Carroll Elementary

Local Control Accountability Plan (LCAP) 2024-2025

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

Goal Setting (Icapid: 602)

State Priorities

Conditions of Learning:
- Priority 1 - Compliance with Williams criteria - instructional materials, teacher assignments and credentials, facilities
- Priority 2 - Implementation of SBE adopted academic content standards, including programs and services for ELs to access the Common Core and ELD standards
- Priority 7 - Access, including for subgroups, to a broad course of study

Pupil Outcomes:
- Priority 4 - Pupil Achievement - statewide assessments, API, completion of A-G requirements, CTE sequences and AP courses, EL progress toward proficiency, college preparation (EAP)
- Priority 8 - Pupil outcomes in specified subject areas

Engagement:
- Priority 3 - Parental involvement
- Priority 5 - Pupil engagement - attendance, dropout and graduation rates
- Priority 6 - School climate - suspension and expulsion rates, etc.

Strategic Goals

Goal 1: High-Quality Classroom Instruction and Curriculum
- All students will receive high quality classroom instruction and curriculum to promote college, career and life readiness and close achievement and opportunity gaps.

Goal 2: Assessment, Data Analysis, & Action
- All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.

Goal 3: Wellness
- All students will 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?

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 strive to provide multiple opportunities for input, as well as opportunities to review

and analyze school wide data in a continuous effort to improve outcomes for students. We also are dedicated to engaging our stakeholders to develop our local control accountability plan for review, analysis, and input. We are committed to being responsive to the needs of our community. Through our school meetings, surveys, and events we gather stakeholder input, share our planning process, as well as collaborate with our stakeholders to improve our continuous cycle of improvement. 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. We sought out multiple opportunities, sources, and methods of input to allow for responsiveness to students, families, community, and staff so that we are able to reach our goals together.

The following were opportunities for stakeholders to be a part of the planning process for this LCAP/Annual Review and Analysis:

- Carroll school site council meetings (8/11/23, 2/15/24, 3/14/24, 4/25/24, 5/23/24)
- ELAC Meetings (10/18/23, 1/16/24, 5/2/24)
- bi-weekly PBIS tier 2 meetings
- site staff preservice (7/12/23)
- leadership meetings (8/7/23, 9/25/23,10/23/23, 1/29/24, 3/11/24, 4/8/24)
- staff Meetings (8/14/23, 9/18/23, 10/9/23, 12/11/23, 1/8/24, 2/5/24, 3/18/24, 4/15/24)
- staff surveys in March and April
- EGUSD family, staff, and student Perspective Survey
- California Healthy Kids Survey

2. Impact of LCAP and Annual Update

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

Stakeholder input helps to build consensus and a clear direction for services to students and supports for continued staff development to meet the unique needs of our student population. Through questioning and the cycle of inquiry, parents and staff review our progress, make suggestions for improvement, express their desires for school improvement targets, and better understand the larger picture of school improvement efforts, funding sources and the allocation of resources.
The following items were added or revised:

- The continuation of an additional intervention teacher to provide small group targeted tier 2 academic intervention to assist in providing intervention in ELA at all grade levels
- Continuing check in check out mentor and recess mentor staff to assist in the eliminating discipline disproportionality
- Adding grade level release days for grade level planning, data analysis, program evaluation, and action planning

Resource Inequities (ATSI 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:

All students will receive high quality classroom instruction and curriculum 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**

Site Goal 1.1   (SiteGoalID: 7173) (DTS: 12/13/23)

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 2024-25 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 23% meeting or exceeding standard to 70% meeting or exceeding standard.
- African American students will increase from 39% meeting or exceeding standard to 70% meeting or exceeding standard.
- Hispanic students increased will increase from 57% meeting or exceeding standard to 70% meeting or exceeding standard.
- English learner (EL) students will increase from 38% meeting or exceeding standard to 70% meeting or exceeding standard.
- Socioeconomically Disadvantaged students will increase from 48% meeting or exceeding standard to 70% meeting or exceeding standard.
- Pacific Islander students will increase from 42% meeting or exceeding standard to 70% meeting or exceeding standard.
- Homeless students will increase from 33% meeting or exceeding standard to 70% meeting or exceeding standard.

Our school-wide goal is that all students will move from 60% to 80% meeting or exceeding standards on the English language arts portion of the 2024-2025 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 2024-2025 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 23% meeting or exceeding standard to 70% meeting or exceeding standard.
- African American students will increase from 41% meeting or exceeding standard to 70% meeting or exceeding standard.
- Hispanic students increased will increase from 56% meeting or exceeding standard to 70% meeting or exceeding standard.
- English learner (EL) students will increase from 54% meeting or exceeding standard to 70% meeting or exceeding standard.
- Socioeconomically Disadvantaged students will increase from 44% meeting or exceeding standard to 70% meeting or exceeding standard.
- Pacific Islander students will increase from 50% meeting or exceeding standard to 70% meeting or exceeding standard.

