

# Carroll Elementary

## Local Control Accountability Plan (LCAP) 2015 - 2016

Principal (Print Name): \_\_\_\_\_

(Signature): \_\_\_\_\_

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

Approved by the Elk Grove Unified School District Board of Education on \_\_\_\_\_

\*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.

## A. Stakeholder Engagement

Stakeholder Engagement Process	Impact on site LCAP
<p>How have parents, community members, pupils, local bargaining units, and other stakeholders been engaged and involved in developing, reviewing, and supporting implementation of the LCAP? The following opportunities for stakeholder involvement were provided:</p> <p>Gathering of input began on July 18 and is on-going</p> <p>Input gathered at Back to School night from parents, students, and staff via survey</p> <p>Input gathered during SSC meetings, January 8, March 31 (committee only), and April 21, 2015; from teachers and other school personnel on January 12, and April 20, 2015; from Site Leadership team January 8, and April 13; from parents on March 19 and March 26, 2015; ; from pupils (grade 4-6) on April 1, 2015</p>	<p>The SSC and ELAC reviewed input from all stakeholders. They synthesized input to include the following goals in the LCAP over the next three years:</p> <ol style="list-style-type: none"> <li>1. Provide extended learning opportunities for students, including EL, intervention, extended day, intersession and advanced learning opportunities</li> <li>2. Increase parent involvement</li> <li>3. Increase student mastery of content standards</li> </ol>
<p>How have stakeholders been included in the site's process in a timely manner to allow for engagement in the development of the LCAP?</p> <p>Our site developed a timeline to ensure that stakeholders are engaged in a timely, efficient manner in the development of the LCAP. Throughout the 2014-15 school year our site has encouraged stakeholder participation to support their understanding of the priority areas represented on LCAP. We held informational meetings that allowed stakeholders to engage in a dialogue to deepen their knowledge base, build collaboration, and gather input regarding LCAP and progress toward our site goals. Input was shared with all stakeholder groups on April 20 (staff), April 23 (parents) and May14 (ELAC).</p>	<p>The ongoing inclusion of our stakeholders allowed them to provide meaningful input that we were able to integrate into the LCAP. This process also allowed us to gather feedback from stakeholder groups that had not previously participated in the school plan development process.</p>
<p>What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the site to inform the LCAP goal setting process?</p> <p>Data reviewed by the stakeholders included:</p> <p>School Accountability Report Card (SARC)</p> <p>ELA and Math benchmark results</p> <p>Common assessment data, including fluency, BPST, comprehension, writing, spelling and math</p>	<p>The data reviewed influenced the goals and actions in the following ways:</p> <ol style="list-style-type: none"> <li>1. Determination of site common assessments (by grade level)</li> <li>2. Refined the goal regarding parent involvement to include more opportunities for participation in specific need areas (PBIS, Wellness, Safety, ELAC, PTA, for example)</li> <li>3. Informed need for professional development to follow data indicators</li> <li>4. Determined sub-groups not meeting proficiency criteria</li> </ol>

Staff survey regarding sub-group data	5. Determined need for reading intervention in primary grades
CELDT data	
SISweb data on discipline and attendance	
PBIS Data on SISweb	
Parent Survey, Fall 2014	
Parent, staff and student surveys	

## B. Goals, Actions, and Progress Indicators

<b>District Needs and Metrics 1:</b>  Students need high quality classroom instruction & curriculum as measured by: <ul style="list-style-type: none"> <li>• Credential/certification audit</li> <li>• Interim assessments</li> <li>• CAASPP</li> <li>• CELDT</li> <li>• College and Career Plan Utilization Report</li> <li>• CAHSEE</li> <li>• AP/IB Assessments</li> </ul>	<b>District Strategic Goal 1:</b>  ALL students will receive high quality classroom instruction and curriculum to promote college and career readiness and close the achievement gap.
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### Site Goal 1.1

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals		What will be different and/or improved for students? (based on identified metric)			Related State Priorities (All priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	District Goals and Related Site Goals (Please identify 1-3 site goals aligned to each district goal.)	Applicable Pupil Subgroup(s)	Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018	
<b>Need:</b>  Increase the number of students meeting proficiency standards in core content areas  <b>Metric:</b>  Site determined common assessments; benchmark assessments (where available), classroom observations	<b>Site Goal 1.1</b>  Full implementation of Common Core State Standards in Reading/language Arts and Mathematics	<ul style="list-style-type: none"> <li>• School-wide</li> </ul>	10% increase in the number of students achieving proficiency in core content areas using baseline assessment data from 2014-15.	5% increase in the number of students achieving proficiency in the core content areas.		<b>Conditions of Learning:</b> <input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 7  <b>Pupil Outcomes:</b> <input checked="" type="checkbox"/> Priority 4 <input checked="" type="checkbox"/> Priority 8  <b>Engagement:</b> <input type="checkbox"/> Priority 3 <input type="checkbox"/> Priority 5 <input type="checkbox"/> Priority 6

