



## **John Ehrhardt Elementary**

# **Local Control Accountability Plan (LCAP) 2024-2025**

**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: 2024-2025

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### Goal Setting (Icapid: 608)

#### State Priorities

##### Conditions of Learning:

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

##### Pupil Outcomes:

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

##### Engagement:

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

#### Strategic Goals

##### Goal 1: High-Quality Classroom Instruction and Curriculum

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

##### Goal 2: Assessment, Data Analysis, & Action

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

##### Goal 3: Wellness

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

##### Goal 4: Family and Community Engagement

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

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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?

Our staff worked together to review and analyze last year's LCAP plan and its impact on students as it relates to the Eight State Priorities and EGUSD's Strategic Goals. The School Site Council and the Site PLC Leadership Team met throughout the year to discuss actions and services that would appropriately support students and teaching. Staff was provided a survey to seek input for goal setting for 2024-2025 school year. Our Site Admin team met weekly and the PBIS Team Tier I met monthly to analyze student discipline data.

Tier 1 and Tier 2 completed the PBIS Fidelity Inventory to assess our progress towards our goals.

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

- John Ehrhardt Leadership Team Meetings on 8/30/23, 9/27/23, 10/25/23, 1/24/24, 2/28/24, 3/27/24, 4/24/24, & 5/29/24
- John Ehrhardt AVID Leadership Team Meetings on 9/7/23, 10/5/23, 11/9/23, 12/7/23, 1/11/24, 2/8/24, 4/4/24, & 5/9/24
- School Site Council on 9/18/23, 11/27/23, 1/22/24, 4/29/24 & 5/22/24
- ELAC on 10/12/23, 12/07/23, 4/25/24, 5/16/24
- Staff meetings on 8/16/23, 9/6/23, 9/20/23, 10/4/23, 10/18/23, 11/1/23, 11/29/23, 12/6/23, 1/24/24, 2/7/23, 2/21/24, 4/3/24, 4/17/24, 5/1/24, 5/15/24, 6/5/24
- Back to School Night and Title I Meeting on 8/9/23
- Continual input sought through ongoing stakeholder and parent communication through zoom meetings, parent nights, awards assemblies & school functions

## 2. Impact of LCAP and Annual Update

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

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

The following budget items were modified or added:

- For the 23-24 school year, we discontinued paying for an IXL subscription and began using Success Maker which is part of our core math curriculum. For the 24/25 school year, we will not renew our IXL subscription.
- For 24/25 school year, we decreased the amount of funding for AVID.
- For 24/25, we increased the amount of funding for Academic Field trip, and release days for 2nd grade assessments.
- For 24/25 we have discontinued funding additional days for ASSIST coaches. This change was done because there wasn't enough data to support continuing the program.
- For 24/25 we are funding a .5 VP out of Supplemental Concentration and this VP will oversee and coordinate Tier 2 Academic and Behavior Interventions.

## Resource Inequities (ATSI and CSI designated schools only)

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

Definition: A resource inequity is a change you will make from your past practice to a new innovation

to improve support for your most at-risk students. This change could include reallocating resources such as staff, funding, time, space, etc.

We are not an ATSI nor a CSI school.

## Goals, Actions, and Progress Indicators

### District Strategic Goal 1:

All students will receive high quality classroom instruction and curriculum 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