Our school-wide goal is that all students will move from 60% to 80% meeting or exceeding standards on the math portion of the 2024-2025 California Assessment of Student Performance and Progress (CAASPP).

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

Action 1.1.1   (SiteGoalID: 7173) (DTS: 12/13/23)

Targeted Student Group(s)

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

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
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_**	**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.	

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

3. Purchase of Library Books: Increase the amount of district approved books in our school with an emphasis on purchasing library books that increase the equity, diversity and inclusion of our school library.

Action & Services Strategic Plan for 1, 2, and 3:

- Utilize end of the year assessment data from 2023-2024, as well as the beginning of the year diagnostic data for 2024-2025 to identify areas of need that our supplementary resources can address through intervention.
- At the beginning of the school year purchase supplementary materials and resources to provide additional reading and math support that is accessible at home and in the school. As well as intervention materials and resources necessary for small group math and English language arts intervention.
- During July and August, provide Professional Development on the use of any supplementary resources and materials we have purchased.

- Student data gathered from in program diagnostic assessments to determine areas of student need, as well as monitoring in program formative assessments

Data collection and sharing of the data:

- Data will be collected by in program assessments and monitored collected by teachers and share with families every monthly.
- All students that have been identified as reading below grade level will meet identified usage rates. Teachers and will also monitor usage rate and formative assessment data of any student identified as reading below grade level entering 1st-3rd. This data will be shared at staff meetings every other month.
- Data will be collected by our computer resource team, instructional coach, administrative team, and shared with our PLCs, and administrative team and shared with school site council, staff, instructional coaches, students, and families.

2. *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 early out meetings.
- Formative assessment data will be reviewed three times during the year of students receiving intervention through

- Every 2 months our administration and intervention team will monitor the usage of each supplemental resource and material for frequency of use along with student progress, as well as impact on academic achievement in ELA and math.
- Our administrative team or CRT will share the usage results of the program on a monthly basis.

4.Advancemnet Via Individual Determination (AVID):
School-wide Implementation of AVID. Support through the purchasing of supplies and materials as well as through the opportunity of professional development. The goal of the implementation is to increase the academic achievement of students in an effort o prepare students for college, career, and life readiness.   We will purchase allowable, reasonable and necessary supplies to complete the Action Plan for this goal.

Action & Services Strategic Plan for 4:

- Utilize end of the year assessment data from 2023-2024 AVID coaching and certification instrument scores based on the AVID school wide domains of AVID schoolwide instruction, AVID schoolwide systems, AVID schoolwide leadership, and AVID schoolwide culture to identify areas of need.
- At the beginning of the school year purchase supplementary materials and resources to support the implementation of AVID.
- During July and August, provide Professional Development in the areas

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:

- 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.

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

- Utilize Follett data tracking system to track usage by our students of the newly purchased books.

Data collection and sharing of the data:

- 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

identified on the AVID CCI instrument.

- On a bimonthly basis our MTSS tier 2 team will monitor the progress of at risk students utilizing the AVID strategies to monitor impact of the intervention.
- Throughout the year, our tire 2 team and teachers will monitor and determine the effectiveness of the program. Continue the cycle - identify students, provide intervention, progress monitor and determine the effectiveness of the program.

based on the AVID school wide domains of AVID schoolwide instruction, AVID schoolwide systems, AVID schoolwide leadership, and AVID schoolwide culture.

Data collection and sharing of the data:

- Data will be collected by our AVID coordinator and shared with our staff, families, and students.

Action 1.1.2   (SiteGoalID: 7173) (DTS: 12/13/23)

Targeted Student Group(s)

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

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**
1. Academic Intervention Teacher in the area of ELA and Classified and certificated personnel to push into classroom to afford a teacher to work with a small group or assess students: Our Academic Intervention Teachers will 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	**1. Formative assessment data collection to measure implementation, as well as student improvement will be measured through the following:** • Academic intervention teacher will collect short cycle formative assessments to monitor student progress towards attaining grade level standards. • **Kindergarten EGUSD assessments:**	

for identified K-6 students in the area of ELA, with an emphasis on early literacy skills. We will purchase allowable, reasonable and necessary supplies to complete the Action Plan for this goal.

