



## **Carroll Elementary**

# **Local Control Accountability Plan (LCAP) 2025-2026**

**Principal:** Jackie Ferreira

**County-District-School (CDS) Code:** 34673140111112

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

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

## IV. Goals, Action Plans and Progress Monitoring

Carroll Elementary | Focused Work: 2025-2026

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### Goal Setting (Icapid: 742) | goalsComplete: 0

#### 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 Curriculum, Instruction & Assessment

- All students will receive high-quality classroom curriculum, instruction, and assessment to promote college, career, and life readiness and close achievement and opportunity gaps.

##### Goal 2: Targeted Supports & Interventions

- Students who identify as Black/African American, students with disabilities, students in foster care or experiencing homelessness, and students who identify as Native American will benefit from targeted programs and services that leverage their assets, affirm their identities, and address their needs to close achievement, opportunity, and relationship gaps.

##### Goal 3: Wellness

- All students will learn in an equitable, 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 engage family and community partners.
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#### Stakeholder Engagement

##### 1. Involvement Process for LCAP and Annual Update

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

At Carroll Elementary, we are committed to continuous improvement and student success. We actively seek multiple opportunities for stakeholder input and regularly review and analyze school-wide data to inform our decisions and enhance outcomes for all students. We prioritize meaningful engagement with our community in

the development of our Local Control and Accountability Plan (LCAP), ensuring it reflects the voices and needs of our stakeholders. Through school meetings, surveys, and community events, we collect valuable feedback, share our planning processes, and collaborate with students, families, staff, and community members to strengthen our continuous improvement efforts. We are 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. By embracing a variety of input sources and methods, we remain responsive to the needs of our students, families, community, and staff, working together to reach our goals.

- Carroll school site council meetings (9/24/24, 11/19/24, 1/16/25, 4/24/25, 5/15/25)
- ELAC Meetings (10/16/24, 1/29/25, 5/7/25)
- bi-weekly PBIS tier 2 meetings
- site staff preservice (7/15/25)
- leadership meetings (8/5/24, 9/9/24, 10/24/24, 12/2/25, 2/24/25, 4/7/25, 5/19/25)
- staff Meetings (8/12/23, 9/18/23, 10/9/24, 1/13/25, 2/5/24, 3/10/25, 4/28/25)
- staff surveys in March and April
- EGUSD family, staff, and student Perspective Survey

## 2. Impact of LCAP and Annual Update

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

Stakeholder input plays a vital role in building consensus and shaping a clear, strategic direction for student services and ongoing staff development. By engaging in thoughtful questioning and the cycle of inquiry, parents and staff are able to review our progress, offer meaningful suggestions for improvement, and share their aspirations for school growth. This collaborative process not only informs school improvement targets but also deepens understanding of broader efforts, funding sources, and resource allocation.

Through this collaborative process the following items were added or revised:

- Continue employing classified and certificated staff to either provide or allow for targeted push-in support for small group Tier 2 academic interventions in the areas of English language arts (ELA) and math across all grade levels.
- Maintain the Check-In/Check-Out mentor program and recess mentors to support positive student behavior and reduce discipline disproportionality.
- Continue providing grade-level release days to support collaborative planning, data analysis, program evaluation, and action planning among teachers.
- Increase funding for library books and extend librarian hours to improve student and family access to a wider range of books.
- Introduce family engagement nights focused on equipping families with strategies to support their children in ELA, math, and English language development at home.

## Resource Inequities (ATSI, TSI and CSI designated schools only)

**Briefly describe any resource inequities identified by the site needs assessment.**

**Definition: A resource inequity is a change you will make from your past practice to a new innovation to improve support for your most at-risk students. This change could include reallocating resources such as staff, funding, time, space, etc.**

N/A

## Goals, Actions, and Progress Indicators

<b>District Strategic Goal 1:</b>  <b>High-Quality Curriculum, Instruction &amp; Assessment</b>  All students will receive high-quality classroom curriculum, instruction, and assessment to promote college, career, and life readiness and close achievement and opportunity gaps.	<b>District Needs and Metrics 1:</b>  Students need high quality classroom instruction and curriculum as measured by: <ul style="list-style-type: none"><li>• A-G Completion - Percent of Graduates Completing A-G Requirements</li><li>• AP/IB Exams - Percent of Graduates Passing an AP/IB Exam</li><li>• CAASPP (ELA, Math, Science) - Distance from Standard</li><li>• CAASPP (ELA, Math, Science) - Percent Standard Met or Exceeded</li><li>• CTE Sequence Completion - Percent of Graduates Completing a CTE Sequence</li><li>• Progress toward English Proficiency - Percent Increasing ELPI Level</li><li>• Reclassified - Percent of English Learners Reclassified</li><li>• Test Participation Rate on Districtwide Assessments</li></ul>
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<b>Site Goal 1.1</b> (SiteGoalID: 8929) (DTS: 01/01/10)
95% of eligible students will be administered all of the required EGUSD assessments designed for their grade level or course
<b>Metric:</b> Test Participation Rate on Districtwide Assessments

<b>Action 1.1.1</b> (SiteGoalID: 8929) (DTS: 03/11/25)
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### Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"><li>• Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li></ul>	<ul style="list-style-type: none"><li>• Describe your step by step plan for progress monitoring your action plan. What <b>formative student data</b> will you collect and how often?</li></ul>	<ul style="list-style-type: none"><li>• Throughout the year, report the results of the formative data as you collect it.</li><li>• In March, summarize your data collection results.</li><li>• Based on your summary, what will you adapt/adopt/abandon?</li></ul>
<b>Action Plan</b>	<b>Progress Monitoring</b>	<b>Evaluation</b>

The following actions support our 95% assessment participation goal by ensuring staff have dedicated time to analyze data, plan interventions, and collaborate with our families. The coordinated assessment plan and targeted supports help identify and address barriers, ensuring all eligible students complete required assessments.

**1. Release time for teachers to review assessment data with our MTSS team related to individual students that could possibly need tier 2 supports, and/or adjustment in tier 1 supports.** Carroll will hold Co-op meetings once per trimester. The team will consist of an academic intervention teacher, classroom teacher, resource teacher, mental health therapist, administration, and other specialists that can assist in providing input into the support plans for students. From an analysis of data, recommendations will be made for tier 2 supports from our multi-tiered system of supports. A few examples of tier 2 supports include the following: tutoring, Intersession, academic intervention during the school day by our academic intervention teacher, educationally based mental health services, and other supports from our multi-tiered system of supports. Co-ops will occur three times per year.

