Elliott Ranch Elementary

Local Control Accountability Plan (LCAP)
2025-2026

Principal: Catherine Van Housen

County-District-School (CDS) Code: 34673146120034

Elk Grove Unified School District
Elk Grove, California

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

Goal Setting (lcapid: 755) | goalsComplete: 0

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

Goal 2: Targeted Supports & Interventions
- Students who identify as Black/African American, students with disabilities, students in foster care or experiencing homelessness, and students who identify as Native American will benefit from targeted programs and services that leverage their assets, affirm their identities, and address their needs to close achievement, opportunity, and relationship gaps.

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

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

Stakeholder Engagement

1. Involvement Process for LCAP and Annual Update

How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?

Elliott Ranch staff, School Site Council and ELAC worked together to review and analyze the effectiveness of last year's LCAP and its impact on students, as it relates to the Eight State Priorities and EGUSD's five Strategic Goals. Our School Site Council met five times last year, plus an informal meeting for parents to dig

deeper into the student data. The Teacher Leadership team met monthly to discuss actions and services that would appropriately support students and teaching. Our PBIS Tier I team met monthly to track students discipline, academic and social-emotional data. Likewise, our MTSS Tier II team met twice-monthly to consider how to support individual students facing challenges in one or more of these areas. Our Multilingual Learner community (ELAC) held four meetings to ensure that the needs of our English-learning students were heard as our LEA drafted our LCAP.

- School Site Council met on 9/25/24, 12/4/24, 2/21/25 (parent informal), 2/26/25, 4/23/25, 5/21/25;
- Teacher Leadership team meetings held on 9/9/24, 10/7/24, 11/4/24, 12/9/24, 2/3/25, 3/3/25, 4/7/25, 5/5/25;
- PBIS team meetings were held 9/11/24, 10/9/24, 11/14/25, 12/19/24, 1/16/25, 2/13/25;
- MTSS team meetings were twice-monthly on 8/21/24, 9/4/24, 9/18/24, 10/2/24, 10/16/24, 10/30/24, 11/13/24, 2/12/25, 2/26/25, 3/12/25, 4/2/25, 4/16/25, 4/30/25, 5/6/25;
- ELAC met 10/17/24, 12/19/24, 3/13/25, 5/8/25; and
- Staff meetings were held 9/30/24, 10/28/24, 1/27/25, 2/24/25, 3/31/25, 4/28/25, 5/19/25.

2. Impact of LCAP and Annual Update

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

The ongoing inclusion of stakeholder input led to us making important changes to the LCAP, including reallocating resources to support our family engagement efforts by hosting an amazing multicultural event. We also changed the way we support teachers in their analysis of student achievement data. Rather than pay substitutes to cover classrooms, we paid the teachers to work after their contract hours with each other. We also were unable to find a reading incentive program to replace Reading Counts, so we funded an extension to IXL (practice and remediation program) instead. We continue to look for a new reading incentive program, after trying the free Who's Reading this year. Our teachers generally did not find Who's Reading helpful. For the next LCAP we are going to fund Book Taco for an incentive program and STAR Reading so our teachers can get a Lexile level for each child (which we couldn't get after Reading Counts went away, and which is a valuable data point.

Resource Inequities (ATSI, TSI and CSI designated schools only)

Briefly describe any resource inequities identified by the site needs assessment.
Definition: A resource inequity is a change you will make from your past practice to a new innovation to improve support for your most at-risk students. This change could include reallocating resources such as staff, funding, time, space, etc.

N/A (Elliott Ranch is not designated ATSI, TSI or CSI.)

Goals, Actions, and Progress Indicators

District Strategic Goal 1:	District Needs and Metrics 1:
High-Quality Curriculum, Instruction & Assessment **All students will receive high-quality classroom curriculum, instruction, and assessment to promote college, career, and life readiness and close achievement and opportunity gaps.**	**Students need high quality classroom instruction and curriculum as measured by:** - **A-G Completion - Percent of Graduates Completing A-G Requirements** - **AP/IB Exams - Percent of Graduates Passing an AP/IB Exam**

- **CAASPP (ELA, Math, Science) - Distance from Standard**
- **CAASPP (ELA, Math, Science) - Percent Standard Met or Exceeded**
- **CTE Sequence Completion - Percent of Graduates Completing a CTE Sequence**
- **Progress toward English Proficiency - Percent Increasing ELPI Level**
- **Reclassified - Percent of English Learners Reclassified**
- **Test Participation Rate on Districtwide Assessments**

Site Goal 1.1   (SiteGoalID: 8942) (DTS: 01/01/10)

