Helen Carr Castello Elementary

Local Control Accountability Plan (LCAP) 2024-2025

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 (Icapid: 604)

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 receive high quality classroom instruction and curriculum to promote college, career and life readiness and close achievement and opportunity gaps.

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

Goal 4: Family and Community Engagement
- All students will benefit from programs and services designed to inform and engage family and community partners.

Stakeholder Engagement

1. Involvement Process for LCAP and Annual Update
How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis? LCAP updates and solicited input occurred on the following days: School Site Council Members: 9/28/23, 11/28/23, 4/8/24, and 5/1/24 Leadership Team speaking on behalf of their team members: 2/26/24, 3/18/24, and 4/11/24 ELAC: 11/8/23, 1/16/24, 5/14/24

Grade Levels during release days: December 2023 and March 2024
Climate and Perspective Survey input from community stakeholder: Fall 2022 and Spring 2024

2. Impact of LCAP and Annual Update

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

The following input was given about the current LCAP in regards to new needs for the 24/25 school year:

Teachers

- Grade level release days are very helpful and should continue. The time to look at data and plan instruction is invaluable.
- Teacher input given asking for money to help support science fieldtrips that had once been free but would now come with a charge.

Leadership

- Re-adjust school-wide WIN Time and aligned resources to different grade levels to make class sizes smaller. Leadership gave input to timesheet the PE teacher for one day to support this instructional time, and to pay for an EL para and AIT para to support the work as well.
- Kinder-2nd grades needed a re-fresh of PE supplies.
- Scheduled and planned for IEP and COOP days for the 24/25 school year.
- Teachers asked to have release days to give assessments, and to expand the time to include one half-day substitute for teachers in grades 3rd-6th to administer fluencies.

School Site Council

- SSC input gave input that ASSIST was helpful for school culture and safety out at recess, and to expand the services to students who were not engaged in a recess activity.

Resource Inequities (ATSI and CSI designated schools only)

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

Goals, Actions, and Progress Indicators

District Strategic Goal 1:	District Needs and Metrics 1:
All students will receive high quality classroom instruction and curriculum to promote college, career and life readiness and close achievement and opportunity gaps.	Students need high quality classroom instruction and curriculum as measured by: - A-G Completion - Percent of Graduates Completing A-G Requirements - AP/IB Exams - Percent of Graduates Passing an AP/IB Exam - CAASPP (ELA, Math, Science) - Distance from Standard

Site Goal 1.1   (SiteGoalID: 7187) (DTS: 12/13/23)

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 2021, 2022 and 2023 CAASPP data to determine growth, and then set new goals for the 2024 CAASPP.

English Language Arts CAASPP scores for students in targeted sub categories for standards "Met or Exceeded" for the years 2021, 2022 and 2023 and the goal for 2024.

- Students with Disabilities (SWD)
  - 21% in 2021
  - 13% in 2022
  - 28% in 2023
  - Goal is 33% in 2024
- African American
  - 33% in 2021
  - 38% in 2022
  - 55% in 2023
  - Goal is 61% in 2024
- English Learners
  - 18% in 2021
  - 29% in 2022
  - 34% in 2023
  - Goal is 39% in 2024
- Hispanic Students
  - 64% in 2021
  - 61% in 2022
  - 54% in 2023
  - Goal is 59% in 2024
- Socially Disadvantaged Students
  - 49% in 2021
  - 52% in 2022
  - 57% in 2023
  - Goal is 62% in 2024

Mathematics CAASPP scores for students in targeted sub categories for standards "Met or Exceeded" for the years 2021, 2022 and 2023 and the goal for 2024.

