Carroll Elementary

Local Control Accountability Plan (LCAP) 2021-2022

Principal: JACKIE FERREIRA

County-District-School (CDS) Code: 34673140111112

Elk Grove Unified School District
Elk Grove, California

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

Goal Setting

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 have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.

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 have an equitable opportunity to learn in a 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 involve family and community partners.

Stakeholder Engagement

Involvement Process for LCAP and Annual Update
How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?
At Carroll Elementary, we strives to provide multiple means of input. We also are dedicated to engaging our stakeholders to develop our local control accountability for a review, analysis, and input on our plan. We are committed to being responsive to the needs of our community. Through Carroll school site council meetings (11/04/20, 2/3/21, 3/31/21, 5/12/21); monthly leadership team meetings, grade level PLC Meetings, surveys, and ELAC Meetings (9/30/20, 9/11/19, 1/20/21, 5/24/21) our school gathers input, shares our planning process, as well as collaborated with our stakeholders to improve our the continuous improvement cycle. We are committed to being transparent with funding, while aligning our budgets actions/services that assist us in attaining our site goals that align with our district goals. We sought out multiple opportunities, sources, and methods of input to allow for responsiveness to students, families, community as a whole, and staff so that we are able to reach our goals.

Impact of LCAP and Annual Update
How did these consultations affect the LCAP for the upcoming year?
Stakeholder input helps to build consensus and a clear direction for services to students and supports for continued staff development to meet the unique needs of our student population. Through questioning and the cycle of inquiry, parents and staff review our progress, make suggestions for improvement, express their desires for school improvement targets, and better understand the larger picture of school improvement efforts, funding sources and the allocation of resources.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.
N/A

Goals, Actions, and Progress Indicators

District Strategic Goal 1:	District Needs and Metrics 1:
All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.	Students need high quality classroom instruction and curriculum as measured by: • **A-G Completion** • **Access to Courses (Honors, AP/IB, CTE)**

- **AP/IB Exams**
- **CAASPP**
- **Content Standards Implementation**
- **CTE Sequence Completion**
- **EAP**
- **Other (Site-based/local assessment)**
- **Progress toward English Proficiency**
- **Redesignation**
- **Teacher Assignment**

Site Goal 1.1

Third through sixth grade students who meet and exceed standard will increase by 5% in English Language Arts on the CAASPP/SBAC and the California's Accountability Dashboard:

- Schoolwide in ELA: Students meeting or exceeding standards in ELA will increase by 5% from 70% to 75% (green to blue)
- Hispanic students will move from 56% meets or exceeds standards to 61% (yellow to green)
- African American students will move from 49% meets or exceeds standards to 54% (green to blue)
- Asian students will move from 79% meets or exceeds standards to 84% (Green to Blue)
- Pacific Islander students will move from 58% meets or exceeds standards to 63% (no performance color = fewer than 30 students)
- EL students will move from 16% meets or exceeds standards to 26% (yellow to green)
- Students with Disabilities will move from 28% meets or exceeds standards to 38% (yellow to green)
- Socioeconomically Disadvantaged students will move from 59% meets or exceeds standards to 64% (green to blue)
- Foster youth and homeless students will increase 1 or more achievement levels compared to the previous year (no performance color = fewer than 30 students)

Third through sixth grade students who meet and exceed standard will increase by 5% in mathematics on the CAASPP/SBAC and the California's Accountability Dashboard.

- Schoolwide in math: Students meeting or exceeding standards in math will increase by 5% from 64% to 69% (green to blue)
- Hispanic students will move from 40% meets or exceeds standards to 45% (Orange to Yellow)
- African American students will move from 47% meets or exceeds standards to 52% (yellow to green)
- Asian students will move from 79% meets or exceeds standards to 84% (Green to Blue)
- Pacific Islander students will move from 58% meets or exceeds standards to 63% (no performance color = fewer than 30 students)
- EL students will move from 24% meets or exceeds standards to 29% (green to blue)
- Students with Disabilities will move from 20% meets or exceeds standards to 25% (Red to Orange)
- Socioeconomically Disadvantaged students will move from 51% meets or exceeds standards to 56% (Yellow to Green)
- Foster youth and homeless students will increase 1 or more achievement levels compared to the previous year (no performance color = fewer than 30 students)

Kindergarten through 2nd Grade Benchmark data goals.

