John Ehrhardt Elementary

Local Control Accountability Plan (LCAP) 2021-2022

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

Goal Setting

State Priorities

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

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

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

Strategic Goals

Goal 1: High-Quality Classroom Instruction and Curriculum
- All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.

Goal 2: Assessment, Data Analysis, & Action
- All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.

Goal 3: Wellness
- All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.

Goal 4: Family and Community Engagement
- All students will benefit from programs and services designed to inform and involve family and community partners.

Stakeholder Engagement

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?
Gathering input for the 2021-2022 LCAP began in the Spring during the 2020-2021 school year. Parent and community meetings (PTO/SSC/ Parent Coffee and district surveys) provide opportunities to discuss the LCAP and provide input. SSC meetings were held on 9/23/20, 11/19/20, 2/24/21, and 5/13/21. ELAC meetings were held on 10/19/20, 11/30/20, and 2/25/21. Additionally, the district sent electronic surveys to families, students, and staff. Data from surveys were prioritized and shared at staff meetings. The SSC discussed and conducted the annual review, drafted a preliminary budget, and approved the draft of the LCAP on 5/13/21. The SSC recommended that more funds be allocated towards Parent/Family Engagement for Family Nights.
Impact of LCAP and Annual Update
How did these consultations affect the LCAP for the upcoming year?
Through these consultations, the LCAP was revised to allocate additional funds for academic interventions and Family/Community engagement.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.
There were no inequities identified.

Goals, Actions, and Progress Indicators

District Strategic Goal 1:	District Needs and Metrics 1:
All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.	Students need high quality classroom instruction and curriculum as measured by: • A-G Completion • Access to Courses (Honors, AP/IB, CTE) • AP/IB Exams • CAASPP • Content Standards Implementation • CTE Sequence Completion • EAP • Other (Site-based/local assessment)

- **Progress toward English Proficiency**
- **Redesignation**
- **Teacher Assignment**

Site Goal 1.1

1.1 Increase the percentage of students reaching proficiency in core content areas (Math and ELA) and close the achievement gap in the lowest performing subgroups in ELA and Math as measured by site based local and state assessments.

- **3rd-6th grade Math achievement will increase by 5% from 38% to 42% meets/exceed standards.**
- **3rd-6th ELA achievement will increase by 5% from 52% to 57% meets/exceed standards.**
- **K-2 Reading achievement will increase 5%-10 as measured by District Interim Benchmark Assessments.**
- **EL students will increase in ELA by 5% from 23% to 28% meets/exceeds standards.**
- **Students with disabilities will increase in ELA by 5% from 7% to 12% meets/exceeds standards.**
- **African American students will increase in ELA by 5% from 26% to 31% meets/exceeds standards.**
- **Hispanic students will increase by 5% in ELA from 50% to 55% meets/exceeds standards.**
- **Socio-Economically Disadvantaged students will increase by 5% in ELA from 42% to 47% meets/exceeds standards.**

Metric: Other (Site-based/local assessment)

Actions/Services 1.1.1

Principally Targeted Student Group
• All • Black or African American • EL • Foster Youth • Low Income

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Secure AIT or certificated subs to push into 2nd-grade classroom to provide teachers uninterrupted time to provide small group, targeted interventions for students not meeting grade-level standards. (2nd-grade students are one of the most impacted by COVID and school closures). Funding for 2 full-day subs, 3 times a week for 24 weeks or AIT from January-June.)	John Hattie's research on Visible Learning for Teachers identifies the effect size of various influences on student achievement. Small group learning effect size .49. Reading comprehension program effect size .58. Response to Intervention 1.07	Review effective and efficient implementation of push in support by using: 2nd Grade District Adapted Interim Assessments -ELPAC -Classroom observations -Calibrated Administrative walk-throughs -Teacher evaluations

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	$40000	Certificated Salaries	Edit	Delete

Actions/Services 1.1.2

Principally Targeted Student Group
• All • American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • School-wide • SWD • White

