



John Ehrhardt Elementary

Local Control Accountability Plan (LCAP) 2025-2026

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, Action Plans and Progress Monitoring

John Ehrhardt Elementary | Focused Work: 2025-2026

Goal Setting (Icapid: 770) | goalsComplete: 0

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 Curriculum, Instruction & Assessment

- All students will receive high-quality classroom curriculum, instruction, and assessment to promote college, career, and life readiness and close achievement and opportunity gaps.

Goal 2: Targeted Supports & Interventions

- Students who identify as Black/African American, students with disabilities, students in foster care or experiencing homelessness, and students who identify as Native American will benefit from targeted programs and services that leverage their assets, affirm their identities, and address their needs to close achievement, opportunity, and relationship gaps.

Goal 3: Wellness

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

Goal 4: Family and Community Engagement

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

1. Involvement Process for LCAP and Annual Update

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

The review, analysis, and input for the John Ehrhardt 2024-2025 LCAP involved our stakeholders during the following meetings and events:

- Title I Parent Meeting (8/20/24)

- Leadership Meetings (8/22/24, 9/17/24, 10/15/24, 11/5/24, 1/21/25, 3/4/25, 4/29/25, 6/3/25)
- School Site Council Meetings (9/23/24, 12/9/24, 2/24/25, 4/21/25, & TBD)
- ELAC Meetings (10/28/24, 12/9/24, 2/24/25, & 4/21/25)
- EGUSD Parent, Staff, and Student Surveys - Spring of 2025
- Staff Site Survey - Spring of 2025

2. Impact of LCAP and Annual Update

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

The ongoing collaboration with our stakeholders allowed them to provide meaningful input, which we integrated into our LCAP for the upcoming year. During our Title I meeting, parents expressed a desire for more parent engagement opportunities, such as Family Nights. Our School Site Council recommended we increase our funding for Targeted Tutoring, release days that focus on planning FHQI, and Academic Field Trips. Staff expressed a concern regarding support for our students with ongoing chronic absenteeism and behavioral issues; therefore, we ensure that we have specific actions and services to support them.

Resource Inequities (ATSI, TSI and CSI designated schools only)

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

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

John Ehrhardt is not an ATSI and CSI-designated school.

Goals, Actions, and Progress Indicators

District Strategic Goal 1:

High-Quality Curriculum, Instruction & Assessment

All students will receive high-quality classroom curriculum, instruction, and assessment to promote college, career, and life readiness and close achievement and opportunity gaps.

District Needs and Metrics 1:

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

- A-G Completion - Percent of Graduates Completing A-G Requirements
- AP/IB Exams - Percent of Graduates Passing an AP/IB Exam
- CAASPP (ELA, Math, Science) - Distance from Standard
- CAASPP (ELA, Math, Science) - Percent Standard Met or Exceeded
- CTE Sequence Completion - Percent of Graduates Completing a CTE Sequence
- Progress toward English Proficiency - Percent Increasing ELPI Level
- Reclassified - Percent of English Learners Reclassified
- Test Participation Rate on Districtwide Assessments

Site Goal 1.1 (SiteGoalID: 8957) (DTS: 01/01/10)

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

Metric: Test Participation Rate on Districtwide Assessments

Action 1.1.1 (SiteGoalID: 8957) (DTS: 03/11/25)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none">• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	<ul style="list-style-type: none">• Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	<ul style="list-style-type: none">• Throughout the year, report the results of the formative data as you collect it.• In March, summarize your data collection results.• Based on your summary, what will you adapt/adopt/abandon?
<p>Action Plan</p> <p>EGUSD Assessment Administration</p> <p>The EGUSD Assessment Calendar will be distributed to teachers in August during Preservice.</p> <p>Teachers will create a schedule and submit it to the VP by the end of the 2nd week of school.</p> <p>K-6 Teachers will be provided at least one release day per Trimester to administer assessments for a total of 3 assessment release days. 2nd grade will be provided 4 release days for assessments. (Title I Funded-)</p> <p>The 2nd VP will monitor assessment completion progress and follow up with classroom teachers who are not making adequate progress with administering EGUSD</p>	<p>Progress Monitoring</p> <ul style="list-style-type: none">• <u>August, December, February, May</u>: Vice Principal will pull Illuminate reports to ensure at least 95% of all eligible students have taken the Illuminate Assessments each trimester.• <u>August, December, February, May</u>: Teachers will analyze their student's data, and determine next steps in order to improve student learning.• <u>August and May</u>: The Principal will collect SMART goals along with pre- and post-data• ELPAC within 30 days of enrollment as well as annually• Spring: Credentialed teachers will be trained and then administer the summative CAASPP to all students (unless exempt) within the assessment window.	<p>Evaluation</p>

assessments within the assessment window to determine what additional support is needed.

EGUSD Assessment Completion rates by grade level will be included weekly in the Monday Memo/Staff Bulletin.

The principal will follow up with the classroom teachers not on target for completing assessments within the assessment window and provide support as needed.

PLC Data Analysis

PLC Collaboration: Teachers will meet weekly during the Early Out Wednesday, create SMART Goals every trimester, analyze the Illuminate assessment data, discuss student progress, etc. Weekly grade-level PLC teams will provide minutes of their meetings along with a tentative schedule for the upcoming meeting. Administration, AITs, and Instructional Coaches will continue to attend weekly PLC collaboration.

Fall and Spring Co-Ops-

Teachers will be provided release time twice a year to meet with the admin team and Tier 2 team for grade-level **Co-Ops** to analyze grade-level Interim Assessment data, identify students not making adequate progress, and identify grade-level trends. (Supplemental Concentration Funded-\$7,000)

Instructional Coaches and AIT Support

Instructional Coach and AIT support is available to assist with the administration of assessments and with analyzing data.

Title I-Certificated Timesheets-
\$23,800

**Supplemental Concentration-
Certificated Timesheets \$7,000**

Site Goal 1.2 (SiteGoalID: 8782) (DTS: 02/13/25)

English Language Arts (ELA) CAASPP scores will increase from 53% to 58% of students meeting or exceeding standards.

- Students of Two or More Races will increase from 53% met or exceeded standards to 58%
- English Learners (EL) students will increase from 32% met or exceeded standards to 37%
- Hispanic students will increase from 45% met or exceeded standards to 50%
- Socio-Economically Disadvantaged (SED) students will increase from 44% met or exceeded standards to 49%

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

Math CAASPP scores will increase from 44% to 49% of students meeting or exceeding standards.

- Students of Two or More Races will increase from 40% met or exceeded standards to 45%
- English Learners (EL) students will increase from 30% met or exceeded standards to 35%
- Hispanic students will increase from 33% met or exceeded standards to 38%
- Socio-Economically Disadvantaged (SED) students will increase from 34% met or exceeded standards to 39%

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

Action 1.2.1 (SiteGoalID: 8782) (DTS: 02/13/25)

Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none">• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	<ul style="list-style-type: none">• Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	

- Throughout the year, report the results of the formative data as you collect it.
- In March, summarize your data collection results.
- Based on your summary, what will you adapt/adopt/abandon?

Action Plan

High-quality Tier 1 instruction and Tier 2 Interventions

Professional Development

August - June: Staff will continue to receive site-based Professional Development on High Quality Instruction and AVID strategies during monthly Staff meetings, engage in instructional rounds/learning walks, or participate in PD at AVID Showcase schools.