- Kindergarten: Increase of 5% more students scoring in green (mastery of all concepts) on kinder district common assessments according to the kinder ELA interim report in Illuminate.
- 1st Grade BPST increase from 85% to 95%
- 2nd grade increase ELA and Math benchmark score by 5% or more

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Metric: CAASPP

Actions/Services 1.1.1

Principally Targeted Student Group

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. Grade level teams and administration will meet weekly during late start, as well as during 1 site funded full day release day per grade level to analyze common assessment data so as to monitor student progress towards our site academic goals. • substitute cost for 1 full release day: $246 per day x 26 teachers x 1 day = $6396 • Hourly pay for teachers off track: $50 per hour x 7.5 hours x 12 teachers = $4500 • Total= $10896	From John Hattie's Visible Learning research, collective teacher efficacy has a 1.57 effect size. In addition, providing formative assessment has a .68 effect size.	1. Student progress will be monitored by individual teachers each trimester, with specific quarterly meetings centered on K-1 benchmark assessments, interim and formative 2nd-6th grade team developed and curriculum-based assessments, ELPAC outcomes data, grade level common assessments, classroom observations, and administrative walk throughs as well as CAASPP results data.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	$11000	Certificated Salaries	Edit	Delete

Actions/Services 1.1.2

Principally Targeted Student Group

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. Provide multiple days over the course of the year to release teachers to participate in Student Study Team Meetings during the school day. 10 days x $246 per day in sub costs = $2460	Hatie's work in Visible Learning for Literacy provides and effect size of 1.07 for Response to Intervention	1. Students progress in early literacy skills will be measured with tools such as Lexile, fluency and BPST. Kinder and 1st grade students will be measured based on progress on their K&1 Benchmark assessments.Student progress will also be monitored by individual teachers each trimester, with specific quarterly meetings centered on K-1 benchmark assessments, interim and formative 2nd-6th grade team developed and curriculum-based assessments, ELPAC outcomes data, grade level common assessments, classroom observations, and administrative walk throughs as well as CAASPP results data.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	$2500	Certificated Salaries	Edit	Delete

Actions/Services 1.1.3

Principally Targeted Student Group

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. Purchase from the district approved list additional supplementary curriculum and/or instructional materials, digital curriculum, district approved books, and student materials for workshop, intervention, enrichment, intersession, and extended day. Items may include copies ordered through printshop for intervention, workshop, intersession, after school tutoring, and extended day.	John Hattie's research on Visible Learning for Teachers identifies the effect size of various influences on student achievement. RTI - 1.07 Reading and phonics instruction -effect size .60 Small group learning -.49 effect size Research on instructional software has generally shown positive effects on students' achievement as compared with instruction that does not incorporate such technologies. (National Mathematics Advisory Panel, 2008, pg.50) GO Math K-6 Research Based Approach, p.42-50 https://www.hmhco.com/documents/go-math-k-6-research-based-approach The Digital Experience for the Wonders PreK–6 Literacy Curriculum: The resources within Wonders are designed to make technology purposeful to support the work in the classroom. The Wonders curriculum can be taught 100 percent digitally, with resources available online to help teachers plan and customize lessons and for students to read and complete assignments. https://www.mheducation.com/prek12/program/microsites/MKTSP-BGA07M0/digital.html	1.Effectriveness will be measured by the following: • Students will make a 3-5% gain as measured by grade level benchmark assessments, district common assessments, and CAASPP results in ELA and Math. Students will reach grade level SMART goals as measured by grade level program assessments • Effectiveness will also be measured using informal observation and teacher feedback. • Outcomes will also be assessed and data will be reviewed three times during the year - at the beginning of the school year, at the end of the 2nd trimester, and

	again at the end of the school year.	

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	$6000	Certificated Salaries	Edit	Delete

Actions/Services 1.1.4

Principally Targeted Student Group

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. Purchase digital curriculum on the district approved list as a supplemental intervention, intersession, extended day, and acceleration for students in the areas of ELA and Math. Some examples of district approved curriculum that our site utilizes include Moby Max, Brain Pop, DBQ Online, Scholastic Reading Counts. Moby Max=$3495 Scholastic Reading Counts=$1850 Brain Pop=$3250 DBQ Online 3rd -6th= $1875 Guided Readers Online=$2000	Research supports building student reading and math fluency using high interest interactive methods that provide feedback and adjust to student performance levels. Positive effect of technology on student achievement - Tamin, R., Bernard, R,. Borokhovski, E., Abrami, P., & Schmid, R (2011) report on positive effects of technology on student achievement from 25 metat-analyses of 1,055 primary studies, See "What forty years of research says about the impact of technology on learning: A second-order meta-analysis and validation study" *Review of Educational Research,* 15 (3) 250-281	1. All students that have been identified as reading below grade level will meet identified usage rates. Teachers and computer teacher will also monitor usage rate of ANY student identified as reading below grade level entering 1st-3rd.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	$10500	Contracts/Services	Edit	Delete