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Purchase/renew digital subscriptions to online supplemental resources such as **Accelerated Reader (AR), IXL ELA and Math, Mobymax, and Pear Deck. AR and Moby Max allows students to** practice and attain proficiency in Math, Reading, and computer technology skills. Pear Deck is a digital tool used to help increase student engagement.	Hattie's research states that using technology based, CCSS aligned, practice/enrichment activities raises students engagement while providing equitable access for use at home and school. Hattie states that Comprehension programs has a .60 effect size and RTI, 1.07 effect size.	Review effective and efficient implementation of online resources by reviewing the following • Participation rates/reports generated from software that shows use percentage and student progress. • Formative/Summative Assessment data • CAASPP scores • Interim SBAC assessments

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	$24000	Contracts/Services	Edit	Delete

Actions/Services 1.1.3

Principally Targeted Student Group

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide additional district-approved supplemental resources, books, and materials to support differentiate instruction, small groups, and WIN ($200 per teacher allocation. **All purchases will be made from the district's approved list).**	John Hattie's research states that intervention programs/ RTI have a 1.07, small-Group Learning has a .49 and Comprehension Programs Effect Size is .58.	Monitor effectiveness of providing interventions and small group instruction by reviewing the following: - SBAC Interim Assessments data - Grade Level Common Formative Assessments data - CAASPP Scores - K-1 Benchmark Assessments

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	$11800	Materials/Supplies/Equipment	Edit	Delete

Actions/Services 1.1.4

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Purchase high-interest fiction and nonfiction books for school and classroom library to promote literacy including but not limited to multi-cultural books, biographies, growth-mindset, anti-bullying, etc.,	According to the American Library Association, school libraries support student performance: improves reading test scores, higher academic achievement, and positive attitudes towards learning. (www.ala.org) Additionally, John Hattie's research also states that exposure to reading material has a .43 effect size	Monitor effectiveness of increasing the number of library books on campus by reviewing the following: - K-2 Interim Assessments - SBAC Interim Assessments data - Grade level Formative Assessment Data - CAASPP - Library Usage/Check-out rate

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	$8000	Materials/Supplies/Equipment	Edit	Delete

Actions/Services 1.1.5

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Purchase **supplemental resources and materials from district approved list** for GATE afterschool program. Provide an extended day program for GATE Identified students. Compensate the **GATE**	Research from National Association of the Gifted as well as other groups states assessment and family engagement are crucial in developing a comprehensive and successful gifted and talented support	Monitor effectiveness of the GATE program by reviewing the following: - Sign in sheets from GATE parent night - GATE qualification data

Coordinator who will conduct district required GATE information nights, conduct district required GATE screening assessments, and help plan Enrichment Program for GATE students.	program. According to Hattie's Research: Accelerated Programs Effect Size 0.68	• District Common Assessment data • SBAC Interim Assessments • Informal Observations • GATE Attendance

Funding Source	Amount	Description of Use		
GATE (7105/0000)	$1000	Materials/Supplies/Equipment	Edit	Delete
GATE (7105/0000)	$3397	Certificated Salaries	Edit	Delete

Site Goal 1.2

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

Actions/Services 1.2.1

Principally Targeted Student Group

• EL • R-FEP

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Site English Learner Coordinator- Coordinator will identify/place EL students, re-designate, monitor RFEPs, work with EL Coach to identify and plan professional development for teachers and provide support for ELAC meeting. The ELAC meeting may include light refreshments, materials, incentives, and resources necessary to host ELAC meetings. The EL Coordinator will also help co-plan EL Tutoring. Funding for translators to improve communication between EL parents and school.	Hattie's research confirms that tiered/responsive academic school-wide support systems increase student achievement (comprehensive ELD research is universally accepted- see various studies from UCLA, Kate Kinsella, California ELD frameworks) RTI 1.07 Small group learning .49 effect size Formative Evaluations .90 effect size Prior Achievement .67 effect size	Monitor effective and efficient implementation of EL/Intervention program by reviewing the following: • K/2 Interim assessments • SBAC Interim assessments • Formative assessments • Classroom observations • Calibrated Administrative walk-throughs • Teacher evaluations • ELPAC • CASPP