### Site Goal 1.1 (SiteGoalID: 7211) (DTS: 12/13/23)

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

#### **Very Low Category:**

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

#### **Low Category:**

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

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

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

#### **Very Low Category:**

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

#### **Low Category:**

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

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

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

**Action 1.1.1 (SiteGoalID: 7211) (DTS: 12/13/23)**

**Targeted Student Group(s)**

- All

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"><li>• Describe your step by step plan for intervention for at-risk students.</li></ul>	<ul style="list-style-type: none"><li>• How will you measure implementation?</li><li>• How will you measure student improvement using formative data?</li><li>• Who will collect the data, how often, and who will it be shared with?</li></ul>	<ul style="list-style-type: none"><li>• Are you making progress towards your desired outcome?</li><li>• What is working or what is not working?</li><li>• How will you modify your plan if you are not making progress?</li></ul>
<p><b>Action Plan</b></p> <p><b><u>High Quality Tier 1 Instruction</u></b></p> <p>1. <b>August-June:</b> Teachers will be provided release days to plan High-Quality Tier 1 instruction using research-based strategies, including but not limited to Learning Targets, Success Criteria, Student Talk, Formative Assessment, Feedback and AVID strategies. (<i>1 grade level release day per teacher, 3 times per year</i>)</p> <p>2. <b>July/August 2024-</b>Provide opportunities for teachers to attend AVID Summer Institutes in Sacramento, provide funding for AVID professional development opportunities throughout the year, and provide compensation for the AVID Site Leadership team to meet monthly after contract time.</p> <p>3. <b>August 2024-June 2025</b> Principal and Vice Principals will conduct weekly walkthroughs and provide feedback to individual teachers on the FHQI and AVID strategies. (<i>No funding needed</i>).</p> <p>4. <b>August 2024- June 2025:</b> Teachers will provide designated</p>	<p>Effectiveness will be measured by the following:</p> <ul style="list-style-type: none"><li>• Progress monitoring for the principles of the Instructional Framework would be with FONT observations and the PIC data.</li><li>• Sign-in sheets and surveys from professional development sessions</li><li>• The principal and vice-principals will attend weekly PLC meetings to provide support and ensure practices are being utilized</li><li>• in analyzing 24/235 EGUSD Interim Assessment data (BOY Diagnostic, End of Trimester (1st-3rd)</li><li>• in analyzing CAASPP (3rd-6th grade only).</li><li>• Additionally, teachers will begin utilizing the Rapid Cycle Measures.</li></ul> <p>The above data will be collected in September and each trimester using the EGUSD Assessment Calendar.</p>	<p><b>Evaluation</b></p>

ELD to EL students 30 min per day, 5 days per week (K- 15 mins), as required by law. Designated ELD instruction will be monitored by the admin team  
**5. August 2024-June 2025:** Tier 1 academic instruction will include daily small group differentiated instruction in ELA and Math to meet to the needs of students in Grades 3-6.

**6. August 2024** CPL Coach will survey the staff to determine professional development needs related to Math Instruction.

**7. October 2024** CPL coach and the 2nd VP will analyze the EGUSD Math Interim assessment data and the 2024 CAASPP data to determine school wide trends.

**8. October 2024** CPL coach will provide refresher Math PD during a Staff meeting based on staff survey and school wide data.

**9. August 2024-June 2025:** The CPL coach will provide a Staff Professional Development/training on effective small group strategies and resources including those from Wonders. Time will be provided during Staff Meetings, PLC and Grade level meetings (dates TBD) to analyze data, identify targeted skills for small group instruction and for progress monitoring.

**10. September - June:** Provide opportunities for students to attend outdoor educational experiences/academic field trips by providing funding for transportation and entrance fees.

**11. September-**Purchase high interest culturally diverse library books to support early literacy.

**Action 2 (Release Days)-  
Certificated Timesheets** (30 teachers x 3 x \$280 average sub rate per day)  
**Title 1 \$16,800**

**Action 5 Academic Field Trips**  
**\$20,000 Title 1**

**Action 6 -Library books \$5,000**

The data will be shared by the vice principal with site PLC Leadership, by the principal during School Site Council, during Staff Meetings, and with parents during parent coffee hours.

(Title 1 Carry Over)		
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#### Action 1.1.2 (SiteGoalID: 7211) (DTS: 12/13/23)

##### Targeted Student Group(s)

- All

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> <li>• Describe your step by step plan for intervention for at-risk students.</li> </ul>	<ul style="list-style-type: none"> <li>• How will you measure implementation?</li> <li>• How will you measure student improvement using formative data?</li> <li>• Who will collect the data, how often, and who will it be shared with?</li> </ul>	<ul style="list-style-type: none"> <li>• Are you making progress towards your desired outcome?</li> <li>• What is working or what is not working?</li> <li>• How will you modify your plan if you are not making progress?</li> </ul>
<p><b><u>Supplemental Materials and Resources to support Tier 2 Academic Interventions</u></b></p> <p>1. <i>August-June</i> Provide district-approved supplemental instructional technology, resources, classroom library books, and materials to support equity, cultural responsiveness, AVID, grade-level standards, differentiated instruction, academic intervention, student engagement, and small group instruction. Programs, technology, and supplemental resources will include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Math manipulatives</li> <li>• fiction and nonfiction books for classroom and school library</li> <li>• Other academic-related supplemental materials to support learning</li> </ul>	<p>The following data will be collected by the Vice Principal:</p> <ol style="list-style-type: none"> <li>1. Digital programs Usage/Participation rates/reports. (monthly)</li> <li>2. The Interim Assessment data (end of each trimester)</li> <li>3. CAASPP scores (yearly).</li> </ol> <p>The data will be shared by the vice principal with PLC Leadership, SSC, Staff Meetings, and Parent Coffee Hour.</p>	

