



John Ehrhardt Elementary

Local Control Accountability Plan (LCAP) 2020 - 2021

Principal: _

(Signature): _

County-District-School (CDS) Code: 34673146110118

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

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

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

Goal Setting

State Priorities

Conditions of Learning:

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

Pupil Outcomes:

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

Engagement:

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

Strategic Goals

Goal 1: High-Quality Classroom Instruction and Curriculum

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

Goal 2: Assessment, Data Analysis, & Action

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

Goal 3: Wellness

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

Goal 4: Family and Community Engagement

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

Stakeholder Engagement

Involvement Process for LCAP and Annual Update
<p>How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?</p> <hr/> <p>Gathering of input for the 2020-21 school year began in the Fall. Parent and Community groups have been provided opportunities to discuss the LCAP and LCFF at monthly PTA meetings, SSC, ELAC, parent coffee hours, and through completed surveys. SSC meetings were held on 9/19/19, 10/17/19, 12/9/19, 3/5/20, and 4/23/20. ELAC Meetings were held on 10/17/19, 1/16/20, 3/12/20 and 4/22/20. Electronic surveys were sent to families, students, and staff and data collected January through April. Data from surveys was prioritized and shared at staff meeting on 10/2/19 and 4/22/20. The SSC discussed and conducted the annual review, drafted a preliminary budget and approved the draft of the LCAP on 4/23/20.</p>
Impact of LCAP and Annual Update
<p>How did these consultations affect the LCAP for the upcoming year?</p> <hr/> <p>Through these consultations, parents encourage the continued professional development of our teachers and staff around Trauma, culturally responsive teaching and student engagement. In addition, both parents and staff have advocated for increasing the Vice Principal position to fulltime, adding additional support during recess and lunch and purchasing additional technology. Funds were allocated based on stakeholder priorities.</p>

Resource Inequities

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

Goals, Actions, and Progress Indicators

<p>District Strategic Goal 1:</p> <p>All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.</p>	<p>District Needs and Metrics 1:</p> <p>Students need high quality classroom instruction and curriculum as measured by:</p> <ul style="list-style-type: none"> • A-G Completion • Access to Courses (Honors, AP/IB, CTE) • AP/IB Exams • CAASPP • Content Standards Implementation
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- CTE Sequence Completion
- EAP
- Other (Site-based/local assessment)
- Progress toward English Proficiency
- Redesignation
- Teacher Assignment

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

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 assessments (formally SBAC.)

- 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

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Program Administrator (.5 FTE)</p> <p>Secure 0.5 FTE of Program Manager who will support FHIQ instruction by supervising and evaluating certificated and classified staff. The Program Manager will also support the tiered, individualized academic support systems provided to students not meeting proficiency on grade level standards (primarily SED, EL, and FY). The Program Manager will also assist in developing, refining and monitoring school-wide EL/Intervention programs, Pro Social (PBIS) programs. (.25 of Program Manager salary funded from Goal 1 and .25 of Program Manager salary funded from Goal 3)</p>	<p>John Hattie's research states that providing teacher evaluation, reflection and feedback has a .9 effect size. Hattie also states that intervention programs have a RTI 1.07 effect.</p>	<p>Review effective and efficient implementation of EL/Intervention program by using:</p> <ul style="list-style-type: none"> -CAASPP -K/1 Benchmark -Interim assessments -Formative assessments -ELPAC -Classroom observations -Calibrated Administrative walk-throughs -Teacher evaluations

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$37981	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="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?
<p>Purchase supplemental resources, supplies and Instructional technology to fully</p>	<p>Hattie's research supports that working equipment provides students higher levels of</p>	<p>Review effective and efficient implementation of use of supplemental resources, supplies and</p>

implement Common Core State Standards and to support Distance Learning and or the Transitional Model including but not limited to Copier/Riso supplies, replacement parts, laminating supplies, extra paper, LCD projectors, computer monitors, doc cameras, printers, etc. All purchases will be made from EGUSD's approved vendors list).	access to supplemental supports and technology than non-functional equipment.	technology by reviewing: <ul style="list-style-type: none"> • Site equipment matrix • Work orders • Supply inventory records • Formative and Summative Assessments
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Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$5100	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.1.3

