



Raymond Case Elementary

Local Control Accountability Plan (LCAP) 2017 - 2018

Principal: _

(Signature): _

County-District-School (CDS) Code: 34673146118046

Elk Grove Unified School District
Elk Grove, California

Approved by the Elk Grove Unified School District Board of Education on _

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

Goal Setting

State Priorities

Conditions of Learning:

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

Pupil Outcomes:

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

Engagement:

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

Strategic Goals

Goal 1: High-Quality Classroom Instruction and Curriculum

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

Goal 2: Assessment, Data Analysis, & Action

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

Goal 3: Wellness

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

Goal 4: Family and Community Engagement

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

Stakeholder Engagement

Involvement Process for LCAP and Annual Update
<p>How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?</p> <hr/> <p>The following opportunities for stakeholders to be apart of the planning process for this LCAP/Annual Review and Analysis: Input was gathered from the:</p> <ul style="list-style-type: none">- Raymond Case Leadership Team on 5/15/17, 8/21/17, 9/18/17- Grade level meeting on 5/18/17; 5/30/17- School Site Council on 5/25/17; 8/17/17;8/31/17, 9/14/17- PTO/ELAC on 5/31/17, 8/24/17- Staff meeting on 6/5/17, 8/28/17, 9/5/17- SSC meetings on 8/17/17, 8/31/17, 9/14/17- ELAC on 8/17/17, 9/14/17 <p>Stakeholders used 2016 - 2017 data such as attendance, discipline, CELDT, CAASPP to develop a needs assessment and DMMM.</p>
Impact of LCAP and Annual Update
<p>How did these consultations affect the LCAP for the upcoming year?</p> <hr/> <p>These many consultations provided a clear vision for the stakeholders to consider increased suspensions in SED and African American student population. A necessity to provide additional instructional interventions and resources for SED, ED and Foster Youth students.</p> <p>The SSC and ELAC reviewed input from all stakeholders. They synthesized input to include the following goals in the LCAP for the next year:</p> <ol style="list-style-type: none">1. Provide extended learning opportunities for students2. Increase parent involvement3. Provide Professional Development and articulation as necessary for CCSS

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 promote college, career, and life readiness and eliminate the achievement gap.	Students need high quality classroom instruction and curriculum as measured by: <ul style="list-style-type: none">• Access to Courses (Honors, AP/IB, CTE)• A-G Completion• AP/IB Exams

- CAASPP
- Content Standards Implementation
- CTE Sequence Completion
- EAP
- Instructional Materials
- Progress toward English Proficiency
- Redesignation
- Teacher Assignment

Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

Site Goal 1.1

Site Goal 1.1: Increase the number of students attaining proficiency in core subject areas.

Metric: CAASPP

Actions/Services 1.1.1

Principally Targeted Student Group

• All • Black or African American • EL • Foster Youth • Low Income

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>1) Provide an additional 0.5 Program Administrator FTE to support instruction for all students.</p> <p>2) Provide staff with research surrounding effective teaching and learning strategies through professional development and resources..</p> <p>3) Provide grade level release/articulation time 2x per year for Co-op meetings to analyze student data and work with instructional coaches to plan instruction.</p> <p>Purchase CCSS aligned materials to support effective teaching practices, WIN time, differentiated instruction, push in/pull out with para-educator, writing, and based on SMART Goals.</p> <p>Provide staff development on Common Core State Standards and SBAC, Effective Teaching Practices, and Writing.</p> <p>Provide staff instructional support and staff development from ELA/Math/ELD coaches</p> <p>Provide stipends and release time to collect and analyze data, lesson planning, vertical articulation to develop SMART Goals.</p> <p>Purchase and utilize research based materials and supplies.</p> <p>Purchase technology based equipment to support instruction.</p> <p>4) Provide targeted assistance during and after school through small group instruction by credentialed teachers to intensive students as well as Foster Youth.</p> <p>5) Provide extended day GATE opportunities to identified students.</p> <p>Provide necessary materials/supplies for after school targeted assistance</p> <p>Provide students with mentors and tutoring from MTHS</p> <p>Implement Positive Behavior Intervention</p>	<p>Explicit Direct Instruction for English Learners by John Hollingsworth and Silvia Ybarra</p> <ul style="list-style-type: none"> • Effective Direct Instruction • Formative assessments • Clear Objectives • <p>Linda Darling Hamlton - Supporting at-risk students with technology.</p> <p>John Hattie, <i>Visible Learning for Teachers: Maximizing Impact on Learning.</i></p> <ul style="list-style-type: none"> • Teacher Clarity • Formative Assessments • Clear Learning Intentions and Success Criteria <p><u>School Climate and the CCRPI</u> : Dennis A. Kramer II, Senior Research and Policy Analyst; Jeff Hodges, Program Specialist, Safe and Drug-Free Schools; Marilyn Watson Program Manager, Safe and Drug-Free Schools</p> <p>Research has demonstrated that a positive school climate is associated with:</p> <ul style="list-style-type: none"> •Academic achievement •Student engagement in school •Positive social skills development <p>Bloomberg P., Pitchford B (2017) Leading Impact Teams: Building a Culture of Efficacy</p> <ul style="list-style-type: none"> • Creating a Culture of Efficacy • Strengthening Student Efficacy 	<p>CAASPP K/1 Benchmark Interim assessments Formative assessments CELDT Classroom observations Calibrated Administrative walk-throughs Teacher evaluations</p>

