# Helen Carr Castello Elementary

## Local Control Accountability Plan (LCAP) 2023-2024

**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: 2023-2024

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## Goal Setting (lcapid: 519)

## 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.

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## 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?**

Our staff worked together to review and analyze last year's LCAP plan and it's impact on students as it relates to the Eight State Priorities and EGUSD's Strategic Goals. The Leadership Team met throughout the year to discuss actions and services that would appropriately support students and teaching. Staff was provided a survey to seek input for goal setting for 2023-2024 school year. Our PBIS Team met weekly to track student discipline data and both teams completed the PBIS Fidelity Inventory to assess our progress towards our

goals.

Our Vice Principal met periodically throughout the year with our English Language Learner Community - targeted on how we can best serve our EL Students and seeking stakeholder input that drives the LCAP planning process. Our School Site Council reviewed Castello's data related to EGUSD's Strategic Goals and our progress toward these goals. The Council provided input and suggestions based on student need. This, in conjunction with ongoing and continued conversations with all stakeholders, has provided valuable input for creating this year's LCAP. The following were opportunities for stakeholders to be a part of the planning process for this LCAP/Annual Review and Analysis:

    - Castello Grade Level Leadership Team Meetings on  8/15/22, 9/12/22, 10/10/22, 10/31/22, 12/5/22, 1/9/23, 2/27/23, 3/20/23, 4/10/23,  5/1/23
     - School Site Council on 10/6/22, 12/14/22, 1/11/23, 5/2/23, 5/18/23
     - ELAC on 9/20/22, 1/31/23, 5/18/23
     - Staff meetings on 8/22/22, 9/19/22, 10/17/22, 11/7/22, 12/5/22, 1/23/23, 2/6/23, 3/6/23, 4/3/23, 5/8/23
     - Staff Survey in April 2023
     - EGUSD Parent, Staff and Student Surveys Fall 2022 Spring 2023
     - Continual input sought through ongoing stakeholder and parent communication through: zoom meetings, parent nights, awards assemblies & school functions

## 2. Impact of LCAP and Annual Update

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

The ongoing inclusion of our stakeholders allowed them to provide meaningful input which we were able to integrate into our LCAP.  This process also allowed us to gather feedback from stakeholder groups that had not previously participated in the school plan development process.

The following items were discussed and considered for our 2023-2024 LCAP goals :

- During a discussion with the School Site Council on January 11, 2023 we discussed goal setting and how the projected increase in test scores was projected. Team decided to set high expectations of growth for all categories of students.
- During a Leadership Meeting teams discussed the appropriateness of using Illuminate data as pre and post markers for grade level SMART goals. After consulting with CPL the idea of using a different pre-assessment that would more closely align to the summative, trimester assessment data provided by the District.

## 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

| District Strategic Goal 1: | District Needs and Metrics 1: |
|---|---|
| All students will have access to standards aligned curriculum and receive high quality instruction to | Students need high quality classroom instruction and curriculum as measured by: |

promote college, career, and life readiness and eliminate the achievement gap.

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

## Site Goal 1.1    (SiteGoalID: 6195) (DTS: 02/10/23)

Close the achievement gap with the lowest performing subgroups in ELA and Math according to the most recent CAASPP and grade level assessments. We will compare the 2019, 2021 and 2022 CAASPP data to determine growth, and then set new goals for the 2023 CAASPP.

English Language Arts CAASPP scores for students in targeted sub categories for standards "Met or Exceeded" for the years 2019, 2021, and 2022 and the goal for 2023.