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

Metric: Test Participation Rate on Districtwide Assessments

Action 1.1.1   (SiteGoalID: 8942) (DTS: 03/11/25)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
1. All students will take district diagnostics during the first two weeks of school and all district interims in Illuminate; 2. All students will take all grade-level common assessments; 3. All students with disabilities will take the California Alternative Assessment until their IEPs are changed to reflect the CAASPP; 4. All students identified as multilingual will take the ELPAC	• Completion rates will be gathered and analyzed each trimester after every district Illuminate assessment to ensure we have at least 95% completion rates; • Testing coordinator and administration will oversee completion rates for CAASPP to ensure they rise above 95%; and	

within its open windows; and All eligible students will take the CAASPP at the end of the school year.	• Teachers will daily track absences and ensure makeups are provided for all students.	

Site Goal 1.2   (SiteGoalID: 8722) (DTS: 02/13/25)

English Language Arts (ELA) overall CAASPP scores will increase from 78% to 80% of students meeting or exceeding standards.
Low categories:

- English Learners (67% proficient)
- Low Income (63% proficient)

These sub groups will be targeted for academic intervention and tutoring services.

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

Action 1.2.1   (SiteGoalID: 8722) (DTS: 02/13/25)

Targeted Student Group(s)

• EL • Low Income

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
1. *August-June*: Our Academic Intervention Teacher (AIT) will utilize small group instruction and highly effective strategies to teach targeted primary-grade	• AITs will keep records of learning gains for our tutored students; • AIT records will be monitored monthly at our MTSS Tier II meeting;	

students who don't meet grade-level standards in ELA. Particular attention and support will be provided to our lowest-performing sub-groups, including Multilingual students and students from low socio-economic backgrounds.

2. *August:* Adhering to district guidelines, our Intervention Committee (also known as our Multi-Tiered System of Supports Team) will determine specific criteria that students will need to meet in order to qualify for intervention support. Criteria for exiting the intervention program will be decided as well. This criteria will be shared with teachers and parents, along with a description of the intervention process.

3. *September:* AITs identify students in need of academic support based on Diagnostic Illuminate Data and Letter Grades in Reading. Students needing multilingual intervention, newcomers especially, are also prioritized for AIT interventions. When our general education teachers receive a non-English-speaking student, they working in direct collaboration with our district Multilingual Coach and also our AIT.

4. *September:* AITs will collaborate with our primary teachers to receive input about students slated to receive intervention. The frequency of progress monitoring and the assessments to be used for progress monitoring are determined by the AIT, with input from the MTSS team (comprised of principal, vice principal, mental health therapist, school psychologist, behavior specialist, and AIT.) The

- For all Action Steps listed, teachers measure student progress with multiple tools, including K/1 Benchmark assessments, district interims, and formative assessments developed by the grade-level teams, CAASPP, and ELPAC.

AIT's intervention schedule will be finalized by mid-September, and, as soon as possible, AIT will begin intervention services, using SIPPS and FLEX to focus on phonics for grades 1-2. Imagine Learning is also available for our EL students. 5. _November & March_: The Intervention Committee will meet at the end of each trimester to analyze the data and determine who will be exiting from the intervention and who will be remaining or entering. 6. _End of Each Trimester (November, March & June):_ Continue the cycle - identify students, provide intervention, progress monitor and determine the effectiveness of the program. AIT .37 = $41,941 (supplemental concentration funds)		

Site Goal 1.3   (SiteGoalID: 9081) (DTS: 04/04/25)

Math overall CAASPP scores will increase from 75% to 77% of students meeting or exceeding standards. Low categories:

- English Learners (56% proficient)
- Low Income (56% proficient)

These sub groups will be targeted for academic intervention during in-class small-group instruction and invited to after-school math club.

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

Action 1.3.1   (SiteGoalID: 9081) (DTS: 04/04/25)

Targeted Student Group(s)

• EL • Low Income

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation

• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?

Action Plan	Progress Monitoring	Evaluation
1. All teachers will use Savvas' Envision math curriculum with fidelity; 2. Teachers will work within their grade-level Professional Learning Communities to design common assessments and analyze achievement results from those, as well as from district interims and previous CAASPP scores to track student learning, and then make remediation and enrichment decisions based on the data; 3. Teacher will analyze student achievement data to identify learning gaps for individual students, and create small groups within the classrooms for math remediation; 4. Teachers will analyze student achievement data to identify the least understood math concepts, and will work together to plan reteaching those concepts. 5. Students will continue to use Reflex Math for math fact practice, especially in 3rd-5th grades. 6. At least two, possibly four, teachers will host after-school math clubs and invite students with learning gaps to attend. 7. After trimester I and II, admin will hold Data Dialogue Days with grade-level teachers and the AIT to analyze achievement data and identify students needing additional support.\ 8. Admin will continue to provide PD to our teachers on the Framework for High Quality Instruction, and will give teachers time to plan lessons integrating the Framework.	• Administrators will weekly verify the use of Envision with fidelity by conducting walk-throughs during math lessons; • As student concerns arise and during twice-yearly Data Dialogue Days, grade-level PLC members will communicate with the AIT and administrators about the concerns, plans for remediation, and concepts being retaught; • Ultimately, CAASPP scores will tell the math story, with increases across the board.	

