



John Ehrhardt Elementary

Local Control Accountability Plan (LCAP) 2022-2023

Principal: Marianne Williams

County-District-School (CDS) Code: 34673146110118

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

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

IV. Goals, Actions and Services

John Ehrhardt Elementary | Focused Work: 2022-2023

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?

All stakeholders were involved in developing the LCAP/Annual Review and analysis.
Our site leadership met monthly on the following dates:8/26/21

- 9/30/21
- 10/28/21
- 1/27/22
- 2/24/22

- 4/28/22

Staff Meetings are held on the 1st and 3rd Monday of each month beginning in August 2021.

SSC met on the following dates

- 10/7/21
- 11/4/21
- 5/5/21

The comprehensive Needs Assessment (CNA) Planning team met with SSC on the following dates:

- 2/24/22
- 3/3/22
- 4/14/22

ELAC met on the following dates

10/19/21

4/26/22

PTO met on the following dates:

- 9/1/21
- 10/6/21
- 11/3/21
- 12/1/22
- 2/2/22
- 3/2/22
- 4/6/22

EGUSD Fall and Spring Parent Surveys

Impact of LCAP and Annual Update

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

During the LCAP evaluation, stakeholders determined which goals and actions we would continue and those that we would discontinue for the 2022/2023 school year. Additionally, during the Comprehensive Needs Assessment (CNA) process the planning team examined schoolwide data to identify actions, services, and strategies to implement to support the diverse needs of the students at the site. Specifically, we agreed that an AIT was needed to provide interventions, and additional technology to support student engagement. We also agreed that release time was needed so that teachers could have additional time during the contractual day to examine data, identify students in need of academic support, and plan interventions. Funding was also allocated to provide professional development for certificated and classified staff, structured recess, and support for PBIS and SEL. Funding for a parent liaison, tools to improve school-to-home communication, and family academic nights in an effort to improve family engagement and decrease chronic absenteeism, were also allocated.

Resource Inequities

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

N/A

Goals, Actions, and Progress Indicators

District Strategic Goal 1: All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.	District Needs and Metrics 1: Students need high quality classroom instruction and curriculum as measured by: <ul style="list-style-type: none"> • 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
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Site Goal 1.1

1.1 Provide high-quality Tier 1 and Tier 2 instruction, provide additional personnel, training, and tools to increase the percentage of students reaching proficiency in core content areas, and close the achievement gap in the lowest-performing subgroups in ELA and Math as measured by site-based local, district required and state assessments.

- 3rd-6th grade Math achievement will increase by 5% from 42% to 47% 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 24% to 29% 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 27% to 32% meets/exceeds standards.
- Hispanic students will increase by 5% in ELA from 51% to 56% 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)	
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Actions/Services 1.1.1

Principally Targeted Student Group

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?

<p>Supplemental personnel a) Hire a 1.0 FTE Academic Intervention Teacher to provide research-based small group interventions for targeted students in ELA and or Math.</p>	<p><u>Research Spotlight on Response to Intervention NEA Reviews of the Research on Best Practices in Education.</u> RTI seeks to prevent academic failure through early intervention, frequent progress monitoring, and increasingly intensive research-based instructional interventions for children who continue to have difficulty.</p> <ul style="list-style-type: none"> • Coriella, C. July 2006. Response-to-Intervention- An Emerging Method for LD Identification. Great Schools <p>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</p>	<p>Progress assessed through the following</p> <ul style="list-style-type: none"> • Beginning and end of the year diagnostics • EGUSD Interim Assessments • Pre/post assessments -administered by AIT every 6-8 weeks. • CAST/COOPS meetings • CAASPP (3rd-6th grade only)
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Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	\$92000	Certificated- Salaries	

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>Increase students' engagement in content areas:</p> <ul style="list-style-type: none"> • Providing district-approved digital resources that support instruction and provide intervention • Increasing opportunities of incorporating technology within content areas • Improving proficiency in computer skills • Increase opportunities for 	<p>Positive effect of technology on student achievement-Tamin R., Bernard, R., Borokhovshi, E., Abrami, P., & Schmid, R (2011) report of positive effects of technology on student achievement from 25 meta-analyses of 1,055 primary studies, See "What forty years of research says about the impact of technology on Learning; A second-order meta-analysis and validation study "Review of Educational</p>	<p>Review effective and efficient implementation of online resources by reviewing the following</p> <ul style="list-style-type: none"> • Usage/Participation rates/reports generated from software that shows use percentage and student progress. • Formative/Summative Assessment data • CAASPP scores