Systems

What funding source will you use?

Concentrated/Supplemental Funding

1) Raymond Case 0.5FTE Program Administrator
\$61,000
\$61,000

2) Professional Development – Visible Learning
8/8 VL Foundation Day 1; 1/2/18 Teacher Clarity; Release time
\$20,000
Continue Visible Learning PD
Leadership Team - Release days
1 7 subs x \$175.00 = 1225.00 x 2 Days = \$2450.00
\$2850.00

3) Co-ops
2x per year
1 & 2
Spring 15 Subs x \$175.00 = \$2625.00
Fall 15 Subs x \$175.00 = \$2625.00
\$5250.00

4) EL Supplemental - \$14475

5) Provide extended day GATE opportunities to students. Certificated staff timesheets \$2000

Actions/Services 1.1.2

Principally Targeted Student Group

• All • Black or African American • EL • Foster Youth • Low Income

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Coaches, Administration and outside vendors provide professional development aligned with CCSS and ELD Standards;</p> <p>1) Provide professional development opportunities and/or release time for PLC work and best instructional practices;</p> <p>2) Provide K - 3 articulation/release time for On Grade Level Reading Initiative;</p> <p>Provide extended day learning opportunity for students;</p> <p>Increase technology to support CCSS instruction and intervention;</p> <p>Provide additional instructional support through push-in/pull-out intervention through an Academic Intervention Teacher to students with academic needs as well as Foster Youth;</p> <p>Provide additional instructional support with an addition of a 0.5 Program Administrator;</p> <p>Provide students with necessary instructional resources ELD Professional Development</p>		<p>CAASPP K/1 Benchmark Interim assessments Formative assessments CELDT Classroom observations Calibrated Administrative walk-throughs Teacher evaluations</p>

What funding source will you use?

Concentrated/Supplemental Funding

- 1) Grade Level Articulation
3X per year – 7 grade levels
1 & 2
29 Subs x\$175.00 = \$5075.00 x 3 Days = \$15225.00
- 2) OGLR articulation \$1050

GATE

Actions/Services 1.1.3

Principally Targeted Student Group

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?

What funding source will you use?

Actions/Services 1.1.4

Principally Targeted Student Group

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?

What funding source will you use?

Site Goal 1.2

Site Goal: 1.2: Close the Achievement Gap with the lowest performing subgroups.

Metric: A-G Completion

Actions/Services 1.2.1

Principally Targeted Student Group

- Black or African American • Hispanic or Latino • Low Income • School-wide • SWD