<ul style="list-style-type: none"> <li>• AVID resources and materials</li> <li>• Additional technology includes but is not limited to printers, ink, Riso supplies, Ipads (teacher), Interactive SMART boards, ceiling-mounted projects, etc.)</li> </ul> <p>Digital subscriptions include but are not limited to:</p> <p><b>Accelerated Reader (AR),</b></p> <p>2. In August, teachers will include information about the online programs during the Back to School Night presentation.</p> <p>3. In September, Vice Principal and Principal will provide information about AR during Parent Coffee, in Eagle Newsletter to increase student usage at home.</p> <p><b>Action 1-Contracted Services</b> (Online Subscriptions) <b>Supplemental Concentration</b> <b>\$5370</b></p> <p><b>Action 1-Classroom Small group</b> Supplies or book for classroom libraries <b>Title I 30x\$200-\$6,000</b></p>		
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#### Action 1.1.3 (SiteGoalID: 7211) (DTS: 12/13/23)

##### Targeted Student Group(s)

• Black or African American • EL • Hispanic or Latino • SWD

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



## **Academic Interventions**

1. **August -June: .5 FTE 2nd VP will oversee and monitor Tier 2 Interventions including AIT, classroom, after school targeted tutoring, K/1 Push In Support**
2. **August-June: 1.0 FTE Title 1 Academic Intervention Teacher and 1.0 FTE ESSER Academic Intervention Teacher** will utilize small group instruction and research based strategies to provide targeted intervention to K-2 students.
3. **September 1:** AITs and the 2nd VP will work with the Tier 2 Team, the EL, and the CPL coaches, using the CPL placement criteria to identify K-2 students for targeted small group intervention provided by the Title I and the ESSER AITs.
4. **September 1:** AITs will collaborate with the classroom teachers to receive teacher input on students identified to receive the Tier 2 intervention and collaborate on the AIT schedules.
5. **September 1:** AITs and the 2nd VP will meet with the CPL Coach will using the guidance provided by CPL to determine the frequency of progress monitoring and the assessments to be used for progress monitoring.
6. **August/September-** Teachers will provide their WIN schedule to the 2nd VP and Principal.
7. **September 9:** AITs begin small group interventions.
8. **September/October:** The 2nd VP will work with the CPL coach, Site Leadership and with Grade Level Teams to to analyze data to determine which math skills to focus on for

Effectiveness will be measured by analyzing 24/25 EGUSD Interim Assessment data during the following periods

1. Diagnostic Data
2. End of 1st Trimester
3. End of 2nd Trimester
4. End of 3rd Trimester
5. CAASPP (3rd-6th grade only)

The above data will be collected by the Vice Principal using the EGUSD Assessment Calendar.

The data will be shared by the principal with site PLC Leadership, School Site Council, ELAC, with the staff during Staff Meetings, and with parents during parent coffee hours.

After School Targeted Tutoring.

9. **October-May**: Classroom teachers begin Math targeted tutoring after school tutoring( 10 teachers, three times per week, two 12-week sessions in the Fall/Winter, and Spring.)
10. **November 13 & March 4**: *The Tier 2 Team*, AITs and 2nd VP will meet at the end of each trimester to analyze the data and determine who will be exiting from the Tier intervention and who will be remaining or entering.
11. **End of Each Trimester (November, March & June)**: Continue the cycle - identify students, provide intervention, progress monitor, and determine the effectiveness of the AIT and the Targeted Tutoring programs.

***Action 1 Salaried Teachers:***

*1.0 FTE District ESSER funding*

***1.0 FTE Title 1 AIT- \$151,308***

***\$300 Materials and supplies- Title 1***

***Action 2 - .5 FTE 2nd VP***

***Action 9 Certificated Timesheets- Targeted Tutoring Title 1-\$15,850***

Site Goal 1.2 (SiteGoalID: 7214) (DTS: 12/13/23)

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

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

**Action 1.2.1 (SiteGoalID: 7214) (DTS: 12/13/23)**

**Targeted Student Group(s)**

• EL • R-FEP

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"><li>Describe your step by step plan for intervention for at-risk students.</li></ul>	<ul style="list-style-type: none"><li>How will you measure implementation?</li><li>How will you measure student improvement using formative data?</li><li>Who will collect the data, how often, and who will it be shared with?</li></ul>	<ul style="list-style-type: none"><li>Are you making progress towards your desired outcome?</li><li>What is working or what is not working?</li><li>How will you modify your plan if you are not making progress?</li></ul>
<p><b>Action Plan</b></p> <p><b><u>English Language Learner Development</u></b></p> <p><b><u>1. August 10 - September 21 (or within 30 days after a student arrives on campus):</u></b> Initial ELPAC Assessments, under the direction of a certificated time-sheeted teacher, will be completed with assistance from our teachers.</p> <p><b><u>2. August 16, 2023:</u></b> EL Coach will provide Professional Development/Refresher during the August Staff meeting on Designated ELD and Integrated ELD.</p> <p><b><u>3. August - June:</u></b> Teachers will provide designated ELD to EL students 30 min per day, 5 days per week (K- 15 mins), as required by law.</p> <p><b><u>4.</u></b>EL Coordinator will hold an ELAC Meeting to review and revise the site LCAP and explain new funding sources.</p> <p><b><u>6. December:</u></b> EL Coordinator will hold an ELAC Meeting to develop school-wide Needs Assessment patterns &amp; implications for our LCAP.</p> <p><b><u>7. February 1 - May 31:</u></b> ELPAC Summative Assessments will be</p>	<p><b>Progress Monitoring</b></p> <ul style="list-style-type: none"><li><b><u>August 10:</u></b> Teachers will submit their schedule for designated ELD instruction to the Vice Principal.</li><li><b><u>October - October:</u></b> The Vice Principal will use state dashboard data in order to determine that at least 16% of our EL students become re-designated as English proficient.</li><li><b><u>October:</u></b> The Vice Principal will use CA Dashboard data in order to determine our students' overall progress toward English language proficiency. Our goal is to have 57% or more of our EL students making progress toward English proficiency.</li><li><b><u>October - April:</u></b> The Vice Principal will keep attendance records of all ELAC meetings and determine if parent participation has increased by 10% from the previous year.</li><li><b><u>October - February:</u></b> EGUSD Interim Assessment Data will be utilized to determine student progress pre and</li></ul>	<p><b>Evaluation</b></p>