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 subscriptions to online resources, (Accelerated Reader & Mobymax) for students to practice and attain proficiency in Math, Reading and computer technology skills. (Please note that Accelerated Reader and Moby Max have been submitted and are going through the review process. They are temporarily approved for the 2020-21 school year unless they are adopted by the Board for future use.) Purchase Pear Deck Subscriptions for 6th and 5th grade to support Distance Learning and beyond.	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 <ul style="list-style-type: none"> • 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)	\$7200	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="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 additional supplies to implement Next Generation Science Standards (@\$150.00 per grade level. All purchases will be made from district's approved list).	Per Hattie's Research student outcomes improved by the use of the following: Science Programs .48 Small Group Learning .49 Problem Solving Teaching .68	Review effective implementation of purchasing NGSS science materials by reviewing the following: <ul style="list-style-type: none"> • 5th Grade CAASPP Scores • Grade Level Common Formative Science Assessments

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$1000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.1.5

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 resources, materials, and supplies to differentiate instruction, support small group and WIN time based on assessed needs of students (\$300 per teacher allocation. All purchases will be made from 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: <ul style="list-style-type: none"> • 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)	\$8800	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.1.6

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?
Purchase additional high interest books for the school and classroom libraries, 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: <ul style="list-style-type: none"> • K-1 Benchmark Assessments • Interim Assessments (Fluency and Spelling) • SBAC Interim Assessments data • Grade level Formative Assessment Data • CAASPP

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$20000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.1.7

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 NEHS membership renewal, NEHS supplies and supplemental resources and materials from district approved list for GATE afterschool program. Provide Extended day program for GATE Identified students. GATE Coordinator will conduct district required GATE information nights , conduct district required GATE screening assessments, and	Research from National Association of the Gifted as well as other groups states assessment and family engagement are crucial in developing a comprehensive and successful gifted and talented support program. According to Hattie's Research: Accelerated Programs Effect Size 0.68	Monitor effectiveness of the GATE program by reviewing the following: <ul style="list-style-type: none"> • Sign in sheets from GATE parent night • GATE qualification data • District Common Assessment data • SBAC Interim Assessments • Informal Observations • GATE Attendance

help plan Enrichment Program for GATE students.

Funding Source	Amount	Description of Use		
GATE (7105/0000)	\$1000	Materials/Supplies/Equipment	Edit	Delete
GATE (7105/0000)	\$3350	Certificated Salaries	Edit	Delete

Actions/Services 1.1.8

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 before/afterschool targeted tutoring to students not meeting grade level standards in reading and or math. Funding will be used certificated and or classified staff and for intervention materials	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 Program Effect size .58 RTI 1.07	Monitor effective and efficient implementation of tutoring program by reviewing the following: <ul style="list-style-type: none"> K/1 Benchmark SBAC Interim Assessments Classroom Observations Calibrated walk-throughs Before/Afterschool attendance

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$6600	Certificated Salaries	Edit	Delete
Supplemental/Concentration (7101/0000)	\$1000	Materials/Supplies/Equipment	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 co-plan EL Tutoring. (EL Coordinator Stipend 1000.00) 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: <ul style="list-style-type: none"> K/1 Benchmark SBAC Interim assessments Formative assessments Classroom observations Calibrated Administrative walk-throughs Teacher evaluations ELPAC Scores

Funding Source	Amount	Description of Use		
EL Supplemental (7150/0000)	\$1500	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
EL Supplemental (7150/0000)	\$1000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7101/0000)	\$1000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.2.2

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 before/after school targeted tutoring in reading and math for EL students based on assessed need of student and funding for supplemental materials for EL instruction, intervention, and enrichment (e.g., Imagine Learning for EL students who are not Newcomers). All purchase 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 EL/Intervention and tutoring program by reviewing the following: <ul style="list-style-type: none"> • K/1 Benchmark • SBAC Interim assessments • Formative assessments • ELPAC • Classroom observations • Calibrated Administrative walk-throughs • Before/After School tutoring attendance