Actions and Services Strategic Plan:

- Provide staff professional learning around the Framework for high quality instruction. This professional learning will be focused on deepening the implementation of learning targets and success criteria in our tier 1 instruction at the beginning of the year.
- Throughout the year Classified and/or certificated personnel will push into classrooms to afford a teacher to work with a small group or assess students and the following:
    - Monitoring students working during a workshop time or guided/independent work time
    - Teaching an additional small group (numeracy and literacy)
- Facilitating a class activity
- Throughout the year our administrative team will conduct walk though observation of classrooms utilizing the FONT (Framework Observation Note-taking Tool) note taking tool. Our administrative team will share the data collected from the FONT, and get feedback from staff on the implementation of the framework for high quality instruction, specifically in the areas of learning target and success criteria.
- During July and August, our academic intervention Teachers will utilize EGUSD diagnostic assessment data small for targeted small

- English language arts assessments diagnostic and interim assessments: letter names, letter sounds, phonemic awareness, phonics
- math diagnostic and interim assessments: EGUSD math diagnostic (entry) and math interim assessments given every trimester.
- **1st Grade EGUSD assessments:** Kindergarten,1st, and 2nd Grade student progress in early literacy skills will be by Elk Grove Diagnostic, Elk Grove Interim, and Elk Grove Summative assessment data in Illuminate collected by teachers four times a year using
    - English language arts assessments diagnostic and interim assessments: letter names, letter sounds, phonemic awareness, phonics
    - math diagnostic and interim assessments: EGUSD math counting interview and math interim assessments given every trimester.
- **2nd Grade EGUSD assessments:**
    - English language arts assessments diagnostic and interim assessments: phonemic awareness, phonics, fluency, listening comprehension, reading comprehension
    - math diagnostic and interim assessments: counting interview and math interim assessments.
- **3rd - 6th Grade EGUSD Assessments:** 3rd through 6th grade student progress will be monitored utilizing Elk Grove Diagnostic data in illuminate that is derived from Elk Grove diagnostic

- group instruction to teach Kindergarten through 6th students who are not meeting grade-level standards in ELA. Particular attention and assistance will be paid to our African American, English Learners, Foster Youth, Homeless, Socioeconomically Disadvantaged Students, and Students with Disabilities -- all of whom did not meet the goal of being positive 18 distance from standard or higher.
- The Intervention team, in collaboration with teachers, will determine the specific criteria that students will need to meet in order to qualify for intervention support as well as specific exit criteria. These criteria will be shared with teachers and parents.
- Academic interventions teachers will identify students in need of academic support based on Illuminate Data on diagnostic illuminate data, as well as other grade level common assessments utilized by our professional learning communities.
- Academic intervention teachers will collaborate with grade level teams in identifying students in need of intervention, as well as receive input from teachers in the process.
- Academic intervention teachers will collaborate with teachers to determine schedules for intervention students.
- Academic intervention teacher will begin intervention within two weeks of B, C, and D track starting school, as well as within 2 weeks of A track starting school.
- During the months of September through November: In an effort to

- and interim formative assessments administered by teachers, as well as CAASPP Summative assessment data in illuminate.
    - English language arts assessments: fluency, ELA interim 1, ELA interim 2
    - math diagnostic and interim assessments: counting interview and math interim assessments
    - 3rd -6th grade CAASPP data: CAASP assessment results in ELA, math, and science

- Student progress will also be measured by grade level common assessments established by our PLCs
- Effectiveness will also be measured using informal observation and teacher feedback.
- Grade level Decision analysis of assessment data to create SMART goals, as well as monitor progress towards reaching the SMART goal measured by EGUSD interim assessments.
- Progress monitoring will be assessed, and data will be reviewed throughout the year at weekly grade level professional learning community team meetings.

Data collection and sharing of the data:

- Academic intervention teachers will identify students utilizing interim assessments, provide intervention, progress monitor and determine the effectiveness of the program. Our academic intervention teacher will share data with the following:
    - individual teachers through a live Google doc

provide a fluid and flexible intervention system for our students, the intervention team will conduct formative assessments for our students in intervention. Our intervention team will also reassess students receiving intervention every 6 weeks to analyze data and determine if students need to exit intervention, as well as identify new students who need intervention.

- Students not making progress after between 1 or 2 cycles will be referred through our MTSS (Multi-Tiered System of Supports) process for additional supports such as a student success team meeting with families to collaborate with families on creating a plan for the success students who are not making progress in intervention.
- During the months of December through February: Continue the cycle - identify students, provide intervention, progress monitor and determine the effectiveness of the program.
- During the months of March through June: Continue the cycle - identify students, provide intervention, progress monitor and determine the effectiveness of the program.

- ○ students at the end of every week
- ○ families at the beginning, middle, and end of the intervention session
- Academic intervention teachers will also share data on number of students receiving intervention, number of students exiting intervention, and overall growth of students receiving intervention at staff meetings every other month.

