



Helen Carr Castello Elementary

Local Control Accountability Plan (LCAP) 2022-2023

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, Actions and Services

Helen Carr Castello Elementary | Focused Work: 2022-2023

Goal Setting

State Priorities

Conditions of Learning:

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

Pupil Outcomes:

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

Engagement:

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

Strategic Goals

Goal 1: High-Quality Classroom Instruction and Curriculum

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

Goal 2: Assessment, Data Analysis, & Action

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

Goal 3: Wellness

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

Goal 4: Family and Community Engagement

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

Stakeholder Engagement

Involvement Process for LCAP and Annual Update

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

Parent Input: Parents were sent a climate survey in March 2022.

School Site Council Input: The 2020-2021 LCAP was reviewed and updated, the State Dashboard data and SBAC data was reviewed, and input into our current LCAP occurred on the following dates, Nov. 19, 2021, Nov. 30, 2021, Mar. 3, 2022, and Apr. 19, 2022.

ELAC Input on three separate dates of Sept. 19, 2021, Mar. 23, 2022 and May 18, 2022.

Staff Input: Staff members were surveyed in March 2022 with school climate questions.

Student Input: Students were surveyed in Mar. 2022 about the school climate. In addition, our 5th grade students were given the Health Kid Survey in the fall of 2021, which also informed the creation of this LCAP.

Impact of LCAP and Annual Update

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

Parent Input: The parent survey showed that we increased by 2% in the areas of parent communication, parent involvement, quality of instruction as well as social emotional wellness. During the 2022-2023 we will increase our face-to-face contact, have regular parent meetings such as coffee chats, hold parent assemblies and this will continue to create a welcoming school climate for all.

School Site Council: Parents have expressed interest in resources at home to support math instruction, safety issues with traffic around our campus and the desire to closely monitor sub group to determine how we can close the achievement gap. Our school website was updated with YouTube videos for every math lesson, the Elk Grove traffic and safety department is paving curbs to help with traffic and parking, and we will continue to monitor our low performing sub groups for present levels in assessment and planning.

Staff Input: Staff had two simple requests - purchase more technology and ample release time to administer assessments and plan accordingly. Those actions are supported with the budget in the 2022-2023 LCAP plan.

Student Input: Based on the California Healthy kids Survey as well as our SYNERGY Discipline data, we will continue to work on decreasing our referrals and suspensions as well as supplement other ways to navigate stress and social emotional obstacles that occur during the school day.

Resource Inequities

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

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:

- A-G Completion
- Access to Courses (Honors, AP/IB, CTE)
- AP/IB Exams
- CAASPP
- Content Standards Implementation
- CTE Sequence Completion
- EAP
- Other (Site-based/local assessment)
- Progress toward English Proficiency
- Redesignation
- Teacher Assignment

Site Goal 1.1

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, and then set new goals for the 2022 SBAC.

English Language Arts

- Students with disabilities were at 32% meets or exceeds standards in 2019, and in 2020 decreased to 13%. Goal is to increase to 35% meets/exceeds standards in 2022.
- African American students were at 26% meets or exceeds standards in 2019 and decreased to 25% in 2020. Goal is to increase to 30% meets/exceeds standards in 2022.
- English Learners were at 43% meets or exceeds standards in 2019 and decreased to 26% in 2020. Goal is to increase to 45% meets/exceeds standards in 2022.
- Hispanic students were at 46% meets or exceeds standards in 2019 and decreased to 39% in 2020. Goal is to increase to 48% meets/exceeds standards in 2022.
- Socially Disadvantaged Students were at 48% meets or exceeds standards in 2019 and decreased to 40% in 2020. Goal is to increase to 50% meets/exceeds standards in 2022.

