



## **Elliott Ranch Elementary**

# **Local Control Accountability Plan (LCAP) 2023-2024**

**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, Actions and Services

Elliott Ranch Elementary | Focused Work: 2023-2024

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### Goal Setting (Icapid: 525)

#### State Priorities

##### Conditions of Learning:

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

##### Pupil Outcomes:

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

##### Engagement:

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

#### Strategic Goals

##### Goal 1: High-Quality Classroom Instruction and Curriculum

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

##### Goal 2: Assessment, Data Analysis, & Action

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

##### Goal 3: Wellness

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

##### Goal 4: Family and Community Engagement

- All students will benefit from programs and services designed to inform and involve family and community partners.
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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. Our MTSS Tier II Team met twice-weekly 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. Our English Language Learner Community has been supported by an ELAC Team that includes a teacher-leader, parents and administration. 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. Parent members of the SSC also met periodically in a less formal workshop format to provide input and suggestions based on student need. This, in conjunction with ongoing and continued conversations with all stakeholders, has provided valuable input for creating this year's LCAP.

During the 2023-24 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 9/11/23, 10/9/23, 11/6/23, 12/4/23, 1/8/24, 2/5/24, 3/4/24, 4/8/24, 5/6/24;
- School Site Council meetings on 9/27/23, 11/29/23, 2/28/24, 4/24/22, 5/15/24;
- Education Equity Team meetings on 8/24/23, 9/15/23, 10/12/23, 11/9/23, 12/7/23, 1/11/24, 2/8/24, 3/7/24, 4/11/24, 5/9/24;
- ELAC meetings on 10/18/23, 12/13/23, 3/20/24, 5/8/24;
- PBIS team meetings on 8/16,23, 9/6/23, 10/4/23, 11/1/23, 12/6/23, 1/10,24, 2/7/24, 3/6/24, 4/3/24, 5/1/24; and
- Staff meetings on 8/28/23, 9/25/23, 10/23/23, 11/27/23, 1/29/24, 2/26/24, 3/25/24, 4/29/24, 5/20/24.

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 -- including our new Black Student Union -- 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; funds for our teachers to differentiate lessons; and ASSIST playground support.

## Resource Inequities

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

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 this year, with more than 30 students attending every month to learn about Black History through engaging activities. We plan to add multicultural events in the 2023-24 school year to support our students from other backgrounds as well, including "Passport: Explore the World" and curriculum nights to help parents relate to our new math and science curriculum.

## Goals, Actions, and Progress Indicators

### District Strategic Goal 1:

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

### District Needs and Metrics 1:

Students need high quality classroom instruction and curriculum as measured by:

- A-G Completion
- Access to Courses (Honors, AP/IB, CTE)
- AP/IB Exams
- CAASPP

- Content Standards Implementation
- CTE Sequence Completion
- EAP
- Other (Site-based/local assessment)
- Progress toward English Proficiency
- Redesignation
- Teacher Assignment

**Site Goal 1.1 (SiteGoalID: 6234) (DTS: 02/10/23)**

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 79% in 2022 to 82% as measured by the 2023 CAASPP, and to increase the number of students who meet or exceed standards in Mathematics from all 3rd-6th grade students from 72% in 2022 to 75% as measured by the 2023 CAASPP.

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

**Actions/Services 1.1.1 (SiteGoalID: 6234) (DTS: 02/10/23)**

**Targeted Student Group(s)**

- All

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
<p><u>Aug. - June:</u></p> <ol style="list-style-type: none"> <li>1. Grade-level teams and administration will collaborate during weekly early-out days and site-funded release days to collaborate as Professional Learning Communities on what students should learn, how to know whether they've learned it, what to do if they haven't learned it, and what to do if they already know it;</li> <li>2. During two Data Dialogue Days (Trimester 1 and II), grade-level teams and administration will analyze</li> </ol>	<ul style="list-style-type: none"> <li>• PLC notes indicate that teachers regularly measure student progress with multiple tools including: K/1 Benchmarks assessments, interim and formative assessments developed by the grade level teams, district interims in Illuminate, ELPAC data, and CAASPP.</li> <li>• 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</li> </ul>	

