



Helen Carr Castello Elementary

Local Control Accountability Plan (LCAP) 2025-2026

Principal: Megan Drown-Jones

County-District-School (CDS) Code: 34673140108738

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

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

IV. Goals, Action Plans and Progress Monitoring

Helen Carr Castello Elementary | Focused Work: 2025-2026

Goal Setting (Icapid: 763) | goalsComplete: 0

State Priorities

Conditions of Learning:

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

Pupil Outcomes:

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

Engagement:

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

Strategic Goals

Goal 1: High-Quality Curriculum, Instruction & Assessment

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

Goal 2: Targeted Supports & Interventions

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

Goal 3: Wellness

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

Goal 4: Family and Community Engagement

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

Stakeholder Engagement

1. Involvement Process for LCAP and Annual Update

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

LCAP updates and solicited input occurred on the following days:

School Site Council Members: 9/11/24, 10/9/24, 1/21/25, 5/12/25, 5/20/25

Leadership Team speaking on behalf of their team members: 1/27/25, 2/24/25, 3/31/25, 4/21/25

Grade Levels during release days: September 2024, December 2024, and February 2025
Climate and Perspective Survey input from community stakeholder: Spring 2024
Title I Parent Input - April 10, 2025
Title I Staff Input - March 24, 2025 and April 21, 2025

2. Impact of LCAP and Annual Update

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

The following input was given about the current LCAP in regards to new needs for the 25/26 school year:

Teachers

- COOPs should be held sooner in the year, preferably right after release days with Primary going first.
- Grade level release days are very helpful and should continue. The time to look at data and plan instruction is invaluable.
- Teacher input given asking to include money for push in support because pull-out support tends to leave students lost when they miss classroom instruction.

Leadership

- Keep school-wide WIN Time and aligned resources to different grade levels to make class sizes smaller.
- Kinder-2nd grades needed a re-refresh of PE supplies.
- Scheduled and planned for IEP and COOP days for the 25/26 school year.
- Teachers asked to have release days to give dyslexia assessments.

School Site Council

- Continuing counselor lunch bunch social groups
- Math transition from 2nd to 3rd was awkward for students
- Help for average performing students
- After school tutoring company the school suggests.

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

Briefly describe any resource inequities identified by the site needs assessment.

Definition: A resource inequity is a change you will make from your past practice to a new innovation to improve support for your most at-risk students. This change could include reallocating resources such as staff, funding, time, space, etc.

African American students and Students with Disabilities are scoring low on the ELA and Math portions of the CAASPP and they also have poor attendance.

Goals, Actions, and Progress Indicators

District Strategic Goal 1:

High-Quality Curriculum, Instruction & Assessment

All students will receive high-quality classroom curriculum, instruction, and assessment to

District Needs and Metrics 1:

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

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

promote college, career, and life readiness and close achievement and opportunity gaps.

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

Site Goal 1.1 (SiteGoalID: 8950) (DTS: 01/01/10)

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

Metric: Test Participation Rate on Districtwide Assessments

Action 1.1.1 (SiteGoalID: 8950) (DTS: 03/11/25)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> • Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> • Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	Progress Monitoring	Evaluation
<p><u>Staffing</u></p> <ul style="list-style-type: none"> • ELPAC Initial Assessments will be administered by a certificated teacher paid on a timesheet within the first 30 days of school. • ELPAC Summative Assessments will be administered by credentialed 	<ul style="list-style-type: none"> • Use Illuminate and TOMS to track student completion. • Check progress weekly during testing windows. • Send updates to teachers with student lists needing make-ups. • Coordinate make-up testing daily with support staff. 	<p><u>A. Benchmark Illuminate Assessments:</u></p> <p><u>Beginning of the Year</u></p> <ul style="list-style-type: none"> • --% of our students have taken all of the Illuminate Benchmark Assessments.

teachers paid on a timesheet.

- SBAC Assessments will be administered by classroom teachers, with additional support from the RSP team for students requiring accommodations.
- Admin team, AIT, and CRT will help identify and coordinate make-up testing.
- EL coordination and support will be provided by the Vice Principal.
- SBAC coordination and support will be provided by the Vice Principal.
- Teachers will administer Illuminate assessments to all students.

Professional Development

- Provide training for new teachers on CAASPP, ELPAC, and Illuminate testing procedures.
- Provide refresher sessions for returning teachers on test administration and best practices.
- Use PLCs to review and discuss student data using Illuminate and grade-level assessments.

Release Days

- Schedule grade-level Data Analysis Days for teachers to collaborate and determine instructional next steps based on assessment results.
- Schedule release time for teachers to complete Illuminate assessments.

Supplies - n/a

Contracts - n/a

**Certified Timesheets - 7150
\$31,013**

- Review final participation data at the end of each window.