Action 1.1.3   (SiteGoalID: 7173) (DTS: 12/13/23)

Targeted Student Group(s)

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

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**

1. 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. We will purchase allowable, reasonable and necessary supplies to complete the action plan for this goal**.**
 	
• ***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
	1. Formative assessment data collection to measure implementation, as well as student improvement:
	
	• **Kindergarten EGUSD assessments:**
	  ○ English language arts assessments diagnostic and interim assessments: letter names, letter sounds, phonemic awareness, phonics
	  ○ math diagnostic and interim assessments: EGUSD math diagnostic (entry) and math interim assessments given every trimester.
	• **1st Grade EGUSD assessments:** Kindergarten, 1st, and 2nd Grade student progress in early literacy skills will be by Elk Grove Diagnostic, Elk Grove Interim, and Elk Grove Summative assessment data in Illuminate collected by teachers four times a year using
	  ○ English language arts assessments diagnostic and interim assessments: letter names, letter sounds, phonemic awareness, phonics
	  ○ math diagnostic and interim assessments: EGUSD math counting interview and math interim assessments given every trimester.	

school day for students struggling in math or ELA.

Action & Services Strategic Plan:

- Identify students in need of support based on CAASPP data, as well as EGUSD diagnostic and interim formative assessments.
- Communicate to teachers and get their input on the plan.
- Determine the schedule for both targeted intersession, push in intervention during the school, after school tutoring.
- Determine curriculum and strategies to address the identified need.
- Determine a short-cycle schedule of assessments to monitor progress. Determine who pulls the data.
- Use assessment data to evaluate student progress and determine who continues in the program and who exits.
- Evaluate the implementation effectiveness of the program.
- Continue the cycle: identify students, provide intervention, progress monitor, and determine effectiveness of the program.

- **2nd Grade EGUSD assessments:**
  - English language arts assessments diagnostic and interim assessments: phonemic awareness, phonics, fluency, listening comprehension, reading comprehension
  - math diagnostic and interim assessments: counting interview and math interim assessments.
- **3rd - 6th Grade EGUSD Assessments:** 3rd through 6th grade student progress will be monitored utilizing Elk Grove Diagnostic data in illuminate that is derived from Elk Grove diagnostic and interim formative assessments administered by teachers, as well as CAASPP Summative assessment data in illuminate.
  - English language arts assessments: fluency, ELA interim 1, ELA interim 2
  - math diagnostic and interim assessments: counting interview and math interim assessments
  - 3rd -6th grade CAASPP data: CAASP assessment results in ELA, math, and science

- Student progress will also be measured by grade level common assessments established by our PLCs
- Effectiveness will also be measured using informal observation and teacher feedback.
- Staff providing these extended learning opportunities will utilize assessments data identify students, provide intervention, progress monitor, and determine effectiveness of the program.

	Data collection and sharing of the data: • Data will be collected by staff providing the extended learning opportunities and shared with academic intervention teachers, families, students, and instructional coaches.	

Site Goal 1.2   (SiteGoalID: 7177) (DTS: 12/13/23)

Carroll Site Goal 1.2

Implementation of effectively communicated success criteria amongst the Franklin Region Schools will increase from 64.2% to 74.2% or higher by the end of the year as measured by the Teaching and Learning Program Implementation Continuum (PIC).

Implementation of effectively communicated success criteria amongst for Carroll Elementary will increase from 64.2% to 74.2%or higher by the end of the year as measured by the Teaching and Learning Program Implementation Continuum (PIC).

- 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 51% in to 60%.
- Our goal is to increase the percentage of English learners reclassifying from 20.2% to 30%.

Metric: Other

Action 1.2.1   (SiteGoalID: 7177) (DTS: 12/13/23)

Targeted Student Group(s)

• EL • R-FEP

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making

	shared with?	progress?
Action Plan	**Progress Monitoring**	**Evaluation**

Action Plan	Progress Monitoring	Evaluation
1. _Professional Learning:_ Teachers will be offered ELD strategy training provided by the District EL Coach so as to develop their repertoire. Our goal is to increase the number of EL students being re-designated and or increasing ELPI levels. • provide staff professional learning around the Framework for high quality instruction. This professional learning will be focused on deepening the implementation of learning targets and success criteria in our tier 1 instruction. • time sheet certificated staff to conduct ELPAC testing • English learner tutoring provided before or after school, during intersession, and through push in support during the school day. • Professional learning for designated and integrated strategies and EL Best Practices offered by English learner coach. • time sheet for EL Coordination assistance to be managed by an administrator • provide English learner small group tutoring during the school day. • Light refreshments for ELAC Meetings • Allocating funds for translation for meetings such as parent conferences, ELAC outreach, etc. • Use of certificated staff to assist with testing. **2. _Student Assessment:_** Assess all EL students with ELPAC to determine proficiency. Admin will provide release time for grade levels to collaborate with ELD	**1,2, and 3. _Formative assessment data collection to measure implementation, as well as student improvement:_** • Data collected though 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 reclassified from English Learner to Reclassified Fluent English Proficient status. • Percentage of English learner students that increase one or more (English Learner Proficiency Indicator) ELPI levels or maintaining proficiency • Decision Making Model Data and PLC agendas • Percentage of students who completing initial _English Language Proficiency Assessments for California_ (_ELPAC_). • Percentage of students completing 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. • Administration and teachers will monitor illuminate usage, percentage of lessons passed, and track _student_ growth through	

