



Elliott Ranch Elementary

Local Control Accountability Plan (LCAP) 2024-2025

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

IV. Goals, Action Plans and Progress Monitoring

Elliott Ranch Elementary | Focused Work: 2024-2025

Goal Setting (Icapid: 610)

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 receive high quality classroom instruction and curriculum to promote college, career and life readiness and close achievement and opportunity gaps.

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 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.
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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?

Our staff, ELAC, and School Site Council 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 four Strategic Goals. The Teacher Leadership team met monthly to discuss actions and services that would appropriately support students and teaching (9/11/23, 10/9/23, 11/6/23, 12/4/23, 1/8/24, 2/5/24, 3/4/24, 4/8/24 and 5/6/24). Our MTSS Tier II Team met twice-monthly (9/6/23, 9/20/23, 10/4/23, 10/18/23, 11/1/23, 11/15/23, 12/6/23,

1/10/24, 1/24/24, 2/7/24, 2/21/24, 3/6/24, 3/20/24, 4/3/24, 4/17/24, 5/1/24 and 5/15/24) and our PBIS Tier 1 team met monthly to track student discipline, academic and social-emotional data and to monitor the effectiveness of our PBIS program (8/16/23, 9/13/23, 10/4/23, 11/1/23, 12/6/23, 1/10/24, 2/7/24, 3/6/24, 4/3/24 and 5/1/24). Our English Language Learner Community has been supported by an ELAC Team that includes a teacher-leader, parents and administration (10/18/23, 12/13/23, 3/20/24 and 5/8/24). Our School Site Council met five times this year to review and analyze Elliott Ranch's data related to EGUSD's four strategic goals and our progress toward our goals 9/20/23, 11/29/23, 2/28/24, 4/24/24 and 5/15/24). Parent members of the SSC also met periodically in a less formal workshop format to provide input and suggestions based on student need (10/27/23, 2/2/24 and 2/23/24). This, in conjunction with ongoing and continued conversations with all stakeholders, has provided valuable input for creating this year's LCAP. During the 2024-25 school year, all stakeholders will have the following opportunities to be part of the planning and analysis process for our LCAP:

- Leadership Team meetings on 9/9/24, 10/7/24, 11/4/24, 12/2/24, 1/13/25, 2/3/25, 3/10/25, 4/7/25, 5/5/25;
- School Site Council meetings on 9/25/24, 11/20/24, 2/19/25, 4/23/25, 5/14/25;
- Education Equity Team meetings on 9/19/24, 10/17/24, 11/21/24, 1/23/25, 2/20/25, 4/17/25;
- ELAC meetings on 9/18/24, 10/16/24, 3/12/25, 4/16/25;
- PBIS team meetings on 9/11/24, 10/9/24, 11/13/24, 12/11/24, 1/15/25, 2/12/25, 3/12/25, 4/9/25; and
- Staff meetings on 8/26/24, 9/30/24, 10/28/24, 12/16/24, 1/27/25, 2/24/25, 3/31/25, 4/28/25, 5/19/25.

Continual input is also sought through ongoing stakeholder and parent communication through admin and teacher newsletters, family curriculum nights, and PTO meetings.

2. Impact of LCAP and Annual Update

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

The ongoing inclusion of stakeholders in a variety of formats allowed 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 added/increased: tutoring for our EL students; release funds for our teachers to differentiate lessons; and ASSIST playground support.

Resource Inequities (ATSI 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.

We will continue to build our Education Equity Team, inviting parents to join our staff members who already work so hard to create opportunities for engagement on our campus. We built a successful BSU last year, with more than 30 students attending every month to learn about Black History through engaging activities. We then added a Latino Student Union this year, with similar success. Next year, we hope to build an Asian Student Union as well. Our inaugural multicultural event "Passport: Explore the World" was a great success in the 2023-24 school year, with 13 countries represented by our own families. We hope to continue to event in 2024-25 to support our students from other backgrounds as well. We held our first curriculum nights to help parents relate to our new math and science curriculum in the 2023-24 school year. We plan to hold family curriculum nights again this year as well.

Goals, Actions, and Progress Indicators

District Strategic Goal 1:

District Needs and Metrics 1:

All students will receive high quality classroom instruction and curriculum 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

Site Goal 1.1 (SiteGoalID: 7222) (DTS: 12/13/23)

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 76% in 2023 to 80% as measured by the 2024 CAASPP, and to increase the number of students who meet or exceed standards in Mathematics from all 3rd-6th grade students from 69% in 2023 to 75% as measured by the 2024 CAASPP.

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

Action 1.1.1 (SiteGoalID: 7222) (DTS: 12/13/23)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring	Evaluation
<p>Action Plan</p> <p><u>Aug. - June:</u></p> <ol style="list-style-type: none"> 1. Grade-level teams and administration will collaborate during weekly 	<p>Progress Monitoring</p> <ul style="list-style-type: none"> • PLC notes indicate that teachers regularly measure student progress with multiple tools including: K/1 	<p>Evaluation</p> <ul style="list-style-type: none"> • Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?

