



Carroll Elementary

Local Control Accountability Plan (LCAP) 2026-2027

Principal: Jill Jones

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: 2026-2027

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 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.

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 (10/2/25, 11/15/25, 1/22/26, 2/26/26, 3/5/26, 4/23/26, 5/21/26)
- ELAC Meetings (9/24/25, 2/4/26, 4/22/26)
- bi-weekly PBIS tier 2 meetings
- site staff preservice (7/11/25)

- leadership meetings (8/4/25, 10/20/25,12/1/25, 1/26/26, 2/23/26, 3/23/26, 4/6/26)
- staff Meetings (9/8/25, 10/13/25, 11/10/25, 1/12/26, 3/9/26, 4/13/26, 5/11/26)
- 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.
- 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.
- Increase the number of family engagement nights by introducing events 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

District Strategic 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.

District Needs and Metrics 1:

Students need high quality classroom instruction and curriculum as measured by:

- A-G Completion - Percent of Graduates Completing A-G Requirements
- AP/IB Exams - Percent of Graduates Passing an AP/IB Exam
- CAASPP (ELA, Math, Science) - Distance from Standard
- CAASPP (ELA, Math, Science) - Percent Standard Met or Exceeded
- CTE Sequence Completion - Percent of Graduates Completing a CTE Sequence
- Progress toward English Proficiency - Percent Increasing ELPI Level
- Reclassified - Percent of English Learners Reclassified
- Test Participation Rate on Districtwide Assessments

Site Goal 1.1

Carroll Site Goal 1.2

Teachers will increase implementation levels in the area of success criteria by improving relevance (from 92%), accessibility (from 75%), and explicitness (from 75%), with a goal of all areas reaching 90% or higher. Progress will be measured using FONT data at the end of Trimester 2 in the 2026–2027 school year, based on the Framework Observational Note-Taking Tool (FONT) report, “Derived Implementation Levels.”

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 English Learners making progress towards English proficiency as measured by the English learner progress indicator (ELPI) from 47% in to 55%.
- As a result, our goal is to increase the percentage of English Learners reclassifying from 10% to 20%.

Metric: Success Criteria

Action 1.1.1

Targeted Student Group(s)

- EL

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan 1. Professional Learning - To support our Multilingual Learner (ML) students and improve instructional outcomes, the following professional learning opportunities will be implemented: • Provide ELD strategy training delivered by our EL Coach to enhance instructional practices and increase reclassification rates and ELPI growth. • 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. • 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.	Progress Monitoring 1,2, and 3. Formative assessment data collection to measure implementation, as well as student improvement: • Data collected through the high-quality instruction through the FONT (Framework Observation Note-taking Tool) note taking tool. • Data from the detailed teaching and learning Program Implementation Scores based on the (Framework Observation Note-taking Tool) note taking tool and survey responses. • Percentage of students who completing initial <i>English Language Proficiency Assessments for California (ELPAC)</i>. • Percentage of students completing summative <i>English Language Proficiency Assessments for California (ELPAC)</i>. • Diagnostic and interim assessment data and report card grade monitoring by teachers and administration to ensure that	Evaluation

2. Family input, collaboration, and program support:

To strengthen communication and engagement with families of multilingual learners and 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 for small group instruction during the school day to support ELPAC Level 1 and 2 students, as well as Long-Term English Learners (LTEs), 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 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).

4. Student progress monitoring data collected during small group instruction provided through push in services, tutoring, intersession, and before/after school supports, with a focus on speaking, reading, and writing skills for English learners:

- Pre- and post-intervention data aligned to individual student learning targets to measure growth and responsiveness to intervention services.
- Attendance and participation data, including the number of students receiving intervention services, will be monitored to ensure consistent access to supports.

Data collection and sharing of the data:

- Data will be collected by the English Learner Coordinator and the intervention staff providing services, and shared with academic intervention teachers, classroom staff, families, students, and instructional coaches to support collaborative, data-driven decision making.
- Our English learner coordinator will also collect and review interim assessment data for English learners and share findings with staff and the English Learner Advisory Committee (ELAC) to inform program effectiveness and continuous improvement.