<p>common assessment data using Illuminate to monitor student progress towards state standards and site academic goals;</p> <ol style="list-style-type: none"> <li>3. Teachers will increase their expertise by attending district-offered professional learning opportunities in the new Envision Math and Amplify Science;</li> <li>4. Teachers will continue to gain proficiency in Illuminate to create common assessments and analyze student data; and</li> <li>5. Teachers and Admin will identify students needing remediation or enrichment, and create instructional plans for them.</li> </ol> <p><b>Supplemental/Concentration: Data Dialogue Days -- Release time for teachers for DDDs (thoughtfully scheduled to secure subs without disrupting district-wide needs) = \$13,500</b></p>	<p>observations and administrative walk-throughs.</p> <ul style="list-style-type: none"> <li>• Sign-in sheets and teacher reports of PL on Illuminate and new science and math curriculum will provide evidence of teacher learning.</li> <li>• DDD notes will reflect individual academic plans for students who need remediation or enrichment.</li> </ul>	
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**Site Goal 1.2 (SiteGoalID: 6238) (DTS: 02/10/23)**

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 2023 SBAC's DFS (Distance from Standard is the number of students meeting or exceeding standard, divided by the number of students receiving a score). We will work to achieve our school district's desired DFS outcome for 2023 in ELA, which is +18.

- African American students' DFS increased from -24 in 2021 to +7 in 2022.
- EL students' DFS increased between 2021 and 2022 from -38 to -16.
- Students with Disabilities moved from -18 to -12.

Our goal is to close the DFS achievement gap with the lowest performing subgroups in **MATHEMATICS** according to the 2023 CAASPP.

- African American students' DFS increased from -38 in 2021 to -30 in 2022.
- Our EL students' DFS moved only from -4 in 2021 to -8 in 2022.
- Students with Disabilities' DFS actually dropped, from +8 to -17.

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

**Actions/Services 1.2.1 (SiteGoalID: 6238) (DTS: 02/10/23)**

**Targeted Student Group(s)**

- Black or African American • EL • SWD

<b>What Specific Actions/Services will you Provide to this Student Group?</b>	<b>How will you Progress Monitor the Implementation of Actions/Services?</b>	<b>Evaluation Cycles in 2023-2024</b>
<ul style="list-style-type: none"><li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li><li>• Actions and Services should be step by step in a chronological order.</li><li>• Actions and Services should remove barriers and implement changes.</li></ul> <ol style="list-style-type: none"><li>1. <b><u>August-June:</u> Academic Intervention Teachers</b> 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, English Learners, and Students with Disabilities -- all of whom scored below district DFS expectations.</li><li>2. <b><u>August 15:</u></b> The Intervention 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.</li><li>3. <b><u>September 1:</u></b> AITs identify students in need of academic support based on Illuminate Data, Fountas &amp; Pinnell Benchmark Assessments and Letter Grades in Reading.</li><li>4. <b><u>September 1:</u></b> AITs will communicate with teachers in order to receive teacher input on students</li></ol>	<ul style="list-style-type: none"><li>• What progress data will be collected and who will collect it?</li><li>• How often and when will it be collected?</li><li>• Who will it be shared with and when?</li></ul> <ul style="list-style-type: none"><li>• AITs will keep records of learning gains for our tutored students;</li><li>• AIT records will be monitored monthly at our MTSS Tier II meeting;</li><li>• 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</li><li>• As a result of these 9 Action Steps, we will see 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.</li></ul>	<ul style="list-style-type: none"><li>• What is working?</li><li>• What is not working and why?</li><li>• What modifications do you need to make?</li></ul>

slated to receive intervention.

5. September 1: AITs will meet to determine the frequency of progress monitoring and the assessments to be used for progress monitoring.
6. September 9: AITs and Teachers determine schedules for intervention students.
7. September 9: AITs begin intervention services, using SIPPS to focus on phonics for grades 1-2 and guided reading for fluency practice for grades 3-6. *Go Math* and *Envision Re-Teach* will be used for math groups grades 4-6.
8. November 13 & March 4: 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 - identify students, provide intervention, progress monitor and determine the effectiveness of the program.

**AIT .37 = \$20,500**

**Actions/Services 1.2.2 (SiteGoalID: 6238) (DTS: 02/10/23)**

### **Targeted Student Group(s)**

- Foster Youth

**What Specific Actions/Services will you Provide to this Student Group?**

**How will you Progress Monitor the Implementation of Actions/Services?**

- What progress data will be collected and who will collect it?
- How often and when will it be collected?
- Who will it be shared with and when?

