



Helen Carr Castello Elementary

Local Control Accountability Plan (LCAP) 2021-2022

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

Goal Setting

State Priorities

Conditions of Learning:

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

Pupil Outcomes:

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

Engagement:

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

Strategic Goals

Goal 1: High-Quality Classroom Instruction and Curriculum

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

Goal 2: Assessment, Data Analysis, & Action

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

Goal 3: Wellness

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

Goal 4: Family and Community Engagement

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

Stakeholder Engagement

Involvement Process for LCAP and Annual Update
<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/> <p>Parent Input- Parents were sent a climate survey in the Fall of 2020.</p> <p>School Site Council Input: The 2020-2021 LCAP was reviewed and updated, the State Dashboard data and interim assessment data was reviewed, and input to our current LCAP occurred on the following dates: Sept. 29, 2020, January 5, 2021, March 2, 2021, and April 27, 2021.</p> <p>ELAC Input: On three separate dates, the LCAP and data were presented and parents had the opportunity to provide feedback. September 15, 2020, December 9, 2020 and February 24, 2021.</p> <p>Staff Input: Staff members were sent a survey in the Fall of 2020 and again in the Spring of 2021.</p> <p>Student Input: Students were surveyed in the Fall of 2020 and again in the Spring of 2021.</p>
Impact of LCAP and Annual Update
<p>How did these consultations affect the LCAP for the upcoming year?</p> <hr/> <p>Parent Input- According to the survey given in the Fall of 2020, parents were pleased with the communication they were receiving from the school. The largest area of need expressed was social interactions amongst students, as Distance Learning did not provide many of those options. As a result, virtual recess was implemented.</p> <p>School Site Council- The SSC was interested in student safety as it pertained to precautions taken for returning students for in-person instruction, as well as more opportunities for students to celebrate Castello's diversity. As a result, the Multicultural Fair for 2021-2022 will be moved up to the Fall.</p> <p>ELAC- Our ELAC community expressed a need for tutoring. As a result, after-school tutoring was offered as of February 2021.</p> <p>Student Input- In the District Fall 2020 survey students expressed a need to have more connection with their peers. As a result, virtual recess was implemented in January of 2021.</p>

Resource Inequities

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

Goals, Actions, and Progress Indicators

<p>District Strategic Goal 1:</p> <p>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.</p>	<p>District Needs and Metrics 1:</p> <p>Students need high quality classroom instruction and curriculum as measured by:</p> <ul style="list-style-type: none"> • 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
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Site Goal 1.1	
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<p>Close the achievement gap with the lowest performing subgroups in ELA and Math according to the most recent SBAC and grade level assessments. We will compare the 2019 SBAC data with the 2021 SBAC data to determine growth.</p> <ul style="list-style-type: none"> • Students with disabilities will go from 21% meets or exceeds standards to 23% • African American students will go from 43% meets or exceeds standards to 46% • English Learners will go from 28% meets or exceeds standards to 30% • Hispanic students will go from 52% meets or exceeds standards to 55% • Socially Disadvantaged Students will go from 54% meets or exceeds standards to 56%

Metric: CAASPP	
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Actions/Services 1.1.1

Principally Targeted Student Group

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<ol style="list-style-type: none"> 1. Teachers will receive professional development to support the different aspects of High Quality Instruction. (26 teachers x \$75 x 2= \$3900/7101) 2. Teachers in grades K-6th will be given time to analyze assessments in order to determine the appropriate instruction to deliver for different subgroups in both ELA and Math two times during the 2020-2021 school year. They will specifically use data to plan instruction for intensive learners, advanced learners, GATE students, and appropriate WIN groups for EL students. (26 teachers x \$75 x 4= \$7800/7101 and \$19,000/7101) 3. Provide extended day small group instruction (\$7,000/7101) 	<p><u>Visible Learning</u> <i>John Hattie</i> RTI (1.07) Teaching strategies (.62) Small group learning (.49) Promoting and participating in teacher learning and Development (.84) Teaching strategies (.60) Teacher clarity (.75)</p>	<ol style="list-style-type: none"> 1. Effectiveness will be measured through administrative walk-through notes, grade level PLC notes and ultimately, the result will translate into higher student achievement in grades, interim assessments, K/1 Benchmark scores and CAASPP scores. 2. Effectiveness will be measured with classroom differentiation, workshop and WIN groups observed with administrative walk-through notes. This planning will result in higher student achievement in both interim assessments, K/1 Benchmark scores, CAASPP scores as well as ELPAC scores. 3. Effectiveness will be measured with pre and post assessments within the chosen area of focus such as Math or ELA.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$37700	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