Site Goals	Related State Priorities	Annual Actions and Services For School-wide and Targeted Subgroups	Level of Service Indicate if school-wide or by subgroup (Ethnicity and SWD)	What actions are performed or services provided in each year? What are the anticipated expenditures for each action? What funding source?		
				Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018
<b>Site Goal 1.1</b>  Full implementation of Common Core State Standards in Reading/language	1,2,7,4,8	1. Professional learning in CCSS 2. Math PLC 3. CPL coach support 4. After school support for students 5. ELD instruction 6. Provide intervention support during school 7. Purchase leveled reading materials	<ul style="list-style-type: none"> <li>• School-wide</li> </ul>	<b>Action/Service:</b> Professional learning, including workshops, book study groups, webinars;	<b>Action/Service:</b> Professional learning, including workshops, book study groups, webinars;	<b>Action/Service:</b> Professional learning, including workshops, book study groups, webinars;

Arts and Mathematics		for K-2 8. Parent academy focus on parents as educational partners 9. Lesson study/book study PLC groups 10. Intersession program 11. Purchase high quality curriculum, including book sets, lesson materials, expository resources (magazines, videos, on-line resources) 12 Provide collaboration time to support teachers. 12.	Supplemental materials; Printing costs	Supplemental materials; Printing costs	Supplemental materials; Printing costs
			<b>Funding Source:</b> Title II General budget Site budget PTA Intersession budget	<b>Funding Source:</b> Title II General budget Site budget PTA Intersession budget	<b>Funding Source:</b> Title II General budget Site budget PTA Intersession budget

Site Goals	Related State Priorities	Additional Actions and Services for LCAP Subgroups	Level of Service-By specific subgroup	What actions are performed or services provided in each year? What are the anticipated expenditures for each action? What funding source?		
				Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018
<b>Site Goal 1.1</b>  Full implementation of Common Core State Standards in Reading/language Arts and Mathematics	1,2,7,4,8	1. Provide professional learning opportunities for teachers focused on culturally relevant instruction, best practices and data driven decision-making. Focus to include other low-performing sub-groups (African American, Hispanic and Students with disabilities) in addition to state priority sub-groups.	<ul style="list-style-type: none"> <li>EL</li> <li>R-FEP</li> <li>Foster Youth</li> <li>Low Income</li> </ul>	<b>Action/Service:</b> Continued professional development	<b>Action/Service:</b> Continued professional development	<b>Action/Service:</b>
				<b>Funding Source:</b> Title II	<b>Funding Source:</b> Title II	<b>Funding Source:</b>

**Site Goal 1.2**

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals		What will be different and/or improved for students? (based on identified metric)			Related State Priorities (All priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	District Goals and Related Site Goals (Please identify 1-3 site goals aligned to each district goal.)	Applicable Pupil Subgroup(s)	Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018	
<b>Need:</b>  Increase the number of students reading at grade level.  <b>Metric:</b>  Site assessment data (lexile data from SRC; fluency data; comprehension data; writing in response to reading in content areas; program assessments)	<b>Site Goal 1.2</b>  All students will be reading at grade level by grade 3, or will be identified for intervention and make yearly growth commensurate with such intervention.	<ul style="list-style-type: none"> <li>School-wide</li> <li>Black or African American</li> <li>Hispanic or Latino</li> <li>Two or More Races</li> <li>SWD</li> <li>EL</li> <li>R-FEP</li> <li>Foster Youth</li> <li>Low Income</li> </ul>	5% increase in students reading at grade level using established assessment model.	5% increase in students reading at grade level using established assessment model.		<b>Conditions of Learning:</b> <input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 7  <b>Pupil Outcomes:</b> <input checked="" type="checkbox"/> Priority 4 <input checked="" type="checkbox"/> Priority 8  <b>Engagement:</b> <input type="checkbox"/> Priority 3 <input type="checkbox"/> Priority 5 <input type="checkbox"/> Priority 6

Site Goals	Related State Priorities	Annual Actions and Services For School-wide and Targeted Subgroups	Level of Service Indicate if school-wide or by subgroup (Ethnicity and SWD)	What actions are performed or services provided in each year? What are the anticipated expenditures for each action? What funding source?		
				Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018
<b>Site Goal 1.2</b>  All students will be reading at grade level by grade 3, or will be identified for intervention and make yearly growth commensurate with such intervention.	1,2,7,4,8	1. Reading intervention program during school day 2. WIN time 3. Intersession program 4. Site reading incentive program (SRC) 5. Extended day with kindergarten teacher 6. Professional development 7. Lexia computer-based intervention 8. After school tutoring 9. Teacher collaboration 10. School library support	<ul style="list-style-type: none"> <li>School-wide</li> <li>Black or African American</li> <li>Hispanic or Latino</li> <li>Two or More Races</li> <li>SWD</li> </ul>	<b>Action/Service:</b> Professional learning, including workshops, book study groups, webinars; Supplemental materials; Printing costs	<b>Action/Service:</b> Professional learning, including workshops, book study groups, webinars; Supplemental materials; Printing costs	<b>Action/Service:</b> Professional learning, including workshops, book study groups, webinars; Supplemental materials; Printing costs
				<b>Funding Source:</b> LCFF Site funds Donations, fundraising	<b>Funding Source:</b> LCFF Site funds Donations, fundraising	<b>Funding Source:</b> LCFF Site funds Donations, fundraising

