



Elliott Ranch Elementary

Local Control Accountability Plan (LCAP) 2020 - 2021

Principal: _

(Signature): _

County-District-School (CDS) Code: 34673146120034

**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

<p>Involvement Process for LCAP and Annual Update</p> <hr/> <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>Our staff worked together to review and analyze last year's LCAP plan and it's impact on students as it relates to the Eight State Priorities and EGUSD's four Strategic Goals. The Leadership Team met throughout the year to discuss actions and services that would appropriately support students and teaching. Staff was provided a survey to seek input for goal setting for 2020-2021 school year. Our PBIS Tier II Team meets biweekly and our Tier I Team meets monthly to track student discipline data.</p> <p>Our English Language Learner Community is supported by an EL Team that includes a teacher-leader and parents. The team targets how we can best serve our EL Students and seeks stakeholder input that drives the LCAP planning process. Our School Site Council reviewed Elliott Ranch's data related to EGUSD's four strategic goals and our progress toward our goals. The Council provides input and suggestions based on student need. This, in conjunction with ongoing and continued conversations with all stakeholders, has provided valuable input for creating this year's LCAP. The following were opportunities for stakeholders to be a part of the planning process for this LCAP/Annual Review and Analysis:</p> <ul style="list-style-type: none"> - Elliott Ranch Leadership Team Meetings on 8/6/19, 8/26/19, 10/14/19, 11/4/19, 12/2/19, 1/6/20, 2/3/20, 3/2/20, 3/31/20 - School Site Council on 10/2/19, 11/6/19, 2/5/20, 3/5/20, 5/7/20 - ELAC on 12/12/19, 1/12/19, 3/5/20 - Staff meetings on 8/12/19, 10/28/19, 12/9/19, 1/6/20, 3/9/20, 4/14/20 - Back to School Night on 8/13/19 <p>Continual input is sought through ongoing stakeholder and parent communication through: newsletters, parent nights, awards assemblies and school functions.</p>
<p>Impact of LCAP and Annual Update</p> <hr/> <p>How did these consultations affect the LCAP for the upcoming year?</p> <hr/> <p>The ongoing inclusion of our stakeholders allowed them to provide meaningful input which we were able to integrate into our LCAP. This process also allowed us to gather feedback from stakeholder groups that had not previously participated in the school plan development process. The following budget items were <u>added/increased</u>:</p> <p>A part-time AIT Intervention Teacher has been hired to remediate reading gaps for our struggling students, specifically for phonics for students in grades 1-3 and fluency for students in grades 4-5.</p>

Resource Inequities

<p>Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.</p>
<p>n/a</p>

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 • CTE Sequence Completion • EAP • Other (Site-based/local assessment) • Progress toward English Proficiency • Redesignation • Teacher Assignment
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Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

Site Goal 1.1

Elliott Ranch Site Goal 1.1 is to increase the number of students who meet or exceed standards in English Language Arts for all 3rd-6th grade students from 72% to 74% as measured by the 2021 CAASPP, and to increase the number of students who meet or exceed standards in Mathematics from all 3rd-6th grade students from 69% to 72% as measured by the 2021 CAASPP.

Metric: CAASPP

Actions/Services 1.1.1

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>Grade-level teams and administration will collaborate during weekly early-out days and site-funded release days to collaborate as Professional Learning Communities on what students should learn, how to know whether they've learned it, what to do if they haven't learned it, and what to do if they already know it. Grade-level teams and administration will analyze common assessment data to monitor student progress towards state standards and site academic goals. Teachers will increase their expertise by attending professional learning opportunities in ELA, Math, NGSS and Social Studies. They will also gain proficiency in new district-provided assessment-creation software Illuminate.</p> <p>Supplemental/Concentration: Data Dialog Days (2 half-days -- Oct/Mar) 28 teachers in 2 shifts @ \$85/day = \$2,380</p>	<p><i>Visible Learning for Literacy: Implementing Practices that Work Best to Accelerate Student Learning</i>, Fisher, Frey, Hattie 2016.</p> <p><i>Visible Learning</i>, John Hattie, 2009</p> <p>Hattie's meta-analyses identify such high-yield strategies for increased learning as;</p> <ul style="list-style-type: none"> • Collective teacher efficacy (1.57 effect size, with .40 indicating one-year of student growth); • Teacher clarity (.75); • Using feedback (.75); and • Using formative evaluation (.68). 	<p>Teachers will regularly measure student progress with multiple tools including: CAASPP, K/1 Benchmarks assessments, interim and formative assessments developed by the grade level teams, ELPAC data, classroom observations and administrative walk-throughs. Teachers will meet during Data Dialog Days to collaborate in monitoring student progress and to coordinate teaching to remediate for struggling students and to enrich lessons for high-achieving students.</p>