coach, and to observe best practices of peers. Admin and ELD coach will provide teachers with research based professional development on best teaching practices to provide additional support/intervention for struggling English learners and struggling reclassified fluent English proficient students.

3. _**District Approved Supplementary Instructional materials and Resources:**_ Our site will focus on implementing Imagine Learning as a key supplemental digital resource. Purchase of supplemental materials for EL instruction including digital curriculum for intervention and enrichment from the district approved list. This also includes the purchase of books for our library that will assist our students in English Language Development. We will purchase allowable, reasonable and necessary supplies to complete the Action Plan for this goal.

Action & Services Strategic Plan:

- At site preservice, provide staff professional learning around the Framework for high quality instruction. This professional learning will be focused on deepening the implementation of learning targets and success criteria in our tier 1 instruction through the Description of Practice: EGUSD Instructional Framework rubric.
    - At each monthly staff meeting, we will include learning targets and success criteria as standing items on staff meetings to share walk through data and perspective survey data related to learning target and success

in-product assessment reporting.

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).

criteria implementation.

- Within the first two weeks that school begins, teachers will provide both designated English language development (ELD) instruction to English learner students 30 min per day, 5 days per week for 1st - 6th Grade, as well as 15 minutes per day for kindergarten students as required by law. Teachers will also utilize integrated ELD instruction throughout the school day in all subject areas. No funding.
- Throughout the year our administrative team will conduct walk though observation of classrooms utilizing the FONT (Framework Observation Note-taking Tool) note taking tool. Our administrative team will share the data collected from the FONT, and get feedback from staff on the implementation of the framework for high quality instruction, specifically in the areas of learning target and success criteria.
- EL Coordinator will coordinate initial ELPAC assessments with certificated staff in July.
- During the first two months of school, Initial ELPAC Assessments will be administered by a certificated teacher. Since Carroll is a year-round school, the ELPAC initial test will take two months to ensure all initial ELPAC assessments are administered. Throughout the year the initial ELPAC assessment will be administered within 30 days of enrollment.
- After trimester 1 illuminate assessments are administered, each grade level team will receive a release day to create a

SMART goal based on the data. Grade level teams will weave the success criteria into the SMART goal implementation plan.

- Teachers will also collaborate in PLCs to guide English Language Development instruction on a quarterly basis.
- Struggling English Learners will be identified by teachers, as well as struggling Redesignated Fluent English Proficient (RFEP) students so they can be referred for additional academic supports through the request for assistance process though out Multi-tiered System of Supports team.
- ELPAC & EL Coordinator will ensure that summative ELPAC assessments are completed by: May 31st.

Funding Sources for District Goal 1 (DEV - LCAP ID: 602)		
Funding Source	**Amount**	**Description of Use**
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	64195	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	22138	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	5000	Materials/Supplies/Equipment

EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	10000	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	4492	Classified- Timesheets
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	400	Materials/Supplies/Equipment

District Strategic Goal 2:

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

District Needs and Metrics 2:

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

- **Test Participation Rate on Districtwide Assessments**

Site Goal 2.1   (SiteGoalID: 7176) (DTS: 01/01/10)

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 2.1.1   (SiteGoalID: 7176) (DTS: 12/13/23)

Targeted Student Group(s)

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

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?

Action Plan	Progress Monitoring	Evaluation

1. _**Release time for teachers to review 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 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
 	
Our school site will also provide multiple additional days over the course of the year to release teachers to participate in SST (Student Study Team Meetings) as well as site based SART (Student Attendance Review Team Meetings) so that administration, families, support personnel, teachers, as well as students can implement a team oriented approach to assisting our students with a wide range of concerns related to their school performance and experience during the school day. From an analysis of data, recommendations will be made for tier 2 supports from our multi-tiered system of supports. The meetings will provide everyone
	1._**Formative assessment data collection to measure implementation, as well as student improvement:**_
	
	Effectiveness will be measured through the following diagnostic assessments administered at the beginning of the year, interim assessments administered once a trimester, as well as the summative assessments:
	
	- **Kindergarten EGUSD assessments:**
	  - English language arts assessments diagnostic and interim assessments: letter names, letter sounds, phonemic awareness, phonics
	  - math diagnostic and interim assessments: EGUSD math diagnostic (entry) and math interim assessments given every trimester.
	- **1st Grade EGUSD assessments:**
	  - English language arts assessments diagnostic and interim assessments: letter names, letter sounds, phonemic awareness, phonics
	  - math diagnostic and interim assessments: EGUSD math counting interview and math interim assessments given every trimester.
	- **2nd Grade EGUSD assessments:**
	  - English language arts assessments diagnostic and interim assessments: phonemic awareness, phonics, fluency, listening comprehension, reading comprehension	

with an opportunity to collaborate and develop a plan for school student success.