<i>We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.</i> <u>Classified Timesheets - EL Supplemental</u> \$6240 <u>Certificated Timesheets - EL Supplemental</u> \$9000 <u>Material/Supplies - EL Supplemental</u> \$400		
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Site Goal 1.2

95% of eligible students will be administered all of the required EGUSD assessments designed for their grade level or course

Metric: Test Participation Rate on Districtwide Assessments

Action 1.2.1

Targeted Student Group(s)

- School-wide

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan	Progress Monitoring	Evaluation
Through the systematic and ongoing use of assessment data outlined in the action plan, 95% of eligible students will be administered and complete all required EGUSD assessments for their assigned grade level: Assessment completion is essential because the data is not used once, but consistently analyzed and applied throughout the school year to guide instruction, monitor student progress, and determine timely interventions. The actions in this plan support our 95% participation goal by ensuring staff have dedicated and protected time to regularly review assessment results, adjust instructional strategies, and plan targeted supports based on student needs. Because assessment data directly informs instructional	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	

decisions, intervention placement, and progress monitoring, full participation is critical to ensuring accurate and meaningful data. Coordinated assessment scheduling, staff collaboration, and family communication help remove barriers to participation, reinforcing the message that assessment completion is foundational to student success and continuous improvement.

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 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).

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 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:

- **Interim Assessments:** Administration will review Illuminate assessment reports at the end of each trimester to verify that at least 95% of eligible students have

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-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

completed the required assessments. Completion data will be shared with teachers on an individual basis and reviewed collectively with the full staff to monitor grade-level progress and identify any areas requiring follow-up or additional support.

- **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, as well 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.

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. 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. This coordinated plan ensures that all assessments are administered efficiently, with support provided to both staff and students throughout the year. <i>We will purchase allowable, reasonable and necessary supplies to complete the Action Plan for this goal.</i> <u>Certificated Timesheets - Title 1</u> \$24,000 <u>Certificated Timesheets - Supplemental Concentration</u> \$7000		
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Site Goal 1.3

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 2026-27 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 24 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 24% meeting or exceeding standard to 70% meeting or exceeding standard.
- African American students will increase from 45% meeting or exceeding standard to 70% meeting or exceeding standard.
- Hispanic students increased will increase from 55% 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 54% meeting or exceeding standard to 70% meeting or exceeding standard.
- Homeless students will increase from 75% meeting or exceeding standard to 80% meeting or exceeding standard.

Our school-wide goal is that all students will move from 63% to 80% meeting or exceeding standards on the English language arts portion of the 2026-2027 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 2026-2027 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 positive 23 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 24% meeting or exceeding standard to 70% meeting or exceeding standard.
- African American students will increase from 35% meeting or exceeding standard to 70% meeting or exceeding standard.
- Hispanic students increased will increase from 43% 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 49% meeting or exceeding standard to 70% meeting or exceeding standard.

Our school-wide goal is that all students will move from 58% to 80% meeting or exceeding standards on the math portion of the 2026-2027 California Assessment of Student Performance and Progress (CAASPP).

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

Action 1.3.1

Targeted Student Group(s)

- EL • Hispanic or Latino • Low Income • School-wide

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan	Progress Monitoring	Evaluation
1. District Approved Supplementary Digital Resources: Purchase digital 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	1. Formative assessment data collection to measure implementation, as well as student 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	

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 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 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

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.

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

5 & 6. 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 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.
- Common assessment data will be used to measure whether students enrolled in intervention or support services have met the identified learning targets.

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. <i>We will purchase allowable, reasonable and necessary supplies to complete the Action Plan for this goal.</i> <u>Contracts/Services/Subscriptions - Supplemental Concentration</u> \$19,000 <u>Materials/Supplies/Equipment - Supplemental Concentration</u> \$39000 <u>Materials/Supplies/Equipment - Title 1</u> \$5000 <u>Classified Timesheets - Title 1</u> \$5000 <u>Certificated Timesheets - Title 1</u> \$105340		
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Site Goal 1.4

Given consistent, high-quality writing instruction aligned to grade-level standards, overall student writing scores in grades 3–6 will improve from 34% above standard to 39% above standard by the end of the 2026–27 school year.