<p>engaging in hands-on cross-curricular science with ELA standards</p> <p>Purchases include but are not limited to: Accelerated Reader (AR), IXL ELA/Math Pear Deck Mystery Science</p>	<p>Research, 15 (3) 250-281 Technology with elementary students; effect size. 44 Technolgy in other subject areas:effect size: 55</p> <p>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 have a .60 effect size and RTI, 1.07 effect size.</p>	<ul style="list-style-type: none"> • EGUSD Interim Assessments in ELA and Math • Grade Level SMART goals assessment quarterly.
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Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	\$23700	Contracts/Services /Subscriptions	

Actions/Services 1.1.3

Principally Targeted Student Group

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>Provide district-approved supplemental instructional technology, resources, books, and materials to support AVID, grade-level standards, differentiated instruction, student engagement and small groups. Programs, technology, and supplemental resources will include but are not limited to:</p> <ul style="list-style-type: none"> • Scholastic News, Time for Kids • Reading games, materials • Math manipulatives • Other academic-related materials to support learning • AVID resources and materials • Additional technology includes but is not limited to printers, ink, Riso supplies, Ipads (teacher), Interactive SMART boards, ceiling-mounted 	<p>Research supports building student reading and math fluency using high interest, interactive programs that provide feedback and adjust to student performance levels.</p> <p>John Hattie: Visible Learning for Teachers; Maximizing Impact on Learning</p> <ul style="list-style-type: none"> • RTI has a 1.07 • Small-Group Learning has a .49 <p>Comprehension Programs Effect Size is .58.Small-Group Learning</p> <p>Proven methods, practices, and lessons aligned with established standards become the center of the professional dialogue. Results on local, state, and formative</p>	<p>Monitor effectiveness through the following:</p> <ul style="list-style-type: none"> • Admin calibrated walkthroughs to observe the implementation of CCSS and small group instruction • CAST/COOPS meetings • Grade-Level Trimester SMART goal results • Monthly grade-level meetings to determine progress toward AVID program component implementation • EGUSD Interim Assessments • CAASPP scores

<p>projects, etc.)</p> <p>(All purchases will be made from the district's approved list).</p> <p>Instructional Technology (Pending Site Tech Plan Approval) \$50,000</p> <p>AVID Supplies and Materials \$3,200</p> <p>Classroom supplemental supplies \$300 x 43 classrooms \$12,900</p>	<p>assessments get better and better. Such an alignment leads inevitably to better short- and long-term results on local and state assessments as well as on norm-referenced, alternative, and criterion-referenced assessments.</p> <p><i>Realizing the Promise of Standards-Based Education</i> <i>Mike Schmoker and Robert J. Marzano</i></p> <p>John Hattie's research states that intervention programs/</p>	
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Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	\$16100	Materials/Supplies/Equipment	
Title I – Basic (4900/3010)	\$50000	Materials/Supplies/Equipment	

Actions/Services 1.1.4

Principally Targeted Student Group

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>Increase students' access to a variety of books by the following:</p> <ul style="list-style-type: none"> • Provide culturally responsive materials and classroom library books for each classroom. • Increase the amount of high-interest fiction and nonfiction books for school and classroom libraries. • Increase the amount of multi-cultural books, multi-lingual, biographies, growth-mindset, anti-bullying, etc., 	<p>Teachers should reflect on course materials, texts, and practices to ensure cultural relevance with diverse groups of students. This helps make positive connections with students and increases student engagement. Student self-esteem and self-confidence also improve when course materials and practices are culturally responsive.</p> <p>According to the American Library Association, school libraries support student performance: improves reading test scores, higher academic achievement, and positive attitudes toward learning. (www.ala.org)</p> <p>Additionally, John Hattie's research also states that exposure to reading material has a .43 effect size</p>	<p>Monitor effectiveness of increasing the number of library books on campus by reviewing the following:</p> <ul style="list-style-type: none"> • Inventory of books/resources purchased • Walkthroughs and admin observations to access usage of books and materials • Library Usage/Check-out rate • Student Survey of books read/discussed