- Students with Disabilities (SWD)
  - 21% in 2019
  - 21% in 2021
  - 13% in 2022
  - Goal is 21% in 2023
- African American
  - 43% in 2019
  - 33% in 2021
  - 38% in 2022
  - Goal is 43% in 2023
- English Learners
  - 28% in 2019
  - 18% in 2021
  - 29% in 2022
  - Goal is 33% in 2023
- Hispanic Students
  - 52% in 2019
  - 64% in 2021
  - 61% in 2022
  - Goal is 65% in 2023
- Socially Disadvantaged Students
  - 53% in 2019
  - 49% in 2021
  - 52% in 2022
  - Goal is 56% in 2023

Mathematics CAASPP scores for students in targeted sub categories for standards "Met or Exceeded" for the years 2019, 2021, and 2022 and the goal for 2023.

- Students with Disabilities
  - 32% in 2019
  - 13% in 2021
  - 33% in 2022

- - Goal is 37% in 2023
  - African American
    - 26% in 2019
    - 25% in 2021
    - 28% in 2022
    - Goal is 32% in 2023
  - English Learners
    - 43% in 2019
    - 26% in 2021
    - 34% in 2022
    - Goal is 38% in 2023
  - Hispanic
    - 46% in 2019
    - 39% in 2021
    - 43% in 2022
    - Goal is 47% in 2023
  - Socially Disadvantaged Students
    - 48% in 2019
    - 40% in 2021
    - 49% in 2022
    - Goal is 53% in 2023

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

**Actions/Services 1.1.1    (SiteGoalID: 6195) (DTS: 02/10/23)**

**Targeted Student Group(s)**

• All

| What Specific Actions/Services will you Provide to this Student Group? | How will you Progress Monitor the Implementation of Actions/Services? | Evaluation Cycles in 2023-2024 |
|---|---|---|
| • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.<br>• Actions and Services should be step by step in a chronological order.<br>• Actions and Services should remove barriers and implement changes. | • What progress data will be collected and who will collect it?<br>• How often and when will it be collected?<br>• Who will it be shared with and when? | • What is working?<br>• What is not working and why?<br>• What modifications do you need to make? |
| **1. September, December, March, and May** - 1st - 6th grade teachers will receive professional development to support the different aspects of High Quality Instruction. ($13,000/7101) BOY, T1, T2, T3<br><br>• Use input from Framework #2 site presentation to determine teacher's area of need to focus on with PD? | Effectiveness will be measured through the following data points:<br><br>• CAASPP scores for overall grade levels<br>• CAASPP scores broken down by subgroup<br>• District Illuminate assessments by grade level spanning BOY, T1, and T2 Link to form that'll track the data: https://docs.google.com/ | |

| | | |
|---|---|---|
| Meet with site coach and plan out initial PD and dates of delivery<br>• Principal and VP take initial FONT data on LT and SC and present to staff and leadership<br>• Deliver PD at staff meetings, setting aside time for teams to work together to create LT's and SC<br>• Deliver targeted feedback regarding implementation of site PD aspects during walkthrough observations and student input after being questioned<br>• Principal and VP take FONT data again and analyze with site coach and leadership to determine if gains were made<br>• Re-evaluate site PD focus, and implement steps a-f again until March<br><br>**2. September, February, and May** - After school professional development ($1,000/7101)<br><br>**3. August - May** - 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 ($11,500/7101). | document/d/1-aKRQQ9ssCwwahaJtPb5FWzuwogtrjbVuitlrTfaMDw/edit?usp=sharing<br>• FONT data based upon PD focus | |

## Actions/Services 1.1.2    (SiteGoalID: 6195) (DTS: 02/10/23)

**Targeted Student Group(s)**

• Black or African American • Hispanic or Latino • SWD

| What Specific Actions/Services will you Provide to this Student Group? | How will you Progress Monitor the Implementation of Actions/Services? | Evaluation Cycles in 2023-2024 |
|---|---|---|
| • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.<br>• Actions and Services should be step by step in a chronological order.<br>• Actions and Services should remove barriers and implement changes. | • What progress data will be collected and who will collect it?<br>• How often and when will it be collected?<br>• Who will it be shared with and when? | • What is working?<br>• What is not working and why?<br>• What modifications do you need to make? |

