



Carroll Elementary

Local Control Accountability Plan (LCAP) 2022-2023

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

IV. Goals, Actions and Services

Carroll Elementary | Focused Work: 2022-2023

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 strive to provide multiple opportunities for input, as well as opportunities to review and analyze school wide data in a continuous effort to improve outcomes for students. We also are dedicated to engaging our stakeholders to develop our local control accountability plan for review, analysis, and input. We are committed to being responsive to the needs of our community. Through our school meetings, surveys, and events we gather stakeholder input, share our planning process, as well as collaborate with our stakeholders to improve our continuous cycle of improvement. We are committed to being transparent with funding, while aligning our budgets actions/services that assist us in attaining our site goals that align with our

district goals. We sought out multiple opportunities, sources, and methods of input to allow for responsiveness to students, families, community, and staff so that we are able to reach our goals together.

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

- Carroll school site council meetings (10/28/21, 11/30/21, 2/17/22, 4/19/22, 5/17/22)
- ELAC Meetings (10/26/21, 2/2/22, 4/19/21)
- bi-weekly PBIS tier 2 meetings
- site staff preservice (7/12/21)
- leadership meetings (9/13/21, 10/11/21, 11/15/21, 2/28/21, 4/11/22)
- staff Meetings (8/2/21, 9/20/21, 10/18/21, 11/29/21, 2/7/21, 3/14/22, 4/4/22)
- staff survey in March and April
- weekly grade level PLC Meetings
- EGUSD family, staff, and student LCAP needs surveys

Impact of LCAP and Annual Update

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

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

The following items were added or revised:

- Interventions that are currently in place will continue going forward
- The addition of an intervention teacher to provide small group targeted tier 2 academic intervention
- Addition of a check in check out mentor and recess mentor staff to assist in the eliminating discipline disproportionality
- removal of grade level release days for grade level planning, data analysis, program evaluation, and action planning due to staffing shortages

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:

All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the

District Needs and Metrics 1:

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

- A-G Completion

achievement gap.

- 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

ENGLISH LANGUAGE ARTS

Our goal is to close the achievement gap by raising the achievement of the lowest performing subgroups in English language art according to the 2021 CAASPP for students in the 3rd through 6th grades. Additionally, our goal is to ensure all subgroups will meet the desired outcome of not being greater than 18 distance from standard (DFS) in English language arts by increasing the number of students meeting or exceeding standards in all subgroups by 20%.

- School-wide students decreased from 70% meeting or exceeding standards in 2019 to 60% meeting or exceeding standards in 2021.
- Students with Disabilities decreased from 28% meeting or exceeding standards in 2019 to 17% meeting or exceeding standards in 2021.
- English learner students increased from 16% meeting or exceeding standards in 2019 to 27% meeting or exceeding standards in 2021.
- African American students decreased from 75% meeting or exceeding standards in 2019 to 67% meeting or exceeding standards in 2021.
- American Indian students decreased from 75% meeting or exceeding standards in 2019 to 67% meeting or exceeding standards in 2021.
- Hispanic students remained the same at 56% meeting or exceeding standards in 2019 and 2021.
- White students decreased from 69% meeting or exceeding standards in 2019 to 53% meeting or exceeding stars in 2021.
- Pacific Islander students decreased from 57% meeting or exceeding standards in 2019 to 38% meeting or exceeding standards in 2021.
- Asian students decreased from 74% meeting or exceeding standards in 2019 to 63% meeting or exceeding standards in 2021.
- Students with 2 or more races decreased from 78% meeting or exceeding standards to 67% meeting or exceeding standards in 2021.
- Filipino students decreased from 90% meeting or exceeding standards to 79% meeting or exceeding standards in 2021.
- Socioeconomically Disadvantaged students decreased from 59% meeting or exceeding standards to 45% meeting or exceeding standards in 2021.

School-wide students declined from 70% meeting or exceeding standards in 2019 to 60% meeting or exceeding standards in 2021. Our school-wide goal is that all students will move from 60% to 80% meeting or exceeding standards on the English language arts portion of the 2021-2022 California Assessment of Student Performance and Progress (CAASPP).

MATHEMATICS

Our goal is to close the achievement gap by raising the achievement of the lowest performing subgroups in Mathematics according to the 2021 CAASPP for students in the 3rd through 6th grades. Additionally, our goal is to ensure all subgroups will meet the desired outcome of not being greater than -9 distance from standard (DFS) in mathematics by increasing the number of students meeting or exceeding standards in all subgroups by 20%.