- 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;
2. During two Data Dialogue Days (Trimester 1 and II), grade-level teams and administration will analyze common assessment data using Illuminate to monitor student progress towards state standards and site academic goals;
 3. Teachers will increase their expertise by attending district-offered professional learning opportunities in Envision Math and the Framework for High Quality Instruction;
 4. Teachers will continue to gain proficiency in Illuminate to create common assessments and analyze student data; and
 5. Teachers and Admin will identify students needing remediation or enrichment, and create instructional plans for them.

**Supplemental/Concentration:
Data Dialogue Days -- Release time for teachers for DDDs (thoughtfully scheduled to secure subs without disrupting district-wide needs)**

- Benchmarks assessments, interim and formative assessments developed by the grade level teams, district interims in Illuminate, ELPAC data, and CAASPP.
- Teacher expertise and proficiency (Actions 2-4) with Illuminate and new math and science curriculum will be observed anecdotally through time spent in PLC/DDD conversations plus classroom observations and administrative walk-throughs.
 - Sign-in sheets and teacher reports of PL on Illuminate and new science and math curriculum will provide evidence of teacher learning.
 - DDD notes will reflect individual academic plans for students who need remediation or enrichment.

Site Goal 1.2 (SiteGoalID: 7225) (DTS: 12/13/23)

Provide targeted instruction for students assessed to be below grade level according to SBAC data and grade-level common assessments. Our goal is to close the achievement gap with the lowest performing subgroups in **ELA** according to the 2024 SBAC DFS (Distance from Standard is the number of students meeting or

exceeding standard, divided by the number of students receiving a score). Our overall DFS for ELA was 57 points above standard. However, we will see the DFS be at least at grade-level standards for these students:

- African American students' DFS decreased by 9 points and ended up 1 point above standard for 2023.
- For current English Learners, the DFS was 1 point below standard in 2023.

Our goal is to close the DFS achievement gap with the lowest performing subgroups in **MATHEMATICS** according to the 2024 CAASPP. While our DFS overall was a strong 35 points above:

- African American students' DFS increased 15 points in 2023, but was still 20 points below standard.
- Our EL students' DFS declined 12 points, but was still 20 points above standard.
- Students with Disabilities' DFS increased 6 points, but was still 10 points below standard.

Metric: CAASPP (ELA, Math, Science) - Distance from Standard

Action 1.2.1 (SiteGoalID: 7225) (DTS: 12/13/23)

Targeted Student Group(s)

- Black or African American • EL • SWD

<p style="text-align: center;">Action Plan</p> <ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	<p style="text-align: center;">Progress Monitoring</p> <ul style="list-style-type: none"> • How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with? 	<p style="text-align: center;">Evaluation</p> <ul style="list-style-type: none"> • Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
<p style="text-align: center;">Action Plan</p>	<p style="text-align: center;">Progress Monitoring</p>	<p style="text-align: center;">Evaluation</p>
<ol style="list-style-type: none"> 1. <u>August-June</u>: Academic Intervention Teachers will utilize small group instruction and Highly Effective Teaching Strategies to teach targeted 1st-6th students who don't meet grade-level standards in ELA. Particular attention and assistance will be paid to our African American students, English Learning students and students with disabilities, who scored below district DFS expectations. 2. <u>August</u>: Adhering to district guidelines, our Intervention 	<ul style="list-style-type: none"> • AITs will keep records of learning gains for our tutored students; • AIT records will be monitored monthly at our MTSS Tier II meeting; • For all Action Steps listed, teachers measure student progress with multiple tools, including K/1 Benchmark assessments, interim and formative assessments developed by the grade-level teams, CAASPP, and ELPACs; and • As a result of these 9 Action Steps, we will see 	

Committee will determine the specific criteria that students will need to meet in order to qualify for intervention support as well as specific exit criteria. This criteria will be shared with teachers and parents.

3. September: AITs identify students in need of academic support based on Illuminate Data, Fountas & Pinnell Benchmark Assessments and Letter Grades in Reading. Students needing EL intervention, newcomers especially, are also prioritized for AIT interventions. Any EL intervention teacher will be working in direct collaboration with their EL Instructional Coach and also our AIT.
4. September: AITs will communicate with teachers in order to receive teacher input on students slated to receive intervention.
5. September: AITs meet to determine the frequency of progress monitoring and the assessments to be used for progress monitoring.
6. September: AITs and Teachers determine schedules for intervention students.
7. September: AITs begin intervention services, using SIPPS and FLEX to focus on phonics for grades 1-2 and guided reading for fluency practice for grades 3-6. Imagine Learning is available for our EL students.
8. 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.
9. End of Each Trimester (November, March & June): Continue the cycle -

improvement across the board in our Spring 2024 CAASPP DFS rates for our lower performing subgroups, which include our African American students, our English Learners and our students with disabilities.

identify students, provide intervention, progress monitor and determine the effectiveness of the program.