| 1. **September, December, March, and May** - Teachers in grades 1st-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 the sub groups of SWD, African Americans, Hispanic, and EL students. ($9,750/7101)<br>2. **August - May** - 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 ($2,250/7101)<br>3. **August - May** - Provide extended day small group instruction ($7,560/7101)<br>4. **August - May** - Professional development opportunities to support work around AVID. ($3,000/7101)<br>5. **August - May** -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 ($18,810/7101). | Effectiveness will be measured through the following data points:<br><br>• District Illuminate assessments by grade level spanning BOY, T1, and T2. Link to the data collected: https://docs.google.com/document/d/1-aKRQQ9ssCwwahaJtPb5FWzuwogtrjbVuitlrTfaMDw/edit?usp=sharing<br>• FONT data based upon PD focus<br>• Grade level SMART goals<br>• Pre and post assessment data from small groups in the afterschool program as well as the AIT and para educator conducted during WIN time | |
|---|---|---|

## Actions/Services 1.1.3    (SiteGoalID: 6195) (DTS: 02/10/23)

**Targeted Student Group(s)**

• EL • R-FEP

| What Specific Actions/Services will you Provide to this Student Group? | How will you Progress Monitor the Implementation of Actions/Services? | Evaluation Cycles in 2023-2024 |
|---|---|---|
| • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. | • What progress data will be collected and who will collect it?<br>• How often and when will it be collected? | • What is working?<br>• What is not working and why?<br>• What modifications do you need to make? |

| | | |
|---|---|---|
| | | |
| 1. **August - May** - 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 ($18,810/7150).<br><br>. | 1. Effectiveness will be measured by increased scores on ELPAC, and beyond that increases in K/1 Benchmark assessments, CAASPP Scores and Interim Assessments<br>2. Show an increase in EL re-designation scores | |

## Actions/Services 1.1.4    (SiteGoalID: 6195) (DTS: 02/10/23)

**Targeted Student Group(s)**

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

| What Specific Actions/Services will you Provide to this Student Group?<br><ul><li>Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li><li>Actions and Services should be step by step in a chronological order.</li><li>Actions and Services should remove barriers and implement changes.</li></ul> | How will you Progress Monitor the Implementation of Actions/Services?<br><ul><li>What progress data will be collected and who will collect it?</li><li>How often and when will it be collected?</li><li>Who will it be shared with and when?</li></ul> | Evaluation Cycles in 2023-2024<br><ul><li>What is working?</li><li>What is not working and why?</li><li>What modifications do you need to make?</li></ul> |
|---|---|---|
| 1. **August - May** - GATE coordinator will organize and teach after school enrichment opportunities.  ($3,360/7105) | 1. Effectiveness will be measured by an increase in identification of GATE students using the NNAT test as well as projects and portfolios. | |

## Actions/Services 1.1.5    (SiteGoalID: 6195) (DTS: 02/10/23)

**Targeted Student Group(s)**

• All

| What Specific Actions/Services will you Provide to this Student Group? <ul><li>Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li><li>Actions and Services should be step by step in a chronological order.</li><li>Actions and Services should remove barriers and implement changes.</li></ul> | How will you Progress Monitor the Implementation of Actions/Services? <ul><li>What progress data will be collected and who will collect it?</li><li>How often and when will it be collected?</li><li>Who will it be shared with and when?</li></ul> | Evaluation Cycles in 2023-2024 <ul><li>What is working?</li><li>What is not working and why?</li><li>What modifications do you need to make?</li></ul> |
|---|---|---|
| Coordinators to assist with the organizing, paperwork creation/maintenance, and planning of several different District initiatives on campus ($3,000/7101). <br><br>1. 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. <br>2. Student Study Team Coordinator Coordinator to communicate with staff and administration to schedule, coordinate and attend SST meetings throughout the year.   Facilitate discourse to better understand and meet the needs of students underperforming academically and/or behaviorally. <br>3. Yearbook coordinator to work with students on computer drafting skills, photography, and writing to create our school's 23.24 yearbook. | 1. Parent/student and teacher handbook will be updated with processes to communicate our PBIS interventions. <br>2. All SST's will be scheduled and a new document tracking referral for testing vs. qualifying for Sped will be created. <br>3. Monitor afterschool program for student work that'll create a completed and submitted yearbook. | |

