



Helen Carr Castello Elementary

Local Control Accountability Plan (LCAP) 2017 - 2018

Principal: _

(Signature): _

**Elk Grove Unified School District
Elk Grove, California**

Approved by the Elk Grove Unified School District Board of Education on _

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

Goal Setting

State Priorities

Conditions of Learning:

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

Pupil Outcomes:

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

Engagement:

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

Strategic Goals

Goal 1: High-Quality Classroom Instruction and Curriculum

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

Goal 2: Assessment, Data Analysis, & Action

- All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.

Goal 3: Wellness

- All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.

Goal 4: Family and Community Engagement

- All students will benefit from programs and services designed to inform and involve family and community partners.

A. Stakeholder Engagement

Involvement Process for LCAP and Annual Update
<p>How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?</p> <hr style="border: 0; border-top: 1px solid black; margin: 10px 0;"/> <p>The following opportunities for stakeholders to provide input and be included in the planning process for the 2017/2018 LCAP review and analysis were offered on:</p> <p>staff mtg: 8.8, 9.11, 2017 parent mtg: 8.10, 2017 parent survey: 9.1, 2017 PBIS mtg 9.1, 2017 Leadership mtgs: ongoing/monthly meetings PTA mtg: 8.15, 9.12, 2017 Grade Level mtg. 8.23, 9.13, 9.20, 2017 staff survey: 9.6, 2017 SSC mtg: 5.4, 8.31, 9.20, 2017 Leadership: 9.7, 2017 ELAC 9.19, 2017</p> <p>Data used: attendance, discipline, CELDT, CAASPP, benchmark tests, common assessments, staff/student/community surveys</p>
Impact of LCAP and Annual Update
<p>How did these consultations affect the LCAP for the upcoming year?</p> <hr style="border: 0; border-top: 1px solid black; margin: 10px 0;"/> <p>The SSC and ELAC reviewed input from stakeholders. The following goals were included:</p> <ol style="list-style-type: none"> 1. Continue with What-I-Need (WIN), model of instruction where data is analyzed to group students and inform targeted instruction. 2. Provide professional development and/or release days to uniform best practices and create/analyze common assessments within grade levels. 3. Continue to work with coaches (ELD, Math, and ELA) to stay relevant with best research practices. 4. Continue to provide extended day activities (including summer school) for all students. 5. Decrease tardy and early dismissal rate. 6. Increase the number of community partnerships by offering parent opportunities. 7. Purchase research based instructional materials when needed. 8. Update/repair/replace technology equipment

B. 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 achievement gap.	District Needs and Metrics 1: Students need high quality classroom instruction and curriculum as measured by: <ul style="list-style-type: none"> • Access to Courses (Honors, AP/IB, CTE) • A-G Completion • AP/IB Exams • CAASPP • Content Standards Implementation • CTE Sequence Completion • EAP • Instructional Materials • Progress toward English Proficiency • Redesignation • Teacher Assignment
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Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

Site Goal 1.1

Increase the number of students attaining proficiency in core subject areas.

Metric: CAASPP

Actions/Services 1.1.1

Principally Targeted Student Group
 • All • School-wide

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<ul style="list-style-type: none"> • Purchase technology program licenses such as Flipgrid, Storybook, and Accelerated Reader to be used as supplemental support for teachers in the classrooms, including EL, RTI, and Accelerated students. Purchase additional technology such as projectors and bulbs, doc cameras, and printers to replace/maintain/support existing classroom equipment where technology is used such as GoMath! and Wonders district adopted curriculum technology supports (multi-tiered supports) • TK-3 teachers will participate in OGLR training hosted by TK-3 coaches. The specific costs are incurred by PreK-6 education 	<p><u>Positive effect of technology on students achievement</u> <i>Waxman, HC, Lin, M, Michko, GM (2003)</i> (positive effects of technology on student achievement)</p>	CAASPP k/1 benchmark interim assessments CELDT data common assessments SMART goal data

