration Funding to cover substitute/incidental costs for Academic Conferences (40 days of substitute time at \$200 per day).

Actions/Services 1.2.2

Principally Targeted Student Group

- All • Black or African American • EL • Foster Youth • Low Income

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Purchase web-based software (Accelerated Reader, Mobymax, etc.) and hardware (document cameras, LCD projectors, chromebooks/carts) to provide extra opportunities for students to practice/receive positive feedback on academic skill development at home and at school.	Research states that using technology based, CCSS aligned, practice/enrichment activities raises students engagement while providing equitable access for use at home and school.	Review participation rates/reports generated from software that shows use percentage and student progress.

What funding source will you use?

\$4,745 from Supplemental/ Concentration Funding to cover subscription costs, hardware replacements.
 \$6,000 from Summer School-Intervention Funds

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

-Implement commonly developed site assessment plan to increase efficacy of ELA, ELD, and Math Instructions while using formative assessments to monitor student growth and refine instructional practices.

Metric: Data and Program Evaluation

Actions/Services 2.1.1

Principally Targeted Student Group

- EL • R-FEP

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Site English Learner Coordinator will monitor, assess, review state mandated ELD assessments. Coordinator will also support site English Learner Advisory Committee and monitor/guide ELD instruction on site with PLC teams.	Research confirms that tiered/responsive academic school-wide support systems increase student achievement (comprehensive ELD research is universally accepted- see various studies from UCLA, Kate Kinsella, California ELD frameworks).	Review effective and efficient implementation of EL/Intervention program by using: -CAASPP -K/1 Benchmark -Interim assessments -Formative assessments -CELDT -Classroom observations -Calibrated Administrative walk-throughs

-Teacher evaluations

What funding source will you use?

\$12,700 from English Learner Funding to support EL coordinator release time for assessment, supporting ELAC, supporting aide time/materials in support of newcomers (\$2000 for 10 sub days at \$200/day, \$3000 for stipend/hourly compensation for EL coordinator, \$7,200 for supporting aide time/materials- be advised that number of days are estimates).

Site Goal 2.2

-Continue work of PLC leadership team by providing oversight, revision, and support of school wide Common Assessment Plan and WIN time.

Metric: Data and Program Evaluation

Actions/Services 2.2.1

Principally Targeted Student Group

- All • Black or African American • EL • Foster Youth • Low Income

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Support Professional Learning Community Leadership team throughout the year as team reviews common assessment plan, intervention services, English Language Development instruction, and enrichment services for GATE students.	Research from the Dufours/Solution Tree consistently states that the PLC framework for school management is a positive and effective structure for professional growth.	Students assessment data/staff survey results.

What funding source will you use?

\$5,000 from supplemental/ concentrated funds (*125 hours at \$40/hour to compensate PLC members for after contract day meetings, be advised that the number of hours are estimates).

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:

- Attendance
- Chronic Absenteeism
- Cohort Graduation
- Expulsion
- Facilities
- HS Dropout
- MS Dropout
- School Climate
- Suspension

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Site Goal 3.1

-Revise, update, and increase consistency of school-wide approach to Positive Behavior Intervention and Support.

Metric: School Climate

Actions/Services 3.1.1

Principally Targeted Student Group		
• Black or African American • Foster Youth • Hispanic or Latino • Low Income		
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Marriage and Family Therapist PBIS Focus (.6 FTE) - Secure 0.6 FTE of Therapist to support tiered and individualized social/emotional support plans and coordinate PBIS team/Mindfulness activities. (principally SED, EL, and FY)	Research confirms that tiered/responsive academic schoolwide support systems increase student achievement (comprehensive PBIS research is universally accepted- see various studies from University of Oregon, US Department of Education).	Review effective and efficient implementation of PBIS/Pro social initiatives. Review of SEL survey data.
What funding source will you use?		
\$93,226 from supplemental/concentrated funding		