<p>given to all EL students.</p> <p>8. <u>February</u>: EL Coordinator will hold an ELAC Meeting to submit site-specific needs to the SSC for consideration in the next year's site LCAP.</p> <p>9. <u>April</u>: EL Coordinator will hold an ELAC Meeting for review and advisement on the next year's site LCAP and to recognize our EL students who have been re-designated as English-proficient.</p> <p>10. The 2nd VP will collaborate with EL &amp; CPL Coaches, and with the classroom teachers to identify EL students in need of after school tutoring in ELA.</p> <p>11. One Primary and One Intermediate teachers begin EL Targeted Tutoring, 2-3 days per week for 12 weeks.</p> <p><b>Supplies/Materials</b>  <i>\$781 EL Supplemental</i>  <b>Certificated Timesheets</b>  <b>(ELPAC testing, EL Coordinator and Targeted Tutoring)</b>  <i>\$12,000 EL Supplemental</i></p>	<p>post- Academic Intervention Teacher support.</p>	
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### Site Goal 1.3 (SiteGoalID: 7876) (DTS: 05/06/24)

Implementation of effective learning targets will increase from 53.4 % to 75% by the end of the year as measured by the Teaching and Learning Program Implementation Continuum (PIC).

- Student Survey data regarding whether their teacher explains what will be learned and why will increase from 79.4% to 84.4%
- Teacher survey data regarding current level of implementation of learning targets will increase from 76.7% to 81.7%
- Font implementation data will increase from .0 (Site Value) to 57.5 % (Segment value).

**Metric:** Other

## Targeted Student Group(s)

<p><b>Action Plan</b></p> <ul style="list-style-type: none"> <li>Describe your step by step plan for intervention for at-risk students.</li> </ul>	<p><b>Progress Monitoring</b></p> <ul style="list-style-type: none"> <li>How will you measure implementation?</li> <li>How will you measure student improvement using formative data?</li> <li>Who will collect the data, how often, and who will it be shared with?</li> </ul>	<p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>Are you making progress towards your desired outcome?</li> <li>What is working or what is not working?</li> <li>How will you modify your plan if you are not making progress?</li> </ul>
<p><b>Action Plan</b></p> <p><b><u>High Quality Tier 1 Instruction</u></b></p> <p>1. <b>August-June:</b> Teachers will be provided release days to plan High-Quality Tier 1 instruction using research-based strategies, including but not limited to using Learning Targets, Success Criteria, Student Talk, Formative Assessment, Feedback and AVID strategies. <i>(1 grade level release day per teacher, 3 times per year)</i></p> <p>2. <b>July/August 2024-</b>Provide opportunities for teachers to attend AVID Summer Institutes in Sacramento, provide funding for AVID professional development opportunities throughout the year, and provide compensation for the AVID Site Leadership team to meet monthly after contract time.</p> <p>3. <b>August 2024-June 2025:</b> Principal and Vice Principals will conduct weekly walkthroughs and provide feedback to individual teachers on the FHQI and AVID strategies. <i>(No funding needed).</i></p> <p>4. <b>August 2024-June 2025:</b>Provide time for CPL coach to provide professional development/refresher PD on FHQI and provide time for teachers to collaborate with colleagues and discuss FHQI implementation.</p>	<p><b>Progress Monitoring</b></p> <p>Effectiveness will be measured by analyzing 24/25 EGUSD Interim Assessment data during the following periods:</p> <ol style="list-style-type: none"> <li>Diagnostic Data</li> <li>End of 1st Trimester</li> <li>End of 2nd Trimester</li> <li>End of 3rd Trimester</li> <li>CAASPP (3rd-6th grade only)</li> </ol> <p>The above data will be collected by the Vice Principal using the EGUSD Assessment Calendar.</p> <p>Effectiveness will also be measured by the following:</p> <ul style="list-style-type: none"> <li>FONT observations and the PIC data.</li> <li>Sign-in sheets and surveys from professional development/staff meetings</li> <li>in analyzing CAASPP (3rd-6th grade only).</li> <li>Data from the Rapid Cycle Measures</li> </ul> <p>The data will be shared by the vice principal with site PLC Leadership, by the principal during School Site Council, during Staff Meetings, and with parents during parent coffee hours.</p>	<p><b>Evaluation</b></p>

