



Elliott Ranch Elementary

Local Control Accountability Plan (LCAP) 2021-2022

Principal: CATHERINE VAN HOUSEN

County-District-School (CDS) Code: 34673146120034

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

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

Goal Setting

State Priorities

Conditions of Learning:

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

Pupil Outcomes:

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

Engagement:

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

Strategic Goals

Goal 1: High-Quality Classroom Instruction and Curriculum

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

Goal 2: Assessment, Data Analysis, & Action

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

Goal 3: Wellness

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

Goal 4: Family and Community Engagement

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

Stakeholder Engagement

Involvement Process for LCAP and Annual Update
<p>How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?</p> <hr/> <p>Our staff worked together to review and analyze last year's LCAP plan and its impact on students as it relates to the Eight State Priorities and EGUSD's four Strategic Goals. The Leadership Team met throughout the year to discuss actions and services that would appropriately support students and teaching. Staff was provided a survey to seek input for goal setting for 2021-22 school year. Our PBIS/MTSS Tier II Team meets biweekly and our Tier 1 Team meets monthly to track student discipline data and to monitor the effectiveness of our PBIS program. Our English Language Learner Community is supported by an EL Team that includes a teacher-leader and parents. The team targets how we can best serve our EL Students and seeks stakeholder input that drives the LCAP planning process. Our School Site Council reviewed Elliott Ranch's data related to EGUSD's four strategic goals and our progress toward our goals. The Council provides input and suggestions based on student need. This, in conjunction with ongoing and continued conversations with all stakeholders, has provided valuable input for creating this year's LCAP. The following were opportunities for stakeholders to be part of the planning process for this LCAP/Annual Review and Analysis:</p> <ul style="list-style-type: none"> - Elliott Ranch Leadership Team meetings on 7/22/20, 7/29/20, 8/3/20, 8/24/20, 9/21/20, 10/5/20, 10/26/20, 2/1/21, and 4/5/21; - School Site Council meetings on 10/1/20, 10/20/20, 1/13/21 and 4/28/21; - ELAC meetings on 8/27/20, 10/9/20, and 2/26/21; and - Staff meetings on 8/10/20, 9/28/20, 11/9/20, 12/14/20, 2/22/21 and 4/12/21. <p>Continual input is sought through ongoing stakeholder and parent communication through admin and teacher newsletters, family science nights (on zoom), and monthly Coffee with the Principal (zoom) meetings.</p>
<p>Impact of LCAP and Annual Update</p> <p>How did these consultations affect the LCAP for the upcoming year?</p> <hr/> <p>The ongoing inclusion of stakeholders allowed them to provide meaningful input which we were able to integrate into our LCAP. This process also allowed us to gather feedback from stakeholder groups that had not previously participated in the school plan development process. The following budget items were added/increased: Focus was transferred to funding more hours for our part-time AIT Intervention Teacher. In light of possible learning loss due to the pandemic, we decided we needed more remediation for reading gaps for our struggling students, specifically for phonics for students and in grades 1-3 and fluency for students grades 4-5.</p>

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.
<p>Systematic resource inequities exist that are reflected in the Social-Emotional Learning categories of our our Fall 2020 LCAP Needs Survey. Black students consistently rated themselves lower than all others in Social-Emotional Learning categories. For example, 85% of all students said they could change their intelligence with hard work, while 79% of African American students agreed with that. Of all students, 68% felt they could stay calm when others bothered them, while only 54% of Black students agreed. Nearly 80% of all students felt they could meet their teacher's learning goals, while only 67% of Black students felt that way. Similarly, 78% of all students said they do the right thing without</p>

being told, while only 58% of African American students felt that way. Black students ranked lower across the board in such self-reflection categories even than students from low social-economic status across the board.

Goals, Actions, and Progress Indicators

<p>District Strategic Goal 1:</p> <p>All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.</p>	<p>District Needs and Metrics 1:</p> <p>Students need high quality classroom instruction and curriculum as measured by:</p> <ul style="list-style-type: none"> • A-G Completion • Access to Courses (Honors, AP/IB, CTE) • AP/IB Exams • CAASPP • Content Standards Implementation • CTE Sequence Completion • EAP • Other (Site-based/local assessment) • Progress toward English Proficiency • Redesignation • Teacher Assignment
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Site Goal 1.1	
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Elliott Ranch Site Goal 1.1 is to increase the number of students who meet or exceed standards in English Language Arts for all 3rd-6th grade students from 72% in 2019 to 74% as measured by the 2021 CAASPP, and to increase the number of students who meet or exceed standards in Mathematics from all 3rd-6th grade students from 69% in 2019 to 72% as measured by the 2021 CAASPP.

