



## **Elliott Ranch Elementary**

# **Local Control Accountability Plan (LCAP) 2022-2023**

**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: 2022-2023

### 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

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

Our staff worked together to review and analyze last year's LCAP 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 the 2022-23 school year. Our PBIS/MTSS Tier II Team meets biweekly and our Tier I 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 ELAC Team that includes a teacher-leader,

parents and administration. 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 reviews 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:

- Elliott Ranch Leadership Team meetings on 8/9/21, 10/4/22, 11/1/21, 12/6/21, 1/3/22, 2/7/22, 3/7/22, 4/4/22 and 5/2/22;
- School Site Council meetings on 9/29/21, 10/27/22, 2/2/22, 4/20/22 and 5/11/22;
- ELAC meetings on 10/13/21, 12/1/21, 2/24/22, 4/27/22;
- PBIS team meetings on 9/28/21, 10/26/21, 2/1/22, 3/29/22; and
- Staff meetings on 8/10/21, 10/18/21, 11/8/21, 1/24/22, 2/28/22, 3/28/22, 4/25/22 and 5/16/22.

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

### Impact of LCAP and Annual Update

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

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: 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.

Systemic resource inequities exist that are reflected in the Social-Emotional Learning categories of our Fall 2021 LCAP Needs Survey. Black students consistently rated themselves lower than all others in Social-Emotional Learning categories. For example, when asked, "Do teachers understand me and my family?" Asian students (who make up a third of our student population) replied "yes" 91% of the time. Hispanic students (who make up another third of our population) replied "yes" 96% of the time. However, only 83% of our Black students said "yes." Likewise, when asked about mental health supports at school, 91% of Asian students and 87% of our Hispanic students said there were enough, but only 64% of Black students agreed. Black parents also see a need for more support for their children. When asked whether their children were provided needed advice and personal support, 92% of Asian parents said "yes" and 100% of Hispanic parents agreed. Only 33% of our African-American parents felt their children were receiving needed advice and personal support. We clearly need to do more to reach out to our Black families in ways that build connection.

### 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

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 67% in the pandemic year of 2021 to 70% as measured by the 2022 CAASPP, and to increase the number of students who meet or exceed standards in Mathematics from all 3rd-6th grade students from 69% in 2021 to 72% as measured by the 2022 CAASPP.

**Metric:** CAASPP

### Actions/Services 1.1.1

#### Principally Targeted Student Group

- All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<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 Dialogue Days (Two 2-hour workshops each teacher x 24 classroom teachers -- end of Tri1 &amp;</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"> <li>• Collective teacher efficacy (1.57 effect size, with .40 indicating one-year of student growth);</li> <li>• Teacher clarity (.75);</li> <li>• Using feedback (.75); and</li> <li>• Using formative evaluation (.68).</li> </ul>	<p>1. Teachers will 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, CAASPP, classroom observations and administrative walk-throughs. Teachers will meet during Data Dialogue 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>

Tri2)  
 24 teachers x 2 hrs each, twice @  
 \$160/day = \$2,560  
 (One sub covers for three teachers  
 a day)

Funding Source	Amount	Description of Use
Supplemental/Concentration (7101/0000)	\$2560	Certificated- Timesheets

**Site Goal 1.2**

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

- African American students will move from 37% meets or exceeds standards to 50%
- Socioeconomically Disadvantaged students will move from 51% meets or exceeds standards to 60%
- Students with Disabilities will move from 44% meets or exceeds standards to 50%

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

- African American students will move from 37% meets or exceeds standards to 50%
- Socioeconomically Disadvantaged students will move from 59% meets or exceeds standards to 66%
- Students with Disabilities will move from 52% meets or exceeds standards to 60%

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 explicitly tutored and 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

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

**What is the Research Confirming this is an Effective Practice?**

**How will you Measure the Effectiveness of each Action/Service?**

## 1. **Tier II Academic**

**Interventions:** Our **Academic Intervention Teacher** 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 and math to her assignments when possible as well.

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)**

This year, 97% of our 71 second graders tutored for gaps in phonemic awareness scored 100% on their district phonemic awareness interim by trimester 2. We also purchased Reflex Math for three years, and 27 of the 38 5th and 6th graders who received tutoring for math moved from "beginning" to "developing" in the trimester 2 district interim. The other 11 achieved grade-level standards.