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Funding Sources for District Goal 1 (DEV - LCAP ID: 608)		
Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	151309	Certificated- Salaries
Title I – Basic (4900/3010)	32650	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	20000	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	7300	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	44500	Certificated- Salaries
Supplemental/Concentration (7101/0000)	5750	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	5370	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	12000	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	781	Materials/Supplies/Equipment

## District Strategic Goal 2:

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

## District Needs and Metrics 2:

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

- Test Participation Rate on Districtwide Assessments

### Site Goal 2.1 (SiteGoalID: 7215) (DTS: 01/01/10)

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

**Metric:** Test Participation Rate on Districtwide Assessments

### Action 2.1.1 (SiteGoalID: 7215) (DTS: 12/13/23)

#### Targeted Student Group(s)

- All

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"><li>• Describe your step by step plan for intervention for at-risk students.</li></ul>	<ul style="list-style-type: none"><li>• How will you measure implementation?</li><li>• How will you measure student improvement using formative data?</li><li>• Who will collect the data, how often, and who will it be shared with?</li></ul>	<ul style="list-style-type: none"><li>• Are you making progress towards your desired outcome?</li><li>• What is working or what is not working?</li><li>• How will you modify your plan if you are not making progress?</li></ul>
<b>Action Plan</b>  1. <u>August, December, February, June</u> : Teachers will administer EGUSD Interim/ Illuminate Assessments to all students. <b>The principal</b> will support this by reminding teachers and including in the Weekly Staff Bulletin the assessment windows each trimester. The <b>principal</b> will also support by providing	<b>Progress Monitoring</b>  <u>August, December, February, June</u> : Vice Principal will pull Illuminate reports to ensure at least 95% of all eligible students have taken the Illuminate Assessments each trimester.  <ul style="list-style-type: none"><li>• <u>August, December, February, June</u>: Teachers will access their student's Interim Assessment/Illuminate &amp; data, analyze it, and determine the next steps in</li></ul>	<b>Evaluation</b>

subs to assist with administering assessments or providing release time for teachers to administer them. ( 1 sub day each trimester for 2nd-6th grade teachers, 2 sub days for the 1st Trimester for 2nd grade. The **VP** will support assessments by providing reports with names of students who need to complete assessments.

2. August, December, and April: AIT and K/1 push-in subs will support K/1 teachers with assessing all below-grade level students with additional reading assessments such as the Wonders, and IRI Assessment.
3. August - June: Teachers will meet weekly during their PLC Collaboration time to discuss their students' progress and analyze the data utilizing Illuminate, Curriculum Embedded Assessments.
4. August: PLC Leadership will work with the principal to create or locate a Data Collection form to be used during COOPs.
5. Each Trimester: Each Grade Level will complete a Data Analysis form to share with the school administrator during COOPs.
6. COOPS Each grade level will be released for 90 min-120 minutes for CAST/COOPs, to discuss SMART Goals, student progress, and students in need of MTSS/RFA or an SST.
7. August and May: A PLC Self-Efficacy Survey will be given to teachers in August 2023 and in May 2024 in order to help determine if teacher PLC efficacy is increasing.

order to improve student learning.

- The Principal will analyze the Self-Efficacy Survey results in August 2023 and May 2024 and will share the data with teachers, PLC Leadership, and the SSC.



<p>Assessments- 1 day, 3 times per year, 25 teachers- <b>\$15,750</b> <b>Supplemental Concentration</b></p> <p><b>Action 2 Certificated Timesheets</b> for K/1 Push-In/Intervention Subs- 80 days of additional certificated subs @\$210.00 per day=<b>\$16,800</b> <b>Supplemental Concentration</b></p> <p><b>Action 6 Certificated Timesheets</b> for Fall and Spring Coops &amp; monthly SSTs <b>\$23,560 Supplemental Concentration</b></p>		
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Funding Sources for District Goal 2 (DEV - LCAP ID: 608)		
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	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	0	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	42320	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	0	Contracts/Services/Subscriptions

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

### District Strategic Goal 3:

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: 7212) (DTS: 12/13/23)