- Trimester 1: 2 days
- Trimester 2: 2 Days
- Trimester 3: 2 days

**2. Professional Learning Community (PLC) Release Time** Each grade level team will be provided with three days of release time to collaborate and analyze assessment data for students struggling in English Language Arts (ELA) and math. The purpose of this collaboration

**1. Progress Monitoring Plan for Co-op Meetings and Tiered Support Review:** Progress will be monitored through Co-op meetings held once per trimester (two days per trimester), where teachers will be given release time to collaborate with the MTSS team. During these meetings, the team—including the intervention teacher, classroom teacher, resource teacher, mental health therapist, administration, and other specialists—will review individual student assessment data to determine the need for Tier 2 supports or adjustments to Tier 1 instruction. Meeting notes will document students discussed, supports recommended, and follow-up responsibilities. The implementation and impact of interventions such as tutoring, Intersession, and mental health services will be tracked and reviewed in subsequent MTSS tier 2 meetings. At the end of each trimester, administration will summarize outcomes to inform future planning and resource allocation

**2. Formative assessment data collection to measure implementation, as well as student improvement:**

- Multi-tiered system of Support Plan data monitoring
- EGUSD required assessments
- Student study team meeting formative assessment data collection and progress monitoring
- site common assessments
- Grade level team created SMART goals

***Data collection and sharing of the data:***

- Our administrative team and MTSS tier 2 team will collect required assessment completion data to share with

is to improve student outcomes through targeted support to students struggling in ELA and math. In addition, grade-level teams will receive three days of dedicated collaboration time to:

- Develop support plans for groups of students facing challenges in ELA and math
- Analyze assessment data of students struggling in ELA and math
- Create and monitor SMART goals tailored to the student needs of students struggling in ELA and math

### **3. Released time to collaborate with families, as well as SART (Student Attendance Review Team Meetings).**

Provide additional release time throughout the year for teachers to participate in collaborative meetings with families. This release time will support a collaborative, team-based approach involving teachers, administrators, families, students, and support staff to address academic, behavioral, attendance, and social-emotional concerns.

During these collaborative meetings, teachers will:

- Collaborate directly with families
- Review diagnostic and interim assessment data
- Develop individualized intervention and support plans

Students not demonstrating adequate progress through existing interventions will be referred through the Request for Assistance process, which triggers a meeting coordinated by the MTSS (Multi-Tiered System of Supports) team. These meetings ensure targeted recommendations for Tier 2 interventions based on student needs. Additionally, release time will be provided for participation in site-

our MTSS tier 2 team at biweekly meetings.

- Grade level teams will create SMART goals and monitor progress towards meeting the SMART goals. This data will be shared at staff meetings, as well as grade level weekly professional learning community meetings.
- Data will be shared with grade level teams, Academic Intervention teachers, families, students, and instructional coaches.

**3.** The Vice Principal will monitor and track the number of Student Attendance Review Team (SART) meetings held throughout the year, ensuring timely follow-up on attendance concerns. The Principal will track the number of Student Study Team (SST) meetings conducted, ensuring that teachers are provided appropriate release time to collaborate with families and develop individualized support plans. The MTSS team will monitor student progress following each SST meeting, reviewing intervention effectiveness and adjusting supports as needed. Meeting outcomes and student progress data will be reviewed regularly to ensure that interventions are timely, targeted, and responsive to student needs.

### **4. Assessment Progress Monitoring Plan**

Progress monitoring of this action will occur monthly. To ensure timely and complete administration of all required assessments, the site leadership team will implement the following progress monitoring process:

- **Illuminate Assessments:**  
The Principal will pull Illuminate reports each trimester to verify that at least 95% of eligible students have completed the assessments. Completion rates will be shared individually with

based SART meetings to address attendance concerns using a team-oriented approach. Both collaborative meetings with families and SART meetings offer structured opportunities to analyze data, engage families, and implement comprehensive, student-centered plans to support success in school.

#### **4. Schoolwide Assessment Administration and Support Plan**

To ensure consistent monitoring of student progress and compliance with state and district assessment requirements, the school will implement a coordinated assessment plan involving multiple measures:

- **Illuminate Assessments:**  
Classroom teachers will administer Illuminate assessments to all students at the beginning of the school year and at the end of each trimester, following the timeline provided by CPL. Administrators will support implementation by reminding teachers of the designated assessment windows and providing reports identifying students who need to complete assessments.
- **ELPAC Assessments:**  
Under the direction of the Vice Principal, certificated staff will administer the Initial ELPAC within 30 days of enrollment based on the Home Language Survey. The Summative ELPAC will also be administered by certificated staff between February 1 and June 2026 for all identified English Learner (EL) students. Funding for this will come from goal 1.2.1 through certificated time sheets from EL supplemental funds.

teachers and collectively with the entire staff to highlight grade-level completion progress and identify any areas needing follow-up.

- **ELPAC Assessments:**  
The Vice Principal will run monthly reports to monitor the completion status of Initial and Summative ELPAC assessments. This ensures timely assessment of English Learners in accordance with state guidelines. Data will be reviewed and shared with staff during regular staff meetings to maintain transparency and accountability.
- **CAASPP/CAA Assessments:**  
During testing windows, the Vice Principal will monitor participation rates for CAASPP and CAA assessments to ensure that at least 95% of students in grades 3–6 have completed the required tests. These updates will also be shared with staff at staff meetings.

This ongoing monitoring plan supports high assessment participation rates and ensures that student data is available to guide instructional decisions and meet compliance requirements.

<ul style="list-style-type: none"> <li>• CAASPP Assessments: Classroom teachers and Learning Center teachers, under the guidance of the Vice Principal, will administer the CAASPP to students in grades 3–6. Students with disabilities will participate using appropriate accommodations or the California Alternate Assessment (CAA), as outlined in their IEPs.</li> </ul> <p>This coordinated plan ensures that all assessments are administered efficiently, with support provided to both staff and students throughout the year.</p> <p><i>We will purchase allowable, reasonable and necessary supplies to complete the Action Plan for this goal.</i></p> <p><b><u>Certificated Timesheets - Title 1</u></b> <b>\$36,000</b></p> <p><b><u>Certificated Timesheets - Supplemental Concentration</u></b> <b>\$5700</b></p>		
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## Site Goal 1.2 (SiteGoalID: 8670) (DTS: 02/13/25)

### Carroll Site Goal 1.2

**Teachers will increase their use of success criteria from 95% to 100% as measured by FONT Data at the end of Trimester2 in 2025-2026 looking at the Framework Observational Note Taking Tool (FONT) report “Derived Implementation Levels” and band Success Criteria Explicit.**

**Through the increase in success criteria implementation, our site will increase multilingual learner success in English language development.**

- As a result, our goal is to increase the percentage of multilingual students making progress towards English proficiency as measured by the English learner progress indicator (ELPI) from 39% in to 55%.
- As a result, our goal is to increase the percentage of English learners reclassifying from 9% to 20%.