## Actions/Services 1.1.6    (SiteGoalID: 6195) (DTS: 05/09/23)

**Targeted Student Group(s)**

• All

| What Specific Actions/Services will you Provide to this Student | How will you Progress Monitor the Implementation of | Evaluation Cycles in 2023-2024 <ul><li>What is working?</li></ul> |
|---|---|---|

| Group? | Actions/Services? | |
|---|---|---|
| • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. <br> • Actions and Services should be step by step in a chronological order. <br> • Actions and Services should remove barriers and implement changes. | • What progress data will be collected and who will collect it? <br> • How often and when will it be collected? <br> • Who will it be shared with and when? | • What is not working and why? <br> • What modifications do you need to make? |
| **August - May** - Purchase technology for classrooms to supplement existing curriculum and grade level standards. <br><br> 1. Items such as printers, ink, other tech resources and tech licenses ($1,000/7101). | | |

## Actions/Services 1.1.7    (SiteGoalID: 6195) (DTS: 05/09/23)

**Targeted Student Group(s)**

• Black or African American • Hispanic or Latino • SWD

| What Specific Actions/Services will you Provide to this Student Group? | How will you Progress Monitor the Implementation of Actions/Services? | Evaluation Cycles in 2023-2024 |
|---|---|---|
| • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. <br> • Actions and Services should be step by step in a chronological order. <br> • Actions and Services should remove barriers and implement changes. | • What progress data will be collected and who will collect it? <br> • How often and when will it be collected? <br> • Who will it be shared with and when? | • What is working? <br> • What is not working and why? <br> • What modifications do you need to make? |
| August - May - Supplement additional District adopted/approved curricular resources for classroom teachers. <br><br> 1. Items such as AR, Star, SEESAW, AVID, Scholastic News, REWARDS, Lexia, Reflex Math, Padlet, etc and library books to supplement instructional programs for students, teachers and staff ($2,082/7101) <br> 2. Materials and resources for our AIT to use during small group instruction ($1,000/7101). | Effectiveness will be measured through the following data points: <br><br> • District Illuminate assessments by grade level spanning BOY, T1, and T2. Link to the data collected: https://docs.google.com/document/d/1-aKRQQ9ssCwwahaJtPb5FWzuwogtrjbVuitlrTfaMDw/edit?usp=sharing <br> • Pre and post assessment data from small groups in the afterschool program as well as the AIT and para educator conducted during WIN time | |

## Actions/Services 1.1.8     (SiteGoalID: 6195) (DTS: 05/09/23)

**Targeted Student Group(s)**

• EL • R-FEP

| What Specific Actions/Services will you Provide to this Student Group?<br><br>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.<br>• Actions and Services should be step by step in a chronological order.<br>• Actions and Services should remove barriers and implement changes. | How will you Progress Monitor the Implementation of Actions/Services?<br><br>• What progress data will be collected and who will collect it?<br>• How often and when will it be collected?<br>• Who will it be shared with and when? | Evaluation Cycles in 2023-2024<br><br>• What is working?<br>• What is not working and why?<br>• What modifications do you need to make? |
|---|---|---|
| **August - May** - Add supplemental programs and materials to support EL students with their learning.<br><br>1. Imagine Learning or bi-lingual instructional resource materials for our EL students to enhance their reading comprehension and language skills. ($1,500/7150) | Effectiveness will be measured through the following data points:<br><br>• District Illuminate assessments by grade level spanning BOY, T1, and T2 which will be broken down by subgroups. Our EL student's are one of the subgroups we will monitor. Link to the data collected: https://docs.google.com/document/d/1-aKRQQ9ssCwwahaJtPb5FWzuwogtrjbVuitlrTfaMDw/edit?usp=sharing | |

