Robert J. McGarvey Elementary

Local Control Accountability Plan (LCAP)
2025-2026

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

Goal Setting (lcapid: 787) | goalsComplete: 0

State Priorities

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

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

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

Strategic Goals

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

Goal 2: Targeted Supports & Interventions
- Students who identify as Black/African American, students with disabilities, students in foster care or experiencing homelessness, and students who identify as Native American will benefit from targeted programs and services that leverage their assets, affirm their identities, and address their needs to close achievement, opportunity, and relationship gaps.

Goal 3: Wellness
- All students will learn in an equitable, culturally responsive, physically and emotionally healthy and safe environment.

Goal 4: Family and Community Engagement
- All students will benefit from programs and services designed to inform and engage family and community partners.

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 2024-25 school year with different stakeholder groups to review and analyze our student outcomes and plan progress. Administrators met with site leadership on 08/8/24, 8/29/24, 9/26/24, 10/17/24, 11/14/24, 12/12/24, 1/16/25, 2/13/25, 3/6/25, and

4/6/25. McGarvey English Language Advisory Committee (ELAC) on 10/30/24,12/12/24, and 3/11/25; and McGarvey School Site Council (SSC) on 9/26/24, 11/14/24, 1/23/25, 3/6/25, and 5/22/25. 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 will be shared with staff members in June 2025.

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.
   - ELA: % of students who met or exceeded standards 2022 - 2023 - **2024**: 69% - 64% - **69%**
     - 2024 District 52%; State of California 47%
   - MATH: % of students who met or exceeded standards 2022 - 2023 - **2024**: 66% - 62% - **61%**
     - 2024 ?District 41%; State of California 36%
2. **Advancement via Individual Determination** (AVID) Summer Institute professional development for 4 McGarvey Elementary teachers. 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.
3. 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.
4. 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.
5. 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 24, 2025 the average attendance rate at McGarvey Elementary is 94%, a decrease of 2% from the previous school year. Moving into the 2025-26 school year, we will look to improve overall attendance as well as target attendance by specific student groups, as needed.
2. As of April 24, 2025 McGarvey Elementary has incurred a total of 15 student home suspensions, 4 more than from the same point in time in the 2023-24 school year. Moving into the 2025-26 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 measured by the CAASPP in 2023-24, ELA performance regained losses from last year and Math performance decreased by 1% from the previous year, in terms of percentage of students who met or exceeded standards. Teacher feedback, evidence of collaboration, and creation an analysis of common assessments and SMART goals will continue to support the importance of articulation release days and the impact on student learning and teacher efficacy. In the 2025-26 school year, administration will dedicate scheduled time to be present with grade-levels on articulation days to guide, coach, and support teachers in planning, creating, implementing, and analyzing common assessments and their results.

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

> **Briefly describe any resource inequities identified by the site needs assessment.**
> **Definition:** A resource inequity is a change you will make from your past practice to a new innovation to improve support for your most at-risk students. This change could include reallocating resources such as staff, funding, time, space, etc.

N/A

Goals, Actions, and Progress Indicators

District Strategic Goal 1:

High-Quality Curriculum, Instruction & Assessment

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

District Needs and Metrics 1:

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

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

Site Goal 1.1   (SiteGoalID: 8974) (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 1.1.1   (SiteGoalID: 8974) (DTS: 03/11/25)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What **formative student data** will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan All grade level teachers will administer assigned grade level beginning of the year and trimester assessments per the district assessment calendar. Assessment completion rates will be monitored closely by the McGarvey administration. • A floating substitute will provide dedicated assessment time (1/2 day for each teacher) for Kindergarten and 1st grade teachers to complete their beginning of the year and end of trimester 1 assessments. • Site Interim Illuminate Assessment Coordinator/Vice Principal will monitor implementation of mandatory assessments by grade level using district provided assessment schedule for ELA and Mathematics **COST**- (12 teachers = 6 days x $300/day = $1800) Supplemental/Concentration; Certificated timesheets	**Progress Monitoring** Assessment data collected will inform our Multi-tiered System of Supports (MTSS) and our Request for Assistance (RFA) process by which our Tier 2 team determines the best course of action for to support students and teachers. In addition, regular common assessment data and progress monitoring will inform our Student Study Team meetings and decision making as we determine the best supports for challenged students. • Interim assessment participation reports will be compiled by teacher by grade level and will be shared with grade level teams • November/December/January : Grade level co-op meetings with administration to discuss students of need and current level of interventions tried, and action plans will be developed as necessary for struggling students.	**Evaluation**

