Carroll Elementary

Local Control Accountability Plan (LCAP)
2020 - 2021

Principal:

(Signature):

County-District-School (CDS) Code: 34673140111112

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.

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?
At Carroll Elementary, we strives to provide multiple means of input. We also are dedicated to engaging our stakeholders to develop our local control accountability for a review, analysis, and input on our plan. We are committed to being responsive to the needs of our community. Through Carroll school site council meetings (09/10/19, 10/15/19, 2/09/20, 4/24/20); , leadership team meetings, grade level PLC Meeting (9/11/19 - 11/6/2019 & 1/8/2020 -3/11/2020), surveys and ELAC Meetings (8/21/19, 9/11/19, 3/6/19, 4/24/19) our school gathers input, shares our planning process, as well as collaborated with our stakeholders to improve our the continuous improvement cycle. Ware committed to being transparent with funding, while aligning our budgets actions/services that assist us in attaining our site goals that align with our district goals. We sought out multiple opportunities, sources, and methods of input to allow for responsiveness to students, families, community as a whole, and staff so that we are able to reach our goals.
Impact of LCAP and Annual Update
How did these consultations affect the LCAP for the upcoming year?
Stakeholder input helps to build consensus and a clear direction for services to students and supports for continued staff development to meet the unique needs of our student population. Through questioning and the cycle of inquiry, parents and staff review our progress, make suggestions for improvement, express their desires for school improvement targets, and better understand the larger picture of school improvement efforts, funding sources and the allocation of resources.

Resource Inequities

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

Goals, Actions, and Progress Indicators

District Strategic Goal 1:	District Needs and Metrics 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.	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

- Third through sixth grade students who meet and exceed standard will increase by 3% in English Language Arts and mathematics on the 2020-2021 CAASPP when compared to the 2018-19 CAASPP scores.
  - students meeting or exceeding standards in ELA will increase from 69% in 18/19 to 72% in 20/21
  - students meeting or exceeding standards in Math will increase from 64% in 18/19 to 67% in 20/21
- By the end of first grade, 85% of our first graders will score 70 on the BPST.
- By the end of second grade, 85% of our second graders will score 95 on the BPST.

Metric: CAASPP	

Actions/Services 1.1.1

Principally Targeted Student Group
• All • Asian • Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • SWD

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Grade level teams and administration will meet quarterly during Late Start release time and 1 site funded full day release days to analyze common assessment data so as to monitor student progress towards our site academic goals. : •	From John Hattie's Visible Learning research, collective teacher efficacy has a 1.57 effect size. In addition, providing formative assessment has a .68 effect size.	Student progress will be monitored by individual teachers each trimester, with specific quarterly meetings centered on K-1 benchmark assessments, interim and formative 2nd-6th grade team developed and curriculum-based assessments, ELPAC outcomes data, grade level common assessments, classroom observations, and administrative walk throughs as well as CAASPP results data.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	$10892	Certificated Salaries	Edit	Delete

Actions/Services 1.1.2

Principally Targeted Student Group
• All • American Indian or Alaska Native • Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • SWD

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide multiple days over the course of the year to release teachers to participate in IEP meetings and SST days during the school day.	Hatie's work in Visible Learning for Literacy provides and effect size of 1.07 for Response to Intervention	Students progress in early literacy skills will be measured with tools such as Lexile, fluency and BPST. Kinder and 1st grade students will be measured based on progress on their K&1 Benchmark assessments.Student progress will also be monitored by individual teachers each trimester, with specific quarterly meetings centered on K-1 benchmark assessments, interim and formative 2nd-6th grade team developed and curriculum-based assessments,

ELPAC outcomes data, grade level common assessments, classroom observations, and administrative walk throughs as well as CAASPP results data.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	$2214	Certificated Salaries	Edit	Delete

Actions/Services 1.1.3

Principally Targeted Student Group

• All • American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • School-wide • SWD • Two or More • White