**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. Our 6th grade team purchased IXL for practice in ELA and math; they've requested it again because they can set it to each child's level for practice.

**(Each grade level will be provided \$2,000 to plan for differentiation = \$16,000.)**

Teachers will attend district professional learning focused on the Framework for High Quality Instruction. Following last year's book study of *Culturally Responsive Teaching and the Brain*, by Varetta L. Hammond, teachers will be offered a book study of *How to Be an Anti-Racist*, by Ibram X. Kendi, or *Hannigan's*

John Hattie's *Visible Learning* research indicates effect size gains beyond a year of growth for:

- RTI (1.07);
- Teaching strategies (.62); and
- Small group learning (.49).

Learning gains are monitored by our AIT for students receiving tutoring. This year, our AITs tutored 63 primary students and 38 intermediate students. Of the intermediate students, 28 moved up a full grade-level in math, with the remaining 10 students exiting the program at grade level. For the 63 primary students:

- 30% graduated at grade-level and no longer come to groups;
- 43% are working on grade level material within groups;
- 17% are still working on material below grade level within groups;
- 9% have moved to the Learning Center.

1. We should see our case loads drop now that we've remediated for pandemic learning loss, but will keep our AITs in place to begin the year and assess our students to see who needs remediation to be at grade-level. We use SIPPS for initial assessments of phonics gaps.

2. Teachers regularly measure student progress with multiple tools including: K/1 Benchmarks assessments, interim and formative assessments developed by the grade-level teams, CAASPP, ELPAC data, classroom observations and administrative walk-throughs.

*Don't Suspend Me: An Alternative Discipline Handbook*. Our equity work will continue in all we do and learn.

We will look to continue providing district-approved supplementary training, curriculum, technology, resources and supplies to meet SMART goal attainment for each grade level.

**IXL for 3 grade levels = \$2,000**

**AIT timesheet = \$15,030**

(Reflex is already paid for next two years)

Funding Source	Amount	Description of Use
Supplemental/Concentration (7101/0000)	\$4000	Contracts/Services /Subscriptions
Supplemental/Concentration (7101/0000)	\$16000	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$13030	Certificated- Timesheets

**Actions/Services 1.2.2**

**Principally Targeted Student Group**

- All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<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><b>GATE coordinator stipend = \$1250.</b>  <b>GATE teacher @\$45/hr for 34 days = \$1540. (coordinator + teacher = \$2790 total in timesheets)</b>  <b>Materials/supplies cost \$1,000, and contracts/services cost \$550.</b></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>For the 2019-2020 school year we had 95 students qualify under the District's GATE criteria. Last year, the GATE screener was not completed by the district due to the pandemic. Also because of the pandemic, our GATE coordinator was not able to begin after-school enrichment until late in the spring. In the 2022-23 school year, we expect GATE enrichment to begin in the fall.</p> <p>1. 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. (We did complete the GATE</p>

screeener this year for all 3rd and 4th grade students, and expect to see results by this summer to help our GATE coordinator plan for next year.)

Funding Source	Amount	Description of Use	
GATE (7105/0000)	\$2790	Certificated- Timesheets	
GATE (7105/0000)	\$500	Contracts/Services /Subscriptions	
GATE (7105/0000)	\$107	Materials/Supplies/Equipment	

**Actions/Services 1.2.3**

**Principally Targeted Student Group**

- Foster Youth

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<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>This year, we had one foster student, and he was adopted last month.</p> <p>-</p>	<p>Source: Research by John Hattie (December, 2017) <a href="http://visiblelearningplus.com">visiblelearningplus.com</a></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 2021, only one of our 57 EL students was re-designated English-language proficient. This school year, we increased that number to 8 students (or 14%). Our ELPAC summatives are being completed now, so we expect that number to grow this summer. Next year, we are aiming for a 20% re-designation rate.