**Metric:** Success Criteria

Targeted Student Group(s)

<p><b>Action Plan</b></p> <ul style="list-style-type: none"> <li>Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li> </ul>	<p><b>Progress Monitoring Plan</b></p> <ul style="list-style-type: none"> <li>Describe your step by step plan for progress monitoring your action plan. What <b>formative student data</b> will you collect and how often?</li> </ul>	<p><b>Data Collection &amp; Evaluation</b></p> <ul style="list-style-type: none"> <li>Throughout the year, report the results of the formative data as you collect it.</li> <li>In March, summarize your data collection results.</li> <li>Based on your summary, what will you adapt/adopt/abandon?</li> </ul>
<p><b>Action Plan</b></p> <p><b>1. Professional Learning - To support our Multilingual Learner (ML) students and improve instructional outcomes, the following professional learning opportunities will be implemented:</b></p> <ul style="list-style-type: none"> <li>Provide ELD strategy training delivered by our EL Coach to enhance instructional practices and increase reclassification rates and ELPI growth.</li> <li>Offer ongoing professional learning focused on the Framework for High-Quality Instruction, with an emphasis on implementing clear learning targets and success criteria within Tier 1 instruction.</li> <li>Provide targeted professional development on designated and integrated ELD strategies and EL best practices, led by the English Learner Coach, instructional coach, Principal, and Vice Principal.</li> </ul> <p><b>2. Family input, collaboration, and program support: To strengthen communication and engagement with families of multilingual learners and</b></p>	<p><b>Progress Monitoring</b></p> <p><b><u>1,2, and 3. Formative assessment data collection to measure implementation, as well as student improvement:</u></b></p> <ul style="list-style-type: none"> <li>Data collected through the high-quality instruction through the FONT (Framework Observation Note-taking Tool) note taking tool.</li> <li>Data from the detailed teaching and learning Program Implementation Scores based on the (Framework Observation Note-taking Tool) note taking tool and survey responses.</li> <li>Percentage of students reclassified from English Learner to Reclassified Fluent English Proficient status.</li> <li>Percentage of English learner students that increase one or more (English Learner Proficiency Indicator) ELPI levels or maintaining proficiency</li> <li>Decision Making Model Data and PLC agendas</li> <li>Percentage of students who completing initial <i>English Language Proficiency Assessments for California (ELPAC)</i>.</li> <li>Percentage of students completing</li> </ul>	<p><b>Evaluation</b></p>

**ensure effective program implementation, the following supports will be provided:**

- Purchase light refreshments for ELAC (English Learner Advisory Committee) meetings to encourage parent involvement.
- Allocate funds for translation services to support access and understanding during parent meetings, including conferences and ELAC outreach events.

**3. Assessment - To support data-driven instruction and improve student outcomes for Multilingual Learners (ML), the following assessment-related actions will be implemented:**

- Assess all Multilingual Learners using the ELPAC to determine English language proficiency levels.
- Provide teacher release time to allow grade-level teams to collaborate with the ELD Coach, review student data, and observe peer best practices.
- Deliver research-based professional development through the administration and ELD Coach to support instructional strategies for struggling English Learners and Reclassified Fluent English Proficient (RFEP) students.
- Allocate timesheet funding for EL Coordination support, managed by an administrator.
- Utilize certificated staff to assist with EL student testing as needed.

**4. EL Interventions -To accelerate English language acquisition and support struggling multilingual learner students, the following interventions will be provided:**

- Timesheet classified staff to offer push in support to allow

summative *English Language Proficiency Assessments for California (ELPAC)*.

- Diagnostic and interim assessment data and report card grade monitoring by teachers and administration to ensure that we are monitoring English learners and reclassified fluent English proficient students.

***Data collection and sharing of the data:***

- Data will be collected by our English learner coordinator and shared with academic intervention teachers, staff, families, students, and instructional coaches.
- Administration and our instructional coach will also collect interim assessment data on our English learners to share with our staff, English Learner Advisory Committee (ELAC).

for small group instruction during the school day to support ELPAC Level 1 and 2 students, as well as Long-Term English Learners (LTELs), in developing English development in speaking, reading, and writing.

- Timesheet classified and certificated staff to provide multilingual learner students tutoring before or after school, during intersession, and through push-in support during the regular school day.

*We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.*

**Classified Timesheets - EL Supplemental**  
**\$4821**

**Certificated Timesheets - EL Supplemental**  
**\$10000**

### Site Goal 1.3 (SiteGoalID: 9161) (DTS: 04/11/25)

#### **ENGLISH LANGUAGE ARTS**

**Our goal is to close the achievement gap in English language arts by raising the achievement of the lowest performing subgroups in English Language Arts according to the 2025-26 CAASPP for students in the 3rd through 6th grades. Additionally, our goal is to ensure all subgroups will meet the desired outcome of being greater than at or above positive 21 distance from standard (DFS) in English language arts by increasing the number of students meeting or exceeding standards in all subgroups**

- Students with disabilities will increase from 34% meeting or exceeding standard to 70% meeting or exceeding standard.
- African American students will increase from 56% meeting or exceeding standard to 70% meeting or exceeding standard.
- Hispanic students increased will increase from 61% meeting or exceeding standard to 70% meeting or exceeding standard.
- Multilingual (ML) students will increase from 40% meeting or exceeding standard to 70% meeting or exceeding standard.
- Socioeconomically Disadvantaged students will increase from 61% meeting or exceeding standard to 70% meeting or exceeding standard.

- Pacific Islander students will increase from 56% meeting or exceeding standard to 70% meeting or exceeding standard.
- Homeless students will maintain 100% meeting or exceeding standards.

**Our school-wide goal is that all students will move from 70% to 80% meeting or exceeding standards on the English language arts portion of the 2025-2026 California Assessment of Student Performance and Progress (CAASPP).**

### **MATHEMATICS**

**Our goal is to close the achievement gap by raising the achievement of the lowest performing subgroups in Mathematics according to the 2025-2026 CAASPP for students in the 3rd through 6th grades. Additionally, our goal is to ensure all subgroups will meet the desired outcome of being greater than 9 or higher distance from standard (DFS) in mathematics by increasing the number of students meeting or exceeding standards in all subgroups.**

- Students with disabilities will increase from 34% meeting or exceeding standard to 70% meeting or exceeding standard.
- African American students will increase from 56 meeting or exceeding standard to 70% meeting or exceeding standard.
- Hispanic students increased will increase from 39% meeting or exceeding standard to 70% meeting or exceeding standard.
- Multilingual (ML) students will increase from 25% meeting or exceeding standard to 70% meeting or exceeding standard.
- Socioeconomically Disadvantaged students will increase from 29% meeting or exceeding standard to 70% meeting or exceeding standard.