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>1 and 2) Purchase materials to support differentiated instruction within WIN time.</p> <p>Provide staff with research surrounding the Achievement Gap, culturally responsive teaching practices, high expectations for all students, and writing and teaching lesson objectives.</p> <p>Provide staff development in Teacher Clarity; Learning Intentions; Success Criteria; Visible Learning, Vocabulary Development, Lesson Objectives, Writing, and Common Core State Standards.</p> <p>Provide stipends and release time to analyze student data and develop SMART Goals.</p> <p>1) Purchase technology based equipment to support instruction</p> <p>3) Provide targeted assistance after school through small group instruction by credentialed teachers and classified staff.</p> <p>Provide necessary materials/supplies for after school targeted assistance</p> <p>Provide students with mentor opportunities.</p> <p>Implement Positive Behavior Intervention Systems</p> <p>Extended Day learning opportunities from certificated teachers.</p> <p>Provide support for full implementation of RTI</p> <p>Provide support for supplemental intervention through Lexia Reading Core 5 and/or other web-based Math intervention program.</p> <p>Develop an elementary AVID program.</p> <p>Provide staff instructional support and staff development from ELA/Math/ELD coaches</p> <p>3) Targeted intervention instruction through push-in/pull-out regular and extended day opportunities.</p> <p>Create Parent University and Parent Support groups that assist parents/families from the lowest performing groups - African American, Hispanic, SED, and Students with Disabilities.</p> <p>Provide parents materials to support students at home.</p>	<p>Explicit Direct Instruction for English Learners by John Hollingsworth and Silvia Ybarra</p> <ul style="list-style-type: none"> • Effective Direct Instruction • Formative assessments • Clear Objectives • <p>Linda Darling Hamilton - Supporting at-risk students with technology.</p> <p>John Hattie, <i>Visible Learning for Teachers: Maximizing Impact on Learning.</i></p> <ul style="list-style-type: none"> • Teacher Clarity • Formative Assessments • Clear Learning Intentions and Success Criteria <p><u>School Climate and the CCRPI</u> : Dennis A. Kramer II, Senior Research and Policy Analyst; Jeff Hodges, Program Specialist, Safe and Drug-Free Schools; Marilyn Watson Program Manager, Safe and Drug-Free Schools</p> <p>Research has demonstrated that a positive school climate is associated with:</p> <ul style="list-style-type: none"> • Academic achievement • Student engagement in school • Positive social skills development <p>Third Grade Reading Predicts Later High School Graduation By <u>Sarah D. Sparks</u></p> <p>Rick DuFour, Becky DuFour, and Bob Eaker September 2007 Authors of Learn By Doing</p> <ul style="list-style-type: none"> • Importance of Common Assessments <p>Bloomberg P., Pitchford B (2017) Leading Impact Teams: Building a Culture of Efficacy</p> <ul style="list-style-type: none"> • Creating a Culture of Efficacy • Strengthening Student Efficacy 	<p>CAASPP K/1 Benchmark Interim assessments Formative assessments CELDT Classroom observations Calibrated Administrative walk-throughs Teacher evaluations</p>

What funding source will you use?
<p>Concentrated/Supplemental Funding</p> <p>1) Instructional Technology – Chromebooks – 2 per classroom Two per classroom \$15,000</p> <p>2) Lexia Core 5 \$9,000</p> <p>General Fund</p> <p>3) Timesheet Academic Intervention support \$20,000</p>

GATE

Actions/Services 1.2.2

Principally Targeted Student Group

• All • Black or African American • Foster Youth • Hispanic or Latino • Low Income • SWD

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?

What funding source will you use?

Site Goal 1.3

Site Goal 1.3: Increase the number of students reading on grade level by the completion of 3rd grade. Closely track and monitor the reading progress of students in the lowest performing groups and provide Response to Intervention services.