End of Trimester One:

- Total: ____% of students took Tri 1 Assessments

End of Trimester Two:

- Total: ____% of students took Tri 2 Assessments

B. ELPAC

- ____% of Initial ELPAC Assessments were completed within the first 30 days of a newcomer arriving in our school.
- ____% of students were given the Summative ELPAC Assessment from February to May. (ongoing)

C. CAASPP

- ____% of students completed the SBAC test in May.

Site Goal 1.2 (SiteGoalID: 8754) (DTS: 02/13/25)

For the 2025-2026 school year, Helen Carr Castello will move from 78.2% to 80% of English Learners making progress toward English proficiency as measured by the ELPI (i.e., advancing at least one ELPI level or maintaining Level 4), with an emphasis on supporting students who previously maintained or decreased an ELPI level. Students identified as Long-Term English Learners will decrease by 1 student (from 3 students to 2) based on the 2024–25 ELPAC and ELPI data.

Metric: Progress toward English Proficiency -
Percent Increasing ELPI Level

Action 1.2.1 (SiteGoalID: 8754) (DTS: 02/13/25)

Targeted Student Group(s)

- EL

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none">• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	<ul style="list-style-type: none">• Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	<ul style="list-style-type: none">• Throughout the year, report the results of the formative data as you collect it.• In March, summarize your data collection results.• Based on your summary, what will you adapt/adopt/abandon?
<p>Action Plan</p> <p><u>Professional Development</u></p> <ul style="list-style-type: none">• Utilize the site based EL coach and instructional coach to deliver professional development during staff meetings and PLCs.• Topics will include analyzing ELPI/ELPAC data, designated and integrated ELD strategies, and scaffolding academic language for Long-Term English Learners. <p><u>Supplies</u></p> <ul style="list-style-type: none">• Purchase additional PocketTalk for Newcomers.• Refreshments for ELAC Meetings. <p><u>Contracts</u></p>	<p>Progress Monitoring</p> <p>Teacher Observations (Ongoing)</p> <ul style="list-style-type: none">• During class, note if students are using complete sentences, using new vocabulary, and participating in discussions. <p>PLC Data Conversations (Ongoing)</p> <ul style="list-style-type: none">• Using existing PLC time to ask who is growing, who needs more support, what are we seeing in writing.	<p>Evaluation</p> <p>Based on 2023–24 ELPAC and ELPI (CA Dashboard data), 78.2% of English Learners at Helen Carr Castello progressed at least one ELPI level or maintained Level 4, exceeding the district’s target of 55% for English Learner progress.</p> <p>Based on 2023–24 ELPAC and ELPI data, 5 students identified as Long-Term English Learners at Helen Carr Castello progressed at least one ELPI level or maintained Level 4.</p> <p>Based on 2024–25 ELPAC and ELPI data, 3 students identified as Long-Term English Learners at Helen Carr Castello progressed at least one ELPI level or maintained Level 4.</p>

<ul style="list-style-type: none"> • Provide translation and interpretation services to ensure full access for families who speak languages other than English. <p>Materials - 7150 \$800</p>		
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Site Goal 1.3 (SiteGoalID: 9236) (DTS: 04/16/25)

By the end of the 2025-26 school year, all students at Castello Elementary will improve their ELA CAASPP scores by at least 4 points on the Distance from Standard metric, increasing from 24 points above standard in 2024 to 28 points above standard.

- Medium Performance Band (YELLOW):
 - African American students 10.4 points below the standard in 2024. Goal to make progress by 10 points.

By the end of the 2025-26 school year, all students at Castello Elementary will improve their Math CAASPP scores by at least 10 points on the Distance from Standard metric, increasing from 6.2 points above standard in 2024 to 10 points above standard.

- Low Performance Band (ORANGE):
 - African American students 57.5 points below the standard in 2024. Goal to make progress by 15 points.
 - Students with Disabilities 64.4 points below the standard in 2024. Goal to make progress by 10 points.
- Medium Performance Band (YELLOW):
 - Hispanic students 11.3 points below the standard in 2024. Goal to make progress by 10 points.
 - Socioeconomically Disadvantaged students 10.8 points below the standard in 2024. Goal to make progress by 10 points.

Metric: CAASPP (ELA, Math, Science) - Distance from Standard

Action 1.3.1 (SiteGoalID: 9236) (DTS: 04/16/25)

Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
	<ul style="list-style-type: none"> • Describe your step by step plan for progress monitoring your action plan. What 	<ul style="list-style-type: none"> • Throughout the year, report the results of the formative data as you collect it.

<ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<p><i>formative student data</i> will you collect and how often?</p>	<ul style="list-style-type: none"> In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
<p>Action Plan</p>	<p>Progress Monitoring</p>	<p>Evaluation</p>
<p><u>Staffing</u></p> <ul style="list-style-type: none"> K/1 Para educator: Provides small group intervention on assessed needs in ELA and Math. Will be on a timesheet for a half day, 1x per week. Intervention teacher: Provides support for WIN groups 1 day per week on a timesheet. Library Tech: Provides instruction on print concepts and research materials for students in grades TK-6th. AVID Teachers: Timesheet teachers to attend AVID trainings. Academic Intervention Teacher: Provides intervention for students not meeting grade-level ELA standards, prioritizing K-2 and targeted student groups. Timesheet teachers for after school professional development opportunities in all TK-6 content areas possible. <p><u>Professional Development</u></p> <ul style="list-style-type: none"> Provide professional development to staff during a staff meeting on appropriate resources to use for small group instruction. AVID: Ongoing training and support for teachers. Training for teachers on how to best utilize online subscriptions and materials. <p><u>Release Days</u></p> <ul style="list-style-type: none"> Release days for AVID planning and observation of strategies in use. Tier I Academic Team will meet to plan instructional 	<p>Effectiveness will be measured through the following data points:</p> <p><u>CAASPP Scores</u></p> <ul style="list-style-type: none"> CAASPP scores for overall grade levels from the 24-25 school year. CAASPP scores broken down by subgroup <p><u>Illuminate Scores</u></p> <ul style="list-style-type: none"> District Illuminate assessments by grade level spanning BOY, T1, and T2 Data will be collected by the principal and CPL coach during BOY, and end of Tri 1, Tri 2, and Tri 3. 	<p><u>CAASPP Scores</u></p> <ul style="list-style-type: none"> Overall our CAASPP scores increased by ____%.

development for staff.

Supplies

- Library books to augment our collection in high-interest areas.
- Subscriptions to Lexia, Reflex Math, Rewards, SeeSaw, DBQ, and Accelerated Reader to use in small group, independent work for workshop, and homework for students.
- AVID supplies and materials

Contracts -N/A

Certificated Timesheets- 7101

\$29,736

Classified Timesheets- 7101

\$11,500

Materials- 7101 \$46,100

Site Goal 1.4 (SiteGoalID: 9271) (DTS: 04/16/25)

Teachers will increase their use of success criteria from 41% to 61% as measured by FONT Data at the end of Trimester 2 in 2025-2026 looking at the FONT report "Derived Implementation Levels" and band Success Criteria Explicit.

Metric: Success Criteria

Action 1.4.1 (SiteGoalID: 9271) (DTS: 04/16/25)

Targeted Student Group(s)

- All

Action Plan

- Describe your step by step plan for intervention, for at-risk students, as related to your goal.

Progress Monitoring Plan

- Describe your step by step plan for progress monitoring your action plan. What **formative student data** will you collect and how often?

Data Collection & Evaluation

- Throughout the year, report the results of the formative data as you collect it.
- In March, summarize your data collection results.
- Based on your summary, what will you adapt/adopt/abandon?

Action Plan	Progress Monitoring	Evaluation
<p><u>Staffing</u></p> <ul style="list-style-type: none"> CPL Coach will work with our Academic Tier I Team to create PD for staff on Monday afternoons 1x per month. Teachers will share out best practices at staff meetings for areas of the Framework on a monthly basis. <p><u>Professional Development</u></p> <ul style="list-style-type: none"> Provide professional development to staff during pre-service, staff meetings, EOW, and the January in-service day. <p><u>Release Days</u></p> <ul style="list-style-type: none"> Teachers will conduct observational rounds for Framework best practices utilized within the classroom. <p><u>Supplies</u> -N/A</p> <p><u>Contracts</u> -N/A</p> <p>Certificated Timesheets - 7101 \$3,000</p>	<ul style="list-style-type: none"> FONT observations that provide both feedback for teachers as well as a data point for measuring progress. 	<p>Click on the links below to observe the data collected.</p> <ul style="list-style-type: none"> Trimester 1 Success Criteria Trimester 1 FONT observation completion Trimester 2 Success Criteria Trimester 2 FONT observation completion Trimester 3 Success Criteria Trimester 3 FONT observation completion

Funding Sources for District Goal 1 (DEV - LCAP ID: 763)		
Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	0	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	0	Materials/Supplies/Equipment

Title I – Basic (4900/3010)	0	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	53796	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	11500	Classified- Timesheets
Supplemental/Concentration (7101/0000)	46100	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	12113	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	800	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions

District Strategic Goal 2:

Targeted Supports & Interventions

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

District Needs and Metrics 2:

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

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

Site Goal 2.1 (SiteGoalID: 8755) (DTS: 02/13/25)

By the end of the 2025-26 school year, African American students at Castello Elementary will improve their ELA CAASPP scores.

- Medium Performance Band (YELLOW):
 - African American students 10.4 points below the standard in 2024. Goal to make progress by 10 points.

By the end of the 2025-26 school year, African American students at Castello Elementary will improve their Math CAASPP scores.

- Low Performance Band (ORANGE):
 - African American students 57.5 points below the standard in 2024. Goal to make progress by 15 points.