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

#### According to various data sources:

- Suspension percentages (Average Days of Suspension) for the school years Q1-Q-3: 18/19- 1.2%, 19/20- 0.7%, 21/22-1.6%, and 23/24 1.7%
  - Suspension rates for African Americans have decreased from 4.7 % in 21/22 to 2.0% in 23/24.
  - Suspension rates for Socio-Economic Disadvantaged decreased from 2.2% to 1.8%
  - Suspension rates for Students with Disabilities have stayed the same from 1.8% to 1.8%
  - Suspension rates for Foster Youth was 0% in both the 21/22 and 22/23 school years.
- In 19/20, there were 480 Behavior Incidents, in 21/22 school year, there were 314 Behavior Incidents and so far for 23/24 there have been 325 behavior incidents
- PBIS Tier 1 Overall implementation (Tiered Fidelity Inventory) : 2018=73%, 2019= 73%, 2021= 57%, 2022 = 93%, 2023=83%

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

We will increase our student school connectedness favorability score by 10% as measured by the Student Perspective Survey.

**Metric:** School Climate - Average Favorability Rating

**Action 3.1.1 (SiteGoalID: 7212) (DTS: 12/13/23)**

**Targeted Student Group(s)**

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

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"><li>Describe your step by step plan for intervention for at-risk students.</li></ul>	<ul style="list-style-type: none"><li>How will you measure implementation?</li><li>How will you measure student improvement using formative data?</li><li>Who will collect the data, how often, and who will it be shared with?</li></ul>	<ul style="list-style-type: none"><li>Are you making progress towards your desired outcome?</li><li>What is working or what is not working?</li><li>How will you modify your plan if you are not making progress?</li></ul>
<p><b>Action Plan</b></p> <p>1. <u>July-June</u>: Hire 2nd VP to support Restorative Practices by helping to develop systems to embed and integrate restorative practices within the school's culture, aiming to enhance the emotional, social, and academic development of all students and to improve school climate, resolve conflicts, repair harm, and to help foster a restorative community of belonging. The 2nd VP will collaborate with students, staff, families, and the broader community to ensure a safe, inclusive, and equitable educational environment. The primary role of the 2nd VP is to work closely with the Tier 1 and Tier 2 team to align practices, meet RP implementation benchmarks, and integrate RP into the site's existing Tier I interventions.</p> <p>2. <u>August Pre-Service</u>: PBIS Coach, Wellness providers, and Tier 1 team provide a refresher</p>	<p><b>Progress Monitoring</b></p> <ul style="list-style-type: none"><li><u>September - June</u>: The Vice Principal will share the suspension rate and, along with the PBIS Tier 1 Team the Behavior Incident data with the staff, monthly.</li><li><u>April &amp; May 2024</u>: Teachers will administer the <b>Student Perspective survey</b> to all students in grades 3-6.</li><li><u>April-May</u>: The Principal will administer the <b>Staff and Parent Perspective Survey</b>.</li><li><u>August 2024</u>: Data from our Stakeholder Perspective surveys for will be reviewed and shared with parents, students, and staff by the Principal.</li><li><u>March - April</u>: Our PBIS Teams (Tiers I and II) will complete our annual TFI (Tiered Fidelity of Implementation) and will share the results with the staff, parents and SSC.</li></ul>	<p><b>Evaluation</b></p>

PD for the Staff on PBIS Tier 1 strategies, Brain Breaks, Optimistic Closures, and how to correctly enter behavior incidents in Synergy and Restorative Practices.

3. August: **EAGLE PBIS Back to School Kick-off Assemblies**

facilitated by the ADMIN team, PBIS Tier 1, and or school leadership to promote positive behavior and school community

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

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

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

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

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

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

11. September - June: The PBIS Tier II Team will monitor student academic, behavioral, and socio-emotional

progress through the use of data (highlighting sub-groups AA and SWD) during bi-weekly PBIS Tier II Meetings and will report updates at each staff meeting.

12. March - June: School Climate Surveys to parents, staff, and students will be distributed by the Principal.

13. April: PBIS Tiered Fidelity of Inventory for Tier I and II will be calculated by the Behaviorist and the Tier 1 and Tier 2 teams.