Action 1.1.2   (SiteGoalID: 8974) (DTS: 05/19/25)

Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-	• Describe your step by step plan for progress monitoring	• Throughout the year, report the results of the formative

Action Plan	**Progress Monitoring**	**Evaluation**
Engagement in professional learning during contract time (including PLC Time) and/or with release time or extra hourly (timesheet) for: 1. Teachers to analyze shared assessment ELA & Math data (district interim assessments, at minimum) to develop Tier 1 academic interventions, including: • 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) 2. Teachers, including MTSS Team, to use shared assessment data (district interim assessments, at minimum) and Tier 1 Response to Intervention to develop Tier 2 academic interventions, including: • identifying students to receive targeted interventions; • defining goals of targeted small-group instruction to be delivered by AIT, K-1 Intervention	**Effectiveness of Actions will be measured by:** 1. Teachers & Admin: Tier 1 • 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) 2. MTSS Team & Admin: Tier 2 • 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 • Evaluation of intervention using data.	

Teacher, and AIT paraeducator • defining measurement tools to be used to measure student response to intervention • evaluating student responses to intervention. 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. 4. Para-educators and K-1 Intervention Teacher will be included in targeted professional development to support the expectations and learning outcomes in classrooms. 5. Providing supplemental curriculum emphasizing phonics and phonemic awareness based on the Science of Reading. 6. EL students who need additional support receive both Designated ELD and intervention. **COST:** Supplemental curriculum $589 Supplemental/Concentration Materials/Supplies; Professional Learning/Collaboration: $2,550 Certificated Timesheets & $1,141 Classified Timesheets *We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.*	3. Meeting/professional learning agendas and sign-in sheets, including anticipating the needs of new teachers during different parts of the year	

Action 1.1.3   (SiteGoalID: 8974) (DTS: 05/29/25)

Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-	• Describe your step by step plan for progress monitoring	• Throughout the year, report the results of the formative

risk students, as related to your goal.	your action plan. What *formative student data* will you collect and how often?	data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan A para-educator will supplement and support the Academic Intervention Teacher to meet the needs of primary students in the Tier 1 setting. This para-educator will push into classrooms to provide additional targeted support during the ELA block. **COST**: Supplemental/Concentration Classified Timesheets, $8,260 ($28/hour x 5 hours/day x 59 days/yr = $8,260)	**Progress Monitoring** Effectiveness will be measured by data taken to monitor students responses to intervention, which will be reviewed at Tier 1 & 2 MTSS Meetings.	**Evaluation**

Site Goal 1.2   (SiteGoalID: 8850) (DTS: 02/13/25)

Reclassified English Proficient status or Level 4 (Well Developed) from **25% to 50%.**

Metric: Reclassified - Percent of English Learners Reclassified

Action 1.2.1   (SiteGoalID: 8850) (DTS: 02/13/25)

Targeted Student Group(s)

• EL

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**

McGarvey will assess all Multilingual Learner (MLL) students using the Initial, Summative, and Alternate ELPAC assessments, and MLL students will increase the percentage of Reclassified English Proficient status or Level 4 (Well Developed) from **26% to 29%.**

- 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.
- EL Coordinator will provide educators with ELPAC student summary reports to assist in ELD support planning
- September, December, March, June: Grade level teams will collaborate during their weekly or monthly PLC time to guide EL instruction
- Vice Principal and site EL Coordinator will schedule, administer, and track Summative ELPAC assessments to be by May 31, 2026
- Educators will identify Level 2, Level 3 and Level 4 MLLs and create a support plan for small group instruction daily ELD.