Timesheet .37 AIT (68 days x 7.5 hours = 510 hours); purchase subscriptions for remediation at all levels

Action 1.2.2 (SiteGoalID: 7225) (DTS: 12/13/23)

Targeted Student Group(s)

- Foster Youth

<p style="text-align: center;">Action Plan</p> <ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	<p style="text-align: center;">Progress Monitoring</p> <ul style="list-style-type: none"> • How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with? 	<p style="text-align: center;">Evaluation</p> <ul style="list-style-type: none"> • Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
<p style="text-align: center;">Action Plan</p> <ol style="list-style-type: none"> 1. <i>Ongoing:</i> 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. 2. 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. 	<p style="text-align: center;">Progress Monitoring</p> <ul style="list-style-type: none"> • Admin will monitor foster youth academic outcomes monthly, including that such students have access to supplemental academic resources and support services necessary to ensure equity and close the academic achievement gap. 	<p style="text-align: center;">Evaluation</p>

Site Goal 1.3 (SiteGoalID: 7226) (DTS: 12/13/23)

Elliott Ranch Site Goal 1.3 is to increase the number of EL students who achieve English-language proficiency. In 2022, the percentage of our EL students who were Re-designated Fluent in English increased from 14% the year before to 20%. Our goal is to maintain that rate.

Metric: Reclassified - Percent of English Learners
Reclassified

Action 1.3.1 (SiteGoalID: 7226) (DTS: 12/13/23)

Targeted Student Group(s)

- EL

<p>Action Plan</p> <ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	<p>Progress Monitoring</p> <ul style="list-style-type: none"> • How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with? 	<p>Evaluation</p> <ul style="list-style-type: none"> • Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
<p>Action Plan</p> <p><u>Aug. - June:</u></p> <ol style="list-style-type: none"> 1. ELPAC Coordinator will ensure that the initial and summative ELPAC assessments are completed according to timelines; 2. Data from assessments will be used to guide ELD instruction in every classroom; 3. EL Coordinator will plan ELAC Meetings, participate in DELAC meetings, EL/RFEP Monitoring, and reclassification of students; 4. AIT will continue to identify EL students who are below grade-level and include them 	<p>Progress Monitoring</p> <ul style="list-style-type: none"> • Student progress will be measured by grade-level common assessments, ELPAC scores, teacher observations with feedback and administrative walk throughs; • Our ELAC meetings will have 25% more attendance in the 2024-25 school year; • All EL students will be assessed according to required timelines; and • Administrators will ensure ELD instruction is implemented in every classroom via FONT walkthroughs. 	<p>Evaluation</p>

- in tutoring sessions for ELA and Math;
5. EL Instructional Coach will consult and problem-solve with teachers and admin as needed, connecting us with resources and suggestions for next steps; and
 6. FLEX program will be available for students performing two years below grade level.

EL Coordinator/ELPAC Assessor; funding for translation/interpretation, supplemental materials for ELD, materials/supplies for ELAC, and EL professional development.

Action 1.3.2 (SiteGoalID: 7226) (DTS: 12/13/23)

Targeted Student Group(s)

- All

<p style="text-align: center;">Action Plan</p> <ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	<p style="text-align: center;">Progress Monitoring</p> <ul style="list-style-type: none"> • How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with? 	<p style="text-align: center;">Evaluation</p> <ul style="list-style-type: none"> • Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
<p style="text-align: center;">Action Plan</p> <p><u>Aug. - June:</u> 1. Purchase such classroom technology as projectors, bulbs, document cameras, printers, ink, and other tech resources and tech licenses in order to support learning.</p>	<p style="text-align: center;">Progress Monitoring</p> <ul style="list-style-type: none"> • Effectiveness will be measured during walk-through observations focusing on students interacting with technology. Their ability to access and interact with technology will ultimately be measured through both CAASPP and interim assessment scores. 	<p style="text-align: center;">Evaluation</p>

Site Goal 1.4 (SiteGoalID: 7231) (DTS: 12/13/23)

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, which we will measure by gains in SBAC scores.

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

Action 1.4.1 (SiteGoalID: 7231) (DTS: 12/13/23)

Targeted Student Group(s)

- All

<p>Action Plan</p> <ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	<p>Progress Monitoring</p> <ul style="list-style-type: none"> • How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with? 	<p>Evaluation</p> <ul style="list-style-type: none"> • Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
<p>Action Plan</p> <p><i>Sept. - April:</i></p> <ol style="list-style-type: none"> 1. 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. 2. The NNAT will be given to all third-grade students to identify those with gifts and talents (as determined by state and district standards) that warrant being invited to participate in our GATE program. <p>GATE coordinator stipend/GATE teacher/materials/supplies.</p>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> • Sign-in sheets for GATE enrichment lessons; • Monitor the number of students who qualify under the District's GATE criteria (94 were identified in the 2023-24 school year); • SBAC scores of these students will be measured to ensure growth by all GATE students; • All ELA and Math scores will be at the "Standard Exceeded" or "Standards Met" level; and Parent/student surveys will be conducted to evaluate the program. 	<p>Evaluation</p>

Action 1.4.2 (SiteGoalID: 7231) (DTS: 04/15/24)

Targeted Student Group(s)

