Raymond Case Elementary

Local Control Accountability Plan (LCAP) 2020 - 2021

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
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

<table>
<thead>
<tr>
<th>Involvement Process for LCAP and Annual Update</th>
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</thead>
<tbody>
<tr>
<td>How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?</td>
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</table>

School Site Council governing members discussed the 2019 - 2020 LCAP beginning in January during the Winter LCAP. Continued conversations will SSC and Raymond Case Elementary School were to continue the current LCAP/intervention plan due to observable growth from stakeholders. 1st Spring SSC held on 2/24/20, Raymond Case Staff on 4/13/20, Raymond Case Classified Staff on 4/14/20, Raymond Case Leadership on 3/30/20, and 4/28/20; Raymond Case PTO on 5/1/20. The plan was discussed with the staff on 8/31/20 to re-evaluation the 2020-2021 LCAP to include Distance Learning. Raymond Case 2020-2021 SSC met for the first time on 9/16/20 to review the LCAP from spring of 2020 and to discuss revisions to include increase in funding and Distance Learning model. Raymond Case Leadership Team met on 9/21 to discuss revisions. SSC met on 9/30/20 to finalize and vote to approve the plan.

Impact of LCAP and Annual Update

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

These many consultations provided a clear vision for the stakeholders to provide meaningful input that Raymond Case will integrate in the LCAP. The current interventions has demonstrated growth and as Raymond Case Elementary transitions into 2019-2020 from being a Targeted Assistance School receiving Title I funds in 2019 - 2020 to school-wide Title I in 2020 - 2021. The stakeholder groups continued to support targeted students with continued intervention services both during the school day and after school, continued professional development and a continued focus on parent involvement.

The SSC and ELAC reviewed input from all stakeholders. They synthesized input to include the following goals in the LCAP for the next year:
1. Provide extended learning opportunities for students
2. Increase parent involvement
3. Provide Professional Development and articulation as necessary for CCSS
4. Increase educational technology hardware and instructional supports.

Based on input from stakeholders and data:
Interventions in place are continuing to support growth. These include professional development for teachers, release time for observation, data meetings, and professional development, targeted intervention during the school day, systemic response to intervention for both behavior and academic needs. It is recommended that interventions in place continue. In addition, an increase of librarian hours, assessment technology, instructional technology intervention resources. Replacement of aging technology (projectors, document cameras, printers) was also added. Supplies to support maintenance of above programs was also added.

Resource Inequities

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

District Strategic Goal 1:
All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.

District Needs and Metrics 1:
Students need high quality classroom instruction and curriculum as measured by:
- A-G Completion
- Access to Courses (Honors, AP/IB, CTE)
- AP/IB Exams
- CAASPP
- Content Standards Implementation
- CTE Sequence Completion
- EAP
- Other (Site-based/local assessment)
- Progress toward English Proficiency
- Redesignation
- Teacher Assignment

Jump To: District Goal 1 | District Goal 2 | District Goal 3 | District Goal 4 | Justification | Certification

Site Goal 1.1

Site Goal 1.1: Provide targeted intervention in both reading and math for students assessed to be below grade level standards using the following measures: CAASPP, K/1 Benchmarks, EGUSD, Grade 2 - 6, Common Assessment, other grade level PLC assessment and SMART Goals.

Increase the percentage of students meeting or exceeding in ELA and Math on CAASPP for grades 3rd - 6th.
Increase the percentage of students in Kindergarten meeting grade level expectations in ELA and Math to 90 percent.
Increase the percentage of students in 1st & 2nd grades meeting grade level benchmarks in ELA and Math to 90 percent.

- Overall ELA scores will increase 5% from 62% meeting or exceeding on CAASPP.
  - According to the Dashboard: 2019 Overall ELA, students were in the green despite declining 5.8 points.
  - According to the Dashboard: 2019 African American students were in the yellow due to declining 8.5 points.
  - According to the Dashboard: 2019 SWD students were in the yellow although increase 4.1 points.
- For Grades 3rd - 6th overall Math scores will increase 5% from 54% meeting or exceeding on CAASPP.
  - According to the Dashboard: 2019 Overall ELA, students were in the green despite declining 5.8 points.
  - According to the Dashboard: 2019 English Learner students were in the yellow although maintaining -0.2 points.
  - According to the Dashboard: 2019 SED students were in the yellow due although maintaining 0.3 points.
  - According to the Dashboard: 2019 White students were in the yellow due to declining 16.3 points.