Actions/Services 3.1.2

Principally Targeted Student Group		
• All		
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
PBIS team will support/design/secure signage that clearly delineates school-wide expectations as well as student acknowledgement (school supplies, tickets, etc) for student/staff positive recognition systems. Release time can be offered for coordination of PBIS plan.	Research confirms that tiered/responsive academic school-wide support systems increase student achievement (comprehensive PBIS research is universally accepted- see various studies from University of Oregon, US Department of Education).	Review effective and efficient implementation of PBIS/Pro social initiatives.
What funding source will you use?		
\$1000 of district PBIS funding		

Actions/Services 3.1.3

Principally Targeted Student Group		
• Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income		
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
School wide Musical Performance/After school Cypher Hip Hop Enrichment (CEO Michael Brim) will be provided to enhance VAPA talents of GATE students and potential GATE students.	Research from National Association of the Gifted as well as other groups states that arts enrichment within culturally responsive programs effectively engages students.	Attendance in programs, quality of summative performances.

What funding source will you use?

\$11,000 from supplemental/concentrated funds.

\$6000 from GATE funds

Actions/Services 3.1.4

Principally Targeted Student Group

- Black or African American • EL • Hispanic or Latino • Low Income

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
GATE Coordinator will conduct district required GATE information nights and conduct district required GATE screening assessments.	Research from National Association of the Gifted as well as other groups states assessment and family engagement are crucial in developing a comprehensive and successful gifted and talented support program.	Sign in sheets from GATE parent nights, gate qualification data.

What funding source will you use?

\$4000 from GATE funding (paying hourly rate to GATE coordinator to attend trainings, facilitate GATE family meetings, and to pay for substitute to cover teachers class when conducting GATE screening for 3rd grade students).

<p>District Strategic Goal 4:</p> <p>All students will benefit from programs and services designed to inform and involve family and community partners.</p>	<p>District Needs and Metrics 4:</p> <p>Students need parent, family and community stakeholders as direct partners in their education as measured by:</p> <ul style="list-style-type: none"> • Family and Community Engagement
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Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

Site Goal 4.1

-Increase authentic relationships and partnerships between school and home, specifically reaching out to underserved and disengaged families.

Metric: Family and Community Engagement

Actions/Services 4.1.1

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Continue to support Parent Teacher Home Visit Project - funds will be used to provide training/hourly compensation for staff to conduct home visits. Participate in workshops that support family engagement (like the PTHV conference)	Research supports the efficacy of home visits (see PTHVP website, Karen Mapp publications from the GSE of Harvard).	Exit Surveys of families/staff.

What funding source will you use?

\$0 from Supplemental/ Concentration Funding.

\$3,500 from FACE grant

Actions/Services 4.1.2

Principally Targeted Student Group

- All • Black or African American • Foster Youth • Hispanic or Latino • Low Income

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Continue to support Mindfulness In Schools (Christine de Guzman) curriculum with Mindfulness Coach. Funds will be used to provide training, in class services/support, and materials to support mindful practices.	Research categorically states (from Kaiser Health Foundation, CASEL, and other sources) that mindful practices in schools is an effective way of addressing wellness and providing students/staff with pro-social ways of managing stress.	Surveys and participation rates of students and staff.

What funding source will you use?

\$0 from supplemental/concentrated funding.