- All

<p>Action Plan</p> <ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	<p>Progress Monitoring</p> <ul style="list-style-type: none"> • How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with? 	<p>Evaluation</p> <ul style="list-style-type: none"> • Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
<p>Action Plan</p> <p>Cosumnes Regional Goal: Support the implementation of the Framework for High Quality Instruction by offering teacher release time to work in grade-level and vertically aligned teams. Our region has chosen to measure student achievement as identified by the Teaching and Learning Program Implementation Continuum (PIC) as it relates to formative assessments and student talk. Effective student talk will increase from 33% to 40% regionally by the end of the 2024-25 school year as measured by the (PIC). Effective use of formative assessments will increase from 76% to 82% regionally.</p>	<p>Progress Monitoring</p> <p>Student survey data regarding whether their teacher provides opportunities to work and communicate with classmates will increase from 82% to 85%. Student survey data regarding whether their teacher guides/supports student discussion will increase from 78% to 80%. Regionally, teacher survey data regarding current level of implementation of student talk and formative assessments will increase from 33% and 80% respectively to 40% and 85%. FONT implementation data will increase from 34% to 40% regionally.</p>	<p>Evaluation</p>

Funding Sources for District Goal 1 (DEV - LCAP ID: 610)

Funding Source	Amount	Description of Use
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Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	42000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	7000	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	3000	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	5481	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	500	Materials/Supplies/Equipment

<p>District Strategic Goal 2:</p> <p>All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.</p>	<p>District Needs and Metrics 2:</p> <p>Students need high quality programs and services driven by assessment, data analysis, and action as measured by:</p> <ul style="list-style-type: none"> • Test Participation Rate on Districtwide Assessments
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Site Goal 2.1 (SiteGoalID: 7230) (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 2.1.1 (SiteGoalID: 7230) (DTS: 12/13/23)

Targeted Student Group(s)

- All

<p>Action Plan</p> <ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	<p>Progress Monitoring</p> <ul style="list-style-type: none"> • How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with? 	<p>Evaluation</p> <ul style="list-style-type: none"> • Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
<p>Action Plan</p> <p>1. We will achieve a 95% test participation rate on districtwide interim assessments.</p>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> • We will see increases in the teacher and student perspective surveys (given in April 2024) for questions related to the usage of formative assessments; and • We will see more than 95% participation rates in Illuminate Interim assessments for all trimesters. 	<p>Evaluation</p>

Site Goal 2.2 (SiteGoalID: 7227) (DTS: 12/13/23)

Our Library Technician will work with our students, teachers, and families to promote reading as the foundational learning strategy, increasing the number of reading quizzes taken by our students. For the 2023-24 school year, 5,885 quizzes were passed (of 8,972 taken), only 66%. The percentage of quizzes passed will increase from 66% to 80% (even after raising the percentage required to pass a quiz from 70% to 80% last year). We will find a way to transfer our quiz data from Reading Counts, which sunsets this summer, to Accelerated Reader, which we need to purchase.

Metric: Test Participation Rate on Districtwide Assessments

Action 2.2.1 (SiteGoalID: 7227) (DTS: 12/13/23)

Targeted Student Group(s)

• All

<p>Action Plan</p> <ul style="list-style-type: none"> Describe your step by step plan for intervention for at-risk students. 	<p>Progress Monitoring</p> <ul style="list-style-type: none"> How will you measure implementation? How will you measure student improvement using formative data? Who will collect the data, how often, and who will it be shared with? 	<p>Evaluation</p> <ul style="list-style-type: none"> Are you making progress towards your desired outcome? What is working or what is not working? How will you modify your plan if you are not making progress?
<p>Action Plan</p> <p><u>Aug. - June:</u></p> <ol style="list-style-type: none"> Maintain Library Technician hours from 2023 levels; Increase and promote Accelerated Reader quizzes, rewards and celebrations; Library Technician will work with students, families and teachers in order to promote reading at home and at school; and Library technician will work extra hours to teach genres, print concepts and love of reading to better meet the needs of all our students. <p>Library tech timesheet; purchase reading incentive subscription</p>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> Library Technician and Admin will monitor the number of Accelerated Reader quizzes taken and passed to encourage an increase over last year; Admin will publish reading incentive results monthly in the Ranch Roundup parent newsletter (top 10 readers for primary and intermediate); and In 2023-24, 8,972 quizzes were taken, with 5,885 passing the 80% threshold, which is a 66% pass rate. Library Tech and Admin will monitor, promote and encourage taking and passing reading quizzes to see that pass rate increase. 	<p>Evaluation</p>

Action 2.2.2 (SiteGoalID: 7227) (DTS: 12/13/23)

Targeted Student Group(s)

• SWD

<p>Action Plan</p> <ul style="list-style-type: none"> Describe your step by step plan for intervention for at-risk students. 	<p>Progress Monitoring</p> <ul style="list-style-type: none"> How will you measure implementation? How will you measure student improvement using formative data? 	<p>Evaluation</p> <ul style="list-style-type: none"> Are you making progress towards your desired outcome? What is working or what is not working?

