



Robert J. McGarvey Elementary

Local Control Accountability Plan (LCAP) 2024-2025

Principal: Carrie Mitchell

County-District-School (CDS) Code: 34673140135392

**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

Robert J. McGarvey Elementary | Focused Work: 2024-2025

Goal Setting (Icapid: 624)

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?

The Robert J. McGarvey Elementary administration met throughout the 2023-24 school year with different stakeholder groups to review and analyze our student outcomes and plan progress. Administrators met with site leadership on 08/3/2023, 09/7/2023, 9/21/2023, 10/5/23, 11/2/23, 12/7/2023, 01/4/2024, 2/1/24, 03/7/2024, and 04/18/2024; McGarvey English Language Advisory Committee (ELAC) on

10/31/2023, 12/14/2023, and 3/12/2024; and McGarvey School Site Council (SSC) on 10/02/2023, 1/11/2024, 04/30/2024 and 05/8/2024, and 5/29/24. Our teams met in person and/or via Zoom as necessary. Student data points were shared, feedback was solicited and discussion was centered on the continuous improvement effort. Our site plan was shared with staff members on 6/4/24.

2. Impact of LCAP and Annual Update

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

Areas of strength for McGarvey Elementary:

1. Student CAASPP scores in both English Language Arts and Mathematics show a higher number of students that meet or exceed standard as compared to EGUSD and the State of California. In 2023, 64% of students met or exceeded standard in ELA as compared to 52% of EGUSD students, and 47% statewide. In Mathematics, 62% of students met or exceeded standard as compared to 41% of EGUSD students and 35% statewide.
2. DBQ professional development was provided to 19 McGarvey Elementary teachers to support direct instruction in writing. Strategies are consistent in administrator walkthroughs as observed by visual supports, academic vocabulary, writing, and literacy.
3. Advancement via Individual Determination (AVID) Summer Institute professional development for 4 McGarvey Elementary teachers, including 3rd, 4th, 5th and 6th grades. Our McGarvey AVID teacher team conducted bi-monthly meetings to collaborate on AVID strategies and share student work. In addition, they participated in two designated AVID walkthroughs with district coaching and support.
4. Through our initiative to refresh and revitalize PBIS on our campus, our McGarvey Elementary PBIS Tier 1 team met monthly to review student discipline data, revised the current discipline flowchart and student reflection forms schoolwide, supported yard supervisors in communicating behavior expectations on the playground, and shared monthly data.
5. Utilizing districtwide common assessment (Illuminate) data, the Multi-Tiered System of Support (MTSS) Tier 2 team was able to review individual student data by grade level and was dedicated to discussing current interventions and supports for specific students, grade-level areas of concern, specific student progress, and the Request for Assistance (RFA)/MTSS process.
6. Effective use of Morning Meetings and other components of Responsive Classroom, combined with a revamp/refresh of schoolwide PBIS Tier 1 strategies, has had a strong positive impact on exclusionary discipline.

Areas for targeted improvement:

1. Even though there was increased partnership with our Attendance Improvement Office (AIO), we were unable to reach our goal of 98% positive attendance. As of April 29, 2024 the average attendance rate at McGarvey Elementary is 96%, an increase of 2% from the previous school year. Moving into the 2024-25 school year, we will look to improve overall attendance as well as target attendance by specific student groups, as needed.
2. As of April 29, 2024 McGarvey Elementary has incurred a total of 11 student home suspensions, nearly half the number from the 2022-23 school year. Moving into the 2024-25 school year, our goal is to continue to support students through Other Means of Correction and Restorative Practices versus Exclusionary Discipline as much as possible as well as additional opportunities for structured recess games.
3. As a result of the CAASPP results from 2022-23, as we move into the next school year, McGarvey will make a renewed focus on Tier 1 interventions in ELA to ensure students are reading by the end of 2nd grade.