Metric: CAASPP	
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Actions/Services 1.1.1

Principally Targeted Student Group
• All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>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. Grade-level teams and administration will analyze common assessment data using Illuminate to monitor student progress towards state standards and site academic goals. Teachers will increase their expertise by attending professional learning opportunities in ELA, Math, NGSS, and Social Studies. They will also gain proficiency in new district-provided assessment-creation software Illuminate.</p> <p>Supplemental/Concentration: Data Dialog Days (2 half-days -- Oct/Mar) 28 teachers in 2 shifts @ \$85/day = \$2,380</p>	<p><i>Visible Learning for Literacy: Implementing Practices that Work Best to Accelerate Student Learning</i>, Fisher, Frey, Hattie 2016.</p> <p><i>Visible Learning</i>, John Hattie, 2009</p> <p>Hattie's meta-analyses identify such high-yield strategies for increased learning as;</p> <ul style="list-style-type: none"> • Collective teacher efficacy (1.57 effect size, with .40 indicating one-year of student growth); • Teacher clarity (.75); • Using feedback (.75); and • Using formative evaluation (.68). 	<p>1. In our 2020 LCAP Needs Survey, nearly half of our teachers (40%) were very concerned that we're not able to offer additional support outside the classroom to support student academic progress. Teachers will regularly measure student progress with multiple tools including: CAASPP, K/1 Benchmarks assessments, interim and formative assessments developed by the grade level teams, ELPAC data, classroom observations and administrative walk-throughs. Teachers will meet during Data Dialog Days to collaborate in monitoring student progress through Illuminate and to coordinate teaching to remediate for struggling students and to enrich lessons for high-achieving students.</p>

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$4540	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

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Site Goal 1.2	
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Provide targeted instruction for students assessed to be below grade level according to SBAC data and grade-level common assessments, plus

increase the efficiency of initial teaching and capacity of PLC's to close the achievement gap by providing professional development opportunities in research-based best practices. Our goal is to close the achievement gap with the lowest performing subgroups in **ELA** according to the 2019 & 2021 CAASPP and the California's Accountability Dashboard:

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

Our goal is to close the achievement gap with the lowest performing subgroups in **MATHEMATICS** according to the 2019 & 2021 CAASPP and the California's Accountability Dashboard:

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

We must also differentiate instruction for those students who demonstrate the highest levels of achievement and who are designated according to district standards as qualifying for GATE programming, which we will measure by gains in SBAC scores. Likewise, our EL and foster youth will be closely monitored and their growth will be measured using the ELPAC and SBAC.

Metric: CAASPP

Actions/Services 1.2.1

Principally Targeted Student Group

- Black or African American • Low Income • SWD

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>1. Tier II Academic Interventions: Our Academic Intervention Teacher on contract will utilize Guided Reading strategies for struggling students. The focus for the AIT will be remediating phonics gaps for students in Kindergarten through Grade 3. She will assist struggling students in Grades 4-6 as needed, focused mainly on reading fluency. We will add number sense to her assignments when possible as well.</p> <p>In addition, we will host our after-school remediation, Launch Pad, for students of concern. The remediation sessions run twice a week for 4 weeks beginning late October and again in March. Students are identified by grade-level teams, as they analyze common assessment data to monitor student progress towards state standards and site academic goals.</p> <p>2. Tier I Instruction: Students in Grades K-6 will be taught by their classroom teachers at their instructional levels using Guided Reading daily. Schoolwide, we encourage Accelerated Reader challenges, with full support from our Librarian.</p> <p>Teachers will attend district professional learning focused on the Framework for High Quality Instruction. Following last year's book study of <i>Culturally Responsive Teaching and the Brain</i>, by Varetta L. Hammond, teachers will be offered a book study of <i>How to Be an Anti-Racist</i>, by Ibram X. Kendi, a book studied over the summer among our region's administrators. Our equity work will continue in all we do and learn.</p> <p>Our finest tool for targeted remediation is our Academic Intervention Teacher, who uses SIPPS to focus on phonics for grades 1-2 and guided reading for fluency practice for grades 3-6. (72 days for 4 hours/day @ \$45/hr = \$13,030)</p> <p>This year, we used general funds to purchase IXL, a practice and remediation program that can be adjusted for each students' learning level, to better offer targeted support for our struggling students. We will look to continue providing district-approved supplementary training, curriculum, technology, resources</p>	<p>John Hattie's <i>Visible Learning</i> research indicates effect size gains beyond a year of growth for:</p> <ul style="list-style-type: none"> • RTI (1.07); • Teaching strategies (.62); and • Small group learning (.49). 	<p>1-2. Teachers regularly measure student progress with multiple tools including: CAASPP, K/1 Benchmarks assessments, interim and formative assessments developed by the grade-level teams, ELPAC data, classroom observations and administrative walk-throughs. Learning gains are also monitored by our AIT Tutor, and within such practice/remediation programs as IXL.</p>