2. _Collaboration time for grade level teams, and individual teachers to collaborate with families._ Provide multiple additional days over the course of the year to release teachers to collaborate and review diagnostic and interim data, create intervention/support plans for individual students collaboratively with families of the students. Grade level teams will also be provided collaboration time as a grade level create support plans for groups of students who are struggling in ELA or Math, as well as analyze assessment data to create and monitor SMART goals.

Action & Services Strategic Plan:

1. Identify students in need of additional support based on CAASPP data, EGUSD diagnostic, and EGUSD interim data.
2. Communicate to teachers and get their input into the plan.
3. Determine the schedule for release days for teachers to review diagnostic and interim assessment data and collaborate with our tier 2 MTSS team to create support plans for students not meeting their learning targets.
4. Determine intervention curriculum and strategies based on the assessment data.
5. Determine a short-cycle schedule of assessments to monitor progress. Determine who pulls the data.
6. Use assessment data to evaluate student progress and determine who continues in the program and who exits.

- math diagnostic and interim assessments: counting interview and math interim assessments.
- **3rd - 6th Grade EGUSD Assessments:**
  - English language arts assessments: fluency, ELA interim 1, ELA interim 2
  - math diagnostic and interim assessments: counting interview and math interim assessments
  - CAASP: ELA, math, and science
- Grade Level Common Assessments

Data collection and sharing of the data:

- Administration will collect required assessment completion data to share with our staff at monthly staff meetings to monitor progress towards ensuring 95% of eligible students will be administered all of the required EGUSD assessments designed for their grade level.
- Data will be shared with grade level teams, Academic Intervention teachers, families, students, and instructional coaches.

2. _Formative assessment data collection to measure implementation, as well as student improvement:_

- Mutli-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

7. Students not making progress in the interventions will be referred through the request for assistance process so that our MTSS team can schedule a student study team meeting. The **SST is a group formed within the school** to further examine a student's academic, behavioral and social-emotional progress. The SST team can propose interventions for the student. The team usually consists of a teacher, administrator, parents/guardians, and other support personnel from the school.
8. After the 1st Trimester interim assessments are administered, Grade level teams will create SMART goals and monitor progress towards meeting the SMART goals.
9. Grade level teams will evaluate the implementation effectiveness of the program.
10. Continue the cycle: identify students, provide intervention, progress monitor, and determine effectiveness of the program.

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.

Funding Sources for District Goal 2 (DEV - LCAP ID: 602)

Funding Source	Amount	Description of Use
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	20126	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets

Supplemental/Concentration (7101/0000)	0	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	0	Materials/Supplies/Equipment

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	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Materials/Supplies/Equipment

District Strategic Goal 3:

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: 7172) (DTS: 12/13/23)

Carroll site goal 3.1 is that 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.

SUSPENSIONS:

- Our site goal for next year is to reduce the number of suspensions by 40% or more of 5 suspensions, so that our site has 3 or less suspensions in the 2024-2025 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% in the 2023-24 school year to 100% in the 2024-25 school year.
- Increase our PBIS tier 2 tiered fidelity inventory score of from 92% in the 2023-24 school year to 100% in the 2024-25 school year.
- Increase our PBIS tier 3 tiered fidelity inventory score of from 32% in the 2023-24 school year to 80% in the 2024-25 school year.

Metric: Suspension Rate: Percent of Students Suspended

Action 3.1.1   (SiteGoalID: 7172) (DTS: 12/13/23)

Targeted Student Group(s)

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

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**
1. _Strengthen PBIS tier 1 and 2 implementation:_ We will continue to utilize our PBIS and COMET Code to identify and celebrate the accomplishments of Carroll students and continue to help make them feel connected to their school. • Purchase signage and materials to implement PBIS program. • timesheet a paraprofessional to support PBIS tier 2 check in check out program as a check in check out mentor, 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	**1. _Formative assessment data collection to measure implementation, as well as student improvement:_** We will measure the effectiveness of the action through: • We will utilize the California Healthy Kids Survey (CHKS) with a specific focus on question No.14. • Positive Behavior Intervention and Supports (PBIS) parent, student, and staff surveys • PBIS Tiered Fidelity Inventory • 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	

- We will purchase allowable, reasonable and necessary supplies to complete the Action Plan for this goal.
- Timesheet classified staff as needed to support PBIS tier 2 check in check out program as a check in check out mentor.