Funding Source	Amount	Description of Use

Actions/Services 1.1.5

Principally Targeted Student Group

- All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>GATE Resources and Materials Provide educational materials including resources and supplies to target the needs of GATE students and promote GATE identification. Includes funds for:</p> <ul style="list-style-type: none"> • Program implementation during, before, or after school through CREST, Robotics, and VAPA clubs. (Certificated Timesheets) • Support for NEHS, National Elementary Honor Society. (Materials/supplies) • Materials and equipment to support STEM, GATE, NEHS, and VAPA activities. (Materials/supplies) • Compensation the GATE Coordinator who will conduct district-required GATE information nights, conduct district-required GATE screening assessments, and help plan the Enrichment Program for GATE students. 	<p>Gifted programs (separate from advanced placement/high ability courses) provide specific curricula aimed at challenging students at the appropriate level. [See research on positive outcomes by Kulik, J. & Kulik, C.L. (1992) available at www.gifted.uconn.edu/nrcgt/rbdm9204.pdf and Goldring, E., (1990) "Classroom Organizational Frameworks for Gifted Education.</p> <p>Research from the National Association of the Gifted as well as other groups states assessment and family engagement are crucial in developing a comprehensive and successful gifted and talented support program. According to Hattie's Research: Accelerated Programs Effect Size 0.68</p>	<p>Monitor effectiveness of the GATE program by reviewing the following:</p> <ul style="list-style-type: none"> • Review site data and maintain and/or increase the percentage of students participating in our GATE program. • Student participation data will be reviewed twice each year as part of the Co-op/CAST • The administration of the yearly NNAT assessments and district GATE referral process. • Number of students enrolled in NEHS

Funding Source	Amount	Description of Use
GATE (7105/0000)	\$1250	Certificated- Salaries
GATE (7105/0000)	\$3147	Materials/Supplies/Equipment

Actions/Services 1.1.6

Principally Targeted Student Group

• All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p><u>Academic Field Trips</u> Provide access to and transportation for students to attend educational field trips. Provide access to and transportation for students to attend educational field trips. 6th grade= \$7000 5th grade=\$1200 4th grade=\$1200 3rd grade=\$1000 2nd grade=\$1000 1st grade=\$1000 Kinder=\$1000</p>	<p>The study found that, regardless of gender, ethnicity, or socioeconomic status, youth who take educational trips have better grades (59 percent), higher graduation rates from high school (95%) and college (63%), and greater income (12% higher annually). In fact, 89% said educational trips had a positive, lasting impact on their education and career because the trips made them more engaged, intellectually curious and interested in and out of school.</p> <p>Margy Natalie, acting onsite learning manager at the Smithsonian Institution's National Air and Space Museum,</p>	<p>Progressed measured through:</p> <ul style="list-style-type: none"> • Student work products based on the field trip • Student and parent surveys

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	\$13500	Contracts/Services /Subscriptions	

Actions/Services 1.1.7

Principally Targeted Student Group

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p><u>Professional Development Opportunities and Conferences</u> Provide opportunities for teachers, paras, and other staff to attend professional conferences to enhance their instructional practice or those that support proficiency in the four content areas, ELA, Math, Science, and History/Social Studies, or to increase our implementation of PLCs, High-Quality Instruction, SEL practices, AVID, technology, Culturally responsive teaching,</p>	<p>Well-designed and implemented PD should be considered an essential component of a comprehensive system of teaching and learning that supports students to develop the knowledge, skills, and competencies they need to thrive in the 21st century.</p> <p><i>Effective Teacher Professional Development</i> by Linda Darling-Hammond, Maria E. Hyler, and Madelyn Gardner</p> <ul style="list-style-type: none"> • Professional development 	<p>The impact of Professional Development will be measured by</p> <ul style="list-style-type: none"> • Administration Calibrated Walkthroughs • EGUSD's Intermin Assessment Data • CAASPP Data • Curriculum Embedded ELA and Math Assessment Data • PBIS Fidelity Inventory • EGUSD's SEL and Climate/Culture Survey Data • PLC Implementation rubric

designated/integrated ELD, and PBIS implementation efforts.