Site Goals	Related State Priorities	Additional Actions and Services for LCAP Subgroups	Level of Service-By specific subgroup	What actions are performed or services provided in each year? What are the anticipated expenditures for each action? What funding source?		
				Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018
<b>Site Goal 1.2</b>  All students will be reading at grade level by grade 3, or will be identified for intervention and make yearly growth commensurate with such intervention.	1,2,7,4,8	1	<b>No Subgroups Selected</b>	<b>Action/Service:</b>	<b>Action/Service:</b>	<b>Action/Service:</b>
				<b>Funding Source:</b>	<b>Funding Source:</b>	<b>Funding Source:</b>
<b>Site Goal 1.2</b>  All students will be reading at grade level by grade 3, or will be identified for intervention and make yearly growth commensurate with such intervention.	1,2,7,4,8	Provide reading intervention during WIN time for students not meeting grade level standards in reading. Intervention to include other low-performing sub-groups (African American and Hispanic) in addition to state priority sub-groups.	<ul style="list-style-type: none"> <li>EL</li> <li>R-FEP</li> <li>Foster Youth</li> <li>Low Income</li> </ul>	<b>Action/Service:</b> Hire hourly staff for intervention program	<b>Action/Service:</b> Hire hourly staff for intervention program	<b>Action/Service:</b>
				<b>Funding Source:</b> Site funds	<b>Funding Source:</b> Site funds	<b>Funding Source:</b>

<b>Site Goal 1.3</b>
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Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals		What will be different and/or improved for students? (based on identified metric)			Related State Priorities (All priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	District Goals and Related Site Goals (Please identify 1-3 site goals aligned to each district goal.)	Applicable Pupil Subgroup(s)	Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018	
<p><b>Need:</b></p> <p>English Learners need a supplemental program of instruction to increase their proficiency in English Language Arts</p> <p><b>Metric:</b></p> <p>CELDT test data, site, district and state assessments</p>	<p><b>Site Goal 1.3</b></p> <p>English Learners will meet federally mandated Annual Measurable Achievement Objectives (AMAO)</p>	<ul style="list-style-type: none"> <li>EL</li> </ul>	<p>61% of EL students will increase one level of English proficiency; 24.8% of EL students receiving 5 years or less of English instruction will meet AMAO 2 English language proficiency goals; 90% of EL students will meet AMAO 3 AYP proficiency goals in reading and mathematics.</p>	<p>63% of EL students will increase one level of English proficiency; 26.8% of EL students receiving 5 years or less of English instruction will meet AMAO 2 English language proficiency goals; 90% of EL students will meet AMAO 3 AYP proficiency goals in reading and mathematics.</p>	<p><b>Conditions of Learning:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Priority 1</li> <li><input checked="" type="checkbox"/> Priority 2</li> <li><input checked="" type="checkbox"/> Priority 7</li> </ul> <p><b>Pupil Outcomes:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Priority 4</li> <li><input checked="" type="checkbox"/> Priority 8</li> </ul> <p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Priority 3</li> <li><input type="checkbox"/> Priority 5</li> <li><input type="checkbox"/> Priority 6</li> </ul>	

Site Goals	Related State Priorities	Annual Actions and Services For School-wide and Targeted Subgroups	Level of Service Indicate if school-wide or by subgroup (Ethnicity and SWD)	What actions are performed or services provided in each year? What are the anticipated expenditures for each action? What funding source?		
				Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018
<b>Site Goal 1.3</b>  English Learners will meet federally mandated Annual Measurable Achievement Objectives (AMAO)	1,2,7,4,8	1. ELD instruction during WIN time 2. After school tutoring 3. Intersession 4. Lexia computer-based intervention 5. Professional development 6. Use of technology for visual input 7. Teacher feedback on research-based teaching 8. Coach support	<ul style="list-style-type: none"> <li>School-wide</li> </ul>	<b>Action/Service:</b> Provide hourly teacher for pull-out ELD instruction; provide tutors for after school support; provide access to site-licensed computer-assisted learning	<b>Action/Service:</b> Provide hourly teacher for pull-out ELD instruction; provide tutors for after school support; provide access to site-licensed computer-assisted learning	<b>Action/Service:</b> Provide hourly teacher for pull-out ELD instruction; provide tutors for after school support; provide access to site-licensed computer-assisted learning
				<b>Funding Source:</b> LCFF Site funds	<b>Funding Source:</b> LCFF Site funds	<b>Funding Source:</b> LCFF Site funds

			Donations	Donations Intercession funds EL funds	Donations Intercession funds EL funds
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Site Goals	Related State Priorities	Additional Actions and Services for LCAP Subgroups	Level of Service- By specific subgroup	What actions are performed or services provided in each year? What are the anticipated expenditures for each action? What funding source?		
				Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018
<b>Site Goal 1.3</b> English Learners will meet federally mandated Annual Measurable Achievement Objectives (AMAO)	1,2,7,4,8	1. Provide ELD instruction during WIN time 2. Complete CELDT testing according to state time-lines	<ul style="list-style-type: none"> <li>EL</li> <li>R-FEP</li> </ul>	<b>Action/Service:</b> Hire hourly teacher to support WIN time instruction  <b>Funding Source:</b> LCFF	<b>Action/Service:</b> Hire hourly teacher to support WIN time instruction  <b>Funding Source:</b> LCFF	<b>Action/Service:</b>   <b>Funding Source:</b>