Metric: CAASPP

Actions/Services 1.3.1

Principally Targeted Student Group

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Provide staff with research surrounding effective teaching and learning strategies.</p> <p>Purchase materials to support effective teaching practices, WIN time, differentiated instruction, push in/pull out with paradeducator, writing, and the implementation of SMART Goals.</p> <p>Provide staff development on Common Core State Standards, ELD Standards and SBAC, Effective Teaching Practices, and Writing.</p> <p>Provide stipends and release time to collect and analyze data, lesson planning, vertical articulation, develop SMART Goals.</p> <p>Purchase and utilize research based materials and supplies.</p> <p>1) Purchase technology based equipment to support instruction.</p> <p>Provide targeted assistance though an Academic Intervention teacher for students who are below grade level in grades K - 3.</p> <p>Provide targeted assistance for after school through small group instruction by credentialed teachers</p>	<p>Explicit Direct Instruction for English Learners by John Hollingsworth and Silvia Ybarra</p> <ul style="list-style-type: none"> • Effective Direct Instruction • Formative assessments • Clear Objectives • <p>Linda Darling Hamilton - Supporting at-risk students with technology.</p> <p>John Hattie, <i>Visible Learning for Teachers: Maximizing Impact on Learning.</i></p> <ul style="list-style-type: none"> • Teacher Clarity • Formative Assessments • Clear Learning Intentions and Success Criteria <p><u>School Climate and the CCRPI</u> : Dennis A. Kramer II, Senior Research and Policy Analyst; Jeff Hodges, Program Specialist, Safe and Drug-Free Schools; Marilyn Watson Program Manager, Safe and Drug-Free Schools</p> <p>Research has demonstrated that a positive school climate is associated with:</p> <ul style="list-style-type: none"> •Academic achievement •Student engagement in school 	<p>K/1 Benchmark data</p> <p>Interim assessments</p> <p>Formative assessments</p> <p>Classroom observations</p> <p>Calibrated administrative walk-throughs</p> <p>Teacher evaluations</p>

Provide targeted assistance through summer school for intervention instruction by credentialed teachers

Provide necessary materials/supplies for after school targeted assistance

Provide students with mentors and tutoring from MTHS

Provide support for full implementation of RTI process

Increase the volume of Reading Counts books in all classrooms in a variety of reading levels.

Provide paraeducators to support Tier I intervention in classrooms.

Provide staff instructional support and staff development from ELA/Math/ELD coaches

•Positive social skills development

Education Week - *Third Grade Reading Predicts Later High School Graduation*
By Sarah D. Sparks

Bloomberg P., Pitchford B (2017) Leading Impact Teams: Building a Culture of Efficacy

- Creating a Culture of Efficacy
- Strengthening Student Efficacy

What funding source will you use?

LCFF
Concentrated/Supplemental funding

1) Chromebooks
Additional 3 per class
1 per kindergarten room
\$15,000.00
\$525.00

Actions/Services 1.3.2

Principally Targeted Student Group

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?

What funding source will you use?

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
- Student Information System

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Site Goal 2.1

Site Goal 2.1.1: Implement authentic and timely assessments to inform instructional needs.

Metric: Assessment System

Actions/Services 2.1.1

Principally Targeted Student Group

• All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>1) Provide release time for data analysis</p> <p>Professional development time SBAC - CAASPP Student formative, interim and summative assessments</p> <p>Program implementation protocols</p> <p>-District EL walk thru form</p> <p>Grade level common assessments</p> <p>Provide professional development to meet AMAOs for English Learners.</p> <p>2) Purchase common core aligned materials and technology.</p> <p>3) Provide instructional support for CELDT testing</p> <p>4) GATE coordinator stipend for assessing GATE students and analyzing portfolios</p> <p>Provide staff instructional support and staff development from ELA/Math/ELD coaches</p> <p>Provide teachers with monthly/trimester time to meet as PLC to choose, create, analyze, common assessments and instructional materials.</p>	<p>DuFour R; DuFour B. Eaker B.; (2007); Learning By Doing</p> <p>Explicit Direct Instruction for English Learners by John Hollingsworth and Silvia Ybarra</p> <ul style="list-style-type: none"> • Effective Direct Instruction • Formative assessments • Clear Objectives • <p>Linda Darling Hamilton - Supporting at-risk students with technology.</p> <p>John Hattie, <i>Visible Learning for Teachers: Maximizing Impact on Learning.</i></p> <ul style="list-style-type: none"> • Teacher Clarity • Formative Assessments • Clear Learning Intentions and Success Criteria <p>William D, Leahy S; Embedded Formative Assessment: Practice Techniques for K-12 Classrooms</p> <ul style="list-style-type: none"> • Clarifying Learning Intentions and Success Criteria • Productive Discussions • Feedback • Activating Learners • Ownership of Learning 	<p>Student formative and summative assessments</p> <p>Program implementation protocols</p> <p>District Research Based EL Walk-throughs</p> <p>Calibrated administrative walk-throughs</p> <p>Teacher evaluation CAASPP CELDT K/1 Benchmarks</p>

What funding source will you use?