- Students with Disabilities increased from 20% meeting or exceeding standards in 2019 to 22% meeting or exceeding standards in 2021.
- African American students decreased from 47% meeting or exceeding standards in 2019 to 35% meeting or exceeding standards in 2021.
- American Indian students increased from 50% meeting or exceeding standards in 2019 to 67% meeting or exceeding standards in 2021.
- Hispanic students increased from 40% meeting or exceeding standards to 45% in 2019 meeting or exceeding standards in 2021.
- English learner (EL) students increased from 24% meeting or exceeding standards in 2019 to 25% meeting or exceeding standards in 2021.
- Students with 2 or more races decreased from 65% meeting or exceeding standards to 56% in 2019 meeting or exceeding standards in 2021.
- White students decreased from 63% meeting or exceeding standards in 2019 to 56% meeting or exceeding standards in 2021.
- Socioeconomically Disadvantaged students decreased from 51% meeting or exceeding standards in 2019 to 41% meeting or exceeding standards in 2021.
- Pacific Islander students decreased from 58% meeting or exceeding standards in 2019 to 50% meeting or exceeding standards in 2021.
- Asian students decreased from 79% meeting or exceeding standards in 2019 to 62% meeting or exceeding standards in 2021.
- Filipino students decreased from 82% meeting or exceeding standards in 2019 to 61% meeting or exceeding standards in 2021.

School-wide students declined from 64% meeting or exceeding standards in 2019 to 54% meeting or exceeding standards in 2021. Our school-wide goal is that all students will move from 54% to 74% meeting or exceeding standards on the math portion of the 2021-2022 California Assessment of Student Performance and Progress (CAASPP).

Metric: CAASPP

Actions/Services 1.1.1

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

| What Specific Actions/Services will you Provide to this Student Group? | What is the Research Confirming this is an Effective Practice? | How will you Measure the Effectiveness of each Action/Service? |
|--|--|--|
| <p>Purchase digital curriculum on the district approved list as a supplemental intervention during the regular school day, intersession, extended day for students in the areas of ELA and Math.</p> <p>1. Scholastic Reading Counts: Purchase supplementary resources to provide additional reading support that is accessible at home and in the school for all students at Carroll. (Subscription = \$1,725)</p> | <p>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</p> | <p>1. & 2. & 3. & 4. & 5. Administration and teachers will monitor usage, percentage of lessons passed, and track <i>student</i> growth through in-product assessment reporting Effectiveness will also be measured using informal observation and teacher feedback.</p> <p>1. & 2. & 3. & 4. & 5. Effectiveness will also be measured by the following:</p> <ul style="list-style-type: none"> • Students will make a 5% gain as measured by grade |

2. Moby Max: Students in grades K-6 will utilize Moby Max online differentiated online instruction in order to close learning gaps with digital adaptive learning in all k-6th grade subjects.

(Subscription = \$3,495)

3. DBQ Online: To assist our grade 3rd through 6th grade students in analyzing documents and writing essays based on a step by step process. Students write multi-paragraph, evidence-based essays using their documents, buckets, and outlines to support and explain their reasoning.

(Subscription = \$1,875)

4. Brainpop: Purchase supplementary resources to provide additional support in math, English language arts, science, and social studies as well as more subject areas. This supplemental resource/support is accessible at home and during the school.

(Subscription = \$3515)

5. Guided Readers: Purchase supplementary resources to provide additional reading support that is accessible at home and in the school. Kindergarten through 3rd.

(Subscription = \$2839)

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 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

level interim 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.

- 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.

1. & 2. & 3. & 4. & 5. 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) | \$13449 | Contracts/Services /Subscriptions | |
| | | | |

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

| What Specific Actions/Services will you Provide to this Student Group? | What is the Research Confirming this is an Effective Practice? | How will you Measure the Effectiveness of each Action/Service? |
|---|---|--|
| <p>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, assessments, and extended day. Items may include copies ordered through printshop for intervention, assessment, and extension of learning. \$450 per grade level for printshop printing of supplemental intervention materials: 7 grade levels x \$450 = \$3,150</p> <p>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.</p> <p>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. Purchase district approved library books = \$3000</p> | <p>John Hattie's research on Visible Learning for Teachers identifies the effect size of various influences on student achievement.</p> <ul style="list-style-type: none"> • response to intervention (RTI) = 1.07 effect size • reading and phonics instruction = .60 effect size • Small group learning = .49 effect size <p>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)</p> | <p>1. Effectiveness will also be measured using informal observation and teacher feedback.</p> <p>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.</p> <p>3. Utilize Follett data tracking system to track usage by our students.</p> |

| Funding Source | Amount | Description of Use | |
|--|--------|-----------------------------------|--|
| Supplemental/Concentration (7101/0000) | \$3000 | Materials/Supplies/Equipment | |
| Supplemental/Concentration (7101/0000) | \$3150 | Contracts/Services /Subscriptions | |
| | | | |