Actions/Services 1.1.5

Principally Targeted Student Group

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. Purchase from the district approved list technology hardware to support student learning and access to online curricular materials, resources, enrichment, intervention and assessments, and copies through EGUS printshop. Technology may include but is not limited to documents cameras and projectors on the district approved list. 2. Carroll will include opportunities for the use of technology within the school day and/or during extended day and intersession programs. Carroll may also purchase instructional materials and technology hardware and software as appropriate. 3. Increase the amount of district approved books in our school with an emphasis on purchasing library books that increase the equity, diversity and inclusion of our school library. Funds for library books = $5000	Positive effect of technology on student achievement - Tamin, R., Bernard, R,. Borokhovski, E., Abrami, P., & Schmid, R (2011) report on positive effects of technology on student achievement from 25 meta-analyses of 1,055 primary studies, See "What forty years of research says about the impact of technology on learning: A second-order meta-analysis and validation study" Review of Educational Research, 15 (3) 250-281 Research on instructional software has generally shown positive effects on students' achievement as compared with instruction that does not incorporate such technologies. (National Mathematics Advisory Panel, 2008, pg.50) GO Math K-6 Research Based Approach, p.42-50	1. Effectiveness will also be measured using informal observation and teacher feedback. 2. Outcomes will be assessed and data will be reviewed three times during the year - at the beginning of the school year, at the end of the 2nd trimester, and again at the end of the school year. 3. Utilize Follett data tracking system to track usage by our students.

https://www.hmhco.com/documents/go-math-k-6-research-based-approach
The Digital Experience for the Wonders PreK–6 Literacy Curriculum: The resources within Wonders are designed to make technology purposeful to support the work in the classroom. The Wonders curriculum can be taught 100 percent digitally, with resources available online to help teachers plan and customize lessons and for students to read and complete assignments.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	$6000	Materials/Supplies/Equipment	Edit	Delete

Actions/Services 1.1.6

Principally Targeted Student Group

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. An intervention teacher to provide specific intervention for identified K-6 students in the area of ELA, with an emphasis on early literacy skills.	Hatie's work in Visible Learning for Literacy provides and effect size of 1.07 for Response to Intervention John Hattie, Visible Learning for Teachers: Maximizing Impact on Learning • Small Group Learning Effect Size 0.49 • Reading Phonic Instruction Effect Size 0.60 • Reading Comprehension Programs Effect Size 0.58	1. Student progress will be monitored by the following: • Kindergarten,1st, and 2nd Grade student progress in early literacy skills will be by Elk Grove Diagnostic, Elk Grove Interim, and Elk Grove Summative assessment data in Illuminate. • 3rd through 6th grade student progress will be monitored by Elk Grove Diagnostic, Elk Grove Interim, and Elk Grove Summative assessment data in illuminate. • 3rd -6th grade CAASPP data • Student progress will also be measured by grade level common assessments established by our PLCs

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	$20000	Certificated Salaries	Edit	Delete

Actions/Services 1.1.7

Principally Targeted Student Group

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. Students who are not showing progress after intervention will be identified and invited to attend intersession. Off track teachers will provide intersession to students who have been identified in through common assessment data, Illuminate data, student study team meetings, or Co-ops.	Hatie's work in Visible Learning for Literacy provides and effect size of 1.07 for Response to Intervention John Hattie, Visible Learning for Teachers: Maximizing Impact on Learning • Small Group Learning Effect Size 0.49	1. Student progress will be monitored by the following: • Kindergarten,1st, and 2nd Grade student progress in early literacy skills will be by Elk Grove Diagnostic, Elk

- Reading Phonic Instruction Effect Size 0.60
- Reading Comprehension Programs Effect Size 0.58

Grove Interim, and Elk Grove Summative assessment data in Illuminate.
- 3rd through 6th grade student progress will be monitored by Elk Grove Diagnostic, Elk Grove Interim, and Elk Grove Summative assessment data in illuminate.
- 3rd -6th grade CAASPP data
- Student progress will also be measured by grade level common assessments established by our PLCs

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	$5000	Certificated Salaries	Edit	Delete

Actions/Services 1.1.8

Principally Targeted Student Group

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. Provide targeted, small-group or one on one intervention and/or acceleration outside of the regular school day. . Hourly certificated and classified salaries.	John Hattie's' research on Visible Learning for Teachers identifies the effect size of various influences on student achievement. Reading Phonic Instruction - .60 effect size Reading Comprehension Programs - .58 effect size Small Group Learning - .49 effect size Peter A Cohen, James A. Kulik, Chen-Lin C. Kulik; Educational Outcomes of Tutoring: A Meta-analysis of Findings. A meta-analysis of findings from 65 independent evaluations of school tutoring programs showed that these programs have positive effects on the academic performance and attitudes of those who receive tutoring. Tutored students outperformed control students on examinations, and they also developed positive attitudes toward the subject matter covered in the tutorial programs Students will make a 3-5% gain towards mastery of standards and benchmarks as measured by grade level benchmark assessments, district common assessments, and CAASPP results in ELA and Math. Students will reach grade level SMART goals as measured by grade level program assessments.	1. The effectiveness of the action will e measured by the following: • Students will make a 2% or more gain towards mastery of standards and benchmarks as measured by grade level benchmark assessments, district common assessments, and CAASPP results in ELA and Math. Students will reach grade level Decision Making Model goals as measured by grade level program assessments. • Effectiveness will also be measured using informal observation and teacher feedback. • Outcomes will be assessed and data will be reviewed three times during the year at the end of each trimester.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	$3287	Certificated Salaries	Edit	Delete