- Students with Disabilities
  - 13% in 2021
  - 33% in 2022
  - 28% in 2023
  - Goal is 33% in 2024
- African American
  - 25% in 2021

- 28% in 2022
- 30% in 2023
- Goal is 35% in 2024
- English Learners
  - 26% in 2021
  - 34% in 2022
  - 42% in 2023
  - Goal is 47% in 2024
- Hispanic
  - 39% in 2021
  - 43% in 2022
  - 54% in 2023
  - Goal is 59% in 2024
- Socially Disadvantaged Students
  - 40% in 2021
  - 49% in 2022
  - 52% in 2023
  - Goal is 57% in 2024

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

Action 1.1.1   (SiteGoalID: 7187) (DTS: 12/13/23)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan **1. September, February, and May** - After school professional development and timesheets to attend after-contract meetings. **2. 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.	**Progress Monitoring** Effectiveness will be measured through the following data points: • CAASPP scores for overall grade levels • CAASPP scores broken down by subgroup • District Illuminate assessments by grade level spanning BOY, T1, and T2 Click this Link to the [tracking form.](#)	**Evaluation**

	• FONT data based upon PD focus • Data will be collected by the principal and CPL coach during BOY, and end of Tri 1, Tri 2, and Tri 3.	

Action 1.1.2 (SiteGoalID: 7187) (DTS: 12/13/23)

Targeted Student Group(s)

• Black or African American • Hispanic or Latino • SWD

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan 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. 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 3. **August - May** - Provide extended day small group instruction 4. **August - May** - Professional development opportunities to	**Progress Monitoring** Effectiveness will be measured through the following data points: • District Illuminate assessments by grade level spanning BOY, T1, and T2. Click here to see the data. • FONT data based upon PD focus • Grade level SMART goals • Pre and post assessment data from small groups in the afterschool program as well as the AIT and para educator conducted during WIN time • Data will be collected by the principal and CPL coach during BOY, and end of Tri 1, Tri 2, and Tri 3.	**Evaluation**

support work around AVID.

5. **August - May** -Para educator to work alongside our site's Academic Intervention Teacher (AIT) to deliver small group instruction in the afternoon.
6. **August - May** - Timesheet a credential teacher to deliver small group instruction 1 day per week to support WIN Time.
7. **Aug - May** - Timesheet a certificated staff member 1 day a week to support Kinder workshop time.

Action 1.1.3   (SiteGoalID: 7187) (DTS: 12/13/23)

Targeted Student Group(s)

• EL • R-FEP

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**
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. 2. Provide light refreshments and ELAC training materials.	1. Effectiveness will be measured by increased scores on ELPAC, and beyond that increases in K/1 Benchmark assessments, CAASPP Scores and Interim Assessments 2. Show an increase in EL re-designation scores 3. Data will be collected by the VP as she monitors ELPAC initial testing and summative testing.	

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Action 1.1.4   (SiteGoalID: 7187) (DTS: 12/13/23)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**
Coordinators to assist with the organizing, paperwork creation/maintenance, and planning of several different District initiatives on campus. 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. 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. 3. Yearbook coordinator to work with students on computer drafting skills, photography, and writing to create our school's 24.25 yearbook.	1. Parent/student and teacher handbook will be updated with processes to communicate our PBIS interventions. 2. All SST's will be scheduled and a new document tracking referral for testing vs. qualifying for Sped will be created. 3. Monitor afterschool program for student work that'll create a completed and submitted yearbook. 4. Admin will monitor work throughout the year to make sure it is being completed. When done a stipend form will be filled out.	

Action 1.1.5   (SiteGoalID: 7187) (DTS: 12/13/23)

Targeted Student Group(s)

• Black or African American • Hispanic or Latino • SWD

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan **August - May** - We will purchase allowable, reasonable and necessary supplies to supplement small group instruction. 1. Subscriptions such as AR, Scholastic News, REWARDS, Lexia, Reflex Math, Padlet, etc and library books to supplement instructional programs. 2. Materials and resources for our AIT to use during small group instruction. 3. Items to supplement PE instruction.	**Progress Monitoring** Effectiveness will be measured through the following data points: • District Illuminate assessments by grade level spanning BOY, T1, and T2. Click here to see the data. • Pre and post assessment data from small groups in the afterschool program as well as the AIT and para educator conducted during WIN time • Data will be collected by the principal and CPL coach during BOY, and end of Tri 1, Tri 2, and Tri 3.	**Evaluation**