Funding Source	Amount	Description of Use		
EL Supplemental (7150/0000)	$1500	Certificated Salaries	Edit	Delete
EL Supplemental (7150/0000)	$1000	Certificated Salaries	Edit	Delete

Actions/Services 1.2.2

Principally Targeted Student Group

• EL

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
ELPAC Coordinator roles and responsibilities include the assessment of students using initial and summative ELPAC. The ELPAC Coordinator will be provided with release time to plan and administer the ELPAC. Additional sub support may also be needed to administer the ELPAC.	John Hattie's research states that Formative Evaluations has a .90 effect size and Prior Achievement .67 effect size.	Monitor effective use of the ELPAC coordinator by reviewing the following: • Timesheets • ELPAC Testing Calendar • ELPAC Scores

Funding Source	Amount	Description of Use		
EL Supplemental (7150/0000)	$1655	Certificated Salaries	Edit	Delete

Actions/Services 1.2.3

Principally Targeted Student Group

• EL • R-FEP

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide subs, release time, or compensation for after contract time for teachers to receive professional development and plan designated and integrated ELD. Grade level teams will be provided at least one release day or the equivalent, per school year.	Program delivery, increase the likelihood of sustaining an effective ELD instructional program and promoting student outcomes. (Parrish, Linquanti, et, al. Effects of implementation of Proposition 227: A Five Year evaluation: AIR & WestEd: 2006.) Professional Development for EL Teachers Effective EL teachers need language skills and knowledge and the ability to teach listening, speaking, reading and writing.	ELPAC assessment data will be reviewed yearly to determine the progress of EL students. Additionally, each PLC team will also regularly review the following Assessment Data to determine the progress of EL students • Grade level Common formative assessment data • K-2 Interim Assessments • SBAC Interim Assessments • CAASPP

Funding Source	Amount	Description of Use		
EL Supplemental (7150/0000)	$7383	Certificated Salaries	Edit	Delete

Actions/Services 1.2.4

Principally Targeted Student Group

• EL

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide funding for supplemental materials for EL instruction, EL intervention, and EL enrichment. All purchases made will be from district approved list.	John Hattie's research states that small group and extended day programs improve student outcomes by the following: Small group learning .49 Phonics instruction Effect size .60 Comprehension Programs Effect size .58 RTI 1.07	Monitor effective and efficient implementation of tutoring program by reviewing the following: • K/2 Interim Assessments • SBAC Interim Assessments • Classroom Observations • Calibrated walk-throughs • Before/Afterschool attendance • CASSPP • ELPAC

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	$700	Materials/Supplies/Equipment	Edit	Delete

District Strategic Goal 2:

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

District Needs and Metrics 2:

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

programmatic evaluation.	• Assessment System
	• Data and Program Evaluation
	• Other (Site-based/local assessment)

Site Goal 2.1	

2.1 PLCs- All grade levels will operate as a high-functioning Professional Learning Community to share best practices and participate in the cycle of inquiry focused on increasing the percentage of students reaching proficiency by 5% and on reducing achievement gaps for targeted subgroups. **Grade Level PLC's will use the cycle of inquiry to identify priority standards, analyze data, plan instruction and identify students in need of additional support. Grade level teams will increase one level on the PLC continuum (August 2021-June 2022) in each area: norms, Identification of Essential Outcomes, Collaboration, Intervention/Extension, Common Formative Assessments.**	

Metric: Assessment System	

Actions/Services 2.1.1

Principally Targeted Student Group
• All • Low Income

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide subs for grade level release days for the First and 2nd Trimesters to support **Professional Learning Community (PLC) implementation.** Teams will analyze common assessment data, plan and implement research-based strategies/interventions for students performing below grade-level standards. Teams will closely monitor the academic progress of English Language Learners, African American Students, Students with Disabilities, and Low Income. (Pending SAC County lifting restrictions on physical distancing).	Per Hattie's research student outcomes increase by the use of the following: Collaboration: .62 effect size Meta-cognitive teaching strategies: .69 effect size RTI using cycle of inquiry and data analysis:1.07 Professional Development: .75	Monitor effective implementation of PLC by reviewing the following • Grade level Common Assessment Data • District-wide assessment Data • SBAC Interim Assessment Data • PLC release day agendas and notes.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	$11400	Certificated Salaries	Edit	Delete