15. PBIS Tier 1 planning days to create a micro action plan using the results of the 23/24 TFI.

**Action 1- \$44,500 VP Salary Supplemental Concentration (a portion of the salary is also paid out of Goals 1 & 2)**

Action 1- Classified Timesheets  
\$1,000

**Action 5-Supplies:**  
Supplemental  
Concentration-\$2,605

**Action 14-Certificated Timesheets:**  
**Supplemental Concentration**  
-\$1680

### Funding Sources for District Goal 3 (DEV - LCAP ID: 608)

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	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	0	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	44500	Certificated- Salaries
Supplemental/Concentration (7101/0000)	1680	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	1000	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	0	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	4105	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	0	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Materials/Supplies/Equipment

#### District Strategic Goal 4:

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

#### District Needs and Metrics 4:

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

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

#### Site Goal 4.1 (SiteGoalID: 7213) (DTS: 12/13/23)

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

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

**Metric:** Attendance Rate

#### Action 4.1.1 (SiteGoalID: 7213) (DTS: 12/13/23)

##### Targeted Student Group(s)

- All

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"><li>• Describe your step by step plan for intervention for at-risk students.</li></ul>	<ul style="list-style-type: none"><li>• How will you measure implementation?</li><li>• How will you measure student improvement using formative data?</li><li>• Who will collect the data, how often, and who will it be shared with?</li></ul>	<ul style="list-style-type: none"><li>• Are you making progress towards your desired outcome?</li><li>• What is working or what is not working?</li><li>• How will you modify your plan if you are not making progress?</li></ul>
<p><b>Action Plan</b></p> <p>1. Spring 2024, send out information to teachers about Parent Teacher Home Visit (PTHV) Training. Begin Parent Teacher Home Visits in July and early August to begin making strong school-to-home connections and specifically targeting students with disabilities, Hispanic and African American Students,</p> <p><u>2. August (Before 1st Day of school)-June:</u> Principal will begin communicating with families in multiple ways regarding our absence policy and WHY it is important to attend school.</p>	<p><b>Progress Monitoring</b></p> <ul style="list-style-type: none"><li>• <u>August - June:</u> SOAs, Administrators, teachers, and PL to document communication in Synergy.</li><li>• <u>Every Thursday:</u> Vice Principal to run the attendance rate weekly for the whole school as well as for the subgroups identified above.</li><li>• <u>August - June:</u> Gather and analyze attendance data monthly. Log and monitor the attendance, early dismissal, and tardy frequencies for African American, Students with Disabilities,</li></ul>	<p><b>Evaluation</b></p>

3. August - June: Personal phone calls home and text messages from our office staff after 2 days of absences. All contacts logged into Synergy. Recruit our Spanish-speaking Parent Liaison (PL) to make calls to our Hispanic/Latino families and have her reach out to offer support. The school will provide the PL with the list of families, the PL will keep a log of contacts in Synergy, PL to follow up on parent needs to assist in getting their child to school each day, on time and help to determine barriers to attendance.
4. August - June: Follow school policy as laid out in the District Handbook for tracking and monitoring absences via the SARB process.
5. August - June: Provide one day per month for teachers to make phone calls home, send Talking Points messages to parents of students who are absent from school, and document contact in Synergy.
6. August - June: Teachers complete MTSS/RFA forms for students who are chronically absent. MTSS/Tier 2 team decides on appropriate support for Chronically Absent students such as CICO, MTSS Counselor, or Care Solace referral. AITs will also begin documenting the number of days chronically absent students missed interventions.
7. August-June: Provide monthly attendance competition/incentive program for improved and perfect attendance with rewards (such as badges, tags, stickers, smencils, lanyards, bookmarks, water fun time, popsicle party, glow dance, etc..)
8. PTHV site coordinator shares data monthly during Staff meetings regarding PTHV totals.

- White, Two or More, and Hispanic students.  
Administrative team to analyze data to see if there is an improvement in attendance.
- September - June: Principal to review and monitor students who meet the Chronically Absent criteria (10% or more absence rate) biweekly with the PBIS Tier II Committee
  - August - June: Vice Principal to share attendance data with staff at monthly staff meetings
  - September - June: Try a strategy for 4-6 weeks. Look for improvements. If no improvement, try another strategy.



#### Site Goal 4.2 (SiteGoalID: 7216) (DTS: 12/13/23)

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

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

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

#### Action 4.2.1 (SiteGoalID: 7216) (DTS: 12/13/23)

##### Targeted Student Group(s)

- All

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"><li>• Describe your step by step plan for intervention for at-risk students.</li></ul>	<ul style="list-style-type: none"><li>• How will you measure implementation?</li><li>• How will you measure student improvement using formative data?</li><li>• Who will collect the data, how often, and who will it be shared with?</li></ul>	<ul style="list-style-type: none"><li>• Are you making progress towards your desired outcome?</li><li>• What is working or what is not working?</li><li>• How will you modify your plan if you are not making progress?</li></ul>
<p><b>Action Plan</b></p> <p>1. <i>August - June:</i> Increase school-wide Family and Community Engagement programs and communication such as:</p> <ul style="list-style-type: none"><li>• Parent/Teacher conferences</li><li>• Back to School Night</li><li>• <b>Parent Universities such as:</b> Parent-Vue Usage &amp; Training; Family Writing and Math nights by support from FACE; Family STEM Night; AVID Education Night presented by AVID Coaches; Foundational Reading Parent Night.</li><li>• Ensure home/school communications/flyers are purchased and translated into Spanish</li></ul>	<p><b>Progress Monitoring</b></p> <ul style="list-style-type: none"><li>• <i>August - June:</i> Parent surveys will be utilized and the Principal will analyze the data to determine if there has been an increase in participation and parent satisfaction with our school.</li><li>• <i>August - June:</i> The Principal will ensure we have posted photos of school events on our school website and Facebook.</li><li>• <i>August - June:</i> Increased daily usage of teacher-student-parent communication through the use of student planners.</li><li>• August - June Sign In Sheets will be used to determine if there is increased parent</li></ul>	<p><b>Evaluation</b></p>