- Provide release time for teachers and other staff to attend PD or compensation for attendance after contractual time.
- Provide release time for teachers to observe peers, collaborate with an instructional coach, and plan for instruction to improve teaching practices.
- Provide compensation for classified staff to attend professional development/training /workshops
- Provide funding for AVID Professional Development for AVID Implementation

effect size .62

- Teacher credibility .90
- Teacher clarity, and other best practices yield results with an effect size of .71 to 1.07, substantiating the need for well-trained teachers.

- EL Walkthrough Data
- PD Registration Forms and Attendance Sheets

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	\$2000	Certificated- Timesheets	
Supplemental/Concentration (7101/0000)	\$1000	Classified- Timesheets	
Supplemental/Concentration (7101/0000)	\$18800	Contracts/Services /Subscriptions	

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
Provide support for English Language Learners throughout the day, tutoring opportunities before and after school, and extended learning opportunities during the	English Language Learners: A Policy Brief. National Council of Teachers of English. http://www.ncte.org/library	Monitor effective and efficient implementation of EL/Intervention program by reviewing the following: <ul style="list-style-type: none"> • Calibrated Administrative EL

summer. Provide certificated and classified staff to support English Language Learners assessment for Initial and Summative ELPAC and RFEP monitoring.

- Paraeducator support for EL students
- Tutoring support by certificated and classified staff
- EL Coordinator
- ELPAC Coordinator
- Materials to support ELPAC assessment
- Supplemental materials to support ELD instruction (All purchased made by w/approved vendors.)
- Release time to teachers and subs to support ELPAC testing
- Provide light refreshments, materials, incentives for ELAC meetings
- Provide professional development for staff to better support EL students.
- Provide translation and interpretation services
- Provide extended day/summer school opportunities for EL students.
- Provide resources and library books that support EL students and their families.
- Release time for teachers to meet with EL coach to analyze ELPAC data and plan instruction for designated and integrated ELD.

</mctefiles/resources/policyresearch/ellresearchbrief.pdf>

Mainstream classroom curriculum can be adapted successfully for EL students when teachers focus on communication and content, use visuals as an alternate to verbal instructions, teach the English language and subject matter simultaneously, build on the student's literacy in their native language, engage the parents and families, and respect that students benefit society when they are bilingual. 57% of EL students are born in the United States but do not achieve at the same rates as their English-proficient peers.

Program delivery, increases the likelihood of sustaining an effective ELD instructional program and promoting student outcomes. (Parrish, Linqanti, 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.

Hattie's research also 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

- observations walk-throughs
- ELPAC, ELPAC Alternative Assessment, and redesignation data
- EGUSD's Intermin Assessments
- CASPP data

Funding Source	Amount	Description of Use	
EL Supplemental (7150/0000)	\$13359	Certificated- Timesheets	

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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:

- 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 using data, to inform instruction in order to increase the percentage of students reaching proficiency by 5% as measured by the CASSPP and curriculum embedded assessments/, and on reducing achievement gaps for targeted subgroups. Grade Level PLCs 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 in each area: norms, Identification of Essential Outcomes, Collaboration, Intervention/Extension, Common Formative Assessments.

Based on grade level minutes

60% of staff were reviewing formative assessments during PLC

70% were developing instructional strategies

65% of staff were discussing the needs of specific students

Goals for PLC Meetings:

- Increase time spent on discussing strategies to improve student achievement by 5%.
- Increase time spent discussing individual students and subgroups by 5%

Metric: Assessment System

Actions/Services 2.1.1**Principally Targeted Student Group**

- All • Low Income

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>Provide grade level release days and resources to analyze data and plan and implement researched-based strategies Days will be used for planning and collaboration, and analyzing data.</p> <ul style="list-style-type: none"> • Grade level release days twice a year <ul style="list-style-type: none"> ◦ 41 teachers x \$180 x 2xs a year = \$14,760 	<p>Bryk and colleagues found that schools in their study characterized by a strong professional community were about four times as likely to see a substantial improvement in students' reading and math scores than schools that had a weak professional community.</p> <p><u>Teacher Collaboration In Perspective: A Guide to</u></p>	<p>Monitor effective implementation of PLCs by reviewing the following</p> <ul style="list-style-type: none"> • Grade level Common Formative Assessment Data • EGUSD's Interim Assessment Data • PLC agendas and minutes • PLC grade level SMART goals are assessed quarterly.