Mathematics

- Students with disabilities were at 21% meets or exceeds standards in 2019, and in 2020 maintained 21%. Goal is to increase to 23% meets/exceeds standards in 2022.
- African American students were at 43% meets or exceeds standards in 2019 and decreased to 33% in 2020. Goal is to increase to 46% meets/exceeds standards in 2022.
- English Learners were at 28% meets or exceeds standards in 2019 and decreased to 18% in 2020. Goal is to increase to 30% meets/exceeds standards in 2022.
- Hispanic students were at 52% meets or exceeds standards in 2019 and increased to 64% in 2020. Goal is to increase to 70% meets/exceeds standards in 2022.
- Socially Disadvantaged Students were at 54% meets or exceeds standards in 2019 and decreased to 49% in 2020. Goal is to increase to 56% meets/exceeds standards in 2022.

Metric: CAASPP

Actions/Services 1.1.1

Principally Targeted Student Group

• Black or African American • EL • Foster Youth • Low Income • R-FEP • SWD • Two or More

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<ol style="list-style-type: none"> Teachers will receive professional development to support the different aspects of High Quality Instruction. (\$8,645/7101) 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. They will specifically use data to plan instruction for intensive learners, advanced learners, GATE students, and appropriate WIN groups for EL students. (\$8,645/7101) Provide extended day small group instruction (\$4,560/7101) 	<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"> 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. 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. 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)	\$17290	Certificated- Timesheets	
Supplemental/Concentration (7101/0000)	\$4560	Certificated- Timesheets	

Actions/Services 1.1.2

Principally Targeted Student Group

• All • School-wide

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<ol style="list-style-type: none"> Purchase technology for classrooms including things such as projectors, bulbs, 	<p><u>Positive effect of technology on students achievement</u> <i>Waxman, HC, Lin, M, Michko, GM</i></p>	<ol style="list-style-type: none"> Effectiveness will be measured through walk-through observations focusing on

- document cameras, printers, ink, other tech resources and tech licenses (\$5404/7101).
2. Purchase additional District adopted/approved curricular resources (for example AR, Star, SEESAW, AVID, Scholastic News, etc) and library books to supplement instructional programs for students, teachers and staff (\$17,500/7101)
 3. Purchase materials and resources for our AIT to use during small group instruction (\$1,000/7101).

(2003)
(positive effects of technology on student achievement)

- 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)	\$23904	Materials/Supplies/Equipment	

Actions/Services 1.1.3

Principally Targeted Student Group

- EL • R-FEP

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?

<p>1. 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.</p> <p>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 (\$3,315/7150).</p>	<p><u>Improving Education for English Learners: Research Based Approaches</u> <i>Standards, Curriculum Frameworks and Instructional Resources division, CDE, (2010)</i> <i>(EL's need regular classroom instruction and would benefit from ELD classes devoted to sheltered content instruction in ELD)</i></p> <p><u>Making Best Use of Teaching Assistants</u> <i>Sharpies, Webster, Blatchford (2015)</i> <i>(use of teaching assistants to deliver high-quality one to one and small groups support using structured interventions)</i></p>	<p>1. Effectiveness will be measured by increased scores on ELPAC, and beyond that increases in K/1 Benchmark assessments, CAASPP Scores and Interim Assessments</p> <p>2. Show an increase in EL re-designation scores</p>
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Funding Source	Amount	Description of Use	
EL Supplemental (7150/0000)	\$3315	Certificated- Timesheets	

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>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 (\$1,000/7105 and \$3,397/7105).</p>	<p>Gifted Programs (separate from advance placement/high ability course) provide specific curricula aimed at challenging students at the appropriate level.</p> <p>Kulik, J. & Kulik, C.L. (1992) available at www.gifted.uconn.edu/nrcgt/rbm9204.pdf</p>	<p>Effectiveness will be measured by an increase in identification of GATE students using the NNAT test as well as projects and portfolios.</p>

Funding Source	Amount	Description of Use	
GATE (7105/0000)	\$1000	Certificated-Stipends	
GATE (7105/0000)	\$3397	Materials/Supplies/Equipment	