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$2380	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 1.2

Provide targeted instruction for students assessed to be below grade level according to SBAC data and grade-level common assessments, plus increase the efficiency of initial teaching and capacity of PLC's to close the achievement gap by providing professional development opportunities in research-based best practices. Our goal is to close the achievement gap with the lowest performing subgroups in **ELA** according to the SBAC 2021 and the California's Accountability Dashboard:

- African American students will move from 41% meets or exceeds standards to 52% (Yellow to Green)
- Socioeconomically Disadvantaged students will move from 48% meets or exceeds standards to 54% (Orange to Yellow)
- Students with Disabilities will move from 30% meets or exceeds standards to 52% (Yellow to Green)

Our goal is to close the achievement gap with the lowest performing subgroups in **MATHEMATICS** according to the SBAC 2020 and the California's Accountability Dashboard:

- African American students will move from 35% meets or exceeds standards to 66% (Yellow to Green)
- Socioeconomically Disadvantaged students will move from 42% meets or exceeds standards to 59% (Green to Green))
- Students with Disabilities will move from 30% meets or exceeds standards to 67% (Yellow to Green)

We must also differentiate instruction for those students who demonstrate the highest levels of achievement and who are designated according to district standards as qualifying for GATE programming.

Metric: CAASPP

Actions/Services 1.2.1

Principally Targeted Student Group

- 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?
<p>1. Tier II Interventions: Our Academic Intervention Teacher on contract will utilize Guided Reading strategies for struggling students. The focus for the AIT will be remediating phonics gaps for students in Kindergarten through Grade 3. She will assist struggling students in Grades 4-6 as needed, focused mainly on reading fluency. We will add number sense to her assignments when possible as well.</p> <p>In addition, we will host our after-school remediation, Launch Pad, for students of concern. The remediation sessions run twice a week for 4 weeks beginning late October and again in March. Students are identified by grade-level teams, as they analyze common assessment data to monitor student progress towards state standards and site academic goals.</p> <p>2. Tier I Instruction: Students in Grades K-6 will be taught by their classroom teachers at their instructional levels using Guided Reading daily. Schoolwide, we encourage Accelerated Reader challenges, with full support from our Librarian.</p> <p>Teachers will attend professional learning, including the district-provided <i>Outward Mindset series/ Engagement by Design</i> by Doug Fisher. A group of ten teachers plus administration are also continuing a book study of <i>Culturally Responsive Teaching and the Brain</i>, by Varetta L. Hammond.</p> <p>Academic Intervention Teacher (92 days for 2.5 hours/day @ \$45/hr) = \$10,350 After-school remediation Launch Pad (4 teachers for 2.5 hrs/wk for 8 wks @ \$45/hr = \$7,200)</p>	<p>John Hattie's <i>Visible Learning</i> research indicates effect size gains beyond a year of growth for:</p> <ul style="list-style-type: none"> • RTI (1.07); • Teaching strategies (.62); and • Small group learning (.49). 	<p>Teachers regularly measure student progress with multiple tools including: CAASPP, K/1 Benchmarks assessments, interim and formative assessments developed by the grade-level teams, ELPAC data, classroom observations and administrative walk-throughs.</p>

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$10350	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7101/0000)	\$7200	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.2.2

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?		
GATE students will be invited to participate in a one-hour weekly after-school pull-out enrichment opportunity. Enrichment will include: foreign language instruction, Bridge Building (STEM), and Strategy Games. GATE teacher @\$45/hr for 62 days = \$2,790. Materials/supplies cost \$1,000, and contracts/services cost \$550.	John Hattie, <i>Visible Learning for Teachers: Maximizing Impact on Learning</i> , shows effect sizes for: Instructional quality (1.0); Creativity programs (.65); and Small group learning (.49).	For the 2019-2020 school year we had 95 students qualify under the District's GATE criteria. SBAC scores of these students will be at the "Standard Exceeded" or "Standards Met" level in both Mathematics & English/Language Arts.		
Funding Source	Amount	Description of Use		
GATE (7105/0000)	\$2790	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
GATE (7105/0000)	\$1000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
GATE (7105/0000)	\$550	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.2.3