Grade level release days

August-June: Grade-level teams will be provided at least one release day per trimester for common planning, focusing on using FHQI and AVID strategies. Grade-level teams will submit their Common Planning Release Day calendar to the principal by the second week of school. **Title 1 Funded**

Small Group Supplemental Supplies

Purchase supplemental small group supplies for WIN/Designated ELD. \$200 per classroom teacher-**Title I Funded**

Academic Field Trips

August-June: Provide opportunities for students to participate in educational field experiences aligned with Common Core Standards to enhance, extend, and enrich our students' learning. Supplemental Concentration(\$16,685)

Academic Interventions

August- June: The MTSS/Tier 2 team will work collaboratively with

Progress Monitoring

Staff will complete a pre/post PD survey to monitor the effectiveness of the training.

Admin will collect the release day agendas and planning notes.

Students will complete pre-/post-field experience reflections to assess learning.

Monthly AIT will collect site-based assessment data every 4 weeks and re-evaluate student progress towards grade-level standards

Teachers analyze common and interim assessment data during PLC and release time, and include notes from the data analysis in the PLC notes.

Administration will collect data through FONT walkthroughs to assess if instructional strategies have been implemented. If yes, the Administration will look at assessment data from classes implementing new practices compared to classes that are not to see the differences in progress. Teachers will engage in ongoing collaboration regarding student progress in the Extended Day program. Teachers will share student progress with students' parents/guardians.

Each Trimester, the AITs will create and share a Progress Monitoring plan, which includes the formative assessments that will be used and dates of administration.

Evaluation

the AITs to determine and recommend which students qualify for AIT services based on the district's AIT Guidelines.

August - June: Title 1 & ESSER Academic Intervention Teachers will begin small group instruction focusing primarily on interventions for K-2 students who are not meeting grade level standards in Reading/English Language Arts.

Every 6-8 weeks, the AIT and the classroom Teachers will meet on predetermined dates, during PLC time, to discuss progress made by each student receiving AIT support, students who should be transitioned out of AIT, and students who should begin receiving AIT support.

September-June- Extended Day Targeted Tutoring will be provided to students who are not meeting Math grade level standards based on EGUSD Interim Math assessments and Envision math assessments. Grade Level PLC teams will determine who will be invited based on need (priority given to targeted sub-groups and will collaborate to create a plan including:

- Intervention resources and strategies.
- Progress Monitoring assessments and dates to administer. Title 1 Funded \$25,170 (15 weeks of Targeted Tutoring)

Winter/Spring/Summer: Provide Intersessions (funded by the district),

August - June: K-2 Push-in during Independent Work Time to support students not meeting grade-level ELA benchmarks. (CPL funded).

Purchase digital software programs such as Accelerated Reader to promote literacy. (\$5521)

Provide for allowable, reasonable, and necessary maintenance agreements, parts, services, supplies, copying, replacement of supplemental resources, technology, software, equipment, and instructional resources to carry out this goal.

Title I-Certificated Salaries

1.0 FTE AIT \$151,476

Title I- Certificated Timesheets:

\$55,484

Title I

Supplies/Books/Resources

\$14,851

Supplemental Concentration:

Contract Services

\$23,051

Supplemental Concentration:

Materials and Supplies

\$6,070

Site Goal 1.3 (SiteGoalID: 9148) (DTS: 04/10/25)

Instructional Framework Goal:

Teachers will increase their effective use of active participation from 39.8% to 44.8% by the end of the year, as measured by the Teaching and Learning Program Implementation Continuum (PIC).

FONT implementation data will increase from Level 1 to Level 2.

- Student survey data regarding whether when their teachers asks questions do they have enough time to come up with an answer will increase from 65.8% to 72.8%.
- Student survey data regarding whether their teacher expects them to participate will increase from 81.7% to 86.7%.

Metric: Active Participation

Action 1.3.1 (SiteGoalID: 9148) (DTS: 04/10/25)

Targeted Student Group(s)

- All

<p>Action Plan</p> <ul style="list-style-type: none"> • Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<p>Progress Monitoring Plan</p> <ul style="list-style-type: none"> • Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<p>Data Collection & Evaluation</p> <ul style="list-style-type: none"> • Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
<p>Action Plan</p>	<p>Progress Monitoring</p>	<p>Evaluation</p>
<p>The Site PLC Leadership team will collaborate and plan year-long professional development with the CPL and AVID instructional coach, focusing on Active Participation to deepen implementation of the Instructional Framework.</p> <p>The admin team will share FONT walk-through data with staff at the monthly staff meetings to discuss progress toward Instructional Framework goals and to celebrate success.</p> <p>Include specific questions related to the implementation of the Instructional Framework during CO-OP/CAST meetings (e.g., <i>How are students actively engaging with the Learning Target, actively participating during lessons, etc. to ensure</i> Tier 1 practices are in place before moving to consideration of a Tier 2 or 3 practice.</p> <p>Update the site leadership team monthly regarding data from FONT walk-throughs to discuss ways to deepen the implementation of the Instructional Framework.</p> <p>Each grade level team will use PLC and grade-level meetings to discuss Tier 1 High Quality Instruction implementation and include information in meeting</p>	<p>100% of classrooms will be observed at least once per month using the FONT tool.</p> <p>FONT data will be used to calculate the percentage of classrooms demonstrating active participation</p> <p>The vice principal will create reports of the FONT data each week, and the admin team will review weekly during admin team meetings and look for trends, patterns, and correlations between Active Participation and academic achievement.</p> <p>The admin team, instructional coaches, and PLC leadership will review the Interim Assessment data at the end of each assessment period to determine if there is a correlation between assessment data and FONT Implementation.</p> <p>The principal will review PLC agendas and meeting notes each week to ensure that FHQI is being discussed.</p>	

notes.

Provide information regarding the EGUSD Instructional Framework to parents/guardians via the school website/newsletter to explain what high-quality, first-time instruction is defined by the district.

Create posters of the Instructional Framework principles to hang in classrooms as anchor charts for use with students to define high-quality, first-time instruction. (Supplemental concentration Funding for Printshop)

Calibrate FONT observations with regional principals to ensure accuracy and consistency with data gathering to determine the implementation level of the Instructional Framework. (No funding needed)

Supplemental Supplies and Materials (TBD)
\$930

Site Goal 1.4 (SiteGoalID: 9324) (DTS: 04/18/25)

For the 2025-2026 school year, the percentage of our English Learners making adequate progress towards English language proficiency will increase from 63.5% to 73.5% as determined by the English Learner Progress Indicator (ELPI) on the California State Department of Education's Dashboard.

Very Low Category:

- 5% of English Learners currently maintaining a levels 1, 2 or 3 on the Summative ELPAC will increase by one level from 24.4% to 29.4%.
- English Learners not progressing on the Summative Alternate ELPAC will decrease by 5% from 20% to 15%.

Low Category:

- English Learners (EL) making progress by one level on the Summative ELPAC will increase by 5% from 55.8% to 60.8%.
- Long Term English Learners (LTEL) or students At-Risk of becoming an LTEL who declined by one level on the Summative ELPAC will decrease by 5% from 14% to 9%.

These sub groups will be targeted for academic intervention and tutoring services.