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

| What Specific Actions/Services will you Provide to this Student Group? | What is the Research Confirming this is an Effective Practice? | How will you Measure the Effectiveness of each Action/Service? |
|---|--|---|
| <p>1. Academic Intervention</p> <p>Teachers: Our Academic Intervention Teachers will utilize small group instruction and Highly Effective Learning Strategies for struggling students in kindergarten through sixth grade.</p> <ul style="list-style-type: none"> • 1 academic teacher funded through district ESSR funds • 1 academic teacher time-sheeted through supplemental concentration funds: 6 hours per day x 4 days per week x 42 weeks = \$49,000 from Supplemental/Concentration (7101/0000) <p>An intervention teacher to provide specific intervention for identified K-6 students in the area of ELA, with an emphasis on early literacy skills.</p> | <p>Hattie's work in Visible Learning for Literacy provides and effect size of 1.07 for Response to Intervention</p> <p>John Hattie, Visible Learning for Teachers: Maximizing Impact on Learning</p> <ul style="list-style-type: none"> • Small Group Learning Effect Size 0.49 • Reading Phonic Instruction Effect Size 0.60 • Reading Comprehension Programs Effect Size 0.58 | <p>1. Student progress will be monitored by the following:</p> <ul style="list-style-type: none"> • 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 • Formative assessments data tracked by our AIT derived from assessment given during small group intervention. |

| Funding Source | Amount | Description of Use | |
|--|---------|--------------------------|--|
| Supplemental/Concentration (7101/0000) | \$49000 | Certificated- Timesheets | |
| | | | |

Actions/Services 1.1.4

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

| What Specific Actions/Services will you Provide to this Student Group? | What is the Research Confirming this is an Effective Practice? | How will you Measure the Effectiveness of each Action/Service? |
|---|---|---|
| <p>1. After School Tutoring: Provide targeted, small-group or one on one intervention and/or</p> | <p>John Hattie's' research on Visible Learning for Teachers identifies the effect size of various influences on</p> | <p>1. & 2. & 3. Student progress will be monitored by the following:</p> |

acceleration outside of the regular school day.
Hourly certificated and classified salaries: currently paid through district funds for extended learning opportunities

2. Intersession: Students who are not showing progress after intervention will be identified and invited to attend intersession. Off track teachers will provide intersession to students who have been identified in through common assessment data, Illuminate data, student study team meetings, or Co-ops.
Hourly certificated and classified salaries: currently paid through district funds for extended learning opportunities.

3. Intervention During School Day: Time sheet certificated teachers to provide small group instructions during the school day for students struggling in math or ELA.

Time sheet certificated teachers: \$9,000 Supplemental/Concentration (7101/0000)

student achievement.

- Reading Phonic Instruction = .60 effect size
- Reading Comprehension Programs = .58 effect size
- Small Group Learning = .49 effect size
- Response to Intervention = 1.07 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

- 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

1. & 2. & 3. The effectiveness of the action will be measured by the following:

- 3rd through 6th grade CAASPP results in ELA and Math.
- Grade level Decision Making Model goals and progress towards these goals as measured by grade level specific common 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) | \$7998 | Certificated- Timesheets | |
| | | | |

Site Goal 1.2

Carroll Site 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

| What Specific Actions/Services will you Provide to this Student Group? | What is the Research Confirming this is an Effective Practice? | How will you Measure the Effectiveness of each Action/Service? |
|---|---|---|
| <p>1. Provide professional development opportunities.</p> <p>2. Teams of teachers will attend workshops and professional development opportunities.</p> <p>3. Teachers who attend the training will present to the staff regularly at staff meetings throughout the year.</p> | <p>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.</p> <p>Professional Development Effect Size is .51 Teaching Strategies effect size .62 Collective Teacher Efficacy, 1.57</p> <p>John Hattie, Visible Learning for Teachers: Maximizing Impact on Learning, October 2015</p> | <p>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.</p> |

| Funding Source | Amount | Description of Use | |
|-----------------------|---------------|---------------------------|--|
| | | | |

Actions/Services 1.2.2

Principally Targeted Student Group

- All

| What Specific Actions/Services will you Provide to this Student Group? | What is the Research Confirming this is an Effective Practice? | How will you Measure the Effectiveness of each Action/Service? |
|--|---|---|
| <p>1. We will provide unique after school opportunities for our students such as tutoring, choir, VAPA, STEM, and Project based learning.</p> <p>2. Gate:</p> <ul style="list-style-type: none"> • Administer GATE assessments to all 3rd grade students. | <p>A Meta-Analysis of the Effects of Enrichment Programs on Gifted Students: The results of this study demonstrated that continuous interventions throughout the academic year are also effective for gifted students' academic achievement. Goldring (1990) suggested that special classes beyond regular school classes benefit gifted students in terms of academic achievement, and this study suggests that the</p> | <p>1. We will measure the effectiveness of the action through:</p> <ul style="list-style-type: none"> • increased student participation in after school clubs and activities as measured enrollment in these programs • program participation attendance |

- 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

Time-sheet certificated teachers: \$5,097 rom GATE (7105/0000) Funds

Purchase district approved materials, supplies, supplementary curriculum: \$300 from GATE (7105/0000) Funds

Certificated-Stipends: \$1,250 GATE (7105/0000)

interventions need to be continuous in order to maximize the program effects

Kim, Mihyeon, "A Meta-Analysis of the Effects of Enrichment Programs on Gifted Students" (2016). Articles. 70.