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: 7351) (DTS: 12/13/23)

Our most recent CAASPP data in English Language Arts for 3rd-6th grade students shows the number of students meeting or exceeding standard as 64% (2022-23), a decrease from 69% (2021-22). The most recent CAASPP data in Mathematics for 3rd-6th grade students shows the number of students meeting or exceeding standard as 62% (2022-23), a decrease from 66% (2021-22). As compared to District (ELA-52% met/exceed standard, MATH-41% met/exceed standard, 2022-23) and State (ELA-47% met/exceed standard, MATH-35% met/exceed standard, 2022-23) scores, our students continue to perform at a comparatively high level. With a schoolwide focus in ELA/Writing across content areas, we expect a 3% increase in specific student subgroups meeting or exceeding standard in CAASPP ELA:

- MLLs: 36% met or exceeded standard, 32% nearly met standard, 32% did not meet standard
- SWD: 42% met or exceeded standard, 21% nearly met standard, 37% did not meet standard
- SED: 62% met or exceeded standard, 22% nearly met standard, 17% did not meet standard

Metric: A-G Completion - Percent of Graduates Completing A-G Requirements

Targeted Student Group(s)

- School-wide

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> 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? 	<ul style="list-style-type: none"> 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?
<p>Action Plan</p> <p>Engagement in professional learning during contract time and/or with release time or extra hourly (timesheet) for:</p> <ol style="list-style-type: none"> Teachers to use shared assessment ELA & Math data (district interim assessments, at minimum) to develop Tier 1 academic interventions, including: <ul style="list-style-type: none"> incorporating consistent, aligned application of the principles of the Framework of High Quality Instruction, specifically and at minimum, Learning Targets and Success Criteria; using checks for understanding to identify which students need and deliver 'just in time' intervention within the lesson designing and evaluating effectiveness of grade-level daily interventions during WIN ('What I Need') time aligning instruction horizontally (as a grade-level) and vertically (as a track) Teachers, including MTSS Team, to use shared assessment data (district interim assessments, at minimum) and Tier 1 Response 	<p>Progress Monitoring</p> <p>Effectiveness of Actions will be measured by:</p> <ol style="list-style-type: none"> Teachers & Admin: Tier 1 <ul style="list-style-type: none"> Administrative and/or collegial feedback to teachers about implementation of the principals of the Framework of High Quality instruction specifically and at minimum, Learning Targets and Success Criteria at the rate of 3 classrooms per week. 'Just in Time' intervention will be measured informally and reported to the Guiding Coalition for determination of next-steps During monthly PLC time, grade-levels will evaluate the effectiveness of the previous WIN intervention, and analyze data to design the next intervention and progress monitoring tool and report this to administrators in the form of meeting notes. Student progress specific to MLL (EL), SWD, and SED will be monitored throughout the year during admin/grade-level co-op meeting(s). District interim assessments (Illuminate) MTSS Team & Admin: Tier 2 <ul style="list-style-type: none"> Administrative and/or collegial feedback to teachers about 	<p>Evaluation</p>

<p>to Intervention to develop Tier 2 academic interventions, including:</p> <ul style="list-style-type: none"> identifying students to receive targeted interventions; defining goals of targeted small-group instruction to be delivered by AIT, K-1 Intervention Teacher, and AIT paraeducator defining measurement tools to be used to measure student response to intervention evaluating student responses to intervention. <p>3. Delivering targeted professional learning, including teachers who are new to our site, grade-level, long-term substitutes, and/or those on temporary or probationary contracts.</p> <p>4. Para-educators and K-1 Intervention Teacher will be included in targeted professional development to support the expectations and learning outcomes in classrooms.</p> <p>5. EL students who need additional support receive both Designated ELD and intervention.</p>	<p>implementation of the principals of the Framework of High Quality instruction specifically and at minimum, Learning Targets and Success Criteria at the rate of 3 classrooms per week</p> <ul style="list-style-type: none"> Evaluation of intervention using data. <p>3. Meeting/professional learning agendas and sign-in sheets, including anticipating the needs of new teachers during different parts of the year</p>	
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Action 1.1.2 (SiteGoalID: 7351) (DTS: 04/28/24)

Targeted Student Group(s)

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> 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? 	<ul style="list-style-type: none"> 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
Teacher-in-Charge (TIC) days will be planned to support the instructional program when a McGarvey administrator is off campus or participating in professional development	TIC effectiveness will be measured by direct feedback which will evaluate the effective support of the instructional day, including necessary programmatic and student supports	Administrators will evaluate TICs through the collaborative conversation process.

Action 1.1.3 (SiteGoalID: 7351) (DTS: 04/29/24)

Targeted Student Group(s)

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> 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? 	<ul style="list-style-type: none"> 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
Provide all students 1-6 grade with access to online supplemental resources to support literacy, reading practice, and intervention.	<p>Teachers and administration will monitor student progress in the following areas of reading:</p> <ul style="list-style-type: none"> Lexile (for text complexity) appropriateness of text (for student age/maturity) comprehension areas of text interest (to inform allocation of library resources) 	

Site Goal 1.2 (SiteGoalID: 7357) (DTS: 12/13/23)

ELLs will increase a level of proficiency each year on each component of the ELPAC.

