Carroll Elementary

Local Control Accountability Plan (LCAP) 2023-2024

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: 2023-2024

Goal Setting (lcapid: 517)

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

1. Involvement Process for LCAP and Annual Update

How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?

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 (11/7/22, 12/15/22, 3/21/23, 4/6/23, 5/18/23)
- ELAC Meetings (11/8/22, 1/4/23, 5/11/23)
- bi-weekly PBIS tier 2 meetings
- site staff preservice (7/12/22)
- leadership meetings (9/19/22, 10/10/22,11/128/22, 1/3/22, 1/30/22, 3/13/22)
- staff Meetings (8/8/22, 8/29/22, 9/12/22, 10/3/22, 11/7/22, 12/5/22, 1/9/22, 3/20/22, 4/17/22)
- staff survey in March and April
- weekly grade level PLC Meetings
- EGUSD family, staff, and student LCAP needs surveys

2. Impact of LCAP and Annual Update

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

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

- 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.

As a result of our required needs assessment, additional resources, professional learning, and supports have been allocated to the following areas:

1. Increasing access to Instructional materials relevant to diverse student backgrounds by providing additional funding dedicated to purchasing library books that represent the diversity of our community.

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   (SiteGoalID: 6179) (DTS: 02/10/23)

ENGLISH LANGUAGE ARTS
Our goal is to close the achievement gap in English language arts by raising the achievement of the lowest performing subgroups in English Language Arts according to the 2023-24 CAASPP for students in the 3rd through 6th grades. Additionally, our goal is to ensure all subgroups will meet the desired outcome of being greater than at or above positive 18 distance from standard (DFS) in English language arts by increasing the number of students meeting or exceeding standards in all subgroups

- Students with disabilities will increase from 17% meeting or exceeding standard to 70% meeting or exceeding standard.
- African American students will increase from 44% meeting or exceeding standard to 70% meeting or exceeding standard.
- Hispanic students increased will increase from 56% meeting or exceeding standard to 70% meeting or exceeding standard.
- English learner (EL) students will increase from 36% meeting or exceeding standard to 70% meeting or exceeding standard.
- Socioeconomically Disadvantaged students will increase from 46% meeting or exceeding standard to 70% meeting or exceeding standard.
- Pacific Islander students will increase from 50% meeting or exceeding standard to 70% meeting or exceeding standard.
- Homeless students will increase from 17% meeting or exceeding standard to 70% meeting or exceeding standard.

Our school-wide goal is that all students will move from 64% to 80% meeting or exceeding standards on the English language arts portion of the 2023-2024 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 2023-2024 CAASPP for students in the 3rd through 6th grades. Additionally, our goal is to ensure all subgroups will meet the desired outcome of being greater than -3 or higher distance from standard (DFS) in mathematics by increasing the number of students meeting or exceeding standards in all subgroups.

- Students with disabilities will increase from 13% meeting or exceeding standard to 70% meeting or exceeding standard.

- African American students will increase from 33% meeting or exceeding standard to 70% meeting or exceeding standard.
- Hispanic students increased will increase from 46% meeting or exceeding standard to 70% meeting or exceeding standard.
- English learner (EL) students will increase from 37% meeting or exceeding standard to 70% meeting or exceeding standard.
- Socioeconomically Disadvantaged students will increase from 42% meeting or exceeding standard to 70% meeting or exceeding standard.
- Pacific Islander students will increase from 50% meeting or exceeding standard to 70% meeting or exceeding standard.

Our school-wide goal is that all students will move from 57% to 80% meeting or exceeding standards on the math portion of the 2023-2024 California Assessment of Student Performance and Progress (CAASPP).