Actions/Services 1.1.5

Principally Targeted Student Group

- All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
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 (\$11,400/7101).	<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)	\$11400	Classified- Timesheets	

Actions/Services 1.1.6

Principally Targeted Student Group

- All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
Stipends to pay for the organizing, paperwork creation/maintenance, and planning of several different District initiatives on campus (\$3,000/7101). 1. AVID Coordinator to write the	<p>Ramseth, P. R. (2018). Narrowing achievement gaps: An examination of advancement via individual determination (AVID): Grade eight</p> <p>McIntosh, K, Cody Gion, and Eoin Bastable. 2018. Do Schools</p>	<p>1. Creation of our site's AVID plan as well as follow through on any measurable actions such as binder checks and instructional practices.</p> <p>2. Parent/student and teacher handbook will be updated with processes to communicate our</p>

AVID plan and submit documentation of AVID implementation.

2. PBIS Coordinator to write the procedures for Tier I and Tier II implementation within the Parent and Teacher Handbooks, data collection and maintenance of implementation of different PBIS interventions.
3. Student Study Team Coordinator to receive, schedule, and facilitate SST meetings.

[Implementing SWPBIS Have Decreased Racial and Ethnic Disproportionality in School Discipline?](#)

["Understanding and Using Reading Assessment, K-12," Peter Afflerbach, 2017.](#)

PBIS interventions.
3. All SST's will be scheduled and a new document tracking referral for testing vs. qualifying for Sped will be created.

Funding Source	Amount	Description of Use
Supplemental/Concentration (7101/0000)	\$2500	Certificated-Stipends
PBIS (7440/0000)	\$500	Certificated-Stipends

Actions/Services 1.1.7

Principally Targeted Student Group

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
Para educator to work alongside our site's Academic Intervention Teacher (AIT) to deliver small group instruction in the area of math for grades 4th-6th three-days a week (\$13,566/7101).	Visible Learning, John Hattie identifies the effect size of various influences on student achievement: Fisher, D. and Frey, N., The Reading Teacher, 2018, Vol. 72, No. 1, Pp. 89-97.	Students will increase their scores on the District's Interim Assessments as well as on the CASSPP.

Funding Source	Amount	Description of Use
Supplemental/Concentration (7101/0000)	\$13566	Classified- Timesheets

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

All students will be assessed within the first six weeks of the beginning of school, and then later on assessed at the end of each trimester. 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. Teachers will use this data to create small groups for differentiated instruction and plan future lessons to address student deficits.

We will use the CAASPP scores to monitor students groups as they progress through grade levels, until they promote out of the 6th grade.

ELA

Overall scores of meets/exceeds: 68% in 2018, 62% in 2019, and 62% in 2021. *Goal of 65% in 2022.*

Students promoting in 2022 meets/exceeds: 52% in 2019, and 60% in 2021. *Goal of 64% in 2022.*

Students promoting in 2023 meets/exceed: 57% in 2021. *Goal of 62% in 2022.*

Students promoting in 2024 meets/exceeds: 56% in 2021. *Goal of 60% in 2022.*

Math

Overall scores of meets/exceeds: 64% in 2018, 58% in 2019, and 52% in 2021. *Goal of 65% in 2022.*

Students promoting in 2022 meets/exceeds: 56% in 2019, and 45% in 2021. *Goal of 60% in 2022.*

Students promoting in 2023 meets/exceed: 46% in 2021. *Goal of 51% in 2022.*

Students promoting in 2024 meets/exceeds: 55% in 2021. *Goal of 60% in 2022.*

Metric: Assessment System

Actions/Services 2.1.1**Principally Targeted Student Group**

- All

What Specific Actions/Services will you Provide to this Student Group?

What is the Research Confirming this is an Effective Practice?

How will you Measure the Effectiveness of each Action/Service?