Site Goal 1.2

Carroll Site Goal 1.3 will address the need of students to be able to write to three different text types and purposes which include: argument, informative/explanatory, and narrative. Students will receive a solid foundation in production and distribution of writing as well as the ability to

research in order to build and present knowledge. In 2020-2021, Carroll Elementary will exceed 70% proficiency on grade level common assessment rubrics in writing.

| **Metric:** Other (Site-based/local assessment) | |

Actions/Services 1.2.1

Principally Targeted Student Group
• All • SWD

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. Provide professional development opportunities. 2. Teams of teachers will attend workshops and professional development opportunities. 3. Teachers who attend the training will present to the staff regularly at staff meetings throughout the year.	From John Hattie's Visible Learning research, collective teacher efficacy has a 1.57 effect size. In addition, effective teaching strategies have a .60 effect size. Professional Development Effect Size is .51 Teaching Strategies effect size .62 Collective Teacher Efficacy, 1.57 John Hattie, Visible Learning for Teachers: Maximizing Impact on Learning, October 2015	**1 & 2 & 3:** K-1 benchmark assessment data, 2nd and 3rd grade common assessments, and CAASPP results for 3rd grade will be used to measure our progress and student achievement. Classroom walk throughs to determine teacher Implementation of skills learned from the multiple professional learning opportunities.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	$1000	Certificated Salaries	Edit	Delete

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:** • **Assessment System** • **Data and Program Evaluation** • **Other (Site-based/local assessment)**

Site Goal 2.1

Carroll Site Goal 2.1 is designed to increase the frequency, quality and use of research-based ELD practices throughout the instructional day as well as in designated ELD lesson time (WIN time) and in extended day opportunities (including intersession) for targeted students. Instruction will be adjusted to meet their assessed needs as measured by the ELPAC assessment.

- English Learners in kindergarten through sixth grade students who progressed at least one ELPI level (ELPAC level) will increase by 10% from 38.2% in 18/19 to 48.9%
- Percent of English Learners in kindergarten through sixth grade students who reclassify will increase by 10% from our 2019 reclassification percentage of 13% to a reclassification percentage of 23%.

| **Metric:** Assessment System | |

Actions/Services 2.1.1

Principally Targeted Student Group
• EL • R-FEP

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. Teachers will be offered ELD strategy training provided by the District EL Coach so as to develop their repertoire. Our goal is to	Please refer to ell.nwresd.org for research briefs and evidence of ELL best practice strategies.	**1 & 2 & 3.** Administrative walk throughs and classroom observations and feedback.

increase the number of EL students being re-designated from 37% in 18/19 to 39% in 19/20 to 41% in 20/21.

- ELPAC testing
- EL Tutoring provided before or after school
- PD for designated and integrated strategies and EL Best Practices offered by EL coach.
- time sheet for EL Coordination assistance to be managed by an administrator
- Light refreshments for ELAC Meetings
- Allocating funds for translation for meetings such as parent conferences, ELAC outreach, etc.

2. Assess all EL students with ELPAC to determine proficiency. Admin will provide release time for grade levels to collaborate with ELD coach, and to observe best practices of peers. Admin and ELD coach will provide teachers with research based professional development on best teaching practices for ELD.
Use of certificated staff to assist with testing.

3. Purchase of supplemental materials for EL instruction including digital curriculum for intervention and enrichment from the district approved list.

4.. Increase the amount of district approved books in our school with an emphasis on purchasing library books that increase the equity, diversity and inclusion of our school library as well as assist our English learner in English language development. We strive to provide books that are culturally responsive and support our English learners in English language development. Funds for library books = $2000

According to Hattie, there is a .90 efficacy effect rate when formative evaluation and feedback is provided to teachers. In addition, there is a 1.57 effect size when collective teacher efficacy is supported.