<b>District Needs and Metrics 2:</b>  Students need high quality programs and services driven by assessment, data analysis, and action as measured by: <ul style="list-style-type: none"> <li>Student interim, formative and summative assessments</li> <li>District EL walk thru form</li> <li>Program implementation evaluation protocols</li> <li>Instructional Rounds</li> <li>Observational data</li> <li>CELDT</li> <li>CAASPP</li> </ul>	<b>District Strategic Goal 2:</b>  All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.
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**Site Goal 2.1**

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals		What will be different and/or improved for students? (based on identified metric)			Related State Priorities (All priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	District Goals and Related Site Goals (Please identify 1-3 site goals aligned to each district goal.)	Applicable Pupil Subgroup(s)	Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018	
<b>Need:</b> Teachers need assessment data to measure student progress in meeting CCSS standards  <b>Metric:</b> Data generated from site determined and district/state adopted assessments	<b>Site Goal 2.1</b>  Increase the number of authentic and timely assessments to inform instructional needs	<ul style="list-style-type: none"> <li>School-wide</li> </ul>	25% increase in number of interim assessments administered and analyzed during school year.	25% increase in number of interim assessments administered and analyzed during school year.	25% increase in number of interim assessments administered and analyzed during school year.	<b>Conditions of Learning:</b> <input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 7  <b>Pupil Outcomes:</b> <input checked="" type="checkbox"/> Priority 4 <input checked="" type="checkbox"/> Priority 8  <b>Engagement:</b> <input type="checkbox"/> Priority 3 <input type="checkbox"/> Priority 5 <input type="checkbox"/> Priority 6

Site Goals	Related State Priorities	Annual Actions and Services For School-wide and Targeted Subgroups	Level of Service Indicate if school-wide or by subgroup (Ethnicity and SWD)	What actions are performed or services provided in each year? What are the anticipated expenditures for each action? What funding source?		
				Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018
<b>Site Goal 2.1</b>	1,2,7,4,8	1. Opening and on-going assessments determined by	<ul style="list-style-type: none"> <li>School-wide</li> </ul>	<b>Action/Service:</b> Release time for	<b>Action/Service:</b> Release time for	<b>Action/Service:</b> Release time for

Increase the number of authentic and timely assessments to inform instructional needs		grade levels 2. PLC (collaboration time) 3. SBAC practice assessments 4. Professional development in using assessments/new assessment models 5. Common planning time (collaboration time) 6. Common assessments for test retakes 7. Additional computer resource staff 8. Cross grade level articulation		teachers; copy resources; purchase teaching resources; Provide professional development opportunities	teachers; copy resources; purchase teaching resources; Provide professional development opportunities; common planning/collaboration time	teachers; copy resources; purchase teaching resources; Provide professional development opportunities; common planning/collaboration time
				<b>Funding Source:</b> Title II General fund	<b>Funding Source:</b> Title II General fund	<b>Funding Source:</b> Title II General fund Site funds

Site Goals	Related State Priorities	Additional Actions and Services for LCAP Subgroups	Level of Service-By specific subgroup	What actions are performed or services provided in each year? What are the anticipated expenditures for each action? What funding source?		
				Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018
<b>Site Goal 2.1</b>  Increase the number of authentic and timely assessments to inform instructional needs	1,2,7,4,8	1. Provide release time for teachers to review assessment data for students in low-performing sub-groups, including African American sub-group. 2. Provide staff development for teachers for analysis of data.	<ul style="list-style-type: none"> <li>EL</li> <li>R-FEP</li> <li>Foster Youth</li> <li>Low Income</li> </ul>	<b>Action/Service:</b> Release time  <b>Funding Source:</b> Title II LCFF	<b>Action/Service:</b> Release time  <b>Funding Source:</b> Title II LCFF Site funds	<b>Action/Service:</b> Release time  <b>Funding Source:</b> Title II LCFF Site funds

### Site Goal 2.2

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals		What will be different and/or improved for students? (based on identified metric)			Related State Priorities (All priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	District Goals and Related Site Goals (Please identify 1-3 site goals aligned to each district goal.)	Applicable Pupil Subgroup(s)	Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018	
<b>Need:</b>  Teachers need a predictable pathway to identify student performance strengths and weaknesses in order to provide appropriate instructional interventions.  <b>Metric:</b>  Data generated from site determined and district/state adopted assessments	<b>Site Goal 2.2</b>  Increase the use of opening and interim assessments in determining student needs for remediation or enrichment	<ul style="list-style-type: none"> <li>School-wide</li> <li>Black or African American</li> <li>Hispanic or Latino</li> <li>SWD</li> <li>EL</li> <li>Foster Youth</li> <li>Low Income</li> </ul>	25% increase in use of opening and interim assessment data to determine student movement toward proficiency; 25% increase in use of opening and interim assessment data to qualify and monitor program modifications for highly proficient students.	25% increase in use of opening and interim assessment data to determine student movement toward proficiency; 25% increase in use of opening and interim assessment data to qualify and monitor program modifications for highly proficient students	25% increase in use of opening and interim assessment data to determine student movement toward proficiency; 25% increase in use of opening and interim assessment data to qualify and monitor program modifications for highly proficient students.	<b>Conditions of Learning:</b> <input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 7  <b>Pupil Outcomes:</b> <input checked="" type="checkbox"/> Priority 4 <input checked="" type="checkbox"/> Priority 8  <b>Engagement:</b> <input type="checkbox"/> Priority 3 <input type="checkbox"/> Priority 5 <input type="checkbox"/> Priority 6