Metric: Progress toward English Proficiency -

Action 1.2.1 (SiteGoalID: 7357) (DTS: 12/13/23)**Targeted Student Group(s)**

- EL

Action Plan <ul style="list-style-type: none"> Describe your step by step plan for intervention for at-risk students. 	Progress Monitoring <ul style="list-style-type: none"> 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? 	Evaluation <ul style="list-style-type: none"> 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 McGarvey will stipend an EL Coordinator who will <ol style="list-style-type: none"> Attend district EL meetings/trainings Plan and deliver staff development specifically designed to meet the needs of ELL students, with particular attention given to all LTELs and those students assessed at the intermediate level on ELPAC Assist in the planning of MLAC (ELAC) meetings (funding may include cost of light refreshments and materials/resources needed) Arrange interpretation and translation at school meetings (as needed) Garner support from instructional coach to support EL Coordination work Be compensated up to \$1000 for work bullet points 1-6. Be compensated for up to an additional 16 hours to coordinate all different parts of EL Program (AIT Collaboration, EL Tutoring, 	Progress Monitoring <ul style="list-style-type: none"> EL staff development will be incorporated into staff meeting agenda twice a year. Summative ELPAC scores will show 5% of EL students redesignated FEP. 	Evaluation

LTEL support, etc). (16 hrs x\$60 = \$960)

Action 1.2.2 (SiteGoalID: 7357) (DTS: 12/13/23)

Targeted Student Group(s)

- EL

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none">• Describe your step by step plan for intervention for at-risk students.	<ul style="list-style-type: none">• 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?	<ul style="list-style-type: none">• 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?
<p>Action Plan</p> <p>McGarvey Elementary will fund the following, as needed:</p> <ol style="list-style-type: none">1. Administration of initial, alternate, and annual ELPAC testing throughout the school year2. Supplemental/intervention curriculum and supplies for EL students3. Equipment for EL students4. Release days/planning time for EL program5. Interpretation or translation for parents6. Tutoring or intersession for ELs	<p>Progress Monitoring</p> <p>Summative ELPAC scores will show 5% of EL students redesignated FEP.</p>	<p>Evaluation</p>

Site Goal 1.3 (SiteGoalID: 7358) (DTS: 12/13/23)

Robert J. McGarvey Elementary will support the position of **Academic Intervention Teacher (AIT)** with

supplemental curriculum and/or materials purchases in order to provide intervention support to students not meeting grade level benchmarks.

Metric: Other

Action 1.3.1 (SiteGoalID: 7358) (DTS: 04/28/24)

Targeted Student Group(s)

• Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • School-wide • Two or More

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none">Describe your step by step plan for intervention for at-risk students.	<ul style="list-style-type: none">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?	<ul style="list-style-type: none">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?
<p>Action Plan</p> <p>A supplemental budget will be provided to our Academic Intervention Teacher (AIT) who will help close the gap for students not at grade level through targeted instruction to remediate learning gaps</p>	<p>Progress Monitoring</p> <ul style="list-style-type: none">The AIT will build a caseload of students by grade based on common Illuminate assessment dataAIT will utilize monthly pre- and post-data to progress monitor student growth based on group focus and share data with teachers and administrationIlluminate data will be monitored weekly at MTSS meetingsOur site goal is to have at least 75% of primary students reaching proficiency as measured by improvements from baseline and trimesterly site and district Illuminate assessments	<p>Evaluation</p>

Action 1.3.2 (SiteGoalID: 7358) (DTS: 04/29/24)

Targeted Student Group(s)

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> 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? 	<ul style="list-style-type: none"> 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?
<p>Action Plan</p> <p>A para-educator will supplement and support the Academic Intervention Teacher to meet the needs of primary students in the Tier 1 settings. This para-educator will push in to classrooms to provide additional targeted support during the ELA block.</p>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> Effectiveness will be measured by data taken to monitor students response to intervention, which will be reviewed at Tier 2 MTSS meetings. 	<p>Evaluation</p>

Site Goal 1.4 (SiteGoalID: 7838) (DTS: 04/28/24)

Continued implementation of the **AVID program at Robert J. McGarvey Elementary and throughout the EGUSD Pleasant Grove region** to bridge the transition from elementary to secondary school.