What funding source will you use?
 LCFF supplemental/concentration
 Flipgrid (\$1,000), Storyboard (\$800), AR (\$800), technology/equipment (\$1500) = \$4100

Actions/Services 1.1.2

Principally Targeted Student Group
 • All • School-wide

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<ul style="list-style-type: none"> Teachers will increase the frequency and quality of researched based practices throughout the day (including "What I Need" time, designated ELD time, and workshop time) as well as extended day opportunities such as tutoring, robotics, mathletes, Rosetta Stone, and coding. Provide subs and registration costs to teachers interested in furthering their learning for opportunities. Professional development will align with the strategies already being implemented such as Google Classroom. 	<p>Hattie's work in Visible Learning provides an effect size for RTI (1.07), teaching strategies (.62), and small group learning (.49) and promoting and participating in teacher learning and development (.84) and teaching strategies (.60) and teacher clarity (.75)</p>	<p>CAASPP k/1 benchmark interim assessments CELDT data common assessments SMART goal data</p>

What funding source will you use?

LCFF supplemental/concentration
\$2,000 in hourly rate (44.5 hours) to support teachers leading after school extended learning classes.

LCFF supplemental/concentration for registration and subs (estimate) \$2000

Actions/Services 1.1.3

Principally Targeted Student Group

• All • School-wide

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Using the PLC model, teachers will receive release time (including resource and special education teachers). Days will be used for planning and collaboration, analyzing data, RTI, and peer observations.</p>	<p>Hatties work in Visible Learning provides for an effect size for RTI (1.07), professional development (.75) PLC's (1.57), Reciprocal teaching (.74) and Collective Teacher Efficacy (1.57)</p>	<p>CAASPP k/1 benchmark interim assessments CELDT data Parent surveys common assessments SMART goal data</p>

What funding source will you use?

LCFF supplemental/concentration
37 teachers @ \$200 per day = (\$7,400)
35 teachers for half day = (3500) = (10,900)

Actions/Services 1.1.4

Principally Targeted Student Group

• EL • R-FEP

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?

EL push in by paraeducator to support classroom teachers. This time is to be used during "What I Need" and designated EL instruction time to reduce class size and allow the credentialed teacher to work with English Learners to instruct/assess EL student's language acquisition level to meet state requirements. The paraeducator will work one hour a day with grades 1-4.

Making Best Use of Teaching Assistants
Sharpies, Webster, Blatchford (2015)
 (use of teaching assistants to deliver high-quality one to one and small groups support using structured interventions)

CAASPP
 k/1 benchmark
 interim assessments
 CELDT data
 Parent surveys
 common assessments
 SMART goal data

What funding source will you use?

EL supplemental
 1 paraeducator (\$15.00 per hour) 20 hours a week for 20 weeks = \$5350

Site Goal 1.2

Close the achievement gap and increase the number of students reading on grade level.

Metric: CAASPP

Actions/Services 1.2.1

Principally Targeted Student Group

- All • School-wide

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<ul style="list-style-type: none"> • Provide release time to analyze data, identify students and develop EL SMART goals. • Provide release time to grade level intervention teachers to collaborate with ELD, ELA, and Math coaches with a focus on best practices and strategies to increase learning for ELD students. 	<p><u>The Effectiveness of Out of School Time Strategies in Assisting Low Achieving Students in Reading & Math</u> <i>P Fisher, A bates and D Gurvits (2014)</i> (most effective programs are tutoring programs to strengthen reading and writing)</p> <p><u>Visible Learning</u> <i>John Hattie</i> Cognitive Task Analysis (.87) Collective teacher efficacy (1.57) Response to Intervention (1.07)</p> <p><u>Positive effect of technology on students achievement</u> <i>Waxman, HC, Lin,M, Michko, GM (2003)</i> (positive effects of technology on student achievement)</p>	<p>CAASPP k/1 benchmark interim assessments CELDT common assessments administrative walk-throughs SMART goal data</p>

What funding source will you use?