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

Actions/Services 1.1.1   (SiteGoalID: 6179) (DTS: 02/10/23)

Targeted Student Group(s)

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

What Specific Actions/Services will you Provide to this Student Group? • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes.	How will you Progress Monitor the Implementation of Actions/Services? • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when?	Evaluation Cycles in 2023-2024 • What is working? • What is not working and why? • What modifications do you need to make?
ACTION 1: Purchase digital curriculum on the district approved list as a supplemental intervention that is accessible during the at home, regular school day, intersession, and extended day for students in the areas of ELA and Math. **ACTION 2:** 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	**1 & 2** Administration and teachers will monitor usage, percentage of lessons passed, and track *student* growth through in-product assessment reporting Effectiveness will also be measured using informal observation and teacher feedback. Data will be reported to staff every other month. **1 & 2** Effectiveness will also be measured by the following: • Students will make a 5% gain as measured by grade level interim assessments, district common assessments, and CAASPP	

include copies ordered through printshop for intervention, assessment, and extension of learning.

ACTION 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.

Action & Services Strategic Plan:
1. At the beginning of the school year purchase supplementary materials and resources to provide additional reading and math support that is accessible at home and in the school. As well as intervention materials and resources necessary for small group math and English language arts intervention.

2. During July and August, provide Professional Development on the use of any supplementary resources and materials we have purchased.

3. Every 2 months our administration and intervention team will monitor the usage of each supplemental resource and material for frequency of use along with student progress, as well as impact on academic achievement in ELA and math.

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.
- Diagnostic and interim data will be reviewed weekly at grade level professional learning community meetings at their scheduled early out meetings.

1 & 2 All students that have been identified as reading below grade level will meet identified usage rates. Teachers and will also monitor usage rate and formative assessment data of ANY student identified as reading below grade level entering 1st-3rd. This data will be shared at staff meetings every other month.

1 & 2 Effectiveness will also be measured using informal observation and teacher feedback.

1 & 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 of the newly purchased books.

Actions/Services 1.1.2   (SiteGoalID: 6179) (DTS: 02/10/23)

Targeted Student Group(s)

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

What Specific Actions/Services will you Provide to this Student Group?	How will you Progress Monitor the Implementation of Actions/Services?	Evaluation Cycles in 2023-2024
• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes.	• What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when?	• What is working? • What is not working and why? • What modifications do you need to make?
ACTION 1: Academic Intervention Teachers: Our Academic Intervention Teachers will utilize small group instruction and Highly Effective Learning Strategies for struggling students in kindergarten through sixth grade. Our intervention teachers to provide specific intervention for identified K-6 students in the area of ELA and math, with an emphasis on early literacy skills. **Actions and Services Strategic Plan:** **1.** During July and August, our academic intervention Teachers will utilize EGUSD diagnostic assessment data small for targeted small group instruction to teach1st-6th students who are not meeting grade-level standards in ELA. Particular attention and assistance will be paid to our African American, English Learners, Foster Youth, Homeless, Socioeconomically Disadvantaged Students, and Students with Disabilities -- all of whom did not meet the goal of being positive 18 distance from standard or higher. • The Intervention team, in collaboration with teachers, will determine the specific criteria that students will need to meet in order to qualify for intervention support as well as specific exit criteria. These criteria	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 • Formative assessments data tracked by our AIT derived from assessment given during small group intervention.	

will be shared with teachers and parents.
- Academic interventions teachers will identify students in need of academic support based on Illuminate Data on diagnostic illuminate data, as well as other grade level common assessments utilized by our professional learning communities.
- Academic intervention teachers will collaborate with grade level teams in identifying students in need of intervention, as well as receive input from teachers in the process.
- Academic intervention teachers will collaborate with teachers to determine schedules for intervention students.
- Academic intervention teacher will begin intervention within two weeks of B, C, and D track starting school, as well as within 2 weeks of A track starting school.

2. During the months of September through November: In an effort to provide a fluid and flexible intervention system for our students, the intervention team will conduct formative assessments for our students in intervention. Our intervention team will also reassess students receiving intervention every 6 weeks to analyze data and determine if students need to exit intervention, as well as identify new students who need intervention.

- Students not making progress after between 1 or 2 cycles will be referred through our MTSS (Multi-Tiered System of Supports) process for additional supports such as a student success team meeting with families to collaborate with families on creating a plan

for the success students who are not making progress in intervention.