**Metric:** Redesignation

**Actions/Services 1.3.1**

**Principally Targeted Student Group**

- EL

<b>What Specific Actions/Services will you Provide to this Student Group?</b>	<b>What is the Research Confirming this is an Effective Practice?</b>	<b>How will you Measure the Effectiveness of each Action/Service?</b>
<p><b>1.</b> 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><b>2.</b> 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><b>3.</b> Elliott Ranch teachers will increase the frequency, quality and use of research-based ELD practices throughout the instructional day as well as in designated EL lesson time (WIN time) and in extended day opportunities such as Homework Club 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><b>4.</b> We will hire a part-time tutor specifically for designated EL</p>	<p><i>English Language Proficiency Assessments for California</i>, CDE website</p>	<p><b>1.</b> Student progress will be measured by grade level common assessments, ELPAC scores, teacher observations with feedback and administrative walk throughs.</p> <p><b>2.</b> Our ELAC meetings will have 20% more attendance in the 2020-21 school year.</p> <p><b>3.</b> All EL students will be assessed according to required timelines and an additional 17% of our EL students will become redesignated.</p> <p><b>4.</b> We've had such success with our AITs that we are going to try and same program with our EL students next year, tutoring them in small groups with Designated English Language instruction. ELA assessment scores</p>

instruction.  
 EL Supplemental: **EL & ELPAC Coordinator: 30 hrs @ \$45/hr = \$1350, sub for testing: 75 hrs @ \$45/hr= \$3,869, \$1,000 for our Multicultural Fair to celebrate cultures of our English-Learning students.**  
**Tutor (\$45 x 80 days -- 4x/wk for 30 weeks = \$5,400)**

Funding Source	Amount	Description of Use	
EL Supplemental (7150/0000)	\$1350	Certificated- Timesheets	
EL Supplemental (7150/0000)	\$1000	Contracts/Services /Subscriptions	
EL Supplemental (7150/0000)	\$3869	Certificated- Salaries	
Supplemental/Concentration (7101/0000)	\$5400	Certificated- Timesheets	

<p><b>District Strategic Goal 2:</b></p> <p><b>All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.</b></p>	<p><b>District Needs and Metrics 2:</b></p> <p><b>Students need high quality programs and services driven by assessment, data analysis, and action as measured by:</b></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**

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
1. All teachers participate in weekly grade-level PLC meetings	Hattie's <i>Visible Learning</i> research indicates effect sizes, including:	1. Grade level PLCs will meet weekly and submit their agendas

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.

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.

Teachers participate in On Grade Level Reading training, Outward Mindset workshops and implementation of new Amplify curriculum for the Next Generation Science Standards.

2. 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.

- Collective teacher efficacy (1.57);
- Teacher clarity (.75); and
- Professional development (.62).

*A Case Study of the Relationships Between Collective Efficacy and Professional Learning Communities*, Voelkel R. (2011).

and notes. Administration will observe and collaborate during weekly meetings. CAASPP, K/1 assessments, grade level formative assessments, Classroom walk throughs.

2. 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.

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.

<b>Metric:</b> Other (Site-based/local assessment)	
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**Actions/Services 2.2.1**

**Principally Targeted Student Group**

- All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
Maintain Library Technician hours from 2021 levels. Increase and promote Accelerated Reader quizzes, rewards and celebrations.	<i>A Full Time School Librarian Makes a Critical Difference in Boosting Student Achievement</i> , (D. Kachel, 2013).	<ol style="list-style-type: none"> <li>1. Number of books checked out.</li> <li>2. Data will be collected and analyzed for all students who check</li> </ol>

1. The number of books students check out of the library will increase to more than 16,000. The number of Accelerated Reader Quizzes will increase to pre-pandemic levels (about 5,000 quizzes taken). The percentage of quizzes passed has increased from 67% in 2021 to 70% this year. Our goal will be to increase the percentage passed by at least 10% more. 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.

2. The Library Technician will be working with students, families and teachers in order to promote reading at home and at school. Supplies will be purchased so each student can have their own folder in the Library to track their own reading levels and books checked out.  
(\$1 per student = \$650)

*Research supports that school libraries are most appropriate for reading and reinforcing the reading process (Roscello, 2003-2004).*

*Research supports that libraries provide opportunities for research, skill building and pleasure that support reading motivation (Roscello, 2003-2004).*

out books in relation to the increase in their reading Lexile levels. Each student will track their own reading progress in the library.