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Purchase from the district approved list additional supplementary curriculum and/or instructional materials, digital curriculum, and student supplies for workshop, intervention, enrichment, and extended day. Items may include but are not limited to replacement bulbs for projectors, copy paper, master/ink cartridges or intervention copies, and district print shop orders.	John Hattie's research on Visible Learning for Teachers identifies the effect size of various influences on student achievement. RTI - 1.07 Reading and phonics instruction -effect size .60 Small group learning -.49 effect size Research on instructional software has generally shown positive effects on students' achievement as compared with instruction that does not incorporate such technologies. (National Mathematics Advisory Panel, 2008, pg.50) GO Math K-6 Research Based Approach, p.42-50 https://www.hmhco.com/documents/go-math-k-6-research-based-approach The Digital Experience for the Wonders PreK–6 Literacy Curriculum: The resources within Wonders are designed to make technology purposeful to support the work in the classroom. The Wonders curriculum can be taught 100 percent digitally, with resources available online to help teachers plan and customize lessons and for students to read and complete assignments. https://www.mheducation.com/prek12/program/microsites/MKTSP-BGA07M0/digital.html	Students will make a 3-5% gain as measured by grade level benchmark assessments, district common assessments, and CAASPP results in ELA and Math. Students will reach grade level SMART goals as measured by grade level program assessments. Effectiveness will also be measured using informal observation and teacher feedback. Outcomes will be assessed and data will be reviewed three times during the year - at the beginning of the school year, at the end of the 2nd trimester, and again at the end of the school year.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	$21000	Materials/Supplies/Equipment	Edit	Delete

Actions/Services 1.1.4

Principally Targeted Student Group

• All • American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • School-wide • SWD • Two or More • White

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Purchase of Moby Max, Brain Pop, Scholastic Reading Counts or other digital curriculum on the district approved list as a supplemental intervention and or acceleration tool for students in the areas of ELA and Math. Teachers and computer teacher will monitor usage rate of ANY student identified as reading below grade level entering 1st-3rd.	Research supports building student reading and math fluency using high interest interactive methods that provide feedback and adjust to student performance levels. Positive effect of technology on student achievement - Tamin, R., Bernard, R,. Borokhovski, E., Abrami, P., & Schmid, R (2011) report on positive effects of technology on student achievement from 25 metat-analyses of 1,055 primary studies, See "What forty years of research says about the impact of technology on learning: A second-	All students that have been identified as reading below grade level will meet identified usage rates Usage rates of the programs.

<table>
<tr><td colspan="4">order meta-analysis and validation study" Review of Educational Research, 15 (3) 250-281</td></tr>
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Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	$11113	Contracts/Services	Edit	Delete

Actions/Services 1.1.5

Principally Targeted Student Group

• All • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • School-wide • SWD • Two or More • White

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Purchase from the district approved list technology hardware to support student learning and access to online curricular materials, resources, enrichment, intervention and assessments. Technology may include but is not limited to printers, documents cameras, and projectors on the district approved list.	Positive effect of technology on student achievement - Tamin, R., Bernard, R,. Borokhovski, E., Abrami, P., & Schmid, R (2011) report on positive effects of technology on student achievement from 25 meta-analyses of 1,055 primary studies, See "What forty years of research says about the impact of technology on learning: A second-order meta-analysis and validation study" Review of Educational Research, 15 (3) 250-281 Research on instructional software has generally shown positive effects on students' achievement as compared with instruction that does not incorporate such technologies. (National Mathematics Advisory Panel, 2008, pg.50) GO Math K-6 Research Based Approach, p.42-50 https://www.hmhco.com/documents/go-math-k-6-research-based-approach The Digital Experience for the Wonders PreK–6 Literacy Curriculum: The resources within Wonders are designed to make technology purposeful to support the work in the classroom. The Wonders curriculum can be taught 100 percent digitally, with resources available online to help teachers plan and customize lessons and for students to read and complete assignments.	Effectiveness will also be measured using informal observation and teacher feedback. Outcomes will be assessed and data will be reviewed three times during the year - at the beginning of the school year, at the end of the 2nd trimester, and again at the end of the school year.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	$18282	Materials/Supplies/Equipment	Edit	Delete

Site Goal 1.2

Provide targeted intervention to students not reaching proficiency in math or ELA to increase the overall number of students by 3% reaching proficiency in Math and ELA at all grade levels.