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

Action 1.4.1 (SiteGoalID: 7838) (DTS: 04/28/24)

Targeted Student Group(s)

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> 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? 	<ul style="list-style-type: none"> 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
<p>Elementary and Secondary vertical articulation within the Pleasant Grove region of EGUSD.</p> <ul style="list-style-type: none"> • DAY ONE: Regional goal alignment planning day for 1 McGarvey AVID coordinator and 1 administrator • DAY TWO: Vertical articulation between Pleasant Grove region elementary and middle schools. 2 AVID trained McGarvey teachers and 1 administrator 	<p>Alongside AVID district administration, site leaders will evaluate AVID implementation at least twice annually</p>	<p>Through AVID walk through visits by District and County administrators and coaches, participating teachers are effectively implementing AVID strategies. Frequent feedback through administrative walkthroughs reinforces effective strategy implementation.</p>

Site Goal 1.5 (SiteGoalID: 7839) (DTS: 04/28/24)

Implementation of effective learning targets will increase from 67% to 72% by the end of the year as measured by the Teaching and Learning Program Implementation Continuum (PIC).

- Student survey data regarding whether their teacher explains what will be learned and why will increase from 78% to 80%
- Teacher survey data regarding current level of implementation of learning targets will increase from 63% to 70%
- FONT Implementation data will increase from 35% to 50%

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

Action 1.5.1 (SiteGoalID: 7839) (DTS: 04/28/24)

Targeted Student Group(s)

Action Plan <ul style="list-style-type: none"> Describe your step by step plan for intervention for at-risk students. 	Progress Monitoring <ul style="list-style-type: none"> 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? 	Evaluation <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Three FONT (Framework on Note Taking) classroom walkthroughs per week of school (46 weeks), per administrator <ul style="list-style-type: none"> 138 per 1.0 administrator (2 allocated) 276 total informal FONT walkthroughs During walkthroughs and formal observations, administration will poll at least 3 students per classroom asking: <ul style="list-style-type: none"> "What are you learning right now?" "Why are you learning about _____?" Continue to provide staff professional development for effectively written and communicated learning targets and success criteria that clearly connect to content area standards. 	Progress Monitoring <ul style="list-style-type: none"> Implementation of learning targets will be measured by: FONT walkthrough data, Student Climate Survey, and Teaching and Learning Survey for teachers Student/Teacher/Family Perspective Survey data 	Evaluation

Site Goal 1.6 (SiteGoalID: 7845) (DTS: 04/29/24)

Robert J. McGarvey Elementary will continue to increase student access to high quality literature and informational text by **expanding our Library Technician hours** to 19 hours weekly (an increase of 4 hours weekly as compared to the district allocation). This will increase our ability to host class read alouds, author visits, teach and model library organization, support research projects, order and incorporate diverse titles,

extend library hours to after school times, and support curriculum check-in and check-out procedures.

Metric: Other

Action 1.6.1 (SiteGoalID: 7845) (DTS: 04/29/24)

Targeted Student Group(s)

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none">Describe your step by step plan for intervention for at-risk students.	<ul style="list-style-type: none">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?	<ul style="list-style-type: none">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?
<p>Provide additional appropriate and reasonable hours of Library Technician time to the current for the purpose of</p> <ul style="list-style-type: none">providing additional literacy support (e.g., read alouds, book clubs, author visits, teach and model library organization, support research projects, book fair)managing curriculum resources, both base program and interventionextending library hours to after school times, andsupporting curriculum check-in and check-out proceduresincrease hours of the library tech up to 19 hours/week (under 20 hours per week and no more than 195 days in a school year in the same assignment)	<ul style="list-style-type: none">Administration will work closely with the library technician to ensure all core and supplemental instructional materials are effectively and efficiently distributed to staff and studentsLibrary circulation recordsSchedules and meeting agendasRecords of text circulation as well as lost and recovered texts and other curriculum resources	

Funding Sources for District Goal 1 (DEV - LCAP ID: 624)