	• Who will collect the data, how often, and who will it be shared with?	• How will you modify your plan if you are not making progress?
<p style="text-align: center;">Action Plan</p> <ul style="list-style-type: none"> • Our MTSS team will work closely with our general education teachers and Learning Center teachers to monitor students' present levels and make educational decisions to better support all students; • Our Intervention Team, plus MTSS Tier II team, plus grade-level teams will hold co-op meetings to review student achievement data, as well as behavior and social-emotional deficits; and • Data and recommendations will be shared with parents and guardians when appropriate to help make decisions about remediation as needed. <p>Substitutes (thoughtfully scheduled to avoid conflicting with district priorities)</p>	<p style="text-align: center;">Progress Monitoring</p> <ul style="list-style-type: none"> • Admin will monitor Parent survey results, disaggregating for students with disabilities, to ensure it shows that 90% or more parents feel they had Input in Decision-Making and Partnerships for Student Outcomes. 	<p style="text-align: center;">Evaluation</p>

Funding Sources for District Goal 2 (DEV - LCAP ID: 610)

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)	3000	Classified- Timesheets
Supplemental/Concentration (7101/0000)	4200	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	0	Materials/Supplies/Equipment

EL Supplemental (7150/0000)	<input type="text" value="0"/>	Certificated- Salaries
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Certificated- Timesheets
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Classified- Salaries
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Classified- Timesheets
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Materials/Supplies/Equipment

District Strategic Goal 3:

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: 7223) (DTS: 12/13/23)

Suspension rates are currently under 1% for students from ALL backgrounds, so we have eliminated disproportionality as we have implement thoughtful discipline alternatives to suspension. We will continue to keep our suspensions rates proportional and under 1%.

However, of the 102 *minor* discipline incidences on campus:

- Hispanic students account for 49%, although they make up only 26% of our student population; and
- Students identified as socioeconomically disadvantaged account for 34%, although they make up only 26% of our student population.

Our new goal is to positively support our Hispanic and socioeconomically disadvantaged students so we see a reduction in the number of minor disruptive incidents for those two subgroups.

Metric: Suspension Rate: Percent of Students Suspended

Action 3.1.1 (SiteGoalID: 7223) (DTS: 12/13/23)

Targeted Student Group(s)

- Black or African American • Hispanic or Latino • Low Income • Two or More

<p style="text-align: center;">Action Plan</p> <ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	<p style="text-align: center;">Progress Monitoring</p> <ul style="list-style-type: none"> • How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with? 	<p style="text-align: center;">Evaluation</p> <ul style="list-style-type: none"> • Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
<p style="text-align: center;">Action Plan</p> <p><i>Aug. - June:</i></p> <ol style="list-style-type: none"> 1. Continue building our successful Black Student Union, where nearly 30 students grades 1-6 have taken part every month in learning about their heritage through engaging activities. We saw our discipline numbers for African-American students drop dramatically. 2. Continue growing our successful Latino Student Union to celebrate the culture of a third of our students through engaging activities. 3. Develop a new Asian Student Union to celebrate the culture of another third of our students. 4. Hold parent meetings prior to the start of the program to explain program commitments, and to enlist parental support for the club. 5. Introduce the club's purpose, objectives and expectations at a staff meeting. 6. Celebrate Hispanic Heritage Month Around the Ranch in the fall in a similar way to how we celebrated Black History Around the Ranch in February and how we are currently celebrating AAPI Heritage Around the Ranch - 	<p style="text-align: center;">Progress Monitoring</p> <p>To monitor the effectiveness of Action Steps 1-6:</p> <ul style="list-style-type: none"> • Discipline data will be gathered and analyzed each month by our admin team, to see a reduction in the number of incidences among Black, Hispanic and economically disadvantaged students; • Discipline data will be shared with our faculty during monthly staff meetings and with our MTSS Tier II team at twice-monthly meetings; • Anecdotal evidence -- including sign-in sheets for the new Hispanic Union and Passport, plus photo celebrations on our new campus bulletin board and in our newsletters -- will be gathered, showing increased participation from our Hispanic families and students. • Parent and Student Survey results will show gains in feeling welcome on campus. 	<p style="text-align: center;">Evaluation</p>

- with nearly 100 laminated descriptions and photos of celebrated scientists, educators, athletes, entertainers and community builders of Hispanic heritage posted in every window around campus and in the MP room.

7. Continue the tradition started this year with our new multicultural event at Elliott Ranch -- *Passport: Explore the World* -- where students and families share their cultures with booths for food and dress. Students visit each booth and receive a stamp in their passports.

Site Goal 3.2 (SiteGoalID: 7228) (DTS: 12/13/23)

The Elliott Ranch school community will support the physical and emotional well-being of all students on campus by continuing to refine the work of our PBIS team that is being recognized by California this year for Gold Standard implementation of PBIS. We saw the percent of students replying positively to the California Healthy Kids Survey jump from 64% in 2021 to 80% in 2023 when asked about school connectedness and whether or not students felt there was a caring adult at school. Still, we strive for every students to feel connected and safe, therefore our goal includes:

- Increase in the percentage of students who feel a sense of school connectedness, from 80% to 90%.