COST: ELPAC assessment support $350/day x 16 days = $6586, EL Supplemental, Certificated timesheets

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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Action 1.2.2   (SiteGoalID: 8850) (DTS: 04/25/25)

Targeted Student Group(s)

• EL

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation

• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan McGarvey will timesheet an EL Coordinator who will 1. Attend district EL meetings/trainings 2. 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 in collaboration with ML instructional coach 3. Assist in the planning of MLAC (ELAC) meetings Arrange interpretation and translation at school meetings (as needed) 4. Garner support from instructional coach to support EL Coordinator 5. Coordinate the identification/placement of EL students, reclassification, and EL/RFEP monitoring **COST:** EL Coordinator - 16 hours/adjunct duty	**Progress Monitoring** • 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**

Site Goal 1.3   (SiteGoalID: 9420) (DTS: 04/24/25)

High Quality Instruction- Implementation of high quality instructional strategies (student talk, active participation, feedback, formative assessment, learning targets, and success criteria) will increase from 68% to 80% by the end of the school year as measured by the Student Perspective Survey data.

- Administrative FONT (Framework Observation and Notetaking Toolkit) data will align to student perspective data within 5 percentage points.

Metric: Other

Action 1.3.1   (SiteGoalID: 9420) (DTS: 04/24/25)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
Each administrator will conduct 3 FONT classroom walk throughs per week of school; approximately 350 walkthroughs for the year. • **Share FONT walk-through data with staff at monthly staff meetings to discuss progress toward Instructional Framework goals and to celebrate success.** • **Update site leadership team monthly regarding data from FONT walk-throughs to discuss ways to deepen the implementation of the Instructional Framework.**	Implementation data for high quality instruction will be measured by FONT walkthrough data, and the Student Perspective Survey. Data will be shared regularly at staff meetings and with the school site council. End of year student perspective data will then be compared to FONT data to determine if there was alignment.	

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan For the purpose of supporting students with effective Tier 1 classroom instruction, Leadership Team teachers will be released 2 half-days per year to engage in professional study of Framework for High Quality Instruction and to visit classrooms with rubrics to measure implementation and guide leadership actions. • **Share FONT walk-through data with staff to discuss progress toward Instructional Framework goals, celebrate success, and plan for next steps.** **COST**- (8 teachers x 1 day x $300/day = $2400) Supplemental/Concentration; Certificated timesheets	**Progress Monitoring** Leadership Team measurement results will be compared with admin FONT implementation data. Grade level PLC notes will reflect the purpose and urgency of effective Tier 1 interventions. MTSS RFAs will reflect strong Tier 1 interventions and results.	**Evaluation**

Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan 16 Teacher-in-Charge (TIC) days will be planned to support the instructional program when a McGarvey administrator is off-campus, participating in professional learning, or participating in grade-level data analysis meetings. **COST:** 16 days x $350/day = $5600; Supplemental/Concentration, Certificated timesheets	**Progress Monitoring** TIC effectiveness will be measured by direct feedback which will evaluate the effective support of the instructional day, including necessary programmatic and student supports	**Evaluation**

Action 1.3.4   (SiteGoalID: 9420) (DTS: 04/25/25)

Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan Provide all students 1-6 grade with access to online supplemental resources to support literacy, reading practice, and intervention. **COST:** $7000 annual subscription	**Progress Monitoring** Teachers and administration will monitor student progress in the following areas of reading: • Lexile (for text complexity) • appropriateness of text (for student age/maturity)	**Evaluation**

Supplemental/Concentration Contracts/Services	• comprehension • areas of text interest (to inform allocation of library resources)	

Site Goal 1.4   (SiteGoalID: 9428) (DTS: 04/24/25)

Instructional Focus

Our 2023-24 CAASPP data in **English Language Arts** for 3rd-6th grade students showed the number of students meeting or exceeding standards 69%. As a whole school, our students outperform the district and state. However, only 30% of Multilingual Students (MLLs) meet or exceed standards.

- 2024 Grade 3: 30% ---> 2025 Grade 4 Goal: 33%
- 2024 Grade 4: 22% ---> 2025 Grade 5 Goal: 25%
- 2024 Grade 5: 14% ---> 2025 Grade 6 Goal: 17%

Our 2023-24 CAASPP data in **Math** for 3rd-6th grade students showed the number of students meeting or exceeding standards 61%. As a whole school, our students outperform the district and state. However, ___% of Multilingual Students (MLL) students meet or exceed standards.

- 2024 Grade 3: 70% ---> 2025 Grade 4 Goal: 73%
- 2024 Grade 4: 11% ---> 2025 Grade 5 Goal: 14%
- 2024 Grade 5: 14% ---> 2025 Grade 6 Goal: 17%

With a school-wide focus on targeted individual students, we expect a 3% increase for each subgroup on the 2026 CAASPP.