- Third through sixth grade students who meet and exceed standard will increase by 3% in English Language Arts and mathematics on the 2020-2021 CAASPP when compared to the 2018-19 CAASPP scores.
  - All students meeting or exceeding standards in ELA will increase from 69% in 18/19 to 72% in 20/21
  - All students meeting or exceeding standards in Math will increase from 64% in 18/19 to 67% in 20/21
- Increase the number of 3rd-6th grade students reaching the green performance level in Math who fall into the following subgroups: Hispanic, African American, socioeconomically disadvantaged, and students with disabilities by 10%. Increase the number of 3rd-6th

grade students reaching the green performance level in ELA who fall into the following subgroups: English learners, Hispanic, and students with disabilities by 10%.
- Hispanic students meeting or exceeding standards in ELA will increase from 56% in 18/19 to 66% in 20/21
- Hispanic students meeting or exceeding standards in Math will increase from 40% in 18/19 to 50% in 20/21
- African American students meeting or exceeding standards in ELA will increase from 47% in 18/19 to 57% in 20/21
- African American students meeting or exceeding standards in Math will increase from 47% in 18/19 to 57% in 20/21
- socioeconomically disadvantaged students meeting or exceeding standards in ELA will increase from 59% in 18/19 to 69% in 20/21
- socioeconomically disadvantaged students meeting or exceeding standards in Math will increase from 51% in 18/19 to 61% in 20/21
- students with disabilities students meeting or exceeding standards in ELA will increase from 28% in 18/19 to 38% in 20/21
- students with disabilities students meeting or exceeding standards in Math will increase from 20% in 18/19 to 30% in 20/21

Metric: CAASPP	

Actions/Services 1.2.1

Principally Targeted Student Group

• All • American Indian or Alaska Native • Black or African American • EL • Filipino • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • SWD • White

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
An intervention teacher to provide specific intervention for identified K-6 students in the area of early literacy skills. Intervention Begin discussions regarding math instruction support.	Hatie's work in Visible Learning for Literacy provides and effect size of 1.07 for Response to Intervention John Hattie, Visible Learning for Teachers: Maximizing Impact on Learning • Small Group Learning Effect Size 0.49 • Reading Phonic Instruction Effect Size 0.60 • Reading Comprehension Programs Effect Size 0.58	• Student progress in early literacy skills will be measured with tools such as Lexile, fluency and BPST. Kinder and 1st grade students will be measured based on progress on their K&1 Benchmark assessments. • CAASPP Results • grade level common assessments

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	$5500	Certificated Salaries	Edit	Delete

Actions/Services 1.2.2

Principally Targeted Student Group

• All • American Indian or Alaska Native • Asian • Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • R-FEP • SWD

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Students who are not showing progress after intervention will be identified and invited to attend intersession. Off track teachers will provide intersession to their students who have been identified in Co-ops.	Hatie's work in Visible Learning for Literacy provides and effect size of 1.07 for Response to Intervention John Hattie, Visible Learning for Teachers: Maximizing Impact on Learning • Small Group Learning Effect Size 0.49 • Reading Phonic Instruction Effect Size 0.60 • Reading Comprehension Programs Effect Size 0.58	• Student progress in early literacy skills will be measured with tools such as Lexile, fluency and BPST. • Kinder and 1st grade students will be measured based on progress on their K&1 Benchmark assessments. • CAASPP Results • grade level common assessments

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	$4000	Certificated Salaries	Edit	Delete

Actions/Services 1.2.3

Principally Targeted Student Group

• All • American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • School-wide • SWD • Two or More • White