EL supplemental
 40 teachers released by grade level for half a day
 40 x 200x.5 = \$4,000

EL supplemental
 7 teachers released for 1 day 7 x 200=\$1,400

Site Goal 1.3

Increase after school enrichment opportunities and proved differentiated instruction during the school day to meet the divers needs of GATE students.

Metric: A-G Completion

Actions/Services 1.3.1

Principally Targeted Student Group

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<ul style="list-style-type: none"> Use allocated GATE funds to support the needs of our GATE students by purchasing materials to support after school extension programs such as robotics, STEM materials, Rosetta Stone Licences, cooking, coding, art, and VAPA. Provided a stipend for a GATE coordinator to and to increase the number of students identified as GATE 	<p>Gifted Programs (separate from advance placement/high ability course) provide specific curricula aimed at challenging students at the appropriate level. Kulik, J. & Kulik, C.L. (1992) available at www.gifted.uconn.edu/nrcgt/rbm9204.pdf</p> <p>Goldrin, E., (1990) "Classroom Organizational Frameworks for Gifted Education."</p>	<p>SMART goals program assessments benchmark tests CAASP NNAT</p>

What funding source will you use?

GATE
\$4,000 for materials
\$1000 for stipend = \$5000

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
- Student Information System

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Site Goal 2.1

Increase the fluency and quality of the use of research proven ELD practices throughout the instructional day, using proven ELD practices.

Metric: Assessment System

Actions/Services 2.1.1

Principally Targeted Student Group

- EL • R-FEP

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<ul style="list-style-type: none"> Assess all EL students with CELDT/ELPAC to determine proficiency Admin will provide release time for 	<p>Improving Education for English Learners: Research Based Approaches <i>Standards, Curriculum Frameworks and Instructional Resources division, CDE, (2010)</i> (EL's need regular classroom instruction and would benefit from ELD classes devoted to</p>	<p>CELDT SMART goal data PLC agendas Administrative walk-throughs</p>

<p>grade levels to collaborate with ELD coach, and to observe best practices of peers at no cost</p> <ul style="list-style-type: none"> Admin and ELD coach will provide teachers with research based professional development on best teaching practices for EL students at no cost 	<p><i>sheltered content instruction in ELD)</i></p>
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What funding source will you use?

EL supplemental
1 teacher hourly rate of \$15 an hour at an estimate of \$2000 to administer CELDT/ELPAC testing as needed throughout the school year.

<p>District Strategic Goal 3: 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: Students need a safe and engaging academic, social-emotional, and physical school environment as measured by:</p> <ul style="list-style-type: none"> Attendance Chronic Absenteeism Cohort Graduation Expulsion Facilities HS Dropout MS Dropout School Climate Suspension
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Site Goal 3.1

Decrease any disproportionality of discipline actions for subgroups.

Metric: Suspension

Actions/Services 3.1.1

Principally Targeted Student Group

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<ul style="list-style-type: none"> Implement school wide PBIS Utilizing MHT and psychologist to provide professional development on best practices with at risk students Maintain Comprehensive Safe School plan Identify students and create an action plan through COOPS 	<p><u>Positive Behavioral Interventions and Supports</u> www.PBIS.org (evidence-based, data driven framework)</p> <p><u>Visible Learning</u> <i>John Hattie</i> Teacher/Student relationships (.72) Response to intervention (1.07) Classroom Behavioral (.80)</p> <p><u>Social-emotional Skills Can Boost Common Core Implementation</u> <i>MJ Elias Phi Delta Kappan (2014)</i></p>	<p>Discipline data PBIS data COOP notes Stakeholder surveys Attendance data Parent/student conferences</p>

(well implemented Social Emotional Learning (SEL) is linked to students gains on standardized achievements tests)

What funding source will you use?

(no funding needed)

Site Goal 3.2

Decrease absence, tardy and early dismissal rate.