Cost = Certificated timesheets for homework and math clubs $1,900 (supplemental concentration funds); certificated timesheets for Data Dialogue Days $2,500 (supplemental concentration funds); certificated timesheets for PD on the Framework) $2,500		

The percentage of multilingual students redesignated fluent in English will increase from 67% to 68%.

Metric: Reclassified - Percent of English Learners Reclassified

Targeted Student Group(s)

• EL

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
1. The percentage of our Multilingual students who meet or exceed grade-level standards has been steadily climbing on the CAASPP. In 2021-22, 54% of our EL students scored proficient; the	• Monthly, EL Coordinator will track the number of students with EL status; the number of students achieving Initial Fluency (IFEP) or	

following year 60% met or exceeded standard; and last year 67% scored at or above standard. Teachers will continue to offer a half-hour of designated language support within their classrooms every day for their multilingual students (no funding).

2. EL Coordinator will oversee ELPAC testing to ensure every multilingual student is tested appropriately within the district-designated windows;

3. EL Coordinator will ensure that all multilingual students have access to Imagine Learning, a district-sponsored supplemental language support program.

- Current # of students with EL status, sitewide: 59
- Current # of students with IFEP status, sitewide: 52
- Current # of students with RFEP status, sitewide: 30
- Total number of EL/IFEP/RFEP students, sitewide: 141
- Total number of students ELPAC tested in the calendar year 2024: 77
- Total number of students RFEP'ed or IFEP'ed in the calendar year 2024: 23
- Percentage of students redesignated (RFEP or IFEP) for calendar year 2024: 29.9%

EL coordinator duties will also be responsible for the identification/placement of EL students, reclassification, EL/RFEP monitoring, and support for ELAC meetings.

EL coordinator $5,977 (EL supplemental funds)

Redesignated Fluency (RFEP);
- EL Coordinator will calculate the percentage of our multilingual students who score proficient on the CAASPP;
- Administrative walk-throughs will capture evidence of Designated English Language instruction happening in the classrooms;

Site Goal 1.5   (SiteGoalID: 9083) (DTS: 04/04/25)

Teachers will increase their effective use of student talk from 78% to 80% by the end of the year as measured by the Teaching and Learning Program Implementation Continuum (PIC).

Metric: Student Talk

Action 1.5.1   (SiteGoalID: 9083) (DTS: 04/04/25)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan 1. Elliott Ranch teachers were surveyed, and the Framework for High Quality Instruction teaching strategy they chose to work on is Student Talk. Teachers will work within their grade-level PLCs to devise multiple strategies for increasing opportunities for student voice; 2. Principals in the Cosumnes Oaks region, in which Elliott Ranch is a member, were surveyed and chose Student Talk as a regional goal in which to improve. Region principals will collaborate on multiple strategies for increasing student voice, and share with faculty; 3. Principal will ensure that all teachers are trained in the Description of Practice for Student Talk; 4. Plan year-long professional development with site instructional coach as it relates to Student Talk in order to deepen	**Progress Monitoring** • Administrators will conduct weekly classroom walk-throughs to document the effective use of Student Talk strategies. • Share FONT walk-through data with staff at monthly staff meetings to discuss progress toward Instructional Framework goals and to celebrate success.	**Evaluation**

implementation of the
Instructional Framework.

Site Goal 1.6   (SiteGoalID: 9084) (DTS: 04/04/25)

Keep classroom technology updated to best support the learning of our students, especially our African American, multilingual, and low-income students, as well as students with disabilities.