Metric: Progress toward English Proficiency -
Percent Increasing ELPI Level

Action 1.4.1 (SiteGoalID: 9324) (DTS: 04/18/25)

Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none">Describe your step by step plan for intervention, for at-risk students, as related to your goal.	<ul style="list-style-type: none">Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	<ul style="list-style-type: none">Throughout the year, report the results of the formative data as you collect it.In March, summarize your data collection results.Based on your summary, what will you adapt/adopt/abandon?
Action Plan	Progress Monitoring	Evaluation
<p>All Multilingual Education (MLE) students will be provided with Integrated ELD and 30 minutes of Designated. (Kinder/15min)</p> <p>All classroom teachers will submit their Designated ELD schedule to the 2nd Vice Principal.</p> <p>A certificated staff member will serve as the site EL/ML Coordinator (See EL Handbook for a description of the duties).</p> <p>Utilize the Multilingual Learner (ML) Coach to provide professional development (PD) for teachers, with a minimum of three sessions per year focused on: <i>Understanding EL typologies (e.g., Newcomer, Long-Term English Learner [LTEL], Students with Limited or Interrupted Formal Education [SLIFE], and Dually Identified students). Implementing best practices and effective instructional strategies for English Learners. Staying informed on current EL policies and frameworks (e.g., CAFE resources, ELD Standards Institute).</i></p>	<p>Teachers monitor student progress in language proficiency each trimester using multiple data sources, including Wonders ELD assessments, ELPAC practice tasks, and Interim Benchmark Assessments.</p> <p>FONT walkthroughs to identify implementation of research-based best practices for multilingual learners during Integrated and Designated ELD.</p> <p>English learners who score a 4 on the ELPAC and meet the Basic Skills criteria, as defined for English Proficient Students, will be eligible for reclassification and processed according to district timelines.</p> <p>90% of teachers attend PD sessions; post-training surveys show increased confidence in supporting ELs as measured by pre- and post-surveys for each PD.</p>	

The ELPAC coordinator will submit an ELPAC testing schedule to the 2nd VP to ensure 100% of MLE students are tested within the state's designated testing window.

Utilize credentialed substitute teachers to administer the Initial ELPAC, Summative, and Alternate ELPAC within the state's designated testing window.

Purchase supplemental materials to support EL intervention and enrichment, such as vocabulary games, leveled readers, and other resources. (All materials should be purchased by the end of 1st trimester and used throughout the remainder of the school year.)

Provide light refreshments and training materials for ELAC meetings.

Certificated Timesheets: MLE Supplemental:
\$10,669 -
Materials and Supplies:
MLE:
\$1,000

Funding Sources for District Goal 1 (DEV - LCAP ID: 770)

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	151476	Certificated- Salaries
Title I – Basic (4900/3010)	79254	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	14851	Materials/Supplies/Equipment

Title I – Basic (4900/3010)	0	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	7000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	7000	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	24366	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	10669	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	1000	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions

District Strategic Goal 2:

Targeted Supports & Interventions

Students who identify as Black/African American, students with disabilities, students in foster care or experiencing homelessness, and students who identify as Native American will benefit from targeted programs and services that leverage their assets, affirm their identities, and address their needs to close achievement, opportunity, and relationship gaps.

District Needs and Metrics 2:

Students need high quality programs and services driven by assessment, data analysis, and action as measured by:

- African American Disparity
- Homeless Student Disparity
- Native American Disparity
- Students with Disabilities Disparity
- Students in Foster Youth Disparity

Site Goal 2.1 (SiteGoalID: 8783) (DTS: 02/13/25)

Our school will improve outcomes for African American students in the following areas:

English Language Arts (ELA)

African American students will increase from 34% to 39% in met or exceeded standards.

Math

African American students will increase from 19% to 24% in met or exceeded standards.

Science

African American students will increase from 13% to 18% in met or exceeded standards.

Suspensions:

By June 2026, our goal is to reduce suspension rates for African American students from our current rate of 12.5% to our goal of 9.5%

Chronic Absenteeism:

By June 2026, our goal is to reduce the chronic absenteeism rate for African American students from our current rate of 27% to our goal of 22%%

Metric: African American Disparity

Action 2.1.1 (SiteGoalID: 8783) (DTS: 02/13/25)
Targeted Student Group(s)

- Black or African American

Action Plan <ul style="list-style-type: none"> • Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	Progress Monitoring Plan <ul style="list-style-type: none"> • Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	Data Collection & Evaluation <ul style="list-style-type: none"> • Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
<p align="center">Action Plan</p> <p><u>Actions to improve behavior, reduce suspension and behavior referrals for African-American students</u></p> <p><i>The following actions are the same as Goal 3.</i> Implement PBIS Tier 1 Behavior strategies with fidelity by explicitly teaching behavior and recess expectation, including holding a Back to School Kick-off, Recess/Playground Rotation Stations, & January New Year Assembly, and by classroom teachers using the Eagle Passport to teach and reteach behavior expectations.</p> <p>Recognize students who exhibit positive behavior using Eagle</p>	<p align="center">Progress Monitoring</p> <ul style="list-style-type: none"> • As part of our monthly Tier 1 meetings, the Vice Principal will run reports from Power BI each month. The Admin Team, along with the Tier 1 team, will analyze the behavior incident data to look for trends and patterns and measure progress. • As part of the weekly MTSS meeting, the Tier 2 Team will monitor student progress on their goal within their MTSS plan. • BSU & Black Family Affinity meeting notes, agendas, sign-in sheets 	<p align="center">Evaluation</p>

tickets and positive incentives.

Provide PBIS Tier 1 refresh training for Staff during the preservice.

Provide training for yard supervisors on how to actively supervise students and on de-escalation.

Review behavior expectations each month during lunch recess in the cafeteria.

New actions for African American Students

Increase school connectedness for African American students by supporting the Black Student Union (BSU) club on campus, providing a meeting space, assisting with recruiting staff for the club advisor role, and providing leadership opportunities.

Provide 1 x 1 goal-setting opportunities for African American students identified as needing Tier 2 behavior support.

Provide at least one character education assembly, such as Kevin Bracy.

Provide all Staff with de-escalation techniques professional development during the Staff Meeting.

Host Black Family Affinity Meetings for parents, caregivers, and community members to share behavior data and gather input to lead to better outcomes for our African American students.

Supplemental Concentration-Contracts \$2000

Action 2.1.2 (SiteGoalID: 8783) (DTS: 04/09/25)

Targeted Student Group(s)

- Black or African American

Action Plan <ul style="list-style-type: none"> • Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	Progress Monitoring Plan <ul style="list-style-type: none"> • Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	Data Collection & Evaluation <ul style="list-style-type: none"> • Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
<p style="text-align: center;">Action Plan</p> <p><u>Actions to improve school attendance and reduce chronic absenteeism for African-American Students</u></p> <p><i>The following actions are the same as actions in Goal 4.</i></p> <p>Attendance Team Formation & Bi-Weekly Monitoring: By August 2025, establish an Attendance Team (SOA, Admin, RAIT) to meet bi-weekly to track and address chronic absenteeism.</p> <p>Family Communication: The admin will communicate the absence policy to all families before school starts and continue with monthly reminders, aiming for a 5% reduction in absenteeism in the first semester.</p> <p>Staff Training: Admin will train 100% of staff on attendance policies and positive messaging by the first staff meeting.</p> <p>Teacher Outreach: Teachers will contact parents of students with 3 absences monthly, logging calls/messages in Synergy.</p> <p>Parent Contact After 6 Days: SOA, FACE Parent Liaison, and RAIT will contact 100% of parents within 48 hours of 6 absences, with 80% of families reached.</p> <p>Admin Contact: The VP will contact parents of students with 10+ absences monthly, log</p>	<p style="text-align: center;">Progress Monitoring</p> <ul style="list-style-type: none"> • RAIT Report: RAIT will run the U-ATD1402 Chronically Absent Notification report bi-weekly and share it with the site Attendance Team. • Vice Principal Dashboard Review: The Vice Principal will review the Power BI Attendance Dashboard weekly and share the data with the Attendance Team. • Staff and Community Sharing: The Attendance Team will present attendance data at staff meetings once per trimester and report updates to the community. • MTSS Monitoring: The MTSS Team will track and monitor the effectiveness of supports provided to chronically absent students on a trimester basis. 	<p style="text-align: center;">Evaluation</p>

calls/messages in Synergy, and decide whether to refer back to the Attendance Team for next steps or refer to the MTSS Team for support and recommendations, and the teacher will be asked to submit RFA.