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?
<ol style="list-style-type: none"> 1. Purchase technology for classrooms including things such as projectors, bulbs, document cameras, printers, ink, other tech resources and tech licenses. 2. Purchase additional curricular resources (for example AR, Star, SEESAW, etc) and library books to supplement instructional programs for students, teachers and staff. 3. Purchase assemblies to supplement core subject areas and SEL Lessons. 	<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>	<ol style="list-style-type: none"> 1. Effectiveness will be measured through walk-through observations focusing on students interacting with technology. Their ability to access and technology and online resources will ultimately be measured through both CAASPP and interim assessment scores. 2. Effectiveness will be measured through walk through notes observing teachers using technology to instruct their classes. Ultimately, their ability to effectively teach using additional resources and materials will result in higher scores in CAASPP. ELPAC, K/1 Benchmark Assessments and Interim Assessments.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$7960	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.1.3

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?
<ol style="list-style-type: none"> 1. Purchase supplemental programs and materials to support them such as Imagine Learning or bi-lingual instructional resource materials for our EL students to enhance their reading comprehension and language skills. 2. 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. 	<p><u>Improving Education for English Learners: Research Based Approaches</u> <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 sheltered content instruction in ELD)</p> <p><u>Making Best Use of Teaching Assistants</u> <i>Sharpies, Webster, Blatchford (2015)</i> (use of teaching assistants to deliver high-quality one to one and small groups support using structured interventions)</p>	<ol style="list-style-type: none"> 1. Effectiveness will be measured by increased scores on ELPAC, and beyond that increases in K/1 Benchmark assessments, CAASPP Scores and Interim Assessments

Funding Source	Amount	Description of Use		
EL Supplemental (7150/0000)	\$275	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
EL Supplemental (7150/0000)	\$4003	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.1.4

Principally Targeted Student Group

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
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, cooking, coding, art, and VAPA. Provide a stipend for a GATE coordinator to support the curriculum and increase the number of students identified as GATE. Also, GATE funds will be used to timesheet coordinator to teach GATE classes after school.	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	Effectiveness will be measured by an increase in identification of GATE students using the NNAT test as well as projects and portfolios.

Funding Source	Amount	Description of Use		
GATE (7105/0000)	\$1000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
GATE (7105/0000)	\$3397	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.1.5

Principally Targeted Student Group

- All

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?
Timesheet Librarian an extra 10 hours a week to read to students and review print concepts as well as highlight different reading genres for students in Kinder-6th grade.	<ul style="list-style-type: none"> • Reading Is Fundamental, Access to Print Materials Improves Children’s Reading: A Meta-Analysis of 108 Most Relevant Studies Shows Positive Impacts, 2010 • Reach Out and Read, Reading Aloud to Children: The Evidence, 2008 • National Endowment for the Arts, To Read or Not to Read: A Question of National Consequence, 2007 	Effectiveness will be measured by increased scores on ELPAC, increases in K/1 Benchmark assessments, CAASPP Scores and Interim Assessments

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$4900	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

District Strategic Goal 2:

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

District Needs and Metrics 2:

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

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

Site Goal 2.1

In order to determine learning gaps caused by COVID 19 and Distance Learning, all students will be assessed within the first six weeks of the beginning of school, and then later on assessed mid-year and at the end of year. Assessments will be given to determine present levels in students as well as their progress towards becoming proficient with the Common Core State Standards as well as ELD State Standards for our English Learners.

- 3rd Grade CAASPP Scores 52% Met or Exceeded increase to 5th Grade 60% Met or Exceeded
- 4th Grade CAASPP Scores 62% Met or Exceeded increase to 6th Grade 65% Met or Exceeded
- In ELPAC Summative Assessment we will see a growth of all grades (any) % increase from 44% to 50%