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

Action 1.4.1

Targeted Student Group(s)

- School-wide

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.

Action Plan	Progress Monitoring	Evaluation
Action Plan Instructional Coherence and Articulation • Provide regular articulation time within and across grade levels to ensure consistency in writing instruction. • Facilitate vertical articulation meetings to align expectations and rigor from grades TK- 6th • Engage in articulation around writing standards, focusing on progression of skills across grade spans. • Conduct ongoing review of writing standards throughout the school year to ensure standards are taught, revisited, and assessed consistently. • Utilize PLC meetings to analyze student writing samples, proficiency data, and instructional practices. Professional Learning and Staff Capacity • Provide professional development on adopted curriculum writing components and instructional resources. • Offer training on writing across the curriculum, supporting integration of writing in ELA, science, social studies, and math. • Provide targeted training for staff and students on CAASPP writing expectations, genres, rubrics, and constructed response tasks. • Support teachers in using common instructional language and expectations for writing across classrooms. Intervention and Tiered Support • Provide intervention support for reading and writing concurrently to strengthen foundational literacy and writing skills. • Utilize MTSS structures to identify students needing targeted writing support. • Implement small-group and targeted supports for students below standard. Curriculum, Resources, and Assessment Practices • Ensure consistent use of the adopted writing curriculum across grade levels. • Implement spiral instruction to reinforce writing skills throughout the year. • Promote cross content writing opportunities to increase student practice and application.	Student progress toward the writing goal will be monitored through a combination of common formative and summative assessments, PLC data analysis, and ongoing review of student work. Teachers in grades TK through 6 will administer common on demand writing assessments at least three times per year (fall, winter, and spring) using grade level and vertically aligned rubrics. These rubrics will be written in student-friendly language and used consistently across classrooms to ensure reliability of scoring and alignment to grade-level writing standards.	

- Develop and use common writing rubrics
- Align formative and summative writing assessments across grade levels.

Funding Sources for District Goal 1

Funding Source	Amount	Description of Use
Title I Basic (4900/3010)	\$182,267	Certificated- Salaries
Title I Basic (4900/3010)	\$43,040	Certificated- Timesheets
Title I Basic (4900/3010)	\$32,939	Classified- Salaries
Title I Basic (4900/3010)	\$0	Classified- Timesheets
Title I Basic (4900/3010)	\$2,000	Materials/Supplies/Equipment
Title I Basic (4900/3010)	\$9,000	Contracts/Services/Subscriptions

Supplemental/Concentration (7101/0000)	\$0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	\$85,000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	\$0	Classified- Salaries
Supplemental/Concentration (7101/0000)	\$35,000	Classified- Timesheets
Supplemental/Concentration (7101/0000)	\$11,500	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$14,091	Contracts/Services/Subscriptions

EL Supplemental (7150/0000)	\$0	Certificated- Salaries
EL Supplemental (7150/0000)	\$19,341	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 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

Decrease Chronic Absenteeism:

- Chronic absenteeism for African American students will decrease from 24.4% to 20% by the end of the 2025–26 school year.
- Chronic absenteeism for students with disabilities (SWD) will decrease from 28.2% to 23% by the end of the 2025–26 school year.

Metric: African American Disparity

Action 2.1.1

Targeted Student Group(s)

- Black or African American • SWD

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan 1. Reduce Chronic Absenteeism: 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. • Purchase signage and materials to actively promote and celebrate attendance across the school campus. • Data Monitoring and Visibility: Regularly monitor attendance data, highlight school-wide improvements, and publicly display attendance trends. Launch month-long attendance campaigns multiple times throughout the year to sustain engagement and focus. • 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. • Collaborative Support for Teachers:	Progress Monitoring 1 . Effectiveness of the action will be monitored by the following: • weekly, monthly and trimester student information system (Synergy) attendance rate reports • weekly, monthly and trimester student information system (Synergy) chronic absentee reports • Individual student attendance incentive contract data Data collection and sharing of the data: • Attendance data will be collected by our administrative team and shared with school site council, staff, students, and families. • Attendance data will be shared monthly at staff meetings • Attendance data will also be shared with our families in our Carroll Comet Community Newsletter for families.	Evaluation

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. <i>We will invest in allowable, reasonable, and necessary resources to implement this plan effectively.</i> <u>Classified Timesheets - Supplemental Concentration</u> \$5,000		
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Funding Sources for District Goal 2		
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)	\$10,000	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)	\$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 3:	District Needs and Metrics 3:
Wellness	Students need a safe and engaging academic, social-emotional,

All students will learn in an equitable, culturally responsive, physically, and emotionally healthy and safe environment.