Improving Education for English Learners: Research Based Approaches
Standards, Curriculum Frameworks and Instructional Resources division, CDE, (2010) (EL's need regular classroom instruction and would benefit from ELD classes devoted to sheltered content instruction in ELD)

1 & 2 & 3. ELPAC scores, specifically redesignatioin rates on the California Dashboard

1 & 2 & 3. Decision Making Model Data and PLC agendas

4. Student interest in reading will increase by increasing the number of high interest books which better match our diversity. We will monitor book usage through our Follett digital system.

Funding Source	Amount	Description of Use		
EL Supplemental (7150/0000)	$2000	Materials/Supplies/Equipment	Edit	Delete
EL Supplemental (7150/0000)	$7685	Certificated Salaries	Edit	Delete
EL Supplemental (7150/0000)	$1000	Classified Salaries	Edit	Delete

Actions/Services 2.1.2

Principally Targeted Student Group
• All • Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • R-FEP • SWD

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. Carroll will hold Co-op meetings once per trimester. The team will consist of classroom teacher, Resource teacher, MHT, and administration. From an analysis of data, recommendations will be made for intervention, Intersession, and mental health/ special education referrals. Co-ops will occur three times per year. Tri 1: 2 days	Collective teacher efficacy has an effect size of 1.67.	1. Pre and post Co-op assessments

Tri 2: 2 Days
Tri 3: 2 days
Total 6 days x 246/day= 1476

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	$1500	Certificated Salaries	Edit	Delete

Site Goal 2.2

Carroll site goal 2.3 is to increase access to core content and English Language Development instruction aligned to the California Common Core State Standards which makes use of technology instruction, integration and assessment tools.

- English Learners in 3rd through 6th grade meeting or exceeding standards in ELA will increase from 16% in 18/19 to 26% in 20/21
- English Learners in 3rd through 6th grade meeting or exceeding standards in Math will increase from 24% in 18/19 to 34% in 20/21

Metric: Assessment System

Actions/Services 2.2.1

Principally Targeted Student Group

• All • EL • R-FEP

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. Carroll will include opportunities for the use of technology within the school day and/or during extended day and intersession programs. Carroll may also purchase instructional materials and technology hardware and software as appropriate.	From John Hattie's Visible Learning research, collective teacher efficacy has a 1.57 effect size. Teacher clarity has an effect size of .75.	1. Administrative walk throughs and classroom observations, ELPAC scores, and overall student progress measures, like formative assessments and CAASPP.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	$1200	Materials/Supplies/Equipment	Edit	Delete

District Strategic Goal 3:

All students will have an equitable opportunity to learn in a 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
- Expulsion
- HS Dropout
- MS Dropout
- Other (Site-based/local assessment)
- School Climate
- Social Emotional Learning
- Suspension

Site Goal 3.1

Carroll site goal 3.1 is that students need a learning environment and school culture that is academically, socially, emotionally, and physically safe by increasing our PBIS tier 1 and Tier 2 implementation, as well as decreasing suspension rate, major referrals, and disproportionality.

SUSPENSIONS AND REFERRALS:

- Decrease the suspension rate from 2.9% in 2018-2019 to 1.9% in 2021-2022 as measured by the end of year Elk Grove Unified School District research and evaluation suspension rate report.
  - Hispanic students decrease their suspension rate by moving from a 7.9% suspension rate to a 6.9% suspension rate or less
  - African American students decrease their suspension rate by moving a 4.3% suspension rate to a 3.3% suspension rate
  - EL students will decrease their suspension rate by moving from a 1.3% suspension rate to a .3% suspension rate
  - Students with Disabilities will decrease their suspension rate by moving from a 16.8% suspension rate to a 9.8% suspension rate
  - Socioeconomically Disadvantaged students will decrease their suspension rate by moving from a 4.2% suspension rate to a 3.2% suspension rate
  - Foster youth will stay at a suspension rate of 0%
- Decrease overall major office referrals by 25%
  - Decrease Hispanic student major office referrals by 25%
  - Decrease African American student major office referrals by 25%
  - Decrease Asian student major office referrals by 25%
  - Decrease Pacific Islander student major office referrals by 25%
  - Decrease EL student major office referrals by 25%
  - Decrease Students with Disabilities major office referrals by 25%
  - Decrease Socioeconomically Disadvantaged student major office referrals by 25%
  - Decrease foster youth student major office referrals by 25%
  - Decrease homeless student major office referrals by 25%