Actions/Services 2.1.2

Principally Targeted Student Group
• All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide PLC Leadership release day to support **Professional Learning Community (PLC) implementation. Leadership Team** will analyze school-wide assessment data, and create a school-wide focus and develop a Professional Development Plan for the school year. Provide conference fees and substitutes/TIC for admin team to attend professional development related to improving outcomes for ALL students.	Per Hattie's research, student outcomes increase by the use of the following: Collaboration: .62 effect size Meta-cognitive teaching strategies: .69 effect size RTI using cycle of inquiry and data analysis:1.07 Professional Development: .75	Monitor effective implementation of PLC Leadership Team by reviewing the following: • Grade level Common Assessments Data • District-wide Interim assessment Data • SBAC Interim Assessments Data • PLC Leadership release day agendas and notes.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	$3500	Certificated Salaries	Edit	Delete

Actions/Services 2.1.3

Principally Targeted Student Group

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide substitutes for a Fall and Spring Academic Conference/Co-Ops where PLCs (Grade Level Teams) meet with admin and coaches to review common assessment data, and plan/revise/refine implement research-based intervention strategies, English Language Development instruction, and enrichment services for GATE students. Use the time to discuss interventions used to support students not meeting the standards and progress of EL, African American, and low socio-economic students and plan the next steps.	Per Hattie's research, student outcomes increase by the use of the following: Collaboration: .62 effect size Meta-cognitive teaching strategies: .69 effect size RTI using the cycle of inquiry and data analysis: 1.07 effect size Professional development .75 effect size	Monitor effectiveness of Academic Conference/Co-Ops by reviewing data from the following: • CAASPP • K/1 Benchmark • District-wide Interim assessments • Grade level Common Assessments • ELPAC • Classroom observations and Calibrated Informal walk-throughs • Teacher evaluations • PLC Agendas • SBAC Interim Assessments

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	$6400	Certificated Salaries	Edit	Delete

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District Strategic Goal 3:

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

District Needs and Metrics 3:

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

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

Site Goal 3.1

3.1 PBIS- Implement School Wide Positive Behavior Interventions and Supports (PBIS), understanding Social Emotional Learning, effects of Childhood Trauma, and Culturally Responsive Practices to increase school favorability rating for school, increase student connectedness and decrease home suspensions by 5% for all subgroups. Tiered Fidelity Implementation scores in Tier II will also increase by 5%.

Metric: School Climate	

Actions/Services 3.1.1

Principally Targeted Student Group

• All • Black or African American • Low Income • SWD

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide structured recess by a district-approved vendor/agency to support character education, anti-bullying assemblies by district-approved vendors to support PBIS implementation. Vendors/agencies will teach the following skills:	Per Hattie's research, student outcomes increase by the use of the following: Decreasing disruptive behavior-effect size .53 Self Concept effect size .46 Reducing anxiety effect size .48 Student expectations effect size 1.44 Adult/Student relationships .72	The PBIS Tier 1 team will review the following: • Monthly- behavior referrals and suspension data. • Pre/Post-Tiered Fidelity Inventory (TFI)

- team building
- conflict resolution
- student leadership
- school-connectedness
- tolerance
- pro-social skills

Additionally, we will purchase additional equipment to support structured recess/games.
(Structure Recess Support pending reopening of school campuses)

- Student, Parent and Staff Climate and Culture surveys.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	$30000	Contracts/Services	Edit	Delete

Actions/Services 3.1.2

Principally Targeted Student Group

• All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Purchase a subscription for a district-approved online SEL, or Mindfulness curriculum. Additionally, provide Professional Development books, resources for teachers to support SEL, Morning Meetings, and or mindfulness. (**All purchases will be made from district's approved list).**)	Per Hattie's research, student outcomes increase by the use of the following: Decreasing disruptive behavior-effect size .53 Self Concept effect size .46 Reducing anxiety effect size .48 Student expectations effect size 1.44 Adult/Student relationships .72	The PBIS team will review the following: • Monthly- behavior referrals and suspension data. • Pre/Post-Tiered Fidelity Inventory (TFI) • Student, Parent and staff climate and culture surveys.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	$4000	Contracts/Services	Edit	Delete