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	\$650	Materials/Supplies/Equipment	

**Actions/Services 2.2.2**

**Principally Targeted Student Group**

- All • Black or African American • Low Income

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p><b>Science:</b> 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,</p>	<p>Hattie's <i>Visible Learning</i> research indicates effect sizes, including:</p> <ul style="list-style-type: none"> <li>• Collective teacher efficacy (1.57);</li> <li>• Teacher clarity (.75); and</li> <li>• Professional development (.62).</li> </ul> <p><i>A Case Study of the Relationships Between Collective Efficacy and Professional Learning</i></p>	<p>We weren't able to see a comparison with 2020 or 2021 CAST achievement because of the pandemic and the cancellation of statewide testing. We will need to carefully consider how to best teach science for our students using new curriculum rolled out last summer. The Amplify curriculum is abundant and a bit overwhelming, so our AIT and admin will help narrow for each grade level the key standards that</p>

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.

1. In addition to teaching our new Amplify curriculum, our teachers enjoy supplementing with experiments from Mystery Science. We will purchase again as a supplement, but with clear instructions that Amplify must be used for teaching standards. (scientist notebooks/supplies for every student = \$3,000)

*Communities*, Voelkel R. (2011).

must be taught in order to lay the groundwork for our students to be successful in fifth grade.

1. CAST scores, plus Amplify science and common grade-level assessments.

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	\$3000	Contracts/Services /Subscriptions	

**District Strategic Goal 3:**

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

**District Needs and Metrics 3:**

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

- Cohort Graduation
- Expulsion
- HS Dropout
- MS Dropout
- Other (Site-based/local assessment)
- School Climate
- Social Emotional Learning
- Suspension

**Site Goal 3.1**

The Elliott Ranch school community will support physical and emotional well-being of all students on campus by continuing to refine the work of our PBIS team that is being recognized by California this year for Gold Standard implementation of PBIS. We will continue in our growth as a staff toward full educational equity for our diverse population of students (32% Asian, 25% Hispanic, 17% White, 15% Two or more races, 9% African American, 28% socio-economically disadvantaged, 15% students with disabilities).

**Metric:** School Climate

**Actions/Services 3.1.1**

**Principally Targeted Student Group**

- All

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p>	<p><b>What is the Research Confirming this is an Effective Practice?</b></p>	<p><b>How will you Measure the Effectiveness of each Action/Service?</b></p>
<p>We ensure our students uphold 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. Bullying prevention is an area where we need to work. Only 50% of our teachers think we do enough about bullying, with 74% of parents and 78% of students satisfied with our efforts to stop bullying. We are creating a video about our "Stop, Walk and Talk" strategy and about other anti-bullying efforts.</p> <p><b>1. <u>Positive Reward Systems</u></b> Support the PBIS Program by providing positive signage and holding Student of the Month Assemblies in our daily morning assemblies. Assemblies have not been held due to the pandemic; we recognize our students of character by posting their pictures on the Kindness Club wall.</p> <p><b>2.</b> 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><b>3.</b> 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, and share school-wide data with staff.</p>	<p><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., &amp; Smolkowski, K. (2008).</p> <p><i>Altering School Climate Through School wide 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"> <li>• Classroom Management (0.56)</li> <li>• Classroom Cohesion (0.53)</li> <li>• Teacher-Student Relationships (0.52)</li> </ul>	<p>In our 2021 California Healthy Kids Survey, only 75% of our 5th and 6th graders felt that rules were clear. That's way down, from 91% last year! We recently held spring behavior seminars for reminders for all our students, and next year, admin (with a new VP and campus supervisor) will make the rules very clear. We were busy this year welcoming students and families back from the pandemic and focusing on social-emotional support, so next year, we move to ship-shape.</p> <p>Other key Indicators in our 2021 California Healthy Kids Survey included positive responses from students about being treated with respect, but then a very low response for students being treated fairly when they break the rules.</p> <p><b>1.</b> We will see all of these indicators increase to above 90% in the 2022-23 school year, the next time the CHKS is given again.</p> <p><b>2.</b> Number of Rock It! tickets distributed to students will increase from this year.</p> <p><b>3.</b> PBIS Tier I and Tier II teams will try for Platinum recognition from California.</p>

School wide displays of our three expectations: Be Kind, Be Safe, Be Respectful, Be Responsible with specific behaviors will continue to be posted throughout campus. School focuses on character traits each month. Students receive character awards once a month during assemblies. We will also host character building/positive behavior school-wide assemblies. Staff will be offered Outward Mindset training.