John Hattie, **Visible Learning for Teachers** effect sizes:

- small group learning: effect size = 0.49
- creativity programs: effect size = 0.65

2. We will measure the effectiveness of the action through

- increased GATE qualification rate
- Gate program participation attendance

| Funding Source | Amount | Description of Use | |
|-----------------------|---------------|------------------------------|--|
| GATE (7105/0000) | \$300 | Materials/Supplies/Equipment | |
| GATE (7105/0000) | \$1250 | Certificated-Stipends | |
| GATE (7105/0000) | \$3847 | Certificated- Salaries | |
| | | | |

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 English language development (ELD) practices throughout the instructional day through integrated English language development, designated English language development, and extended learning opportunities for English Learners. Instruction will be adjusted to meet their assessed needs as measured by the ELPAC assessment.

- Our goal is to increase the percentage of English learner making progress towards English proficiency as

measured by the English learner progress indicator (ELPI). English Learners in kindergarten through sixth grade students that increased at least one or more English learner progress indicator (ELPI) levels will increase by 10% from 54.5% in 2021 to 64.5% in 2022. The number of English learners ELPI levels increased from 50% in 2019/2020 to 54.5% in 2020/2021.

- Percent of English Learners in kindergarten through sixth grade students who reclassify will increase by 10% from our 2021 reclassification percentage of 14% to a reclassification percentage of 25% in 2022.

Metric: Assessment System

Actions/Services 2.1.1

Principally Targeted Student Group

- EL • R-FEP

| What Specific Actions/Services will you Provide to this Student Group? | What is the Research Confirming this is an Effective Practice? | How will you Measure the Effectiveness of each Action/Service? |
|---|--|--|
| <p>1. Teachers will be offered ELD strategy training provided by the District EL Coach so as to develop their repertoire. Our goal is to increase the number of EL students being re-designated and or increasing ELPI levels</p> <ul style="list-style-type: none"> • time sheet certificated staff to conduct 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 • provide English learner small group tutoring during the school day. • Light refreshments for ELAC Meetings • Allocating funds for translation for meetings such as parent conferences, ELAC outreach, etc. <p>Time-sheet certificated teachers: \$15,868 from EL Supplemental (7150/0000).</p> <p>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</p> | <p>Please refer to ell.nwresd.org for research briefs and evidence of ELL best practice strategies. 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.</p> <p><u>Improving Education for English Learners: Research Based Approaches</u> <i>Standards, Curriculum Frameworks and Instructional Resources division, CDE, (2010)</i> <i>(EL's need regular classroom instruction and would benefit from ELD classes devoted to sheltered content instruction in ELD)</i></p> | <p>1. & 2. Administrative walk throughs and classroom observations and feedback.</p> <p>1. & 2. ELPAC:</p> <ul style="list-style-type: none"> • The percent of students reclassified from EL to FEP status • Percentage of EL students that increased one or more ELPI levels or maintained proficiency <p>1. & 2. Decision Making Model Data and PLC agendas</p> <p>3. Administration and teachers will monitor usage, percentage of lessons passed, and track <i>student</i> growth through in-product assessment reporting.</p> <p>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.</p> |

practices of peers. Admin and ELD coach will provide teachers with research based professional development on best teaching practices for designated and intergrated ELD.
Use of certificated staff to assist with testing.

3. Our site will focus on implementing Imagine Learning as a key supplemental digital resource. Purchase of supplemental materials for EL instruction including digital curriculum for intervention and enrichment from the district approved list.

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 to purchase district approved library books = \$1000

| Funding Source | Amount | Description of Use | |
|-----------------------------|---------|------------------------------|--|
| EL Supplemental (7150/0000) | \$1000 | Materials/Supplies/Equipment | |
| EL Supplemental (7150/0000) | \$15868 | Certificated- Salaries | |
| | | | |

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

| What Specific Actions/Services will you Provide to this Student Group? | What is the Research Confirming this is an Effective Practice? | How will you Measure the Effectiveness of each Action/Service? |
|--|---|---|
| <p>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 tier 2 supports from our multi-tiered system of supports. A few examples of tier 2 supports include the following: tutoring, Intersession, academic intervention during the school day by our academic intervention teacher, educationally based mental health services, and other supports from our multi-tiered system of supports. Co-ops will occur three times per year. Trimester 1: 2 days Trimester 2: 2 Days Trimester 3: 2 days Total 6 days x \$246 per day in substitute costs= 1476</p> <p>2. Provide multiple additional days over the course of the year to release teachers to participate in Student Success Team Meetings so that administration, families, support personnel, teachers, as well as students can implement a team oriented approach to assisting our students with a wide range of concerns related to their school performance and experience during the school day. the meetings will provide everyone with an opportunity to share concerns and develop a plan for school success. 18 days x \$246 per day in substitute costs = \$5904</p> | <p>Hattie's work in Visible Learning metanalysis of data shows collective teacher efficacy has an effect size of 1.67.</p> <p>Hatie's work in Visible Learning for Literacy provides and effect size of 1.07 for Response to Intervention</p> | <p>1 & 2. Effectiveness will be measured through the following diagnostic assessments administered at the beginning of the year, interim assessments administered once a trimester, and summative assessments:</p> <ul style="list-style-type: none"> • Kindergarten EGUSD assessments: <ul style="list-style-type: none"> ○ English language arts assessments diagnostic and interim assessments: letter names, letter sounds, phonemic awareness, phonics ○ math diagnostic and interim assessments: EGUSD math diagnostic (entry) and math interim assessments given every trimester. • 1st Grade EGUSD assessments: <ul style="list-style-type: none"> ○ English language arts assessments diagnostic and interim assessments: letter names, letter sounds, phonemic awareness, phonics ○ math diagnostic and interim assessments: EGUSD math counting interview and math interim assessments given every trimester. • 2nd Grade EGUSD assessments: <ul style="list-style-type: none"> ○ English language arts assessments diagnostic and interim assessments: phonemic awareness, phonics, fluency, listening comprehension, reading comprehension ○ math diagnostic and interim assessments: counting interview and math interim assessments. |