Site Goal 1.2   (SiteGoalID: 7866) (DTS: 05/03/24)

1. August - December - Implementation of effectively communicated success criteria will increase from 64.2% to 74.2% by the end of the year as measured by the Teaching and Learning Program Implementation Continuum (PIC).

• Student survey data regarding whether their teacher explains how students will know they have learned a lesson will increase from 70% to 80%.
• Teacher survey data regarding current level of implementation of success criteria will increase from 63.9% to 73.9%.

- FONT implementation data will increase from 42.4% to 52.4%,

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

Action 1.2.1   (SiteGoalID: 7866) (DTS: 05/03/24)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**
1. **Aug-Dec** Implement site PD addressing the Framework for high-quality instruction. 2. Provide planning time and calibration for creating learning targets and success criteria within the "honing" columns on the Description of Practice. 3. Conducting an initial FONT walk-though focusing on success criteria and another at the end of trimester1 to compare the dats.	1. Observations of teamwork during planning times in staff meetings and early out Wednesdays. 2. Walk-though observations that give teachers feedback. 3. FONT observations that provide both feedback for teachers as well as a data point for measuring progress.	

Funding Sources for District Goal 1 (DEV - LCAP ID: 604)

Funding Source	Amount	Description of Use

Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	46950	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	19000	Classified- Timesheets
Supplemental/Concentration (7101/0000)	18700	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	1900	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	0	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	7301	Classified- Timesheets
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	200	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:

- **Test Participation Rate on Districtwide Assessments**

Site Goal 2.1   (SiteGoalID: 7190) (DTS: 01/01/10)

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

Metric: Test Participation Rate on Districtwide Assessments

Action 2.1.1   (SiteGoalID: 7190) (DTS: 12/13/23)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan 1. **August, November, February, April, and May** - 95 % completion of District Assessments 2. **August - May** - Kinder - 6th grade teachers will receive release time to administer assessments to their students in a one-on-one setting. 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.	**Progress Monitoring** 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. Link to monitor progress: Link Data will be pulled by admin during BOY, and at the end of Tri 1, Tri 2, and Tri 3. 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.	**Evaluation**

Site Goal 2.2   (SiteGoalID: 7188) (DTS: 12/13/23)

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 2023-2024 Illuminate District assessments to create goals for 2024-2025 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 2024-2025 school year is to have a completion rate of 95% or higher.

Grade Level	B.O.Y. ELA / Math	Trimester 1 ELA / Math	Trimester 2 ELA / Math
Kinder	88% / 91%	88% / 91%	88% / 91%
1st	98% / 92%	99% / 93%	99% / 90%
2nd	95% / 93%	94% / 94%	94% / 92%
3rd	89% / 91%	90% / 92%	91% / 92%
4th	95% / 90%	90% / 94%	95% / 95%
5th	95% / 93%	93% / 95%	94% / 95%
6th	100% / 96%	98% / 98%	97% / 99%

Metric: Test Participation Rate on Districtwide Assessments

Action 2.2.1 (SiteGoalID: 7188) (DTS: 12/13/23)

Targeted Student Group(s)

• SWD

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**
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 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	Effectiveness will be measured monthly using the following data points: • MTSS Tier II meeting notes and actions made within those meetings that are monitored by site admin as well as scored with an annual TFI. Review of support implementation during the meetings and adjusting when necessary. • Decrease in behavior referrals and suspensions. • Data pulled by admin 1x a month and shared with staff,	

results of those interventions. The COOP team will evaluate the data and make recommendations of additional interventions or facilitate an SST meeting.
2. **August - May** - Ability to hold collaboration days, reviewing MTSS leveled supports, in order to review present levels and make educational decisions accordingly.