Metric: Other

Action 1.6.1   (SiteGoalID: 9084) (DTS: 04/04/25)

Targeted Student Group(s)

• EL • Low Income • School-wide

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What ***formative student data*** will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan 1. We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal so that Elliott Ranch remains a state-of-the-art teaching facility. Secretary also will maintain service contracts for office machinery. 2. Our lowest-performing subgroups most need materials created on our Duplo machine to scaffold learning, so we will ensure all our office machines are in working order.	**Progress Monitoring** • The Perspective Survey results from teachers will hopefully indicate that they feel supported on campus; • The Perspective Survey results from students will hopefully indicate that our most at-risk students feel their learning is scaffolded and supported; and • The Perspective Survey results from families will hopefully indicate that they feel their students are supported and scaffolded in their learning.	**Evaluation**

Supplies $3,000 and service contracts $1,000 (supplemental concentration funds)		

Site Goal 1.7   (SiteGoalID: 9147) (DTS: 04/10/25)

Elliott Ranch will differentiate instruction and offer enrichment activities for students who demonstrate the highest levels of achievement and who are designated according to district standards as qualifying for GATE programming.

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

Action 1.7.1   (SiteGoalID: 9147) (DTS: 04/10/25)

Targeted Student Group(s)

• School-wide

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
GATE coordinator will give the NNAT to all third-grade students to identify those with gifts and talents (as determined by state and district standards); GATE students will be invited to participate in a one-hour weekly after-school enrichment program that offers foreign language instruction, Bridge Building and other STEM activities, and strategy games.	• Sign-in sheets for GATE enrichment lessons will be monitored by GATE coordinator and phone calls will be made if students miss a session; • Admin will ensure the NNAT is given to all 3rd graders by the GATE coordinator, and will monitor the list of students who qualify for GATE; and	

Certificated timesheets $3,000 (GATE funding)	• SBAC scores will be monitored for growth by all GATE students. All ELA and math scores for our GATE students will be above "meets expectations."	

Funding Sources for District Goal 1 (DEV - LCAP ID: 755)

Funding Source	Amount	Description of Use
Supplemental/Concentration (7101/0000)	41941	Certificated- Salaries
Supplemental/Concentration (7101/0000)	6900	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	500	Classified- Timesheets
Supplemental/Concentration (7101/0000)	3000	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	1000	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	5977	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions

District Strategic Goal 2:

Targeted Supports & Interventions

District Needs and Metrics 2:

Students need high quality programs and services driven by assessment, data analysis,

Students who identify as Black/African American, students with disabilities, students in foster care or experiencing homelessness, and students who identify as Native American will benefit from targeted programs and services that leverage their assets, affirm their identities, and address their needs to close achievement, opportunity, and relationship gaps.

and action as measured by:

- **African American Disparity**
- **Homeless Student Disparity**
- **Native American Disparity**
- **Students with Disabilities Disparity**
- **Students in Foster Youth Disparity**

Site Goal 2.1   (SiteGoalID: 8723) (DTS: 02/13/25)

Elliott Ranch will address the disparity in educational outcomes and opportunities for our students who identify as African American. Currently our African American students are only 63% as likely as our other students to score proficient in ELA on the CAASPP. In math, our African American students are 82% as likely as the other students to score proficient.

Our goal is to improve both of these disparity rates (ELA and Math) by 5%.

Metric: African American Disparity

Action 2.1.1   (SiteGoalID: 8723) (DTS: 02/13/25)

Targeted Student Group(s)

• Black or African American

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan 1. With African American students accounting for only 9% of our population, teachers and administrators will make an effort to place Black students together when possible to support their sense of belonging; 2. All teachers will offer small group instruction based on learning gaps identified through formative assessments; 3. Intermediate teachers will offer after-school homework and math clubs, with personal invitations for	**Progress Monitoring** • Administrators will analyze the disparity rate for African American students; • FONT observations will show the use of data-based small-group instruction in classrooms; • Sign-in sheets for BSU will be gathered and analyzed to ensure our struggling students are connected with the group.	**Evaluation**

our at-risk students (including African American students); and
4. Our Black Student Union will continue to offer monthly lessons on famous and successful Black artists, thinkers, inventors, chefs, writers, and leaders. More than three dozen students come every month for these lessons, plus breakfast and a craft.

Classified time sheets for BSU $1095
We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal." to cover any supply purchases you might need. $500
(supplemental concentration funds)

Site Goal 2.2   (SiteGoalID: 9086) (DTS: 04/04/25)

Elliott Ranch will address disparities in educational outcomes and opportunities for our students with disabilities, who are only 68% as likely to score proficient in ELA and 67% in math on the CAASPP, when compared with our general education population. Our goal is to improve these Disparity rates by five percent each.