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

| Funding Source | Amount | Description of Use | |
|--|--------|------------------------|--|
| Supplemental/Concentration (7101/0000) | \$5904 | Certificated- Salaries | |
| | | | |

| | |
|--|--|
| <p>District Strategic Goal 3:</p> <p>All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.</p> | <p>District Needs and Metrics 3:</p> <p>Students need a safe and engaging academic, social-emotional, and physical school environment as measured by:</p> <ul style="list-style-type: none"> • 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, and disproportionality.

SUSPENSIONS AND REFERRALS:

- **SUSPENSIONS:** Suspensions decreased from 13 suspensions in 18/19 to 0 suspensions in 19/20. Currently we have 6 suspensions for the 21/22 school year as of March. Our site goal is to reduce suspensions the number of suspensions to 0 for the 22/23 school year.
- **SUSPENSION RATE:** The overall suspension rate decreased from 1.6% in 18/19 to 1.0% in 19/20 to

0.1% in 20/21. Our Goal is to reduce the suspension rate 0% for the 22/23 school year.

- 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.
 - African American students decreased from a 1.9% suspension rate in 2020 to 0% suspension rate in 2021. Our goal is to maintain the 0% suspension rate.
 - American Indian students maintained a 0% suspension rate from 2020 to 2021. Our goal is to maintain the 0% suspension rate.
 - Asian students increased from a 0% suspension rate in 2020 to 0.3% suspension rate in 2021. Our goal is to decrease the suspension rate to 0%.
 - Filipino students maintained a 0% suspension rate from 2020 to 2021. Our goal is to maintain the 0% suspension rate.
 - Hispanic students decreased from a 0.6% suspension rate in 2020 to 0% suspension rate in 2021. Our goal is to maintain the 0% suspension rate.
 - Pacific islander students decreased from a 5% suspension rate in 2020 to 0% suspension rate in 2021. Our goal is to maintain the 0% suspension rate.
 - White students decreased from a 1.7% suspension rate in 2020 to 0% suspension rate in 2021. Our goal is to maintain the 0% suspension rate.
 - English learner students maintained a 0% suspension rate from 2020 to 2021. Our goal is to maintain the 0% suspension rate.
 - Foster students maintained a 0% suspension rate from 2020 to 2021. Our goal is to maintain the 0% suspension rate.
 - Homeless students decreased from a 16% suspension rate in 2020 to 0% suspension rate in 2021. Our goal is to maintain the 0% suspension rate.
 - Socioeconomically disadvantaged student decreased from a 1.2% suspension rate in 2020 to 0.3% suspension rate in 2021. Our goal is to decrease the suspension rate to 0%.
 - Students with disabilities decreased from a 5% suspension rate in 2020 to 0% suspension rate in 2021. Our goal is to maintain the 0% suspension rate.

PBIS TIER 1 AND TIER 2 IMPLEMENTATION

- Increase PBIS tier 2 tiered fidelity inventory score from 73% in 2021 to 83% or more
- Increase our PBIS tier 1 tiered fidelity inventory score from 97% in 2021 to 100%
- Major referrals decreased from 169 major referrals in 18/19 to suspensions in 2019 to 0 suspensions in 2020. Currently we have 6 suspensions this school year as of March. Our goal is to reduce suspensions the number of suspensions to 0 for the 22/23 school year.

| | |
|---------------------------|--|
| Metric: Suspension | |
|---------------------------|--|

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

| What Specific Actions/Services will you Provide to this Student Group? | What is the Research Confirming this is an Effective Practice? | How will you Measure the Effectiveness of each Action/Service? |
|---|---|--|
| 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. | 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 | 1. We will measure the effectiveness of the action through: <ul style="list-style-type: none"> • We will utilize the CHKS with a specific focus on question No.14. • PBIS parent, student, and staff |

- Purchase signage and materials to implement PBIS program.
- timesheet a paraprofessional to support PBIS tier 2 check in check out program as a check in check out mentor, run lunch bunch (A Small-Group Intervention For Building Social Skills)
- Tier 1 PBIS team will meet monthly
- Tier 2/MTSS team to meet biweekly