*Based on 2019 data due to 2020 COVID-19 CAASPP Assessment Waiver

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
Small group instruction from certificated teachers on a timesheet both during the school day and after school to targeted students. During Distance Learning, this will occur during synchronous, asynchronous, and after school instructional support. During Transition or regular schedule, this will occur during the school day.

What is the Research Confirming this is an Effective Practice?
- Teacher Clarity Effect Size
- Formative Assessments Effect Size
- Small Group Learning ELA/Math Effect Size 0.49
- Reading Phonics Instruction Effect Size 0.60
- Reading Comprehension Programs Effect Size 0.58

How will you Measure the Effectiveness of the Actions/Services?
Students will make a 3-5% gain as measured by grade level benchmark assessments, district common assessments, and CAASPP results in ELA and Math. Students will reach SMART goals as measured by grade level program assessments.
Effectiveness will also be measured using informal observation and teacher surveys.

Outcomes will be assessed and data will be reviewed three times during the year – at the beginning of the school year, at the end of the 2nd trimester and at the end of the third trimester.

5-10% growth in the number of K-2 students meeting grade level benchmarks.

ELA 16/17 17/18 18/19 18/19 Dashboard
3rd 57 60 47
4th 60 60 63
5th 68 71 67
6th 63 65 62
**Local Control Accountability Plan (LCAP) 2020 - 2021 - Raymond Case Elementary ES**

### Funding Source

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**Actions/Services 1.1.2**

**Principally Targeted Student Group**

- All
- Black or African American
- EL
- Foster Youth
- Hispanic or Latino
- Low Income

**Specific Actions to Meet Expected Outcome**

<table>
<thead>
<tr>
<th>What is the Research Confirming this is an Effective Practice?</th>
<th>How will you Measure the Effectiveness of the Actions/Services?</th>
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<tbody>
<tr>
<td>Small Group Learning Effect Size 0.49</td>
<td>Students will make a 3-5% gain as measured by grade level benchmark assessments, district common assessments, and CAASPP results in ELA and Math. Students will reach SMART goals as measured by grade level program assessments.</td>
</tr>
<tr>
<td>Reading Phonic Instruction Effect Size 0.60</td>
<td>Effectiveness will also be measured using informal observation and teacher surveys.</td>
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</table>

Outcomes will be assessed and data will be reviewed three times during the year - at the beginning of the school year, at the end of the 2nd trimester and at the end of the third trimester.

5-10% growth in the number of K-2 students meeting grade level benchmarks.

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**Actions/Services 1.1.3**

**Principally Targeted Student Group**

- All
- Black or African American
- EL
- Foster Youth
- R-FEP

**Specific Actions to Meet Expected Outcome**

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ELA 16/17 17/18 18/19 Dashboard
3rd 57 60 47
4th 60 60 63
5th 68 71 67
6th 63 65 62
All 63 64 62 Green

Math 16/17 17/18 18/19 18/19
3rd 60 59 57
4th 55 64 57
5th 54 43 52
6th 47 54 51
All 54 55 54 Green
Provide continued professional development for certificated and classified staff through Visible Learning.

Provide continued professional development for certificated teachers to increase academic achievement for low performing groups. (ie. GLAD training)

Provide culturally responsive professional development for certificated and classified staff. (ie. GLAD training)

Provide professional development to support Social Emotional Learning as a result of COVID 19 and Distance Learning.

Professional Development/articulation for implementation of Illuminate assessment program.


- Teacher Clarity Effect Size
- Formative Assessments Effect Size
- Small Group Learning ELA/Math Effect Size 0.49
- Reading Phonics Instruction Effect Size 0.60
- Reading Comprehension Programs Effect Size 0.58
- Collective Teacher Efficacy Effect Size 1.57

Students will make a 3-5% gain as measured by grade level benchmark assessments, district common assessments, and CAASPP results in ELA and Math. Students will reach SMART goals as measured by grade level program assessments.