Metric: Students with Disabilities Disparity

Action 2.2.1   (SiteGoalID: 9086) (DTS: 04/04/25)

Targeted Student Group(s)

• SWD

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**

1. At Elliott Ranch, we ensure that parents are involved in every decision made for their children, including academics, behavior and social skills. 2. Administration will refresh staff on MTSS referral process by September; 2. MTSS Tier II team will work closely with our general education teachers and Learning Center teachers to refer students for evaluation once they've received interventions for at least 12 weeks with no improvement. 3. Substitutes for teachers attending co-op meetings will be provided. Substitutes (thoughtfully scheduled to avoid conflicting with district priorities) $3,000 (supplemental concentration funds)	• Each trimester, admin will monitor the disparity rate for students with disabilities. • Perspective survey results for parents of students with disabilities will be analyzed, and we will see improvement in "sense of belonging," from 87% to 90%.	

Site Goal 2.3   (SiteGoalID: 9131) (DTS: 04/09/25)

By May of 2026, chronic absenteeism for students experiencing homelessness (27% for 2024-25) will decrease, and the disparity rate noted on the California Dashboard for unhoused students will also decrease.

Metric: Homeless Student Disparity

Action 2.3.1   (SiteGoalID: 9131) (DTS: 04/09/25)

Targeted Student Group(s)

• Homeless

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	

		- Throughout the year, report the results of the formative data as you collect it. - In March, summarize your data collection results. - Based on your summary, what will you adapt/adopt/abandon?
Action Plan 1. By January, Admin will coordinate with SAFE Program Specialist to host Homeless Education in-service for all staff. 2. By May, Admin will coordinate Transforming Trauma Basics training for all staff. 3. By October, all front office personnel will attend homeless education training focused on supporting McKinney Vento enrollment and related policies to improve identification and enrollment requirements. 4. Front office personnel will ensure identified families are provided McKinney Vento and SAFE Program information via SAFE Program brochure and completed Housing Questionnaires are sent to the SAFE Program. 5. By August, and quarterly thereafter, Admin will identify the students experiencing homelessness and monitor attendance, behavior, suspension, and academic progress/credit accumulation. 6. Bi-annually, administration will schedule meetings with Leadership and SAFE Program staff to collaborate on intervention strategies and improving resources for students experiencing homelessness. 7. Working in collaboration with SAFE Program staff and other relevant District departments, identify and provide targeted support to students experiencing homelessness including: Academic intervention, tutoring and homework assistance	**Progress Monitoring** - Administration will run UPGM-1412 Special Services Student List report (or request from SAFE Program) to identify enrolled students experiencing homelessness; - Administration will meet with front office staff monthly to monitor enrollment and address barriers for students experiencing homelessness; and - Administration and relevant staff (Counselors, Teachers, Social Workers, Psych, Nurses, etc.) will monitor student data for students experiencing homelessness and develop intervention plans.	**Evaluation**

- Access to Expanded Learning activities (extended library hours, tutoring, homework assistance, etc.)
- Supplies and other basic educational needs (backpacks, school supplies, PE clothing, etc.)
- Expanded Summer School opportunities
- Credit Recovery Options

8. Expand communication methods to families of students experiencing homelessness to increase family engagement and participation (broaden communication methods for families who may not receive electronic communications through Synergy by using auto-dialers, Talking Points, printed materials, targeted phone calls, etc.)

9. McKinney Vento and SAFE Program resources will be provided at family events in multiple languages (BTS, Open House, etc.)

Purchase of allowable, reasonable, and necessary supplies to complete the Action Plan for this goal. $500 (supp con funds)

Certificated Timesheets (off-contract training, tutoring, homework assistance, expanded learning, extended summer school hours, staff participation in collaborative team meetings to address educational barriers, etc.) $1,000 (supp con funds)

Site Goal 2.4   (SiteGoalID: 9145) (DTS: 04/10/25)

Elliott Ranch staff will provide foster youth supplemental academic resources and support services necessary to ensure equity and close the academic achievement gap.

Metric: Foster Youth Disparity

Action 2.4.1   (SiteGoalID: 9145) (DTS: 04/10/25)

Targeted Student Group(s)

• Foster Youth

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan 1. Elliott Ranch front office staff will collaborate with EGUSD Foster Youth Services in supporting student enrollment; 2. Admin will provide relevant staff training on educational laws that pertain to students in foster care; and 3. Teacher and administrators will make contact with foster parents to offer support and open lines of communication.	**Progress Monitoring** • Routinely check on learning and social-emotional progress of our foster youth during our bi-monthly MTSS Tier II team meetings. • The Tier II team will make referrals for mental health counseling if needed;	**Evaluation**

Action 2.4.2   (SiteGoalID: 9145) (DTS: 05/01/25)

Targeted Student Group(s)

• American Indian or Alaska Native • Black or African American • Foster Youth • Homeless • SWD

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?