PBIS TIER 1 AND TIER 2 IMPLEMENTATION

- Increase PBIS tier 2 tiered fidelity inventory score from 73% in 20/21 to 83% or more 21/22
- Increase our PBIS tier 1 tiered fidelity inventory score from 97% in 20/21 to 100% in 21/22
- Decrease the number of major office referrals from 169 major office referrals in 18/19 by 50% to 84 or less in 21/22 (comparing 18/19 full in person year to 21/22 full in person year)
- Decrease the number of suspensions from 29 suspension in 18/19 by 50% to 15 or less in 21/22 (comparing 18/19 full in person year to 21/22 full in person year)
- Increase our percent of culture and climate favorable responses on the school culture and climate survey by 3%
  - Increase the percent of student favorable responses from 78% in 19/20 to 88%
  - Increase the percent of parent favorable responses from 90% in 19/20 to 95%
  - Increase the percent of staff favorable responses from 92% in 19/20 to 95%

| **Metric:** School Climate | |

Actions/Services 3.1.1

Principally Targeted Student Group

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. PBIS Implementation: We will continue to utilize our PBIS and COMET Code to identify and celebrate the accomplishments of Carroll students, and continue to help make them feel connected to their school. • Purchase signage and materials to implement PBIS program. • timesheet a paraprofessional to support PBIS tier 2 check in check out program as a check in check out mentor • Tier 1 PBIS team will meet monthly • Tier 2/MTSS team to meet biweekly 2.We will provide unique after school opportunities for our students such as tutoring, choir, VAPA, STEM, and Project based learning. 3. Gate: • Administer GATE assessments to all 3rd grade students.	School Climate and the CCRPI : Dennis A. Kramer II, Senior Research and Policy Analyst; Jeff Hodges, Program Specialist, Safe and Drug-Free Schools; Marilyn Watson Program Manager, Safe and Drug-Free Schools Research has demonstrated that a positive school climate is associated with: •Academic achievement •Student engagement in school •Positive social skills development	1. We will measure the effectiveness of the action through: • We will utilize the CHKS with a specific focus on question No.14. • PBIS parent, student, and staff surveys • Tiered Fidelity Inventory • weekly and monthly review of discipline data synergy discipline data • monitoring the number of positive phone calls 2. We will measure the effectiveness of the action through: • increased student participation in after school clubs and activities as measured by attendance data • program participation attendance 3. We will measure the effectiveness of the action through • increased GATE qualification rate • Gate program participation attemdance

- Purchase materials for GATE program. (examples: Coding robots, technology, curriculum, I-Pads)
- Time sheet a teacher to teach extend day for GATE students (examples: robotics, video journalism, coding, etc.)
- Provide funds for GATE field trip

Funding Source	Amount	Description of Use		
PBIS (7440/0000)	$1000	Materials/Supplies/Equipment	Edit	Delete
Supplemental/Concentration (7101/0000)	$500	Certificated Salaries	Edit	Delete
Supplemental/Concentration (7101/0000)	$14050	Classified Salaries	Edit	Delete
GATE (7105/0000)	$5397	Certificated Salaries	Edit	Delete

Actions/Services 3.1.2

Principally Targeted Student Group

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. In an effort to reduce referrals and to provide continuity with character education, Carroll Elementary will implement a mentoring program. Classified staff will provide structured games and mentoring with a focus on the Character Education Program. Mentoring will include the classified staff implementing our check in check out program that is a part of our PBIS tier 2 implementation.	School Climate and the CCRPI : Dennis A. Kramer II, Senior Research and Policy Analyst; Jeff Hodges, Program Specialist, Safe and Drug-Free Schools; Marilyn Watson Program Manager, Safe and Drug-Free Schools Research has demonstrated that a positive school climate is associated with: •Academic achievement •Student engagement in school •Positive social skills development	1. We will measure the effectiveness of the action through the following: • Parent Survey • Healthy Kids Survey • referral and suspension data • check in check out PBIS tier 2 student data

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	$1000	Classified Salaries	Edit	Delete

District Strategic Goal 4:

All students will benefit from programs and services designed to inform and involve 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
- Chronic Absentee Rate
- Family and Community Engagement
- Input in Decision Making
- Other (Site-based/local assessment)
- Partnerships for Student Outcome
- Relationships Between Staff and Families

Site Goal 4.1	

Carroll will provide our parents with opportunities to participate in family friendly school-wide activities. With a focus this year that 82% of our parents will attend events virtually or in person and/or be present on campus. We would like to increase our participation by 10%

- In 2019/2020 school year according to physical sign in sheets and digital sign in sheets we had 72% of our parents attend an event on campus