Effectiveness will also be measured using informal observation and teacher surveys.

Outcomes will be assessed and data will be reviewed three times during the year - at the beginning of the school year, at the end of the 2nd trimester and at the end of the third trimester.

5-10% growth in the number of K-2 students meeting grade level benchmarks.

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**Actions/Services 1.1.4**

**Principally Targeted Student Group**

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

**Specific Actions to Meet Expected Outcome**

Purchase additional technology (Chromebooks 1:1, Chromebook Lockers K - 6 Grade, Document Cameras/Lady Bugs, Web cams, 2nd Monitor,) instructional supplies, leveled books, curriculum (LEXIA Core 5; Moby Max, EPIC, Pear Deck,) for targeted groups in workshop and intervention supports. To remain in accordance with BP 6161.1, no more than 15 copies (including digital) would be purchased without Board adoption. Additional technology hardware and instructional technology curriculum to support Distance Learning and Transitional model when students return to campus.

Small groups learning effect size 0.49

Students will make a 3-5% gain as measured by grade level benchmark assessments, district common assessments, and CAASPP results in ELA and Math. Students will reach SMART goals as measured by grade level program assessments.

Effectiveness will also be measured using informal observation and teacher surveys.

Outcomes will be assessed and data will be reviewed three times during the year - at the beginning of the school year, at the end of the 2nd trimester and at the end of the third trimester.

5-10% growth in the number of K-2 students meeting grade level benchmarks.
Site Goal 1.2

Provide Language intervention in both reading and math for students assessed to be below grade level standards using K/1 Benchmarks, ELPAC, grade level PLC assessment and SMART Goals.

**Metric:** A-G Completion

### Actions/Services 1.2.1

#### Principally Targeted Student Group

- EL • Low Income

<table>
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<th>Specific Actions to Meet Expected Outcome</th>
<th>What is the Research Confirming this is an Effective Practice?</th>
<th>How will you Measure the Effectiveness of the Actions/Services?</th>
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<tbody>
<tr>
<td>Provide EL intervention support to targeted students both during the day and after school from certificated and classified staff.</td>
<td>Small group learning effect size 0.49 Response to Intervention effect size 1.09</td>
<td>Students will make a 3-5% gain as measured by grade level benchmark assessments, district common assessments, and CAASPP results in ELA and Math. Students will reach SMART goals as measured by grade level program assessments. Effectiveness will also be measured using informal observation and teacher surveys. Outcomes will be assessed and data will be reviewed three times during the year - at the beginning of the school year, at the end of the 2nd trimester and at the end of the 3rd trimester. 5-10% growth in the number of K-2 students meeting grade level benchmarks. The number of students who are reclassified as Fluent English Proficient will increase by 3-5%, and students will increase English language proficiency as measured by ELPAC scores, grade level benchmark assessments, district common assessments. Student will reach grade level SMART goals as measured by grade program assessments. Outcomes will be assessed and data will be reviewed twice during the year in the fall and spring after school and district EL student reclassification data is available.</td>
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2019 - 2020 Redesignation =

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### Actions/Services 1.2.2

#### Principally Targeted Student Group

- Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • R-FEP

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<th>Specific Actions to Meet Expected Outcome</th>
<th>What is the Research Confirming this is an Effective Practice?</th>
<th>How will you Measure the Effectiveness of the Actions/Services?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide intensive afterschool intervention from both certificated and classified staff to</td>
<td>Small group effect size 0.49 Response to Intervention effect size 1.07</td>
<td>Students participating in afterschool intervention will make a 5 - 10% gain as</td>
</tr>
</tbody>
</table>
targeted student groups.

measured by grade level benchmark assessments, district common assessments, and CAASPP results in ELA and Math. Students will reach SMART goals as measured by grade level program assessments.

Effectiveness will also be measured using informal observation and teacher surveys.

Outcomes will be assessed and data will be reviewed three times during the year - at the beginning of the school year, at the end of the 2nd trimester, and at the end of the 3rd trimester.

5-10% growth in the number of K-2 students meeting grade level benchmarks.

### Site Goal 1.3

Provided targeted intervention to identified students for after school intervention, goal setting and college readiness.