Funding Source	Amount	Description of Use
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	20740	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	16600	Classified- Timesheets
Supplemental/Concentration (7101/0000)	1500	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	200	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	2000	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	2000	Classified- Timesheets
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	1707	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: 7364) (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: 7364) (DTS: 12/13/23)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none">• Describe your step by step plan for intervention for at-risk students.	<ul style="list-style-type: none">• 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?	<ul style="list-style-type: none">• 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?
<p>Action Plan</p> <p>Classroom teachers may be provided up to 4 hours of release time to support teacher administration of district Beginning of Year assessments (e.g., AIT, K-1 Intervention Teacher, substitute release time)</p>	<p>Progress Monitoring</p> <ul style="list-style-type: none">• <u>November/December/January</u> : Grade level co-op meetings with administration to discuss students of need and current level of interventions tried• MTSS Tier 2 team will review student data at weekly meetings	<p>Evaluation</p>

Action 2.1.2 (SiteGoalID: 7364) (DTS: 04/28/24)

Targeted Student Group(s)

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none">• Describe your step by step plan for intervention for at-risk students.	<ul style="list-style-type: none">• How will you measure implementation?• How will you measure student improvement using formative data?	<ul style="list-style-type: none">• Are you making progress towards your desired outcome?• What is working or what is not working?

	<ul style="list-style-type: none"> Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> How will you modify your plan if you are not making progress?
<p>Action Plan</p> <p>Site Interim Coordinator/Vice Principal will monitor implementation of mandatory assessments by grade level using district provided assessment schedule for ELA and Mathematics</p>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> Interim assessment participation reports will be compiled by teacher by grade level and will be shared with grade level teams <u>November/December/January</u> : Grade level co-op meetings with administration to discuss students of need and current level of interventions tried 	<p>Evaluation</p>

Site Goal 2.2 (SiteGoalID: 7356) (DTS: 12/13/23)

Robert J. McGarvey will **assess all Multilingual Learner (MLL) students** using the Initial, Summative, and Alternate ELPAC assessments.

Metric: Test Participation Rate on Districtwide Assessments

Action 2.2.1 (SiteGoalID: 7356) (DTS: 12/13/23)

Targeted Student Group(s)

- EL

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> 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? 	<ul style="list-style-type: none"> 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

<ul style="list-style-type: none"> • Vice Principal and site EL Coordinator will coordinate administration of Initial ELPAC assessments and/or will administer assessments with other certificated staff within 30 days of the first day of enrollment. • To have clear communication at the time of student enrollment, office staff will notify classroom teacher, EL Coordinator and Vice Principal of enrolling students in MLL status based on the Home Language Survey • EL Coordinator will provide educators with ELPAC student summary reports to assist in ELD support planning • Vice Principal and site EL Coordinator will schedule, administer, and track Summative ELPAC assessments to be by May 31, 2025 • Additional staff may be funded to conduct ELPAC assessments. 	<ul style="list-style-type: none"> • Vice Principal and EL Coordinator will collect implementation and progress data including, but not limited to Illuminate, local assessment data and student writing samples • EL/RFEP Monitoring conducted twice yearly by the site EL Coordinator in collaboration with educators to determine any MLLs earning a grade of C- or below • Data will be shared at least quarterly with grade level teams, AIT, ELAC members, families and students 	
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Funding Sources for District Goal 2 (DEV - LCAP ID: 624)		
Funding Source	Amount	Description of Use
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	20000	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)	<input type="text" value="0"/>	Materials/Supplies/Equipment
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EL Supplemental (7150/0000)	<input type="text" value="0"/>	Certificated- Salaries
EL Supplemental (7150/0000)	<input type="text" value="2000"/>	Certificated- Timesheets
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Classified- Salaries
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Classified- Timesheets
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	<input type="text" value="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: 7353) (DTS: 12/13/23)

Provide necessary and appropriate Tier 1 and Tier 2 interventions based on **continued implementation and alignment of SEL procedures and programs** with best practices and adopted curriculum (e.g. PBIS, Character Strong, Responsive Classroom, Outward Mindset (Arbinger), Professional Learning Communities, AVID, Restorative Practices, etc.) based on student need, stakeholder suggestions, and behavioral and survey data.