## Actions/Services 1.1.9     (SiteGoalID: 6195) (DTS: 05/09/23)

**Targeted Student Group(s)**

| What Specific Actions/Services will you Provide to this Student Group?<br><br>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.<br>• Actions and Services should be step by step in a chronological order.<br>• Actions and Services should remove barriers and implement changes. | How will you Progress Monitor the Implementation of Actions/Services?<br><br>• What progress data will be collected and who will collect it?<br>• How often and when will it be collected?<br>• Who will it be shared with and when? | Evaluation Cycles in 2023-2024<br><br>• What is working?<br>• What is not working and why?<br>• What modifications do you need to make? |
|---|---|---|

| | |
|---|---|
| **August - May** - Use allocated GATE funds to support the needs of our GATE students.<br><br>1. Enhance instruction with materials to support after school extension programs such as robotics, STEM materials, cooking, coding, art, and VAPA. ($1,037/7105) | Effectiveness will be measured by the following data points:<br><br>• An increase of GATE identified students<br>• Progress monitoring of District assessments<br>• Implementation and observations of our GATE program, which will be reported to the SSC. | |

| Funding Sources for District Goal 1 | Amount | Description of Use |
|---|---|---|
| EL Supplemental (7150/0000) | $1500 | Materials/Supplies/Equipment |
| GATE (7105/0000) | $3360 | Certificated- Timesheets |
| GATE (7105/0000) | $1037 | Materials/Supplies/Equipment |
| Supplemental/Concentration (7101/0000) | $33560 | Certificated- Timesheets |
| Supplemental/Concentration (7101/0000) | $2000 | Certificated-Stipends |
| Supplemental/Concentration (7101/0000) | $49120 | Classified- Timesheets |
| Supplemental/Concentration (7101/0000) | $3000 | Contracts/Services/Subscriptions |
| Supplemental/Concentration (7101/0000) | $4082 | Materials/Supplies/Equipment |

**District Strategic Goal 2:**

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

**District Needs and Metrics 2:**

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

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

**Site Goal 2.1    (SiteGoalID: 6787) (DTS: 01/01/10)**

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

**Metric:** Test Participation Rate on Districtwide Assessments

## Actions/Services 2.1.1    (SiteGoalID: 6787) (DTS: 03/31/23)

**Targeted Student Group(s)**

• All

| What Specific Actions/Services will you Provide to this Student Group?<br><br>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.<br>• Actions and Services should be step by step in a chronological order.<br>• Actions and Services should remove barriers and implement changes. | How will you Progress Monitor the Implementation of Actions/Services?<br><br>• What progress data will be collected and who will collect it?<br>• How often and when will it be collected?<br>• Who will it be shared with and when? | Evaluation Cycles in 2023-2024<br><br>• What is working?<br>• What is not working and why?<br>• What modifications do you need to make? |
|---|---|---|
| 1. **August, November, February, April, and May** - 95 % completion of District Assessments<br>2. **August - May** - Kinder - 2nd grade teachers will receive time to administer assessments to their students in a one-on-one setting. ($12,250/7101)<br>3. **August - May** - In an effort to capture student growth with the acquisition of the English language, the ELPAC coordinator will initially assess all newcomers, kindergarten and TK students as well as administer a summative ELPAC assessment to every identified EL student. ($11,000/7150) | Effectiveness will be measured by pulling completion rates by grade level a week before the testing window closes, reporting the data to grade levels and creating a plan to assess students who have missing scores.<br><br>Our EL coordinator is our site VP. ELPAC Completion data will be monitored by our VP and teachers administering the ELPAC using District reports sent weekly as well as the completion report on the website PowerBI. | |