Metric: School Climate - Average Favorability Rating

Action 3.2.1 (SiteGoalID: 7228) (DTS: 12/13/23)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> • How will you measure implementation? • How will you measure student improvement using formative data? 	<ul style="list-style-type: none"> • Are you making progress towards your desired outcome? • What is working or what is not working?

	<ul style="list-style-type: none"> Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> How will you modify your plan if you are not making progress?
<p style="text-align: center;">Action Plan</p> <p>Students need a safe, respectful and responsible school climate to reach their greatest potential.</p> <p><u>Aug. - June:</u></p> <ol style="list-style-type: none"> We will continue to increase peaceful conflict resolution in grades 1-6 by engaging in restorative justice to teach and reinforce character values and resolution strategies, just as <i>all</i> the schools in the Consumnes Oaks High School region do. We will reinforce for our students the importance of upholding our school-wide expectations (Be Kind, Be Safe, Be Responsible, Be Respectful) and our school-wide <i>PBIS Guidelines for Success</i> and character values in a variety of ways, including: The PBIS Tier I team will meet monthly and the MTSS/PBIS Tier II team will meet twice monthly to review student needs; Admin will share school-wide data monthly at staff meetings about the implementation of social groups, MHT referrals, as discipline and attendance trends; Staff will continue their Diversity, Equity and Inclusion training, including two 90-minute workshops on restorative practices; Admin will lead Rules Review assemblies each trimester about behavior expectations on campus; PBIS tier I team will develop relevant incentives for 5th and 6th graders who are not as motivated by our current Rock It! ticket incentives; 	<p style="text-align: center;">Progress Monitoring</p> <p>To measure the effectiveness of Action Steps 1-16:</p> <ul style="list-style-type: none"> Admin will Gather and the SSC will analyze key Indicators in our California Healthy Kids Survey, including responses from students about their perceptions of bullying and about being treated with respect; Gather and analyze the number of Rock It! tickets distributed to students to see their use increase from this year, especially among intermediate grades; Timely and relevant meeting notes from our PBIS team and MTSS Tier II team; All Crate deadlines will be met for monitoring our PBIS goals; and Admin will ensure the DEI courses, rules reviews, silver spoons awards, Kids of Character recognitions, spirit assemblies, and Rocket News all constantly reinforce our culture of being safe, respectful and responsible. 	<p style="text-align: center;">Evaluation</p>

8. We will increase positive signage around campus to encourage character development;
9. We will hold monthly PBIS assemblies;
10. Admin will recognize Kids of Character for each classroom at every PBIS assembly;
11. We will post photos of every Kid of Character in our front office and on our central quad bulleting board;
12. VP and Campus Supervisor will award the Golden Spoon award to classrooms each month for positive behavior during lunch in the MP room;
13. We will hold awards assemblies after each trimester to recognize students for their academics and character;
14. PBIS Tier I team will develop a comprehensive bullying prevention plan that includes such communications strategies as a regular feature on Rocket News to discuss scenarios and analyze whether they are conflicts that need to be resolved or examples of bullying that need to be addressed in more serious ways;
15. We will teach the Stop, Walk and Talk strategy in every classroom;
16. Admin will add Friday assemblies when possible as a reward for positive behavior, including science, cultural arts and environmental stewardship.

PBIS signage and materials/supplies for teaching bullying prevention strategies
Friday assemblies as incentives for school-wide positive behavior
Materials/supplies for awards for Kids of Character

Action 3.2.2 (SiteGoalID: 7228) (DTS: 12/13/23)

Targeted Student Group(s)

- All

<p>Action Plan</p> <ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	<p>Progress Monitoring</p> <ul style="list-style-type: none"> • How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with? 	<p>Evaluation</p> <ul style="list-style-type: none"> • Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
<p>Action Plan</p> <p><u>Aug. - June:</u></p> <ol style="list-style-type: none"> 1. Train teachers on the new district curriculum (called Second Step) to support social-emotional learning for our students through relational activities; 2. Introduce the new state-wide standards that include CASEL (Collaboration for Academic, Social and Emotional Learning) constructs; and 3. Embed CASEL signature practices in all staff meetings <ul style="list-style-type: none"> • Welcoming/inclusion activity in all staff meetings • Engagement strategies, brain breaks & transitions and • Optimistic closure. <p>Release time for teachers to incorporate SEL curriculum across grade levels</p>	<p>Progress Monitoring</p> <p>To measure the effectiveness of Action Steps 1-3:</p> <ul style="list-style-type: none"> • Overall sense of belonging for students on the Climate Survey will increase from 80% to 90% 	<p>Evaluation</p>

Action 3.2.3 (SiteGoalID: 7228) (DTS: 12/13/23)

Targeted Student Group(s)