Metric: Attendance

Actions/Services 3.2.1

Principally Targeted Student Group

- All • School-wide

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<ul style="list-style-type: none"> • Provide positive incentives/resources to improve attendance rate • Increase communication to parents regarding the importance of being at school on time, all day, every day, including flyers and signage 	<p><u>Positive Behavioral Interventions and Supports</u> www.PBIS.org (evidence-based, data driven framework)</p> <p><u>Present and Accounted for: Improving Student Attendance Through Family and Community Involvement</u> <i>Joyce L Epstein and Steven B Sheldon</i> (date suggests that schools may be able to increase student attendance by implementing specific family and community involvement activities)</p>	Attendance data Synergy School app SARB

What funding source will you use?

PBIS = \$700 for incentives, flyers, signage

<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"> • Family and Community Engagement
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Site Goal 4.1

Increase the opportunities and attendance to school-wide events including ELAC, parent nights, and PTA events.

Metric: Family and Community Engagement

Actions/Services 4.1.1

Principally Targeted Student Group

- All • School-wide

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<ul style="list-style-type: none"> Increase the amount of family events Increase volunteerism, and communication through: Facebook, school app, newsletters, flyers, email, phone calls, invitations, PTA website 	<p><u>Deepening Democracy: Institutional Innovations in Empowered Participator Governance</u> <i>Verso Books. Volume 4. New York; Bryk, et. al.</i> (Activities such as including parents on governance committees, encouraging volunteerism, education parent on how to be more active, etc. have positive outcomes)</p>	Parent surveys PTA attendance Monitoring community participation in events through sign in sheets

<p>What funding source will you use?</p> <p>LCFF supplemental/concentration \$1,000 for annual renewal of the school app</p>
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Actions/Services 4.1.2

<p>Principally Targeted Student Group</p> <p>• All</p>

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<ul style="list-style-type: none"> Usage of the identakid system to track visitors, visitors, volunteers, tardies and early dismissals. 		Data provided from identakid which tracks attendance and parent visitors/volunteers

<p>What funding source will you use?</p> <p>PBIS \$300 to purchase supplies such as ink and id badges to track/monitor attendance, and visitors/volunteers</p>

Site Goal 4.2

Increase the number of community and regional partnerships

<p>Metric: Family and Community Engagement</p>

Actions/Services 4.2.1

<p>Principally Targeted Student Group</p> <p>• All • School-wide</p>

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<ul style="list-style-type: none"> Identify opportunities, provide resources and incentives, and implement plans to increase parent participation to support every student. Seek input from stakeholders regarding opportunities to participate 	<p><u>Academic Parent and Teacher team Initiative</u> <i>WestEd</i> (Use of incentives as part of engaging with parents to foster real family and community engagement in students learning)</p> <p><u>Visible Learning</u> <i>John Hattie</i></p>	Attendance at events Stakeholder surveys # of additional community partnerships

<p>in events and decisions in support of the school</p> <ul style="list-style-type: none">• Provide events for community businesses to showcase/contribute to events.• Continue partnership with PTA, SSC, ELAC• Provide articulation with the Franklin Region.	<p>Parental Involvement (.49)</p> <p><u>Working Together for Reliable School Reform</u> <i>Amanda Datnow and Sam Stringfield</i> (Reforms are more likely to be effective when educators at various levels (e.g. state, district, school, share goals and work in concert)</p>	
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What funding source will you use?