**Our school-wide goal is that all students will move from 50% to 80% meeting or exceeding standards on the math portion of the 2025-2026 California Assessment of Student Performance and Progress (CAASPP).**

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

**Action 1.3.1 (SiteGoalID: 9161) (DTS: 04/11/25)**

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

<b>Action Plan</b> <ul style="list-style-type: none"> <li>• Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li> </ul>	<b>Progress Monitoring Plan</b> <ul style="list-style-type: none"> <li>• Describe your step by step plan for progress monitoring your action plan. What <i><b>formative student data</b></i> will you collect and how often?</li> </ul>	<b>Data Collection &amp; Evaluation</b> <ul style="list-style-type: none"> <li>• Throughout the year, report the results of the formative data as you collect it.</li> <li>• In March, summarize your data collection results.</li> <li>• Based on your summary, what will you adapt/adopt/abandon?</li> </ul>
<b>Action Plan</b>  <b>1. District Approved Supplementary Digital Resources:</b> Purchase digital	<b>Progress Monitoring</b>  <b>1.</b> Formative assessment data collection to measure implementation, as well as student	<b>Evaluation</b>

curriculum on the district approved list as a supplemental intervention that is accessible during the at home, regular school day, intersession, and extended day for students in the areas of ELA and Math.

## **2. District Approved Supplementary Instructional materials and Resources:**

Purchase from the district approved list additional supplementary curriculum and/or instructional materials, digital curriculum, district approved books, print shop copies, and student materials for workshop, intervention, enrichment, intersession, assessments, and extended day. Items may include copies ordered through printshop for intervention, assessment, and extension of learning.

## **3. Purchase of Library Books and provide additional library time:**

Increase the amount of district approved books in our school with an emphasis on purchasing library in our school library, provide additional library hours by funding the librarian for additional hours per week to increase opportunities for our students to access additional books and time in the library.

## **4. Advancement Via Individual Determination (AVID):**

Support of AVID implementation through the purchasing of supplies/materials as well as through the opportunity of professional development. AVID strategies will be intentionally aligned with the district's Framework for High Quality Instruction by promoting rigorous instruction and student-centered learning. The implementation of AVID will emphasize the use of WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) strategies to support critical thinking and active engagement. These instructional

improvement will be measured through the following:

Administration and teachers will monitor usage, percentage of lessons passed, and track student growth through in-product assessment reports/assessments. Student data gathered from in program diagnostic assessments to determine areas of student need for intervention as well as monitoring in program formative assessment growth.

**2 & 8.** Formative assessment data collection to measure implementation, as well as student improvement will be measured through the following:

Effectiveness will also be measured using informal observation and teacher feedback. Diagnostic and interim data will be reviewed weekly at grade level professional learning community meetings at their scheduled PLC time. Formative assessment data will be reviewed three times during the year of students receiving intervention through supplementary resources at the beginning of the school year, at the end of the 2nd trimester, and again at the end of the school year by teachers, MTSS tier 2 team, administration, academic intervention teachers, and instructional coaches.

Data collection and sharing of the data:

- Data will be collected by our instructional coaches, administrative team, and shared with our professional learning community grade level teams, administrative team and shared with school site council, staff, students, and families.
- Diagnostic and interim data will be reviewed weekly at grade level professional learning community meetings at their scheduled early out meetings.

practices are designed to increase student academic achievement and ensure college, career, and life readiness for all learners

**5. Provide extended learning opportunities in the areas of English Language Arts and math:** Time sheet Certificated and classified staff hourly certificated to provide extended learning opportunities and intervention. Provide classified and certificated staff support by providing instructional materials and supplies for targeted small group interventions through after school tutoring, intersession, and intervention during the school day for students struggling in ELA and math.

- **Before & After School Tutoring:** Provide targeted, small-group or one on one intervention and/or acceleration outside of the regular school day to provide extended learning opportunities.
- **Intersession:** Students who are not showing progress after intervention will be identified and invited to attend intersession. Off track teachers will provide intersession to students who have been identified in through common assessment data, Illuminate data, student study team meetings, or Co-ops.
- **Intervention During School Day:** Time sheet certificated teachers to provide small group instructions during the school day for students struggling in math or ELA.

**6. Targeted Small Group Instruction and Intervention Support for ELA and Math:** Classified and/or certificated substitute personnel to push into classroom to afford a teacher to work with a small

3. Formative assessment data collection to measure implementation, as well as student improvement will be measured through the following:

- Our librarian will utilize the Follett data tracking system to track usage by our students of the newly purchased books.
- Data will be collected by our Librarian and shared with school site council, staff, students, and families.

4. Formative assessment data collection to measure implementation, as well as student improvement will be measured through the following:

- AVID coaching and certification instrument scores based on the AVID school wide domains of AVID schoolwide instruction, AVID schoolwide
- FONT (Framework Observation Note Taking Tool)

5. Formative assessment data collection to measure implementation, as well as student improvement will be measured through the following : Effectiveness will also be measured using informal observation and teacher feedback. Diagnostic and interim data will be reviewed weekly at grade level professional learning community meetings at their scheduled PLC time. Formative assessment data will be reviewed three times during the year of students receiving intervention through supplementary resources at the beginning of the school year, at the end of the 2nd trimester, and again at the end of the school year by teachers, MTSSS tier 2 team, administration, academic intervention teachers, and instructional coaches. Data collection and sharing of the data:

group or assess students and provide small group instruction to students struggling in ELA and math: Classified and/or certificated substitute personnel will push into classrooms so the teacher can utilize small group instruction and Highly Effective Research based instruction and instructional materials for struggling students in kindergarten through sixth grade. Our intervention teachers will provide specific intervention for identified K-6 students in the area of ELA or math, with an emphasis on early literacy skills. We will purchase allowable, reasonable and necessary supplies to complete the Action Plan for this goal.

#### **7. After School Parent Universities for ELA and Math Support:**

Carroll will host after-school Parent Universities for families with students struggling in English Language Arts and Math. These sessions will equip parents and guardians with practical tools and strategies to support their child's learning at home. The workshops will focus on building foundational skills, understanding grade-level expectations, and using district-approved resources to reinforce classroom instruction, ultimately strengthening the home-school connection and boosting student achievement.

#### **8. Professional Learning for Staff to Support Students Struggling in ELA and Math**

Provide professional development opportunities for certificated and classified staff to build capacity in supporting students struggling with ELA and Math. This may include training in research-based intervention strategies, differentiated instruction, data analysis and progress monitoring, and the effective use of district-approved instructional tools and curriculum. These efforts will strengthen tier

- Data will be collected by our instructional coaches, administrative team, and shared with our professional learning community grade level teams, administrative team and shared with school site council, staff, students, and families.
- Diagnostic and interim data will be reviewed weekly at grade level professional learning community meetings at their scheduled early out meetings.

6. To monitor the effectiveness of the After School Parent Universities, Carroll will track attendance, collect parent feedback through surveys, and maintain records of workshop topics and materials shared. Our tier 2 team and administration will monitor student progress in ELA and math using assessment data. This information will guide adjustments to future sessions to better meet family and student needs.