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

Action 1.4.1   (SiteGoalID: 9428) (DTS: 04/24/25)

Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**

1 teacher will attend Project GLAD (Guided Language Acquisition and Design) professional development training to support the direct instruction of MLL and R-FEP students. **COST:** 3 day professional development in Theory ($900 contract/teacher) $900 x 1 teacher = $900, EL Supplemental, Contracts; 3 days of sub costs x $300/day x 1 teachers = $900, EL Supplemental, Certificated timesheets	Evaluation of implementation will be ongoing via classroom visits.	

Site Goal 1.5   (SiteGoalID: 9430) (DTS: 04/24/25)

AVID Implementation- Continued implementation of the Advancement via Individual Determination (AVID) program at McGarvey Elementary to bridge the transition from elementary to secondary school and build a career and college going mindset for our students.

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

Action 1.5.1   (SiteGoalID: 9430) (DTS: 04/24/25)

Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
Participating teachers will engage in regular articulation and	With the support of the EGUSD and SCOE AVID coaches and	

collaboration to ensure the implementation of AVID strategies in our collective program for McGarvey students.

- Binder organization and executive functioning
- Student Talk and Active Participation strategies (Socratic seminar, Cornell note-taking, stand and deliver, student presentations, respectful discourse, etc.)
- College and Career Days

COST: $1000 in supplies, AVID funding

program administrators, regular walk throughs and demonstration lessons and the AVID feedback tool scores will demonstrate adequate progress in reaching our site goals.

Action 1.5.2 (SiteGoalID: 9430) (DTS: 04/24/25)

Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan AVID Trained teachers will attend AVID Showcase and other district-facilitated meetings. Participating teachers will provide PL around the targeted goal area of Organization to all classroom teachers during PLC and other meeting opportunities. The Organization target will be broken down by grade-level from TK through 6th, with the expectation that students in each grade will ensure their students are ready to enter the next grade	**Progress Monitoring** Site AVID walk-through will focus on Organization according to our site rubric/expectation.	**Evaluation**

level with a minimum level of skill/competency.

COST: $2000 Supplemental/Concentration Certificated Timesheet

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Site Goal 1.6   (SiteGoalID: 9431) (DTS: 04/24/25)

Library Support- McGarvey Elementary will continue to increase student access to high quality literature and informational text by expanding our Library Technician hours to 18 hours weekly (an increase of 3 hours weekly as compared to the district allocation). This will increase our ability to provide dedicated library time to all of our newly added students, host class read alouds and 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: 9431) (DTS: 04/24/25)

Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
McGarvey Elementary will allocate classified salary dollars to increase Library Technician hours from 15 hours/week to 18.5 hours/week (an increase of 3.5 hours/week) for 46 weeks (July 2025-June 2026) • Our baseline funding for library technician hours is not adequate to service a	Administration will work closely with the library technician to ensure all core and supplemental instructional materials are effectively and efficiently distributed to staff and students Administration will also plan and collaborate with the library technician on library services to students such as read alouds for	

school of our size with 20 minute blocks of time per class library visit.
- We aim to increase weekly hours to create a hub for literacy at our school.
- Increasing hours and adding periodic timesheets for work to support special events and work such as Book Fairs and cataloging new titles will also be provided on an as needed basis.

COST: $28/hour x 3.5/week = $98 x 46 weeks = $4508 + Additional timesheet hours = $1000; Total cost = $5508 Supplemental/Concentration, Classified timesheets

each class during weekly visits, book fair opportunities, and author visits

Action 1.6.2 (SiteGoalID: 9431) (DTS: 04/25/25)

Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan The holdings of the McGarvey school library will be increased to include books on topics and by authors of interest to students and staff. **COST:** $2033 Supplemental/Concentration - Materials/Supplies/Equipment	**Progress Monitoring** Check out rate of new materials will be monitored.	**Evaluation**

Site Goal 1.7   (SiteGoalID: 9432) (DTS: 04/24/25)

Instructional Focus

Our 2023-24 CAASPP data in **<u>English Language Arts</u>** for 3rd-6th grade students showed the number of students meeting or exceeding standards 69%. As a whole school, our students outperform the district and state. Cohorts of students will increase the percentage of students meeting or exceeding standards by 3%.