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide targeted, small-group or one on one intervention and/or acceleration outside of the regular school day. Hourly certificated and classified salaries.	John Hattie's' research on Visible Learning for Teachers identifies the effect size of various influences on student achievement. Reading Phonic Instruction - .60 effect size Reading Comprehension Programs - .58 effect size Small Group Learning - .49 effect size Peter A Cohen, James A. Kulik, Chen-Lin C. Kulik; Educational Outcomes of Tutoring: A Meta-analysis of Findings. A meta-analysis of findings from 65 independent evaluations of school tutoring programs showed that these programs have positive effects on the academic performance and attitudes of those who receive tutoring. Tutored students outperformed control students on examinations, and they also developed positive attitudes toward the subject matter covered in the tutorial programs Students will make a 3-5% gain towards mastery of standards and benchmarks as measured by grade level benchmark assessments, district common assessments, and CAASPP results in ELA and Math. Students will reach grade level SMART goals as measured by grade level program assessments.	Students will make a 2% or more gain towards mastery of standards and benchmarks as measured by grade level benchmark assessments, district common assessments, and CAASPP results in ELA and Math. Students will reach grade level Decision Making Model goals as measured by grade level program assessments. Effectiveness will also be measured using informal observation and teacher feedback. Outcomes will be assessed and data will be reviewed three times during the year at the end of each trimester.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	$5973	Certificated Salaries	Edit	Delete

Site Goal 1.3

Carroll Site Goal 1.3 will address the need of students to be able to write to three different text types and purposes which include: argument, informative/explanatory, and narrative. Students will receive a solid foundation in production and distribution of writing as well as the ability to research in order to build and present knowledge. In 2020-2021, Carroll Elementary will exceed 70% proficiency in writing.

Metric: Other (Site-based/local assessment)	

Actions/Services 1.3.1

Principally Targeted Student Group

• All • SWD

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?

Teams of teachers will attend workshops and professional development opportunities. Teachers who attend the training will present to the staff regularly at staff meetings throughout the year.	From John Hattie's Visible Learning research, collective teacher efficacy has a 1.57 effect size. In addition, effective teaching strategies have a .60 effect size.	K-1 benchmark assessment data, 2nd and 3rd grade common assessments, and CAASPP results for 3rd grade will be used to measure our progress and student achievement. Classroom walk throughs to determine teacher implementation of learned skills.

Funding Source	Amount	Description of Use		

District Strategic Goal 2:

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

District Needs and Metrics 2:

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

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

Site Goal 2.1

Carroll Site Goal 2.1 All grade level teams will operate as Professional Learning Communities (PLCs) to share best practices, develop common assessments, review student data, develop interventions and enrichment opportunities for struggling and accelerated learners, respectively. Late Start Wednesdays are dedicated PLC time, as well as other opportunities for dedicated collaboration time.

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Metric: Data and Program Evaluation

Actions/Services 2.1.1

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Actions will be focused on the need for site teachers to have professional development, collaborative time and resources to better equip them to plan and teach the grade level California Common Core State Standards.	Collective teacher efficacy has an effect size of 1.67.	Grade level PLCs will meet weekly, submit agendas and notes with outcomes, and collaborate with site administrators.

Funding Source	Amount	Description of Use		

Site Goal 2.2

Carroll Site Goal 2.2 is designed to increase the frequency, quality and use of research-based ELD practices throughout the instructional day as well as in designated ELD lesson time (WIN time) and in extended day opportunities (including intersession) for targeted students. Instruction will be adjusted to meet their assessed needs as measured by the ELPAC assessment.

- English Learners in kindergarten through sixth grade students who increase an ELPAC level will increase by 10% from 41% in 18/19 to 51% in 20/21
- Percent of English Learners in kindergarten through sixth grade students who reclassify will increase from 37% in 18/19 to 47% in 20/21

Metric: Assessment System	

Actions/Services 2.2.1

Principally Targeted Student Group

• EL • R-FEP

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?

1. Teachers will be offered ELD strategy training provided by the District EL Coach so as to develop their repertoire. Our goal is to increase the number of EL students being re-designated from 37% in 18/19 to 39% in 19/20 to 41% in 20/21.
 	