and supplies to meet SMART goal attainment for each grade level. We will revisit this goal once our budget is determined and once our student needs are determined.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$13030	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.2.2

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>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.</p> <p>GATE teacher @\$45/hr for 62 days = \$2,790. Materials/supplies cost \$1,000, and contracts/services cost \$550.</p>	<p>John Hattie, <i>Visible Learning for Teachers: Maximizing Impact on Learning</i>, shows effect sizes for: Instructional quality (1.0); Creativity programs (.65); and Small group learning (.49).</p>	<p>1. For the 2019-2020 school year we had 95 students qualify under the District's GATE criteria. SBAC scores of these students will be measured to ensure high achievement by all GATE students. All ELA and Math scores will be at the "Standard Exceeded" or "Standards Met" level. Parent/student surveys will be conducted to evaluate the program as well.</p>

Funding Source	Amount	Description of Use		
GATE (7105/0000)	\$2790	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
GATE (7105/0000)	\$1607	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.2.3

Principally Targeted Student Group

- Foster Youth

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>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.</p> <p>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> <p>-</p>	<p>Source: Research by John Hattie (December, 2017) visiblelearningplus.com</p> <p>Reducing anxiety - Effect size: .48 Response to intervention - Effect size 1.07</p>	<p>Use of data infrastructure to regularly monitor foster youth academic outcomes, including that such students have access to supplemental academic resources and support services necessary to ensure equity and close the academic achievement gap.</p>

Funding Source	Amount	Description of Use		

Site Goal 1.3

Elliott Ranch Site Goal 1.3 is to increase the number of EL students who achieve English-language proficiency. In 2019-20, 15.3% of our EL

students were redesignated English-language proficient. Next year, we will redesignate 17% of our EL students.

Metric: Redesignation

Actions/Services 1.3.1

Principally Targeted Student Group

- EL

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>1. ELPAC Coordinator will ensure that the initial and summative ELPAC assessments are completed according to timelines. Data from assessments will be used to guide ELD instruction. The ELPAC Coordinator is a certificated staff member. The EL Coordinator will continue to be an administrator who will work with the ELPAC Coordinator to oversee the implementation of testing.</p> <p>2. EL Coordinator will plan ELAC Meetings, participate in DELAC meetings, RFEP Monitoring, and redesignating of students. We will use funds to purchase supplies and light refreshments for ELAC meetings.</p> <p>3. Elliott Ranch teachers will increase the frequency, quality and use of research-based ELD practices throughout the instructional day as well as in designated ELD lesson time (WIN time) and in extended day opportunities such as Launch Pad Academy for targeted students. Teachers will be offered ELD strategy training provided by the District EL Coach to develop their repertoire. Teachers will be provided continued quality professional development with Culturally Relevant Instruction. FLEX program will be available for students performing two years below grade level.</p> <p>EL Supplemental: EL & ELPAC Coordinator: 30 hrs @ \$45/hr = \$1,350, sub for testing: 100 hrs @ \$45/hr= \$4,500, \$185 ELD integrated and designated support & ELAC meeting (refreshment/materials/supplies) total of \$6034</p>	<p><i>English Language Proficiency Assessments for California, CDE website</i></p>	<p>1. Student progress will be measured by grade level common assessments, ELPAC scores, teacher observations with feedback and administrative walk throughs.</p> <p>2. Our ELAC meetings will have 20% more attendance in the 2020-21 school year.</p> <p>3. All EL students will be assessed according to required timelines and an additional 17% of our EL students will become redesignated.</p>