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 mutli-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.

- 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

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, 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.

- site based SEL staff survey to measure implementation of our SEL program Character Strong.

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.

Site Goal 3.2   (SiteGoalID: 7175) (DTS: 12/13/23)

MAJOR REFERRALS: Our Goal is to reduce the number of major referrals by 30% for the 2024-25 school year, while monitoring data throughout the year to ensure there is not a disproportionality in major referrals.

Metric: Cohort Graduation Rate

Action 3.2.1   (SiteGoalID: 7175) (DTS: 12/13/23)

Targeted Student Group(s)

• American Indian or Alaska Native • Asian • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • School-wide • SWD • Two or More • White

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan 1. 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:	**Progress Monitoring** ***Formative assessment data collection to measure implementation, as well as student improvement:*** • Parent, student, and staff perspective survey • California Healthy Kids Survey • Synergy referral data • suspension data • check in check out data • monitoring day of the week & location data for referrals throughout the year to monitor effectiveness of the ASSIST program	**Evaluation**

- 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.

- PBIS Tiered Fidelity Data Inventory 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.
- 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.

Funding Sources for District Goal 3 (DEV - LCAP ID: 602)

Funding Source	Amount	Description of Use
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)	4000	Classified- Timesheets
Supplemental/Concentration (7101/0000)	10000	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	1000	Materials/Supplies/Equipment
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	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Materials/Supplies/Equipment

District Strategic Goal 4:

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

District Needs and Metrics 4:

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   (SiteGoalID: 7174) (DTS: 12/13/23)

OVERALL ATTENDANCE RATE GOAL:
Our goal is to increase the overall attendance rate from 93.5% 2022-2023 to 95% in 2024-2025 while eliminating disproportionality. Our site improved our attendance by 2.2% from the 2022-2023 to the 2023-2024 school year.

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 90.3% attendance rate to a 95% or higher attendance rate.
- African American students will increase from a 91.7% attendance rate to a 95% or higher attendance rate.
- Pacific Islander students will increase from a 90.1% attendance rate to a 95% or higher attendance rate.
- English learner students will increase from a 95.3% attendance rate to a 96% or higher attendance rate.
- Students with disabilities will increase from an 91.1% attendance rate to a 95% or higher attendance rate.
- Socioeconomically disadvantaged students will increase from a 90.9% attendance rate to a 95% or higher attendance rate.
- Homeless students will increase from an 88.7% attendance rate to a 95% or higher attendance rate.
- American Indian students will increase from an 88.3% attendance rate to a 95% or higher attendance rate.

OVERALLL CHRONIC ABSENTEEISM GOAL:
Our site goal is to reduce overall chronic absenteeism from 21.4% 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 25% 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 18.8% 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 33.7% chronic absentee rate to 8% or lower.
- Pacific islander students will decrease from a 27.8% chronic absentee rate to 8% or lower.
- White students will decrease from a 19.6% chronic absentee rate to 8% or lower.
- English learner students will decrease from a 20.7% chronic absentee rate to 8% or lower.
- Foster students will decrease from a 100% chronic absentee rate to 8% or lower.
- Homeless students will decrease from a 41.2% chronic absentee rate to 8% or lower.

Metric: Attendance Rate

Action 4.1.1   (SiteGoalID: 7174) (DTS: 12/13/23)

Targeted Student Group(s)

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

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**
Our actions to meet the expected outcome is to create a school wide culture of attendance. We will purchase allowable, reasonable and necessary supplies to complete the Action Plan for this goal. **July:** 1.Purchase signage and materials to promote attendance at school. **July - June:** 2.Monitor attendance data, post school-wide improvements and school-wide attendance data	**1 & 2 & 3.** 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	

publicly. Conduct month-long promotions several times a year to focus on attendance.

3.Provide time-sheeted classified or certificated employee to support our attendance incentive program, make positive phone calls home in an effort to encourage student excitement for being at school.

4. Provide time-sheeted certificated support to provide release time to teachers so they can attend Student Attendance Review Team meetings where our school and families can collaborate to provide additional supports to family, as well as create a plan to improve attendance. Funding for providing time-sheeted to provide release time to teachers so they can attend Student Attendance Review Team meetings is provided in goal 2.1.1.

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.