   • ELPAC
   • EL Tutoring provided before or after school
   • PD for designated and integrated strategies and EL Best Practices offered by EL coach.
   • time sheet for EL Coordination assistance to be managed by an administrator
   • Light refreshments for ELAC Meetings
 	
2. Assess all EL students with ELPAC to determine proficiency. Admin will provide release time for grade levels to collaborate with ELD coach, and to observe best practices of peers. Admin and ELD coach will provide teachers with research based professional development on best teaching practices for ELD.
Use of certificated staff to assist with testing.
 	
3. Purchase of supplemental materials for EL instruction including digital curriculum for intervention and enrichment from the district approved list.
 	
4. Light refreshments for ELAC meetings
	Please refer to ell.nwresd.org for research briefs and evidence of ELL best practice strategies.
	According to Hattie, there is a .90 efficacy effect rate when formative evaluation and feedback is provided to teachers. In addition, there is a 1.57 effect size when collective teacher efficacy is supported.
	
	<u>Improving Education for English Learners: Research Based Approaches</u>
	Standards, Curriculum Frameworks and Instructional Resources division, CDE, (2010) (EL's need regular classroom instruction and would benefit from ELD classes devoted to sheltered content instruction in ELD)
		Administrative walk throughs and classroom observations and feedback, and ELPAC scores, specifically redesignatioin rates on the California Dashboard
		Decision Making Model Data and
		PLC agendas

Funding Source	Amount	Description of Use		
EL Supplemental (7150/0000)	$10685	Certificated Salaries	Edit	Delete

Actions/Services 2.2.2

Principally Targeted Student Group

• All • Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • R-FEP • SWD

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Carroll will hold Co-op meetings once per trimester. The team will consist of classroom teacher, Resource teacher, MHT, and administration. From an analysis of data, recommendations will be made for intervention, Intersession, and mental health/ special education referrals. Co-ops will occur three times per year. Tri 1: 2 days Tri 2: 2 Days Tri 3: 2 days Total 6 days x 246/day= 1476	Collective teacher efficacy has an effect size of 1.67.	Pre and post Co-op assessments

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	$1476	Certificated Salaries	Edit	Delete

Site Goal 2.3

Carroll site goal 2.3 is to increase access to core content and English Language Development instruction aligned to the California Common Core State Standards which makes use of technology instruction, integration and assessment tools.

- English Learners in 3rd through 6th grade meeting or exceeding standards in ELA will increase from 16% in 18/19 to 26% in 20/21
- English Learners in 3rd through 6th grade meeting or exceeding standards in Math will increase from 24% in 18/19 to 34% in 20/21

Metric: Assessment System	

Actions/Services 2.3.1

Principally Targeted Student Group

• All • EL • R-FEP

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Carroll will include opportunities for the use of technology within the school day and/or during extended day and intersession programs. Carroll may also purchase instructional materials and technology hardware and software as appropriate.	From John Hattie's Visible Learning research, collective teacher efficacy has a 1.57 effect size. Teacher clarity has an effect size of .75.	Administrative walk throughs and classroom observations, ELPAC scores, and overall student progress measures, like formative assessments and CAASPP.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	$1200	Materials/Supplies/Equipment	Edit	Delete

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

Carroll site goal 3.1 is that students need a learning environment and school culture that is academically, socially, emotionally, and physically safe.

- Increase PBIS tier 2 tiered fidelity inventory score from 73% in 18/19 to 90% in 20/21

- Maintain our PBIS tier 1 tiered fidelity inventory score of 100% in 18/19 and keep the score at 100% in 20/21
- Decrease the number of major office referrals from 169 major office referrals in 18/19 by 50% to 84 or less in 20/21
- Decrease the number of suspensions from 29 suspension in 18/19 by 50% to 15 or less in 20/21
- Increase our percent of culture and climate favorable responses on the school culture and climate survey by 3%
  - Increase the percent of student favorable responses from 83% in 18/19 to 86% in 20/21
  - Increase the percent of parent favorable responses from 90% in 18/19 to 93% in 20/21
  - Increase the percent of staff favorable responses from 91% in 18/19 to 94% in 20/21