1 classroom and improve student academic outcomes. We will utilize instructional coaches and other district specialists to lead, support, and guide this professional learning.

*We will purchase allowable, reasonable and necessary supplies to complete the Action Plan for this goal.*

**Contracts/Services/Subscriptions - Supplemental Concentration**

**\$14,985**

**Materials/Supplies/Equipment - Supplemental Concentration**

**\$17,950**

**Certificated Timesheets - Title 1**

**\$93,899**

**Classified Timesheets - Title 1**

**\$30,000**

**Certificated Timesheets - Supplemental Concentration**

**\$62,800**

#### Funding Sources for District Goal 1 (DEV - LCAP ID: 742)

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	129899	Certificated- Timesheets
Title I – Basic (4900/3010)	30000	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	0	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	0	Contracts/Services/Subscriptions

Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	68470	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	17950	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	14985	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	9600	Certificated- Timesheets
EL Supplemental (7150/0000)	4821	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	400	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions

## District Strategic Goal 2:

### Targeted Supports & Interventions

Students who identify as Black/African American, students with disabilities, students in foster care or experiencing homelessness, and students who identify as Native American will benefit from targeted programs and services that leverage their assets, affirm their identities, and address their needs to close achievement, opportunity, and relationship gaps.

## District Needs and Metrics 2:

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

- African American Disparity
- Homeless Student Disparity
- Native American Disparity
- Students with Disabilities Disparity
- Students in Foster Youth Disparity

Site Goal 2.1 (SiteGoalID: 8671) (DTS: 02/13/25)

## Decrease Chronic Absenteeism:

- Chronic absenteeism for African American Students will decrease 24.4% to 20% by the end of the 25-26 school year.
- Chronic absenteeism for SWD will decrease from 28.2% to 23% by the end of the 25-26 school year.

**Metric:** African American Disparity

**Action 2.1.1 (SiteGoalID: 8671) (DTS: 02/13/25)**

### Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"><li>• Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li></ul>	<ul style="list-style-type: none"><li>• Describe your step by step plan for progress monitoring your action plan. What <b>formative student data</b> will you collect and how often?</li></ul>	<ul style="list-style-type: none"><li>• Throughout the year, report the results of the formative data as you collect it.</li><li>• In March, summarize your data collection results.</li><li>• Based on your summary, what will you adapt/adopt/abandon?</li></ul>
<p><b>Action Plan</b></p> <p><b><u>1. Reduce Chronic Absenteeism:</u></b></p> <p>Action plan to foster a culture of attendance and collaborate with our families of our African American students and students with disabilities in multiple to reduce chronic absenteeism. To achieve our goal of improving student attendance, we are committed to creating a strong, school-wide culture that emphasizes the importance of being present every day, while providing supports doe students who are chronically absent.</p> <ul style="list-style-type: none"><li>• Purchase signage and materials to actively promote and celebrate attendance across the school campus.</li><li>• Data Monitoring and Visibility: Regularly monitor attendance data, highlight school-wide improvements, and publicly display</li></ul>	<p><b>Progress Monitoring</b></p> <p><b>1 . Effectiveness of the action will be monitored by the following:</b></p> <ul style="list-style-type: none"><li>• weekly, monthly and trimester student information system (Synergy) attendance rate reports</li><li>• weekly, monthly and trimester student information system (Synergy) chronic absentee reports</li><li>• Individual student attendance incentive contract data</li></ul> <p><b>Data collection and sharing of the data:</b></p> <ul style="list-style-type: none"><li>• Attendance data will be collected by our administrative team and shared with school site council, staff, students, and families.</li><li>• Attendance data will be shared monthly at staff</li></ul>	<p><b>Evaluation</b></p>

<p>attendance trends. Launch month-long attendance campaigns multiple times throughout the year to sustain engagement and focus.</p> <ul style="list-style-type: none"> <li>• Incentive Program Support: Provide time-sheeted classified or certificated staff to coordinate and implement our student attendance incentive program. This includes targeted outreach to students who are chronically absent, along with making positive phone calls home to build enthusiasm and strengthen school-family connections.</li> <li>• Collaborative Support for Teachers: Offer time-sheeted certificated support to allow teachers release time to participate in Student Attendance Review Team (SART) meetings. These meetings foster collaboration between the school and families, helping to develop personalized plans and additional supports aimed at improving student attendance.</li> </ul> <p><i>We will invest in allowable, reasonable, and necessary resources to implement this plan effectively.</i></p> <p><b><u>Classified Timesheets - Supplemental Concentration</u></b>  <b>\$5,000</b></p>	<p>meetings</p> <ul style="list-style-type: none"> <li>• Attendance data will also be shared with our families in our Carroll Comet Community Newsletter for families.</li> </ul>	
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Funding Sources for District Goal 2 (DEV - LCAP ID: 742)		
Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	0	Certificated- Timesheets

Title I – Basic (4900/3010)	<input type="text" value="0"/>	Classified- Salaries
Title I – Basic (4900/3010)	<input type="text" value="0"/>	Classified- Timesheets
Title I – Basic (4900/3010)	<input type="text" value="0"/>	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	<input type="text" value="0"/>	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	<input type="text" value="0"/>	Certificated- Salaries
Supplemental/Concentration (7101/0000)	<input type="text" value="5000"/>	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	<input type="text" value="0"/>	Classified- Salaries
Supplemental/Concentration (7101/0000)	<input type="text" value="0"/>	Classified- Timesheets
Supplemental/Concentration (7101/0000)	<input type="text" value="0"/>	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	<input type="text" value="0"/>	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Certificated- Salaries
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Certificated- Timesheets
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Classified- Salaries
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Classified- Timesheets
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Contracts/Services/Subscriptions

### District Strategic Goal 3:

#### Wellness

All students will learn in an equitable, 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 Rate
- School Climate - Average Favorability Rating
- Social Emotional Learning - Average Favorability Rating
- Suspension Rate: Percent of Students Suspended

#### Site Goal 3.1 (SiteGoalID: 9247) (DTS: 01/01/10)

Decrease recess referrals by 10% through the implementation of Tier I PBIS supports.