**Metric:** CAASPP

#### Actions/Services 1.3.1

**Principally Targeted Student Group**

- Black or African American
- EL
- Foster Youth
- Hispanic or Latino
- Low Income
- SWD

<table>
<thead>
<tr>
<th>Specific Actions to Meet Expected Outcome</th>
<th>What is the Research Confirming this is an Effective Practice?</th>
<th>How will you Measure the Effectiveness of the Actions/Services?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide support to Raymond Case College and Career Ready Club. Targeted students provided AVID type of supports. 6th Grade AVID Program</td>
<td>Assessment Capable Learner Effect Size 1.67</td>
<td>Students participating in AVID and CCRS will make a 5 - 10% gain as measured by grade level benchmark assessments, district common assessments, and CAASPP results in ELA and Math. Students will reach SMART goals as measured by grade level program assessments. Effectiveness will also be measured using informal observation and teacher surveys. Outcomes will be assessed and data will be reviewed three times during the year - at the beginning of the school year, at the end of the 2nd trimester, and at the end of the 3rd trimester.</td>
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### Site Goal 1.4

Provide Extended Day GATE Instruction program to GATE identified students.
**Actions/Services 1.4.1**

**Principally Targeted Student Group**

- All

<table>
<thead>
<tr>
<th>Specific Actions to Meet Expected Outcome</th>
<th>What is the Research Confirming this is an Effective Practice?</th>
<th>How will you Measure the Effectiveness of the Actions/Services?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide Extended Day GATE Instruction program to GATE identified students.</td>
<td>Acceleration Programs Effect Size 0.68</td>
<td>Students participating in GATE will continue to demonstration high academic achievement as measured by grade level benchmark assessments, district common assessments, and CAASPP results in ELA and Math. Students will reach SMART goals as measured by grade level program assessments. Effectiveness will also be measured using informal observation and teacher surveys. The number of GATE students participating in extended day GATE opportunities will increase.</td>
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**Funding Source**

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**District Strategic Goal 2:**

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

**Site Goal 2.1**

Site Goal 2.1.1: Develop and implement a comprehensive assessment plan through the use of Professional Learning Communities

**Actions/Services 2.1.1**

**Principally Targeted Student Group**

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

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<tr>
<th>Specific Actions to Meet Expected Outcome</th>
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</table>
| Provide release time for teachers to analyze data, collaborate on instructional strategies, observe colleagues and improve student learning for targeted groups. PLC articulation Illuminate Articulation Distance Learning Articulation Co-op Response to Intervention articulation | John Hattie, *Visible Learning for Teachers: Maximizing Impact on Learning.*  
  • Teacher Clarity Effect Size  
  • Formative Assessments Effect Size  
  • Small Group Learning ELA/Math Effect Size 0.49  
  • Reading Phonic Instruction Effect Size 0.60  
  • Reading Comprehension Programs Effect Size 0.58 | Students will make a 3-5% gain as measured by grade level benchmark assessments, district common assessments, and CAASPP results in ELA and Math. Students will reach SMART goals as measured by grade level program assessments. Effectiveness will also be measured using informal observation and teacher surveys. Outcomes will be assessed and data will be reviewed three times during the year - at the... |
### Materials to support PLC implementation
During distance learning, teachers will be compensated for working past contract hours and during the summer for planning time and collaboration with their grade levels.

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### Actions/Services 2.1.2

#### Principally Targeted Student Group
- Black or African American
- EL
- Foster Youth
- Low Income
- R-FEP
- SWD

#### Specific Actions to Meet Expected Outcome
- Provide intervention instructional technology which will provide assessment data to PLC teams to guide SMART Goal intervention for targeted groups.
  - Illuminate
  - Lexia Core 5

#### What is the Research Confirming this is an Effective Practice?
Research supports building student reading fluency, comprehension and math skills using high interest, interactive programs which provide feedback to PLC teams for Response to Intervention purposes.

#### How will you Measure the Effectiveness of the Actions/Services?
Students will make a 3-5% gain as measured by grade level benchmark assessments, district common assessments, and CAASPP results in ELA and Math. Students will reach SMART goals as measured by grade level program assessments.