Site Goals	Related State Priorities	Annual Actions and Services For School-wide and Targeted Subgroups	Level of Service Indicate if school-wide or by subgroup (Ethnicity and SWD)	What actions are performed or services provided in each year? What are the anticipated expenditures for each action? What funding source?		
				Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018
<b>Site Goal 2.2</b>  Increase the use of opening and interim assessments in determining student needs for remediation or enrichment	1,2,7,4,8	1. Opening assessments 2. Interim assessments to determine intervention criteria/eligibility 3. Professional development 4. Site team to support program 5. Intervention teacher/support/resources 6. Extended day/year instruction	<ul style="list-style-type: none"> <li>School-wide</li> </ul>	<b>Action/Service:</b> Release time for teachers; copy resources; purchase teaching resources; Provide professional development opportunities  <b>Funding Source:</b> Title II General fund	<b>Action/Service:</b> Release time for teachers; copy resources; purchase teaching resources; Provide professional development opportunities  <b>Funding Source:</b> Title II General fund	<b>Action/Service:</b>   <b>Funding Source:</b>

Site Goals	Related State Priorities	Additional Actions and Services for LCAP Subgroups	Level of Service-By specific subgroup	What actions are performed or services provided in each year? What are the anticipated expenditures for each action? What funding source?		
				Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018
<b>Site Goal 2.2</b>  Increase the use of opening and interim assessments in determining student needs for remediation or enrichment	1,2,7,4,8	1. Provide release time for teacher to review and analyze assessment data for low-performing sub-groups, including African American sub-group.	<ul style="list-style-type: none"> <li>EL</li> <li>R-FEP</li> <li>Foster Youth</li> <li>Low Income</li> </ul>	<b>Action/Service:</b> Release time  <b>Funding Source:</b> Title II LCFF	<b>Action/Service:</b> Release time  <b>Funding Source:</b> Title II LCFF	<b>Action/Service:</b>   <b>Funding Source:</b>

<b>District Needs and Metrics 3:</b>  Students need a safe and engaging academic, social-emotional, and physical school environment as measured by: <ul style="list-style-type: none"> <li>CHKS data</li> <li>Discipline data</li> <li>PBIS data</li> <li>SISWEB data</li> <li>Student, staff and parent surveys</li> <li>Facilities Inspection Tool</li> <li>Attendance data</li> <li>Graduation rate</li> <li>Retention data</li> </ul>	<b>District Strategic Goal 3:</b>  All students will have an equal opportunity to learn in a culturally responsive, physically and emotionally safe environment.
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**Site Goal 3.1**

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals		What will be different and/or improved for students? (based on identified metric)			Related State Priorities (All priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	District Goals and Related Site Goals (Please identify 1-3 site goals aligned to each district goal.)	Applicable Pupil Subgroup(s)	Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018	
<b>Need:</b>  Students need a safe academic, social-emotional and physical school climate to realize their potential.  <b>Metric:</b>  Discipline data; PBIS data; SISWEB intervention data; student, staff and parent survey data; facilities inspection tool; attendance data; core curriculum grade data; student climate survey data;	<b>Site Goal 3.1</b>  Increase student engagement as measured by school climate indicators related to attendance, safety, and curriculum access	<ul style="list-style-type: none"> <li>School-wide</li> <li>Black or African American</li> <li>Hispanic or Latino</li> <li>Two or More Races</li> <li>SWD</li> <li>EL</li> <li>R-FEP</li> <li>Foster Youth</li> <li>Low Income</li> </ul>	10% increase in student engagement from baseline established in 2014-15 school year.	10% increase in student engagement, based on data collected in 2015-16 school year.		<b>Conditions of Learning:</b> <input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 7  <b>Pupil Outcomes:</b> <input checked="" type="checkbox"/> Priority 4 <input checked="" type="checkbox"/> Priority 8  <b>Engagement:</b> <input type="checkbox"/> Priority 3 <input checked="" type="checkbox"/> Priority 5 <input checked="" type="checkbox"/> Priority 6

Site Goals	Related State Priorities	Annual Actions and Services For School-wide and Targeted Subgroups	Level of Service Indicate if school-wide or by subgroup (Ethnicity and SWD)	What actions are performed or services provided in each year? What are the anticipated expenditures for each action? What funding source?		
				Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018
<b>Site Goal 3.1</b>  Increase student engagement as measured by	7,4,8,5,6	1. Attendance incentives 2. Academic awards 3. Effort incentives 4. Cultural relevance training 5. Identify/recruit eligible students for programs such	<ul style="list-style-type: none"> <li>School-wide</li> <li>Black or African American</li> <li>Hispanic or Latino</li> <li>Two or More Races</li> <li>SWD</li> </ul>	<b>Action/Service:</b> Monthly awards assemblies; Student recognition coupons; Student incentives;	<b>Action/Service:</b> Monthly awards assemblies; Student recognition coupons; Student incentives; student leadership	<b>Action/Service:</b> Monthly awards assemblies; student recognition program; academic-based incentive programs;

school climate indicators related to attendance, safety, and curriculum access		as GATE 6. Library collection increased to include diversity of community 7. Culturally relevant school-wide activities 8. After school enrichment program expanded 9. Tutoring 10. Mentoring program focused on underperforming students 11. Teacher collaboration time	Purchase library books; Duplicating costs	program expanded; Purchase library books; Duplicating costs	student leadership; purchase library books; duplicating costs.
			<b>Funding Source:</b> PBIS funding General fund (printing costs)	<b>Funding Source:</b> PBIS funding General fund (printing costs) LCFF increases	<b>Funding Source:</b> PBIS funding General fund LCFF increases