**Metric:** Other

#### Action 3.1.1 (SiteGoalID: 9247) (DTS: 04/16/25)

#### Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"><li>• Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li></ul>	<ul style="list-style-type: none"><li>• Describe your step by step plan for progress monitoring your action plan. What <b>formative student data</b> will you collect and how often?</li></ul>	<ul style="list-style-type: none"><li>• Throughout the year, report the results of the formative data as you collect it.</li><li>• In March, summarize your data collection results.</li><li>• Based on your summary, what will you adapt/adopt/abandon?</li></ul>
Action Plan	Progress Monitoring	Evaluation
<p>ACTION 1: July-June Appropriate supplies, equipment and resources (i.e., signs on the playground with rules for games, various game options, adequate supervision) to establish a well maintained and organized recess.</p> <p>ACTION 2: July - June PBIS Rotations at the beginning of the school year to discuss behavior expectations and refresh throughout the year (upon return from all breaks).</p>	<p>July-June Administration to monitor and review synergy incident /referral data, yard staffing levels, regular upkeep and ordering of supplies and share with PBIS team monthly.</p> <p>July-June PBIS Tier I to monitor incident data and share with staff monthly.</p> <p>July-June Yard supervisors to monitor incident location data, share with</p>	

<p><b>ACTION 3:</b> July-June Designated areas for specific games on the playground with adequate supervision.</p> <p><b>ACTION 4:</b> July-June Explicitly teach rules and expectations of recess games and activities to all students, ongoing throughout the year.</p> <p><b>ACTION 5:</b> July-June PD for yard supervisors regarding active yard supervision, de-escalation skills, restorative practices, and game and activity rules and expectations.</p>	<p>administration monthly and adjust recess activity locations as needed.</p> <p>July-June Administration to schedule monthly Yard Supervisor meetings to support understanding of PBIS behavior expectations, Restorative Practices, de-escalation skills, and game/activity rules and expectations.</p>	
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### Site Goal 3.2 (SiteGoalID: 8672) (DTS: 02/13/25)

Carroll site goal 3.2 Deepen implementation of Tier 1 and Tier 2 PBIS support to decrease behavior referrals. Students need a learning environment and school culture that is academically, socially, emotionally, and physically safe by increasing our PBIS tier 1 and Tier 2 implementation, as well as decreasing suspension rate, and disproportionality. Through consistent reinforcement of positive behaviors, data-driven intervention, and staff collaboration, Carroll aims to improve school climate and support the success of every student. We will focus on providing tier 1 supports to decrease behavior referrals during recess.

#### **SUSPENSIONS:**

- Our site goal for next year is to reduce the number of suspensions by 20% or more of 5 suspensions, so that our site has 3 or less suspensions in the 2025-2026 school year while eliminating disproportionality.

#### **SUSPENSION RATE:**

- Our suspension rate site goal is to reduce the suspension rate from 0.9% to below 0.5% while eliminating disproportionality. Our site will also work to ensure all student groups have a suspension rate below 3.5%.

#### **PBIS TIER 1 AND TIER 2 IMPLEMENTATION**

- Increase our PBIS tier 1 tiered fidelity inventory score from 90% to 95% in the 2025-26 school year.
- Increase our PBIS tier 2 tiered fidelity inventory score of from 92% to 96% in the 2025-26 school year.
- Increase our PBIS tier 3 tiered fidelity inventory score of from 32% to 80% in the 2025-26 school year.

**MAJOR REFERRALS:** Our Goal is to reduce the number of major referrals by 30% for the 2025-26 school year, while monitoring data throughout the year to ensure there is not a disproportionality in major referrals.

**Metric:** Suspension Rate: Percent of Students Suspended

Targeted Student Group(s)

<p><b>Action Plan</b></p> <ul style="list-style-type: none"> <li>Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li> </ul>	<p><b>Progress Monitoring Plan</b></p> <ul style="list-style-type: none"> <li>Describe your step by step plan for progress monitoring your action plan. What <b>formative student data</b> will you collect and how often?</li> </ul>	<p><b>Data Collection &amp; Evaluation</b></p> <ul style="list-style-type: none"> <li>Throughout the year, report the results of the formative data as you collect it.</li> <li>In March, summarize your data collection results.</li> <li>Based on your summary, what will you adapt/adopt/abandon?</li> </ul>
<p><b>Action Plan</b></p> <p><b><u>1. Strengthen PBIS tier 1 and 2 implementation school wide with a focus on recess:</u></b> 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.</p> <ul style="list-style-type: none"> <li>Teach and reteach expectations of recess expectations on a regular basis.</li> <li>provide staff and materials to support recess</li> <li>Purchase signage and materials to implement PBIS program.</li> <li>Professional development for our staff supporting recess on the yard.</li> <li>timesheet a paraprofessional to support PBIS tier 2 check in check out program as a check in check out mentor, run lunch bunch (A Small-Group Intervention For Building Social Skills)</li> <li>Tier 1 PBIS team will meet monthly</li> <li>Tier 2/MTSS team to meet biweekly</li> <li>Share data with staff regarding referral data,</li> </ul>	<p><b>Progress Monitoring</b></p> <p><b><u>1. Formative assessment data collection to measure implementation, as well as student improvement:</u></b> To inform decision-making and guide program improvements, a variety of data sources will be reviewed throughout the school year. These data source s help evaluate current systems and identify areas of strength and need in school climate, student behavior, and stakeholder perceptions. We will measure the effectiveness of the action through:</p> <ul style="list-style-type: none"> <li>We will utilize the California Healthy Kids Survey (CHKS) with a specific focus on question No.14.</li> <li>Positive Behavior Intervention and Supports (PBIS) parent, student, and staff surveys</li> <li>PBIS Tiered Fidelity Inventory</li> <li>weekly and monthly review of discipline data synergy.</li> <li>monitoring the number of positive phone calls made to families</li> <li>Parent, staff, and student perspective survey results</li> <li>major and minor referral data</li> <li>suspension data</li> <li>expulsion data</li> </ul> <p><b>Data collection and sharing of the data:</b> Data will be collected by our</p>	<p><b>Evaluation</b></p>

while specifically looking at equity

- Timesheet classified staff as needed to support PBIS tier 2 check in check out program as a check in check out mentor.
- We will purchase allowable, reasonable and necessary supplies to complete the Action Plan for this goal.
- A majority of our suspensions and referrals originate on our playground. In an effort to decrease discipline disproportionality, reduce referrals, as well as provide continuity with character education, Carroll Elementary will implement a recess mentoring program by having ASSIST coaches on our playground during recess. ASSIST coaches will engage and facilitate structured recess activities with our students. Some of the positive outcomes/impacts from ASSIST recess mentors are the following:
  - structure a safe and inclusive environment for all students during recess
  - reinforce positive character traits
  - promote and teach important SEL concepts
  - reinforce and promote our campus wide PBIS expectations
  - The ASSIST recess mentors create a positive and inclusive environment on our playground

## **2. Our site will implement a social emotional learning curricula schoolwide:**

- District will purchase the SEL curriculum.
- Publisher will provide initial training. Option for further

administrative team and shared with school site council, staff, students, and families.

- Administration will collect and share discipline data monthly at staff meetings.
- PBIS data will be shared and collected by administration with our families in our Carroll Comet Community Newsletter for families.
- Tiered Fidelity information will also be shared by administration with all stakeholders through digital communication, Parent Nights, School Site Council, and other meetings with families.
- Multitiered System of Supports (MTSS) Tier 2 team will collect and share tier 2 data with staff each trimester. Our tier 2 team will also collect tier 2 data and share it biweekly with our MTSS tier 2 team.