Actions/Services 3.1.3

Principally Targeted Student Group

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide two release days per year will be provided to the PBIS Tier 1 team to develop, plan and coordinate the PBIS plan and to help increase implementation of the Tier Fidelity Inventory (TFI) score. Additional funding to train classified staff (Para-Professionals, Yard Supervisors, and Office staff) on PBIS Tier 1. The PBIS team will review the following: • Monthly- behavior referrals and suspension data. • Pre/Post-Tiered Fidelity Inventory (TFI) • Student, Parent, and staff climate and culture surveys. • Attendance data	Hillary L. Rowe and Edison J. Trickett, Student Diversity Representation and Reporting in Universal School-Based Social and Emotional Learning Programs Implications for Generalizability, Educational Psychology Review, (2017). Stephanie V. Caldas, Elena T. Broaddus and Peter J. Winch, Measuring conflict management, emotional self-efficacy, and problem-solving confidence in an evaluation of outdoor programs for inner-city youth in Baltimore, Maryland, Evaluation and Program Planning, (2016) John Hattie's research on Visible Learning for Teachers identifies the effect size of various influences on student achievement. Decreasing disruptive behavior effect size .53 Self-concept effect size .46 Motivation effect size .48	Review the effectiveness of the PBIS Tier 1 Team release day by reviewing the following: 1. Sign Ins from the Release days 2. Spring 2021 TFI score 3. Spring Climate and Culture Survey

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	$3000	Certificated Salaries	Edit	Delete

Actions/Services 3.1.4

Principally Targeted Student Group

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Purchase additional signage **and banners that** clearly delineate school-wide PBIS expectations and to improve campus safety.	Research confirms that tiered/responsive academic school-wide support systems increase student achievement **(comprehensive PBIS research is universally accepted- see various studies from University of Oregon, US Department of Education).**	The PBIS team will review the following: • Monthly- behavior referrals and suspension data. • Pre/Post-Tiered Fidelity Inventory (TFI) • Student, Parent and staff climate and culture surveys. • Attendance data

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	$3000	Contracts/Services	Edit	Delete
PBIS (7440/0000)	$1000	Contracts/Services	Edit	Delete

Actions/Services 3.1.5

Principally Targeted Student Group

• All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Improve campus safety and security by purchasing 1. electronic visitor/parent checking hardware and software that will enable visitors and classroom volunteers who have been fingerprinted clearance to check-in, scan photo ID, and print visitors' badge and by 2. purchasing additional safety equipment such as emergency preparedness kits, backpacks, and emergency supplies.	According to "Why School Safety is Important", "A safe learning environment is essential for students of all ages. Without a safe environment, students are unable to focus on learning the skills needed for a successful education and future." Even though a child may not be the actual victim of violence in school, there is a very good chance that he or she will witness violent acts throughout the educational years. Research continues to illustrate children who feel unsafe perform worse academically and are more at risk for getting involved in drugs and delinquency. Retrieved 7/20/21 from https://safety.lovetoknow.com/Why_is_School_Safety_Important	Monitor the effectiveness of the Visitor/Parent security check in-system by reviewing the following: • Electronic Sign-In records • School Climate and Culture Surveys

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	$2000	Contracts/Services	Edit	Delete

Actions/Services 3.1.6

Principally Targeted Student Group

• All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide additional supervision during recess and lunchtimes to support PBIS implementation and to decrease disproportionality in behavior referrals and suspension, which tend to occur during unstructured times. The additional supervision will also support students who have been identified as needing Tier 2 interventions. 4 hours, x 5 days x 30 weeks=$9,750.	The national program for Playground Safety (NPPS) recommends the playground supervision ratio of adult supervisors to children should mirror classroom ratios. If the class size is 32 to 1, then there should be one playground supervisor for every 32 children. Playground Supervision: Ten Tips for Improving Playground Safety by Melinda Bossenmeyer, Ed. D.	Progress assessed through the following: • Student discipline data and referrals are analyzed monthly. • PBIS Tiered Fidelity Inventory yearly • informal observations of Yard supervisors interactions during recess/lunch periods