## Site Goal 2.2    (SiteGoalID: 6196) (DTS: 02/10/23)

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 completion rate percentages from 2022-2023 Illuminate District assessments to create goals for 2023-2024 by Beginning of the Year (B.O.Y.) completion rates, Trimester 1 completion rates, and Trimester 2 completion rates. The students included in these rates are General Education and Special Education, including those in self-contained classrooms. Our goal for the 2023-2024 school year is to have a completion rate of 95% or higher.

| Grade Level | B.O.Y. | Trimester 1 | Trimester 2 |
|---|---|---|---|
| Kinder | 96% | 96% | 96% |
| 1st | 95% | 95% | 95% |
| 2nd | 90% | 91% | 92% |
| 3rd | 90% | 77% | 84% |
| 4th | 93% | 91% | 92% |
| 5th | 95% | 94% | 96% |
| 6th | 88% | 95% | 90% |

Our 2022-2023 COOP days resulted in 100 students being brought up and discussed, which resulted in 21 SSTs that turned into 6 new IEPs, 2 new 504s and 3 pending testing results. The goal for the 2023-2024 school year is to maintain the amount of students discussed and decrease the amount of students assessed from 9 to 6 due to prior intervention and discovery.

**Metric:** Test Participation Rate on Districtwide Assessments

**Actions/Services 2.2.1     (SiteGoalID: 6196) (DTS: 02/10/23)**

**Targeted Student Group(s)**

• SWD

| What Specific Actions/Services will you Provide to this Student Group? | How will you Progress Monitor the Implementation of Actions/Services? | Evaluation Cycles in 2023-2024 |
|---|---|---|
| <ul><li>Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li><li>Actions and Services should be step by step in a chronological order.</li><li>Actions and Services should remove barriers and implement changes.</li></ul> | <ul><li>What progress data will be collected and who will collect it?</li><li>How often and when will it be collected?</li><li>Who will it be shared with and when?</li></ul> | <ul><li>What is working?</li><li>What is not working and why?</li><li>What modifications do you need to make?</li></ul> |
| 1. **October and February** - 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 | Effectiveness will be measured monthly using the following data points:<br><br><ul><li>PBIS Tier II meeting notes and actions made within those meetings that are monitored by site admin as</li></ul> | |

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. ($2,000/7101)

2. **August - May** - Ability to hold collaboration days, reviewing MTSS leveled supports, in order to review present levels and make educational decisions accordingly. ($7,510/7101)

well as scored with an annual TFI.
- Rate at which students are identified as needing a 504 or IEP which will be tracked by our SST coordinator.

| Funding Sources for District Goal 2 | Amount | Description of Use |
|---|---|---|
| EL Supplemental (7150/0000) | $11000 | Certificated- Timesheets |
| Supplemental/Concentration (7101/0000) | $21760 | 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    (SiteGoalID: 6193) (DTS: 02/10/23)

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

- Student Core Climate Favorable Results in 2021-2022 with a goal for 2022-2023
    - Overall  77% increase to 81%
    - African American 66% increase to 70%
    - Students with Disabilities 60% increase to 64%
    - Hispanic 74% increase to 78%
    - Filipinx 75% increase to 79%
    - EL 72% increase to 76%
    - Foster Youth N/A
- Behavior referrals in 2022-2023 with a goal for 2023-2024
    - Major referrals 71 decreased to 68
    - Number of students who have a major referral 15 decreased to 10
- Continue to have 0 suspensions