LCFF
Concentrated/Supplemental Funding

1) 1st grade release day assessments 2x per year
2
4 Subs x \$175.00= \$700.00 x 2 Days = \$1400.00
\$1400.00

2) Computer Resource \$1500

3) EL Supplemental - CELDT \$1300

\$) GATE - \$1000

Actions/Services 2.1.2

Principally Targeted Student Group

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?

What funding source will you use?

Site Goal 2.2

Site Focus Goal 2.2: Increase students access to research based EL instruction.

Metric: Assessment System

Actions/Services 2.2.1

Principally Targeted Student Group

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>1) Provide targeted assistance after school through small group instruction by credentialed teachers</p> <p>Provide staff with research surrounding around effective teaching and learning strategies.</p> <p>Purchase materials to support effective teaching practices, WIN time, differentiated instruction, push in/pull out with paradeducator, writing, and and the implementation of SMART Goals.</p> <p>Provide staff development on Common Core State Standards, ELD Standards, SBAC, Effective Teaching Practices, and Writing.</p> <p>Provide stipends and release time to collect and analyze data, lesson planning, vertical articulation, develop SMART Goals.</p> <p>Purchase and utilize research based materials and supplies.</p> <p>Purchase technology based equipment to support instruction.</p> <p>Provide necessary materials/supplies for after school targeted assistance</p> <p>Provide students with mentors and tutoring from MTHS</p> <p>EL Instructional Coach Support</p> <p>EL Intervention Support teacher for push-in/pull-out and Extended Day learning opportunities</p> <p>Provide staff instructional support and staff development from ELA/Math/ELD coaches</p>	<p>Explicit Direct Instruction for English Learners by John Hollingsworth and Silvia Ybarra</p> <ul style="list-style-type: none"> • Effective Direct Instruction • Formative assessments • Clear Objectives • <p>Linda Darling Hamlton - Supporting at-risk students with technology.</p> <p>John Hattie, <i>Visible Learning for Teachers: Maximizing Impact on Learning.</i></p> <ul style="list-style-type: none"> • Teacher Clarity • Formative Assessments • Clear Learning Intentions and Success Criteria <p>Bloomberg P., Pitchford B (2017) Leading Impact Teams: Building a Culture of Efficacy</p> <ul style="list-style-type: none"> • Creating a Culture of Efficacy • Strengthening Student Efficacy 	<p>Student formative and summative assessments</p> <p>CELDT</p> <p>AMAOs</p> <p>Program implementation protocols</p> <p>CAASPP</p>

What funding source will you use?

LCFF
 Supplemental/Concentrated funding
 1) Timesheet Academic Intervention support \$11,000

Actions/Services 2.2.2

Principally Targeted Student Group

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?

What funding source will you use?

Site Goal 2.3

Site Focus Goal 2.3: All grade level teams will function as a Professional Learning Community to ensure all students have access to CCSS, ELD research based instructional strategies, intervention strategies, and instructional strategies with the highest effect size.

Metric: Data and Program Evaluation

Actions/Services 2.3.1

Principally Targeted Student Group

- School-wide

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Provide staff with research surrounding around effective teaching and learning strategies.</p> <p>1) Purchase materials to support effective teaching practices, WIN time, differentiated instruction, push in/pull out with paradeducator, writing, and implementation of SMART Goals.</p> <p>Provide staff development on Common Core State Standards and SBAC, Effective Teaching Practices, and Writing.</p> <p>Provide stipends and release time to collect and analyze data, lesson planning, vertical articulation, develop SMART Goals.</p> <p>Purchase and utilize research based materials and supplies.</p> <p>Purchase technology based equipment to support instruction.</p> <p>Provide targeted assistance after school</p>	<p>Rick DuFour, Becky DuFour, and Bob Eaker September 2007 Authors of Learn By Doing</p> <ul style="list-style-type: none"> • Importance of Common Assessments <p>Bloomberg P., Pitchford B (2017) Leading Impact Teams: Building a Culture of Efficacy</p> <ul style="list-style-type: none"> • Creating a Culture of Efficacy • Strengthening Student Efficacy 	<p>CAASPP K/1 Benchmark assessments Interim assessments Formative assessments CELDT Classroom observations Vertical articulation Teacher evaluations</p>

through small group instruction by credentialed teachers

Provide necessary materials/supplies for after school targeted assistance

Provide students with mentors and tutoring from MTHS

Provide staff instructional support and staff development from ELA/Math/ELD coaches

What funding source will you use?