Timesheet classified staff to support PBIS tier 2 check in check out program as a check in check out mentor: 6 hours per day x 190 days = \$20,000

Research has demonstrated that a positive school climate is associated with:

- Academic achievement
- Student engagement in school
- Positive social skills development

- surveys
- Tiered Fidelity Inventory
 - weekly and monthly review of discipline data synergy discipline data
 - monitoring the number of positive phone calls
 - major and minor referral data
 - suspension data
 - expulsion data

| Funding Source | Amount | Description of Use | |
|--|---------|------------------------------|--|
| PBIS (7440/0000) | \$1000 | Materials/Supplies/Equipment | |
| Supplemental/Concentration (7101/0000) | \$20000 | Classified- Timesheets | |
| | | | |

Site Goal 3.2

MAJOR REFERRALS: The number of major referrals decreased from 169 major office referrals in 18/19 to 81 major referrals in 19/20 to 8 major referrals in 20/21. Currently we have 47 major referrals for the 21/22 school year as of March. Our Goal is to reduce the number of major referrals by 50% for the 22/23 school year while monitoring data throughout the year to ensure there is not a disproportionality in major referrals.

- Decrease Hispanic student major referrals by 80%
- Decrease African American student major referrals by 80%
- Decrease Homeless student major referrals by 80%

- Decrease Students with Disabilities major referrals by 80%
- Decrease Socioeconomically Disadvantaged student major referrals by 80%

Metric: Other (Site-based/local assessment)

Actions/Services 3.2.1

Principally Targeted Student Group

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

| What Specific Actions/Services will you Provide to this Student Group? | What is the Research Confirming this is an Effective Practice? | How will you Measure the Effectiveness of each Action/Service? |
|---|--|---|
| <p>1. A majority of our suspensions and referrals originate on our playground. In an effort to decrease discipline disproportionality, reduce referrals, as well as provide continuity with character education, Carroll Elementary will implement a recess mentoring program by having ASSIST coaches on our playground during recess. ASSIST coaches will engage and facilitate structured recess activities with our students. Some of the positive outcomes/impacts from ASSIST recess mentors are the following:</p> <ul style="list-style-type: none"> • structure a safe and inclusive environment for all students during recess • reinforce positive character traits • promote and teach important SEL concepts • reinforce and promote our campus wide PBIS expectations <p>The ASSIST recess mentors create a positive and inclusive environment on our playground. Contracts:: \$22,610 Supplemental/Concentration (7101/0000)</p> <p>2. Our site will implement a social emotional learning curricula schoolwide:</p> <ul style="list-style-type: none"> • District will purchase | <p>1. 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:</p> <ul style="list-style-type: none"> •Academic achievement •Student engagement in school •Positive social skills development <p>Colvin, G., Sugai, G., Good, R. H., III, & Lee, Y. (1997). Using active supervision and pre-correction to improve transition behaviors in an elementary school. <i>School Psychology Quarterly</i>, 12, 344–363.</p> <p>Franzen, K., & Kamps, D. (2008). The utilization and effects of positive behavior support strategies on an urban school playground. <i>Journal of Positive Behavioral Interventions</i>, 10(3), 150–161</p> <p>2. 2011 meta-analysis of 213 studies involving school-based, universal SEL programs including over 270,000 students in K-12 revealed Better Academic Performance</p> <ul style="list-style-type: none"> • achievement scores are an average of 11 percentile points higher than for students who did not receive | <p>1. We will measure the effectiveness of the action through the following:</p> <ul style="list-style-type: none"> • Parent Survey • California Healthy Kids Survey • referral data • suspension data • check in check out data <p>2. We will measure the effectiveness of the action through the following:</p> <ul style="list-style-type: none"> • school climate survey data • EGUSD social emotional learning (SEL) survey data • major and minor discipline referral data • suspension data |

curriculum.

- Publisher will provide initial training. Option for further site PD at pre-service or during staff meeting time.
- Wellness Providers & Equity Coaches will provide ongoing support (e.g. demo lessons, planning support, etc.)

SEL instruction

Improved Attitudes and Behaviors

- greater **motivation** to learn, deeper commitment to school, **increased time devoted to schoolwork**, and better classroom behavior

More Prosocial Behaviors

- **fewer disciplinary referrals**, decreased incidents of bullying

Reduced Emotional Distress

- **fewer reports** of student depression, anxiety, stress, and social withdrawal
- increased staff ability to **develop nurturing relationships** with students and one another and serve as behavior role models for children

| Funding Source | Amount | Description of Use | |
|--|---------|-----------------------------------|--|
| Supplemental/Concentration (7101/0000) | \$22610 | Contracts/Services /Subscriptions | |
| | | | |

| | |
|--|--|
| <p>District Strategic Goal 4:</p> <p>All students will benefit from programs and services designed to inform and involve family and community partners.</p> | <p>District Needs and Metrics 4:</p> <p>Students need parent, family and community stakeholders as direct partners in their education as measured by:</p> <ul style="list-style-type: none"> • 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