Goal Setting Conferences: By the end of the first month, the Vice Principal will meet with chronically absent/late students (5+ absences/tardies) to set goals. The goal is a 15% reduction in absenteeism/tardiness by semester end, with incentives for 10% improvement.

MTSS/RFA & Tier 2 Support: Within 2 weeks of identifying chronic absenteeism (10+ absences), the MTSS Team will determine which supports are necessary. Tier 2 interventions will aim for a 10% reduction in absenteeism is recommended.

Attendance Incentive Program: Monthly incentives for chronically absent students with improved attendance, aiming to improve attendance by 5% each quarter.

The following are actions for African American Students

August-June- Focus on creating a positive and inclusive school climate, promoting good attendance practices, and providing universal supports. Teachers will commit to implementing Daily Morning Meetings and 5 techniques from Removing Labels, by Dominique Smith.

Work with the EGUSD Equity department to identify mentors who meet bimonthly with AA who have been identified as being at risk of Chronic Absenteeism.

Targeted Student Group(s)

Action Plan <ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	Progress Monitoring Plan <ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	Data Collection & Evaluation <ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
<p align="center">Action Plan</p> <p><u>Actions to improve academic outcomes in Math ELA and Science for African American Students</u></p> <p>Provide high quality Tier 1 Instruction and use FONT for observation and feedback on high-quality Tier 1 instruction.</p> <p><i>Actions to improve outcomes for African American Students</i> August/September- Hold a back-to-school night for Black Affinity parents to review LCAP Metrics, including Disparity data with African American Parents.</p> <p>August/September -Conduct a Root-Cause Analysis to determine the reasons for low Math, ELA, and Science achievement.</p> <p>Partner with CPL and Equity to offer Culturally Responsive Teaching PD during Staff Meeting or Book Study for Credit or timesheet.</p> <p>Offer Culturally Responsive Teaching professional learning and refresher training on FHQI during a Staff Meeting.</p> <p>Teachers will analyze EGUSD Interim Assessment Data and the Curriculum Embedded assessment data during PLC and release time, and include notes</p>	<p align="center">Progress Monitoring</p> <p>At the end of each Interim Assessment Period, the 2nd Vice Principal will work with the CPL coaches, the admin team to analyze the results of the EGUSD Interim Assessments and monitor the progress of African American students.</p> <p>Administration will collect data through FONT walkthroughs to assess if culturally responsive teaching strategies have been implemented. If yes, the Administration will look at assessment data from classes implementing new practices compared to classes who are not to see the differences in progress.</p> <p>After school, Targeted Tutors will monitor the progress of all targeted subgroups, including AA students. Teachers will engage in ongoing collaboration regarding student progress in Targeted Tutoring.</p> <p>Teachers will share student progress with students' parents/guardians.</p> <p>Each Trimester, the AITs will create and share a Progress Monitoring plan, which includes the formative assessments that will be used and dates of administration.</p>	<p align="center">Evaluation</p>

<p>from the data analysis about African American student progress.</p> <p>Work with the EGUSD Equity Department to bring the Young Men of Color group or recruit mentors for AA students.</p> <p>Implement Goal Setting - Staff will meet with students 1x1, three times per year to set and review goals for ELA and Math, targeting AA students not meeting grade level benchmarks on the BOY.</p> <p>Provide AIT support to AA students who meet the criteria provided by CPL and monitor progress.</p> <p>Provide After-school targeted tutoring to students not making adequate progress in Math.</p> <p>Discuss AA students not meeting grade level standards and or adequate progress during Fall and Spring Co-ops.</p> <p>Monitor African-American parents' participation/attendance during family engagement events and send personal invitations.</p> <p>Continue to increase African-American parent involvement through the Black Family United group.</p>		
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Site Goal 2.2 (SiteGoalID: 9128) (DTS: 04/09/25)

Our school will improve outcomes for Students with Disabilities in the following areas:

English Language Arts (ELA)

Students with disabilities will increase from 25% to 30% met or exceeded standards.

Math

Students with disabilities will increase from 26.1% to 31.1% met or exceeded standards.

Science

Students with disabilities will increase from 18.8 to 23.8 met or exceeded standards.

Suspensions:

By June 2026, our goal is to reduce suspension rates for Students with Disability from our current rate of 5.4% to our goal of 3.5%.

Chronic Absenteeism:

By June 2026, our goal is to reduce the chronic absenteeism rate for Students with Disability from our current rate of 32.9% to our goal of 27.9%

Metric: Students with Disabilities Disparity

Action 2.2.1 (SiteGoalID: 9128) (DTS: 04/09/25)

Targeted Student Group(s)

Action Plan <ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	Progress Monitoring Plan <ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	Data Collection & Evaluation <ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
<p align="center">Action Plan</p> <p><u>Actions to help improve behavior, decrease behavior referrals and suspensions for students with disabilities</u></p> <p>Implement PBIS Tier 1 Strategies with fidelity by explicitly teaching classroom and recess behavior expectations (<i>Back to School Kick-off, Recess/Playground Rotations, & January Assembly</i>) and by classroom teachers using the Eagle Passport.</p> <p>Teach SEL using Character Strong Curriculum and use Daily Morning Meetings.</p> <p>Recognize and reward students who exhibit positive behavior using Eagle tickets and incentives.</p>	<p align="center">Progress Monitoring</p> <ul style="list-style-type: none"> The Vice Principal will run reports from Power BI each month. The Admin Team, along with the Tier 1 team, will analyze the behavior incident data to look for trends and patterns and to measure progress. As part of the weekly MTSS meeting, the Tier 2 Team will monitor student with disabilities' progress on their goal within their MTSS plan. Non-Violent Crisis Intervention (CPI) training sign-ups, completion certificates 	<p align="center">Evaluation</p>

<p>Partner with the Sped department and our behaviorist to provide training for paraeducators on how to actively supervise students and on de-escalation.</p> <p>Purchase all allowable multi-sensory tools and supplies, such as, but not limited to, chair bands, fidgets, and wobble chairs to help students regulate their nervous system and their ability to concentrate.</p> <p>Review behavior expectations each month during lunch recess in the cafeteria.</p> <p>Ensure all 504's, Adaptation Plans, BIPs are reviewed with classroom teachers, PE, CRT, and Admin (<i>BIPs only</i>) at the beginning of the school year.</p> <p>Ensure staff follow the MTSS referral process when there are indications that classroom interventions and BIPs are not effective.</p> <p>VP identifies students with multiple behavior referrals who at risk of suspension and ensures MTSS referral has been submitted.</p> <p>Staff conducts 1 x 1 goal-setting meetings with students with disabilities who have multiple behavior referrals.</p> <p>Admin will consult with the Pre-K 6 Director and Program Specialist before suspending students with Disabilities.</p>		
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Action 2.2.2 (SiteGoalID: 9128) (DTS: 04/22/25)

Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
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<ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
<p style="text-align: center;">Action Plan</p> <p><u>Actions to improve academic outcomes for students with disabilities</u></p> <p>Teachers analyze EGUSD Interim Assessment Data and the Curriculum Embedded assessment data during PLC and release time, and include notes from the data analysis about students with disabilities' progress in the PLC notes.</p> <p>August/September- Provide teachers with an overview of Imagine Learning and provide Sped students with an incentive/certificate for using the program.</p> <p>August/September- Send out a letter to parents and include an overview of Imagine Learning and the benefits of using the program.</p> <p>Work with the Sped Department and provide training during a Staff meeting for all teachers and paras on research-based strategies to support students with disabilities.</p> <p>Purchase all allowable multi-sensory tools and supplies, such as, but not limited to, chair bands, fidgets, and wobble chairs to help students regulate their nervous system and their ability to concentrate.</p> <p><u>August-June:</u> Provide before/after-school targeted tutoring, para support (extended hours): or homework support for students with disabilities.</p>	<p style="text-align: center;">Progress Monitoring</p> <p>At the end of each Interim Assessment Period, the 2nd Vice Principal will work with the CPL coaches, the admin team to analyze the results of the EGUSD Interim Assessments and monitor the progress of students with disabilities.</p> <p>Administration will collect data through FONT walkthroughs to assess if research-based teaching strategies to support students with disabilities have been implemented. If yes, the Administration will look at assessment data from classes implementing new practices compared to classes who are not to see the differences in progress.</p> <p>After school, Targeted Tutors will monitor the progress of all targeted subgroups, including students with disabilities. Teachers will engage in ongoing collaboration regarding student progress in Targeted Tutoring.</p> <p>Teachers will share student progress with students' parents/guardians.</p> <p>Each Trimester, the AITs will create and share a Progress Monitoring plan, which includes the formative assessments that will be used and dates of administration.</p>	<p style="text-align: center;">Evaluation</p>

<p>August-June: Provide release time and subs for teachers and case managers to meet during IEPs/504/SST meetings to collaborate, discuss progress, and create goals. Provide 5 extra release days per year designated for SSTs. Supplemental Concentration Funded.</p> <p>Discuss students with disabilities not making adequate progress during Fall and Spring Co-ops.</p> <p>August-June Monitor students with disabilities' parents' participation/attendance during family engagement events and send personal invitations.</p> <p><u>Supplemental Concentration: Certificated Timesheets</u> \$13,150</p> <p><u>Supplemental Concentration: Materials and Supplies</u> \$1,000</p>		
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Action 2.2.3 (SiteGoalID: 9128) (DTS: 04/22/25)

Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often? 	<ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
<p>Action Plan</p> <p><u>Actions to improve school attendance and reduce chronic absenteeism for students with disabilities (IEPs/504's)</u></p>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> RAIT Report: RAIT will run the U-ATD1402 Chronically Absent Notification report bi-weekly and share it with the site Attendance Team. 	<p>Evaluation</p>

August-June- Focus on creating a positive and inclusive school climate, promoting good attendance practices, and providing universal supports. Teachers will commit to implementing Daily Morning Meetings and Five Techniques from Removing Labels, by Dominique Smith.

August- Back to School PBIS Kickoff includes slides reminding students of tolerance and that John Ehrhardt is a kind, inclusive, and diverse school with students of all backgrounds, cultural, academic, and behavioral needs.

August- Establish an Attendance Team (SOA, Admin, RAIT) to meet bi-weekly to track and address chronic absenteeism.

Family Communication: The admin will communicate the absence policy to all families and continue with monthly reminders, aiming for a 5% reduction in absenteeism in the first semester.

Staff Training: Admin will train 100% of staff on attendance policies and positive messaging by the first staff meeting.

Teacher Outreach: Teachers will contact parents of students with 3 absences monthly, logging calls/messages in Synergy.

Parent Contact After 6 Days: SOA, FACE Parent Liaison, and RAIT will contact 100% of parents within 48 hours of 6 absences, with 80% of families reached.

Admin Contact: The VP will contact parents of students with 10+ absences monthly, log calls/messages in Synergy, and decide whether to refer back to the Attendance Team for next steps or refer to the MTSS Team for support and recommendations, and the teacher will be asked to submit RFA.

Goal Setting Conferences: By the

- **Vice Principal Dashboard Review:** The Vice Principal will review the Power BI Attendance Dashboard weekly and share the data with the Attendance Team.
- **Staff and Community Sharing:** The Attendance Team will present attendance data at staff meetings once per trimester and report updates to the community.
- **MTSS Monitoring:** The MTSS Team will track and monitor the effectiveness of supports provided to chronically absent students on a trimester basis.

end of the first month, the Vice Principal will meet with chronically absent/late students (5+ absences/tardies) to set goals. The goal is a 15% reduction in absenteeism/tardiness by semester end, with incentives for 10% improvement.

MTSS/RFA & Tier 2 Support:
Within 2 weeks of identifying chronic absenteeism (10+ absences), the MTSS Team will determine which supports are necessary. Tier 2 interventions will aim for a 10% reduction in absenteeism is recommended.

Attendance Incentive Program:
Monthly incentives for chronically absent students with improved attendance, aiming to improve attendance by 5% each quarter. Monthly incentives, such as perfect attendance pencils, monthly classroom incentive/door magnet for grade-level classrooms with the best overall attendance rate each month.

The 2nd VP will identify students with disabilities who are at risk of becoming chronically absent, establish goal setting conferences, and work with the IEP team to improve attendance by incorporating attendance goals and strategies into the IEP, address barriers to regular school attendance, track and analyze attendance data to identify patterns and needs, develop attendance plans that are tailored to the student's specific needs and challenges, connect students to services that support their well-being.

Our school will improve outcomes for Native American students in the following areas:

English Language Arts (ELA)

Native American students will increase from 0% to 10% in met or exceeded standards.

Math

Native American students will increase from 0% to 10% in met or exceeded standards.

Chronic Absenteeism:

By June 2026, our goal is to reduce the chronic absenteeism rate for Native American students from our current rate of 24% to our goal of 19%.

Metric: Native American Disparity

Action 2.3.1 (SiteGoalID: 9413) (DTS: 04/24/25)

Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none">Describe your step by step plan for intervention, for at-risk students, as related to your goal.	<ul style="list-style-type: none">Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	<ul style="list-style-type: none">Throughout the year, report the results of the formative data as you collect it.In March, summarize your data collection results.Based on your summary, what will you adapt/adopt/abandon?
<p>Action Plan</p> <p><u>Actions to improve academic outcomes in Math & ELA for Native American Students</u></p> <p>Use FONT for observation and feedback to teachers on high-quality Tier 1 instruction.</p> <p>Teachers will analyze EGUSD Interim Assessment Data and the Curriculum Embedded assessment data during PLC and release time, and include notes from the data analysis about African American student progress.</p> <p>Work with the EGUSD Equity Department to recruit mentors and other support for Native American students.</p> <p>Implement Goal Setting - Admin</p>	<p>Progress Monitoring</p> <p>At the end of each Interim Assessment Period, the 2nd Vice Principal will work with the CPL coaches, the admin team to analyze the results of the EGUSD Interim Assessments and monitor the progress of Native American students.</p> <p>Administration will collect data through FONT walkthroughs to assess if research-based teaching strategies to support students with disabilities have been implemented. If yes, the Administration will look at assessment data from classes implementing new practices compared to classes who are not to see the differences in progress.</p> <p>After school, Targeted Tutors will monitor the progress of all targeted</p>	<p>Evaluation</p>

<p>will meet with students 1x1, three times per year to set and review goals for ELA and Math, targeting Native American students not meeting grade level benchmarks on the BOY and EGUSD Interim Assessments.</p> <p>Provide AIT support to Native American students who meet the criteria provided by CPL and monitor progress.</p> <p>Provide After-school targeted tutoring to students not making adequate progress in Math.</p> <p>Discuss Native American students not meeting grade level standards and or adequate progress during Fall and Spring Co-ops.</p> <p>Monitor Native American parents' participation/attendance during family engagement events and send personal invitations.</p>	<p>subgroups, including Native American students. Teachers will engage in ongoing collaboration regarding student progress in Targeted Tutoring. Teachers will share student progress with students' parents/guardians.</p>	
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Action 2.3.2 (SiteGoalID: 9413) (DTS: 04/24/25)

Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
<p>Action Plan</p> <p><u>Actions to improve school attendance and reduce chronic absenteeism for Native American Students</u></p>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> RAIT Report: RAIT will run the U-ATD1402 Chronically Absent Notification report bi-weekly and share it with the site Attendance Team. 	<p>Evaluation</p>

August-June- Focus on creating a positive and inclusive school climate, promoting good attendance practices, and providing universal supports. Teachers will commit to implementing Daily Morning Meetings and five techniques from Removing Labels, by Dominique Smith.