<ol style="list-style-type: none"> 1. Teachers will receive time to administer assessments to their students in a one-on-one setting. (\$12,160/7101) 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 (\$950/7101) 	<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>	<ol style="list-style-type: none"> 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. 2. Administration will attend Kindergarten's PLC meetings and analyze the notes taken, and compare those notes to the instruction given within the classroom.
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Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	\$13110	Certificated- Timesheets	

Actions/Services 2.1.2

Principally Targeted Student Group

- Black or African American • EL • Foster Youth • Low Income • R-FEP • SWD • Two or More

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>Substitute teachers to cover classrooms as teachers participate in COOPs 2x/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. (\$760/7101)</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	
Supplemental/Concentration (7101/0000)	\$760	Certificated- Timesheets	

Actions/Services 2.1.3

Principally Targeted Student Group

- SWD

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
Ability to hold a day to hold SSTs in order to review present levels and make educational decisions accordingly. (\$5,510/7101)	<p>Parent Involvement and Student Achievement: <u>A Meta-Analysis</u>, William Jeynes, (2005)</p> <p><u>Visible Learning</u> <i>John Hattie</i> Parent Involvement (0.51)</p>	Effectiveness will be measured by our special education team's ability to meet all of their SEIS timelines.

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	\$5510	Certificated- Timesheets	

Actions/Services 2.1.4

Principally Targeted Student Group

- EL • R-FEP

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>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. (\$10,194/7150)</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</p>	<p>ELD Research: California English Language Development Standards: Proficiency Level Descriptors. Retrieved from: https://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf</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.

purpose.

Provide light refreshments for in-person ELAC meetings.
(\$300/7150)

Funding Source	Amount	Description of Use	
EL Supplemental (7150/0000)	\$300	Materials/Supplies/Equipment	
EL Supplemental (7150/0000)	\$10194	Certificated- Timesheets	

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<ol style="list-style-type: none"> 1. Materials to support the implementation of the 2021-2022 CICO and PAWS acknowledgement systems. 2. Signage for our campus to highlight our PBIS efforts and communication and also attendance initiatives. 3. Playground equipment to entice students to play a variety of different games and activities in order to decrease student discipline referrals. 	<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	
PBIS (7440/0000)	\$500	Materials/Supplies/Equipment	

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
1. 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. *Program to be purchased using PTA funds.	<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

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>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	

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Justification of School-Wide Use of Funds

<p>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.</p>
<p>n/a</p>

V. Funding

Helen Carr Castello Elementary (227) | 2022 - 2023

Fund Source Mgmt. Code/Description Resc. Code/Description	FTE	Carry Over	Allocation	Subtotal	EGUSD Strategic Goals				Balance
					1 - Curriculum and Instruction	2 - Assessment	3 - Wellness	4 - Family Engagement	
1510 Regular Education (TK-6) 0000 Unrestricted	0.0000	\$0	\$23,267	\$23,267	\$23,267	\$0	\$0	\$0	\$0
7101 LCFF Supplemental Concentration TK-6 0000 Unrestricted	0.0000	\$0	\$92,600	\$92,600	\$73,220	\$19,380	\$0	\$0	\$0
7105 Gifted and Talented Education (GATE) TK-6 0000 Unrestricted	0.0000	\$0	\$4,397	\$4,397	\$4,397	\$0	\$0	\$0	\$0
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	0.0000	\$0	\$13,809	\$13,809	\$3,315	\$10,494	\$0	\$0	\$0
7440 Positive Behavior Incentive Supports 0000 Unrestricted	0.0000	\$0	\$1,000	\$1,000	\$500	\$0	\$500	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	0.0000	\$0	\$135,073	\$135,073	\$104,699	\$29,874	\$500	\$0	

Total Funds Provided to the School Through the Consolidated Application	TBD
Total Federal Funds Provided to the School from the LEA for CSI	N/A
Subtotal of additional federal funds included for this school	\$0
Subtotal of state or local funds included for this school	\$135,073

Signatures: (Must sign in blue ink)

Date

Principal

School Site Council Chairperson

EL Advisory Chairperson