## **2. Formative assessment data collection to measure implementation, as well as student improvement:**

We will measure the effectiveness of the action through the following:

- EGUSD math and ELA diagnostic assessment data, EGUSD interim assessment data, CAASPP assessment data: A 2008 meta-analysis of research showed that students who received SEL Instruction score on average 11 percentile points higher in academic achievement tests than students who do not receive SEL instruction.
- major and minor discipline referral data
- suspension data
- site based SEL staff survey to measure implementation of our SEL program Character Strong.

## **Data collection and sharing of the data:**

site PD at pre-service or during staff meeting time.

- Wellness Providers & Equity Coaches will provide ongoing support (e.g. demo lessons, planning support, etc.)

### **Action & Services Strategic Plan:**

1. Provide a professional learning at preservice to all staff to review/strengthen PBIS tier 1 strategies, PBIS tier 2 strategies, and our social emotional learning curriculum (Character Strong). We will also provide professional learning around submitting requests for assistance through our multi-tiered system (MTSS) process.
2. Identify team members for our PBIS Tier 1 team and PBIS Tier 2 team.
  - PBIS tier 2 team: learning center teacher, mental health therapist, principal, vice principal, and behaviorist, check in check out coordinator.
  - PBIS Tier 1 team: parents/guardians, teachers, principal, vice principal, and other staff.
3. Schedule PBIS tier 1 and Tier 2 meetings:
  - Tier 1 PBIS team will meet monthly.
  - Tier 2/MTSS team to meet biweekly.
4. Review both academic and behavior data at PBIS tier 1 and PBIS tier 2 meetings to identify needs, trends, and additional areas that need supports. Our PBIS tier 2 team will identify individual students who need additional supports.
5. PBIS tier 1 team will present behavior data monthly at staff meetings, as well as professional learning to

Data will be collected by our administrative team and shared with school site council, staff, students, and families.

- discipline data will be shared monthly at staff meetings
- PBIS data will be shared with our families in our Carroll Comet Community Newsletter for families.
- Tiered Fidelity information will also be shared by administration with all stakeholders through digital communication, Parent Nights, school site council, and other meetings with families.

strengthen the implementation of PBIS tier 1.

6. PBIS tier 2 team will provide professional learning such as supports and strategies for students who need tier 2 supports/interventions.
7. We will Survey both staff and families to get their input on our PBIS and SEL implementation at Carroll Elementary School.
8. Continue to monitor data monthly, and present data to staff and families.
9. Use both academic and behavior data to evaluate schoolwide progress as well as individual student progress. Utilizing the data, determine how to improve schoolwide PBIS systems, as well as determine if individual students need to continue in tier 2 supports program or need to exit based on data.
10. Continue the cycle of improvement: strengthen PBIS Tier 1 systems, identify students that need additional supports beyond PBIS Tier 2 systems, provide intervention/supports, progress monitor, and determine effectiveness of the program.

**Contracts/Services/Subscriptions - Supplemental Concentration**  
**\$10,289**

**Classified Timesheets - Supplemental**  
**\$11,642**

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	0	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	0	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	0	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	0	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	11642	Classified- Timesheets
Supplemental/Concentration (7101/0000)	0	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	10289	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	0	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions

#### District Strategic Goal 4:

#### Family & Community Engagement

All students will benefit from programs and

#### District Needs and Metrics 4:

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

services designed to inform and engage family and community partners.

- Attendance Rate
- Parents indicating a respectful and welcoming school environment
- Parents indicating opportunities for parent input in making decisions
- Parents indicating opportunities for parent involvement
- Percent Chronically Absent

#### Site Goal 4.1 (SiteGoalID: 8673) (DTS: 02/13/25)

##### **OVERALL ATTENDANCE RATE GOAL:**

Our goal is to increase the overall attendance rate from 93.7% to 95% in while eliminating disproportionality.

Our goal is to also ensure all subgroups attain the desired outcome of a 95% or higher attendance rate while eliminating disproportionality.

- Hispanic students will increase from a 93.1% attendance rate to a 95% or higher attendance rate.
- African American students will increase from a 92.7% attendance rate to a 95% or higher attendance rate.
- Pacific Islander students will increase from an 84.8% attendance rate to a 95% or higher attendance rate.
- English learner students will increase from a 93.7% attendance rate to a 95% or higher attendance rate.
- Students with disabilities will increase from a 91.2% attendance rate to a 95% or higher attendance rate.
- Socioeconomically disadvantaged students will increase from a 92.8% attendance rate to a 95% or higher attendance rate.
- Homeless students will increase from a 90.7% attendance rate to a 95% or higher attendance rate.
- American Indian students will increase from a 74.2% attendance rate to a 95% or higher attendance rate.

##### **OVERALL CHRONIC ABSENTEEISM GOAL:**

Our site goal is to reduce overall chronic absenteeism from 18.4% to 8% or lower while eliminating disproportionality.

Our goal is to also ensure all subgroups attain the desired outcome of an 8% or lower chronic absentee rate while eliminating disproportionality.

- African American students will decrease from a 23.3% chronic absentee rate to 8% or lower.
- Asian students will decrease from a 13.8% chronic absentee rate to a 8% or lower.
- Filipino students will decrease from a 14% chronic absentee rate to 8% or lower.
- American Indian students will decrease from a 100% chronic absentee rate to 8% or lower.
- Hispanic students will decrease from a 20.5% chronic absentee rate to 8% or lower.
- Pacific islander students will decrease from a 33.3% chronic absentee rate to 8% or lower.
- White students will decrease from a 20% chronic absentee rate to 8% or lower.
- English learner students will decrease from a 18.7% chronic absentee rate to 8% or lower.
- Homeless students will decrease from a 33.3% chronic absentee rate to 8% or lower.