By August 2025, establish an Attendance Team (SOA, Admin, RAIT) to meet bi-weekly to track and address chronic absenteeism for Native American Students.

Family Communication: The admin will communicate the absence policy to all families and continue with monthly reminders, aiming for a 5% reduction in absenteeism in the first semester.

Staff Training: Admin will train 100% of staff on attendance policies and positive messaging by the first staff meeting.

Teacher Outreach: Teachers will contact parents of students with 3 absences monthly, logging calls/messages in Synergy.

Parent Contact After 6 Days: SOA, FACE Parent Liaison, and RAIT will contact 100% of parents within 48 hours of 6 absences, with 80% of families reached.

Admin Contact: The VP will contact parents of students with 10+ absences monthly, log calls/messages in Synergy, and decide whether to refer back to the Attendance Team for next steps or refer to the MTSS Team for support and recommendations, and the teacher will be asked to submit RFA.

Goal Setting Conferences: By the end of the first month, (5+ absences/tardies) to set goals. The goal is a 15% reduction in absenteeism/tardiness by semester end, with incentives for 10% improvement.

- Vice Principal Dashboard Review: The Vice Principal will review the Power BI Attendance Dashboard weekly and share the data with the Attendance Team.
- Staff and Community Sharing: The Attendance Team will present attendance data at staff meetings once per trimester and report updates to the community.
- MTSS Monitoring: The MTSS Team will track and monitor the effectiveness of supports provided to chronically absent students on a trimester basis.

<p>MTSS/RFA & Tier 2 Support: Within 2 weeks of identifying chronic absenteeism (10+ absences), the MTSS Team will determine which supports are necessary. Tier 2 interventions will aim for a 10% reduction in absenteeism.</p> <p>Attendance Incentive Program: Monthly incentives for chronically absent students with improved attendance, aiming to improve attendance by 5% each quarter. Monthly incentive/door magnet for grade-level classrooms with the best overall attendance rate each month.</p>		
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Site Goal 2.4 (SiteGoalID: 9414) (DTS: 04/24/25)

Our school will improve outcomes for Homeless in the following areas:

English Language Arts (ELA)

Homeless students will increase from 30% to 35% met or exceeded standards.

Math

Students with disabilities will increase from 20% to 25% met or exceeded standards.

Science

Students with disabilities will increase from 0% to 5% met or exceeded standards.

Suspensions:

By June 2026, our goal is to reduce suspension rates for Homeless students from our current rate of 11% to our goal of 6%.

Chronic Absenteeism:

By June 2026, our goal is to reduce the chronic absenteeism rate for Homeless students from our current rate of 54.5% to our goal 49.5%.

Metric: Homeless Student Disparity

Action 2.4.1 (SiteGoalID: 9414) (DTS: 04/24/25)

Targeted Student Group(s)

- Homeless

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
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<ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
Action Plan	Progress Monitoring	Evaluation
<p><u>Actions to improve academic outcomes in Math ELA and Science for Homeless Students</u></p> <p>Conduct a Root-Cause Analysis to determine the reasons for low Math, ELA, and Science achievement among Homeless students.</p> <p>Use FONT for observation and feedback on high-quality Tier 1 instruction.</p> <p>Invite Student Support Services' homeless liaison to a staff meeting at the beginning of the year to discuss supports and resources available to homeless students and families.</p> <p>Teachers will analyze EGUSD Interim Assessment Data and the Curriculum Embedded assessment data during PLC and release time, and include notes from the data analysis about Homeless student progress.</p> <p>Implement Goal Setting - Admin will meet with students 1x1, three times per year to set and review goals for ELA and Math, targeting homeless students not meeting grade level benchmarks on the EGUSD Interim Assessments.</p> <p>Provide AIT support to homeless students who meet the criteria provided by CPL and monitor progress.</p> <p>Provide After-school targeted tutoring to students not making adequate progress in Math.</p>	<p>At the end of each Interim Assessment Period, the 2nd Vice Principal will work with the CPL coaches, the admin team to analyze the results of the EGUSD Interim Assessments and monitor the progress of homeless students.</p> <p>Administration will collect data through FONT walkthroughs to assess if culturally responsive teaching strategies have been implemented. If yes, the Administration will look at assessment data from classes implementing new practices compared to classes that are not to see the differences in progress. After school, Targeted Tutors will monitor the progress of all targeted subgroups, including homeless students. Teachers will engage in ongoing collaboration regarding student progress in Targeted Tutoring.</p> <p>Teachers will share student progress with students' parents/guardians.</p>	

<p>Discuss homeless students not meeting grade level standards and or adequate progress during Fall and Spring Co-ops.</p> <p>Ensure teachers are following the MTSS referral process for students who are homeless and not making adequate progress so that the Tier 2 team can determine what additional support may be needed, such as a SAFE referral.</p>		
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Action 2.4.2 (SiteGoalID: 9414) (DTS: 04/24/25)

Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
<p>Action Plan</p> <p><u>Actions to help improve behavior, decrease behavior referrals and suspensions for homeless students</u></p> <p>Implement PBIS Tier 1 Strategies with fidelity by explicitly teaching classroom and recess behavior expectations (<i>Back to School Kick-off, Recess/Playground Rotations, & January Assembly</i>) and by classroom teachers using the Eagle Passport.</p> <p>Teach SEL using Character Strong Curriculum and use Daily Morning Meetings.</p> <p>Recognize and reward students who exhibit positive behavior</p>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> The Vice Principal will run reports from Power BI each month. The Admin Team, along with the Tier 1 team, will analyze the behavior incident data to look for trends and patterns and to measure progress. As part of the weekly MTSS meeting, the Tier 2 Team will monitor homeless students on their goals within their MTSS plan. 	<p>Evaluation</p>

<p>using Eagle tickets and incentives.</p> <p>Review behavior expectations each month during lunch recess in the cafeteria.</p> <p>VP identifies homeless students with multiple behavior referrals who are at risk of suspension and ensures the MTSS referral has been submitted.</p> <p>Admin conducts goal-setting meetings with homeless students who have multiple behavior referrals.</p>		
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Funding Sources for District Goal 2 (DEV - LCAP ID: 770)

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	3920	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	0	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	0	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	13150	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	1000	Materials/Supplies/Equipment

Supplemental/Concentration
(7101/0000)

2000

Contracts/Services/Subscriptions

EL Supplemental (7150/0000)

0

Certificated- Salaries

EL Supplemental (7150/0000)

0

Certificated- Timesheets

EL Supplemental (7150/0000)

0

Classified- Salaries

EL Supplemental (7150/0000)

0

Classified- Timesheets

EL Supplemental (7150/0000)

0

Materials/Supplies/Equipment

EL Supplemental (7150/0000)

0

Contracts/Services/Subscriptions

District Strategic Goal 3:

Wellness

All students will learn in an equitable, 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 Rate
- School Climate - Average Favorability Rating
- Social Emotional Learning - Average Favorability Rating
- Suspension Rate: Percent of Students Suspended

Site Goal 3.1 (SiteGoalID: 9278) (DTS: 01/01/10)

Decrease recess referrals by 10% through the implementation of Tier I PBIS supports.