Funding Source	Amount	Description of Use		
EL Supplemental (7150/0000)	\$6034	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

District Strategic Goal 2:

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

District Needs and Metrics 2:

Students need high quality programs and services driven by assessment, data analysis, and action as measured by:

- Assessment System
- Data and Program Evaluation
- Other (Site-based/local assessment)

Site Goal 2.1

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

Metric: Other (Site-based/local assessment)		
Actions/Services 2.1.1		
Principally Targeted Student Group		
• All		
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>All teachers participate in weekly grade-level PLC meetings and the cycle of inquiry to improve student achievement and help close the achievement gap. Teachers will share best practices, develop common assessments, review student data, develop interventions and enrichment opportunities for struggling and accelerated learners.</p> <p>With district support and training on Illuminate, grade-level teams will develop a clear and coherent assessment system that encompasses formative, interim and summative assessments.</p> <p>Teachers participate in On Grade Level Reading training, Outward Mindset workshops and implementation of Next Generation Science Standards.</p> <p>PLC meetings are held every Wednesday during early out time as well as on release days. In addition, Instructional Team Leader meetings and staff meetings are held monthly, where PLC concepts are reinforced and supported.</p>	<p>Hattie's <i>Visible Learning</i> research indicates effect sizes, including:</p> <ul style="list-style-type: none"> • Collective teacher efficacy (1.57); • Teacher clarity (.75); and • Professional development (.62). <p><i>A Case Study of the Relationships Between Collective Efficacy and Professional Learning Communities</i>, Voelkel R. (2011).</p>	<p>Grade level PLCs will meet weekly and submit their agendas and notes. Administration will observe and collaborate during weekly meetings. CAASPP, K/1 assessments, grade level formative assessments, Classroom walk throughs.</p> <p>A Teacher Self-Efficacy Rubric/Survey will be given to teachers at the beginning of the year to determine our baseline, and then at the end of the school year to gauge whether teacher self-efficacy has grown. The survey will also help point to our next steps as a school-wide PLC.</p>
Funding Source	Amount	Description of Use

Site Goal 2.2	
Our Library Technician will work with our students, teachers, and families to promote reading as the foundational learning strategy, increasing the number of books checked out from the library to more than 10,000.	
Metric: Other (Site-based/local assessment)	

Actions/Services 2.2.1		
Principally Targeted Student Group		
• All		
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>1. Maintain Library Technician hours from 2019-20 levels. Increase and promote Accelerated Reader quizzes, rewards and celebrations. We had 8,428 books checked out of the library during the 2020-21 school year (as opposed to 15,574 the year before). The Library Technician will check out more books and encourage the taking of more Accelerated Reader Quizzes through a variety of promotional activities, including weekly appearances on Rocket News, contests and lessons.</p> <p>2. The Library Technician will be working with students, families and teachers in order to promote reading at home and at school.</p>	<p><i>A Full Time School Librarian Makes a Critical Difference in Boosting Student Achievement</i>, (D. Kachel, 2013).</p> <p><i>Research supports that school libraries are most appropriate for reading and reinforcing the reading process</i> (Roscello, 2003-2004).</p> <p><i>Research supports that libraries provide opportunities for research, skill building and pleasure that support reading motivation</i> (Roscello, 2003-2004).</p>	<p>1. The number of books students check out of the library will increase to more than 16,000. The number of Accelerated Reader Quizzes taken was 5,663 (down from 8,757 the previous year). The percentage of quizzes passed did increase from 67% to 70%. Our goal will be to increase the percentage passed by at least 10% more.</p> <p>2. Data will be collected and analyzed for all students who check out books in relation to the increase in their reading Lexile levels. Each student will track their own reading progress in the library.</p>