Site Goals	Related State Priorities	Additional Actions and Services for LCAP Subgroups	Level of Service-By specific subgroup	What actions are performed or services provided in each year? What are the anticipated expenditures for each action? What funding source?		
				Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018
<b>Site Goal 3.1</b>  Increase student engagement as measured by school climate indicators related to attendance, safety, and curriculum access	7,4,8,5,6	1.Establish and monitor indicators related to student engagement. 2. Create mentoring program to establish school connection for disenfranchised students. 3. Include low-performing sub-groups in addition to state priority sub-groups.	<ul style="list-style-type: none"> <li>EL</li> <li>R-FEP</li> <li>Foster Youth</li> <li>Low Income</li> </ul>	<b>Action/Service:</b> Create team to monitor data; Recruit and train mentors	<b>Action/Service:</b> Create team to monitor data; Recruit and train mentors	<b>Action/Service:</b>
				<b>Funding Source:</b> LCFF	<b>Funding Source:</b> LCFF	<b>Funding Source:</b>

**Site Goal 3.2**

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals		What will be different and/or improved for students? (based on identified metric)			Related State Priorities (All priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	District Goals and Related Site Goals (Please identify 1-3 site goals aligned to each district goal.)	Applicable Pupil Subgroup(s)	Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018	
<p><b>Need:</b></p> <p>African American, Foster Youth, Socioeconomically Disadvantaged, Students with disabilities represent a disproportionate amount of discipline actions relative to their percentage of overall student population</p> <p><b>Metric:</b></p> <p>SISweb and PBIS discipline data; student climate survey; intervention data</p>	<b>Site Goal 3.2</b>  Decrease disproportionality of discipline actions for targeted sub-groups (African American, Foster Youth, Socioeconomically Disadvantaged and disabilities)	<ul style="list-style-type: none"> <li>School-wide</li> <li>Black or African American</li> <li>SWD</li> <li>Foster Youth</li> <li>Low Income</li> </ul>	10% decrease in disciplinary actions involving targeted sub-groups from data gathered in 2014-15	10% decrease in disciplinary actions involving targeted sub-groups from data gathered in 2015-16		<p><b>Conditions of Learning:</b></p> <p><input type="checkbox"/> Priority 1</p> <p><input type="checkbox"/> Priority 2</p> <p><input checked="" type="checkbox"/> Priority 7</p> <p><b>Pupil Outcomes:</b></p> <p><input checked="" type="checkbox"/> Priority 4</p> <p><input checked="" type="checkbox"/> Priority 8</p> <p><b>Engagement:</b></p> <p><input type="checkbox"/> Priority 3</p> <p><input checked="" type="checkbox"/> Priority 5</p> <p><input checked="" type="checkbox"/> Priority 6</p>

Site Goals	Related State Priorities	Annual Actions and Services For School-wide and Targeted Subgroups	Level of Service Indicate if school-wide or by subgroup (Ethnicity and SWD)	What actions are performed or services provided in each year? What are the anticipated expenditures for each action? What funding source?		
				Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018
<b>Site Goal 3.2</b>  Decrease disproportionality of discipline actions for targeted sub-groups (African American, Foster Youth, Socioeconomically	7,4,8,5,6	1. PBIS implementation (year 2) 2. Train teachers in data collection/analysis 3. Provide alternatives to suspension 4. Behavior support team development 5. Professional development in behavior management techniques	<ul style="list-style-type: none"> <li>School-wide</li> <li>Black or African American</li> <li>SWD</li> </ul>	<b>Action/Service:</b> Student and teacher incentives Release time for support team planning Copy costs for training/parenting classes	<b>Action/Service:</b> Student and teacher incentives Release time for support team planning Copy costs for training/parenting classes	<b>Action/Service:</b> support team planning Copy costs for training/parenting classes

Disadvantaged and students with disabilities)		6. Mentoring program for at-risk students 7. Parent academy classes focused on school success		<b>Funding Source:</b> PBIS Title II General fund	<b>Funding Source:</b> PBIS Title II General fund	<b>Funding Source:</b> PBIS Title II General fund
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Site Goals	Related State Priorities	Additional Actions and Services for LCAP Subgroups	Level of Service-By specific subgroup	What actions are performed or services provided in each year? What are the anticipated expenditures for each action? What funding source?		
				Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018
<b>Site Goal 3.2</b> Decrease disproportionality of discipline actions for targeted sub-groups (African American, Foster Youth, Socioeconomically Disadvantaged and students with disabilities)	7,4,8,5,6	1. Continue Tier I interventions. 2. Develop Tier II and Tier III interventions. 3. Utilize PBIS and other data to monitor progress and refine interventions 4. Provide staff development, including culturally relevant discipline practices and use of data for decision-making. 5. Include all impacted sub-groups in addition to state priority sub-groups.	<ul style="list-style-type: none"> <li>EL</li> <li>R-FEP</li> <li>Foster Youth</li> <li>Low Income</li> </ul>	<b>Action/Service:</b> Provide student incentives; support cross-age mentoring and adult mentoring programs  <b>Funding Source:</b> PBIS LCFF	<b>Action/Service:</b> Provide student incentives; support cross-age mentoring and adult mentoring programs  <b>Funding Source:</b> PBIS LCFF	<b>Action/Service:</b>   <b>Funding Source:</b>