**Evaluation Cycles in 2023-2024**

- What is working?
- What is not working and why?
- What modifications do you need to make?

<ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>		
<ol style="list-style-type: none"> <li>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.</li> <li>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.</li> </ol>	<ul style="list-style-type: none"> <li>• Monthly monitor foster youth academic outcomes, including that such students have access to supplemental academic resources and support services necessary to ensure equity and close the academic achievement gap.</li> </ul>	

**Site Goal 1.3 (SiteGoalID: 6239) (DTS: 02/10/23)**

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

**Actions/Services 1.3.1 (SiteGoalID: 6239) (DTS: 02/10/23)**

**Targeted Student Group(s)**

- EL

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> </ul>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> </ul>	<p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
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<ul style="list-style-type: none"> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<ul style="list-style-type: none"> <li>• Who will it be shared with and when?</li> </ul>	
<p><u>Aug. - June:</u></p> <ol style="list-style-type: none"> <li>1. ELPAC Coordinator will ensure that the initial and summative ELPAC assessments are completed according to timelines;</li> <li>2. Data from assessments will be used to guide ELD instruction in every classroom;</li> <li>3. EL Coordinator will plan ELAC Meetings, participate in DELAC meetings, RFEP Monitoring, and re-designation of students;</li> <li>4. AIT will continue to identify EL students who are below grade-level and include them in tutoring sessions for ELA and Math;</li> <li>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</li> <li>6. FLEX program will be available for students performing two years below grade level.</li> </ol> <p><b>EL Coordinator/ELPAC Assessor = \$4,924</b></p>	<ul style="list-style-type: none"> <li>• Student progress will be measured by grade-level common assessments, ELPAC scores, teacher observations with feedback and administrative walk throughs;</li> <li>• Our ELAC meetings will have 25% more attendance in the 2023-24 school year;</li> <li>• All EL students will be assessed according to required timelines; and</li> <li>• Administrators will ensure ELD instruction is implemented in every classroom via FONT walkthroughs.</li> </ul>	

**Actions/Services 1.3.2 (SiteGoalID: 6239) (DTS: 04/27/23)**

**Targeted Student Group(s)**

- All

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
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<ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>		
<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. <b>(\$4,700)</b></p>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	

**Site Goal 1.4 (SiteGoalID: 6966) (DTS: 04/27/23)**

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

**Actions/Services 1.4.1 (SiteGoalID: 6966) (DTS: 04/27/23)**

**Targeted Student Group(s)**

- All

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p>	<p><b>Evaluation Cycles in 2023-2024</b></p>
<p><u>Sept. - April:</u> 1. GATE students will be invited to participate in a one-hour weekly after-school pull-out enrichment opportunity.</p>	<ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>

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.

**GATE coordinator stipend = \$1250. GATE teacher @ \$45/hr for 34 days = \$1540. Materials/supplies \$607.**

- were identified in the 2022-23 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.

Funding Sources for District Goal 1	Amount	Description of Use
EL Supplemental (7150/0000)	\$4924	Certificated- Salaries
GATE (7105/0000)	\$2790	Certificated- Salaries
GATE (7105/0000)	\$607	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$34000	Certificated- Salaries
Supplemental/Concentration (7101/0000)	\$4700	Materials/Supplies/Equipment

<p><b>District Strategic Goal 2:</b></p> <p>All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.</p>	<p><b>District Needs and Metrics 2:</b></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"> <li>• Assessment System</li> <li>• Data and Program Evaluation</li> <li>• Other (Site-based/local assessment)</li> </ul>
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**Site Goal 2.1 (SiteGoalID: 6793) (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

**Actions/Services 2.1.1 (SiteGoalID: 6793) (DTS: 03/31/23)**

**Targeted Student Group(s)**

- All

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
<p>1. We will achieve a 95% test participation rate on districtwide interim assessments.</p>	<ul style="list-style-type: none"> <li>• We will see increases in responses to the following questions in the Teaching &amp; Learning Survey taken by our faculty in May, 2022:                             <ul style="list-style-type: none"> <li>◦ 86% said, "I frequently use a variety of assessments to measure student achievement and monitor student learning."</li> <li>◦ 81% said, "I frequently use assessment data to group/regroup based on student learning needs."</li> <li>◦ 95% responded Familiar or Very Familiar to, "What is your current level of implementation of Checking for Understanding?" (compared with 82% for all EGUSD elementary schools combined)</li> </ul> </li> </ul>	

**Site Goal 2.2 (SiteGoalID: 6240) (DTS: 02/10/23)**

Our Library Technician will work with our students, teachers, and families to promote reading as the foundational learning strategy, increasing the number of Accelerated Reader quizzes taken by our students from 5,663 quizzes taken last year to 6,000.