Metric: Attendance Rate	

Actions/Services 4.1.1

Principally Targeted Student Group

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. Provide families the opportunity to participate in academic, social emotional learning, equity building, and other family events outside of the school day either virtual or if health and safety guidelines allow in-person. All events that are based on input received from parents. Events will include: Family Science Night, Family Writing Night, and Family Arts Night. We are going to continue to host family nights that build equity and tolerance. For example, one of our last family night was an Anne Frank/Bandage project exhibit. One of our next planned family nights is the Freedom Riders exhibit. 2. Utilize multiple communication platforms to notify parents of school events such as Facebook, Twitter, and Instagram, School Messenger, and Synergy 3. Carroll will also partner with The Office of Educational Equity and Family and Community Engagement to promote engagement and improvement in outcomes for students and families. Carroll will also create a equity committee to promote equity for all students in an effort to meet the vision of our EGUSD educational equity strategic plan: to provide an environment that is culturally sensitive and free from bias and discrimination that protects students from physical and emotional harm. The Board commits to ensuring that all stakeholders uphold educational equity as an essential principle of our school system that is integrated into all policies, practices, operations and processes in order to yield equitable educational outcomes for all students. Our equity committee will utilize the following foundations identified within our EGUSD equity strategic plan to guide our work at Carroll: FOUNDATION 1: CURRICULUM AND INSTRUCTION: Curriculum and instruction are rigorous and culturally responsive. FOUNDATION 2: OPPORTUNITY AND ACCESS: All students have opportunity and access to programs and services that support their academic achievement and social-emotional needs. FOUNDATION 3: PROFESSIONAL LEARNING AND DEVELOPMENT: Professional learning and development builds awareness, advocacy, and action toward educational equity. FOUNDATION 4: STUDENT-CENTERED SUPPORT: Support systems are designed and	Research is clear, parents that are involved in their child's education provide their children a better chance to be academically successful. Hatie's research assigns a 0.49 ES on parental involvement. Research is clear, parents that are involved in their child's education provide their children a better chance to be academically successful. Hatie's research assigns a 0.49 ES on parental involvement.	**1 & 2 & 3:** We will measure the effectiveness of the action through the following: • Parent Survey • Healthy Kids Survey • Social Media and web page visit data

implemented to respond to the diverse needs
of students.
FOUNDATION 5: SCHOOL, FAMILY AND
COMMUNITY RELATIONSHIPS: Positive
relationships with all stakeholders foster
school, family, and community connectedness
and engagement.
FOUNDATION 6: RECRUITMENT, HIRING,
DEVELOPMENT AND RETENTION: Recruit,
hire, develop and retain qualified and diverse
staff.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	$1500	Contracts/Services	Edit	Delete

Site Goal 4.2

Site Goal 4.2 is to Increase student attendance at Carroll Elementary.

- Increase the rate of attendance at school from 96.3% in 2019-20 to 97% in 2020-2021 to 97.3% in 2021-2022 as measured by the end of
  year Elk Grove Unified School District research and evaluation attendance rate report.
    - Hispanic students will move from 95% attendance rate to a 96% attendance rate
    - African American students will move from 96% attendance rate to a 97% attendance rate
    - Pacific Islander students will move from 94.9% attendance rate to a 95.9% attendance rate
    - EL students will move from a 97% attendance rate to a 98% attendance rate
    - Students with Disabilities will move from a 94% attendance rate to a 95% attendance rate
    - Socioeconomically Disadvantaged students will move from a 95.7% attendance rate to a 96.7% attendance rate
    - Homeless students will move from a 93.8% attendance rate to a 94.8% attendance rate
    - Foster youth will move from a 99.4% attendance rate to a 99.6% attendance rate
- Decrease the rate of chronic absenteeism at school from 8.6% in 2019-20 to 7% in 2020-2021 to 6% in 2021 2022 as measured by the
  end of year Elk Grove Unified School District research and evaluation attendance rate report.
    - Hispanic students will move from 14.2% chronically absent to a 12.2% chronically absent
    - African American students will move from 50% chronically absent to a 20% chronically absent
    - Pacific Islander students will move from 18.2% chronically absent to a 16.2% chronically absent
    - EL students will move from 5.6% chronically absent to a 3.6% chronically absent
    - Students with Disabilities will move from 19.6% chronically absent to a 17.6% chronically absent
    - Socioeconomically Disadvantaged students will move from 12.4% chronically absent to a 10.4% chronically absent
    - Homeless students will move from 20% chronically absent to a 10% chronically absent
    - Foster youth will maintain at 0% chronically absent

| **Metric:** Attendance Rate | |

Actions/Services 4.2.1

Principally Targeted Student Group

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Our actions to meet the expected outcome is to create a school wide culture of attendance. 1.Purchase signage and materials to promote attendance at school. 2.Monitor attendance data, post school-wide improvements and school-wide attendance data publicly. Conduct month-long promotions several times a year to focus on attendance 3.Provide time-sheeted classified or certificated employee to support our attendance incentive program,	A summary of key research by attendanceworks.org: https://awareness.attendanceworks.org/wp-content/uploads/Research2016.pdf Research by attendance works supports these practices can be found here:https://www.attendanceworks.org/resources/toolkits/for-principals-leading-attendance/cultivate-a-school-wide-culture-of-attendance/ The research supports the actions in 4 main categories: • cultivate a school wide culture of attendance • use chronic absence data to determine need for additional supports • develop staff capacity to adopt effective attendance practices	**1 & 2 & 3.** Effectiveness of the action will be monitored by the following: • Increase the rate of attendance at school from 96.3% in 2019-20 to 97% in 2020-2021 as measured by the end of year Elk Grove Unified School District research and evaluation attendance rate report. • Decrease the rate of chronic absenteeism at school from 8.6% in 2019-20 to 7% in 2020-2021 as measured by the end of year Elk Grove Unified