Metric: Social Emotional Learning - Average Favorability Rating

Action 3.1.1 (SiteGoalID: 7353) (DTS: 12/13/23)

Targeted Student Group(s)

• Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income

Action Plan <ul style="list-style-type: none"> Describe your step by step plan for intervention for at-risk students. 	Progress Monitoring <ul style="list-style-type: none"> 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? 	Evaluation <ul style="list-style-type: none"> 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 <ol style="list-style-type: none"> 1. Meet weekly as a Tier 2 team to determine student needs and implement Tier 2 supports, creating additional supports as needed. 2. Monitor annual implementation using TFI. 3. Track and monitor student progress receiving these supports to determine effectiveness. 4. Educators will use SEL programs and curriculums at least three times weekly to address the social, emotional and behavioral needs of students as well as build classroom community and a positive classroom and school culture. 5. Implementation of social skills groups (e.g. Lunch Bunch) to support students in making connections with peers 6. Staff professional development and/or training to support implementation will occur at least annually 	Progress Monitoring <ul style="list-style-type: none"> Perspective Survey data cycle of feedback based on student groups Site-based student and teacher surveys Feedback from parent groups (e.g. Coffee Talks, School Site Council, English Language Advisory Committee) 	Evaluation

Site Goal 3.2 (SiteGoalID: 7360) (DTS: 12/13/23)

Implementation of districtwide Restorative Practices professional development training for certificated and classified site employees

Action 3.2.1 (SiteGoalID: 7360) (DTS: 12/13/23)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none">• Describe your step by step plan for intervention for at-risk students.	<ul style="list-style-type: none">• 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?	<ul style="list-style-type: none">• 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?
<p>Action Plan</p> <ol style="list-style-type: none">1. THREE Teacher In Charge (TIC) days per McGarvey administrator to support the site instructional program during the 3-day administration Restorative Leadership Workshop2. Restorative Practices Tier 1 two-day Workshop professional development/training for two site teachers3. Site-based Restorative Practices professional development workshop/trainings (two modules, 1.5 hours) timesheet hours for appropriate classified employees<ul style="list-style-type: none">◦ September 5 & April 17 (A/C Tracks)◦ September 19 & April 24 (B/D Tracks)	<p>Progress Monitoring</p> <ul style="list-style-type: none">• Implementation will be measured by a monthly review of minor vs. major discipline incidents as well as a decrease in the number of repeated behaviors of the same students over time due to an increase in restorative conversations with peers and adults• Administration will use the collaborative conversation process to determine additional supports or training needed during McGarvey Leadership, Guiding Coalition, PBIS Tier 1 and Tier 2 teams, and stakeholders meetings	<p>Evaluation</p>

Site Goal 3.3 (SiteGoalID: 7365) (DTS: 12/13/23)

Increase student voice through focused affinity groups.

Metric: Cohort Graduation Rate

Action 3.3.1 (SiteGoalID: 7365) (DTS: 12/13/23)

Targeted Student Group(s)

• Black or African American • EL • Foster Youth • Hispanic or Latino

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none">Describe your step by step plan for intervention for at-risk students.	<ul style="list-style-type: none">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?	<ul style="list-style-type: none">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 McGarvey will create and facilitate affinity groups, such as a Black Student Union, Be You Clubs, and Student Advocacy and Leadership, to provide students the opportunity to have voice in our programs and supports. These will be created based on student interest and need.	Progress Monitoring <ul style="list-style-type: none">Perspective Survey data cycle of feedback based on student groupsBiweekly attendance review of Chronically Absent studentsSART (Student Attendance Review Team) meetings in collaboration with district Attendance Improvement Office to discuss school supports to improve individual student attendance	Evaluation

Site Goal 3.4 (SiteGoalID: 7366) (DTS: 12/13/23)

McGarvey Elementary will **support additional structured sport days** (an increase of the 62.4 day district allocation) to decrease overall number of playground behavior incidents and student home suspensions. This will increase our ability to provide structured recess opportunities weekly on a year round calendar (July-June).

Metric: Suspension Rate: Percent of Students Suspended

Action 3.4.1 (SiteGoalID: 7366) (DTS: 12/13/23)

Targeted Student Group(s)

• Black or African American • School-wide • SWD

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none">Describe your step by step plan for intervention for at-risk students.	<ul style="list-style-type: none">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?	<ul style="list-style-type: none">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 Provide structured recess activities through an outside organization. Onsite adult coaches will engage students in structured recess activities and work with students and promote safety, conflict resolution, and problem solving during recess times. District funding will cover 2 days per week for 9 months. Site will cover the remaining cost to ensure structured recess occurs throughout the school year.	Progress Monitoring <ul style="list-style-type: none">PBIS Tier 1 team will review discipline behavior by location and incident type at least monthlyDiscipline data will be shared with all stakeholders including teachers and staff membersSuspension Disproportionality Monthly Review (SDMR) data will be reviewed and shared with stakeholders.	Evaluation

Funding Sources for District Goal 3 (DEV - LCAP ID: 624)

Funding Source	Amount	Description of Use
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	3400	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries

Supplemental/Concentration (7101/0000)	500	Classified- Timesheets
Supplemental/Concentration (7101/0000)	15200	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 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: 7354) (DTS: 12/13/23)

Equip parents with knowledge and strategies to **support** their student(s) and **improve home-school communication**.