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: Relationships Between Staff and Families

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

| <p>What Specific Actions/Services will you Provide to this Student Group?</p> | <p>What is the Research Confirming this is an Effective Practice?</p> | <p>How will you Measure the Effectiveness of each Action/Service?</p> |
|--|---|---|
| <p>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. Inclusion of family in planning these events. 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.</p> <p>2. Utilize multiple communication platforms to notify parents of school events such as Facebook, Twitter, and Instagram, School Messenger, and Synergy</p> <p>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</p> | <p>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.</p> <p><u>Dual Capacity Framework:</u> Family engagement built upon capacity outcomes: Educators are empowered to:</p> <ul style="list-style-type: none"> • Connect family engagement to learning and development • Engage families as co-creators • Honor family funds of knowledge • Create welcoming cultures <p>Families engage in diverse roles:</p> <ul style="list-style-type: none"> • Co-creators • Supporters • Encouragers • Monitors • Advocates • Models <p>Outcome = effective partnerships that support student learning. Mapp, K. L., & Kuttner, P. J. (2013). Partners in Education: A Dual Capacity-Building Framework for Family-School Partnerships. SEDL.</p> | <p>1 & 2 & 3: We will measure the effectiveness of the action through the following:</p> <ul style="list-style-type: none"> • Parent Survey: School climate by construct as perceived by students, parents, and staff • California Healthy Kids Survey • Social Media and web page visit data |

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 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.

Equity committee will be funded through an Equity grant.

| Funding Source | Amount | Description of Use | |
|----------------|--------|--------------------|--|
| | | | |

Site Goal 4.2

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

OVERALLL ATENDANCE RATE GOAL: Our attendance rate increased from 96.3% in 2019 to 97% in 2020 to 97.3% in 2021 as measured by the end of year Elk Grove Unified School District research and evaluation attendance rate report. **Our goal is to increase the overall attendance rate by 0.5% to 97.5%.**

ASUBGROUP ATTENDANCE RATE GOALS: Our goal is to ensure all subgroups attain the desired outcome of a 95% or higher attendance rate, with all subgroups attaining a 97% attendance rate or higher.

- Hispanic students increased from a 95.1% attendance rate in 2020 to 95.3% attendance rate in 2021 **Our goal is to increase the Hispanic student attendance rate to 97% or higher.**
- African American students increased from a 96.2% attendance rate in 2020 to 96.4% attendance rate in 2021. **Our goal is to increase the African American student attendance rate to 97% or higher.**
- Pacific Islander students decreased from a 93.4% attendance rate in 2020 to 85.6% attendance rate in 2021. **Our goal is to increase the Pacific Islander student attendance rate to 97% or higher.**
- English learner students increased from a 96.6% attendance rate in 2020 to 98.0% attendance rate in 2021. **Our goal is to maintain or increase our English learner student attendance rate so it is 97% or higher.**
- Students with disabilities increased from a 93.2% attendance rate in 2020 to 94.3% attendance rate in 2021. **Our goal is to increase the students with disabilitie attendance rate to 97% or higher.**
- Socioeconomically disadvantaged students decreased from a 95.7% attendance rate in 2020 to 95.4% attendance rate in 2021. **Our goal is to increase the socioeconomically disadvantaged student attendance rate to 97% or higher.**
- Homeless students decreased from a 92.5% attendance rate in 2020 to 89.3% attendance rate in 2021. **Our goal is to increase the homeless student attendance rate to 97% or higher.**
- Foster students increased from a 94.8% attendance rate in 2020 to 95.8% attendance rate in 2021. **Our goal is to increase the foster student attendance rate to 97% or higher.**
- Asian students increased from a 97.3% attendance rate in 2020 to 98.9% attendance rate in 2021. **Our goal is to maintain or increase our Asian student attendance rate so it is 97% or higher.**
- White students increased from a 95.7% attendance rate in 2020 to 97.1% attendance rate in 2021. **Our goal is to maintain or increase our White student attendance rate so it is 97% or higher.**
- American Indian students increased from a 95.0% attendance rate in 2020 to 97.3% attendance rate in 2021. **Our goal is to maintain or increase our American Indian student attendance rate so it is 97% or higher.**

OVERALLL CHRONIC ABSENTEEISM GOAL: The overall rate of chronic absenteeism has steadily decreased over 3 years from 8.4% in 2019 to 7% in 2020 to 6% in 2021. **Our goal is to keep overall chronic absenteeism to 5% or below as measured by the end of year Elk Grove Unified School District research and evaluation attendance rate report.**

SUBGROUP CHRONIC ABSENTEEISM GOALS: Our goal is to also ensure all subgroups stay below the desired outcome of 8% or lower for the 23/24 school year, with each subgroup attaining a 3% chronic absentee rate or maintaining if they have a 0% chronic absentee rate.