Funding Source	Amount	Description of Use
Actions/Services 2.2.2		
Principally Targeted Student Group		
• All • Black or African American • Low Income		
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Our teachers will coordinate their approach to teaching science based upon the analysis of student data. Our teachers will consider strong and weak education strands of our students as they enter fifth-grade so they are better able to meet all science standards. Our California Science Test results from 2019 show significant learning gaps, even for our highest achievers, with 60% of our 30 fifth-grade Asian students meeting or exceeding science standards. Meanwhile, only 10% of our 10 fifth-grade African American students met or exceeded science standards and 22% of our 32 students from low-income families met or exceeded them.	Hattie's <i>Visible Learning</i> research indicates effect sizes, including: <ul style="list-style-type: none"> • Collective teacher efficacy (1.57); • Teacher clarity (.75); and • Professional development (.62). <i>A Case Study of the Relationships Between Collective Efficacy and Professional Learning Communities</i> , Voelkel R. (2011).	We weren't able to see a comparison with 2020 CAST achievement because of our transition to Distance Learning and the cancellation of statewide testing. Likewise, the science testing was cancelled for 2021. We will need to carefully consider how to best teach science for our students using new curriculum being rolled out the summer of 2021.
Funding Source	Amount	Description of Use

District Strategic Goal 3: All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.	District Needs and Metrics 3: Students need a safe and engaging academic, social-emotional, and physical school environment as measured by: <ul style="list-style-type: none"> • Cohort Graduation • Expulsion • HS Dropout • MS Dropout • Other (Site-based/local assessment) • School Climate • Social Emotional Learning • Suspension
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Site Goal 3.1
The Elliott Ranch school community will support physical and emotional well-being of all students on campus by continuing to develop as a PBIS team and move toward full implementation. We will continue in our growth as a staff toward full educational equity for our diverse population of students (28% Asian, 19% Hispanic, 20% White, 19% Two or more races, 8% African American, 5% Filipino, 28% socio-economically disadvantaged, 15% students with disabilities).
Metric: School Climate

Actions/Services 3.1.1		
Principally Targeted Student Group		
• All		
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
We ensure our students uphold to our school-wide expectations (Be Kind, Be Safe, Be Responsible, Be Respectful). We aim to increase our positive school culture and climate on campus and increase our students' social emotional learning by teaching and reinforcing our school wide <i>PBIS Guidelines for Success</i> and character values.	<i>Application of economic analysis to school-wide positive behavior support programs. Journal of Positive Behavior Interventions.</i> Blonigen, B., Harbaugh, W., Singell, L., Horner, R.H., Irvin, L., & Smolkowski, K. (2008). <i>Altering School Climate Through School wide</i>	1-3. In our 2020 LCAP Needs Survey, parents (66%) were concerned about their student's friendships, emotions and mental health. As would be expected during a pandemic, only half of our students reported feeling connected with their classmates. Key Indicators in our 2019-20 California

<p>1. Positive Reward Systems Support the PBIS Program by providing positive signage, purchasing benches with positive messages, and holding Student of the Month Assemblies in our daily morning assemblies.</p> <p>2. Develop consistency in practice with PBIS in every classroom as well as in all parts of our school, particularly with the use of Rock It! reinforcement tickets and incentives/Lunch on the Quad.</p> <p>3. The PBIS Tier I team meets monthly and the MTSS/PBIS Tier II team meets every other week to review student needs. The team will work toward increasing interventions instead of consequences, increasing the number of Rock It! tickets given for positive behaviors, implement social groups/MHT referrals, continue to support Watch DOGS program, and share school-wide data with staff.</p> <p>Our number of yard supervisors decreased in 2019-20 because of budgetary reasons to three a day, and we saw a majority of discipline issues during recess. We need an extra yard supervisor every Friday. School wide displays of our three expectations: Be Kind, Be Safe, Be Respectful, Be Responsible with specific behaviors will continue to be posted throughout campus. School focuses on character traits each month. Students receive character awards once a month during assemblies. We will also host character building/positive behavior school-wide assemblies. Staff will be offered Outward Mindset training.</p> <p>PBIS Funds: Buddy benches under new shade structure to increase school connectiveness and acknowledge positive behavior: \$1,000.</p>	<p><i>Positive Behavioral Intervention and Support</i>, Bradshaw C., 2009</p> <p>Hattie's <i>Visible Learning</i> effect sizes include:</p> <ul style="list-style-type: none"> Classroom Management (0.56) Classroom Cohesion (0.53) Teacher-Student Relationships (0.52) 	<p>Healthy Kids Survey included positive responses from students for:</p> <ul style="list-style-type: none"> Rule clarity 91% Feel safe at school 73% School connectedness 72% <p>We will see all of these indicators increase by at least 3% in the 2021-22 school year, the next time the CHKS is given again. We will also see our parents reassured in the fall 2021 LCAP Needs Survey, with at least 85% satisfied with their student's friendships, emotions and mental health.</p>
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Funding Source	Amount	Description of Use		
PBIS (7440/0000)	\$1000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 3.2	
Disproportionality will be eliminated as we implement thoughtful discipline alternatives. Suspension rates will be under 1% for students from ALL backgrounds.	
Metric: Suspension	