Principally Targeted Student Group				
• Foster Youth				
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?		
Collaborate with EGUSD Foster Youth Services staff in supporting student enrollment, transfer of school records, educational case management services, academic tutoring, staff training, and relevant educational laws that pertain to students in foster care. Routinely check on learning and social-emotional progress of our foster youth during our bi-monthly MTSS Tier II team meetings, and consider referring for mental health counseling if that type of support is needed. -	Source: Research by John Hattie (December, 2017) visiblelearningplus.com Reducing anxiety - Effect size: .48 Response to intervention - Effect size 1.07	Use of data infrastructure to regularly monitor foster youth academic outcomes, including that such students have access to supplemental academic resources and support services necessary to ensure equity and close the academic achievement gap.		
Funding Source	Amount	Description of Use		

Site Goal 1.3

Elliott Ranch Site Goal 1.3 is to increase the number of EL students who achieve English-language proficiency. In 2019-20, 15.3% of our EL students were redesignated English-language proficient. Next year, we will redesignate 17% of our EL students.

Metric: Redesignation

Actions/Services 1.3.1

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?		

1. ELPAC Coordinator will ensure that the initial and summative ELPAC assessments are completed according to timelines. Data from assessments will be used to guide ELD instruction. The ELPAC Coordinator is a certificated staff member. We will use funds to purchase supplies and light refreshments for ELAC meetings. The EL Coordinator will continue to be an administrator who will work with the ELPAC Coordinator to oversee the implementation of testing.

2. EL Coordinator will plan ELAC Meetings, participate in DELAC meetings, RFEP Monitoring, and redesignating of students.

3. Elliott Ranch teachers will increase the frequency, quality and use of research-based ELD practices throughout the instructional day as well as in designated ELD lesson time (WIN time) and in extended day opportunities such as Launch Pad Academy for targeted students. Teachers will be offered ELD strategy training provided by the District EL Coach to develop their repertoire. Teachers will be provided continued quality professional development with Culturally Relevant Instruction. FLEX program will be available for students performing two years below grade level.

EL Supplemental: EL & ELPAC Coordinator: 30 hrs @ \$45/hr = \$1350, sub for testing: 100 hrs @ \$45/hr= \$4,500, \$185 ELD integrated and designated support & ELAC meeting (refreshment/materials/supplies) total of \$6035

English Language Proficiency Assessments for California, CDE website

Student progress will be measured by grade level common assessments, ELPAC scores, teacher observations with feedback and administrative walk throughs.
 All EL students will be assessed according to required timelines and an additional 13% of our EL students will become redesignated.
 Our ELAC meetings will have 20% more attendance in the 2020-21 school year.

Funding Source	Amount	Description of Use		
EL Supplemental (7150/0000)	\$1350	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
EL Supplemental (7150/0000)	\$4500	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
EL Supplemental (7150/0000)	\$185	Materials/Supplies/Equipment	<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

Build capacity as a Professional Learning Community (PLC) in order to identify and effectively utilize best practices in all subject areas, use high-yield instructional strategies, analyze common formative assessment data, and make modifications of instruction based on the data. The Instructional Leadership Team supports grade-level and school-wide growth in these areas.

Metric: Other (Site-based/local assessment)

Actions/Services 2.1.1

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an	How will you Measure the Effectiveness of the
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	Effective Practice?	Actions/Services?
<p>All teachers participate in weekly grade-level PLC meetings and the cycle of inquiry to improve student achievement and help close the achievement gap. Teachers will share best practices, develop common assessments, review student data, develop interventions and enrichment opportunities for struggling and accelerated learners.</p> <p>With district support and training on Illuminate, grade-level teams will develop a clear and coherent assessment system that encompasses formative, interim and summative assessments.</p> <p>Teachers participate in On Grade Level Reading training, Outward Mindset workshops and implementation of Next Generation Science Standards.</p> <p>PLC meetings are held every Wednesday during early out time as well as on release days. In addition, Instructional Team Leader meetings and staff meetings are held monthly, where PLC concepts are reinforced and supported.</p>	<p>Hattie's <i>Visible Learning</i> research indicates effect sizes, including:</p> <ul style="list-style-type: none"> • Collective teacher efficacy (1.57); • Teacher clarity (.75); and • Professional development (.62). <p><i>A Case Study of the Relationships Between Collective Efficacy and Professional Learning Communities</i>, Voelkel R. (2011).</p>	<p>Grade level PLCs will meet weekly and submit their agendas and notes. Administration will observe and collaborate during weekly meetings. CAASPP, K/1 assessments, grade level formative assessments, Classroom walk throughs.</p> <p>A Teacher Self-Efficacy Rubric/Survey will be given to teachers at the beginning of the year to determine our baseline, and then at the end of the school year to gauge whether teacher self-efficacy has grown. The survey will also help point to our next steps as a school-wide PLC.</p>