**Metric:** Suspension Rate: Percent of Students Suspended

## Actions/Services 3.1.1    (SiteGoalID: 6193) (DTS: 02/10/23)

**Targeted Student Group(s)**

• All • School-wide

| What Specific Actions/Services will you Provide to this Student Group? | How will you Progress Monitor the Implementation of Actions/Services? | Evaluation Cycles in 2023-2024 |
| --- | --- | --- |
| <ul><li>Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li><li>Actions and Services should be step by step in a chronological order.</li><li>Actions and Services should remove barriers and implement changes.</li></ul> | <ul><li>What progress data will be collected and who will collect it?</li><li>How often and when will it be collected?</li><li>Who will it be shared with and when?</li></ul> | <ul><li>What is working?</li><li>What is not working and why?</li><li>What modifications do you need to make?</li></ul> |
| 1. **August - May**: Purchase materials to support the implementation of the 2023-2024 CICO and PAWS acknowledgement systems. ($200/7101)<br>2. **August - May**:  Purchase signage for our campus to highlight our PBIS efforts and communication and also attendance initiatives.  ($500/7101)<br>3. **August - May**: Purchase playground equipment to entice students to play a | Effectiveness will be measured through the following points of data:<br><br><ul><li>Suspension and referral data collected in SYNERGY and reported to staff monthly at staff meetings</li><li>District surveys on school climate</li></ul> |  |

| |
|---|
| variety of different games and activities in order to increase engagement and decrease student discipline referrals. ($500/7440)<br>4. **August - May**: Purchase cones, signs, vests, radios, etc. for traffic control. ($500/7440) |

## Actions/Services 3.1.2    (SiteGoalID: 6193) (DTS: 05/09/23)

**Targeted Student Group(s)**

| What Specific Actions/Services will you Provide to this Student Group?<br><br>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.<br>• Actions and Services should be step by step in a chronological order.<br>• Actions and Services should remove barriers and implement changes. | How will you Progress Monitor the Implementation of Actions/Services?<br><br>• What progress data will be collected and who will collect it?<br>• How often and when will it be collected?<br>• Who will it be shared with and when? | Evaluation Cycles in 2023-2024<br><br>• What is working?<br>• What is not working and why?<br>• What modifications do you need to make? |
|---|---|---|
| 1. Both attend and deliver professional development for teachers, students, and parents in the area of Social Emotional Learning. ($1000/7101)<br>2. 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. ($1500/7101)<br>3. Recognize students for their commitment to following the school's PBIS PAWs rules of being Safe, Respectful, and Responsible during the months of August - May within the classroom. Classes will also get awards for positive behavior at recess, in the lunchroom, walking through our campus, and behavior during PE, library, and computer time. | Effectiveness will be measured through the following data points:<br><br>• District survey on school climate<br>• Behavior data collected in SYNERGY regarding suspensions and referrals | |

| Funding Sources for District Goal 3 | Amount | Description of Use |
|---|---|---|
| PBIS (7440/0000) | $1000 | Materials/Supplies/Equipment |
| Supplemental/Concentration (7101/0000) | $5200 | Materials/Supplies/Equipment |

**District Strategic Goal 4:**

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

**District Needs and Metrics 4:**

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

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

**Site Goal 4.1     (SiteGoalID: 6197) (DTS: 02/10/23)**

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
  - 93.7% in 2021-2022
  - 94% in 2022-2023 (per PowerBI as of 4/21/23)
  - 95% Goal for 2023-2024
- Maintain the decrease of chronic absenteeism
  - 20.2% in 2021-2022
  - 16.7% in 2022-2023 (per PowerBI as of 4/21/23)
  - 8% Goal for 2023-2024