Actions/Services 3.2.1

Principally Targeted Student Group		
<ul style="list-style-type: none"> All 		
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Students need a safe, respectful and responsible school climate to reach their greatest potential. We aim to increase peaceful conflict resolution grades 1-6 by engaging in restorative justice to teach and reinforce character values and resolution strategies, just as all the schools in the Consumnes Oaks High School region do. Our region's administrators shared a book study this year of <i>Don't Suspend Me: an alternative</i>	<p>Hattie's <i>Visible Learning</i> highlights the effect sizes increasing as discipline issues decrease:</p> <ul style="list-style-type: none"> Decreasing Disruptive Behavior (0.53); Motivation (0.48); Reducing Anxiety (0.48); and Self-Concept (0.46). 	<p>Monitoring the suspension rate monthly with the staff; monitoring student progress through the use of decreased behavior referrals at bi-weekly PBIS Tier II Meetings Administration will hold assemblies for all grade levels upon student return, about behavior expectations on campus.</p> <p>The percentage of African American students being suspended will drop from 2.5% to 1% in response to school-wide work on</p>

discipline toolkit by the Finnegans.
 Home suspension rates for 2019-20 were:
 2.5% for African American students (8% of student body);
 1.1% for Asian students (28% of student body);
 .8% for Hispanic students (21% of student body); and
 .8% for white students (20% of student body).
 .8% for students of two or more races (17% of student body).
 We haven't had a suspension during the entire pandemic. When we return to campus full-force, admin will apply restorative discipline methods, and teach them to staff.

equity and diversity, plus a focus on restorative justice and strengthening of relationships with families of African American students.

Funding Source	Amount	Description of Use		
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Site Goal 3.3

Re-engaging students with their school is our top priority as we recover from the pandemic. As teachers are stretched thin making sure their students' academic and social-emotional needs are met, we plan to offer a wider variety of after-school clubs to help more children feel connection and normalcy and a chance to socialize with peers.

Metric: Social Emotional Learning

Actions/Services 3.3.1

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>We plan to pay teachers to serve as club advisors for new clubs, including: chess, sign language, Odyssey of the Mind, Black Student Union, gardening, Rocket News, student leadership and drama. We will rely on our PTO to expand our Room Parent program and find parent volunteers to sponsor these clubs. We are earmarking these funds for clubs as we plan further over the summer for engaging students.</p> <p>3 teachers, 2 hours/mo. for nine month, \$45/hr= \$2,430</p>	<p>Dedicating time to extracurricular activities during the pandemic has provided students with a sense of normalcy and social connection amid uncertainty. (Edutopia, Nov. 2020)</p> <p>The U.S. Census Bureau found that children tended to have higher levels of school engagement when involved in one or more activities, like sports, lessons or clubs. The 2018 report A Child's Day found that 42 percent of children who participated in extracurricular activities were highly engaged, compared to 33 percent of children who did not.</p>	<p>Our 3rd - 6th grade students will take the district SEL survey over the next two weeks. We will compare those results for feelings of connectedness to the same survey results at the end of 2022, after (hopefully) a full year of school, plus extracurricular activities. We expect to see significant gains in SEL categories as a result of our efforts to bring more students on campus for extracurricular activities.</p>

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$2430	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

District Strategic Goal 4:

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

District Needs and Metrics 4:

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

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

Site Goal 4.1

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

Metric: Partnerships for Student Outcome

Actions/Services 4.1.1

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Educational Equity has been a focus for the past two years, with a book study of <i>Culturally Responsive Teaching and the Brain</i> by Zaretta Hammond and our district's Educational Equity specialist leading a reflective staff workshop for us last year. Our next staff book study will be <i>How to Be an Anti-Racist</i> by Ibram X. Kendi, which our C.O. region admin studied last summer.</p> <p>We also arranged to have workshops sponsored by our district's Family and Community Engagement Office called "Leadership 101: Every Parent is a Leader" and "Leadership 201: The 40 Developmental Assets." We will reschedule these valuable family engagement opportunities as soon as possible in the new year.</p> <p>Our Equity and Diversity Council was growing this year, and this work will continue as well, including creating a mission/vision and goals for the group. The group also sponsors our Multi-Cultural Fair, which will be rescheduled as soon as possible to celebrate our many diverse cultures at Elliott Ranch. We will continue with Watch DOGS. We will also continue with our strong social media announcements (Facebook, Instagram, Twitter) as well as Synergy and School Messenger and school marquee for events and school updates. We ensure home/school communication with flyers sent home and electronically emailed. We include student stories in newsletters to highlight positives and encourage parent involvement. We provide necessary supplemental materials and light snacks at parent nights, plus translation when needed. Administration makes personal contact with targeted populations to invite to events. We also will again host Family Science Night.</p> <p>Outdoor mural celebrating diversity = \$800 Family Science Night = \$400 Supplemental materials and refreshments = \$300.</p>	<p><i>Back to school: How parent involvement affects student achievement</i> www.centerforpubliceducation.org/Main.../Parent-Involvement/Parent-Involvement.html What Research Says About Parent Involvement Responsive Classroom https://www.responsiveclassroom.org/what-research-says-about-parent-involvement/</p>	<p>In the 2020 LCAP Needs Survey, while parents generally agree with the statement that, "Everyone at the school is doing their best to help me and my children," only 50% of the five African American families who responded felt that, "the school understands the challenges my family is facing."</p> <p>In our Sept. 2019 school Climate Survey, 90% of parents have responded for the past three years that they feel strong school connectedness and sense of belonging. Students' responses to this category, however, have dropped from 86% to 81% in the past three years. We will see stronger responses in 2020-21, especially as we reach out more often and in more ways during virtual learning.</p> <p>We will gather sign-in sheets for all events that promote family engagement, and see increased participation in Family and Community Engagement activities, as well as increased participation in our parent education opportunities.</p>

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

Site Goal 4.2		
Elliott Ranch will eliminate chronic absenteeism by targeting the handful of students who are routinely tardy or absent with engaging, compassionate and encouraging communication home.		
Metric: Chronic Absentee Rate		
Actions/Services 4.2.1		
Principally Targeted Student Group		
• All • Black or African American • Hispanic or Latino • SWD		
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>1. Elliott Ranch’s number of students who are chronically absent and/or tardy will decrease, thereby guarding instructional time. Our overall attendance rate increased from 97% in 2019-20 to 98% in 2020-21. When we return fully to campus, we will work closely with all stakeholders to keep attendance at these high levels.</p> <p>Teachers will contact parents when students are absent. School Office Assistants and administrator will make personal phone calls home regarding chronic absences. Letters will be mailed home regarding attendance. Bimonthly reports of tardies, early dismissals and absences will be analyzed. Administration will conference with parents if attendance does not improve. Administration and School Office Assistants will collaborate with the district Attendance Improvement Office. Staff will encourage students to participate in the No Excuses-Go to School poster contest. Class with the highest attendance rate for the month is presented with the "Golden Rocket" award at a monthly assembly.</p> <p>2. Administration will create a spreadsheet to track attendance calls/letters and review with region during Regional PLC meetings with principals.</p>	<p><i>How School Attendance Influences Student Success, Attendance Works, August 2014, Ginsburg, Jordan and Chang.</i></p> <p><i>Chronic Elementary Absenteeism: A Problem Hidden in Plain Sight</i> https://www.edweek.org/media/chronicabsence-15chang.pdf</p>	<p>1. Personal phone calls home from teachers regarding attendance. When chronic, administrative phone calls home. Follow school policy as laid out in the District Handbook for tracking and monitoring tardies via the SART process.</p> <p>2. Gather and analyze attendance data biweekly with our SOA and district attendance specialist. To close the achievement gap, log and monitor the attendance and tardy frequencies for the students who meet the Chronically Absent (10% or more absence rate) biweekly with the PBIS Tier II Committee.</p>
Funding Source	Amount	Description of Use