<ul style="list-style-type: none"> <li>Utilize our FACE Family Liaison to make phone calls to personally invite families to events</li> <li>Establish &amp; communicate current events in print, marquee, website, social media, Talking Points, School Messenger</li> <li>Hold Lunch in the Quad each month (weather permitting).</li> <li>Support home-to-school communication through Communication K-2 Folders and 3rd-6th grade Planners/Agendas</li> <li>Support reading at home with take home bookbags to transport leveled readers and library books.</li> <li>Parent-Teacher Home Visits will be conducted by teachers who have or will be trained in this parent-engagement strategy.</li> <li>Career Day with parental involvement.</li> </ul> <p><b>Action 1-Materials and Supplies</b>  <i>Title 1 \$3,499 (agendas, planners, Family Night supplies)</i>  <i>Title 1 \$4100 (Take Home Bookbags for K/2)</i></p> <p><b>Action 1-Certificated Timesheets-</b>  <i>Title 1 \$5,984</i></p> <p><i>Action 1-Contracts \$5,000</i></p> <p>PTHV Funded by FACE</p>	<p>participation in our parent education opportunities.</p> <ul style="list-style-type: none"> <li>The number of home visits will be logged throughout the school year and shared by the PTHV coordinator monthly at Staff meetings.</li> <li>Student, staff, presenter, and parent surveys about the Career Day.</li> </ul>	
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**Funding Sources for District Goal 4 (DEV - LCAP ID: 608)**

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries

Title I – Basic (4900/3010)	5984	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	5000	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	8599	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	0	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	0	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	0	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Materials/Supplies/Equipment

## Funding Source Summary for All District Goals

### Title I – Basic (4900/3010)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$151309	\$0	\$0	\$0	\$151309
Certificated- Timesheets	\$32650	\$0	\$0	\$5984	\$38634
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Contracts/Services/Subscriptions	\$20000	\$0	\$0	\$5000	\$25000
Materials/Supplies/Equipment	\$7300	\$0	\$0	\$8599	\$15899

### Supplemental/Concentration (7101/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$44500	\$0	\$44500	\$0	\$89000
Certificated- Timesheets	\$5750	\$42320	\$1680	\$0	\$49750
Classified- Salaries	\$0	\$0	\$1000	\$0	\$1000
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Contracts/Services/Subscriptions	\$5370	\$0	\$0	\$0	\$5370
Materials/Supplies/Equipment	\$0	\$0	\$4105	\$0	\$4105

### 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	\$12000	\$0	\$0	\$0	\$12000
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Contracts/Services/Subscriptions	\$0	\$0	\$0	\$0	\$0
Materials/Supplies/Equipment	\$781	\$0	\$0	\$0	\$781

### 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) | 2024-2025

Fund Source Mgmt. Code / Description Resc. Code / Description	EGUSD Strategic Goals					Balance
	Allocation	1. Curriculum and Instruction	2. Assessment	3. Wellness	4. Family Engagement	
<b>4900</b> School Improvement Support <b>3010</b> ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	\$230,842	\$211,259	\$0	\$0	\$19,583	\$0
<b>7101</b> LCFF Supplemental Concentration TK-6 <b>0000</b> Unrestricted	\$149,225	\$55,620	\$42,320	\$51,285	\$0	\$0
<b>7150</b> EL Supplemental Program Services TK-6 <b>0000</b> Unrestricted	\$12,781	\$12,781	\$0	\$0	\$0	\$0
<b>Total Funds Budgeted for Strategies to Meet the Goals in the SPSA</b>	\$392,848	\$279,660	\$42,320	\$51,285	\$19,583	

Fund Subtotals		Title I Centralized Services	
Subtotal of additional federal funds included for this school	\$230,842	Title I Foster Youth \$0	Title I Homeless \$0
Subtotal of state or local funds included for this school	\$162,006	Title I Centralized Services \$0	Title I Preschool \$0

		Signatures: (Must sign in blue ink)	Date
Principal	Marianne Williams	_____	_____
School Site Council Chairperson	Steve Tabbah	_____	_____
EL Advisory Chairperson	Helen Orji	_____	_____