Action Plan	Progress Monitoring	Evaluation
1. Library Technician will work closely with students, families, and teachers to promote reading at school and at home. 2. Maintain Library Technician hours from previous year (PTO to supplement pay); Promote new reading incentive program schoolwide; report results of incentive program in parent newsletter to celebrate success; 3. Library Technician will timesheet extra hours to organize textbooks and teach genres, print concepts and love of reading to meet the individual needs of all of our students. Purchase reading incentive and Lexile programs - contracts/services/subscriptions $5,000 (supplemental concentration funds) Classified timesheets $500 (supplemental concentration funds)	• A Rapid Cycle Measure survey will be provided students about their library experiences; • quiz participation rates in our reading incentive program will increase (new program, so don't have comparison to previous year); and • reading quizzes threshhold for passing will be set at 80% to ensure fidelity of quiz results. • CAASPP results ultimately will rise thanks to more reading done by students.	

Action 2.4.3   (SiteGoalID: 9145) (DTS: 05/01/25)

Targeted Student Group(s)

• American Indian or Alaska Native • Black or African American • Foster Youth • Homeless • SWD

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
1. Students at-risk will have access to online academic practice programs to improve in reading and math.	• Teachers will track the progress of their students	

2. Teachers will assign IXL's universal screener to their students in August;
3. Teachers will assign lessons in IXL for their students to practice at each of their own individual levels;
4. Teachers will use IXL to assign practice based on standards being learned at the time for those students who struggle with the concepts.

contracts/services/subscriptions $6,000 (supplemental/concentration fund)

using IXL for both math and reading.
- Teachers will use the information gleaned from IXL to plan remediation and enrichment for students.

Funding Sources for District Goal 2 (DEV - LCAP ID: 755)

Funding Source	Amount	Description of Use
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	3000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	1595	Classified- Timesheets
Supplemental/Concentration (7101/0000)	1500	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	11000	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	0	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions

District Strategic Goal 3:

Wellness

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

District Needs and Metrics 3:

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

- **Cohort Graduation Rate**
- **School Climate - Average Favorability Rating**
- **Social Emotional Learning - Average Favorability Rating**
- **Suspension Rate: Percent of Students Suspended**

Site Goal 3.1   (SiteGoalID: 8724) (DTS: 02/13/25)

Tier 1 PBIS supports will lead to a decrease in behaviors during recess. Our suspension rates will continue to drop for all subgroups. We have already eliminated disproportionality, so we will aim for no suspensions at all.

Metric: Suspension Rate: Percent of Students Suspended

Action 3.1.1   (SiteGoalID: 8724) (DTS: 02/13/25)

Targeted Student Group(s)

• Hispanic or Latino • Low Income • School-wide • Two or More

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan Schoolwide recess expectations shared with students and families: 1. Back to School Night; 2. PBIS tours to explicitly teach playground rules, behaviors and expectations;	**Progress Monitoring** • VP to monitor weekly discipline dashboard; • Review and monitor student discipline data (location/time of incidences); • VP to monitor ASSIST Data;	**Evaluation**

3. Review student and district handbooks; 4. Create sandwich boards with rules for key games/play areas listed and stationed at those playground areas daily; 5. Videos for behaviors; 6. Spirit Assemblies; 7. PBIS campus tour; 8. PBIS behavior matrix; 9. Incentive Program for positive behavior; 10. PBIS incentives program aligns with school wide behavior expectations; 11. Admin and teacher review of recess expectations the first weeks of school; 12. Implement restorative practices including effective statements; 13. Use of recess coaches provided by district to monitor and promote positive behaviors and safe implementation of game and activity rules and expectations; 14. Training yard supervisors (Ex. Active Supervision); 15. Monthly yard supervisor meetings; 16. Discipline data shared with staff and education partners (i.e. SSC, ELAC, Region, Tier 2 team); and 17. Looking for equity and commonalities in student referral data.	• VP to communicate and encourage an increase of incentives distributed for positive behaviors;	
We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal. $1,000 (PBIS funds)		

Site Goal 3.2   (SiteGoalID: 9087) (DTS: 04/04/25)

Elliott Ranch teachers and staff will support students' social-emotional learning about collaboration and sportsmanship by sponsoring activities and clubs to reach a variety of students.

Metric: Social Emotional Learning - Average Favorability Rating

Action 3.2.1   (SiteGoalID: 9087) (DTS: 04/04/25)

Targeted Student Group(s)

• EL • Hispanic or Latino • Low Income • School-wide • Two or More

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?