**PBIS Funds: To honor the positive contributions of students, acknowledge positive behavior and increase school connectiveness, and to complete our anti-bullying video and messaging plan: \$1,000.**

Funding Source	Amount	Description of Use
PBIS (7440/0000)	\$1000	Materials/Supplies/Equipment

**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**

- All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
Students need a safe, respectful and responsible school climate to reach their greatest potential. We aim 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 all the schools in the Consumnes Oaks High School region do. Our region's administrators shared a	Hattie's <i>Visible Learning</i> highlights the effect sizes increasing as discipline issues decrease: <ul style="list-style-type: none"> <li>• Decreasing Disruptive Behavior (0.53);</li> <li>• Motivation (0.48);</li> <li>• Reducing Anxiety (0.48); and</li> <li>• Self-Concept (0.46).</li> </ul>	<ol style="list-style-type: none"> <li>1. Monitoring the suspension rate monthly with the staff; monitoring student progress through the use of decreased behavior referrals at bi-weekly PBIS Tier II Meetings Administration will hold assemblies for all grade levels upon student return, about behavior expectations on campus. The percentage of "two or more" students being suspended will drop</li> </ol>

book study last year of *Don't Suspend Me: An alternative discipline toolkit* by the Finnegan's. This will be offered as a voluntary book study at our site this year.  
**(Books/materials for teachers = \$250)**  
 1. Suspension rates for 2021 were: 1.5% for African American students (9% of student body); 0% for Asian students (32% of student body); 1.5% for Hispanic students (21% of student body); and 1% for white students (20% of student body); 12% for students of two or more races (17% of student body). This is by far our largest subgroup of students receiving in-school suspensions for behavior. Half of the suspension days were earned by one student with whom we've been working closely all year. All of our suspensions were "in school" so students could keep engaged in their schoolwork. The district this year supplied yard support from ASSIST, and we believe it has reduced our discipline issues considerably, with no suspensions needed since they started in January. District is paying for one day per week next of **ASSIST support**. We will add another day per week for **\$30,000**.

from 12% to 2% in response to school-wide work on equity and diversity, plus a focus on restorative justice and strengthening of relationships with families of African American students.

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	\$250	Materials/Supplies/Equipment	
Supplemental/Concentration (7101/0000)	\$30000	Contracts/Services /Subscriptions	

<p><b>District Strategic Goal 4:</b></p> <p>All students will benefit from programs and services designed to inform and involve family and community partners.</p>	<p><b>District Needs and Metrics 4:</b></p> <p><b>Students need parent, family and community stakeholders as direct partners in their education as measured by:</b></p> <ul style="list-style-type: none"> <li>• Attendance Rate</li> <li>• Chronic Absentee Rate</li> <li>• Family and Community Engagement</li> <li>• Input in Decision Making</li> </ul>
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- 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, 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. More of our staff will use Talking Points to text families in their home languages than previously.