Metric: Other

Action 3.1.1 (SiteGoalID: 9278) (DTS: 04/16/25)

Targeted Student Group(s)

- All

Action Plan

Progress Monitoring Plan

- Describe your step by step plan for progress monitoring your action plan. What

Data Collection & Evaluation

- Throughout the year, report the results of the formative data as you collect it.

<ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<i>formative student data</i> will you collect and how often?	<ul style="list-style-type: none"> In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
<p align="center">Action Plan</p> <p>ACTION 1: July-June Ensure we have appropriate supplies, equipment and resources (i.e., signs on the playground with rules for games, various game options, adequate supervision) to establish a well maintained and organized recess.</p> <p>ACTION 2: July - June Provide PBIS Rotations at the beginning of the school year to discuss behavior expectations and refresh throughout the year (upon return from all breaks).</p> <p>ACTION 3: July-June Provide designated areas for specific games on the playground with adequate supervision.</p> <p>ACTION 4: July-June Explicitly teach rules and expectations of recess games and activities to all students, ongoing throughout the year.</p> <p>ACTION 5: July-June Provide PD for yard supervisors regarding active yard supervision, de-escalation skills, restorative practices, and game and activity rules and expectations.</p>	<p align="center">Progress Monitoring</p> <p>July-June Administration to monitor and review synergy incident /referral data, yard staffing levels, regular upkeep and ordering of supplies and share with PBIS team monthly.</p> <p>July-June PBIS Tier I to monitor incident data and share with staff monthly.</p> <p>July-June Yard supervisors to monitor incident location data, share with administration monthly and adjust recess activity locations as needed.</p> <p>July-June Administration to schedule monthly Yard Supervisor meetings to support understanding of PBIS behavior expectations, Restorative Practices, de-escalation skills, and game/activity rules and expectations.</p>	<p align="center">Evaluation</p>

Site Goal 3.2 (SiteGoalID: 8784) (DTS: 02/13/25)

Our school will promote a safe, respectful, and inclusive environment that encourages student engagement.

For the 2025-2026 school year, our goal is to reduce suspension rates overall and for targeted sub groups by the following percentages:

- Current Data: All students 3.9%; Two or More 6.1%; Socioeconomically Disadvantaged 5%**
- Goal by June 2026: All students 1.9%; Two or More 4.1%; Socioeconomically Disadvantaged 3%**

Metric: Suspension Rate: Percent of Students Suspended

Action 3.2.1 (SiteGoalID: 8784) (DTS: 02/13/25)

Targeted Student Group(s)

• Low Income • Two or More

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none">Describe your step by step plan for intervention, for at-risk students, as related to your goal.	<ul style="list-style-type: none">Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	<ul style="list-style-type: none">Throughout the year, report the results of the formative data as you collect it.In March, summarize your data collection results.Based on your summary, what will you adapt/adopt/abandon?
<p>Action Plan</p> <p>August/September- Site-led professional development for PBIS, SEL, or restorative practices. (integrating SEL into academic content, De-escalation Techniques).</p> <p>Implement PBIS Tier 1 Strategies with fidelity by explicitly teaching behavior and recess expectations - Back to School Kick-off, Recess/Playground Rotation, & January Assembly, and by classroom teachers using the Eagle Passport.</p> <p>Teachers will use Character Strong to teach the social-emotional learning curriculum in all classrooms.</p> <p>Teachers and Staff will recognize students who exhibit positive behavior using verbal praise and a token economy, such as Eagle tickets and other incentives.</p> <p>Provide Tier 1 PBIS ongoing monthly training and PBIS refresher training for yard supervisors, including proactive supervision of students and on</p>	<p>Progress Monitoring</p> <ul style="list-style-type: none">The Vice Principal will run reports from Power BI each month. The Admin Team, along with the Tier 1 team, will analyze the behavior incident data to look for trends and patterns and to measure progress.As part of the weekly MTSS meeting, the Tier 2 Team will identify students in need of Tier 2 behavior supports. The Tier 2 team will monitor student progress on their goal within their MTSS plan.The Administration will observe the implementation of Tier 1 strategies during classroom walkthrough observations	<p>Evaluation</p>

de-escalation at the beginning of the school year and a refresher training.

Maintain 0.5 FTE Vice Principal

A 0.5 FTE Vice Principal will be our Restorative Practice Lead, amongst other duties, this position focuses on ensuring schoolwide implementation of restorative practices to improve school climate, resolve conflicts, repair harm, help foster a restorative community of belonging, reduce disproportionality in suspensions. The 2nd VP will work closely with the Tier I team to align practices, meet RP implementation benchmarks, and integrate RP into the site's existing Tier I interventions.

Purchase additional signage w/ playground expectations.

Review behavior expectations each month during lunch recess in the cafeteria.

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

Materials/Supplies/Equipment

\$1000 (PBIS Grant)

Supplemental Concentration-

Certificated Salary

\$101,134

Supplemental Concentration-

Classified Timesheets

\$1750

Supplemental Concentration-

Materials and Supplies

\$1000

Funding Sources for District Goal 3 (DEV - LCAP ID: 770)

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	0	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	0	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	0	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	101134	Certificated- Salaries
Supplemental/Concentration (7101/0000)	0	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	1750	Classified- Timesheets
Supplemental/Concentration (7101/0000)	1000	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	0	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions

District Strategic Goal 4:

District Needs and Metrics 4:

Family & Community Engagement

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

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

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

Site Goal 4.1 (SiteGoalID: 8785) (DTS: 02/13/25)

By June 2026, chronic absenteeism will reduce from 22.4% to 17.4% for ALL students as measured by the EGUSD Attendance Dashboard.

Chronic absenteeism (Very High)

- Pacific Islander 33.3% to 28.3%
- Hispanic 29.6% to 25.6%
- EL 28.4% to 23.4%

Chronic absenteeism (High)

- White 20.3 to 15.3%

Metric: Attendance Rate

Action 4.1.1 (SiteGoalID: 8785) (DTS: 02/13/25)

Targeted Student Group(s)

• EL • Hispanic or Latino • Native Hawaiian or Pacific Islander • White

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none">• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	<ul style="list-style-type: none">• Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	<ul style="list-style-type: none">• Throughout the year, report the results of the formative data as you collect it.• In March, summarize your data collection results.• Based on your summary, what will you adapt/adopt/abandon?
Action Plan	Progress Monitoring	Evaluation

- Focus on creating a positive and inclusive school climate, promoting good attendance practices, and providing universal supports. Teachers will commit to implementing Daily Morning Meetings and 5 techniques from Removing Labels, by Dominique Smith.
- Attendance Team Formation & Bi-Weekly Monitoring: By August 2025, establish an Attendance Team (SOA, Admin, RAIT) to meet bi-weekly to track and address chronic absenteeism.
- Family Communication: The admin will communicate the absence policy to all families before school starts and continue with monthly reminders, aiming for a 5% reduction in absenteeism in the first semester.
- Staff Training: Admin will train 100% of staff on attendance policies and positive messaging by the first staff meeting.
- Teacher Outreach: Teachers will contact parents of students with 3 absences monthly, logging calls/messages in Synergy.
- Parent Contact After 6 Days: SOA, FACE Parent Liaison, and RAIT will contact 100% of parents within 48 hours of 6 absences, with 80% of families reached.
- Admin Contact: The VP will contact parents of students with 10+ absences monthly, log calls/messages in Synergy, and decide whether to refer back to the Attendance Team for next steps or refer to the MTSS Team for support and recommendations, and the teacher will be asked to submit RFA.
- Goal Setting Conferences: By the end of the first month, the Vice Principal will meet with chronically absent/late
- RAIT Report: RAIT will run the U-ATD1402 Chronically Absent Notification report bi-weekly and share it with the site Attendance Team.
- Vice Principal Dashboard Review: The Vice Principal will review the Power BI Attendance Dashboard weekly and share the data with the Attendance Team.
- Staff and Community Sharing: The Attendance Team will present attendance data at staff meetings once per trimester and report updates to the community.
- MTSS Monitoring: The MTSS Team will track and monitor the effectiveness of supports provided to chronically absent students on a trimester basis.