Effectiveness will also be measured using informal observation and teacher surveys. Outcomes will be assessed and data will be reviewed three times during the year - at the beginning of the school year, at the end of the 2nd trimester and at the end of the third trimester.

5-10% growth in the number of K-2 students meeting grade level benchmarks.

### Actions/Services 2.2.1

#### Principally Targeted Student Group
- EL

#### Specific Actions to Meet Expected Outcome
- EL support with EL Coordinator and ELPAC Coordinator.
EL coordinator duties may include: identification/placement of EL students, re-designation, RFEP monitoring, and support for ELAC meetings.

#### What is the Research Confirming this is an Effective Practice?
Information collected from ELPAC assessments support schools in identifying student who need to improve their skills in specific domains so that teachers can target student needs during designated and integrated ELD

#### How will you Measure the Effectiveness of the Actions/Services?
Students will make a 3-5% gain as measured by grade level benchmark assessments, district common assessments, and CAASPP results in ELA and Math. Students will reach SMART goals as measured by grade level program assessments.
ELPAC coordinator duties may include:
- ELPAC Coordinator includes roles and responsibilities for the assessment of students using initial and summative ELPAC. Both positions can be compensated on timesheet using EL Supplemental funds.
- Supplemental materials to support ELD instruction.
- Provide professional development for staff to better support EL students.
- Provide translation services and interpretation services.

Effectiveness will also be measured using informal observation and teacher surveys.

Outcomes will be assessed and data will be reviewed three times during the year - at the beginning of the school year, at the end of the 2nd trimester and at the end of the third trimester.

5-10% growth in the number of K-2 students meeting grade level benchmarks.

The number of students who are reclassified as Fluent English Proficient will increase by 3-5%, and students will increase English language proficiency as measured by ELPAC scores, grade level benchmark assessments, district common assessments. Student will reach grade level SMART goals as measured by grade program assessments.

Outcomes will be assessed and data will be reviewed twice during the year in the fall and spring after school and district EL student reclassification data is available.

### Site Goal 2.3

Provide EL instructional support to EL students based on ELPAC.

Increase the percentage of English Learner students meeting or exceeding in ELA and Math on CAASPP for grades 3rd - 6th.

- According to the Dashboard: EL students progress is 40.3% making progress towards English Language although performance level is low
- According to the Dashboard: Current EL students are 31.0 points below standard
- According to the Dashboard: Reclassified EL students are 26.3 points above standard.
- According to the Dashboard: English Only students 2.7 points above standard. Maintained -1.3 points
- According to the Dashboard: 33% EL student progressed at least one level
- According to the Dashboard: 7.1% EL students maintained ELPI (English Learner Performance Indicator) Level 4
- According to the Dashboard: 35.9% EL students maintained ELPI Levels 1,2L, 3L, 3H.
- According to the Dashboard: 23.7 EL students decreased at least one ELPI level

### Actions/Services 2.3.1

#### Principally Targeted Student Group

- EL

<table>
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<th>Specific Actions to Meet Expected Outcome</th>
<th>What is the Research Confirming this is an Effective Practice?</th>
<th>How will you Measure the Effectiveness of the Actions/Services?</th>
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</thead>
<tbody>
<tr>
<td>Provide EL intervention supports during the school day utilizing push in supports from para-educators and certificated staff.</td>
<td>Response to Intervention Effect Size 1.09</td>
<td>Students will make a 3-5% gain as measured by grade level benchmark assessments, district common assessments, and CAASPP results in ELA and Math. Students will reach SMART goals as measured by grade level program assessments. Effectiveness will also be measured using informal observation and teacher surveys.</td>
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Outcomes will be assessed and data will be reviewed three times during the year - at the beginning of the school year, at the end of the 2nd trimester and at the end of the third trimester.

5-10% growth in the number of K-2 students meeting grade level benchmarks.

The number of students who are reclassified as Fluent English Proficient will increase by 3-5%, and students will increase English language proficiency as measured by ELPAC scores, grade level benchmark assessments, district common assessments. Student will reach grade level SMART goals as measured by grade program assessments.

Outcomes will be assessed and data will be reviewed twice during the year in the fall and spring after school and district EL student reclassification data is available.