The percentage of quizzes passed will increase to 80% (even after raising the percentage required to pass a quiz from 70% to 80% last year).

**Metric:** Test Participation Rate on Districtwide Assessments

**Actions/Services 2.2.1 (SiteGoalID: 6240) (DTS: 02/10/23)**

**Targeted Student Group(s)**

- All

<b>What Specific Actions/Services will you Provide to this Student Group?</b> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<b>How will you Progress Monitor the Implementation of Actions/Services?</b> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<b>Evaluation Cycles in 2023-2024</b> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
<p><u>Aug. - June:</u></p> <ol style="list-style-type: none"> <li>1. Maintain Library Technician hours from 2022 levels;</li> <li>2. Increase and promote Accelerated Reader quizzes, rewards and celebrations;</li> <li>3. Library Technician will work with students, families and teachers in order to promote reading at home and at school; and</li> <li>4. Library technician will work extra hours to teach genres, print concepts and love of reading to better meet the needs of all our students.</li> </ol> <p><b>Library tech = \$4,158</b></p>	<ul style="list-style-type: none"> <li>• Monitor the number of Accelerated Reader quizzes taken and passed to encourage an increase over last year.</li> </ul>	

**Actions/Services 2.2.2 (SiteGoalID: 6240) (DTS: 02/10/23)**

**Targeted Student Group(s)**

- SWD

<b>What Specific Actions/Services will you Provide to this Student Group?</b>	<b>How will you Progress Monitor the Implementation of</b>	<b>Evaluation Cycles in 2023-2024</b> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> </ul>

<ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<b>Actions/Services?</b> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<ul style="list-style-type: none"> <li>• What modifications do you need to make?</li> </ul>
<ul style="list-style-type: none"> <li>• 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;</li> <li>• 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</li> <li>• Data and recommendations will be shared with parents and guardians when appropriate to help make decisions about remediation as needed.</li> </ul> <p><b>Substitutes (thoughtfully scheduled to avoid conflicting with district priorities) = \$2,000</b></p>	<ul style="list-style-type: none"> <li>• Parent survey results when disaggregated for students with disabilities will be in above 90% for Input in Decision-Making and Partnerships for Student Outcomes.</li> </ul>	

<b>Funding Sources for District Goal 2</b>	<b>Amount</b>	<b>Description of Use</b>
Supplemental/Concentration (7101/0000)	\$2000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	\$4158	Classified- Salaries

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

**Site Goal 3.1 (SiteGoalID: 6236) (DTS: 02/10/23)**

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

**Actions/Services 3.1.1 (SiteGoalID: 6236) (DTS: 02/10/23)**

**Targeted Student Group(s)**

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

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
<p><u>Aug. - June:</u></p> <ol style="list-style-type: none"> <li>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</li> </ol>	<p>To monitor the effectiveness of Action Steps 1-6:</p> <ul style="list-style-type: none"> <li>• 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;</li> </ul>	

- African-American students drop dramatically.
2. Take action along the same lines for students of Hispanic heritage by implementing a club or mentorship program - perhaps with Sacramento City College or SacConnect - for our Hispanic students to meet on a monthly basis to monitor academic progress, receive SEL lessons to support social emotional skills, and celebrate culture through engaging activities.
  3. Hold parent meetings prior to the start of the program to explain program commitments, and to enlist parental support for the club.
  4. Introduce the club's purpose, objectives and expectations at a staff meeting.
  5. 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 - 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.
  6. Introduce a new multicultural event at Elliott Ranch -- *Passport: Explore the World* -- where students and families can celebrate and share their cultures with booths for food and dress. Students visit each booth and receive a stamp in their passports.