By the end of the 2025-26 school year, African American students at Castello Elementary will improve their attendance at school.

- Very Low Performance Band (RED):
 - African American students were absent 20.6% in 2024. Goal to decrease this percentage by 5% in 2025 and an additional 5% in 2026.

Metric: African American Disparity

Action 2.1.1 (SiteGoalID: 8755) (DTS: 04/22/25)

Targeted Student Group(s)

- Black or African American

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> • Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> • Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
<p>Action Plan</p> <p><u>Staffing</u></p> <ul style="list-style-type: none"> • Timesheet credentialed staff members to deliver small group instruction in ELA and Math. • Timesheet individuals to push-in to classrooms to support direct instruction in ELA and Math. • Timesheet teachers to conduct after-school small groups in ELA and Math. 	<p>Progress Monitoring</p> <p>Effectiveness will be measured through the following data points:</p> <ul style="list-style-type: none"> • District Illuminate assessments by grade level spanning BOY, T1, and T2. • Pre and post assessment data from small group instruction will be tracked using a document naming the student, skill, and progress made. 	<p>Evaluation</p> <p>Overview of Illuminate Assessments by:</p> <ul style="list-style-type: none"> • Math • ELA • Grade Level Subgroups <ul style="list-style-type: none"> ◦ First Grade ◦ Second Grade ◦ Third Grade ◦ Fourth Grade ◦ Fifth Grade ◦ 6th Grade

<p><u>Professional Development</u></p> <ul style="list-style-type: none"> • Provide professional development to staff members who will be time-sheeted on utilizing small group instructional materials. <p><u>Release Days</u></p> <ul style="list-style-type: none"> • Teachers will be released to examine data and help determine who needs support and in what specific academic area (ELA or Math). <p><u>Supplies</u> -</p> <ul style="list-style-type: none"> • Purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal (e.g. books, paper, whiteboards, etc.) <p><u>Contracts</u> -N/A</p> <p>Certificated Timesheets: 3010 \$110,145 Classified Timesheets: 3010 \$10,000 Materials: \$5,000</p>	<ul style="list-style-type: none"> • Data will be collected by the principal and CPL coach during BOY, and end of Tri 1, Tri 2, and Tri 3. 	<p>Small Group Intervention Tracking Sheet</p>
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Action 2.1.2 (SiteGoalID: 8755) (DTS: 04/23/25)

Targeted Student Group(s)

- Black or African American

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> • Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> • Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	Progress Monitoring	Evaluation
<p><u>Staffing</u></p>	<p>Effectiveness will be measured</p>	<p>Absence Reasons for African</p>

<ul style="list-style-type: none"> • Timesheet a classified person to track attendance and call families. <p><u>Professional Development</u></p> <ul style="list-style-type: none"> • Provide professional development to teachers and office staff so they can work cohesively with one another in regards to attendance concerns. <p><u>Release Days</u> - N/A</p> <p><u>Supplies</u> -</p> <ul style="list-style-type: none"> • Postcards and stamps to communicate about attendance. • Sandwich board alerting families of the school's daily attendance. • Purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal (e.g. alarm clocks and incentives.) <p><u>Contracts</u> -N/A</p> <p>Classified Timesheets - 3010 \$8,000 Materials - 3010 \$2,000</p>	<p>through the following data points:</p> <ul style="list-style-type: none"> • We will use RED DIY to track African American attendance by month, looking specifically at "Absence Reasons over Time" and compare 24/25 to 25/26 to monitor progress. 	<p>American Students Over Time, comparing 24/25 to 25/26.</p> <p>Overall, our African American students decreased their unexcused absences by ____%.</p> <p>Overall, our African American students decreased their tardies by ____%.</p> <p>Overall, our African American students decreased their early dismissals by ____%.</p>
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Site Goal 2.2 (SiteGoalID: 9386) (DTS: 04/23/25)

By the end of the 2025-26 school year, students with disabilities at Castello Elementary will improve their ELA CAASPP scores.

- Medium Performance Band (YELLOW):
 - Students with Disabilities 46.8 points below the standard in 2024. Goal to make progress by 10 points.

By the end of the 2025-26 school year, students with disabilities at Castello Elementary will improve their Math CAASPP scores.

- Low Performance Band (ORANGE):
 - Students with Disabilities 64.4 points below the standard in 2024. Goal to make progress by 10 points.

By the end of the 2025-26 school year, Students with Disabilities at Castello Elementary will improve their attendance at school.

- Low Performance Band (ORANGE):
 - Students with Disabilities were absent 22.3% in 2024. Goal to decrease this percentage by 5% in 2025 and an additional 5% in 2026.