Funding Source	Amount	Description of Use		

Site Goal 2.2

Our Library Technician will work with our students, teachers, and families to promote reading as the foundational learning strategy.

Metric: Other (Site-based/local assessment)	
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Actions/Services 2.2.1

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?
<p>Maintain Library Technician hours from 2019-20 levels. Increase and promote Accelerated Reader quizzes, rewards and celebrations.</p>	<p><i>A Full Time School Librarian Makes a Critical Difference in Boosting Student Achievement</i>, (D. Kachel, 2013).</p> <p><i>Research supports that school libraries are most appropriate for reading and reinforcing the reading process</i> (Roscello, 2003-2004).</p> <p><i>Research supports that libraries provide opportunities for research, skill building and pleasure that support reading motivation</i> (Roscello, 2003-2004).</p>	<p>1. The number of books students check out of the library will increase. We had 15,574 books checked out of the library during the 2019-2020 school year (as of March 9, 2020). The number of Accelerated Reader Quizzes taken was 8,757 as of March 9, 2020 and the percentage passed was 67%. Our goal will be to increase the percentage passed by at least 13%.</p> <p>2. The Library Technician will be working with students, families and teachers in order to promote reading at home and at school. Data will be collected and analyzed for all students who check out books in relation to the increase in their reading lexile levels. Each student will track their own reading progress in the library.</p>

Funding Source	Amount	Description of Use		

Actions/Services 2.2.2

Principally Targeted Student Group

• All • Black or African American • 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?
Our teachers will coordinate their approach to teaching science based upon the analysis of student data. Our teachers will consider strong and weak education strands of our students as they enter fifth-grade so they are better able to meet all science standards. Our California Science Test results from 2019 show significant learning gaps, even for our highest achievers, with 60% of our 30 fifth-grade Asian students meeting or exceeding science standards. Meanwhile, only 10% of our 10 fifth-grade African American students met or exceeded science standards and 22% of our 32 students from low-income families met or exceeded them.	Hattie's <i>Visible Learning</i> research indicates effect sizes, including: <ul style="list-style-type: none"> • Collective teacher efficacy (1.57); • Teacher clarity (.75); and • Professional development (.62). <i>A Case Study of the Relationships Between Collective Efficacy and Professional Learning Communities</i> , Voelkel R. (2011).	We weren't able to see a comparison with 2020 CSAT achievement because of our transition to Distance Learning and the cancellation of statewide testing. We will carefully consider and prepare for the 2021 CSAT.

Funding Source	Amount	Description of Use

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

The Elliott Ranch school community will support physical and emotional well-being of all students on campus by continuing to develop as a PBIS team and move toward full implementation. Continue in our growth as a staff toward full educational equity for our diverse population of students (28% Asian, 19% Hispanic, 20% White, 19% Two or more races, 8% African American, 5% Filipino, 28% socio-economically disadvantaged, 15% students with disabilities).

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?
We ensure our students uphold to our school-wide expectations (Be Kind, Be Safe, Be Responsible, Be Respectful). We aim to increase our positive school culture and climate on campus and increase our students' social emotional learning by teaching and reinforcing our school wide <i>PBIS Guidelines for Success</i> and character values. 1. Positive Reward Systems Support the PBIS Program by providing positive signage, purchasing benches with positive messages, and holding Student of the Month Assemblies in our daily morning assemblies.	<i>Application of economic analysis to school-wide positive behavior support programs. Journal of Positive Behavior Interventions.</i> Blonigen, B., Harbaugh, W., Singell, L., Horner, R.H., Irvin, L., & Smolkowski, K. (2008). <i>Altering School Climate Through School wide Positive Behavioral Intervention and Support</i> , Bradshaw C., 2009 Hattie's <i>Visible Learning</i> effect sizes include: <ul style="list-style-type: none"> • Classroom Management (0.56) • Classroom Cohesion (0.53) • Teacher-Student Relationships (0.52) 	Key Indicators in our 2019-20 California Healthy Kids Survey included positive responses from students for: <ul style="list-style-type: none"> • Rule clarity 91% • Feel safe at school 73% • School connectedness 72% We will see all of these indicators increase by at least 3% in the 2021-22 school year, the next time the CHKS is given again.