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<tbody>
<tr>
<td>Certificated Salaries</td>
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</table>

### Accountability Plan

#### 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

Site Focus Goal 3.1: Decrease the disproportionality of discipline actions for at-risk students. The amount of referrals and suspensions with decrease by 10% and school wide implementation of PBIS, SEL strategies, culturally responsive teaching will continue. Improved overall TFI and decreased amount of students needing Tier II and Tier III supports, and increase percentage of positive responses by 5% on CHKS survey.

- California Dashboard 2019: African American & Two or more races - Red; SED, SWD Hispanic, White - Orange
- Suspension percentages: 2017 - 1.9%  2018 - 3%  2019 - 3.7%

All subgroups will increase to the next color on the color band in the area of suspensions according to the school dashboard.

**Metric:** Cohort Graduation

### Actions/Services 3.1.1

#### Principally Targeted Student Group

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

#### Specific Actions to Meet Expected Outcome

<table>
<thead>
<tr>
<th>What is the Research Confirming this is an Effective Practice?</th>
<th>How will you Measure the Effectiveness of the Actions/Services?</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Climate and the CCRPI : 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 Research has demonstrated that a positive school climate is associated with: •Academic achievement</td>
<td>Synergy Discipline data, specifically office referrals and suspensions. Staff, Student, and Parent Survey Data (Site PBIS, CA Healthy Kids Survey, District Climate and Culture Survey) Dashboard data indicates Raymond Case</td>
</tr>
</tbody>
</table>
Administrative one-on-one coaching to those are the highest need.

Progressive Discipline through SISWEB with parent meetings.

"Setting Limits" Behavior Management system

Comprehensive Safe School Plan

Transition Model and Full return to regular day, increase Yard Supervision (RECESS Mentor) support.

Response to Intervention

WIN Time

Effective Yard Supervision and training; Timesheet yard supervision for training once a month.

Focused PBIS intervention during Co-ops for at-risk students.

Provide positive incentive programs during and after school for at-risk students.

Develop a College and Career Ready Club targeting students who are academically and/or behaviorally at-risk

Raymond Case Watch DOGS

6th Grade AVID program

• Student engagement in school
• Positive social skills development

Explicit Direct Instruction for English Learners by John Hollingsworth and Silvia Ybarra

• Effective Direct Instruction
• Formative assessments
• Clear Objectives

Linda Darling Hamilton - Supporting at-risk students with technology.


• Teacher Clarity
• Formative Assessments
• Clear Learning Intentions and Success Criteria

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


• Creating a Culture of Efficacy
• Strengthening Student Efficacy

JArchibold Fellow,JE, Center for Restorative Justice, Suffolk University Restorative Approach in Schools: Systemic Approaches to Building Positive School Climates


In the Orange for suspensions. Daily Check-in/Check-out contracts with Tier II behavior students. Contracts will be developed as needed.

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Amount</th>
<th>Description of Use</th>
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<th></th>
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</tbody>
</table>

Site Goal 3.2

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

• According to the Dashboard: 2019 9.5% of the students were chronically absent. - Orange
• According to the Dashboard: 2019 Hispanic students were 12.4% chronically absent - Red
• According to the Dashboard: 2019 Student groups in Orange: African American, Students with Disabilities, English Learners, Filipino, SED, 2 or more races, White.
• According to the Dashboard: 2019 Students groups in the Green: Asian

Metric: Other (Site-based/local assessment)

Actions/Services 3.2.1

Principally Targeted Student Group
<table>
<thead>
<tr>
<th>Specific Actions to Meet Expected Outcome</th>
<th>What is the Research Confirming this is an Effective Practice?</th>
<th>How will you Measure the Effectiveness of the Actions/Services?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implement PBIS with attendance student acknowledgment</td>
<td>Positive Family/Home Dynamics Effect Size 0.52</td>
<td>Synergy Discipline data, specifically office referrals and suspensions. Staff, Student, and Parent Survey Data (Site PBIS, CA Healthy Kids Survey, District Climate and Culture Survey)</td>
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<tr>
<td>Teacher Home-School Visit Program/Home Bridge Program during Distance Learning</td>
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<td></td>
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<tr>
<td>Monitor SARB process</td>
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<tr>
<td>Mental Health Therapists support</td>
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<td></td>
</tr>
<tr>
<td>Administrative meetings/conferences/contracts</td>
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<tr>
<td>Administrative Home Visits</td>
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**Funding Source**