ELAC members and the SSC.
- 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 (DEV - LCAP ID: 604)

Funding Source	Amount	Description of Use
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	22220	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	0	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	6800	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Materials/Supplies/Equipment

District Strategic Goal 3:

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

District Needs and Metrics 3:

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

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

Site Goal 3.1   (SiteGoalID: 7186) (DTS: 12/13/23)

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

SUSPENSIONS:

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

SUSPENSION RATE:

- Our suspension rate site goal is to reduce the suspension rate from 0.1% to 0% while eliminating disproportionality. Our site will also work to ensure all student groups have a suspension rate below 0.1%.

PBIS TIER 1 AND TIER 2 IMPLEMENTATION

- Maintain our PBIS tier 1 tiered fidelity inventory score from 100% in the 2023-24 school year to 100% in the 2024-25 school year.
- Increase our PBIS tier 2 tiered fidelity inventory score of from 92% in the 2023-24 school year to 100% in the 2024-25 school year.
- Begin implementing PBIS tier 3 by attending the training in the 2024-2025 school year.

Metric: Suspension Rate: Percent of Students Suspended

Action 3.1.1   (SiteGoalID: 7186) (DTS: 12/13/23)

Targeted Student Group(s)

• All • School-wide

Action Plan	Progress Monitoring	Evaluation
- Describe your step by step plan for intervention for at-	- How will you measure implementation?	- Are you making progress towards your desired

risk students.	• How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan 1. **August - May**: Purchase materials to support the implementation of the 2024-2025 CICO and PAWS acknowledgement systems. 2. **August - May**: Purchase materials such as signs and printed walk-around forms for our campus to highlight our PBIS efforts and communication and also attendance initiatives. 3. Pay to have ASSIST support the site during recess.	**Progress Monitoring** Effectiveness will be measured through the following points of data: • Suspension and referral data collected in SYNERGY and reported to staff monthly at staff meetings • District surveys on school climate • Decrease in suspensions and referrals	**Evaluation**

Action 3.1.2   (SiteGoalID: 7186) (DTS: 12/13/23)

Targeted Student Group(s)

Action Plan	**Progress Monitoring**	**Evaluation**
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan 1. Both attend and deliver professional development for teachers, students, and parents in the area of Social Emotional Learning. 2. Conduct a book study and give other PD opportunities for staff to work on their own	**Progress Monitoring** Effectiveness will be measured through the following data points: • District survey on school climate • Behavior data collected in SYNERGY regarding suspensions and referrals	**Evaluation**

mental well being to address
CASEL Focus Area #2.
3. Create a 15-20 minute SEL
block during the beginning of
each day to implement
Character Strong and
Restorative Circles.

Funding Sources for District Goal 3 (DEV - LCAP ID: 604)

Funding Source	Amount	Description of Use
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	1500	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	8362	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	710	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	0	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Materials/Supplies/Equipment

District Strategic Goal 4:	District Needs and Metrics 4:

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

- **Attendance Rate**
- **Parents indicating a respectful and welcoming school environment**
- **Parents indicating opportunities for parent input in making decisions**
- **Parents indicating opportunities for parent involvement**
- **Percent Chronically Absent**

Site Goal 4.1   (SiteGoalID: 7189) (DTS: 12/13/23)

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
  - 96% in 2023-2024
  - Goal for 97% in 2024-2025
- Maintain the decrease of chronic absenteeism
  - 20.2% in 2021-2022
  - 16.7% in 2022-2023
  - 10.4% in 2023-2024
  - 8% Goal for 2024-2025

Metric: Attendance Rate

Action 4.1.1   (SiteGoalID: 7189) (DTS: 12/13/23)

Targeted Student Group(s)

• All • School-wide

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**

Monthly - We will recognize students and families for their efforts in attendance by doing the following:

1. Sending out a postcard to families before school starts with bell schedules and holidays/vacations in 1st week of August
2. Send out postcards for chronically absent students to set goals as needed
3. Recognize classrooms amongst grade levels with the best attendance including tardies in the data points with door magnets monthly
4. BTSN slide for teachers regarding the importance of attendance in August
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 24.25 school year.