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	$9800	Certificated Salaries	Edit	Delete

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District Strategic Goal 4:

All students will benefit from programs and services designed to inform and involve 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**
- **Chronic Absentee Rate**
- **Family and Community Engagement**
- **Input in Decision Making**
- **Other (Site-based/local assessment)**
- **Partnerships for Student Outcome**
- **Relationships Between Staff and Families**

Site Goal 4.1

4.1 - Family Engagement- Increase authentic relationship and partnerships between school and home, specifically reaching out to underserved and disengaged families. Parent survey scores in the area of information home about participating in school activities will increase by 5%.

Metric: Relationships Between Staff and Families	

Actions/Services 4.1.1

Principally Targeted Student Group

• All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Continue to support **Parent Teacher Home Visit Project**- funds will be used to provide training/hourly compensation for staff to conduct home visits. Participate in workshops that support family engagement (like the PTHV conference). ($5,000 grant received from FACE)	Research supports the efficacy of home visits (see PTHVP website, Karen Mapp publications from the GSE of Harvard).	Monitor effectiveness of the PTHV project by reviewing the following: • Exit Surveys of Families/staff • School Climate and Culture Data

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	$5000	Certificated Salaries	Edit	Delete
Family & Community Engagement (7415/0000)	$5000	Certificated Salaries	Edit	Delete

Actions/Services 4.1.2

Principally Targeted Student Group

• All • Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • R-FEP • SWD

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Improve school-to-home partnerships by increasing communication and sending Welcome Back Postcards to students and parents, by providing family nights, and parent/family workshops, to increase educational opportunities for families and community members.	Parent involvement in education is crucial. No matter their income of background, students with involved parents are more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved behavior, and adapt well to school. National Coalition for Parent Involvement in Education. 2006. Research Review and Resources. Retrieved September 16, 2011, from www.ncpie.org/WhatsHappening/researchJanuary2006,cfm Parent involvement as an effect size of .51	Monitor effectiveness of Family Nights by reviewing the following: • Sign in sheets from events • Event Surveys • Event Calendar • School Climate and Culture Survey

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	$6000	Materials/Supplies/Equipment	Edit	Delete

Site Goal 4.2

Attendance: Improve attendance rate by decreasing chronic absenteeism, tardies and early dismissal rates by 2% overall from current 9.8 to 7.8%.Additionally each subgroup will also decrease by 2%.
African American students will decrease from 13.2% to 11.2%.
Students with disabilities will decrease from 13.1% to 11.1%.
Hispanic students will decrease from 11.7% to 9.7%
Socioeconomic students will decrease from 12.6% to 10.6%
Two or More Races will decrease from 12% to 10%
White students will decrease from 10.4% to 8.4%

Metric: Attendance Rate	

Actions/Services 4.2.1

Principally Targeted Student Group

• All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Secure parent liaison(s) to proactively connect with families, increase school connectedness, and decrease chronic absenteeism. Parent liaison will also organize parent nights, coffee hours, and help facilitate parent education via newsletters, flyers, marquees, workshops, etc. Certificated or Classified employee timesheeted to work after contract time, no more than 5 hours per week, maximum of 30 hours per year.	A National Portrait of Chronic Absenteeism in the Early Grades Romero, Mariajose and Young Sun Lee. National Center for Children in Poverty, Columbia University. October 2007. This brief reveals a significant level absenteeism in the early school years, especially among low-income children, and confirms its detrimental effects on school success by examining children from across various incomes and race/ethnicity groups in a nationally representative sample of children entering kindergarten. Early... Published: October 2007 In 2011, the Collaborative for Academic Social, and Emotional Learning (CASEL) conducted a metaanalysis of 213 school-based, social and emotional learning (SEL) programs involving 270,034 kindergarten through high school students. Compared controls, SEL participants demonstrated significantly improved social and emotional skills, attitudes, behavior, and academic performance that reflected an 11-percentile point gain in achievement.	Monitor effectiveness of Attendance Improvement initiatives by reviewing the following: • Attendance Contracts • Sign In Sheets from Workshops • Flyers • Newsletters • Parent Surveys • Monthly Attendance Reports from Synergy

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	$1500	Certificated Salaries	Edit	Delete

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.