3. During the months of December through February: Continue the cycle - identify students, provide intervention, progress monitor and determine the effectiveness of the program.

4. During the months of March through June: Continue the cycle - identify students, provide intervention, progress monitor and determine the effectiveness of the program.

Actions/Services 1.1.3   (SiteGoalID: 6179) (DTS: 02/10/23)

Targeted Student Group(s)

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

What Specific Actions/Services will you Provide to this Student Group?	How will you Progress Monitor the Implementation of Actions/Services?	Evaluation Cycles in 2023-2024
• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes.	• What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when?	• What is working? • What is not working and why? • What modifications do you need to make?
ACTION 1: After School Tutoring: Provide targeted, small-group or one on one intervention and/or acceleration outside of the regular school day to provide extended learning opportunities. **ACTION 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	**1. & 2. & 3.** 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	

salaries: currently paid through district funds for extended learning opportunities.

ACTION 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.

Action & Services Strategic Plan:

1. Identify students in need of support based on CAASPP data and site-based assessments.
2. Communicate to teachers and get their input on the plan.
3. Determine the schedule for both targeted intersession and after school tutoring.
4. Determine curriculum and strategies to address the identified need.
5. Determine a short-cycle schedule of assessments to monitor progress. Determine who pulls the data.
6. Use assessment data to evaluate student progress and determine who continues in the program and who exits.
7. Evaluate the implementation effectiveness of the program.
8. Continue the cycle: identify students, provide intervention, progress monitor, and determine effectiveness of the program.

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.

Actions/Services 1.1.4   (SiteGoalID: 6179) (DTS: 04/28/23)

Targeted Student Group(s)

• All

What Specific Actions/Services will you Provide to this Student Group?	How will you Progress Monitor the Implementation of Actions/Services?	Evaluation Cycles in 2023-2024
• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes.	• What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when?	• What is working? • What is not working and why? • What modifications do you need to make?
ACTION 1: GATE (Gifted and Talented Education Program): We will provide unique after school opportunities for our students such as tutoring, choir, VAPA, STEM, and Project based learning. • Administer GATE assessments to all 3rd grade students. • 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 **Action & Services Strategic Plan:** **1.** Materials and supplies will be purchased to support the GATE After School Enrichment Program. **2.** Current GATE students will be invited to attend our after school Gate program that provides enrichment activities/classes. **2**. Throughout the year, our GATE Coordinator will assess students in order to qualify additional GATE students through the following categories: GATE identification begins in the third grade, and students may be identified for exhibiting exceptional ability in any one of the following areas: Cognitive Ability, Academic Ability,	**1.** We will measure the effectiveness of the action through: • increased student participation in after school clubs and activities as measured enrollment in these programs • program participation attendance We will also measure the effectiveness of the action through • increased GATE qualification rate • Gate program participation attendance	

Leadership Ability, Creative Ability, and Visual and Performing Arts Ability.

Site Goal 1.2   (SiteGoalID: 6971) (DTS: 04/28/23)

Carroll Site Goal 1.2

- Our goal is to increase the percentage of English learners making progress towards English proficiency as measured by the English learner progress indicator (ELPI) from 51% in to 60%.
- Our goal is to increase the percentage of English learners reclassifying from 20.2% to 30%.

Metric: Progress toward English Proficiency - Percent Increasing ELPI Level

Actions/Services 1.2.1   (SiteGoalID: 6971) (DTS: 04/28/23)

Targeted Student Group(s)

• EL • R-FEP

What Specific Actions/Services will you Provide to this Student Group?	How will you Progress Monitor the Implementation of Actions/Services?	Evaluation Cycles in 2023-2024
• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes.	• What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when?	• What is working? • What is not working and why? • What modifications do you need to make?
ACTION 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 • time sheet certificated staff to conduct ELPAC testing • EL Tutoring provided before or after school • PD for designated and integrated strategies and EL	**1. & 2.** Administrative walk throughs and classroom observations and feedback. **1. & 2.** ELPAC: • The percent of students reclassified from EL to FEP status • Percentage of EL students that increased one or more ELPI levels or maintained proficiency **1. & 2.** Decision Making Model Data and PLC agendas	

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.
- Use of certificated staff to assist with testing.