- 2024 Grade 3: 62% ---> 2025 Grade 4 Goal: 65%
- 2024 Grade 4: 73% ---> 2025 Grade 5 Goal: 76%
- 2024 Grade 5: 65% ---> 2025 Grade 6 Goal: 68%

Our 2023-24 CAASPP data in **<u>Math</u>** for 3rd-6th grade students showed the number of students meeting or exceeding standards 61%. As a whole school, our students outperform the district and state. Cohorts of students will increase the percentage of students meeting or exceeding standards by 3%.

- 2024 Grade 3: 61% ---> 2025 Grade 4 Goal: 64%
- 2024 Grade 4: 69% ---> 2025 Grade 5 Goal: 72%
- 2024 Grade 5: 46% ---> 2025 Grade 6 Goal: 49%

With a school-wide focus on targeted individual students, we expect a 3% increase for each subgroup on the 2026 CAASPP.

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

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Action 1.7.1   (SiteGoalID: 9432) (DTS: 04/24/25)

Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
- Describe your step by step plan for intervention, for at-risk students, as related to your goal.	- Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	- Throughout the year, report the results of the formative data as you collect it. - In March, summarize your data collection results. - Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
Substitute personnel will be secured, or offtrack timesheets provided, to support the general education instructional program when teachers and/or administrators are participating in site professional development or collaboration between general education and special education teachers.	Students with individualized supports and services will be monitored to ensure their program is providing equitable access to core content and grade level curriculum. Stakeholder agreement to individualized plans will be further evidence of effectiveness.	

COST: 30 days x $300/day = $9000;
Supplemental/Concentration, Certificated timesheets

ALLOCATIONS PROJECTED $78 PER STUDENT, 277 ADDITIONAL STUDENTS IN 2025-26 = $21,606 * 80% = $17,284

Funding Sources for District Goal 1 (DEV - LCAP ID: 787)		
Funding Source	**Amount**	**Description of Use**
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	23350	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	14909	Classified- Timesheets
Supplemental/Concentration (7101/0000)	2622	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	7000	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	6586	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	900	Contracts/Services/Subscriptions

District Strategic Goal 2:	District Needs and Metrics 2:

Targeted Supports & Interventions

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

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

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

Site Goal 2.1   (SiteGoalID: 8851) (DTS: 02/13/25)

Instructional Focus
Our 2023-24 CAASPP data in **English Language Arts** for 3rd-6th grade students showed the number of students meeting or exceeding standards 69%. As a whole school, our students outperform the district and state. However, only 39% of Black/African American met or exceeded standards.

- 2024 Grade 3: 20% ---> 2025 Grade 4 Goal: 23%
- 2024 Grade 4: 39% ---> 2025 Grade 5 Goal: 42%
- 2024 Grade 5: 33% ---> 2025 Grade 6 Goal: 36%

Our 2023-24 CAASPP data in **Math** for 3rd-6th grade students showed the number of students meeting or exceeding standards 61%. As a whole school, our students outperform the district and state. However, only 17% of Black/African American met or exceeded standards.

- 2024 Grade 3: 20% ---> 2025 Grade 4 Goal: 23%
- 2024 Grade 4: 15% ---> 2025 Grade 5 Goal: 18%
- 2024 Grade 5: 8% ---> 2025 Grade 6 Goal: 11%

Our 2023-24 CAASPP data in **English Language Arts** for 3rd-6th grade students showed the number of students meeting or exceeding standards 69%. As a whole school, our students outperform the district and state. However, 31% of Students with Disabilities met or exceeded standards.

- 2024 Grade 3: 37% ---> 2025 Grade 4 Goal: 40%
- 2024 Grade 4: 25% ---> 2025 Grade 5 Goal: 28%
- 2024 Grade 5: 31% ---> 2025 Grade 6 Goal: 34%

Our 2023-24 CAASPP data in **Math** for 3rd-6th grade students showed the number of students meeting or exceeding standards 61%. As a whole school, our students outperform the district and state. However, only 28% of Students with Disabilities met or exceeded standards.

- 2024 Grade 3: 32% ---> 2025 Grade 4 Goal: 35%
- 2024 Grade 4: 26% ---> 2025 Grade 5 Goal: 29%
- 2024 Grade 5: 27% ---> 2025 Grade 6 Goal: 30%

With a school-wide focus on targeted individual students, we expect a 3% increase for each subgroup on the 2026 CAASPP.