Metric: Assessment System				
Actions/Services 2.1.1				
Principally Targeted Student Group				
• All				
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>1. Teachers will receive time to administer assessments to their students in a one-on-one setting. (31 x \$150 x2 = \$9,300)</p> <p>2. Kindergarten teachers will use collected formative and summative assessments to collaboratively plan together using a PLC format a half-day each month. Two half-day subs each month (2 teachers x \$80 = \$160 x 10 months = \$1600)</p>	<p><u>A Case Study of the Relationships Between Collective Efficacy and Professional Learning Communities</u>, Voelkel R. (2011).</p> <p><u>Visible Learning for Literacy: Implementing Practices that Work Best to Accelerate Student Learning</u>, Fisher, Frey, Hattie 2016.</p> <p><u>Visible Learning</u> <i>John Hattie</i> RTI (1.07) Teaching strategies (.62) Small group learning (.49) Teaching strategies (.60) Teacher clarity (.75)</p>	<p>1. Effectiveness will be measured through an Excel Sheet which will track our school's interim assessments, fluency assessments and K/1 Benchmark assessments. Students will be monitored for growth in ELA, Math and Writing.</p> <p>2. Administration will attend Kindergarten's PLC meetings and analyze the notes taken, and compare those notes to the instruction given within the classroom.</p>		
Funding Source	Amount	Description of Use	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7101/0000)	\$10900	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 2.1.2				
Principally Targeted Student Group				
• All • Black or African American • EL • R-FEP • SWD				
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?		
<p>Teachers will participate in COOPs twice this year to share their concerns for student progress both academically and socially. These COOPS will be attended by administration, our District Psychologist, MHT, an RSP teacher and a speech teacher. Teachers will present their concerns as well as present level data and interventions and the results of those interventions. The COOP team will evaluate the data and make recommendations of additional interventions or facilitate an SST meeting. (4 days x \$160 = \$640)</p>	<p><u>Visible Learning</u> <i>John Hattie</i> Teacher/Student relationships (.72) Response to intervention (1.07) Classroom Behavioral (.80)</p>	<p>Effectiveness will be measured through the percentages of our students being referred for special education testing as well as administrative walk-throughs to follow up on the suggestions made by the COOP Team for classroom modifications.</p>		
Funding Source	Amount	Description of Use	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7101/0000)	\$640	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 2.1.3				
Principally Targeted Student Group				
• SWD				
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?		

<p>Once a month we will hold a day to have IEPs, 504 meetings and SSTs in order to review present levels and make adjustments accordingly. The purpose of these meetings are to initially offer FAPE, exit students from IEPs and 504s, as well as update annual goals. (10 days x \$160 = \$1,600/7101)</p>	<p><u>Parent Involvement and Student Achievement: A Meta-Analysis</u>, William Jeynes, (2005)</p> <p><u>Visible Learning</u> John Hattie Parent Involvement (0.51)</p>	<p>Effectiveness will be measured by our special education team's ability to meet all of their SEIS timelines.</p>
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Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$1600	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 2.1.4

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?
<p>In an effort to capture student growth with the acquisition of the English language, ELPAC coordinator will initially assess all newcomers, kindergarten and TK students as well as administer a summative ELPAC assessment to every identified EL student. (\$9,803/7150)</p> <p>Other duties such as identification/placement of EL students, re-designation, RFEP monitoring, and support for ELAC meetings are assigned to our site's Vice Principal, thus no additional funds need to be allocated for this purpose.</p>	<p><u>ELD Research</u>: California English Language Development Standards: Proficiency Level Descriptors. Retrieved from: https://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf</p>	<p>To measure the effectiveness we will monitor ELPAC assessments both initial as well as summative. We will look for overall percent increase for all grade levels on the Summative ELPAC Level and Performance Comparison chart.</p>

Funding Source	Amount	Description of Use		
EL Supplemental (7150/0000)	\$5725	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

District Strategic Goal 3:

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

District Needs and Metrics 3:

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

- Cohort Graduation
- Expulsion
- HS Dropout
- MS Dropout
- Other (Site-based/local assessment)
- School Climate
- Social Emotional Learning
- Suspension

Site Goal 3.1

Decrease any disproportionality of discipline actions for subgroups. We will work to give students the proactive tools they need to face the variety of challenges life brings. By using PBIS, Restorative justice and appropriate reactions to behavior issues, we will create an environment that is safe and supportive to learn and thrive in. We will compare the discipline data from 2019 to the discipline data in 2021 because students were not on campus for most of the 2020-2021 school year.