ACTION 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 to provide additional support/intervention for struggling English learners and struggling reclassified fluent English proficient students.

ACTION 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.

Action & Services Strategic Plan:
1.Within the first two weeks that school begins, **t**eachers will provide both designated English language development (ELD) instruction to English learner students 30 min per day, 5 days per week for 1st - 6th Grade, as well as 15 minutes per day for kindergarten students as required by law. Teachers will also utilized

3. Administration and teachers will monitor usage, percentage of lessons passed, and track *student* growth through in-product assessment reporting.

integrated ELD instruction throughout the school day in all subject areas. No funding.

2.EL Coordinator will coordinate initial ELPAC assessments with certificated staff in July.

- During the first two months of school, Initial ELPAC Assessments will be administered by a certificated teacher. Since Carroll is a year round school, the ELPAC initial test will take two months to ensure all initial ELPAC assessments are administered. Throughout the year the initial ELPAC assessment will be administered within 30 days of enrollment.

2. Data from assessments will be shared with teachers by September.

3. Teachers will collaborate in PLCs to guide ELD instruction on a quarterly basis.

4. Struggling ELs will be identified by teachers, as well as struggling Redesignated Fluent English Proficient (RFEP) students so they can be referred for additional academic supports.

5. ELPAC & EL Coordinator will ensure that summative ELPAC assessments are completed by: May 15th

Funding Sources for District Goal 1	Amount	Description of Use
EL Supplemental (7150/0000)	$12001	Certificated- Timesheets
GATE (7105/0000)	$2647	Certificated- Timesheets

GATE (7105/0000)	$1250	Certificated-Stipends
GATE (7105/0000)	$500	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	$55075	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	$20452	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	$3000	Materials/Supplies/Equipment

District Strategic Goal 2: All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.	District Needs and Metrics 2: Students need high quality programs and services driven by assessment, data analysis, and action as measured by: • **Assessment System** • **Data and Program Evaluation** • **Other (Site-based/local assessment)**

Site Goal 2.1   (SiteGoalID: 6785) (DTS: 01/01/10)

95% of eligible students will be administered all of the required EGUSD assessments designed for their grade level or course

Metric: Test Participation Rate on Districtwide Assessments

Actions/Services 2.1.1   (SiteGoalID: 6785) (DTS: 03/31/23)

Targeted Student Group(s)

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

What Specific Actions/Services will you Provide to this Student Group?	How will you Progress Monitor the Implementation of Actions/Services?	Evaluation Cycles in 2023-2024
• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes.	• What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when?	• What is working? • What is not working and why? • What modifications do you need to make?
ACTION 1: Carroll will hold Co-op meetings once per trimester. The	**1 & 2. Effectiveness will be measured through the following**	

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

ACTION 2: Provide multiple additional days over the course of the year to release teachers to collaborate and review diagnostic and interim data, create intervention/support plans for students and/or groups of students who are struggling in ELA or Math.

Action & Services Strategic Plan:

1. Identify students in need of additional support based on CAASPP data, EGUSD diagnostic, or EGUSD interim data.
2. Communicate to teachers and get their input into the plan.
3. Determine the schedule of after school tutoring and targeted intersession.
4. Determine intervention curriculum and strategies based on the assessment data.
5. Determine a short-cycle schedule of assessments to monitor progress. Determine who pulls the data.
6. Use assessment data to evaluate student progress and determine who

diagnostic assessments administered at the beginning of the year, interim assessments administered once a trimester, and summative assessments:

- **Kindergarten EGUSD assessments:**
    - English language arts assessments diagnostic and interim assessments: letter names, letter sounds, phonemic awareness, phonics
    - math diagnostic and interim assessments: EGUSD math diagnostic (entry) and math interim assessments given every trimester.
- **1st Grade EGUSD assessments :**
    - English language arts assessments diagnostic and interim assessments: letter names, letter sounds, phonemic awareness, phonics
    - math diagnostic and interim assessments: EGUSD math counting interview and math interim assessments given every trimester.
- **2nd Grade EGUSD assessments:**
    - English language arts assessments diagnostic and interim assessments: phonemic awareness, phonics, fluency, listening comprehension, reading comprehension
    - 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

7. Evaluate the implementation effectiveness of the program. 8. Continue the cycle: identify students, provide intervention, progress monitor, and determine effectiveness of the program.	continues in the program and who exits. math diagnostic and interim assessments: counting interview and math interim assessments CAASP: ELA, math, and science • Grade Level Common Assessments • ELPAC outcomes data	

Funding Sources for District Goal 2	Amount	Description of Use
Supplemental/Concentration (7101/0000)	$7626	Certificated- Salaries

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   (SiteGoalID: 6177) (DTS: 02/10/23)

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

SUSPENSIONS:

- Our site goal is to reduce the number of suspensions by 50% while eliminating disproportionality.

SUSPENSION RATE:

- Our suspension rate site goal is to reduce the suspension rate from 1% to below 0.5% while eliminating disproportionality. Our site will also work to ensure all student groups have a suspension rate below 3.5%.

PBIS TIER 1 AND TIER 2 IMPLEMENTATION

- Maintain our PBIS tier 2 tiered fidelity inventory score of 100% in the 2022-23 school year, so that we again attain a PBIS tier 2 tiered fidelity score of 100% the 2023-24 school year.
- Increase our PBIS tier 1 tiered fidelity inventory score from 93% in the 2022-23 school year to 100% in the 2023-24 school year.

Metric: Suspension Rate: Percent of Students Suspended

Actions/Services 3.1.1   (SiteGoalID: 6177) (DTS: 02/10/23)

Targeted Student Group(s)

• 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? • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes.	**How will you Progress Monitor the Implementation of Actions/Services?** • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when?	**Evaluation Cycles in 2023-2024** • What is working? • What is not working and why? • What modifications do you need to make?
1. Strengthen PBIS tier 1 and 2 implementation: We will continue to utilize our PBIS and COMET Code to identify and celebrate the accomplishments of Carroll students and continue to help make them feel connected to their school. • Purchase signage and materials to implement PBIS program. • timesheet a paraprofessional to support PBIS tier 2 check in check out program as a check in check out mentor, run lunch bunch (A Small-Group Intervention For Building Social Skills) • Tier 1 PBIS team will meet monthly • Tier 2/MTSS team to meet biweekly	1. 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 • major and minor referral data • suspension data • expulsion data • **2.** We will measure the effectiveness of the action through the following: • school climate survey data • EGUSD social emotional learning (SEL) survey data	

2.Timesheet classified staff as needed to support PBIS tier 2 check in check out program as a check in check out mentor = $20,000

2. Our site will implement a social emotional learning curricula schoolwide:

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

Action & Services Strategic Plan:

1. Provide a professional learning at preservice to all staff to review/strengthen PBIS tier 1 strategies, PBIS tier 2 strategies, and our social emotional learning curriculum (Character Strong). We will also provide professional learning around submitting requests for assistance through our mutli-tiered system (MTSS) process.
2. Identify team members for our PBIS Tier 1 team and PBIS Tier 2 team.
   - PBIS tier 2 team: learning center teacher, mental health therapist, principal, vice principal, and behaviorist, check in check out coordinator.
   - PBIS Tier 1 team: parents/guardians, teachers, principal, vice principal, and other staff.
3. Schedule PBIS tier 1 and Tier 2 meetings:
   - Tier 1 PBIS team will meet monthly.