- Teachers will be compensated for working past contract hours and during the summer for planning time and collaboration with their grade levels. 41 teachers x \$40 x 6 hours=\$9,840

Research, Professional Learning community and an aligned curriculum saw substantial improvements in student reading scores, and 40 percent saw substantial improvements in math scores.

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

Funding Source	Amount	Description of Use
Supplemental/Concentration (7101/0000)	\$24600	Certificated- Timesheets

Actions/Services 2.1.2

Principally Targeted Student Group

- All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
Provide teachers time to meet with teams during CAST/Coops to analyze data, discuss student progress, especially our subgroups, and determine the next steps for students not meeting grade-level standards. CAST/COOPS 8 total days per year x 4 roving subs x \$180 approximate sub rate = \$5,760	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: <ul style="list-style-type: none"> 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)	\$5760	Certificated- Timesheets	

<p>District Strategic Goal 3:</p> <p>All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.</p>	<p>District Needs and Metrics 3:</p> <p>Students need a safe and engaging academic, social-emotional, and physical school environment as measured by:</p> <ul style="list-style-type: none"> • Cohort Graduation • Expulsion • HS Dropout • MS Dropout • Other (Site-based/local assessment) • School Climate • Social Emotional Learning • Suspension
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Site Goal 3.1

3.1 The amount of referrals and suspensions will decrease by 10% and school wide implementation of PBIS and SEL strategies will continue to focus on eliminating disproportionality in discipline practices. We will improve our overall score on the Tiered Fidelity Inventory (TFI) and decrease the amount of student needing Tier 2 and Tier 3 supports.

According to various data sources:

- Suspension percentages for the school years Q1-Q-3: 18/19- 1.2%, 19/20- 0.7%, 21/22-1.5%
 - Suspension rates for African American have slightly increased overall from 4.2% to 4.8%
 - Suspension rates for Foster Youth decreased from 27.3% to 0%
 - Suspension rates for Students with Disabilities have slightly increased from 1.7% to 1.8%
- In 19/20, there were 480 Behavior Incidents. So far, for the 21/22 school year, there have been 314 Behavior Incidents.
- PBIS Tier 1 Overall implementation (Tiered Fidelity Inventory) : 2018=73%, 2019= 73%, 2021= 57%, 2022 = 93%

We will continue our implementation of PBIS Tier 1 supports and begin Tier 2 training for the 2022-2023 school year.

Metric: School Climate	
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Actions/Services 3.1.1

Principally Targeted Student Group

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>Provide structured recess by a district-approved vendor/agency to support character education, and teach teamwork. Provide anti-bullying, character education, and multi-cultural assemblies by district-approved vendors to support PBIS implementation. Vendors/agencies will teach the following skills:</p> <ul style="list-style-type: none"> • team building • conflict resolution • student leadership • school-connectedness • tolerance • pro-social skills • character education <p>(Structured recess, 2 coaches, two days per week, four hours per day=\$25,000).</p> <p>Provide additional yard 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 yard supervision will also support students who have been identified as needing Tier 1 and 2 interventions.</p>	<p>Per Hattie's research, student outcomes increase by the use of the following:</p> <p>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</p>	<p>The PBIS Tier 1 team will review the following:</p> <ul style="list-style-type: none"> • Monthly student discipline and suspension data. • Pre/Post-Tiered Fidelity Inventory (TFI) • Student, Parent, and Staff Climate and Culture surveys • Teacher and student feedback twice a year on effectiveness of ASSIST • Informal observations of Yard supervisors interactions during recess/lunch periods

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	\$25000	Contracts/Services /Subscriptions	
Supplemental/Concentration (7101/0000)	\$31390	Classified- Timesheets	

Actions/Services 3.1.2
Principally Targeted Student Group
• All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?