<b>District Needs and Metrics 4:</b>  Students need parent, family and community stakeholders as direct partners in their education as measured by: <ul style="list-style-type: none"> <li>Participation survey (parents, families, community service organizations, businesses and educational institutions)</li> <li>Attendance percentage or rates in programs/events</li> <li>Participation percentage in decision making processes</li> <li>Volunteerism</li> <li>Communication artifacts</li> </ul>	<b>District Strategic Goal 4:</b>  All students will benefit from programs and services designed to inform and involve family and community partners.
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**Site Goal 4.1**

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals		What will be different and/or improved for students? (based on identified metric)			Related State Priorities (All priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	District Goals and Related Site Goals (Please identify 1-3 site goals aligned to each district goal.)	Applicable Pupil Subgroup(s)	Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018	
<b>Need:</b> Parents, families and community members need increased opportunities to participate in school activities and decision-making  <b>Metric:</b> Stakeholder surveys; attendance at site events and meetings; participation in site committees; agendas, sign-in sheets and minutes of site meetings	<b>Site Goal 4.1</b>  Increase opportunities for parents, families and community members to participate in site activities and provide input in site decision-making	<ul style="list-style-type: none"> <li>School-wide</li> </ul>	5% increase in number of events offered to parents, families and community members; 5% increase in opportunities to provide input regarding site decisions	5% increase in number of events offered to parents, families and community members; 5% increase in opportunities to provide input regarding site decisions		<b>Conditions of Learning:</b> <input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 7  <b>Pupil Outcomes:</b> <input type="checkbox"/> Priority 4 <input type="checkbox"/> Priority 8  <b>Engagement:</b> <input checked="" type="checkbox"/> Priority 3 <input checked="" type="checkbox"/> Priority 5 <input checked="" type="checkbox"/> Priority 6

Site Goals	Related State Priorities	Annual Actions and Services For School-wide and Targeted Subgroups	Level of Service Indicate if	What actions are performed or services provided in each year? What are the anticipated expenditures for each action? What funding source?
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			school-wide or by subgroup (Ethnicity and SWD)	Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018
<b>Site Goal 4.1</b> Increase opportunities for parents, families and community members to participate in site activities and provide input in site decision-making	3,5,6	1. Increase number of parent advisory committees: SSC, PBIS, Wellness, Safety 2. Parent academy program (school success, curriculum, parenting skills, college planning) 3. Coffee club with principal 4. Multi-cultural events 5. PTA meetings include parent events, student performances, Parent academy focus 6. Family/community events 7. Student focused performances, presentations	• School-wide	<b>Action/Service:</b> Survey parents for interests/concerns; Develop or contract parenting classes; Establish rotating student-based event program for PTA meetings; Principal's coffee club meeting  <b>Funding Source:</b> General fund Donation (PTA) General fund	<b>Action/Service:</b> Survey parents for interests/concerns; Develop or contract parenting classes; Establish rotating student-based event program for PTA meetings; Principal's coffee club meeting  <b>Funding Source:</b> General fund Donation (PTA) General fund Parent involvement funds	<b>Action/Service:</b> Survey parents for interests/concerns; Develop or contract parenting classes; Establish rotating student-based event program for PTA meetings; Principal's coffee club meeting  <b>Funding Source:</b> General fund Donation (PTA) General fund Parent involvement funds

Site Goals	Related State Priorities	Additional Actions and Services for LCAP Subgroups	Level of Service-By specific subgroup	What actions are performed or services provided in each year? What are the anticipated expenditures for each action? What funding source?		
				Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018
<b>Site Goal 4.1</b> Increase opportunities for parents, families and community members to participate in site activities and provide input in site decision-making	3,5,6	1. Survey parents for interests/needs to create appropriate opportunities for service; include outreach to all sub-groups. 2. Update all parent groups on school LCAP program progress.	<ul style="list-style-type: none"> <li>• EL</li> <li>• R-FEP</li> <li>• Foster Youth</li> <li>• Low Income</li> </ul>	<b>Action/Service:</b> Provide opportunities for increased input/involvement with school activities  <b>Funding Source:</b> n/a	<b>Action/Service:</b> Provide opportunities for increased input/involvement with school activities  <b>Funding Source:</b> n/a	<b>Action/Service:</b>   <b>Funding Source:</b>