- major and minor discipline referral data
- suspension data

- Tier 2/MTSS team to meet biweekly.
4. Review both academic and behavior data at PBIS tier 1 and PBIS tier 2 meetings to identify needs, trends, and additional areas that need supports. Our PBIS tier 2 team will identify individual students who need additional supports.
5. PBIS tier 1 team will present behavior data monthly at staff meetings, as well as professional learning to strengthen the implementation of PBIS tier 1.
6. PBIS tier 2 team will provide professional learning such as supports and strategies for students who need tier 2 supports/interventions.
7. We will Survey both staff and families to get their input on our PBIS and SEL implementation at Carroll Elementary School.
8. Continue to monitor data monthly, and present data to staff and families.
9. Use both academic and behavior data to evaluate schoolwide progress as well as individual student progress. Utilizing the data, determine how to improve schoolwide PBIS systems, as well as determine if individual students need to continue in tier 2 supports program or need to exit based on data.
10. Continue the cycle of improvement: strengthen PBIS Tier 1 systems, identify students that need additional supports beyond PBIS Tier 2 systems, provide intervention/supports, progress monitor, and determine effectiveness of the program.

Site Goal 3.2   (SiteGoalID: 6183) (DTS: 02/10/23)

MAJOR REFERRALS: Our Goal is to reduce the number of major referrals by 40% for the 2023-24 school year, while monitoring data throughout the year to ensure there is not a disproportionality in major referrals. Currently, we have 71 major referrals as of March 2023.

Metric: Suspension Rate: Percent of Students Suspended

Actions/Services 3.2.1   (SiteGoalID: 6183) (DTS: 02/10/23)

Targeted Student Group(s)

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

What Specific Actions/Services will you Provide to this Student Group? • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes.	How will you Progress Monitor the Implementation of Actions/Services? • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when?	Evaluation Cycles in 2023-2024 • What is working? • What is not working and why? • What modifications do you need to make?
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: • structure a safe and inclusive environment for all students during recess • reinforce positive character traits • promote and teach important SEL concepts	1. We will measure the effectiveness of the action through the following: • Parent Survey • California Healthy Kids Survey • referral data • suspension data • check in check out data	

- reinforce and promote our campus wide PBIS expectations

The ASSIST recess mentors create a positive and inclusive environment on our playground.

Funding Sources for District Goal 3	Amount	Description of Use
PBIS (7440/0000)	$1000	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	$20000	Classified- Timesheets
Supplemental/Concentration (7101/0000)	$22610	Contracts/Services/Subscriptions

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   (SiteGoalID: 6182) (DTS: 02/10/23)

Site Goal 4.2 is to Increase student attendance at Carroll Elementary.
OVERALL ATTENDANCE RATE GOAL:
Our goal is to increase the overall attendance rate from 92.7% to 95% in 2023-2024 while eliminating disproportionality.

Our goal is to also ensure all subgroups attain the desired outcome of a 95% or higher attendance rate while eliminating disproportionality.

- Hispanic students will increase from a 90.2% attendance rate to a 95% or higher attendance rate.

- African American students will increase from a 90.4% attendance rate to a 95% or higher attendance rate.
- Pacific Islander students will increase from a 92% attendance rate to a 95% or higher attendance rate.
- English learner students will increase from a 93.6% attendance rate to a 95% or higher attendance rate.
- Students with disabilities will increase from an 89.6% attendance rate to a 95% or higher attendance rate.
- Socioeconomically disadvantaged students will increase from a 91% attendance rate to a 95% or higher attendance rate.
- Homeless students will increase from an 89.3% attendance rate to a 95% or higher attendance rate.
- American Indian students will increase from an 89.8% attendance rate to a 95% or higher attendance rate.

OVERALLL CHRONIC ABSENTEEISM GOAL:
Our site goal is to reduce overall chronic absenteeism from 23.9% to 8% while eliminating disproportionality.

Our goal is to also ensure all subgroups attain the desired outcome of an 8% or lower chronic absentee rate while eliminating disproportionality.