- African American students will decrease from 2.6% students suspended at least once to 1%

- Asian students will decrease from 1.2% students suspended at least once to 0%
- Hispanic students will decrease from 2.3% students suspended at least once to 1%
- Two or more races students will decrease from 1.6% students suspended at least once to 0.5%
- Socially Disadvantaged students will decrease from 2.1% students suspended at least once to 1%

Metric: School Climate

Actions/Services 3.1.1

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?
<ol style="list-style-type: none"> 1. Materials to support the implementation of the 2021-2022 CICO and PAWS acknowledgement systems. (\$400/7440) 2. Signage for our campus to highlight our PBIS efforts and communication and also attendance initiatives. (\$400/7101) 3. Playground equipment to entice students to play a variety of different games and activities in order to decrease student discipline referrals. Equipment repair and/or replacement on items such as radios. (\$600/7101) 4. Materials and supplies to support our annual Kindness Week that supports our PBIS initiatives. (\$500/7101) 5. Provide guest administrators or Teachers in Charge (TIC) on days when one or both site administrators are absent, to ensure continuity of positive school climate. (\$750/7101) 	<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> (well implemented Social Emotional Learning (SEL) is linked to students gains on standardized achievements tests)</p>	<ol style="list-style-type: none"> 1. Effectiveness will be measured by the annual TFI showing implementation of effective PBIS Tier II interventions and supports for students. In addition, both SYNERGY referral data and California State Dashboard data will show a decrease in referrals and suspensions. 2. Effectiveness will be measured through stakeholder surveys from multiple sources including parents, staff and students on their connection and trust in our positive school environment. 3. Effectiveness will be measured in the decrease of referrals in SYNERGY from the playground. 4. Effectiveness will be measured through stakeholder surveys from multiple sources including parents, staff and students on their connection and trust in our positive school environment. 5. Effectiveness will be measured through PBIS data.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$2250	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
PBIS (7440/0000)	\$400	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 3.1.2

Principally Targeted Student Group

- Black or African American • Foster Youth • Low Income • SWD

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Once a month for a half-day we will have a roving substitute to release teachers to attend PBIS TIER II meetings. During these meetings we will review student's behavior concerns, create Simple Behavior Intervention Plans, as well as check for fidelity on any plans already in place. (8 days x \$75 = \$600/7101)</p>	<p><u>Social-emotional Skills Can Boost Common Core Implementation</u> <i>MJ Elias Phi Delta Kappan (2014)</i> (well implemented Social Emotional Learning (SEL) is linked to students gains on standardized achievements tests)</p> <p><u>Positive Behavioral Interventions and Supports</u> www.PBIS.org (evidence-based, data driven framework)</p>	<p>Effectiveness will be measured by the annual TFI showing implementation of effective PBIS Tier II interventions and supports for students. In addition, both SYNERGY referral data and California State Dashboard data will show a decrease in referrals and suspensions.</p>

Funding Source	Amount	Description of Use		
PBIS (7440/0000)	\$600	Certificated Salaries	Edit	Delete

District Strategic Goal 4:

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

District Needs and Metrics 4:

Students need parent, family and community stakeholders as direct partners in their education as measured by:

- Attendance Rate
- Chronic Absentee Rate
- Family and Community Engagement
- Input in Decision Making
- Other (Site-based/local assessment)
- Partnerships for Student Outcome
- Relationships Between Staff and Families

Site Goal 4.1

Our goal is to create an environment where our parents and community feel valued and heard, and they will become an integral part of decision making on the Castello campus. Increase the number of opportunities to attend school events including ELAC, BTSN, Parent universities, PTA Events, Watch DOG events, with a focus on parents and families of at-risk students.

On District parent school climate surveys we will:

- Increase parent sense of connectedness from 86% to 90%
- Increase student sense of connectedness from 76% to 82%
- Increase parent climate of support for academic learning from 90% to 92%
- Continue to increase student climate of support for academic learning from 85% to 87%

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?
1. Usage of the Identakid System to track visitors, volunteers and all attendance data such as tardies and early dismissals. Continue to support the system by purchasing materials and resources for passes, reports, etc. Continue to purchase licensing, materials and resources to support the system. (\$300/7101)	<u>Visible Learning</u> <i>John Hattie</i> Parent Involvement (0.51)	Effectiveness will be measured through school climate surveys given to all stakeholders as well as parent input during coffee chats.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$300	Materials/Supplies/Equipment	Edit	Delete

Site Goal 4.2

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.