Site Goal 4.2   (SiteGoalID: 7897) (DTS: 05/13/24)

Our site goal for next year is to attain the outcomes listed below:

- Increase the percent favorable response from 94% to 98% or more on the Parent perspective Survey for the following survey question: This school staff has been effective in: Providing parent involvement or parent education opportunities.
- Increase the percent favorable response from 99% to 100% on the Parent perspective Survey for the following survey question: School staff treats me with respect.
- Increase the percent favorable response from 97% to 99% or more on the Parent perspective Survey for the following survey question: School staff takes my concerns seriously.
- Increase the percent favorable response from 74% to 90% or higher on the Parent perspective Survey for the following survey question: School staff has contact me this year to tell me about my child's positive behavior.

Metric: Parents indicating opportunities for parent involvement

Targeted Student Group(s)

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**

Our actions to meet the expected outcome is to create a school wide culture of a welcoming school for our families that values their involvement in our school. We will purchase allowable, reasonable and necessary supplies to complete the Action Plan for this goal.
 	
Increase school-wide Family and Community Engagement programs and communication such as:
 	
• Administration will make positive phone call home biweekly to positively acknowledge the achievements of our students on campus.
• Parent/Teacher conferences
• Positive phone calls home from staff to families
• Back to School Night
• Art Wal Night
• Harvest Festival
• ***Parent/Guardian education opportunities such as***:
   ○ math night
   ○ early literacy night
   ○ equity events
• Increase attendance at ELACs and utilize this committee as an opportunity for parent/guardian education opportunity
	Progress Monitoring
	Increase the social media postings about school events, as well as pictures of the events themselves.
	
	Track positive phone calls made by administration monthly.
	
	Collect data on phone calls mad by our staff to families from Synergy.
	
	Back to school night sign-in sheets will be collected by the teachers and turned into the principal.
	
	Digital sign-ins and paper sign-ins at event so we can track attendance at all school events.
	
	After each parent event and survey, the administration will analyze the data to determine if there has been an increase in participation and parent satisfaction with our school.
	
	Increase the number of parent/guardian education, school events, and parent involvement opportunities.
	
	Data collection and sharing of the data:
	
	• Data will be collected by our administrative team and	

- as another method to gain parent/guardian input.
- Utilize our regional FACE (Family And Community Engagement) Liaison to make phone calls to personally invite families to events
- Utilize our regional FACE (Family And Community Engagement) Liaison to assist us in planning parent/guardian involvement/ and education opportunities.
- Increase communication through Talking Points to communicate upcoming events, as well as positive feedback about students from staff.
- Hold Family Picnics in the Quad during once a month during the first 3 months of school as well as the last 3 months of school.

- shared with school site council, staff, students, and families.
- Data will be shared bimonthly at staff meetings
- Data will also be shared with our families in our Carroll Comet Community Newsletter for families.

Funding Sources for District Goal 4 (DEV - LCAP ID: 602)

Funding Source	Amount	Description of Use
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)	4000	Classified- Timesheets
Supplemental/Concentration (7101/0000)	0	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	1000	Materials/Supplies/Equipment

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	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Materials/Supplies/Equipment

Funding Source Summary for All District Goals

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	$64195	$20126	$0	$0	$84321
Classified- Salaries	$0	$0	$0	$0	$0
Classified- Timesheets	$0	$0	$4000	$4000	$8000
Contracts/Services/Subscriptions	$22138	$0	$10000	$0	$32138
Materials/Supplies/Equipment	$5000	$0	$1000	$1000	$7000

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	$10000	$0	$0	$0	$10000
Classified- Salaries	$0	$0	$0	$0	$0
Classified- Timesheets	$4492	$0	$0	$0	$4492
Contracts/Services/Subscriptions	$0	$0	$0	$0	$0
Materials/Supplies/Equipment	$400	$0	$0	$0	$400

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) | 2024-2025

Fund Source *Mgmt. Code / Description* *Resc. Code / Description*	Allocation	EGUSD Strategic Goals				Balance
		1. Curriculum and Instruction	2. Assessment	3. Wellness	4. Family Engagement	
4900 School Improvement Support **3010** ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	$0	$0	$0	$0	$0	$0
7101 LCFF Supplemental Concentration TK-6 **0000** Unrestricted	$131,459	$91,333	$20,126	$15,000	$5,000	$0
7150 EL Supplemental Program Services TK-6 **0000** Unrestricted	$14,892	$14,892	$0	$0	$0	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$146,351	$106,225	$20,126	$15,000	$5,000	

Fund Subtotals

Subtotal of additional federal funds included for this school	$0
Subtotal of state or local funds included for this school	$146,351

Title I Centralized Services

Title I Foster Youth	$0	Title I Homeless	$0
Title I Centralized Services	$0	Title I Preschool	$0

		Signatures: (Must sign in blue ink)	Date
Principal	Jack Ferreira		
School Site Council Chairperson	Mike Works		
EL Advisory Chairperson	Javier Flores		