LCFF

Concentrated/Supplemental funding

1) Laptops
\$3740

1) Grade Level Printers
\$5,000

Actions/Services 2.3.2

Principally Targeted Student Group

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?

What funding source will you use?

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:

- Attendance
- Chronic Absenteeism
- Cohort Graduation
- Expulsion
- Facilities
- HS Dropout
- MS Dropout
- School Climate
- Suspension

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Site Goal 3.1

Site Focus Goal 3.1: Decrease the disproportionality of discipline actions for at-risk students.

Metric: Suspension

Actions/Services 3.1.1

Principally Targeted Student Group

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Increase administrative support with an additional 0.5 Program Administrator FTE</p> <p>1) Implement School-wide PBIS 2) PBIS Team Professional Development</p> <p>Provide on-site Mental Health Therapist</p> <p>Administrative one-on-one coaching to those are the highest need.</p> <p>Progressive Discipline through SISWEB with parent meetings.</p> <p>"Setting Limits" Behavior Management system</p> <p>Comprehensive Safe School Plan</p> <p>Response to Intervention</p> <p>WIN Time</p> <p>Effective Yard Supervision and training</p> <p>Focused PBIS intervention during Co-ops for at-risk students.</p> <p>Provide positive incentive programs during and after school for at-risk students.</p> <p>Develop a College and Career Ready Club targeting students who are academically and/or behaviorally at-risk</p> <p>Raymond Case Watch DOGS</p>	<p><u>School Climate and the CCRPI</u> : Dennis A. Kramer II, Senior Research and Policy Analyst; Jeff Hodges, Program Specialist, Safe and Drug-Free Schools; Marilyn Watson Program Manager, Safe and Drug-Free Schools</p> <p>Research has demonstrated that a positive school climate is associated with:</p> <ul style="list-style-type: none"> •Academic achievement •Student engagement in school •Positive social skills development <p>Explicit Direct Instruction for English Learners by John Hollingsworth and Silvia Ybarra</p> <ul style="list-style-type: none"> • Effective Direct Instruction • Formative assessments • Clear Objectives • <p>Linda Darling Hamilton - Supporting at-risk students with technology.</p> <p>John Hattie, <i>Visible Learning for Teachers: Maximizing Impact on Learning.</i></p> <ul style="list-style-type: none"> • Teacher Clarity • Formative Assessments • Clear Learning Intentions and Success Criteria <p>Education Week - <i>Third Grade Reading Predicts Later High School Graduation</i> By <u>Sarah D. Sparks</u></p> <p>Bloomberg P., Pitchford B (2017) Leading Impact Teams: Building a Culture of Efficacy</p> <ul style="list-style-type: none"> • Creating a Culture of Efficacy • Strengthening Student Efficacy <p>JArchibold Fellow,JE, Center for Restorative Justice, Suffolk University Restorative Approach in Schools: Systemic Approaches to Building Positive School Climates</p> <p>Robert Blum (2005). "School Connectedness: Improving Students' Lives." Johns Hopkins Bloomberg School of Public Health, Baltimore, MD.</p>	<p>Discipline data PBIS data Synergy data Student, staff and parent surveys Attendance data</p>

What funding source will you use?
<p>LCFF Supplemental/Concentrated funding</p> <p>1) PBIS - Banners \$300.00 - Recess equipment \$700.00</p> <p>2) PBIS Team Professional Development \$1000.00</p>

Actions/Services 3.1.2

Principally Targeted Student Group

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?

What funding source will you use?

Site Goal 3.2

Site Focus Goal 3.2: Decrease absentee, tardy, and early dismissal rate for at-risk students

Metric: Attendance

Actions/Services 3.2.1

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Increase administrative support with an additional 0.5 Program Administrator FTE Implement PBIS with attendance student acknowledgment Teacher Home-School Visit Program Monitor SARB process Mental Health Therapists support Administrative meetings/conferences/contracts Administrative Home Visits		Synergy Attendance Data SARB Process Discipline Data

What funding source will you use?

LCFF
Supplemental/Concentrated Funding

Actions/Services 3.2.2

Principally Targeted Student Group

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?

What funding source will you use?

Site Goal 3.3

Site Focus Goal 3.3: Ensure all students have access to clean, safe, and a well-maintained school facility including technology.