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

Carroll will deepen implementation of PBIS Tier 1, PBIS Tier 2, and restorative practices to reduce 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 43% or more of 7 suspensions, so that our site has 3 or less suspensions in the 2026-2027 school year while eliminating disproportionality.

SUSPENSION RATE:

- Our suspension rate site goal is to reduce the suspension rate from 0.5% to below 0.3% while eliminating disproportionality.

PBIS TIER 1 AND TIER 2 IMPLEMENTATION

- Increase our PBIS tier 1 tiered fidelity inventory score from 97% to 100% in the 2026-27 school year.
- Increase our PBIS tier 2 tiered fidelity inventory score of from 96% to 100% in the 2026-27 school year.
- Increase our PBIS tier 3 tiered fidelity inventory score of from 82% to 90% in the 2026-27 school year.

MAJOR REFERRALS: Our Goal is to reduce the number of major referrals by 30% for the 2026-27 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

Action 3.1.1

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan 1. <u>Strengthen PBIS tier 1 and 2 implementation school wide, as well as restorative practices:</u> 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	Progress Monitoring 1. <u>Formative assessment data collection to measure implementation, as well as student improvement:</u> 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	Evaluation

connected to their school.

- Restorative Practices training for classified staff, including teachers, campus safety, cafeteria staff, paraeducators, and front office personnel, focused on foundational strategies aligned to their specific job duties. Training will be supported and facilitated by EGUSD Equity Coaches and site administrators to ensure consistent implementation across school environments.
- Teach and reteach expectations of recess expectations on a regular basis.
- provide staff and materials to support recess
- Purchase signage and materials to implement PBIS program.
- Professional development for our staff supporting recess on the yard.
- 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)
- Tier 1 PBIS team will meet monthly
- Tier 2/MTSS team to meet biweekly
- Share data with staff regarding referral data, 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

and identify areas of strength and need in school climate, student behavior, and stakeholder perceptions.

We will measure the effectiveness of the action through:

- Positive Behavior Intervention and Supports (PBIS) parent, student, and staff surveys
- weekly and monthly review of discipline data synergy.
- monitoring the number of positive phone calls made to families
- Parent, staff, and student perspective survey results
- major and minor referral data
- suspension data
- expulsion data

Data collection and sharing of the data:

Data will be collected by our 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
- Character Strong lesson implementation data embedded within the digital program.

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 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 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 collection and sharing of the data:

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.

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. <u>Contracts/Services/Subscriptions - Supplemental Concentration</u> \$57016 <u>Classified Timesheets - Title 1</u> \$12000		
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Site Goal 3.2

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

Metric: Other

Action 3.2.1

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan	Progress Monitoring	Evaluation
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. ACTION 2: July - June PBIS Rotations at the beginning of the school year to discuss behavior expectations and	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. July-June PBIS Tier I to monitor incident data and share with staff monthly.	

refresh throughout the year (upon return from all breaks).	July-June Yard supervisors to monitor incident location data, share with administration monthly and adjust recess activity locations as needed.	
ACTION 3: July-June Designated areas for specific games on the playground with adequate supervision.	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.	
ACTION 4: July-June Explicitly teach rules and expectations of recess games and activities to all students, ongoing throughout the year.		
ACTION 5: July-June PD for yard supervisors regarding active yard supervision, de-escalation skills, restorative practices, and game and activity rules and expectations.		

Funding Sources for District Goal 3		
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)	\$12,714	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)	\$0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	\$10,000	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$1	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:	District Needs and Metrics 4:
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Family & Community Engagement

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

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

- 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

OVERALL ATTENDANCE RATE GOAL:

Our goal is to increase the overall attendance rate from 93% to 94% or higher while eliminating disproportionality.