Metric: Parents indicating a respectful and welcoming school environment

Action 4.1.1 (SiteGoalID: 7354) (DTS: 12/13/23)

Targeted Student Group(s)

• All • Black or African American • Hispanic or Latino

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none">Describe your step by step plan for intervention for at-risk students.	<ul style="list-style-type: none">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?	<ul style="list-style-type: none">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 <ul style="list-style-type: none">In partnership with our FACE department and site administrators, McGarvey educators and staff will offer various adult learning and family-centered opportunities designed to support the home-school relationship and improve student outcomes<ul style="list-style-type: none">ParentVUE Informational NightMulticultural FairScience Night	Progress Monitoring <ul style="list-style-type: none">Implementation will be measured at a variety of parent/community feedback meetings including:<ul style="list-style-type: none">Back to School Nights (July/August 2024)Coffee Talk (Fall 2024, Winter 2024, Spring 2025)ELAC meetings (Fall 2024, Winter 2024, and Spring 2025)Parent survey data will be used to help in clarifying parent learning opportunities, targeted family supports, and refinement of the current and next year's LCAP	Evaluation

Action 4.1.2 (SiteGoalID: 7354) (DTS: 04/29/24)**Targeted Student Group(s)**

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none">Describe your step by step plan for intervention for at-risk students.	<ul style="list-style-type: none">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	<ul style="list-style-type: none">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?
<p>Action Plan</p> <ul style="list-style-type: none"> Parents of Multilingual Learners (MLLs) will have opportunities to continue to engage and collaborate with McGarvey administration and educators regarding MLL assessment data, strategies used within the classroom setting, and programs offered to Multilingual Learner students through our regular ELAC meetings and trimesterly schoolwide Coffee Talk. MLL parent feedback and needs assessments will inform our revisions to our LCAP. Light refreshments may be provided as well as purchase of supplies for hosting parent meetings. Parents will receive frequent communications to continue to meet the family needs as discussed during the ELAC meetings. 	<p>Progress Monitoring</p> <ul style="list-style-type: none"> Perspective survey data, our McGarvey ELAC needs assessment data, as well as participation rates collected at meetings will be shared with stakeholders at ELAC meetings (Fall 2024, Winter 2024, Spring 2025). Parent feedback will be solicited during ELAC and parent meetings and followed up by administration at the next meeting as we review LCAP plan and budget priorities for English Learners. 	<p>Evaluation</p>

Site Goal 4.2
(SiteGoalID: 7359) (DTS: 12/13/23)

Increase parent involvement/leadership while providing accelerated learning opportunities for students and access to Next Generation Science Standards (NGSS).

Metric: Attendance Rate

Action 4.2.1
(SiteGoalID: 7359) (DTS: 12/13/23)

Targeted Student Group(s)

- School-wide

Action Plan <ul style="list-style-type: none"> Describe your step by step plan for intervention for at-risk students. 	Progress Monitoring <ul style="list-style-type: none"> 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? 	Evaluation <ul style="list-style-type: none"> 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?
<p>Action Plan</p> <p>Provide admission fees and necessary supplies for teams of students plus parent coaches to participate in one or more of the following NGSS enrichment opportunities, and other-accelerated activities.</p> <ol style="list-style-type: none"> 1. Capitol Region Engineering Science Technology (CREST) - (\$1500) 2. K-Kids (\$500) 3. Supplemental courses and curriculum, as needed (\$1050) <p>Participation in student events will be shared with students, staff, district office personnel, and parents. This will be done through staff meetings; morning announcements; as well monthly communications such as newsletters, web page updates, community chats.</p>	<p>Progress Monitoring</p> <p>CREST attendance data, student survey feedback</p>	<p>Evaluation</p>

Site Goal 4.3 (SiteGoalID: 7361) (DTS: 12/13/23)

Increase our student positive attendance rate to support student academic achievement as measured by the EGUSD RED attendance rate report.
Our overall school current attendance rate for the 2023-24 school year is 96%. Our goal for the 2024-25 school year is 98% positive attendance.