Purchase supplemental resources/materials to support the SEL curriculum, Morning Meetings, Trauma-Informed Classrooms. (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: <ul style="list-style-type: none">• Monthly- behavior referrals and suspension data.• Pre/Post-Tiered Fidelity Inventory (TFI)• Student, Parent and staff climate and culture surveys.
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Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	\$1460	Materials/Supplies/Equipment	

Actions/Services 3.1.3

Principally Targeted Student Group

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p><u>PBIS Implementation</u></p> <p>Provide release day or timesheet PBIS team to analyze behavior data, examine Tier Fidelity Inventory (TFI) score, and plan steps for increased implementation. The PBIS team will review the following:</p> <ul style="list-style-type: none"> • Monthly- behavior referrals and suspension data. • Pre/Post-Tiered Fidelity Inventory (TFI) • Student, Parent, and staff climate and culture surveys. • Attendance data <p>(3 roving subs x180 average daily sub rate =\$540)</p> <p>Provide funding to train classified staff (Para- Professionals, Yard Supervisors, and Office staff) on PBIS Tier 1 after contractual time. (\$1,000 for timesheets)</p> <p>PBIS Materials/Resources and Supplies Purchase additional signage,</p>	<p>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).</p> <p>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)</p> <p>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</p>	<p>Review the effectiveness of the PBIS Tier 1 Team release day by reviewing the following:</p> <ol style="list-style-type: none"> 1. Sign Ins from the Release days 2. Spring 2022 TFI score 3. Climate and Culture Survey 4. Behavior Incidents and Suspension Data

posters, and banners that clearly delineate our school-wide PBIS expectations and improve campus safety.
 (\$1,000 for PBIS Materials/Resources)

Funding Source	Amount	Description of Use	
PBIS (7440/0000)	\$1000	Materials/Supplies/Equipment	
Supplemental/Concentration (7101/0000)	\$1540	Certificated- Timesheets	

<p>District Strategic Goal 4:</p> <p>All students will benefit from programs and services designed to inform and involve family and community partners.</p>	<p>District Needs and Metrics 4:</p> <p>Students need parent, family and community stakeholders as direct partners in their education as measured by:</p> <ul style="list-style-type: none"> • 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
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Site Goal 4.1

Increase authentic relationships, school connectedness, and partnerships between school and home, specifically reaching out to underserved and disengaged families. According to the School Climate survey from 2019/20

- 83% of parents had favorable responses in the area of school connectedness
- 92% indicated a respectful and welcoming school environment

In the above three areas, we will like to increase percentages overall by 5%.

Metric: Relationships Between Staff and Families

Actions/Services 4.1.1

Principally Targeted Student Group

• All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
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Continue to support Parent Teacher Home Visit Project by doing the following:

- Encourage teachers to attend PTHV training,
- inviting FACE to a staff meeting to discuss the impact of the PTHV project
- Including information in the school newsletter explaining what a PTHV is and how to request one
- Have teachers who conduct visits share the impact
- Include numbers of PTHV in the Staff Bulletin and family newsletter

Research supports the efficacy of home visits (see PTHVP website, Dr. Karen Mapp's books "Beyond the Bake Sale" and "Powerful Partnerships". The CDE's Family Engagement Toolkit also confirms this practice.

After a three year study of 14 schools engaging in teacher home visits for students, researchers at the California State University at Sacramento (CSUS) found evidence that home visits could increase student performance, jumpstart parent involvement, reduce discipline problems and increase overall positive attitudes toward school. If done correctly, a home visit program can give teachers, parents, and students a better opportunity for connection, communication, and collaboration.