Metric: African American Disparity

Action 2.1.1   (SiteGoalID: 8851) (DTS: 02/13/25)

Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
Grade level teams will be provided 2 half-day data days (October 2025 and February 2026) and 2 full articulation days to analyze outcomes of common assessments, as well as develop shared SMART goals for the next trimester, and plan instruction & intervention. • Student progress for all students will be measured with a specific focus on our targeted demographic groups of AA, MLL, SWD, and SED will be monitored throughout the year during the articulation days. • Grade level teams will meet during their monthly PLC days to collaborate on data analysis, curricular decisions, and monitoring student progress. **COST:** 31 teachers half-day subs x 2 (Grades 1-6) x $300/day = $9300, Supplemental Concentration, Certificated timesheets 40 teachers x 2 full articulation days x $300/day = $24,000	Each grade level team will solidify their common goals and assessments for the 25-26 school year. Grade level data from the baseline, Trimester 1, 2 and 3 assessments will be shared with administration in addition to the grade level SMART goal document which monitors progress and action steps made collectively. The team will determine how to respond to the students who are not proficient as well as those that have met or surpassed the expectation.	

Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
McGarvey Learning Center Teachers will have 6 articulation days per school year to collaboratively analyze data, develop shared SMART goals for behavior, plan instruction, develop instructional schedules and groupings, train and assign paras to students & classrooms. **COST:** 6 days x 4 teachers x $300= $7200 Supplemental/Concentration Certificated Timesheet	Effectiveness will be measured by student success - behaviorally using discipline data an BIP data; academically in terms of IEP goal attainment and grades.	

Site Goal 2.2   (SiteGoalID: 9437) (DTS: 04/25/25)

Affinity Groups- Research supports the development of affinity group safe spaces for children to connect with peers and advocate for improved shared experiences, foster collective responsibility, and address common challenges.

Metric: African American Disparity

Action 2.2.1   (SiteGoalID: 9437) (DTS: 04/25/25)

Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-	• Describe your step by step plan for progress monitoring	• Throughout the year, report the results of the formative

risk students, as related to your goal.	your action plan. What *formative student data* will you collect and how often?	data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan McGarvey will create and facilitate affinity groups, such as a Black Student Union, Rainbow Club, 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. • These targeted supports provide students with an opportunity to have a voice in our school/greater community, while also supporting our school wide focus on attendance improvement for Chronically Absent student groups as we believe connection and belonging at school fosters better attendance and learning outcomes. McGarvey will continue to partner with our PFO to celebrate the multi-cultural diversity of our families with a multi-cultural family event during the school year. **COST:** $20/hour x 35 weeks = $700, Supplemental/Concentration, Classified timesheets	**Progress Monitoring** • Perspective Survey data cycle of feedback based on student and parent groups • Biweekly attendance review of Chronically Absent students • SART (Student Attendance Review Team) meetings in collaboration with district Attendance Improvement Office to discuss school supports to improve individual student attendance	**Evaluation**

Funding Sources for District Goal 2 (DEV - LCAP ID: 787)		
Funding Source	**Amount**	**Description of Use**
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries

Supplemental/Concentration (7101/0000)	40500	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	0	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	0	Contracts/Services/Subscriptions

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

District Strategic Goal 3:

Wellness

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

District Needs and Metrics 3:

Students need a safe and engaging academic, social-emotional, and physical school environment as measured by:

- **Cohort Graduation Rate**
- **School Climate - Average Favorability Rating**
- **Social Emotional Learning - Average Favorability Rating**
- **Suspension Rate: Percent of Students Suspended**

Site Goal 3.1   (SiteGoalID: 8852) (DTS: 01/01/10)

Decrease recess referrals by 10% through the implementation of Tier I PBIS supports. Year-to-date McGarvey behavioral data indicates that 152 total incidents occur on the playground. Of these incidents, 1st/2nd have 21 at recess & lunch time, 3rd/4th have 29 at recess and lunch time, and 5th/6th have 34 at recess and lunch time. The remaining incidents occur during class time or in the restroom. We are looking for a decrease of 15 referrals per year.