- African American students will decrease from a 35.5% chronic absentee rate to 8% or lower.
- Asian students will decrease from a 13.2% chronic absentee rate to a 8% or lower.
- Filipino students will decrease from a 23.6% chronic absentee rate to 8% or lower.
- American Indian students will decrease from a 50% chronic absentee rate to 8% or lower.
- Hispanic students will decrease from a 37.6% chronic absentee rate to 8% or lower.
- Pacific islander students will decrease from a 23.5% chronic absentee rate to 8% or lower.
- White students will decrease from a 25.5% chronic absentee rate to 8% or lower.
- English learner students will decrease from a 18.6% chronic absentee rate to 8% or lower.
- Foster students will decrease from a 20% chronic absentee rate to 8% or lower.
- Homeless students will decrease from a 58.3% chronic absentee rate to 8% or lower.

Metric: Attendance Rate

Actions/Services 4.1.1   (SiteGoalID: 6182) (DTS: 02/10/23)

Targeted Student Group(s)

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

What Specific Actions/Services will you Provide to this Student Group?	How will you Progress Monitor the Implementation of Actions/Services?	Evaluation Cycles in 2023-2024
- Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. - Actions and Services should be step by step in a chronological order. - Actions and Services should remove barriers and implement changes.	- What progress data will be collected and who will collect it? - How often and when will it be collected? - Who will it be shared with and when?	- What is working? - What is not working and why? - What modifications do you need to make?
Our actions to meet the expected outcome is to create a school wide culture of attendance. **July:**	**1 & 2 & 3.** Effectiveness of the action will be monitored by the following:	

1.Purchase signage and materials to promote attendance at school.
July - June:
2.Monitor attendance data, post school-wide improvements and school-wide attendance data publicly. Conduct month-long promotions several times a year to focus on attendance

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

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

- 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

Funding Sources for District Goal 4	Amount	Description of Use
Supplemental/Concentration (7101/0000)	$4395	Classified- Timesheets

Funding Source Summary for All District Goals

Fund Source	Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
EL Supplemental (7150/0000)	Certificated- Timesheets	$12001				$12001
GATE (7105/0000)	Certificated- Timesheets	$2647				$2647

GATE (7105/0000)	Certificated-Stipends	$1250			$1250
GATE (7105/0000)	Materials/Supplies/Equipment	$500			$500
PBIS (7440/0000)	Materials/Supplies/Equipment			$1000	$1000
Supplemental/Concentration (7101/0000)	Certificated- Salaries		$7626		$7626
Supplemental/Concentration (7101/0000)	Certificated- Timesheets	$55075			$55075
Supplemental/Concentration (7101/0000)	Classified- Timesheets			$20000	$4395 $24395
Supplemental/Concentration (7101/0000)	Contracts/Services/Subscriptions	$20452		$22610	$43062
Supplemental/Concentration (7101/0000)	Materials/Supplies/Equipment	$3000			$3000

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) | 2023-2024

EGUSD Strategic Goals

Fund Source Mgmt. Code / Description Resc. Code / Description	FTE	Carry Over	Allocation	Subtotal	1 Curriculum and Instruction	2 Assessment	3 Wellness	4 Family Engagement	Balance
1510 Regular Education (TK-6) **0000** Unrestricted	0.0000	$0	$50,473	$50,473	$50,473	$0	$0	$0	$0
7101 LCFF Supplemental Concentration TK-6 **0000** Unrestricted	0.0000	$0	$133,158	$133,158	$78,527	$7,626	$42,610	$4,395	$0
7105 Gifted and Talented Education (GATE) TK-6 **0000** Unrestricted	0.0000	$0	$4,397	$4,397	$4,397	$0	$0	$0	$0
7150 EL Supplemental Program Services TK-6 **0000** Unrestricted	0.0000	$0	$12,001	$12,001	$12,001	$0	$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	$201,029	$201,029	$145,398	$7,626	$43,610	$4,395	

Fund Subtotals

Subtotal of additional federal funds included for this school	$0
Subtotal of state or local funds included for this school	$201,029

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