Monitor the effectiveness of the PTHV project by reviewing the following:

- Exit Surveys of Families/staff
- School Climate and Culture Data
- Increase the number of teachers trained to conduct home visits by 5%
- Increase the number of Home Visits by 5% examining the number of Home Visit Logs

Funding Source	Amount	Description of Use	

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>Provide parent engagement and educational opportunities for families and community members. Teachers will be compensated for planning/prepping and implementing family engagement opportunities. These will include:</p> <ul style="list-style-type: none"> • Academic Family Nights (ELA/Math and Science) • Multicultural events • Child care will be offered by classified employees. 	<p>Parent involvement in education is crucial. No matter their income or 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</p>	<p>Monitor effectiveness of Family Nights by reviewing the following:</p> <ul style="list-style-type: none"> • Sign in sheets from events • Event Surveys • Event Calendar • School Climate and Culture Survey

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	\$12994	Certificated- Salaries	

Actions/Services 4.1.3

Principally Targeted Student Group

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>Provide ongoing communication between school and home.</p> <ul style="list-style-type: none"> School-wide communication folders will be purchased to be used weekly as communication between school and home for TK, Kinder-6th grades. (1000 materials) Agendas will be purchased for 3rd-6th grade students. (1500 Materials) Monthly school-wide newsletter Welcome back to School Postcards 	<p>The most accurate predictors of student achievement in school are not family income or social status, but the extent to which the family creates a home environment that encourages learning, communicates high yet reasonable expectations for the child's achievement, and becomes involved in the child's education at school.</p> <p>National PTA. 2000. <i>Building Successful Partnerships: A Guide for Developing Parent and Family Involvement Programs</i>. Bloomington, Indiana: National Education Service, 11–12.</p>	<p>Progress assessed though the following:</p> <ul style="list-style-type: none"> Increase family participation in conferences, BTSN, Open House, and parent family nights. Sign-in sheets at these events will be used to determine increased participation

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	\$1000	Certificated- Salaries	
Title I – Basic (4900/3010)	\$2500	Materials/Supplies/Equipment	

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>Hire a parent liaison(s) to proactively connect with families, increase school connectedness, and decrease chronic absenteeism. Parent liaison duties will include but are not limited help plan, organize parent nights, coffee hours, help publish school newsletters, create flyers, update School's Facebook page, and reach out to parents regarding school attendance. (Parent Liasion will be compensated up to 100 hours per year. Timesheet either a classified or certificated employee to fulfil this role)</p>	<p>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</p> <p>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.</p> <p>Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance. This relationship between attendance and achievement may appear early in a child's school career. Romero, M., and Lee, Y. (2007). <i>A National Portrait of Chronic Absenteeism in the Early Grades</i>. New York, NY: The National Center for Children in Poverty.</p>	<p>Monitor the effectiveness of Attendance Improvement initiatives by reviewing the following:</p> <ul style="list-style-type: none"> • Attendance Contracts • Sign In Sheets from Family Nights, Workshops • Flyers • Monthly Newsletters • Parent Surveys • Monthly Attendance Reports showing attendance rates from Synergy

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	\$4000	Certificated- Salaries	

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.

V. Funding

John Ehrhardt Elementary (249) | 2022 - 2023

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	0.0000	\$0	\$22,684	\$22,684	\$22,684	\$0	\$0	\$0	\$0
7101 LCFF Supplemental Concentration TK-6 0000 Unrestricted	0.0000	\$0	\$127,350	\$127,350	\$61,600	\$30,360	\$34,390	\$1,000	\$0
7105 Gifted and Talented Education (GATE) TK-6 0000 Unrestricted	0.0000	\$0	\$4,397	\$4,397	\$4,397	\$0	\$0	\$0	\$0
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	0.0000	\$0	\$13,359	\$13,359	\$13,359	\$0	\$0	\$0	\$0
7440 Positive Behavior Incentive Supports 0000 Unrestricted	0.0000	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
4900 Director of School Improvement Support 3010 ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	0.0000	\$0	\$199,994	\$199,994	\$155,500	\$0	\$25,000	\$19,494	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	0.0000	\$0	\$368,784	\$368,784	\$257,540	\$30,360	\$60,390	\$20,494	

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	\$199,994
Subtotal of state or local funds included for this school	\$168,790

Signatures: (Must sign in blue ink)

Date

Principal

School Site Council Chairperson

EL Advisory Chairperson