Justification of School-Wide Use of Funds

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

**Local Control Accountability Plan (LCAP)
Year 2021 - 2022**

V. Funding

Elliott Ranch Elementary - 254

Fund Source Mgmt. Code/Description Resc. Code/Description	FTE	Carry Over	Allocation	Subtotal	EGUSD Strategic Goals				Balance
					1 - Curriculum and Instruction	2 - Assessment	3 - Wellness	4 - Family Engagement	
1510 Regular Education (TK-6) 0000 Unrestricted	0	\$0	\$17,602	\$17,602	\$17,602	\$0	\$0	\$0	\$0
1511 Regular Education (TK-6) - Allocated FTE 0000 Unrestricted	27.375	\$0	\$3,669,991	\$3,669,991	\$3,669,991	\$0	\$0	\$0	\$0
1512 Subject Matter Teachers 0000 Unrestricted	0.83	\$0	\$113,065	\$113,065	\$113,065	\$0	\$0	\$0	\$0
3670 Program for the Acquisition of Language and Social Skills (PALSS) 0000 Unrestricted	2.5	\$0	\$157,804	\$157,804	\$157,804	\$0	\$0	\$0	\$0
5495 Allocated FTE Leave 0000 Unrestricted	0	\$0	\$42,587	\$42,587	\$42,587	\$0	\$0	\$0	\$0
5634 Custodial Services 0000 Unrestricted	3	\$0	\$205,528	\$205,528	\$0	\$0	\$205,528	\$0	\$0
7101 LCFF Supplemental Concentration TK-6 0000 Unrestricted	0	\$0	\$20,000	\$20,000	\$17,570	\$0	\$2,430	\$0	\$0
7105 Gifted and Talented Education (GATE) TK-6 0000 Unrestricted	0	\$0	\$4,397	\$4,397	\$4,397	\$0	\$0	\$0	\$0
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	0	\$0	\$6,034	\$6,034	\$6,034	\$0	\$0	\$0	\$0
7440 Positive Behavior Incentive Supports 0000 Unrestricted	0	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
1510 Regular Education (TK-6) 3210 Elementary & Secondary School Relief (ESSER)	0	\$0	\$5,439	\$5,439	\$5,439	\$0	\$0	\$0	\$0
1510 Regular Education (TK-6) 3212 Elementary & Secondary School Relief II (ESSER II)	0	\$0	\$40,849	\$40,849	\$40,849	\$0	\$0	\$0	\$0
3711 Special Education Preschool 3310 Special Ed: IDEA Basic Local Assistance Entitlement, Part B, Sec 611	2.5	\$0	\$157,804	\$157,804	\$157,804	\$0	\$0	\$0	\$0
5610 Food and Nutrition Services Center 5310 Child Nutrition: School Programs (e.g., School Lunch, School Breakfast,	1.1875	\$0	\$65,340	\$65,340	\$65,340	\$0	\$0	\$0	\$0

Milk, Pregnant & Lactating Students)									
3100 Special Day Classes (SCC) 6500 Special Education	3.5	\$0	\$393,529	\$393,529	\$393,529	\$0	\$0	\$0	\$0
3410 Special Education Mild/Moderate 6500 Special Education	1.625	\$0	\$165,887	\$165,887	\$165,887	\$0	\$0	\$0	\$0
3770 Full Inclusion 6500 Special Education	3.75	\$0	\$109,409	\$109,409	\$109,409	\$0	\$0	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	46.2675	\$0	\$5,176,265	\$5,176,265	\$4,967,307	\$0	\$208,958	\$0	

Total Funds Provided to the School Through the Consolidated Application	TBD
Total Federal Funds Provided to the School from the LEA for CSI	N/A
Subtotal of additional federal funds included for this school	\$269,432
Subtotal of state or local funds included for this school	\$4,906,833

Principal **Catherine Van Housen** _____
 School Site Council Chairperson **Valeria Samelson** _____
 EL Advisory Chairperson **Anushka Devi** _____