EL supplemental incentives/refreshments at ELAC meeting = \$250

PTA funding

Local Control Accountability Plan (LCAP)
Year 2017 - 2018**IV. Funding**

Helen Carr Castello Elementary - 227

Fund Source Mgmt. Code/Description Resc. Code/Description	FTE	Carry Over	Allocation	Subtotal	EGUSD Strategic Goals				Balance
					1 - Curriculum and Instruction	2 - Assessment	3 - Wellness	4 - Family Engagement	
1510 Regular Education (TK-6) 0000 Unrestricted	0	\$0	\$26,902	\$26,902	\$26,902	\$0	\$0	\$0	\$0
1510 Regular Education (TK-6) 0000 Unrestricted	0	\$10	\$0	\$10	\$10	\$0	\$0	\$0	\$0
1511 Regular Education (TK-6) - Allocated FTE 0000 Unrestricted	40.3752	\$0	\$4,827,303	\$4,827,303	\$4,827,303	\$0	\$0	\$0	\$0
1512 Subject Matter Teachers 0000 Unrestricted	1	\$0	\$91,105	\$91,105	\$91,105	\$0	\$0	\$0	\$0
1580 Summer School/Extended Learning (TK-6) 0000 Unrestricted	0	\$9,766	\$0	\$9,766	\$9,766	\$0	\$0	\$0	\$0
5495 Allocated FTE Leave 0000 Unrestricted	0.0001	\$0	\$59,830	\$59,830	\$59,830	\$0	\$0	\$0	\$0
5634 Custodial Services 0000 Unrestricted	3	\$0	\$191,522	\$191,522	\$0	\$0	\$191,522	\$0	\$0
7101 LCFE Supple/Conc TK - 6 0000 Unrestricted	0	\$0	\$20,000	\$20,000	\$19,000	\$0	\$0	\$1,000	\$0
7105 Gifted and Talented Education (GATE) TK-6 0000 Unrestricted	0	\$0	\$5,000	\$5,000	\$5,000	\$0	\$0	\$0	\$0
7150 EL Supplemental Program Services TK- 6 0000 Unrestricted	0	\$0	\$13,000	\$13,000	\$10,750	\$2,000	\$0	\$250	\$0
7440 Positive Behavior Incentive Supports 0000 Unrestricted	0	\$0	\$1,000	\$1,000	\$0	\$0	\$700	\$300	\$0
7440 Positive Behavior Incentive Supports 0000 Unrestricted	0	\$290	\$0	\$290	\$290	\$0	\$0	\$0	\$0
5610 Food and Nutrition Services Center 5310 Child Nutrition: School Programs	1.3125	\$0	\$55,527	\$55,527	\$0	\$0	\$55,527	\$0	\$0
3140 Dual Diagnosis (DD) 6500 Special Education	5	\$0	\$376,898	\$376,898	\$376,898	\$0	\$0	\$0	\$0
3200 Language Speech and Hearing (LSH) 6500 Special Education	1.1	\$0	\$138,810	\$138,810	\$138,810	\$0	\$0	\$0	\$0
3410 Special									

Education Mild/Moderate 6500 Special Education	2.6875	\$0	\$183,170	\$183,170	\$183,170	\$0	\$0	\$0	\$0
3660 Full Inclusion - Paraeducators in lieu of NPA 6500 Special Education	0.75	\$0	\$30,640	\$30,640	\$30,640	\$0	\$0	\$0	\$0
3770 Full Inclusion 6500 Special Education	6.75	\$0	\$328,722	\$328,722	\$328,722	\$0	\$0	\$0	\$0
4010 Elementary Education PreK-6 9305 Miscellaneous Site Donations (<\$1000)	0	\$1,055	\$0	\$1,055	\$1,055	\$0	\$0	\$0	\$0
4010 Elementary Education PreK-6 9539 Target Donations	0	\$700	\$0	\$700	\$700	\$0	\$0	\$0	\$0
Totals	61.9753	\$11,821	\$6,349,429	\$6,361,250	\$6,109,951	\$2,000	\$247,749	\$1,550	

Signatures: (Must sign in blue ink)

Date

Principal **Janet Anderson**

School Site Council Chairperson

EL Advisory Chairperson

_____	_____
_____	_____
_____	_____

Benefits Calculator	
Certificated	Staff Amount \$
	Benefits Amount \$
Classified	Total \$