Metric: Facilities

Actions/Services 3.3.1

Principally Targeted Student Group

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1) Purchase safety equipment as needed 2) Purchase physical education equipment Maintain close communication with Custodial Services, Maintenance and Operations and Facilities; Update Comprehensive Safe School Plan; Regular site-level inspection check-lists	Research indicates with students have a positive image for their school's climate and culture academic achievement increases.	Staff, parent and student surveys Routine inspections of facilities, safety equipment Administrative visibility on campus Routine inspections of technology equipment.

What funding source will you use?

LCFF
 Concentrated/Supplemental Funding

1) Safety items
 - Cones, radios
 3 & 4
 Radios 3 x \$800.00 = \$2400.00
 Cones 30 x \$16.00 = \$480.00
 \$2880.00

2) Physical Education Resource
 \$1500.00

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:

- Family and Community Engagement

Site Goal 4.1

Site Focus Goal 4.1: Increase the number of opportunities for school-wide events including ELAC, BTSN, Parent Universities, PTO events; especially parents and families of at-risk students to participate.

Metric: Family and Community Engagement

Actions/Services 4.1.1

Principally Targeted Student Group

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Increased administrative 0.5 Program Administrator FTE Parent/Teacher Conferences Back to School Night Open House CCSS Parent University Nights ELAC meetings PBIS Committee PTO meetings School Newsletter School Website Marquee PTO Website Parent Portal/Teacher websites Raymond Case Social Media App, Facebook, Twitter</p> <p>Increase Home Visit opportunities</p> <p>1) Collage and Career Ready Club 2) 5 STAR Family 3) Watch DOGS 4) Communication Folders/Agendas</p>	<p>Research shows a strong correlation between high levels of parental involvement in the child's education to high levels of academic achievement.</p> <p><u>What the Literature Tells Us About Parent and Family Involvement</u> Studies of families show that what the family does with the children is more important to student success than family income or the education level of the parents. Parental participation improves student learning whether the child is in preschool or in the upper grades, whether or not the family is struggling economically or is affluent, or whether the parents finished high school or graduated from college (Epstein, 1991; Henderson, & Berla, 1994; Liontos, 1992; Reynolds, et al., 1991; Zellman, G.L., & Waterman, J.M., 1998). Both students and schools benefit from active participation by families in the process of educating children. The benefits for students when parents are actively involved in schools include:</p> <ul style="list-style-type: none"> • Higher grades and test scores • Better attendance and more homework completed • Fewer placements in special education • More positive attitudes and behaviors • Higher graduation rates • Greater enrollment in post-secondary education (Clark, R., 1993; Griffith, J., 1996; Dauber, S.L. & Epstein J.L., 1993) 	<p>CAASPP Attendance data Discipline Data Staff, Parent, Student surveys Stakeholder participation in with DMM Volunteerism % attending Parent University</p>

What funding source will you use?
<p>LCFF</p> <p>Concentrated/Supplemental Funding</p> <p>1) CCRC \$1500 2) 5 STAR Family \$500 3) Watch DOGS \$1500 4) Communication folders/Agenda \$3000</p>

Actions/Services 4.1.2

Principally Targeted Student Group

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?

What funding source will you use?

Site Goal 4.2

Site Focus Goal: 4.2 Increase the number of community partnerships and increase the partnerships within the Monterey Trail Region.

Metric: Family and Community Engagement

Actions/Services 4.2.1

Principally Targeted Student Group

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Create a College and Career Ready Club to connect students to community resources</p> <p>Continue "Day in the Life of a Middle School Student" partnership with Edward Harris Middle School.</p> <p>Continue partnership with MTHS College and Career Program</p> <p>Continue MTHS Student Mentor/Volunteers to support early intervention</p> <p>Continue partnership with PTO, ELAC and SSC</p> <p>Continue partnerships with local athletic leagues</p> <p>1) National Elementary Honor Society community service projects with Jesse Baker School and the Camden Springs Senior Citizen Center. Predominately GATE students</p>	<p>Research shows a strong correlation between high levels of parental involvement in the child's education to high levels of academic achievement.</p>	<p>Parent, Staff, Student, Community surveys</p> <p>Increased participation in community events</p> <p>CAASPP</p> <p>Attendance data</p> <p>Suspension data</p>

What funding source will you use?