<p style="text-align: center;">Action Plan</p> <ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	<p style="text-align: center;">Progress Monitoring</p> <ul style="list-style-type: none"> • How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with? 	<p style="text-align: center;">Evaluation</p> <ul style="list-style-type: none"> • Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
<p style="text-align: center;">Action Plan</p> <ul style="list-style-type: none"> • Elliott Ranch teachers and staff support students' learning about camaraderie by sponsoring activities and clubs to reach a variety of students. Research supports that non-curricular activities help students feel connected with school so they ultimately want to succeed. We have secured teacher advisor commitments, and will timesheet them at the rate of \$45/hour. • <u>Aug/Sept:</u> Communication about these student opportunities for on-campus engagement will be provided to families in multiple formats and languages. The importance of each opportunity and the social-emotional skills they help students build will be clearly explained to our families. • Running for Rhett; • Fun & Fitness; • Sign Language; • Journalism; • Homework Club; and • Garden/science club. 	<p style="text-align: center;">Progress Monitoring</p> <p>Possessing strong relationship skills for students grades 3-6 will increase in the Perspective Survey. Students feeling that they're treated with respect when taking the CHK survey will increase from 85% to 90%.</p>	<p style="text-align: center;">Evaluation</p>

Funding Sources for District Goal 3 (DEV - LCAP ID: 610)

Funding Source	Amount	Description of Use
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	7000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	0	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	490	Materials/Supplies/Equipment

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	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Materials/Supplies/Equipment

District Strategic Goal 4:

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: 7224) (DTS: 12/13/23)

Elliott Ranch will reduce chronic absenteeism to less than 5% for every sub-group. Our current number of chronically absent students (missing more than 10% of the school year) is much better than last year (from 24% in 2023-23 to 13% in 2023-24). We still need to work on chronic absenteeism, particularly among the following sub-groups:

- African-American students (33% chronically absent in 2022-23, and 14% in 2023-24);
- Students of two or more races (21% in 2022-23, to 16% in 2023-24); and
- Hispanic students (28% in 2022-23 to 12% in 2023-24).

The rates are not quite as high, but are still concerning for the following groups:

- 14% of Asian students; and
- 11% of White students.

We will continue to work closely with all stakeholders to increase attendance -- thereby guarding instructional time -- for our students, particularly our African-American, Two or More, and Hispanic students.

Metric: Attendance Rate

Action 4.1.1 (SiteGoalID: 7224) (DTS: 12/13/23)

Targeted Student Group(s)

- Black or African American • Hispanic or Latino • Two or More

<p>Action Plan</p> <ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	<p>Progress Monitoring</p> <ul style="list-style-type: none"> • How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with? 	<p>Evaluation</p> <ul style="list-style-type: none"> • Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
<p>Action Plan</p> <p>The steps we will take at Elliott Ranch to reduce chronic absenteeism include:</p> <ul style="list-style-type: none"> • In August, families will be communicated with in multiple ways (including Synergy email, Talking Points and phone calls) regarding our absence policy and WHY it is important to attend school; • Teachers will contact parents when students are absent; 	<p>Progress Monitoring</p> <p><u>Monthly:</u> Attendance reports for the whole school, as well as for the subgroups identified above, will demonstrate reduced rates of chronic absenteeism each month.</p> <p><u>Trimester I & II:</u> Lists of families called by administrators because of chronic absenteeism rates higher than 20% will be reduced from first to second trimester.</p> <p><u>August - June:</u> All communications regarding absences will be logged into Synergy by teachers, SOAs and administrators.</p> <p><u>August - June:</u> MTSS notes will</p>	<p>Evaluation</p>

- One of our two Spanish-speaking SOAs will converse in supportive ways with family members when they call in absences;
- Administrators will monitor absentees via Synergy data and make personal phone calls home at the end of each month for students who are absent more than 10% of school days;
- Letters will be mailed home regarding attendance;
- All family contacts (whether teachers, office assistants or administrators) will be logged in Synergy;
- Bimonthly reports of tardies, early dismissals and absences will be analyzed by administrators and our district AIO specialist;
- Administrators will attend parent conferences at the end of Trimester I and II for those students whose chronic absentee rates are above 20%;
- Schoolwide attendance rate will be posted on signage in the drive-through line each Friday, and when 100% attendance is reached, all classes receive 5 minutes of extra recess;
- Students are encouraged to participate in the "No Excuses-Go to School" poster contest;
- District Attendance Improvement Office liaison contact families with absent rates higher than 25% to help determine barriers to attendance and offer ideas and support for getting their child to school each day;
- Students who are chronically absent will be discussed at our twice-monthly MTSS Tier II meeting; and
- Attendance data will be shared with faculty at monthly staff meetings.

reflect students who are chronically absent (10% or more school days missed).

Attendance signage materials/supplies

Site Goal 4.2 (SiteGoalID: 7229) (DTS: 12/13/23)

Our goal is to increase stakeholder engagement, creating an environment where parents and community members feel valued and heard so that they become an integral part of decision-making on the Elliott Ranch campus. Parent Response Rate for the Parent Perspective Survey will increase from 40% to 50%. The Parent Survey will show an increase in overall average from 91% favorable responses to 95% favorable responses. On the District perspective survey for the 2024-25 school year, the percentage of parents will increase from 93% to 98% who agree to this statement: "This school has been effective in providing a respectful and welcoming environment."