**Hispanic Heritage Around the Ranch materials/supplies = \$800**  
**Passport: Explore the World multicultural event**

- 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.



materials/supplies = \$1,200

### Site Goal 3.2 (SiteGoalID: 6241) (DTS: 02/10/23)

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.

- The percentage of all stakeholders who reply positively to the statement that we do enough about bullying prevention in the LCAP Needs survey in January 2024 will increase from 71% to 80%.

**Metric:** School Climate - Average Favorability Rating

### Actions/Services 3.2.1 (SiteGoalID: 6241) (DTS: 02/10/23)

#### Targeted Student Group(s)

- All

<b>What Specific Actions/Services will you Provide to this Student Group?</b> <ul style="list-style-type: none"><li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li><li>• Actions and Services should be step by step in a chronological order.</li><li>• Actions and Services should remove barriers and implement changes.</li></ul>	<b>How will you Progress Monitor the Implementation of Actions/Services?</b> <ul style="list-style-type: none"><li>• What progress data will be collected and who will collect it?</li><li>• How often and when will it be collected?</li><li>• Who will it be shared with and when?</li></ul>	<b>Evaluation Cycles in 2023-2024</b> <ul style="list-style-type: none"><li>• What is working?</li><li>• What is not working and why?</li><li>• What modifications do you need to make?</li></ul>
<p>Students need a safe, respectful and responsible school climate to reach their greatest potential. <u>Aug. - June:</u></p> <ol style="list-style-type: none"><li>1. 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.</li><li>2. We will reinforce for our students the importance of upholding our school-wide</li></ol>	<p>To measure the effectiveness of Action Steps 1-16:</p> <ul style="list-style-type: none"><li>• Gather and analyze key Indicators in our California Healthy Kids Survey, including responses from students about their perceptions of bullying and about being treated with respect;</li><li>• Gather and analyze the number of Rock It! tickets distributed to students to see their use increase from this year, especially among intermediate grades;</li></ul>	

expectations (Be Kind, Be Safe, Be Responsible, Be Respectful) and our school-wide *PBIS Guidelines for Success* and character values in a variety of ways, including:

3. The PBIS Tier I team will meet monthly and the MTSS/PBIS Tier II team will meet twice monthly to review student needs;
4. Admin will share school-wide data monthly at staff meetings about the implementation of social groups, MHT referrals, as discipline and attendance trends;
5. Staff will continue their Diversity, Equity and Inclusion training;
6. Admin will lead Rules Review assemblies each trimester about behavior expectations on campus;
7. 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;
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

- Timely and relevant meeting notes from our PBIS team and MTSS Tier II team; and
- All Crate deadlines met for monitoring our PBIS goals.

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 = \$1,000**  
**Friday assemblies as incentives for school-wide positive behavior = \$4,000**  
**Materials/supplies for awards for Kids of Character = \$800**

**Actions/Services 3.2.2 (SiteGoalID: 6241) (DTS: 04/25/23)**

**Targeted Student Group(s)**

- All

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
<p><u>Aug. - June:</u></p> <ol style="list-style-type: none"> <li>1. Train teachers on the new district curriculum (called Second Step) to support social-emotional learning for</li> </ol>	<p>To measure the effectiveness of Action Steps 1-3:</p> <ul style="list-style-type: none"> <li>• Overall sense of belonging for students on the Climate Survey will increase from 76% to 80%; and</li> </ul>	

<p>our students through relational activities;</p> <ol style="list-style-type: none"> <li>2. Introduce the new state-wide standards that include CASEL (Collaboration for Academic, Social and Emotional Learning) constructs; and</li> <li>3. Embed CASEL signature practices in all staff meetings</li> </ol> <ul style="list-style-type: none"> <li>• Welcoming/inclusion activity in all staff meetings</li> <li>• Engagement strategies, brain breaks &amp; transitions and</li> <li>• Optimistic closure.</li> </ul> <p><b>Release time for teachers to learn how to implement the new Second Step curriculum (subs for 30 teachers, scheduled in half-days by grade-levels during mid-week to avoid disrupting the availability of substitutes for the district) = \$9,300</b></p>	<ul style="list-style-type: none"> <li>• Overall sense of having social and emotional well-being will increase from 78% to 80% for our 3rd-6th graders in the SEL Survey.</li> </ul>	
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**Actions/Services 3.2.3 (SiteGoalID: 6241) (DTS: 04/26/23)**

**Targeted Student Group(s)**

- All

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p>	<p><b>Evaluation Cycles in 2023-2024</b></p>
<ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul> <ul style="list-style-type: none"> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul> <p>Possessing strong relationship skills for students grades 3-6 will increase in the Social-Emotional Learning Survey from 72% to 75%.</p>	<ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>

advisor commitments, and will timesheet them at the rate of \$45/hour.