Local Control Accountability Plan (LCAP)
Year 2021 - 2022

V. Funding

John Ehrhardt Elementary - 249

Fund Source *Mgmt. Code/Description* *Resc. Code/Description*	FTE	Carry Over	Allocation	Subtotal	EGUSD Strategic Goals				Balance
					1 - Curriculum and Instruction	2 - Assessment	3 - Wellness	4 - Family Engagement	
1510 Regular Education (TK-6) **0000** Unrestricted	0	$0	$23,411	$23,411	$23,411	$0	$0	$0	$0
1511 Regular Education (TK-6) - Allocated FTE **0000** Unrestricted	35.875	$0	$4,346,524	$4,346,524	$4,346,524	$0	$0	$0	$0
1512 Subject Matter Teachers **0000** Unrestricted	1	$0	$113,149	$113,149	$113,149	$0	$0	$0	$0
5495 Allocated FTE Leave **0000** Unrestricted	0	$0	$52,662	$52,662	$52,662	$0	$0	$0	$0
5634 Custodial Services **0000** Unrestricted	3	$0	$225,646	$225,646	$0	$0	$225,646	$0	$0
7101 LCFF Supplemental Concentration TK-6 **0000** Unrestricted	1.1	$0	$170,100	$170,100	$84,500	$21,300	$51,800	$12,500	$0
7105 Gifted and Talented Education (GATE) TK-6 **0000** Unrestricted	0	$0	$4,397	$4,397	$4,397	$0	$0	$0	$0
7150 EL Supplemental Program Services TK-6 **0000** Unrestricted	0	$0	$11,538	$11,538	$11,538	$0	$0	$0	$0
7440 Positive Behavior Incentive Supports **0000** Unrestricted	0	$0	$1,000	$1,000	$0	$0	$1,000	$0	$0
1510 Regular Education (TK-6) **3210** Elementary & Secondary School Relief (ESSER)	0	$0	$6,227	$6,227	$6,227	$0	$0	$0	$0
1510 Regular Education (TK-6) **3212** Elementary & Secondary School Relief II (ESSER II)	0	$0	$47,582	$47,582	$47,582	$0	$0	$0	$0
5610 Food and Nutrition Services Center **5310** Child Nutrition: School Programs (e.g., School Lunch, School Breakfast, Milk, Pregnant & Lactating Students)	1.3437	$0	$70,867	$70,867	$0	$0	$70,867	$0	$0
3410 Special Education Mild/Moderate **6500** Special Education	3.25	$0	$310,540	$310,540	$310,540	$0	$0	$0	$0
3655 Pre-K SCC (Non-ASD) **6500** Special Education	2.5	$0	$153,379	$153,379	$153,379	$0	$0	$0	$0

3660 Inclusive Education in Lieu of NPA **6500** Special Education	1.5	$0	$108,247	$108,247	$108,247	$0	$0	$0	$0
3670 Program for the Acquisition of Language and Social Skills (PALSS) **6500** Special Education	7.5	$0	$547,473	$547,473	$547,473	$0	$0	$0	$0
3770 Full Inclusion **6500** Special Education	6.75	$0	$359,053	$359,053	$359,053	$0	$0	$0	$0
4455 Textbook Reimbursement **9020** Lost/Damaged Textbooks Reimbursement	0	$932	$0	$932	$932	$0	$0	$0	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	63.8187	$932	$6,551,795	$6,552,727	$6,169,614	$21,300	$349,313	$12,500	

Total Funds Provided to the School Through the Consolidated Application	TBD
Total Federal Funds Provided to the School from the LEA for CSI	N/A
Subtotal of additional federal funds included for this school	$124,676
Subtotal of state or local funds included for this school	$6,428,051

Principal   **Marianne Williams**

School Site Council Chairperson   **Natalie Ellison**

EL Advisory Chairperson   **Carmen Avila**