**Metric:** Attendance Rate

#### Action 4.1.1 (SiteGoalID: 8673) (DTS: 02/13/25)

## Targeted Student Group(s)

- All

<b>Action Plan</b> <ul style="list-style-type: none"> <li>• Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li> </ul>	<b>Progress Monitoring Plan</b> <ul style="list-style-type: none"> <li>• Describe your step by step plan for progress monitoring your action plan. What <b>formative student data</b> will you collect and how often?</li> </ul>	<b>Data Collection &amp; Evaluation</b> <ul style="list-style-type: none"> <li>• Throughout the year, report the results of the formative data as you collect it.</li> <li>• In March, summarize your data collection results.</li> <li>• Based on your summary, what will you adapt/adopt/abandon?</li> </ul>
<p style="text-align: center;"><b>Action Plan</b></p> <p><b>1. Promote and Monitor School-Wide Attendance</b></p> <ul style="list-style-type: none"> <li>• Purchase signage and materials to promote a culture of strong attendance.</li> <li>• Monitor attendance data regularly and publicly share school-wide attendance rates and improvements.</li> <li>• Conduct targeted, month-long attendance promotion campaigns several times throughout the year to engage students and families.</li> </ul> <p><b>2. Provide Staff Support to Encourage and Improve Attendance</b></p> <ul style="list-style-type: none"> <li>• Fund time-sheeted classified or certificated staff to support attendance incentive programs and make positive phone calls home to celebrate and encourage student attendance.</li> <li>• Provide time-sheeted certificated staff to allow teachers release time to participate in Student Attendance Review Team (SART) meetings, fostering collaboration with families and developing plans to improve attendance. (Funding for teacher release time is included in Goal 1.3)</li> </ul>	<p style="text-align: center;"><b>Progress Monitoring</b></p> <p><b>1 &amp; 2 &amp; 3.</b> Effectiveness of the action will be monitored by the following:</p> <ul style="list-style-type: none"> <li>• weekly, monthly and trimester student information system (Synergy) attendance rate reports</li> <li>• weekly, monthly and trimester student information system (Synergy) chronic absentee reports</li> <li>• Individual student attendance incentive contract data</li> </ul> <p><b>Data collection and sharing of the data:</b></p> <ul style="list-style-type: none"> <li>• Attendance data will be collected by our administrative team and shared with school site council, staff, students, and families.</li> <li>• Attendance data will be shared monthly at staff meetings</li> <li>• Attendance data will also be shared with our families in our Carroll Comet Community Newsletter for families.</li> </ul>	<p style="text-align: center;"><b>Evaluation</b></p>

We will invest in allowable, reasonable, and necessary resources to implement this plan effectively.

**Classified Timesheets - Supplemental**  
**\$10,000**

#### Site Goal 4.2 (SiteGoalID: 9486) (DTS: 04/29/25)

Increase the percentage of parents reporting favorability on the *Climate of Support for Academic Learning* measure, as reported on the Parent Perspective Survey, will increase from 91% to **95%**, demonstrating strengthened family-school partnerships

**Metric:** Other

#### Action 4.2.1 (SiteGoalID: 9486) (DTS: 04/29/25)

##### Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> <li>Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li> </ul>	<ul style="list-style-type: none"> <li>Describe your step by step plan for progress monitoring your action plan. What <b>formative student data</b> will you collect and how often?</li> </ul>	<ul style="list-style-type: none"> <li>Throughout the year, report the results of the formative data as you collect it.</li> <li>In March, summarize your data collection results.</li> <li>Based on your summary, what will you adapt/adopt/abandon?</li> </ul>
Action Plan	Progress Monitoring	Evaluation
<p><b>1. After School Parent Universities for ELA and Math Support:</b>  Carroll will host after-school Parent Universities for families with students struggling in English Language Arts and Math. Our site will timesheet certificated staff to host these after-school Parent University workshops These sessions will equip parents and guardians with practical tools and strategies to support their child's learning at home in ELA and</p>	<p>1. To measure the effectiveness of Carroll's After School Parent Universities for ELA and Math Support, a short parent survey will be administered immediately following each session. The survey will include questions about parents' understanding of grade-level expectations, confidence in supporting their child's learning at home, and the usefulness of the strategies and resources provided. Feedback will be reviewed by the school leadership</p>	

math. The workshops will focus on building foundational skills, understanding grade-level expectations, and using district-approved resources to reinforce classroom instruction. These sessions aim to strengthen the home-school partnership and improve student outcomes.

**Certificated Timesheets - Title 1**  
**\$7,000**

team and tier 2 team to identify trends, inform future session topics, and make improvements, with results shared at School Site Council and ELAC meetings to ensure transparency and continued growth.

#### Funding Sources for District Goal 4 (DEV - LCAP ID: 742)

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	7000	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	0	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	0	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	10000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	0	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	0	Contracts/Services/Subscriptions

EL Supplemental (7150/0000)	<input type="text" value="0"/>	Certificated- Salaries
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Certificated- Timesheets
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Classified- Salaries
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Classified- Timesheets
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Contracts/Services/Subscriptions

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## Funding Source Summary for All District Goals

### Title I – Basic (4900/3010)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$0	\$0	\$0	\$0	\$0
Certificated- Timesheets	\$129899	\$0	\$0	\$7000	\$136899
Classified- Salaries	\$30000	\$0	\$0	\$0	\$30000
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Materials/Supplies/Equipment	\$0	\$0	\$0	\$0	\$0
Contracts/Services/Subscriptions	\$0	\$0	\$0	\$0	\$0

**Title I – Basic (4900/3010) Total: \$166,899**

### Supplemental/Concentration (7101/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$0	\$0	\$0	\$0	\$0
Certificated- Timesheets	\$68470	\$5000	\$0	\$10000	\$83470
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$11642	\$0	\$11642
Materials/Supplies/Equipment	\$17950	\$0	\$0	\$0	\$17950
Contracts/Services/Subscriptions	\$14985	\$0	\$10289	\$0	\$25274

**Supplemental/Concentration (7101/0000) Total: \$138,336**

### EL Supplemental (7150/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$0	\$0	\$0	\$0	\$0
Certificated- Timesheets	\$9600	\$0	\$0	\$0	\$9600
Classified- Salaries	\$4821	\$0	\$0	\$0	\$4821
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Materials/Supplies/Equipment	\$400	\$0	\$0	\$0	\$400
Contracts/Services/Subscriptions	\$0	\$0	\$0	\$0	\$0

**EL Supplemental (7150/0000) Total: \$14,821**

### 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

## V. Funding

### Carroll Elementary (223) | 2025-2026

Fund Source Mgmt. Code / Description Resc. Code / Description	EGUSD Strategic Goals					Balance
	Allocation	1. Curriculum and Instruction	2. Targeted Supports & Interventions	3. Wellness	4. Family Engagement	
<b>4900</b> Director of School Improvement Support <b>3010</b> ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	\$166,899	\$159,899	\$0	\$0	\$7,000	\$0
<b>7101</b> LCFF Supplemental Concentration TK-6 <b>0000</b> Unrestricted	\$138,336	\$101,405	\$5,000	\$21,931	\$10,000	\$0
<b>7150</b> EL Supplemental Program Services TK-6 <b>0000</b> Unrestricted	\$14,821	\$14,821	\$0	\$0	\$0	\$0
<b>Total Funds Budgeted for Strategies to Meet the Goals in the SPSA</b>	\$320,056	\$276,125	\$5,000	\$21,931	\$17,000	

Fund Subtotals		Title I Centralized Services	
Subtotal of additional federal funds included for this school	\$166,899	Title I Foster Youth \$0	Title I Homeless \$0
Subtotal of state or local funds included for this school	\$153,157	Title I Centralized Services \$0	Title I Preschool \$0