- Aug/Sept: 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.

**Certificated timesheets for club advisors = \$5,000**

Funding Sources for District Goal 3	Amount	Description of Use
PBIS (7440/0000)	\$1000	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$19700	Certificated- Salaries
Supplemental/Concentration (7101/0000)	\$4000	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	\$2800	Materials/Supplies/Equipment

**District Strategic Goal 4:**

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

**District Needs and Metrics 4:**

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

- Attendance Rate
- Chronic Absentee Rate
- Family and Community Engagement
- Input in Decision Making
- Other (Site-based/local assessment)
- Partnerships for Student Outcome

**Site Goal 4.1 (SiteGoalID: 6237) (DTS: 02/10/23)**

Elliott Ranch will reduce chronic absenteeism to less than 10% for every sub-group. Our current number of chronically absent students (missing more than 10% of the school year) is at an all-time high since return to on-campus instruction after the pandemic, particularly among the following sub-groups:

- 33% of our African-American students;
- 25% of our students of two or more races; and
- 25% of our Hispanic students.

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

- 20% of White students; and
- 15% of Asian 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:** Percent Chronically Absent

**Actions/Services 4.1.1 (SiteGoalID: 6237) (DTS: 02/10/23)**

**Targeted Student Group(s)**

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

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
<p>The steps we will take at Elliott Ranch to reduce chronic absenteeism include:</p> <ul style="list-style-type: none"> <li>• In August, families will be communicated with in multiple ways regarding our absence policy and WHY it is important to attend school;</li> <li>• Teachers will contact parents when students are absent;</li> <li>• One of our two Spanish-speaking SOAs will converse in supportive ways with</li> </ul>	<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.  <u>Trimester I &amp; II:</u> Lists of families called by administrators because of chronic absenteeism rates higher than 20% will be reduced from first to second trimester.  <u>August - June:</u> All communications regarding absences will be logged into Synergy by teachers, SOAs and administrators.</p>	

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 attendance 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.

August - June: MTSS notes will reflect students who are chronically absent (10% or more school days missed).

**Attendance signage  
Materials/Supplies = \$1,000  
(supplemental)**

**Site Goal 4.2 (SiteGoalID: 6242) (DTS: 02/10/23)**

Our goal is to create 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.

On District school climate survey for the 2023-24 school year, we will:

- Increase parent sense of connectedness from 84% to 88%;
- Increase student sense of belonging from 96% to 98%;
- Increase parent climate of feeling welcome to participate from 81% to 85%; and
- Increase student climate of feeling respected at school from 93% to 98%.

**Metric:** Parents indicating opportunities for parent input in making decisions

**Actions/Services 4.2.1 (SiteGoalID: 6242) (DTS: 02/10/23)**

**Targeted Student Group(s)**

- All

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
<p>Increase the number of opportunities for parents and community members to be on campus during the 2023-24 school year, which will include:</p> <ul style="list-style-type: none"> <li>• Back to School Night Aug. 8;</li> <li>• Boo Hoo Breakfast Aug. 10;</li> <li>• PTO Ice Cream Social Aug. 18;</li> <li>• Watch Dogs Dinner Aug. 29;</li> <li>• Curriculum Nights Sept. 5, Oct. 10 and Nov. 7;</li> <li>• Open House Sept. 28;</li> <li>• Passport: Explore the World Oct. 4th;</li> </ul>	<p>1. Gather and analyze survey results:</p> <ul style="list-style-type: none"> <li>• Student &amp; Staff Climate Survey (All school staff and students, 3rd- 6th grades) Closes May 5, 2023</li> <li>• Parent Survey (Parents) Closes June 23rd</li> <li>• LCAP Needs Survey (Students, Parents, Teachers) Oct., 2024</li> <li>• SEL Survey (Students grades 3-6) and teachers (grades K-2)</li> </ul>	



- Harvest Festival Oct. 27;
- APEX Color Fun Run Nov. 3;
- Parent Conferences Nov. 13-17;
- Breakfast w/Santa Dec. 15; and
- Parent Conferences Feb. 27-Mar. 1.