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**Actions/Services 3.2.2**

**Principally Targeted Student Group**

- Black or African American
- EL
- Hispanic or Latino
- Low Income
- R-FEP
- SWD

<table>
<thead>
<tr>
<th>Specific Actions to Meet Expected Outcome</th>
<th>What is the Research Confirming this is an Effective Practice?</th>
<th>How will you Measure the Effectiveness of the Actions/Services?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent University Opportunities provided to targeted groups. (ie Setting Limits)</td>
<td>Positive Family/Home Dynamics Effect Size 0.52</td>
<td>Increase the number of parents participating in Parent University.</td>
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</table>

**Funding Source**

<table>
<thead>
<tr>
<th>Description of Use</th>
<th>Amount</th>
<th>Funding Source</th>
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</thead>
<tbody>
<tr>
<td>Certificated Salaries</td>
<td>$3000</td>
<td>Title I – Basic (4900/3010)</td>
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</table>

**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:** School Climate

**Actions/Services 3.3.1**

**Principally Targeted Student Group**

- All

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

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**
- Black or African American
- EL
- Foster Youth
- Hispanic or Latino
- Low Income
- SWD

<table>
<thead>
<tr>
<th>Specific Actions to Meet Expected Outcome</th>
<th>What is the Research Confirming this is an Effective Practice?</th>
<th>How will you Measure the Effectiveness of the Actions/Services?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Liaison to Support Targeted Students</td>
<td>Research shows a strong correlation between high levels of parental involvement in the child’s education to high levels of academic achievement.</td>
<td>Students will make a 3-5% gain as measured by grade level benchmark assessments, district common assessments, and CAASPP results in ELA and Math. Students will reach SMART goals as measured by grade level program assessments. Effectiveness will also be measured using informal observation and teacher surveys.</td>
</tr>
<tr>
<td>Back to School Night</td>
<td>What the Literature Tells Us About Parent and Family Involvement: 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, &amp; Berla, 1994; Liontos, 1992; Reynolds, et al., 1991; Zellman, G.L., &amp; 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: 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. &amp; Epstein J.L., 1993)</td>
<td>Outcomes will be assessed and data will be reviewed three times during the year – at the beginning of the school year, at the end of the 2nd trimester and at the end of the third trimester. 5-10% growth in the number of K-2 students meeting grade level benchmarks. Stakeholder participation in with DMM Increase # of parents who qualify for 5 STAR Family program. Increase % of parents attending Parent University Increase in student attendance using California Dashboard measures.</td>
</tr>
<tr>
<td>Open House</td>
<td></td>
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<tr>
<td>CCS Parent University Nights</td>
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<td></td>
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<tr>
<td>ELAC meetings</td>
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<tr>
<td>PBIS Committee</td>
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<tr>
<td>PTO meetings</td>
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<tr>
<td>School Newsletter</td>
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<tr>
<td>School Website</td>
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<tr>
<td>Marquee</td>
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<tr>
<td>PTO Website</td>
<td></td>
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<tr>
<td>Parent Portal/Teacher websites</td>
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<td></td>
</tr>
<tr>
<td>Raymond Case Social Media App, Facebook, Twitter</td>
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<tr>
<td>Increase Home Visit opportunities</td>
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<td></td>
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<tr>
<td>Extend evening library hours to targeted families through special invitation</td>
<td></td>
<td></td>
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<tr>
<td>5 STAR Family Involvement and Parent University</td>
<td></td>
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<tr>
<td>AAPAC (African American Parent Advisory Council) Meetings, Guest Speakers, refreshments</td>
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<tr>
<td>FACE Time with our Admin Team</td>
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<tr>
<td>Address Chronic Absence</td>
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### Funding Source

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<tr>
<th>Funding Source</th>
<th>Amount</th>
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<td>Title I – Basic (4900/3010)</td>
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<tr>
<td>Supplemental/Concentration (7101/0000)</td>
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<tr>
<td>Family &amp; Community Engagement (7415/0000)</td>
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<tr>
<td>Title I – Basic (4900/3010)</td>
<td>$5000</td>
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### Actions/Services 4.1.2

#### Principally Targeted Student Group
- Black or African American
- Foster Youth
- Hispanic or Latino
- Low Income

#### Specific Actions to Meet Expected Outcome

Funding for parent and community events; including awards certificates, light refreshments for AAPAC, Parent University and ELAC/EL Re-designation Ceremony.