LCFF
Concentrated/Supplemental funding

1) \$1000 GATE

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.

IV. Funding

Raymond Case Elementary - 225

Fund Source Mgmt. Code/Description Resc. Code/Description	FTE	Carry Over	Allocation	Subtotal	EGUSD Strategic Goals				Balance
					1 - Curriculum and Instruction	2 - Assessment	3 - Wellness	4 - Family Engagement	
1510 Regular Education (TK-6) 0000 Unrestricted	0	\$0	\$24,150	\$24,150	\$24,150	\$0	\$0	\$0	\$0
1511 Regular Education (TK-6) - Allocated FTE 0000 Unrestricted	35.8752	\$0	\$4,035,305	\$4,035,305	\$4,035,305	\$0	\$0	\$0	\$0
1512 Subject Matter Teachers 0000 Unrestricted	0.8	\$0	\$117,031	\$117,031	\$117,031	\$0	\$0	\$0	\$0
1580 Summer School/Extended Learning (TK-6) 0000 Unrestricted	0	\$30,491	\$0	\$30,491	\$30,491	\$0	\$0	\$0	\$0
5495 Allocated FTE Leave 0000 Unrestricted	0.0001	\$0	\$51,812	\$51,812	\$51,812	\$0	\$0	\$0	\$0
5634 Custodial Services 0000 Unrestricted	3	\$0	\$183,350	\$183,350	\$0	\$0	\$183,350	\$0	\$0
7101 LCFF Supple/Conc TK - 6 0000 Unrestricted	0	\$0	\$194,400	\$194,400	\$164,095	\$21,925	\$5,380	\$3,000	\$0
7105 Gifted and Talented Education (GATE) TK-6 0000 Unrestricted	0	\$0	\$4,000	\$4,000	\$3,000	\$0	\$0	\$1,000	\$0
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	0	\$0	\$15,775	\$15,775	\$14,475	\$1,300	\$0	\$0	\$0
7415 Family and Community Engagement 0000 Unrestricted	0	\$0	\$3,500	\$3,500	\$0	\$0	\$0	\$3,500	\$0
7440 Positive Behavior Incentive Supports 0000 Unrestricted	0	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
5610 Food and Nutrition Services Center 5310 Child Nutrition: School Programs	1.3438	\$0	\$74,015	\$74,015	\$0	\$0	\$74,015	\$0	\$0
3150 Independent Living Skills (ILS) 6500 Special Education	5	\$0	\$361,204	\$361,204	\$361,204	\$0	\$0	\$0	\$0
3200 Language Speech and Hearing (LSH) 6500 Special Education	1.1	\$0	\$140,217	\$140,217	\$140,217	\$0	\$0	\$0	\$0
3410 Special Education Mild/Moderate 6500 Special Education	1.6875	\$0	\$209,965	\$209,965	\$209,965	\$0	\$0	\$0	\$0

3660 Full Inclusion - Paraeducators in lieu of NPA 6500 Special Education	0.75	\$0	\$44,876	\$44,876	\$44,876	\$0	\$0	\$0	\$0
3680 Emotionally Disturbed (ED) - Tier I 6500 Special Education	2.125	\$0	\$177,875	\$177,875	\$177,875	\$0	\$0	\$0	\$0
3770 Full Inclusion 6500 Special Education	2.25	\$0	\$71,453	\$71,453	\$71,453	\$0	\$0	\$0	\$0
4010 Elementary Education PreK-6 9305 Miscellaneous Site Donations (<\$1000)	0	\$2	\$0	\$2	\$2	\$0	\$0	\$0	\$0
1510 Regular Education (TK-6) 9327 Kaiser-Get Moving!	0	\$22	\$0	\$22	\$22	\$0	\$0	\$0	\$0
Totals	53.9316	\$30,515	\$5,709,928	\$5,740,443	\$5,445,973	\$23,225	\$263,745	\$7,500	

Signatures: (Must sign in blue ink)

Date

Principal **John Santin**

School Site Council Chairperson **Joel Neufeld**

EL Advisory Chairperson **Anh Hua**

Benefits Calculator for Timesheets	
Certificated	Staff Amount \$
	Benefits Amount \$
Classified	Total \$