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 subgroups (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 = \$900**  
**Certificated timesheets for planning/presenting = \$2,400**  
**Passport multicultural event materials/supplies = \$900**  
**Hispanic, Black and AAPI Heritage Months Around the Ranch supplies = \$800**

2. Gather and analyze parent sign-in sheets for all gatherings.

**Actions/Services 4.2.2 (SiteGoalID: 6242) (DTS: 04/27/23)**

**Targeted Student Group(s)**

- All

<b>What Specific Actions/Services will you Provide to this Student Group?</b> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<b>How will you Progress Monitor the Implementation of Actions/Services?</b> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<b>Evaluation Cycles in 2023-2024</b> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
<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><b>Timesheet classified staff members for their work outside contract hours to support our Ed Equity Team = \$2,600</b></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>	

<b>Funding Sources for District Goal 4</b>	<b>Amount</b>	<b>Description of Use</b>
Supplemental/Concentration (7101/0000)	\$2400	Certificated- Salaries
Supplemental/Concentration (7101/0000)	\$2600	Classified- Salaries
Supplemental/Concentration (7101/0000)	\$3600	Materials/Supplies/Equipment

**Funding Source Summary for All District Goals**

Fund Source	Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
EL Supplemental (7150/0000)	Certificated- Salaries	\$4924				\$4924
GATE (7105/0000)	Certificated- Salaries	\$2790				\$2790
GATE (7105/0000)	Materials/Supplies/Equipment	\$607				\$607
PBIS (7440/0000)	Materials/Supplies/Equipment			\$1000		\$1000
Supplemental/Concentration (7101/0000)	Certificated- Salaries	\$34000		\$19700	\$2400	\$56100
Supplemental/Concentration (7101/0000)	Certificated- Timesheets		\$2000			\$2000
Supplemental/Concentration (7101/0000)	Classified- Salaries		\$4158		\$2600	\$6758
Supplemental/Concentration (7101/0000)	Contracts/Services/Subscriptions			\$4000		\$4000
Supplemental/Concentration (7101/0000)	Materials/Supplies/Equipment	\$4700		\$2800	\$3600	\$11100

### 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.

\*\*\* If applicable, please provide a description \*\*\*

## V. Funding

### Elliott Ranch Elementary (254) | 2023-2024

#### EGUSD Strategic Goals

Fund Source Mgmt. Code / Description Resc. Code / Description	FTE	Carry Over	Allocation	Subtotal	1 Curriculum and Instruction	2 Assessment	3 Wellness	4 Family Engagement	Balance
<b>1510</b> Regular Education (TK-6) <b>0000</b> Unrestricted	0.0000	\$0	\$32,910	\$32,910	\$32,910	\$0	\$0	\$0	\$0
<b>7101</b> LCFF Supplemental Concentration TK-6 <b>0000</b> Unrestricted	0.0000	\$0	\$79,958	\$79,958	\$38,700	\$6,158	\$26,500	\$8,600	\$0
<b>7105</b> Gifted and Talented Education (GATE) TK-6 <b>0000</b> Unrestricted	0.0000	\$0	\$3,397	\$3,397	\$3,397	\$0	\$0	\$0	\$0
<b>7150</b> EL Supplemental Program Services TK-6 <b>0000</b> Unrestricted	0.0000	\$0	\$4,924	\$4,924	\$4,924	\$0	\$0	\$0	\$0
<b>7440</b> Positive Behavior Incentive Supports <b>0000</b> Unrestricted	0.0000	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
<b>Total Funds Budgeted for Strategies to Meet the Goals in the SPSA</b>	0.0000	\$0	\$122,189	\$122,189	\$79,931	\$6,158	\$27,500	\$8,600	

#### Fund Subtotals

Subtotal of additional federal funds included for this school \$0

Subtotal of state or local funds included for this school \$122,189

**Signatures: (Must sign in blue ink)**

**Date**

**Principal**

**School Site Council Chairperson**

**EL Advisory Chairperson**