Metric: School Climate	

Actions/Services 3.1.1

Principally Targeted Student Group

• All • Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • School-wide • SWD

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. PBIS Implementation: We will continue to utilize our PBIS and COMET Code to identify and celebrate the accomplishments of Carroll students, and continue to help make them feel connected to their school. • Purchase signage and materials to implement PBIS program. • timesheet a paraprofessional to support PBIS tier 2 check in check out program as a check in check out mentor • Tier 1 PBIS team will meet monthly • Tier 2/MTSS team to meet biweekly 2.We will provide unique after school opportunities for our students such as tutoring, choir, VAPA, STEM, and Project based learning. GATE: 1.Administer the GATE assessment to all third grade students. 2. Provide a stipend to the GATE coordinator. 3. Purchase GATE materials (Coding robots, technology, curriculum, I-Pads) 4. Time sheet a teacher to teach extended day to GATE students (robotics, video journalism, coding, etc.) 6. Provide funds for GATE field trip.	School Climate and the CCRPI : Dennis A. Kramer II, Senior Research and Policy Analyst; Jeff Hodges, Program Specialist, Safe and Drug-Free Schools; Marilyn Watson Program Manager, Safe and Drug-Free Schools Research has demonstrated that a positive school climate is associated with: •Academic achievement •Student engagement in school •Positive social skills development	• We will utilize the CHKS with a specific focus on question No.14. • PBIS parent, student, and staff surveys • Tiered Fidelity Inventory • GATE qualification rate • GATE program participation attendance

Funding Source	Amount	Description of Use		
PBIS (7440/7510)	$1000	Materials/Supplies/Equipment	Edit	Delete
Supplemental/Concentration (7101/0000)	$4350	Certificated Salaries	Edit	Delete
Supplemental/Concentration (7101/0000)	$2000	Materials/Supplies/Equipment	Edit	Delete

Actions/Services 3.1.2

Principally Targeted Student Group

• Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • R-FEP • School-wide

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
In an effort to reduce referrals and to provide continuity with character education, Carroll Elementary will implement a mentoring program. Classified staff will provide structured games and mentoring with a focus on the Character Education Program.	School Climate and the CCRPI : Dennis A. Kramer II, Senior Research and Policy Analyst; Jeff Hodges, Program Specialist, Safe and Drug-Free Schools; Marilyn Watson Program Manager, Safe and Drug-Free Schools Research has demonstrated that a positive school climate is associated with: •Academic achievement •Student engagement in school •Positive social skills development	Parent Survey Healthy Kids Survey

Funding Source	Amount	Description of Use		

District Strategic Goal 4:	District Needs and Metrics 4:
All students will benefit from programs and services designed to inform and involve family and community partners.	Students need parent, family and community stakeholders as direct partners in their education as measured by: • Attendance Rate • Chronic Absentee Rate • Family and Community Engagement • Input in Decision Making • Other (Site-based/local assessment) • Partnerships for Student Outcome • Relationships Between Staff and Families

Site Goal 4.1

Carroll will provide our parents with opportunities to participate in family friendly school-wide activities. With a focus this year that 80% of our parents will attend events and or be present on campus.

Metric: Attendance Rate	

Actions/Services 4.1.1

Principally Targeted Student Group

• All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Utilize multiple communication platforms to notify parents of school events such as Facebook, Twitter, and Instagram, School Messenger, and Synergy	Research is clear, parents that are involved in their child's education provide their children a better chance to be academically successful. Hatie's research assigns a 0.49 ES on parental involvement.	Parent Survey Social Media and web page visit data

Funding Source	Amount	Description of Use		

Actions/Services 4.1.2

Principally Targeted Student Group

• Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • R-FEP • School-wide • SWD

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide families the opportunity to participate in academic, social emotional learning, equity building, and other family events outside of the school day. All events that are based on input received from parents. Events will include: Family Science Night, Family Writing Night, and Family Arts Night. We are going to continue to host family nights that build equity and tolerance. For example, one of our last family night was an Anne Frank/Bandage project exhibit. One of our next planned family nights is the Freedom Riders exhibit.	Research is clear, parents that are involved in their child's education provide their children a better chance to be academically successful. Hatie's research assigns a 0.49 ES on parental involvement.	Parent Survey Healthy Kids Survey

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	$1500	Contracts/Services	Edit	Delete

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Site Goal 4.2

Site Goal 4.2 is to Increase student attendance at Carroll Elementary.