**Local Control Accountability Plan (LCAP)
Year 2017 - 2018**
IV. Funding
John Ehrhardt Elementary - 249

Fund Source Mgmt. Code/Description Resc. Code/Description	FTE	Carry Over	Allocation	Subtotal	EGUSD Strategic Goals				Balance
					1 - Curriculum and Instruction	2 - Assessment	3 - Wellness	4 - Family Engagement	
1510 Regular Education (TK-6) 0000 Unrestricted	0	\$0	\$24,670	\$24,670	\$24,670	\$0	\$0	\$0	\$0
1510 Regular Education (TK-6) 0000 Unrestricted	0	\$534	\$0	\$534	\$534	\$0	\$0	\$0	\$0
1511 Regular Education (TK-6) - Allocated FTE 0000 Unrestricted	36.8752	\$0	\$4,670,659	\$4,670,659	\$4,670,659	\$0	\$0	\$0	\$0
1512 Subject Matter Teachers 0000 Unrestricted	0.8	\$0	\$130,703	\$130,703	\$130,703	\$0	\$0	\$0	\$0
1580 Summer School/Extended Learning (TK-6) 0000 Unrestricted	0	\$30,385	\$0	\$30,385	\$30,385	\$0	\$0	\$0	\$0
5495 Allocated FTE Leave 0000 Unrestricted	0.0001	\$0	\$55,795	\$55,795	\$55,795	\$0	\$0	\$0	\$0
5634 Custodial Services 0000 Unrestricted	3	\$0	\$199,746	\$199,746	\$0	\$0	\$199,746	\$0	\$0
7101 LCFF Supple/Conc TK - 6 0000 Unrestricted	0	\$0	\$186,000	\$186,000	\$82,000	\$5,000	\$84,000	\$15,000	\$0
7105 Gifted and Talented Education (GATE) TK-6 0000 Unrestricted	0	\$0	\$4,000	\$4,000	\$4,000	\$0	\$0	\$0	\$0
7105 Gifted and Talented Education (GATE) TK-6 0000 Unrestricted	0	\$5,237	\$0	\$5,237	\$5,237	\$0	\$0	\$0	\$0
7150 EL Supplemental Program Services TK- 6 0000 Unrestricted	0	\$0	\$12,700	\$12,700	\$0	\$12,700	\$0	\$0	\$0
7415 Family and Community Engagement 0000 Unrestricted	0	\$4,101	\$0	\$4,101	\$4,101	\$0	\$0	\$0	\$0
7415 Family and Community Engagement 0000 Unrestricted	0	\$0	\$3,500	\$3,500	\$0	\$0	\$0	\$3,500	\$0
7440 Positive Behavior Incentive Supports 0000 Unrestricted	0	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
5610 Food and Nutrition Services Center 5310 Child Nutrition: School Programs	1.2812	\$0	\$52,901	\$52,901	\$0	\$0	\$52,901	\$0	\$0
3200 Language Speech and Hearing									

(LSH) 6500 Special Education	1.1	\$0	\$133,650	\$133,650	\$133,650	\$0	\$0	\$0	\$0
3410 Special Education Mild/Moderate 6500 Special Education	3.15	\$0	\$323,562	\$323,562	\$323,562	\$0	\$0	\$0	\$0
3655 Pre-K SCC (Non-ASD) 6500 Special Education	2.5	\$0	\$125,304	\$125,304	\$125,304	\$0	\$0	\$0	\$0
3660 Full Inclusion - Paraeducators in lieu of NPA 6500 Special Education	1.5	\$0	\$59,624	\$59,624	\$59,624	\$0	\$0	\$0	\$0
3770 Full Inclusion 6500 Special Education	6.75	\$0	\$332,390	\$332,390	\$332,390	\$0	\$0	\$0	\$0
4010 Elementary Education PreK-6 9305 Miscellaneous Site Donations (<\$1000)	0	\$1	\$0	\$1	\$1	\$0	\$0	\$0	\$0
4010 Elementary Education PreK-6 9335 Marquee Project - John Ehrhardt Elementary School	0	\$23,852	\$0	\$23,852	\$23,852	\$0	\$0	\$0	\$0
4010 Elementary Education PreK-6 9573 Kaiser Mindfulness - John Ehrhardt Elementary School	0	\$650	\$0	\$650	\$650	\$0	\$0	\$0	\$0
Totals	56.9565	\$64,760	\$6,316,204	\$6,380,964	\$6,007,117	\$17,700	\$337,647	\$18,500	

Signatures: (Must sign in blue ink)

Date

Principal **William Aydlett**

School Site Council Chairperson **Tracey Barnhouse**

EL Advisory Chairperson **Frances Ira**

Benefits Calculator	
Certificated	Staff Amount \$
	Benefits Amount \$
Classified	Total \$