Metric: Students with Disabilities Disparity

Action 2.2.1 (SiteGoalID: 9386) (DTS: 04/23/25)

Targeted Student Group(s)

- SWD

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<p>Action Plan</p> <p><u>Staffing</u></p> <ul style="list-style-type: none"> • Timesheet credentialed staff members to deliver small group instruction in ELA and Math. • Timesheet individuals to push-in to classrooms to support direct instruction in ELA and Math. • Timesheet teachers to conduct after-school small groups in ELA and Math. <p><u>Professional Development</u></p> <ul style="list-style-type: none"> • Provide professional development to staff members who will be time-sheeted on utilizing small group instructional materials. <p><u>Release Days</u></p> <ul style="list-style-type: none"> • Teachers will be released to examine data and help determine who needs 	<p>Progress Monitoring</p> <p>Effectiveness will be measured through the following data points:</p> <ul style="list-style-type: none"> • District Illuminate assessments by grade level spanning BOY, T1, and T2. • Pre and post assessment data from small group instruction will be tracked using a document naming the student, skill, and progress made. • Data will be collected by the principal and CPL coach during BOY, and end of Tri 1, Tri 2, and Tri 3. 	<p>Evaluation</p> <p>Overview of Illuminate Assessments by:</p> <ul style="list-style-type: none"> • Math • ELA • Grade Level Subgroups <ul style="list-style-type: none"> ◦ First Grade ◦ Second Grade ◦ Third Grade ◦ Fourth Grade ◦ Fifth Grade ◦ 6th Grade <p>Small Group Intervention Tracking Sheet</p>

<p>support and in what specific academic area.</p> <p><u>Supplies</u> -</p> <ul style="list-style-type: none"> • Purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal (e.g. books, paper, whiteboards, etc.) <p><u>Contracts</u> -N/A</p> <p>Certificated Timesheets: See Goal 2.1.1 Classified Timesheets: See Goal 2.1.1 Materials: See Goal 2.1.1</p>		
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Action 2.2.2 (SiteGoalID: 9386) (DTS: 04/23/25)

Targeted Student Group(s)

- SWD

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> • Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> • Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
<p>Action Plan</p> <p><u>Staffing</u></p> <ul style="list-style-type: none"> • Timesheet a classified person to track attendance and call families. <p><u>Professional Development</u></p> <ul style="list-style-type: none"> • Provide professional development to teachers and office staff so they can work cohesively with one another in regards to attendance concerns. 	<p>Progress Monitoring</p> <p>Effectiveness will be measured through the following data points:</p> <ul style="list-style-type: none"> • We will use RED DIY to track Students with Disabilities attendance by month, looking specifically at "Absence Reasons over Time" and compare 24/25 to 25/26 to monitor progress. 	<p>Evaluation</p> <p>Absence Reasons for Students with Disabilities (SWD) Over Time, comparing 24/25 to 25/26.</p> <p>Overall, our Students with Disabilities decreased their unexcused absences by ____%.</p> <p>Overall, our Students with Disabilities decreased their tardies by ____%.</p> <p>Overall, our Students with Disabilities decreased their early dismissals by ____%.</p>

<p><u>Release Days</u> - N/A</p> <p><u>Supplies</u> -</p> <ul style="list-style-type: none"> • Postcards and stamps to communicate about attendance. • Sandwich board alerting families know attendance for the day. • Purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal (e.g. alarm clocks and incentives.) <p><u>Contracts</u> -N/A</p> <p>Classified Timesheets: See Goal 2.1.2 Materials: See Goal 2.1.2</p>		
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Funding Sources for District Goal 2 (DEV - LCAP ID: 763)		
Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	110145	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	18000	Classified- Timesheets
Title I – Basic (4900/3010)	7000	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	0	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	0	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets

Supplemental/Concentration (7101/0000)	<input type="text" value="0"/>	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	<input type="text" value="0"/>	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Certificated- Salaries
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Certificated- Timesheets
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Classified- Salaries
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Classified- Timesheets
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Contracts/Services/Subscriptions

District Strategic Goal 3:

Wellness

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

District Needs and Metrics 3:

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

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

Site Goal 3.1 (SiteGoalID: 8756) (DTS: 01/01/10)

Decrease recess referrals by 10% through the implementation of Tier I PBIS supports.

Metric: Other

Action 3.1.1 (SiteGoalID: 8756) (DTS: 02/13/25)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation

<ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
<p align="center">Action Plan</p> <p>ACTION 1: July-June Appropriate supplies, equipment and resources (i.e., signs on the playground with rules for games, various game options, adequate supervision) to establish a well maintained and organized recess.</p> <p>ACTION 2: July - June PBIS Rotations at the beginning of the school year to discuss behavior expectations and refresh throughout the year (upon return from all breaks).</p> <p>ACTION 3: July-June Designated areas for specific games on the playground with adequate supervision.</p> <p>ACTION 4: July-June Explicitly teach rules and expectations of recess games and activities to all students, ongoing throughout the year.</p> <p>ACTION 5: July-June PD for yard supervisors regarding active yard supervision, de-escalation skills, restorative practices, and game and activity rules and expectations.</p>	<p align="center">Progress Monitoring</p> <p>July-June Administration to monitor and review synergy incident /referral data, yard staffing levels, regular upkeep and ordering of supplies and share with PBIS team monthly.</p> <p>July-June PBIS Tier I to monitor incident data and share with staff monthly.</p> <p>July-June Yard supervisors to monitor incident location data, share with administration monthly and adjust recess activity locations as needed.</p> <p>July-June Administration to schedule monthly Yard Supervisor meetings to support understanding of PBIS behavior expectations, Restorative Practices, de-escalation skills, and game/activity rules and expectations.</p>	<p align="center">Evaluation</p> <p>Tracking form of recess referrals (location playground) comparing major and minor referrals from 24/25 to 25/26.</p> <p>We have decreased referrals on the playground from _____% in 2024/2025 to _____% in 2025/2026.</p>

Site Goal 3.2 (SiteGoalID: 9388) (DTS: 04/23/25)

We will increase our overall student and teacher's responses within the Perspective Survey with the component of climate.

- Students had a 77% "Overall" favorable response in the 2023-2024 Student Perspective Survey. This will increase by 5% for the 2024-2025 Student Perspective Survey.

- Staff had an 91% "Overall" favorable response in the 2023-2024 Staff perspective survey. This will increase by 2% for the 2024-2025 Staff Perspective Survey.

Metric: School Climate - Average Favorability Rating

Action 3.2.1 (SiteGoalID: 9388) (DTS: 04/23/25)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> • Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> • Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
<p>Action Plan</p> <p><u>Staffing</u></p> <ul style="list-style-type: none"> • .5 FTE Counselor to support SEL lessons in classrooms. • Timesheets for staff members to work on social emotional projects and small groups with students after school. <p><u>Professional Development</u></p> <ul style="list-style-type: none"> • Both attend and deliver professional development for teachers, students, and parents in the area of Social Emotional Learning. • Conduct a book study and give other PD opportunities for staff to work on their own mental well being to address CASEL Focus Area #2. <p><u>Release Days</u> - n/a</p> <p><u>Supplies</u></p> <ul style="list-style-type: none"> • Books and materials for staff social emotional wellness 	<p>Progress Monitoring</p> <ul style="list-style-type: none"> • We will measure the effectiveness through perspective survey results which come out at the beginning of Summer. • We will conduct a mid-year rapid cycle of measure on Climate to both staff members as well as students. 	<p>Evaluation</p> <p>Perspective Survey Results from 2024-2025 for students in climate overall.</p> <p>Perspective Survey Results from 2024-2025 for staff in climate overall.</p> <p>Rapid cycle climate results mid-year 2025-2026 for students.</p> <p>Rapid cycle climate results mid-year for 2025-2025 for staff.</p>

<p>that connect to CASEL Focus Area #2.</p> <ul style="list-style-type: none"> • Purchase allowable items to support SEL instruction in the classrooms. <p><u>Contracts</u> - N/A</p> <p>Certificated Timesheet - 7101 \$500</p> <p>Materials - 7101 \$2,500</p>		
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Site Goal 3.3 (SiteGoalID: 9389) (DTS: 04/23/25)

Our goal is to increase the positive culture and climate at Helen Carr Castello Elementary through the following areas of focus:

SUSPENSIONS:

- Our site goal is to reduce the number of suspensions by 100% while eliminating disproportionality.

SUSPENSION RATE:

- Our suspension rate site goal is to reduce the suspension rate from 0.6% to 0.1% while eliminating disproportionality. Our site will also work to ensure all student groups have a suspension rate below 0.1%.

PBIS TIER 1 AND TIER 2 IMPLEMENTATION

- Increase our PBIS tier 1 tiered fidelity inventory score from 97% in the 2024-25 school year to 100% in the 2025-26 school year.
- Increase our PBIS tier 2 tiered fidelity inventory score of from 92% in the 2024-25 school year to 97% in the 2025-26 school year.
- Score a 92% on the tier 3 fidelity inventory for the 2025-2026 school year.

Metric: Suspension Rate: Percent of Students Suspended

Action 3.3.1 (SiteGoalID: 9389) (DTS: 04/23/25)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
	<ul style="list-style-type: none"> • Describe your step by step plan for progress monitoring your action plan. What 	<ul style="list-style-type: none"> • Throughout the year, report the results of the formative data as you collect it.

<ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<p><i>formative student data</i> will you collect and how often?</p>	<ul style="list-style-type: none"> In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
<p>Action Plan</p>	<p>Progress Monitoring</p>	<p>Evaluation</p>
<p><u>Staffing</u></p> <ul style="list-style-type: none"> Timesheet for staff members to work on PBIS booklets and manuals as well as orientation outside of the contract hours. <p><u>Professional Development</u></p> <ul style="list-style-type: none"> Provide PBIS Tier 1 and Tier 2 training for all staff, including new staff orientation and midyear refreshers. Include restorative practice training in staff meetings and with district facilitators. Offer training for yard supervisor team on conflict resolution, behavior prompting, and SEL strategies. Use staff meetings or PLCs to review behavior data, reteach expectations, and build capacity for consistent implementation. <p><u>Release Days</u></p> <ul style="list-style-type: none"> Monthly Tier I PBIS Team Meetings Bi-monthly Tier II meetings Bi-monthly Tier III meetings <p><u>Supplies</u></p> <ul style="list-style-type: none"> August - May: Purchase materials to support the implementation of the 2024-2025 CICO and PAWS acknowledgement systems. August - May: Purchase materials such as signs, equipment, and printed walk-around forms for our campus 	<p>Effectiveness will be measured through the following points of data:</p> <ul style="list-style-type: none"> Suspension and referral data collected in SYNERGY and reported to staff monthly at staff meetings District surveys on school climate Decrease in suspensions and referrals Completion of the PBIS booklet. 	<ul style="list-style-type: none"> Monthly slides reporting referral data. Results from the District survey on climate. PBIS Handbook Monthly Tier I Academic Team meeting agendas <ul style="list-style-type: none"> August September October November December January February March April May Monthly Tier I PBIS Team meetings agendas <ul style="list-style-type: none"> August September October November December January February March April May Bi-monthly Tier II meetings agenda Bi-monthly Tier III meetings agenda

to highlight our PBIS efforts and communication and also attendance initiatives.

Contracts

- ASSIST support the site during recess.

Certificated Timesheet - 7101

\$2,660

Materials - 7101 \$700

Funding Sources for District Goal 3 (DEV - LCAP ID: 763)

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	0	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	0	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	0	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	1000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	3200	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	0	Contracts/Services/Subscriptions

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

<p>District Strategic Goal 4:</p> <p>Family & Community Engagement</p> <p>All students will benefit from programs and services designed to inform and engage 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 • Parents indicating a respectful and welcoming school environment • Parents indicating opportunities for parent input in making decisions • Parents indicating opportunities for parent involvement • Percent Chronically Absent
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Site Goal 4.1 (SiteGoalID: 8757) (DTS: 02/13/25)

In an effort to maintain our high levels of attendance, we will work to support students both academically and socially while they're present as well as reward students who show great attendance and/or decrease their chronic absenteeism.

- Attendance rate (from RED DIY)
 - 93.7% in 2021-2022
 - 94% in 2022-2023
 - 93.4% in 2023-2024
 - 93.0% in 2024-2025
 - Goal for 95% in 2025-2026
- Decrease of chronic absenteeism (From CA Dashboard)
 - 16.7% in 2022-2023
 - 10.4% in 2023-2024
 - 11.7% in 2024-2025
 - Goal of 9% for 2025-2026

Metric: Attendance Rate

Action 4.1.1 (SiteGoalID: 8757) (DTS: 02/13/25)

Targeted Student Group(s)

- All

Action Plan <ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	Progress Monitoring Plan <ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	Data Collection & Evaluation <ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
<p>Action Plan</p> <p><u>Staffing</u> - N/A</p> <p><u>Professional Development</u></p> <ul style="list-style-type: none"> Staff meeting PD regarding 1st intervention of teachers calling parents about attendance concerns <p><u>Release Days</u> - N/A</p> <p><u>Supplies</u></p> <ul style="list-style-type: none"> We will send out a postcard to families before school starts with bell schedules and holidays/vacations in 1st week of August. We will send out postcards for chronically absent students to set goals as needed. Get new door magnets made to recognize two classrooms in every grade level for the best attendance. Create a BTSN slide for teachers regarding the importance of attendance in August. <p><u>Contracts</u> - N/A</p> <p>Materials - 7101 \$300</p>	<p>Progress Monitoring</p> <p>We will monitor our attendance rates in RED DIY for chronic absenteeism and our attendance rate on a monthly basis and compare it to 2024-2025.</p> <p>Effectiveness will be measured with our SYNERGY attendance data and shared with staff and the School Site Council during meetings in the 24.25 school year.</p> <ul style="list-style-type: none"> Report on 100% mailings of postcards to teachers before the start of the school year. Meet with attendance clerk, review data, and send postcards. Look for individual improvement with student who are on our Chronically Absent report, found in SYNERGY. Report to parents in Friday phone calls the classes who won the monthly attendance award magnet. Observe BTSN presentations for the slides presented. Monitor chronically absent students and look for first contact from the teacher documented in SYNERGY. 	<p>Evaluation</p> <p>This form will track both monthly attendance rates and chronic absenteeism for the years 2024-2025 and 2025-2026.</p> <p>Students at Castello decreased their chronic absenteeism from 2024-2025 by ____%.</p> <p>Students at Castello increased their attendance rate from 2024-2025 by ____%.</p> <ul style="list-style-type: none"> Postcards were printed and sent to families. Chronically absent postcards were sent to families We called out best grade level attendance at every monthly spirit assembly We presented phone calls home during our first release day for grade levels when teachers identified their chronically absent students. Here's a sample agenda from these meetings.