#### What is the Research Confirming this is an Effective Practice?
Research shows a strong correlation between high levels of parental involvement in the child’s education to high levels of academic achievement.

#### How will you Measure the Effectiveness of the Actions/Services?
Increased parent involvement with Parent University, ELAC and AAPAC meetings.

---

### Funding Source

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Amount</th>
<th>Description of Use</th>
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</thead>
<tbody>
<tr>
<td>Family &amp; Community Engagement (7415/0000)</td>
<td>$3000</td>
<td>Materials/Supplies/Equipment</td>
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</tbody>
</table>

---

### Actions/Services 4.1.3

#### Principally Targeted Student Group
- All

---

### Specific Actions to Meet Expected Outcome

- 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

#### What the Literature Tells Us About Parent and Family Involvement
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; Lintons, 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:

- 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)
### Effective Practice?

- Provide on-going communication between school and home.
  - School wide communication folders will be purchased to be used weekly as communication between home and school for TK - 6th grade.
  - Agendas will be purchased for 3rd - 6th grade students.

- The most accurate predictors of student achievement in school are not family income or social status, but the extent to which the family creates a home environment that encourages learning, communicates high yet reasonable expectation for the child’s achievement, and becomes involved in the child’s education at school.


- Regardless of family background or income, students whose parents are involved in their schooling are more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved behavior and adapt well in school.

**Henderson, A.T. and K.L. Mapp. A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement. National Center for Family and Community Connections with Schools, Southwest Educational Development Laboratory.**

### Actions/Services?

- Provide a Parent Liaison to coordinate parent education, resources, and academic support for families. Parent Liaison will also assist with outreach to families to increase opportunities for families to have access to the library.

- Progress assessed through the following:
  - Increase family participation in conferences, BTSN, Open House, Parent Family Nights, AAPAC.
  - Sign in sheets at these events will be used to determine increased participation.
  - Electronic Surveys

### Actions/Services 4.1.4

#### Principally Targeted Student Group

- All

#### Specific Actions to Meet Expected Outcome

<table>
<thead>
<tr>
<th>Effective Practice?</th>
<th>How will you Measure the Effectiveness of the Actions/Services?</th>
</tr>
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<tbody>
<tr>
<td>Provide a Parent Liaison to coordinate parent education, resources, and academic support for families. Parent Liaison will also assist with outreach to families to increase opportunities for families to have access to the library.</td>
<td>Progress assessed through the following:</td>
</tr>
</tbody>
</table>

- Increased participation at school wide events, sign in sheets and surveys following school events.
- Parent Liaison, PTO, and admin will meet monthly to review data and collaborate on additional strategies and ways to increase attendance.
- Call logs will be used to see the amount of family contacts that have been made.

#### Funding Source

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</table>
**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
## IV. Funding

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<td>$0</td>
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| Total Funds Provided to the School Through the Consolidated Application | TBD |
| Total Federal Funds Provided to the School from the LEA for CSI | N/A |
| Subtotal of additional federal funds included for this school | $311,275 |
| Subtotal of state or local funds included for this school | $93,010 |

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<tr>
<th>Benefits Calculator for Timesheets</th>
<th>Certificated</th>
<th>Staff Amount $</th>
<th>Benefits Amount $</th>
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</thead>
<tbody>
<tr>
<td>Classified</td>
<td>Principal</td>
<td>John Santin</td>
<td>School Site Council Chairperson</td>
<td>EL Advisory Chairperson</td>
</tr>
</tbody>
</table>

sisreporting.egusd.net/LCAP_1_2/index.cfm?fuseaction=printLCAP&isPrint=1&reportwindow=2&requestTimeout=1000