Funding Source	Amount	Description of Use		
EL Supplemental (7150/0000)	\$1000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
EL Supplemental (7150/0000)	\$5383	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.2.3

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: <ul style="list-style-type: none"> • Timesheets • ELPAC Testing Calendar • ELPAC Scores

Funding Source	Amount	Description of Use		
EL Supplemental (7150/0000)	\$1655	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.2.4

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?
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Provide release time for teachers to receive professional development and plan designated and integrated ELD.	<p>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.)</p> <p>Professional Development for EL Teachers Effective EL teachers need language skills and knowledge and the ability to teach listening, speaking, reading and writing.</p>	<p>ELPAC assessment data will be reviewed yearly to determine progress of EL students.</p> <p>Additionally, each PLC team will also regularly review the following Assessment Data to determine progress of EL students</p> <ul style="list-style-type: none"> Grade level Common formative assessment data District-wide assessment data SBAC Interim
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Funding Source	Amount	Description of Use		
EL Supplemental (7150/0000)	\$1000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

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)

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

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. 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 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 grade level release day (1 day for the 3rd Trimester) 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 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 <ul style="list-style-type: none"> 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)	\$4400	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="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. (Pending reopening of Schools)	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)	\$0	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="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 a Fall and Spring Academic Conference/Co-Ops where teachers meet, 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 standards and progress of EL, African American, and low socio-economic students. (During school closures, Co-Ops will be held during the contractual day and no subs are needed at this time).	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: <ul style="list-style-type: none"> • 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)	\$0	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 2.2

2.2 Assessment- Use assessment data to guide instruction.

Metric: Data and Program Evaluation

Actions/Services 2.2.1

Principally Targeted Student Group

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?

<p>Purchase additional headphones to increase access and proficiency with online formative and summative assessments tools and to support instruction (All purchases will be made from district's approved list).</p>	<p>John Hattie's research states that using technology based, CCSS aligned, practice/enrichment activities raises students engagement while providing equitable access for all students.</p>	<p>Monitor effective use of Chromebooks and other technology by reviewing the following:</p> <ul style="list-style-type: none"> • SBAC Interim Assessment data • Formative and Summative Assessment data • CAASPP
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Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$7300	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

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

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

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Program Administrator, Academic Intervention/EL/PBIS Focus (.5 FTE)</p> <p>Secure 0.5 FTE of Vice Principal (VP), who will support the tiered and individualized academic support systems provided to students not meeting proficiency standards (principally SED, EL, and FY). The VP will assist in developing/refining school-wide EL/Intervention programs, Pro Social (PBIS) programs. Individual student progress will be monitored and support systems will be refined. (.25 of VP salary funded from Goal 1 and .25 of VP salary funded from Goal 4).</p>	<p>Research confirms that tiered/responsive academic and social emotional school-wide support systems increase student achievement (comprehensive RTI research is universally accepted- see various studies from University of Minnesota, National Association of School Psychologists, IDEA frameworks).</p> <p>Hattie's research also states the following: Decreasing disruptive behavior-effect size .53 Self Concept effect size .46 Reducing anxiety effect size .48 Student expectation effect size 1.44 Adult/Student relationships effect size .72</p>	<p>The PBIS Tier 1 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.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$37981	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 3.1.2

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 support by a district approved vendor/agency (3 days a week for 20 weeks) to teach team building, conflict resolution skills, decrease disruptive and disrespectful behavior, increase student leadership skills, anti-bullying and to support character education/PBIS Tier and Tier 2. (Pending reopening of school campuses) PE/Recess will also be purchased to maintain high engagement in physical activity.	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: <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.		
Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$19638	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 3.1.3

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 subscription to online SEL curriculum, Professional Development books to support SEL. (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.		
Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$1600	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7101/0000)	\$1000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 3.1.4