Metric: Parents indicating a respectful and welcoming school environment

Action 4.2.1 (SiteGoalID: 7229) (DTS: 12/13/23)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring	Evaluation
<p>Increase the number of opportunities for parents and community members to be on campus during the 2024-25 school year, which will include:</p> <ul style="list-style-type: none">• Back to School Night;• Boo Hoo Breakfast;• PTO Ice Cream Social;• Watch Dogs Dinner;• Curriculum Nights;• Open House;• Harvest Festival;• APEX Color Fun Run;	<p>1. Gather and analyze survey results:</p> <ul style="list-style-type: none">• Parent Perspective Survey <p>2. Gather and analyze parent sign-in sheets for all gatherings.</p>	

- Parent Conferences;
- Breakfast w/Santa;
- Parent Conferences; and
- Passport: Explore the World

These are in addition to our regular committees and meetings that welcome parent participation, including:

- PTO (Parent-Teacher Organization);
- ELAC (English Learner Advisory Committee);
- Equity and Diversity Council;
- PBIS Advisory Council; and
- School Site Council.

To encourage participation, the steps will be taken:

- Ensure home/school communications/flyers are translated whenever possible;
- Make phone calls to personally invite families from under-represented sub-groups (including African-American, Hispanic and Two or more races) to events;
- Establish & communicate current events in print as flyers, plus on our website, social media (new Instagram account being created), and teacher newsletters;
- Use Talking Points to send messages in primary languages; and
- Provide necessary supplemental materials, equipment, and personnel for the special events.

Family Curriculum Nights materials/supplies
Certificated timesheets for planning/presenting
Passport multicultural event materials/supplies
Hispanic, Black and AAPI Heritage Months Around the Ranch supplies

Action 4.2.2 (SiteGoalID: 7229) (DTS: 12/13/23)

Targeted Student Group(s)

- All

<p>Action Plan</p> <ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	<p>Progress Monitoring</p> <ul style="list-style-type: none"> • How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with? 	<p>Evaluation</p> <ul style="list-style-type: none"> • Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
<p>Action Plan</p> <p>We will continue to build our Education Equity Team, inviting parents to join our staff members who already work so hard to create opportunities for engagement on our campus, as listed in Action 4.2.1 and 4.2.2.</p> <p>Timesheet classified staff members for their work outside contract hours to support our Ed Equity Team</p>	<p>Progress Monitoring</p> <p>Gather and analyze the sign-in sheets for our Ed Equity meetings and events, looking to see that parents representing all sub-groups increases.</p>	<p>Evaluation</p>

Funding Sources for District Goal 4 (DEV - LCAP ID: 610)

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)	1500	Classified- Timesheets
Supplemental/Concentration (7101/0000)	0	Contracts/Services/Subscriptions

Supplemental/Concentration (7101/0000) Materials/Supplies/Equipment

EL Supplemental (7150/0000)	<input type="text" value="0"/>	Certificated- Salaries
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Certificated- Timesheets
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Classified- Salaries
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Classified- Timesheets
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Materials/Supplies/Equipment



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	\$0	\$0	\$0	\$0	\$0
Certificated- Timesheets	\$42000	\$3000	\$7000	\$2000	\$54000
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$3000	\$0	\$1500	\$4500
Contracts/Services/Subscriptions	\$7000	\$4200	\$0	\$0	\$11200
Materials/Supplies/Equipment	\$3000	\$0	\$490	\$1900	\$5390

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	\$5481	\$0	\$0	\$0	\$5481
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Contracts/Services/Subscriptions	\$0	\$0	\$0	\$0	\$0
Materials/Supplies/Equipment	\$500	\$0	\$0	\$0	\$500

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) | 2024-2025

Fund Source Mgmt. Code / Description Resc. Code / Description	EGUSD Strategic Goals					Balance
	Allocation	1. Curriculum and Instruction	2. Assessment	3. Wellness	4. Family Engagement	
4900 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	\$75,090	\$52,000	\$10,200	\$7,490	\$5,400	\$0
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	\$5,981	\$5,981	\$0	\$0	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$81,071	\$57,981	\$10,200	\$7,490	\$5,400	

Fund Subtotals	Title I Centralized Services									
Subtotal of additional federal funds included for this school	\$0	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Title I Foster Youth</td> <td style="width: 50%; text-align: right;">\$0</td> </tr> <tr> <td>Title I Centralized Services</td> <td style="text-align: right;">\$0</td> </tr> <tr> <td>Title I Homeless</td> <td style="text-align: right;">\$0</td> </tr> <tr> <td>Title I Preschool</td> <td style="text-align: right;">\$0</td> </tr> </table>	Title I Foster Youth	\$0	Title I Centralized Services	\$0	Title I Homeless	\$0	Title I Preschool	\$0
Title I Foster Youth	\$0									
Title I Centralized Services	\$0									
Title I Homeless	\$0									
Title I Preschool	\$0									
Subtotal of state or local funds included for this school	\$81,071									

	Signatures: (Must sign in blue ink)	Date
Principal	Catherine Van Housen _____	_____ _____
School Site Council Chairperson	Miriam Ready _____	_____ _____
EL Advisory Chairperson	Anushka Devi _____	_____ _____