**Site Goal 4.2**

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals		What will be different and/or improved for students? (based on identified metric)			Related State Priorities (All priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	District Goals and Related Site Goals (Please identify 1-3 site goals aligned to each district goal.)	Applicable Pupil Subgroup(s)	Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018	
<p><b>Need:</b></p> <p>School programs need continued community partnerships to be successful</p> <p><b>Metric:</b></p> <p>Collaborative meetings with feeder-pattern schools; PTA collaborations with community partners; community partners represented in student character and achievement incentives; community funded classroom projects (donors choose); opportunities for students to participate in community-based activities</p>	<b>Site Goal 4.2</b> Increase the number of community partnerships in support of the school mission	• School-wide	10% increase in the number of community partnerships	10% increase in the number of community partnerships		<p><b>Conditions of Learning:</b></p> <p><input type="checkbox"/> Priority 1</p> <p><input type="checkbox"/> Priority 2</p> <p><input type="checkbox"/> Priority 7</p> <p><b>Pupil Outcomes:</b></p> <p><input type="checkbox"/> Priority 4</p> <p><input type="checkbox"/> Priority 8</p> <p><b>Engagement:</b></p> <p><input checked="" type="checkbox"/> Priority 3</p> <p><input checked="" type="checkbox"/> Priority 5</p> <p><input checked="" type="checkbox"/> Priority 6</p>

Site Goals	Related State Priorities	Annual Actions and Services For School-wide and Targeted Subgroups	Level of Service Indicate if school-wide or by subgroup (Ethnicity and SWD)	What actions are performed or services provided in each year? What are the anticipated expenditures for each action? What funding source?		
				Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018
<b>Site Goal 4.2</b>  Increase the number of community partnerships in support of the school mission	3,5,6	1. Feeder pattern articulation 2. Business partners sponsor student incentives 3. Business and community partners (Donors Choose, Target, Walmart) 4. Community service program for students 5. Franklin High School student mentors/tutors 6. Parent academy includes community partner expertise 7. Curriculum nights (CCSS based) 8. Career night 9. Connection to Middle School AVID program	<b>No Subgroups Selected</b>	<b>Action/Service:</b> Provide copies for fliers, materials; Clerical support for maintaining contact; Stipends for teacher preparation;	<b>Action/Service:</b> Provide copies for fliers, materials; Clerical support for maintaining contact; Stipends for teacher preparation;	<b>Action/Service:</b>
				<b>Funding Source:</b> General fund Title II Donations	<b>Funding Source:</b> General fund Title II Donations	<b>Funding Source:</b>

Site Goals	Related State Priorities	Additional Actions and Services for LCAP Subgroups	Level of Service-By specific subgroup	What actions are performed or services provided in each year? What are the anticipated expenditures for each action? What funding source?		
				Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018
<b>Site Goal 4.2</b>  Increase the number of community partnerships in support of the school mission	3,5,6	1. Cultivate and support community partnerships, including regional articulation, community support of student incentive programs, parent education opportunities and volunteer programs. Include outreach to all sub-groups to increase participation.	<ul style="list-style-type: none"> <li>● EL</li> <li>● R-FEP</li> <li>● Foster Youth</li> <li>● Low Income</li> </ul>	<b>Action/Service:</b> Cultivate and maintain partnerships; provide release to teachers for regional articulation.	<b>Action/Service:</b> Cultivate and maintain partnerships; provide release to teachers for regional articulation.	<b>Action/Service:</b>
				<b>Funding Source:</b> Title II (release time)	<b>Funding Source:</b> Title II (release time)	<b>Funding Source:</b>

## C. 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.

## IV. Funding

### Carroll Elementary - 223

Object Code	Object Description	Title I Basic (4900-3010)	Title I Parental Involvement (4900-3010)	Title I 10% Prof. Dev't (4900-3010)	Title I (3010) SubTotal	Title I After School (4900-5858)	GATE (7105-0000)	EL Supplemental (7150-0000)	EL Tutoring (7405-0000)	Parent Engagement (7415-0000)	Title II (Prof. Dev't) (4040-4035)	Total
<b>Carry Over</b> (As of: 7/1/2015)		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Preliminary Allocation</b> (As of: 7/1/2015)		\$0	\$0	\$0	\$0	\$0	\$4,000	\$12,980	\$0	\$0	\$0	\$16,980
<b>Final Allocation</b> (As of: 7/1/2015)		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Subtotal</b>		\$0	\$0	\$0	\$0	\$0	\$4,000	\$12,980	\$0	\$0	\$0	\$16,980
1000	Certificated Personnel Contracted Staff	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3000	Contracted Certificated Benefits	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1000	Certificated Timesheets and Stipends	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3000	Certificated Timesheets and Stipends Benefits	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2000	Contracted Classified Staff Salaries	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3000	Contracted Classified Staff Benefits	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2000	Classified Timesheets and Stipends	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3000	Classified Personnel Non Contracted Staff benefits	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
4000	Supplies and Non-Capitalized Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5000	Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Balance</b>		\$0	\$0	\$0	\$0	\$0	\$4,000	\$12,980	\$0	\$0	\$0	\$16,980

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

**Date**

**Benefits Calculator**

**Certificated**

Staff Amount \$

**Classified**

Benefits Amount \$

Total \$

Principal **Paul Hauder**

\_\_\_\_\_

School Site Council Chairperson **Katie Bodie**

\_\_\_\_\_

EL Advisory Chairperson **Chritina Bravo-Hang**

\_\_\_\_\_