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?		
PBIS Professional Development and Planning- 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.	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	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.Attendance data		

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

Funding Source	Amount	Description of Use		
PBIS (7440/7510)	\$1000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 3.1.5

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 that clearly delineates school-wide PBIS expectations.	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: <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

Funding Source	Amount	Description of Use		

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

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

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: <ul style="list-style-type: none"> • Exit Surveys of Families/staff • School Climate and Culture Data

Funding Source	Amount	Description of Use		
Family & Community Engagement (7415/0000)	\$5000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7101/0000)	\$8000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="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?
Provide one Family Night each trimester to foster home to school partnerships and provide educational opportunities for families and community members. Funding for 27 hours of Stipends (3 teachers/classifiedx3hoursx3trimesters)	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: <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		
Family & Community Engagement (7415/0000)	\$1500	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 4.1.3

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 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	A safe learning environment is essential for students of all ages. Without it they are unable to focus on learning the skills needed for a successful education and future. When violence is part of the educational setting, all students are affected in some way. 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.	Monitor the effectiveness of Visitor/Parent security check-system by reviewing the following: <ul style="list-style-type: none"> • Electronic Sign-In records • School Climate and Culture Surveys

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$1500	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="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?
Proactively meet with families, connect with district supports and provide attendance incentives and support for improved attendance/academics. Continue to implement daily Morning Meetings to increase school connectedness and decrease absences. Provide parents with parenting support and education via newsletters, flyers, marquee, workshops, etc. on the impact of absenteeism.	<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>Monitor effectiveness of Attendance Improvement initiatives by reviewing the following:</p> <ul style="list-style-type: none"> • Attendance Contracts • Sign In Sheets from Workshops • Flyers • Newsletters • Parent Surveys • Monthly Attendance Reports from Synergy

Funding Source	Amount	Description of Use		

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 2020 - 2021**

IV. Funding

John Ehrhardt Elementary - 249

Fund Source Mgmt. Code/Description Resc. Code/Description	FTE	Carry Over	Allocation	Subtotal	EGUSD Strategic Goals				Balance
					1 - Curriculum and Instruction	2 - Assessment	3 - Wellness	4 - Family Engagement	
1510 Regular Education (TK-6) 0000 Unrestricted	0	\$0	\$23,258	\$23,258	\$23,258	\$0	\$0	\$0	\$0
1511 Regular Education (TK-6) - Allocated FTE 0000 Unrestricted	0	\$0	\$29,280	\$29,280	\$29,280	\$0	\$0	\$0	\$0
7101 LCFF Supple/Conc TK - 6 0000 Unrestricted	0	\$0	\$170,100	\$170,100	\$88,681	\$11,700	\$60,219	\$9,500	\$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 7510 Low Performing Student Block	0	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	0	\$0	\$235,176	\$235,176	\$152,757	\$11,700	\$61,219	\$9,500	

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	\$0
Subtotal of state or local funds included for this school	\$235,176

<table border="1"> <thead> <tr> <th colspan="2">Benefits Calculator for Timesheets</th> </tr> </thead> <tbody> <tr> <td><input checked="" type="radio"/> Certified</td> <td>Staff Amount \$ <input type="text"/></td> </tr> <tr> <td><input type="radio"/> Classified</td> <td>Benefits Amount \$ <input type="text"/></td> </tr> <tr> <td></td> <td>Total \$ <input type="text"/></td> </tr> </tbody> </table>		Benefits Calculator for Timesheets		<input checked="" type="radio"/> Certified	Staff Amount \$ <input type="text"/>	<input type="radio"/> Classified	Benefits Amount \$ <input type="text"/>		Total \$ <input type="text"/>	<p>Signatures: (Must sign in blue ink) Date</p> <p>Principal Marianne Williams _____</p> <p>School Site Council Chairperson Tami Green _____</p> <p>EL Advisory Chairperson Alejandro Barba _____</p>
Benefits Calculator for Timesheets										
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