2. Develop consistency in practice with PBIS in every classroom as well as in all parts of our school, particularly with the use of Rock It! reinforcement tickets and prizes/Lunch on the Quad.

3. The PBIS Tier I team meets monthly and the MTSS/PBIS Tier II team meets every other week to review student needs. The team will work toward increasing interventions instead of consequences, increasing the number of Rock It! tickets given for positive behaviors, implement social groups/MHT referrals, continue to support Watch DOGS program, and share school-wide data with staff.

Our number of yard supervisors decreased in 2019-20 because of budgetary reasons to three a day, and we saw a majority of discipline issues during recess. We need an extra yard supervisor every Friday. School wide displays of our three expectations: Be Kind, Be Safe, Be Respectful, Be Responsible with specific behaviors will continue to be posted throughout campus. School focuses on character traits each month. Students receive character awards once a month during assemblies. We will also host character building/positive behavior school-wide assemblies. Staff will be offered Outward Mindset training.

PBIS Funds: Benches/messaging under new shade structure @ \$400, Yard Duty: \$500, Materials/Supplies/Equipment: \$100

Funding Source	Amount	Description of Use		
PBIS (7440/7510)	\$500	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
PBIS (7440/7510)	\$500	Classified 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 • Hispanic or Latino • Two or More • 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>Students need a safe, respectful and responsible school climate to reach their greatest potential. We aim to increase peaceful conflict resolution grades 1-6 by engaging in restorative justice to teach and reinforce character values and resolution strategies, just as all the schools in the Consumnes Oaks High School region do. Home suspension rates for 2019-20 were: 2.5% for African American students (8% of student body); 1.1% for Asian students (28% of student body); .8% for Hispanic students (21% of student body); and .8% for white students (20% of student body). .8% for students of two or more races (17% of student body).</p>	<p>Hattie's <i>Visible Learning</i> highlights the effect sizes increasing as discipline issues decrease:</p> <ul style="list-style-type: none"> • Decreasing Disruptive Behavior (0.53); • Motivation (0.48); • Reducing Anxiety (0.48); and • Self-Concept (0.46). 	<ol style="list-style-type: none"> 1. Monitoring the suspension rate monthly with the staff; monitoring student progress through the use of decreased behavior referrals at bi-weekly PBIS Tier II Meetings 2. Administration held assemblies for all grade levels in January, 2020, about behavior reminders. When school resumes, another set of assemblies will be held. 3. The percentage of African American students being suspended will drop from 2.5% to 1% in response to school-wide work on equity and diversity, plus a focus on restorative justice and strengthening of relationships with families of African American students.

Funding Source	Amount	Description of Use		

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

Site Goal 4.1

Elliott Ranch will increase opportunities for families to participate in school-wide events by focusing on parent groups who do not traditionally attend school functions, including SSC, ELAC, PTO, parent conferences, Watch DOGS, Student Study Teams, and school-wide community events such as Back to School Night, Open House, Ice Cream Social, Harvest Dance, Multicultural Fair, Spring Fling, and Coffee with the Principal.