Metric: Other

Action 3.1.1 (SiteGoalID: 8852) (DTS: 02/13/25)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
ACTION 1: July-June Appropriate supplies, equipment and resources (i.e., signs on the playground with rules for games, various game options, adequate supervision) to establish a well maintained and organized recess. ACTION 2: July - June PBIS Rotations at the beginning of the school year to discuss behavior expectations and refresh throughout the year (upon return from all breaks). ACTION 3: July-June Designated areas for specific games on the playground with adequate supervision. ACTION 4: July-June Explicitly teach rules and expectations of recess games and activities to all students, ongoing throughout the year. ACTION 5: July-June PD for yard supervisors regarding active yard supervision, de-escalation skills, restorative practices, and game and activity rules and expectations. **COST:** 8 30-minute meetings x	July-June Administration to monitor and review synergy incident /referral data, yard staffing levels, regular upkeep and ordering of supplies and share with PBIS team monthly. July-June PBIS Tier I to monitor incident data and share with staff monthly. July-June Yard supervisors to monitor incident location data, share with administration monthly and adjust recess activity locations as needed. July-June Administration to schedule monthly Yard Supervisor meetings to support understanding of PBIS behavior expectations, Restorative Practices, de-escalation skills, and game/activity rules and expectations.	

$18/hr x 7 employees - $504 Supplemental/Concentration Classified Timesheets $800 Supplemental/Concentration Equipment, Supplies, Materials		

Action 3.1.2   (SiteGoalID: 8852) (DTS: 04/25/25)

Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan In addition to the 56 days allocated by EGUSD, which is insufficient for our year-round calendar, McGarvey will add additional adult support for structured recess games and extra positive adult support to give students the opportunity to follow the rules of the games, better manage interpersonal conflicts, and help to provide an inclusive school community where everyone is invited to play. **COST:** $20,000 estimated Supplemental/Concentration Contracts/Services/Subscriptions	**Progress Monitoring** The PBIS Tier 1 team will review discipline behavior by location and incident at least monthly. Discipline data will be shared with stakeholders at regular staff meetings so as to gather input on solutions. SDMR (Suspension Disproportionality Monthly Review data will be reviewed and shared with stakeholders regularly at staff meetings, school site council meetings, and other parent meetings.	**Evaluation**

Site Goal 3.2   (SiteGoalID: 9438) (DTS: 04/25/25)

SEL and Restorative Practices- Continued implementation of research-based SEL and restorative practices programs, procedures, and curriculum (e.g. *Responsive Classroom, Character Strong*) in alignment with professional development from our Equity Department coaches and site counseling and behaviorist/PBIS

coach support.

Metric: Active Participation

Action 3.2.1   (SiteGoalID: 9438) (DTS: 04/25/25)

Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan Educators will utilize our *Character Strong* SEL curricula 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. • Implementation of social skills groups (e.g. Lunch Bunch) to support students in making connections with peers with the support of our counselor • Staff professional development and/or training to support implementation will occur twice annually, or as needed. • Student assembly supporting students with knowledge of the *Zones of Regulation* and anti-bullying *Stop-Walk-Talk* curriculum	**Progress Monitoring** Perspective Survey data from parents, students, and staff will support monitoring the cycle of feedback Direct feedback from parent groups (e.g. Coffee Talks, School Site Council, English Language Advisory Committee) Teacher & Staff attendance sign-in sheets from Restorative Practices Workshops 3 & 4. Share participant feedback from Restorative Practices Workshops 3 & 4 in a spreadsheet.	**Evaluation**

Funding Sources for District Goal 3 (DEV - LCAP ID: 787)

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)	495	Classified- Timesheets
Supplemental/Concentration (7101/0000)	800	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	20000	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	0	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions

District Strategic Goal 4:

Family & Community Engagement

All students will benefit from programs and 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: 8853) (DTS: 02/13/25)

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: 8853) (DTS: 02/13/25)

Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**

• 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
    ○ ParentVUE Informational Night
    ○ Multicultural Fair
    ○ Science Night
    ○ Coffee with the Principal
 	
 COST: $50 for light refreshments x 3 Coffee with the Principal meetings = $150 Supplemental/Concentration Supplies
	• Implementation will be measured at a variety of parent/community feedback meetings including:
	    ○ Back to School Nights (July/August 2024)
	    ○ Coffee with the Principal (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	

$1000 Supplies

Action 4.1.2 (SiteGoalID: 8853) (DTS: 04/25/25)

Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
• 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. **COST:** $50 for light refreshments x 3 Coffee with the Principal meetings = $150 EL Supplemental Supplies	• 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 2025, Winter 2025, Spring 2026). • 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.	