Our goal is to also ensure all subgroups attain the desired outcome of a 93% or higher attendance rate while eliminating disproportionality.

- Hispanic students will increase from a 92.7% attendance rate to a 93% or higher attendance rate.
- African American students will increase from a 91.9% attendance rate to a 93% or higher attendance rate.
- Pacific Islander students will increase from an 88.3% attendance rate to a 93% or higher attendance rate.
- English learner students will increase from a 92.8% attendance rate to a 93% or higher attendance rate.
- Students with disabilities will increase from a 90.6% attendance rate to a 93% or higher attendance rate.
- Socioeconomically disadvantaged students will increase from a 91.9% attendance rate to a 93% or higher attendance rate.
- Homeless students will increase from a 86.3% attendance rate to a 93% or higher attendance rate.
- Native American students will increase from a 73.9% attendance rate to a 93% or higher attendance rate.
- Foster youth students will increase from a 89.5% attendance rate to a 93% or higher attendance rate.
- White students will increase from a 91.8% attendance rate to a 93% or higher attendance rate.

OVERALL CHRONIC ABSENTEEISM GOAL:

Our site goal is to reduce overall chronic absenteeism from 20.9% to 15% or lower while eliminating disproportionality.

Our goal is to also ensure all subgroups attain the desired outcome of an 15% or lower chronic absentee rate while eliminating disproportionality.

- African American students will decrease from a 29.2% chronic absentee rate to 15% or lower.
- Native American students will decrease from a 100% chronic absentee rate to 15% or lower.
- Hispanic students will decrease from a 22.4% chronic absentee rate to 15% or lower.
- Pacific islander students will decrease from a 40% chronic absentee rate to 15% or lower.
- White students will decrease from a 25.8% chronic absentee rate to 15% or lower.
- English learner students will decrease from a 23.1% chronic absentee rate to 15% or lower.
- Homeless students will decrease from a 57.1% chronic absentee rate to 15% or lower.
- Socioeconomically disadvantaged students will decrease from a 25.5% chronic absentee rate to 15% or lower.
- Students with disabilities will decrease from a 27.8% chronic absentee rate to 15% or lower.
- White students will decrease from a 25.8% chronic absentee rate to 15% or lower.

Metric: Attendance Rate

Action 4.1.1

Targeted Student Group(s)

- All

Action Plan

- Describe your step by step plan for

Progress Monitoring Plan

- Describe your step by step plan for

Data Collection & Evaluation

- Describe the overall implementation and

intervention, for at-risk students, as related to your goal.	progress monitoring your action plan. What formative student data will you collect and how often?	effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan 1. Promote and Monitor School-Wide Attendance - Purchase signage and materials to promote a culture of strong attendance. - Monitor attendance data regularly and publicly share school-wide attendance rates and improvements. - Conduct targeted, month-long attendance promotion campaigns several times throughout the year to engage students and families. 2. Provide Staff Support to Encourage and Improve Attendance - Fund time-sheeted classified or certificated staff to support attendance incentive programs and make positive phone calls home to celebrate and encourage student attendance. - 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. <i>(Funding for teacher release time is included in Goal 1.3)</i> <i>We will invest in allowable, reasonable, and necessary resources to implement this plan effectively.</i> <u>Classified Timesheets - Supplemental \$10,000</u>	Progress Monitoring 1 and 2: Effectiveness of the action will be monitored by the following: - weekly, monthly and trimester attendance rate data through our district's Power BI data visualization dashboard. - weekly, monthly and trimester student chronic absenteeism data through our district's Power BI data reports. <i>Data collection and sharing of the data:</i> - Attendance data will be collected by our administrative team and shared with school site council, staff, students, and families. - Attendance data will be shared monthly at staff meetings - Attendance data will also be shared with our families in our Carroll Comet Community Newsletter for families. - Updates about our attendance goal and current attendance rate will be displayed in front of the school on a sandwich board.	Evaluation

Site Goal 4.2

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 89% to 95%, demonstrating strengthened family-school partnerships. Carroll Elementary will increase the percentage of families responding to the annual family engagement survey by 10 percentage points, from 14% participation in the 2025–2026 school year to a target of 24% participation in the 2026–2027 school year.