Site Goal 4.2 (SiteGoalID: 9391) (DTS: 04/23/25)

We will maintain our overall positive parent responses within the Perspective Survey with the component of climate.

- Parents had a 96% "Overall" favorable response in the 2023-2024 Parent Perspective Survey. This will stay the same for the 2024-2025 Parent Perspective Survey.

Metric: Parents indicating a respectful and welcoming school environment

Action 4.2.1 (SiteGoalID: 9391) (DTS: 04/23/25)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none">• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	<ul style="list-style-type: none">• Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	<ul style="list-style-type: none">• Throughout the year, report the results of the formative data as you collect it.• In March, summarize your data collection results.• Based on your summary, what will you adapt/adopt/abandon?
<p>Action Plan</p> <p>Staffing</p> <ul style="list-style-type: none">• Principal and VP greet students and families each morning and afternoon at the gates.• Principal, VP and secretary Send out regular communication via Talking Points, phone messages and email to families about events on campus.• Secretary and front office staff will send out finger-printing information on a regular basis so families are	<p>Progress Monitoring</p> <ul style="list-style-type: none">• Effectiveness will be measured through participation at after school and evening events.• Increase in our PTA membership.• Increase parent participation in the classroom and for fieldtrips.• Observational data will be on-going by administration and PTA executive Board Members• Sign-in forms from Parent Universities.	<p>Evaluation</p>

<p>aware of how they can volunteer in classrooms.</p> <ul style="list-style-type: none"> • School staff will work with our PTA to host events such as the Harvest Festival, Multicultural Festival, family movie nights, BINGO nights, and paint nights for our community. • Release days to hold meetings where staff, teachers and families set academic and social emotional goals for students and then staff will report on those goals. • Timesheet staff to hold parent university nights for targeted groups in the subjects of ELA and Math. <p><u>Professional Development</u></p> <p><u>Release Days</u> - N/A</p> <p><u>Supplies</u></p> <ul style="list-style-type: none"> • Materials and supplies for parent university. <p><u>Contracts</u> - N/A</p> <p>Certificated Timesheets - 3010 \$4,500 Materials - 3010 \$1,088</p>		
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Funding Sources for District Goal 4 (DEV - LCAP ID: 763)		
Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	4500	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets

Title I – Basic (4900/3010)	1088	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	0	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	0	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	300	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	0	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions

Funding Source Summary for All District Goals

Title I – Basic (4900/3010)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$0	\$0	\$0	\$0	\$0
Certificated- Timesheets	\$0	\$110145	\$0	\$4500	\$114645
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$18000	\$0	\$0	\$18000
Materials/Supplies/Equipment	\$0	\$7000	\$0	\$1088	\$8088
Contracts/Services/Subscriptions	\$0	\$0	\$0	\$0	\$0

Title I – Basic (4900/3010) Total: \$140,733

Supplemental/Concentration (7101/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$0	\$0	\$0	\$0	\$0
Certificated- Timesheets	\$53796	\$0	\$1000	\$0	\$54796
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$11500	\$0	\$0	\$0	\$11500
Materials/Supplies/Equipment	\$46100	\$0	\$3200	\$300	\$49600
Contracts/Services/Subscriptions	\$0	\$0	\$0	\$0	\$0

Supplemental/Concentration (7101/0000) Total: \$115,896

EL Supplemental (7150/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$0	\$0	\$0	\$0	\$0
Certificated- Timesheets	\$12113	\$0	\$0	\$0	\$12113
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Materials/Supplies/Equipment	\$800	\$0	\$0	\$0	\$800
Contracts/Services/Subscriptions	\$0	\$0	\$0	\$0	\$0

EL Supplemental (7150/0000) Total: \$12,913

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

Helen Carr Castello Elementary (227) | 2025-2026

Fund Source Mgmt. Code / Description Resc. Code / Description	EGUSD Strategic Goals					Balance
	Allocation	1. Curriculum and Instruction	2. Targeted Supports & Interventions	3. Wellness	4. Family Engagement	
4900 Director of School Improvement Support 3010 ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	\$140,733	\$0	\$135,145	\$0	\$5,588	\$0
7101 LCFF Supplemental Concentration TK-6 0000 Unrestricted	\$115,896	\$111,396	\$0	\$4,200	\$300	\$0
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	\$12,913	\$12,913	\$0	\$0	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$269,542	\$124,309	\$135,145	\$4,200	\$5,888	

Fund Subtotals		Title I Centralized Services	
Subtotal of additional federal funds included for this school	\$140,733	Title I Foster Youth \$0	Title I Homeless \$0
Subtotal of state or local funds included for this school	\$128,809	Title I Centralized Services \$0	Title I Preschool \$0