make positive phone calls home in an effort to encourage student excitement for being at school. 4. Provide time-sheeted classified or certificated support to provide release time to teachers so they can attend Student Attendance Review Team meetings where our school and families can collaborate to provide additional supports to family, as well as create a plan to improve attendance.	• advocate for resources and policies to improve attendance	School District research and evaluation attendance rate report. ○ Decrease the chronic absenteeism of all groups by 2%

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	$5463	Classified Salaries	Edit	Delete

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

Local Control Accountability Plan (LCAP)
Year 2021 - 2022

V. Funding

Carroll Elementary - 223

Fund Source *Mgmt.* *Code/Description* *Resc.* *Code/Description*	FTE	Carry Over	Allocation	Subtotal	EGUSD Strategic Goals				Balance
					1 - Curriculum and Instruction	2 - Assessment	3 - Wellness	4 - Family Engagement	
1510 Regular Education (TK-6) **0000** Unrestricted	0	$0	$29,329	$29,329	$29,329	$0	$0	$0	$0
1511 Regular Education (TK-6) - Allocated FTE **0000** Unrestricted	42.375	$0	$5,182,492	$5,182,492	$5,182,492	$0	$0	$0	$0
1512 Subject Matter Teachers **0000** Unrestricted	1.17	$0	$164,310	$164,310	$164,310	$0	$0	$0	$0
5495 Allocated FTE Leave **0000** Unrestricted	0	$0	$59,065	$59,065	$59,065	$0	$0	$0	$0
5634 Custodial Services **0000** Unrestricted	3	$0	$219,017	$219,017	$0	$0	$219,017	$0	$0
7101 LCFF Supplemental Concentration TK-6 **0000** Unrestricted	0	$0	$90,500	$90,500	$65,287	$2,700	$15,550	$6,963	$0
7105 Gifted and Talented Education (GATE) TK-6 **0000** Unrestricted	0	$0	$5,397	$5,397	$0	$0	$5,397	$0	$0
7150 EL Supplemental Program Services TK-6 **0000** Unrestricted	0	$0	$10,685	$10,685	$0	$10,685	$0	$0	$0
7440 Positive Behavior Incentive Supports **0000** Unrestricted	0	$0	$1,000	$1,000	$0	$0	$1,000	$0	$0
1510 Regular Education (TK-6) **3210** Elementary & Secondary School Relief (ESSER)	0	$0	$6,754	$6,754	$6,754	$0	$0	$0	$0
1510 Regular Education (TK-6) **3212** Elementary & Secondary School Relief II (ESSER II)	0	$0	$52,093	$52,093	$52,093	$0	$0	$0	$0
5610 Food and Nutrition Services Center **5310** Child Nutrition: School Programs (e.g., School Lunch, School Breakfast, Milk, Pregnant & Lactating Students)	1.3438	$0	$69,824	$69,824	$0	$0	$69,824	$0	$0
3410 Special Education Mild/Moderate **6500** Special Education	0	$0	$274,562	$274,562	$274,562	$0	$0	$0	$0
3660 Inclusive Education in Lieu of NPA **6500** Special Education	2.25	$0	$135,283	$135,283	$135,283	$0	$0	$0	$0

3680 Academic, Behavior and Social Supports Self-Contained Classes (ABSS-SCC)-Tier I **6500** Special Education	2.75	$0	$177,697	$177,697	$177,697	$0	$0	$0	$0
3770 Full Inclusion **6500** Special Education	3.75	$0	$250,871	$250,871	$250,871	$0	$0	$0	$0
4455 Textbook Reimbursement **9020** Lost/Damaged Textbooks Reimbursement	0	$43	$0	$43	$43	$0	$0	$0	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	56.6388	$43	$6,728,879	$6,728,922	$6,397,786	$13,385	$310,788	$6,963	

Total Funds Provided to the School Through the Consolidated Application	TBD
Total Federal Funds Provided to the School from the LEA for CSI	N/A
Subtotal of additional federal funds included for this school	$128,671
Subtotal of state or local funds included for this school	$6,600,251

Principal **Jack Ferreira**

School Site Council Chairperson **Michelle Nguyen**

EL Advisory Chairperson **Nikki Ahmed**