Site Goal 4.2   (SiteGoalID: 9439) (DTS: 04/25/25)

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: 9439) (DTS: 04/25/25)

Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan 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. 1. Capitol Region Engineering Science Technology (CREST) - ($1500) 2. Supplemental courses and curriculum, as needed ($1000) 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	**Progress Monitoring** CREST attendance data, student survey feedback	**Evaluation**

communications such as newsletters, web page updates, community chats.

COST: $2500 Supplemental/Concentration Contracts/Services/Subscriptions

Site Goal 4.3   (SiteGoalID: 9440) (DTS: 04/25/25)

Positive Attendance- The site will support student academic achievement through improved attendance as measured by the EGUSD RED attendance rate report.

Our overall school current attendance rate for the 2024-25 school year is 94.1%. Our goal for the 2025-26 school year is 96% positive attendance. Our overall school rate of chronic absenteeism is 17.7% (up from 11.3% in 2023-24) as measured by the EGUSD RED attendance rate report.

With a schoolwide initiative to increase positive attendance, we expect to see a decrease in chronic absenteeism by 10% in these specific student sub groups:

- **Check all these**
- Black or African American: 92% positive attendance (27% chronically absent) n=76
- Filipino: 95% positive attendance (14% chronically absent) n=39
- Hispanic: 94% positive attendance (21% chronically absent) n=169
- White: 94% positive attendance (20% chronically absent) n=235
- Asian: 95% positive attendance (11% chronic absent) n=160
- Two or more: 95% positive attendance (9% chronically absent) n=135

Metric: Attendance Rate

Action 4.3.1   (SiteGoalID: 9440) (DTS: 04/25/25)

Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan McGarvey will continue	**Progress Monitoring** Individual student attendance will	**Evaluation**

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 incentives and attendance contracts for at-risk students.

- Continued implementation of the FACE Porch Visits as an outreach to all families, especially those with students having a difficult time with regular attendance

McGarvey Elementary will begin to display daily attendance including the number of student tardy, absences and early dismissals each day as a way to communicate our goals and reduce negative attendance occurrences. A sandwich board and sign will be ordered display this information.

COST: $100 Supplemental/Concentration Materials/Supplies

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 with the Principal, ELAC meetings, SSC meetings, staff meetings, etc.

Funding Sources for District Goal 4 (DEV - LCAP ID: 787)		
Funding Source	**Amount**	**Description of Use**
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	1500	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	1150	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	0	Contracts/Services/Subscriptions

EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	0	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	150	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions

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	$23350	$40500	$0	$1500	$65350
Classified- Salaries	$0	$0	$0	$0	$0
Classified- Timesheets	$14909	$0	$495	$0	$15404
Materials/Supplies/Equipment	$2622	$0	$800	$1150	$4572
Contracts/Services/Subscriptions	$7000	$0	$20000	$0	$27000

Supplemental/Concentration (7101/0000) Total: **$112,326**

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	$6586	$0	$0	$0	$6586
Classified- Salaries	$0	$0	$0	$0	$0
Classified- Timesheets	$0	$0	$0	$0	$0
Materials/Supplies/Equipment	$0	$0	$0	$150	$150
Contracts/Services/Subscriptions	$900	$0	$0	$0	$900

EL Supplemental (7150/0000) Total: **$7,636**

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

Robert J. McGarvey Elementary (314) | 2025-2026

Fund Source *Mgmt. Code / Description Resc. Code / Description*	Allocation	EGUSD Strategic Goals				Balance
		1. Curriculum and Instruction	2. Targeted Supports & Interventions	3. Wellness	4. Family Engagement	
4900 Director of School Improvement Support **3010** ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	$0	$0	$0	$0	$0	$0
7101 LCFF Supplemental Concentration TK-6 **0000** Unrestricted	$95,040	$47,881	$40,500	$21,295	$2,650	$-17,286
7150 EL Supplemental Program Services TK-6 **0000** Unrestricted	$7,636	$7,486	$0	$0	$150	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$102,676	$55,367	$40,500	$21,295	$2,800	

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
Subtotal of state or local funds included for this school	$102,676	Title I Centralized Services	$0	Title I Preschool	$0