<p>students (5+ absences/tardies) to set goals. The goal is a 15% reduction in absenteeism/tardiness by semester end, with incentives for 10% improvement.</p> <ul style="list-style-type: none"> • MTSS/RFA & Tier 2 Support: Within 2 weeks of identifying chronic absenteeism (10+ absences), the MTSS Team will determine which supports are necessary. Tier 2 interventions will aim for a 10% reduction in absenteeism. • Attendance Incentive Program: Monthly incentives for chronically absent students with improved attendance, aiming to improve attendance by 5% each quarter. <p><u>Title I- Materials and Supplies</u> <u>\$1,000</u></p>		
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Site Goal 4.2 (SiteGoalID: 9301) (DTS: 04/18/25)

For the 2025-2026 school year, the percentage of parents indicating effective opportunities for parent engagement will increase by 5%.

- Parents/guardians of White students with favorable responses will increase from 67% to 72%
- Parents/guardians of Hispanic students with favorable responses will increase from 75% to 80%

Metric: Parents indicating opportunities for parent involvement

Action 4.2.1 (SiteGoalID: 9301) (DTS: 04/18/25)

Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention, for at- 	<ul style="list-style-type: none"> • Describe your step by step plan for progress monitoring 	<ul style="list-style-type: none"> • Throughout the year, report the results of the formative

<p>risk students, as related to your goal.</p>	<p>your action plan. What formative student data will you collect and how often?</p>	<p>data as you collect it.</p> <ul style="list-style-type: none"> • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
<p>Action Plan</p>	<p>Progress Monitoring</p>	<p>Evaluation</p>
<p>August: Create a survey and distribute it during Back to School Title I meeting to determine what additional ways families would like to engage with the school.</p> <p>August - June: Increase school-wide family and community engagement events and opportunities such as:</p> <ul style="list-style-type: none"> • Back to School Night (AS) • Title I Meetings • Coffee Chats with the Principal • Parent/Teacher Conferences • Family Nights (3 per year) • Families invited to PBIS Rallies • Career Day (to support AVID site goals) • Lunch on the Quad (3 per year) • Open House <p>August-June Offer compensation for certificated teachers to be the Family Night Coordinator and for teachers to assist with planning and prepping materials.</p> <p>Use multiple forms of communication to publicize the events, including School Messenger, Talk Points, Newsletter, etc. (hard copy and electronic copies)</p> <p>Utilize our FACE Family Liaison to make phone calls and send Talking Points to personally invite our EL families to family events.</p> <p>August- Purchase Agendas, Communication/Homework folders, to support home-to-school communication Provide materials such as personalized certificates and</p>	<ul style="list-style-type: none"> • Analyze Back-to-School Survey results. • Monitor use of technology, adhering to EGUSD Translation Technology Guidance • Track the number/percentage of parents of white students who respond favorably to Effective Provision of Opportunities for Parent Involvement on the Parent Perspective survey 	

awards to support Awards Assemblies Offer and encourage teachers to participate in Parent Teacher Home Visits(PTHV). Include information in Monday Memo regarding the number of PTHV and recognize teachers who participate during Staff Meetings. (FACE funded) <i>We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal.</i> <u>Title I -Certificated Timesheets:</u> <u>\$1306</u> <u>Title I Materials & Supplies:</u> <u>\$500</u> <u>Title I Contracts/Services:</u> <u>\$5200</u>		
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Funding Sources for District Goal 4 (DEV - LCAP ID: 770)		
Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	1306	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	1530	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	5349	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	0	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries

Supplemental/Concentration (7101/0000)	<input type="text" value="0"/>	Classified- Timesheets
Supplemental/Concentration (7101/0000)	<input type="text" value="0"/>	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	<input type="text" value="0"/>	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Certificated- Salaries
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Certificated- Timesheets
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Classified- Salaries
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Classified- Timesheets
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Contracts/Services/Subscriptions

Funding Source Summary for All District Goals

Title I – Basic (4900/3010)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$151476	\$0	\$0	\$0	\$151476
Certificated- Timesheets	\$79254	\$3920	\$0	\$1306	\$84480
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Materials/Supplies/Equipment	\$14851	\$0	\$0	\$1530	\$16381
Contracts/Services/Subscriptions	\$0	\$0	\$0	\$5349	\$5349

Title I – Basic (4900/3010) Total: \$257,686

Supplemental/Concentration (7101/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$0	\$0	\$101134	\$0	\$101134
Certificated- Timesheets	\$7000	\$13150	\$0	\$0	\$20150
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$1750	\$0	\$1750
Materials/Supplies/Equipment	\$7000	\$1000	\$1000	\$0	\$9000
Contracts/Services/Subscriptions	\$24366	\$2000	\$0	\$0	\$26366

Supplemental/Concentration (7101/0000) Total: \$158,400

EL Supplemental (7150/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$0	\$0	\$0	\$0	\$0
Certificated- Timesheets	\$10669	\$0	\$0	\$0	\$10669
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Materials/Supplies/Equipment	\$1000	\$0	\$0	\$0	\$1000
Contracts/Services/Subscriptions	\$0	\$0	\$0	\$0	\$0

EL Supplemental (7150/0000) Total: \$11,669

Justification of School-Wide Use of Funds

For sites below 40 percent of enrollment of unduplicated pupils, when using supplemental and concentration (LCAP) funds in a school-wide manner, the site must additionally describe how the services provided are the most effective use of funds to meet the site's goals for unduplicated pupils in the state priority areas. Include a description and justification for the use of any funds in a school-wide manner as described in **Actions, Services, and Expenditures** above.

N/A

V. Funding

John Ehrhardt Elementary (249) | 2025-2026

Fund Source Mgmt. Code / Description Resc. Code / Description	EGUSD Strategic Goals					Balance
	Allocation	1. Curriculum and Instruction	2. Targeted Supports & Interventions	3. Wellness	4. Family Engagement	
4900 Director of School Improvement Support 3010 ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	\$257,686	\$245,581	\$3,920	\$0	\$8,185	\$0
7101 LCFF Supplemental Concentration TK-6 0000 Unrestricted	\$158,400	\$38,366	\$16,150	\$103,884	\$0	\$0
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	\$11,669	\$11,669	\$0	\$0	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$427,755	\$295,616	\$20,070	\$103,884	\$8,185	

Fund Subtotals		Title I Centralized Services	
Subtotal of additional federal funds included for this school	\$257,686	Title I Foster Youth \$0	Title I Homeless \$0
Subtotal of state or local funds included for this school	\$170,069	Title I Centralized Services \$0	Title I Preschool \$0