Metric: Partnerships for Student Outcome

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?
<p>Educational Equity has been a focus in the 2019-20 school year, with a book study of <i>Culturally Responsive Teaching and the Brain</i> by Zaretta Hammond and our district's Educational Equity specialist leading a reflective workshop at a staff meeting in December, 2019. We also arranged to have workshops sponsored by our district's Family and Community Engagement Office called "Leadership 101: Every Parent is a Leader" and "Leadership 201: The 40 Developmental Assets." We will reschedule these valuable family engagement opportunities as soon as possible in the new year.</p> <p>Our Equity and Diversity Council was growing this year, and this work will continue as well, including creating a mission/vision and goals for the group. The committee plans to purchase a large outdoor bulletin board where students and families can highlight cultural events. The group also sponsors our Multi-Cultural Fair, which will be rescheduled as soon as possible to celebrate our many diverse cultures at Elliott Ranch. We will continue with Watch DOGS. We will also continue with our strong social media announcements (Facebook, Instagram, Twitter) as well as Synergy and School Messenger and school marquee for events and school updates. We ensure home/school communication with flyers sent home and electronically emailed. We include student stories in newsletters to highlight positives and encourage parent involvement. We provide necessary supplemental materials and light snacks at parent nights, plus translation when needed. Administration makes personal contact with targeted populations to invite to events. We also will again host Family Science Night.</p> <p>Outdoor bulleting board = \$800 Family Science Night = \$400</p>	<p><i>Back to school: How parent involvement affects student achievement</i> www.centerforpubliceducation.org/Main.../Parent-Involvement/Parent-Involvement.html What Research Says About Parent Involvement Responsive Classroom https://www.responsiveclassroom.org/what-research-says-about-parent-involvement/</p>	<p>1. In our Sept. 2019 school Climate Survey, 90% of parents have responded for the past three years that they feel strong school connectedness and sense of belonging. Students' responses to this category, however, have dropped from 86% to 81% in the past three years. We will see stronger responses in 2020-21, especially as we reach out more often and in more ways during virtual learning.</p> <p>2. We will gather sign-in sheets for all events that promote family engagement, and see increased participation in Family and Community Engagement activities, as well as increased participation in our parent education opportunities.</p>

Supplemental materials and refreshments = \$300.

Funding Source	Amount	Description of Use		
Family & Community Engagement (7415/0000)	\$1100	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Family & Community Engagement (7415/0000)	\$400	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 4.1.2

Principally Targeted Student Group

- All • Black or African American • Hispanic or Latino

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>Elliott Ranch's number of students who are chronically absent and/or tardy will decrease, thereby guarding instructional time. Our overall attendance rate will increase from 97% in 2019-20 to 98% in 2020-21.</p> <p>Teachers will contact parents when students are absent. School Office Assistants and administrator will make personal phone calls home regarding chronic absences. Letters will be mailed home regarding attendance. Bimonthly reports of tardies, early dismissals and absences will be analyzed. Administration will conference with parents if attendance does not improve. Administration and School Office Assistants will collaborate with the district Attendance Improvement Office. Staff will encourage students to participate in the No Excuses-Go to School poster contest. Class with the highest attendance rate for the month is presented with the "Golden Rocket" award at a monthly assembly.</p> <p>Administration will create a spreadsheet to track attendance calls/letters and review with region during Regional PLC meetings with principals.</p>	<p><i>How School Attendance Influences Student Success, Attendance Works, August 2014, Ginsburg, Jordan and Chang.</i></p> <p><i>Chronic Elementary Absenteeism: A Problem Hidden in Plain Sight</i> https://www.edweek.org/media/chronicabsence-15chang.pdf</p>	<p>1. Personal phone calls home from teachers regarding attendance. When chronic, administrative phone calls home. Follow school policy as laid out in the District Handbook for tracking and monitoring tardies via the SART process.</p> <p>2. Gather and analyze attendance data biweekly with our SOA and district attendance specialist. To close the achievement gap, log and monitor the attendance and tardy frequencies for the students who meet the Chronically Absent (10% or more absence rate) biweekly with the PBIS Tier II Committee.</p>

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

Elliott Ranch Elementary - 254

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	\$21,276	\$21,276	\$21,276	\$0	\$0	\$0	\$0
1511 Regular Education (TK-6) - Allocated FTE 0000 Unrestricted	0	\$0	\$29,220	\$29,220	\$29,220	\$0	\$0	\$0	\$0
7101 LCFF Supple/Conc TK - 6 0000 Unrestricted	0	\$0	\$20,000	\$20,000	\$19,930	\$0	\$0	\$0	\$70
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	0	\$0	\$6,034	\$6,034	\$6,035	\$0	\$0	\$0	\$-1
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	\$77,530	\$77,530	\$76,461	\$0	\$1,000	\$0	

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	\$77,530

Signatures: (Must sign in blue ink)

Date

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"/>

Principal **Catherine Van Housen**

School Site Council Chairperson **Valerie Samelson**

EL Advisory Chairperson **Anushka Devi**

_____	_____
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