- Increase the rate of attendance at school from 96.3% in 2019-20 to 97% in 2020-2021 as measured by the end of year Elk Grove Unified School District research and evaluation attendance rate report.
- Decrease the rate of chronic absenteeism at school from 8.6% in 2019-20 to 7% in 2020-2021 as measured by the end of year Elk Grove Unified School District research and evaluation attendance rate report.
    - Decrease the chronic absenteeism of all groups by 2%

Metric: Attendance Rate	

Actions/Services 4.2.1

Principally Targeted Student Group

• American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • SWD • Two or More • White

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Our actions to meet the expected outcome is to create a school wide culture of attendance. 1.Purchase signage and materials to promote attendance at school. 2.Monitor attendance data, post school-wide improvements and school-wide attendance data publicly. Conduct month-long promotions several times a year to focus on attendance 3.Provide time-sheeted classified or certificated employee to support our attendance incentive program, make positive phone calls home in an effort to encourage student excitement for being at school. 4. Provide time-sheeted classified or certificated support to provide release time to teachers so they can	A summary of key research by attendanceworks.org: https://awareness.attendanceworks.org/wp-content/uploads/Research2016.pdf Research by attendance works supports these practices can be found here:https://www.attendanceworks.org/resources/toolkits/for-principals-leading-attendance/cultivate-a-school-wide-culture-of-attendance/ The research supports the actions in 4 main categories: • cultivate a school wide culture of attendance • use chronic absence data to determine need for additional supports • develop staff capacity to adopt effective attendance practices • advocate for resources and policies to improve attendance	• Increase the rate of attendance at school from 96.3% in 2019-20 to 97% in 2020-2021 as measured by the end of year Elk Grove Unified School District research and evaluation attendance rate report. • Decrease the rate of chronic absenteeism at school from 8.6% in 2019-20 to 7% in 2020-2021 as measured by the end of year Elk Grove Unified School District research and evaluation attendance rate report. ◦ Decrease the chronic absenteeism of all groups by 2%

attend Student Attendance Review Team meetings where our school and families can collaborate to provide additional supports to family, as well as create a plan to improve attendance.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	$1000	Certificated Salaries	Edit	Delete

Justification of School-Wide Use of Funds

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

N/A

Local Control Accountability Plan (LCAP)
Year 2020 - 2021

IV. Funding

Carroll Elementary - 223

Fund Source *Mgmt. Code/Description* *Resc. Code/Description*	FTE	Carry Over	Allocation	Subtotal	EGUSD Strategic Goals				Balance
					1 - Curriculum and Instruction	2 - Assessment	3 - Wellness	4 - Family Engagement	
1510 Regular Education (TK-6) **0000** Unrestricted	0	$0	$29,612	$29,612	$29,612	$0	$0	$0	$0
1511 Regular Education (TK-6) - Allocated FTE **0000** Unrestricted	0	$0	$43,218	$43,218	$43,218	$0	$0	$0	$0
7101 LCFF Supple/Conc TK - 6 **0000** Unrestricted	0	$0	$90,500	$90,500	$78,974	$2,676	$6,350	$2,500	$0
7150 EL Supplemental Program Services TK-6 **0000** Unrestricted	0	$0	$10,685	$10,685	$0	$10,685	$0	$0	$0
7440 Positive Behavior Incentive Supports **7510** Low Performing Student Block	0	$0	$1,000	$1,000	$0	$0	$1,000	$0	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	0	$0	$175,015	$175,015	$151,804	$13,361	$7,350	$2,500	

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	$175,015

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

Benefits Calculator for Timesheets	
● Certificated	Staff Amount $
	Benefits Amount $
○ Classified	Total $

Principal   **Jack Ferreira**

School Site Council Chairperson   **Nikki Ahmed**

EL Advisory Chairperson   **Nikki Ahmed**