Action Plan
 	
1. In August, communication about clubs (both before and after school) will be sent to families in multiple formats and languages;
2. Staff and teachers will plan and roll out their clubs, including Running for Rhett, Fun & Fitness, Sign Language, journalism, homework, and garden.
3. All clubs will include social-emotional lessons about collaboration, perseverance, self-awareness and/or sportsmanship.
4. Attendance at clubs will be encouraged for at-risk student populations, particularly students who are low-income, multilingual, Hispanic and Two-or-more races;
5. Attendance for clubs will be monitored for at-risk students,
	Progress Monitoring
	
	• Results from the student perspective survey will show an increase in:
	    ◦ sense of belonging, from 63% to 65%;
	    ◦ social emotional learning, from 79% to 80%; and
	    ◦ self-awareness, from 76% to 78%
		Evaluation

and phone calls will be made by administrators to encourage attendance for students who don't attend regularly.

Certificated time sheets for teachers and staff who support before and after-school clubs $4,000 (supplemental concentration fund)

Site Goal 3.3   (SiteGoalID: 9501) (DTS: 05/09/25)

Decrease recess referrals by 10% through the implementation of Tier I PBIS supports.

Metric: Other

Action 3.3.1   (SiteGoalID: 9501) (DTS: 05/09/25)

Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
Action Plan ACTION 1: July-June Appropriate supplies, equipment and resources (i.e., signs on the playground with rules for games, various game options, adequate	Action Plan ACTION 1: July-June Appropriate supplies, equipment and resources (i.e., signs on the playground with rules for games, various game options, adequate	

supervision) to establish a well maintained and organized recess. ACTION 2: July - June PBIS Rotations at the beginning of the school year to discuss behavior expectations and refresh throughout the year (upon return from all breaks). ACTION 3: July-June Designated areas for specific games on the playground with adequate supervision. ACTION 4: July-June Explicitly teach rules and expectations of recess games and activities to all students, ongoing throughout the year. ACTION 5: July-June PD for yard supervisors regarding active yard supervision, de-escalation skills, restorative practices, and game and activity rules and expectations.	supervision) to establish a well maintained and organized recess. ACTION 2: July - June PBIS Rotations at the beginning of the school year to discuss behavior expectations and refresh throughout the year (upon return from all breaks). ACTION 3: July-June Designated areas for specific games on the playground with adequate supervision. ACTION 4: July-June Explicitly teach rules and expectations of recess games and activities to all students, ongoing throughout the year. ACTION 5: July-June PD for yard supervisors regarding active yard supervision, de-escalation skills, restorative practices, and game and activity rules and expectations.

Funding Sources for District Goal 3 (DEV - LCAP ID: 755)

Funding Source	Amount	Description of Use
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	4000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	0	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Certificated- Salaries

EL Supplemental (7150/0000)	0	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions

District Strategic Goal 4:

Family & Community Engagement

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

District Needs and Metrics 4:

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

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

Site Goal 4.1 (SiteGoalID: 8725) (DTS: 02/13/25)

Our goal is to welcome parents onto campus as much as possible, to secure their commitment to being our team member in education. The percentage of parents answering affirmatively on the Perspective Survey for "sense of belonging" will increase from 93% to 95%.

Metric: Parents indicating a respectful and welcoming school environment

Action 4.1.1 (SiteGoalID: 8725) (DTS: 02/13/25)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
	• Describe your step by step plan for progress monitoring your action plan. What	• Throughout the year, report the results of the formative data as you collect it.

Describe your step by step plan for intervention, for at-risk students, as related to your goal.	*formative student data* will you collect and how often?	• In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
1. Administrators will create a schedule for parent events and will share the invitations to parents via email and Talking Points; 2. Administrators will continue to communicate with parents every week throughout the school year; 3. The percentage of parents answering affirmatively on the Perspective Survey for "sense of belonging" will increase from 93% to 95%; 4. We will host several events to welcome parents on campus -- including the first day of school Boo Hoo Breakfast, the multicultural fair, spirit assemblies, lunches in the quad with their children, art docent lessons and art shows, Harvest Festival, Spring Fling, and sports teams. 5. Timesheet staff who work beyond contract hours to support these efforts. classified timesheets $1000 (supplemental concentration funds)	• Sign-in sheets for parents events will be monitored by administrators; and • The percentage of parents answering affirmatively on the Perspective Survey for "sense of belonging" will be monitored.	

Action 4.1.2   (SiteGoalID: 8725) (DTS: 05/01/25)

Targeted Student Group(s)

• School-wide

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results.

		• Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
1. Elliott Ranch will work closely with parents to put on our annual multicultural fair, Passport: Explore the World. 1. Families who have previously hosted booths at our multicultural fair will be invited to a planning meeting; 2. Communications will be sent via email and Talking Point to invite other parents to join the planning team; 3. Staff and parents will work together to create tri-folds with facts about the country they're representing; 4. Parents will make a student snack to hand out from their booth; 5. Parents will decorate their booths with artifacts demonstrating their country's art, music, language, and food. 6. In mid-March, students will attend the fair to learn about many countries all around the world. 7. Staff working beyond their contract hours will be timesheeted to support this event. classified timesheets $1,000 (supplemental concentration funds)	• In the parent perspective survey, we will see an increase of parents indicating they have opportunities for parent involvement	

Site Goal 4.2   (SiteGoalID: 9088) (DTS: 04/04/25)

We will see chronic absenteeism reduced in the 2025-26 school year, as follows:
Hispanic students   from 23% to 15%
Low income students   from 14% to 10%
We will hold onto attendance gains for African American and multilingual leaners, with both groups having zero chronic absenteeism currently.

Metric: Percent Chronically Absent

Targeted Student Group(s)

• EL • Hispanic or Latino • Low Income

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan 1. Before the school year begins, admin will communicate (electronically, in person, and via mail) to families the absence policy and why it's important to attend school; 2. Communications about the importance of attendance will continue throughout the year; 3. Admin will utilize pre-service, along with staff meetings, to train staff about district policies and positive messaging about attendance. 4. Administrators will make phone calls home to families whose children miss more than 10% of school days. 5. For students from economically disadvantaged families, administrators will ask questions about how best their children could be supported; and 6. Reach out to parents via Talking Points so it will translate into Spanish to better reach our Hispanic families. We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal. $500 (supplemental concentration funds)	**Progress Monitoring** • Absenteeism and attendance rates will be monitored by administrators; • Students of concern for absenteeism will be referred by admin to our MTSS Tier II team; • Admin will work closely with our district attendance liaison to track attendance and chronic absenteeism; and • Admin and the district attendance liaison will coordinate phone calls to parents of chronically absent students.	**Evaluation**

Funding Sources for District Goal 4 (DEV - LCAP ID: 755)

Funding Source	Amount	Description of Use
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	2000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	2000	Classified- Timesheets
Supplemental/Concentration (7101/0000)	500	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	0	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions

Funding Source Summary for All District Goals

Supplemental/Concentration (7101/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	$41941	$0	$0	$0	$41941
Certificated- Timesheets	$6900	$3000	$4000	$2000	$15900
Classified- Salaries	$0	$0	$0	$0	$0
Classified- Timesheets	$500	$1595	$0	$2000	$4095
Materials/Supplies/Equipment	$3000	$1500	$0	$500	$5000
Contracts/Services/Subscriptions	$1000	$11000	$0	$0	$12000

Supplemental/Concentration (7101/0000) Total: **$78,936**

EL Supplemental (7150/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	$0	$0	$0	$0	$0
Certificated- Timesheets	$5977	$0	$0	$0	$5977
Classified- Salaries	$0	$0	$0	$0	$0
Classified- Timesheets	$0	$0	$0	$0	$0
Materials/Supplies/Equipment	$0	$0	$0	$0	$0
Contracts/Services/Subscriptions	$0	$0	$0	$0	$0

EL Supplemental (7150/0000) Total: **$5,977**

Justification of School-Wide Use of Funds

For sites below 40 percent of enrollment of unduplicated pupils, when using supplemental and concentration (LCAP) funds in a school-wide manner, the site must additionally describe how the services provided are the most effective use of funds to meet the site's goals for unduplicated pupils in the state priority areas. Include a description and justification for the use of any funds in a school-wide manner as described in **Actions, Services, and Expenditures** above.

N/A

V. Funding

Elliott Ranch Elementary (254) | 2025-2026

Fund Source *Mgmt. Code / Description Resc. Code / Description*	Allocation	EGUSD Strategic Goals				Balance
		1. Curriculum and Instruction	2. Targeted Supports & Interventions	3. Wellness	4. Family Engagement	
4900 Director of School Improvement Support **3010** ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	$0	$0	$0	$0	$0	$0
7101 LCFF Supplemental Concentration TK-6 **0000** Unrestricted	$78,936	$53,341	$17,095	$4,000	$4,500	$0
7150 EL Supplemental Program Services TK-6 **0000** Unrestricted	$5,977	$5,977	$0	$0	$0	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$84,913	$59,318	$17,095	$4,000	$4,500	

Fund Subtotals	
Subtotal of additional federal funds included for this school	$0
Subtotal of state or local funds included for this school	$84,913

Title I Centralized Services			
Title I Foster Youth	$0	Title I Homeless	$0
Title I Centralized Services	$0	Title I Preschool	$0