- Report on 100% mailings of postcards to teachers before the start of the school year.
- Meet with attendance clerk, review data, and send postcards. Look for individual improvement with student who are on our Chronically Absent report, found in SYNERGY.
- Report to parents in Friday phone calls the classes who won the monthly attendance award magnet.
- Observe BTSN presentations for the slides presented.
- Monitor chronically absent students and look for first contact from the teacher documented in SYNERGY.

Action 4.1.2   (SiteGoalID: 7189) (DTS: 05/03/24)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan We want our families to feel included on our campus. In order to do so we will • Greet students and families each morning and afternoon	**Progress Monitoring** • Effectiveness will be measured through participation at after school and evening events.	**Evaluation**

- at the gates.
- Send out regular communication via Talking Points, phone messages and email to families about events on campus.
- Send out finger-printing information on a regular basis so families are aware of how they can volunteer in classrooms.
- Work with our PTA to host events such as the Harvest Festival, Multicultural Festival, family movie nights, BINGO nights, and paint nights for our community.

- Increase in our PTA membership.
- Increase parent participation in the classroom and for fieldtrips.
- Observational data will be on-going by administration and PTA executive Board Members.

Funding Sources for District Goal 4 (DEV - LCAP ID: 604)

Funding Source	Amount	Description of Use
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	0	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	0	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	210	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	0	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions

EL Supplemental (7150/0000)   0   Materials/Supplies/Equipment

Funding Source Summary for All District Goals

Supplemental/Concentration (7101/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	$0	$0	$0	$0	$0
Certificated- Timesheets	$46950	$22220	$1500	$0	$70670
Classified- Salaries	$0	$0	$0	$0	$0
Classified- Timesheets	$19000	$0	$0	$0	$19000
Contracts/Services/Subscriptions	$18700	$0	$8362	$0	$27062
Materials/Supplies/Equipment	$1900	$0	$710	$210	$2820

EL Supplemental (7150/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	$0	$0	$0	$0	$0
Certificated- Timesheets	$0	$6800	$0	$0	$6800
Classified- Salaries	$0	$0	$0	$0	$0
Classified- Timesheets	$7301	$0	$0	$0	$7301
Contracts/Services/Subscriptions	$0	$0	$0	$0	$0
Materials/Supplies/Equipment	$200	$0	$0	$0	$200

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) | 2024-2025

Fund Source *Mgmt. Code / Description Resc. Code / Description*	Allocation	EGUSD Strategic Goals				Balance
		1. Curriculum and Instruction	2. Assessment	3. Wellness	4. Family Engagement	
4900 School Improvement Support **3010** ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	$0	$0	$0	$0	$0	$0
7101 LCFF Supplemental Concentration TK-6 **0000** Unrestricted	$119,552	$86,550	$22,220	$10,572	$210	$0
7150 EL Supplemental Program Services TK-6 **0000** Unrestricted	$14,301	$7,501	$6,800	$0	$0	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$133,853	$94,051	$29,020	$10,572	$210	

Fund Subtotals		Title I Centralized Services			
Subtotal of additional federal funds included for this school	$0	Title I Foster Youth	$0	Title I Homeless	$0
		Title I Centralized Services	$0	Title I Preschool	$0
Subtotal of state or local funds included for this school	$133,853				

		Signatures: (Must sign in blue ink)	Date
Principal	Megan Drown-Jones		
School Site Council Chairperson	Lupe Alonzo-Diaz		
EL Advisory Chairperson	Aura Romero-Bermudez		