**Metric:** Attendance Rate

**Actions/Services 4.1.1     (SiteGoalID: 6197) (DTS: 02/10/23)**

**Targeted Student Group(s)**

• All • School-wide

| What Specific Actions/Services will you Provide to this Student Group? <ul><li>Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li><li>Actions and Services should be step by step in a chronological order.</li><li>Actions and Services should remove barriers and implement changes.</li></ul> | How will you Progress Monitor the Implementation of Actions/Services? <ul><li>What progress data will be collected and who will collect it?</li><li>How often and when will it be collected?</li><li>Who will it be shared with and when?</li></ul> | Evaluation Cycles in 2023-2024 <ul><li>What is working?</li><li>What is not working and why?</li><li>What modifications do you need to make?</li></ul> |
|---|---|---|
| **Monthly** - We will recognize students and families for their efforts in attendance by doing the following($1,000/7101):<br><br>1. Sending out a postcard to families before school starts with bell schedules and holidays/vacations in 1st week of August<br>2. Send out postcards for chronically absent students to set goals as needed<br>3. Recognize classrooms amongst grade levels with the best attendance including tardies in the data points with door magnets monthly<br>4. BTSN slide for teachers regarding the importance of attendance in August<br>5. Staff meeting PD regarding 1st intervention of teachers calling parents about attendance concerns | Effectiveness will be measured with our SYNERGY attendance data and shared with staff and the School Site Council during meetings in the 23.24 school year.<br><br>• Report on 100% mailings of postcards to teachers before the start of the school year.<br>• 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.<br>• Report to parents in Friday phone calls the classes who won the monthly attendance award magnet.<br>• Observe BTSN presentations for the slides presented.<br>• Monitor chronically absent students and look for first contact from the teacher documented in SYNERGY. | |

| Funding Sources for District Goal 4 | Amount | Description of Use |
|---|---|---|
| There are currently no fund sources for this District Goal. | | |

## Funding Source Summary for All District Goals

| Fund Source | Description of Use | District Goal 1 | District Goal 2 | District Goal 3 | District Goal 4 | Total |
|---|---|---|---|---|---|---|
| EL Supplemental (7150/0000) | Certificated- Timesheets | | $11000 | | | $11000 |
| EL Supplemental (7150/0000) | Materials/Supplies/Equipment | $1500 | | | | $1500 |
| GATE (7105/0000) | Certificated- Timesheets | $3360 | | | | $3360 |
| GATE (7105/0000) | Materials/Supplies/Equipment | $1037 | | | | $1037 |
| PBIS (7440/0000) | Materials/Supplies/Equipment | | | $1000 | | $1000 |
| Supplemental/Concentration (7101/0000) | Certificated- Timesheets | $33560 | $21760 | | | $55320 |
| Supplemental/Concentration (7101/0000) | Certificated-Stipends | $2000 | | | | $2000 |
| Supplemental/Concentration (7101/0000) | Classified- Timesheets | $49120 | | | | $49120 |
| Supplemental/Concentration (7101/0000) | Contracts/Services/Subscriptions | $3000 | | | | $3000 |
| Supplemental/Concentration (7101/0000) | Materials/Supplies/Equipment | $4082 | | $5200 | | $9282 |

## 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) | 2023-2024

### EGUSD Strategic Goals

| Fund Source Mgmt. Code / Description Resc. Code / Description | FTE | Carry Over | Allocation | Subtotal | 1 Curriculum and Instruction | 2 Assessment | 3 Wellness | 4 Family Engagement | Balance |
|---|---|---|---|---|---|---|---|---|---|
| **1510** Regular Education (TK-6) **0000** Unrestricted | 0.0000 | $0 | $44,099 | $44,099 | $44,099 | $0 | $0 | $0 | $0 |
| **7101** LCFF Supplemental Concentration TK-6 **0000** Unrestricted | 0.0000 | $0 | $118,722 | $118,722 | $91,762 | $21,760 | $5,200 | $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 | $12,500 | $12,500 | $1,500 | $11,000 | $0 | $0 | $0 |
| **7440** Positive Behavior Incentive Supports **0000** Unrestricted | 0.0000 | $0 | $1,000 | $1,000 | $0 | $0 | $1,000 | $0 | $0 |
| **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA** | 0.0000 | $0 | $180,718 | $180,718 | $141,758 | $32,760 | $6,200 | $0 | |

### Fund Subtotals

| | |
|---|---|
| Subtotal of additional federal funds included for this school | $0 |
| Subtotal of state or local funds included for this school | $180,718 |

**Signatures: (Must sign in blue ink)**   **Date**

**Principal** Megan Drown-Jones

**School Site Council Chairperson** Estela Penney

**EL Advisory Chairperson** Aura Romero-Bermudez