- African American students increased from a 5.8% chronic absentee rate in 2020 to an 11.7% chronic absentee rate in 2021. **Our goal is to ensure African American students attain a 3% or lower chronic**

absentee rate

- Asian students decreased from a 5.7% chronic absentee rate in 2020 to a 1.3% chronic absentee rate in 2021. **Our goal is to ensure Asian students attain a 3% or lower chronic absentee rate.**
- Filipino students decreased from a 3.6% chronic absentee rate in 2020 to a 0% chronic absentee rate in 2021. **Our goal is to also ensure Filipino students attain a 3% or lower chronic absentee rate**
- American Indian students maintained a 0% chronic absentee rate. **Our goal is to also ensure American Indian students attain a 3% or lower chronic absentee rate.**
- Hispanic students increased from a 11.3% chronic absentee rate in 2020 to a 13.7% chronic absentee rate in 2021. **Our goal is to also ensure Hispanic students attain a 3% or lower chronic absentee rate**
- Pacific islander students maintained a 20% chronic absentee rate. **Our goal is to also ensure Pacific Islander students attain a 3% or lower chronic absentee rate**
- White students decreased from a 7.3% chronic absentee rate in 2020 to a 5.7.3% chronic absentee rate in 2021. **Our goal is to also ensure White students attain a 3% or lower chronic absentee rate**
- English learner students decreased from a 8.5% chronic absentee rate in 2020 to a 3.5% chronic absentee rate in 2021. **Our goal is to also ensure English learner students attain a 3% or lower chronic absentee rate.**
- Foster students decreased from a 20% chronic absentee rate in 2020 to a 0% chronic absentee rate in 2021. **Our goal is to also ensure foster students attain a 3% or lower chronic absentee rate**
- Homeless students decreased from a 33.3% chronic absentee rate in 2020 to a 25% chronic absentee rate in 2021. **Our goal is to ensure all homeless students attain a 3% or lower chronic absentee rate**

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

| What Specific Actions/Services will you Provide to this Student Group? | What is the Research Confirming this is an Effective Practice? | How will you Measure the Effectiveness of each Action/Service? |
|--|--|---|
| <p>Our actions to meet the expected outcome is to create a school wide culture of attendance.</p> <ol style="list-style-type: none"> 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, 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 | <p>A summary of key research by attendanceworks.org: https://awareness.attendanceworks.org/wp-content/uploads/Research2016.pdf</p> <p>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/</p> <p>The research supports the actions in 4 main categories:</p> <ul style="list-style-type: none"> • cultivate a school wide culture of attendance • use chronic absence data to determine need for additional supports • develop staff capacity to | <p>1 & 2 & 3. Effectiveness of the action will be monitored by the following:</p> <ul style="list-style-type: none"> • weekly, monthly and trimester student information system (Synergy) attendance rate reports • weekly, monthly and trimester student information system (Synergy) chronic absentee reports • Individual student attendance incentive contract data |

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.

**Time sheet classified staff:
\$489 Supplemental/Concentration (7101/0000)**

- adopt effective attendance practices
- advocate for resources and policies to improve attendance

| Funding Source | Amount | Description of Use | |
|--|--------|------------------------|--|
| Supplemental/Concentration (7101/0000) | \$489 | Classified- Timesheets | |
| | | | |

Justification of School-Wide Use of Funds

For sites below 40 percent of enrollment of unduplicated pupils, when using supplemental and concentration (LCAP) funds in a school-wide manner, the site must additionally describe how the services provided are the most effective use of funds to meet the site's goals for unduplicated pupils in the state priority areas. Include a description and justification for the use of any funds in a school-wide manner as described in **Actions, Services, and Expenditures** above.

N/A

V. Funding

Carroll Elementary (223) | 2022 - 2023

| 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 | 0.0000 | \$0 | \$27,439 | \$27,439 | \$27,439 | \$0 | \$0 | \$0 | \$0 |
| 7101 LCFF Supplemental Concentration TK-6 0000 Unrestricted | 0.0000 | \$0 | \$125,600 | \$125,600 | \$76,597 | \$5,904 | \$42,610 | \$489 | \$0 |
| 7105 Gifted and Talented Education (GATE) TK-6 0000 Unrestricted | 0.0000 | \$0 | \$5,397 | \$5,397 | \$5,397 | \$0 | \$0 | \$0 | \$0 |
| 7150 EL Supplemental Program Services TK-6 0000 Unrestricted | 0.0000 | \$0 | \$16,868 | \$16,868 | \$0 | \$16,868 | \$0 | \$0 | \$0 |
| 7440 Positive Behavior Incentive Supports 0000 Unrestricted | 0.0000 | \$0 | \$1,000 | \$1,000 | \$0 | \$0 | \$1,000 | \$0 | \$0 |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | 0.0000 | \$0 | \$176,304 | \$176,304 | \$109,433 | \$22,772 | \$43,610 | \$489 | |

| | |
|---|-----------|
| 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 | \$0 |
| Subtotal of state or local funds included for this school | \$176,304 |

Signatures: (Must sign in blue ink)

Date

Principal

School Site Council Chairperson

EL Advisory Chairperson

| | |
|--|--|
| | |
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| | |
| | |