Metric: Other

Action 4.2.1

Targeted Student Group(s)

- School-wide

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan 1. Carroll Will host family Events to support Math and ELA such as after Family Teacher Academic Teams (FTAT), STEM nights, or other family nights to support ELA and Math support for students. Carroll will host after-school Family Teacher Academic Teams (FTAT) or other similar family nights that support ELA and Math support for students such as parent universities, family STEM (science technology, engineering, and math) nights, or other family nights to support students in math and ELA. 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 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. - In addition, Carroll will intentionally expand non-academic family engagement opportunities to build stronger relationships between families, staff, and students beyond academic nights. Events may include Parents on the Green outdoor lunches with families and students, family dances, and other inclusive campus gatherings. These events will create welcoming spaces for families to connect with school staff, foster a sense of belonging, and build positive relationships that support student success both inside and outside the classroom. Family Teacher Academic Teams (FTAT): Carroll Elementary will increase the number of FTAT events offered to	Progress Monitoring 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 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.	Evaluation

families. During the current school year, Carroll hosted one FTAT evening for sixth grade students and their families. The school plans to expand these opportunities in the coming year by hosting additional FTAT events. FTAT is a family engagement strategy designed to strengthen partnerships between schools and families by creating a collaborative community focused on student learning, growth, and achievement. • Carroll will implement an inclusive Family and Community Volunteer Program that increases opportunities for caregivers and community members to support campus activities, classrooms, family events, and schoolwide initiatives, fostering family engagement and a welcoming school climate. <u>Contracts/Services/Subscriptions - Title 1</u> \$10,000 <u>Certificated Timesheets -Title 1</u> \$1,000 <u>Classified Timesheets -Title 1</u> \$500		
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Funding Sources for District Goal 4		
Funding Source	Amount	Description of Use
Title I Basic (4900/3010)	\$3,000	Certificated- Salaries
Title I Basic (4900/3010)	\$0	Certificated- Timesheets
Title I Basic (4900/3010)	\$0	Classified- Salaries
Title I Basic (4900/3010)	\$500	Classified- Timesheets
Title I Basic (4900/3010)	\$3,000	Materials/Supplies/Equipment
Title I Basic (4900/3010)	\$500	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	\$0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	\$20,000	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)	\$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



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	\$129,340	\$0	\$0	\$1,000	\$130,340
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$5,000	\$0	\$12,000	\$500	\$17,500
Materials/Supplies/Equipment	\$5,000	\$0	\$0	\$0	\$5,000
Contracts/Services/Subscriptions	\$0	\$0	\$0	\$10,000	\$10,000

Title I Basic (4900/3010) Total: \$162,840

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	\$0	\$0	\$0	\$0	\$0
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$7,000	\$5,000	\$0	\$10,000	\$22,000
Materials/Supplies/Equipment	\$39,000	\$0	\$0	\$0	\$39,000
Contracts/Services/Subscriptions	\$19,000	\$0	\$57,016	\$0	\$76,016

Supplemental/Concentration (7101/0000) Total: \$137,016

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	\$9,000	\$0	\$0	\$0	\$9,000
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$6,240	\$0	\$0	\$0	\$6,240
Materials/Supplies/Equipment	\$400	\$0	\$0	\$0	\$400
Contracts/Services/Subscriptions	\$0	\$0	\$0	\$0	\$0

EL Supplemental (7150/0000) Total: \$15,640

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) | 2026-2027

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	
4900 Director of School Improvement Support 3010 ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	\$162,840	\$139,340	\$0	\$12,000	\$11,500	\$0
7101 LCFF Supplemental Concentration TK-6 0000 Unrestricted	\$137,016	\$65,000	\$5,000	\$57,016	\$10,000	\$0
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	\$15,640	\$15,640	\$0	\$0	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$315,496	\$219,980	\$5,000	\$69,016	\$21,500	

Fund Subtotals	
Subtotal of additional federal funds included for this school	\$162,840
Subtotal of state or local funds included for this school	\$152,656