**Metric:** Partnerships for Student Outcome

### Actions/Services 4.1.1

#### Principally Targeted Student Group

- Black or African American • Low Income

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<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. We also studied <i>How to Be an Anti-Racist</i> by Ibram X. Kendi, within our C.O. region admin group.</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>1. 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. Our staff will have PD on Talking Points to increase communication in families' home</p>	<p><i>Back to school: How parent involvement affects student achievement</i>  <a href="http://www.centerforpubliceducation.org/Main.../Parent-Involvement/Parent-Involvement.html">www.centerforpubliceducation.org/Main.../Parent-Involvement/Parent-Involvement.html</a>  <a href="http://www.responsiveclassroom.org/what-research-says-about-parent-involvement/">What Research Says About Parent Involvement   Responsive Classroom</a>  <a href="https://www.responsiveclassroom.org/what-research-says-about-parent-involvement/">https://www.responsiveclassroom.org/what-research-says-about-parent-involvement/</a></p>	<p>In the 2021 LCAP Needs Survey, while 77% of our parents replied that there are enough mental health supports for students, and 79% felt their students were being provided the advice and personal support they need, only 67% of Black parents agree there are enough mental health supports, and only 33% of Black parents feel their children are provided the advice and personal support they need. Even our students feel the disparity, with 82% of 5th and 6th graders saying there are enough mental health supports for students, but only 64% of our Black students agreeing.</p> <p>1. We will see these measures increase significantly next year, as we have begun a campaign of support for our Black families, with help from our district's Educational Equity Department. On April 28th, 2022, we held our inaugural Black Student Union, with two parent co-advisors, a campus advisor, the BSU advisor from C.O. and our district Ed Equity specialist.</p> <p>We will gather sign-in sheets for all events that promote family engagement, and see increased participation in Family and Community</p>

languages, in addition to regular messaging through Synergy ParentVue 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 and the Rocket News 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 and we are beginning a Black Student Union to increase connection, conversation, and pride among our Black students.

2. More of our teachers and staff will use Talking Point to text families in their home languages.

**Family Science Night = \$400**  
**Supplemental materials and refreshments = \$300**  
**Black Student Union start-up costs for service projects = \$810.**

Engagement activities, as well as increased participation in our parent education opportunities. Also, in next year's LCAP Needs survey, 10% more of our Black parents will agree that there are enough mental health supports for their children. The number of Black parents who believe their are provided the advice and personal support they need will increase from 33% to at least 60%.

2. We will arrange training for our teachers in Talking Points so they can text families in home languages as needed. The number of teachers using it will increase from a handful to a dozen.

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	\$700	Contracts/Services /Subscriptions	
Supplemental/Concentration (7101/0000)	\$810	Materials/Supplies/Equipment	

**Site Goal 4.2**

Elliott Ranch will eliminate chronic absenteeism, currently at 2.3%, 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**

• Black or African American • Hispanic or Latino

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<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 was 95% this school year. Attendance rates by sub-group were 96% for Asian students and 95% for White students, but only 93% for Hispanic and Black students. We will continue to work closely with all stakeholders to increase attendance for ALL our students.</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 strategies for increasing attendance with region during Regional PLC meetings with principals and with our district attendance specialist.</p> <p>3. Several of our teachers wish to be trained in home visits to help build the connections between home and school.</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>  <a href="https://www.edweek.org/media/chronicabsence-15chang.pdf">https://www.edweek.org/media/chronicabsence-15chang.pdf</a></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. Admin also makes personal phone calls home every Friday to share positive reports with parents. We will target those specifically to Black and Hispanic students, keeping track of the number of calls and to whom. We will see this building of positive relationships result in an increase of 3% for our Black and Hispanic students.</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. We will see our overall attendance reach the pre-pandemic level of 98%. We will see our percentage of chronically absent students drop from 2.3% to less than 1%.</p> <p>3. Increase the number of teachers trained in home visits from 3 to 8.</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.

## V. Funding

### Elliott Ranch Elementary (254) | 2022 - 2023

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	
<b>1510</b> Regular Education (TK-6) <b>0000</b> Unrestricted	0.0000	\$0	\$17,213	\$17,213	\$17,213	\$0	\$0	\$0	\$0
<b>7101</b> LCFF Supplemental Concentration TK-6 <b>0000</b> Unrestricted	0.0000	\$0	\$76,400	\$76,400	\$40,990	\$3,650	\$30,250	\$1,510	\$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	\$6,219	\$6,219	\$6,219	\$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	\$104,229	\$104,229	\$67,819	\$3,650	\$31,250	\$1,510	

Total Funds Provided to the School Through the Consolidated Application	TBD
Total Federal Funds Provided to the School from the LEA for CSI	N/A
Subtotal of additional federal funds included for this school	\$0
Subtotal of state or local funds included for this school	\$104,229

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

**Date**

**Principal**

**School Site Council Chairperson**

**EL Advisory Chairperson**