- Maintain our high level of attendance of 96.7% or above.
- Maintain the decrease of chronic absenteeism of 4.8% or below

Metric: Attendance Rate

Actions/Services 4.2.1

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?
<p>We will recognize students and families for their efforts in attendance during Friday announcements and school assemblies. (There is no funding source for this particular goal as it will be completed using School Messenger and Zoom, all of which are free.)</p>	<p>www.attendanceworks.org <i>Absences Add UP: How School Attendance Influences Student Success</i>; Ginsburg, Alan, Phyllis Jordan and Hedy Chang. Attendance Works, August 2014</p> <p><i>A National Portrait of Chronic Absenteeism in Early Grades</i>. Romero, Mariajose and Young-Sun Lee. National Center for Children in Poverty, Columbia University. October 2007</p>	<p>Effectiveness will be measured with our SYNERGY attendance data, stakeholder surveys and parent attendance at the Friday spirit assemblies</p>

Funding Source	Amount	Description of Use		

Justification of School-Wide Use of Funds

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

n/a

**Local Control Accountability Plan (LCAP)
Year 2021 - 2022**

V. Funding

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	\$24,460	\$24,460	\$24,460	\$0	\$0	\$0	\$0
1511 Regular Education (TK-6) - Allocated FTE 0000 Unrestricted	36.875	\$0	\$4,648,653	\$4,648,653	\$4,648,653	\$0	\$0	\$0	\$0
1512 Subject Matter Teachers 0000 Unrestricted	1	\$0	\$97,398	\$97,398	\$97,398	\$0	\$0	\$0	\$0
5495 Allocated FTE Leave 0000 Unrestricted	0	\$0	\$55,083	\$55,083	\$55,083	\$0	\$0	\$0	\$0
5634 Custodial Services 0000 Unrestricted	3	\$0	\$222,094	\$222,094	\$0	\$0	\$222,094	\$0	\$0
7101 LCFF Supplemental Concentration TK-6 0000 Unrestricted	0	\$0	\$66,250	\$66,250	\$50,560	\$13,140	\$2,250	\$300	\$0
7105 Gifted and Talented Education (GATE) TK-6 0000 Unrestricted	0	\$0	\$4,397	\$4,397	\$4,397	\$0	\$0	\$0	\$0
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	0	\$0	\$10,003	\$10,003	\$4,278	\$5,725	\$0	\$0	\$0
7440 Positive Behavior Incentive Supports 0000 Unrestricted	0	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
1510 Regular Education (TK-6) 3210 Elementary & Secondary School Relief (ESSER)	0	\$0	\$6,139	\$6,139	\$6,139	\$0	\$0	\$0	\$0
1510 Regular Education (TK-6) 3212 Elementary & Secondary School Relief II (ESSER II)	0	\$0	\$46,830	\$46,830	\$46,830	\$0	\$0	\$0	\$0
5610 Food and Nutrition Services Center 5310 Child Nutrition: School Programs (e.g., School Lunch, School Breakfast, Milk, Pregnant & Lactating Students)	1.3125	\$0	\$60,417	\$60,417	\$0	\$0	\$60,417	\$0	\$0
3140 Dual Diagnosis (DD) 6500 Special Education	5	\$0	\$374,498	\$374,498	\$374,498	\$0	\$0	\$0	\$0
3410 Special Education Mild/Moderate 6500 Special Education	2.6875	\$0	\$254,083	\$254,083	\$254,083	\$0	\$0	\$0	\$0
3655 Pre-K SCC	2.5	\$0	\$198,349	\$198,349	\$198,349	\$0	\$0	\$0	\$0

(Non-ASD) 6500 Special Education									
3660 Inclusive Education in Lieu of NPA 6500 Special Education	0.75	\$0	\$51,521	\$51,521	\$51,521	\$0	\$0	\$0	\$0
3770 Full Inclusion 6500 Special Education	5.25	\$0	\$320,191	\$320,191	\$320,191	\$0	\$0	\$0	\$0
4455 Textbook Reimbursement 9020 Lost/Damaged Textbooks Reimbursement	0	\$103	\$0	\$103	\$103	\$0	\$0	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	58.375	\$103	\$6,441,366	\$6,441,469	\$6,136,543	\$18,865	\$285,761	\$300	

Total Funds Provided to the School Through the Consolidated Application	TBD
Total Federal Funds Provided to the School from the LEA for CSI	N/A
Subtotal of additional federal funds included for this school	\$113,386
Subtotal of state or local funds included for this school	\$6,328,083

Principal **Megan Drown-Jones**

School Site Council Chairperson **Estella Penney**

EL Advisory Chairperson **Aura Romero**