Metric: Attendance Rate

Action 4.3.1 (SiteGoalID: 7361) (DTS: 12/13/23)

Targeted Student Group(s)

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

Action Plan <ul style="list-style-type: none">Describe your step by step plan for intervention for at-risk students.	Progress Monitoring <ul style="list-style-type: none">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?	Evaluation <ul style="list-style-type: none">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 <ol style="list-style-type: none">Continued monitoring overall positive attendance as well as specific student groups and/or families with higher negative attendance through: personal phone calls, mailing attendance letters, and developing student and family attendance contracts for at-risk students.Continued implementation of the FACE Home Visit Program as an outreach to all families, especially those with students having a difficult time with regular attendanceRecognize students and parent/guardians for improved attendance through communication, certificates of improvement, etc.Attendance updates will be shared with all stakeholders. This will be done through morning announcements and assemblies; staff meetings; as well monthly communications such as newsletters, web page updates, community chats.Enroll students who miss school due to a planned family absence while on-track in Short Term Independent Study or in Las Flores independent study.	Progress Monitoring <ul style="list-style-type: none">Individual student attendance will be monitored bi-weekly with support from our district Attendance Improvement Office (AIO). In addition, student group attendance will be monitored monthly to collaborate on solutions with families to improve attendance outcomes.Our school year attendance goal will be shared with families during Back to School Night and will be a data point shared throughout the school year at various stakeholder events including Coffee Talks, ELAC meetings, SSC meetings, staff meetings, etc.	Evaluation

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Site Goal 4.4 (SiteGoalID: 7363) (DTS: 12/13/23)

As we get back to normal school life, we want to connect more with families and provide more opportunities for family engagement and input.

Metric: Attendance Rate

Action 4.4.1 (SiteGoalID: 7363) (DTS: 12/13/23)

Targeted Student Group(s)

• Black or African American • EL • Low Income • SWD

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> 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? 	<ul style="list-style-type: none"> 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?
<p>Action Plan</p> <ol style="list-style-type: none"> Conduct trimesterly Coffee Talks in person to expand the opportunity for engagement of McGarvey families. The chats will be open to all families, but will aim to engage our multilingual and multicultural families. Build a cadre of parents ("Griffin Guardians") with the goal of having at least three volunteers engaged on campus weekly by the end of the school year. 	<p>Progress Monitoring</p> <ul style="list-style-type: none"> Attendance sign-in at Coffee Talk Volunteer sign-in log 	<p>Evaluation</p>

Funding Sources for District Goal 4 (DEV - LCAP ID: 624)

Funding Source	Amount	Description of Use
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	1000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	2000	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	1100	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)	300	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	\$20740	\$20000	\$3400	\$1000	\$45140
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$16600	\$0	\$500	\$0	\$17100
Contracts/Services/Subscriptions	\$1500	\$0	\$15200	\$2000	\$18700
Materials/Supplies/Equipment	\$200	\$0	\$0	\$1100	\$1300

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	\$2000	\$2000	\$0	\$0	\$4000
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$2000	\$0	\$0	\$0	\$2000
Contracts/Services/Subscriptions	\$0	\$0	\$0	\$0	\$0
Materials/Supplies/Equipment	\$1707	\$0	\$0	\$300	\$2007

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.

Not applicable to Robert J. McGarvey Elementary School.

V. Funding

Robert J. McGarvey Elementary (314) | 2024-2025

Fund Source Mgmt. Code / Description Resc. Code / Description	EGUSD Strategic Goals					Balance
	Allocation	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	\$82,240	\$39,040	\$20,000	\$19,100	\$4,100	\$0
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	\$8,007	\$5,707	\$2,000	\$0	\$300	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$90,247	\$44,747	\$22,000	\$19,100	\$4,400	

Fund Subtotals		Title I Centralized Services			
Subtotal of additional federal funds included for this school	\$0	Title I Foster Youth	\$0	Title I Homeless	\$0
		Title I Centralized Services	\$0	Title I Preschool	\$0
Subtotal of state or local funds included for this school	\$90,247				

		Signatures: (Must sign in blue ink)	Date
Principal	Carrie Mitchell	_____	_____
School Site Council Chairperson	Heidi Moore	_____	_____
EL Advisory Chairperson	Marday Salmond	_____	_____