



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

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>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.</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 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</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 students 2. Increase parent involvement 3. Provide Professional Development and articulation as necessary for CCSS 4. Increase educational technology hardware and instructional supports. <p>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.</p>

Resource Inequities

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

N/A

Goals, Actions, and Progress Indicators

<p>District Strategic Goal 1:</p> <p>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.</p>	<p>District Needs and Metrics 1:</p> <p>Students need high quality classroom instruction and curriculum as measured by:</p> <ul style="list-style-type: none"> • 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
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Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

<p>Site Goal 1.1</p> <p>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.</p> <p>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.</p> <ul style="list-style-type: none"> • Overall ELA scores will increase 5% from 62% meeting or exceeding on CAASPP. <ul style="list-style-type: none"> ◦ 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. <ul style="list-style-type: none"> ◦ 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 maintaing 0.3 points. ◦ According to the Dashboard: 2019 White students were in the yellow due to declining 16.3 points. <p><i>*Based on 2019 data due to 2020 COVID-19 CAASPP Assessment Waiver</i></p>

Metric: CAASPP

Actions/Services 1.1.1

<p>Principally Targeted Student Group</p> <p>• All • Black or African American • EL • Foster Youth • Low Income</p>
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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>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.</p>	<p>John Hattie, <i>Visible Learning for Teachers: Maximizing Impact on Learning</i>.</p> <ul style="list-style-type: none"> • 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 	<p>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.</p> <p>Effectiveness will also be measured using informal observation and teacher surveys.</p> <p>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.</p> <p>5-10% growth in the number of K-2 students meeting grade level benchmarks.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>ELA</td> <td>16/17</td> <td>17/18</td> <td>18/19</td> <td>18/19 Dashboard</td> </tr> <tr> <td>3rd</td> <td>57</td> <td>60</td> <td>47</td> <td></td> </tr> <tr> <td>4th</td> <td>60</td> <td>60</td> <td>63</td> <td></td> </tr> <tr> <td>5th</td> <td>68</td> <td>71</td> <td>67</td> <td></td> </tr> <tr> <td>6th</td> <td>63</td> <td>65</td> <td>62</td> <td></td> </tr> </table>	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	
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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

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$60000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

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	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?																																																																		
Provide targeted intervention support to classrooms, through time sheet para-educators, who will work closely with grade level teams and classrooms. This will begin once Transition model is established and students have returned to campus.	Small Group Learning Effect Size 0.49 Reading Phonic Instruction Effect Size 0.60	<p>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.</p> <p>Effectiveness will also be measured using informal observation and teacher surveys.</p> <p>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.</p> <p>5-10% growth in the number of K-2 students meeting grade level benchmarks.</p> <table border="1"> <tr> <td>ELA</td> <td>16/17</td> <td>17/18</td> <td>18/19</td> <td>18/19</td> <td>Dashboard</td> </tr> <tr> <td>3rd</td> <td>57</td> <td>60</td> <td>47</td> <td></td> <td></td> </tr> <tr> <td>4th</td> <td>60</td> <td>60</td> <td>63</td> <td></td> <td></td> </tr> <tr> <td>5th</td> <td>68</td> <td>71</td> <td>67</td> <td></td> <td></td> </tr> <tr> <td>6th</td> <td>63</td> <td>65</td> <td>62</td> <td></td> <td></td> </tr> <tr> <td>All</td> <td>63</td> <td>64</td> <td>62</td> <td>Green</td> <td></td> </tr> </table> <table border="1"> <tr> <td>Math</td> <td>16/17</td> <td>17/18</td> <td>18/19</td> <td>18/19</td> </tr> <tr> <td>3rd</td> <td>60</td> <td>59</td> <td>57</td> <td></td> </tr> <tr> <td>4th</td> <td>55</td> <td>64</td> <td>57</td> <td></td> </tr> <tr> <td>5th</td> <td>54</td> <td>43</td> <td>52</td> <td></td> </tr> <tr> <td>6th</td> <td>47</td> <td>54</td> <td>51</td> <td></td> </tr> <tr> <td>All</td> <td>54</td> <td>55</td> <td>54</td> <td>Green</td> </tr> </table>	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			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
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Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$31036	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

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	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
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<p>Provide continued professional development for certificated and classified staff through Visible Learning.</p> <p>Provide continued professional development for certificated teachers to increase academic achievement for low performing groups. (ie. GLAD training)</p> <p>Provide culturally responsive professional development for certificated and classified staff. (ie. GLAD training)</p> <p>Provide professional development to support Social Emotional Learning as a result of COVID 19 and Distance Learning.</p> <p>Professional Development/articulation for implementation of Illuminate assessment program.</p>	<p>John Hattie, <i>Visible Learning for Teachers: Maximizing Impact on Learning.</i></p> <ul style="list-style-type: none"> • 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 • Collective Teacher Efficacy Effect Size 1.57 	<p>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.</p> <p>Effectiveness will also be measured using informal observation and teacher surveys.</p> <p>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.</p> <p>5-10% growth in the number of K-2 students meeting grade level benchmarks.</p> <p>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 All 63 64 62 Green</p> <p>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</p>
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Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$40000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

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	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>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.</p>	<p>Small groups learning effect size 0.49</p>	<p>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.</p> <p>Effectiveness will also be measured using informal observation and teacher surveys.</p> <p>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.</p> <p>5-10% growth in the number of K-2 students meeting grade level benchmarks.</p>

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$15000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$25000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

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

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?
Provide EL intervention support to targeted students both during the day and after school from certificated and classified staff.	Small group learning effect size 0.49 Response to Intervention effect size 1.09	<p>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.</p> <p>Effectiveness will also be measured using informal observation and teacher surveys.</p> <p>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.</p> <p>5-10% growth in the number of K-2 students meeting grade level benchmarks.</p> <p>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.</p> <p>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.</p> <p>2019 - 2020 Redesignation =</p>

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$15000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$5000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.2.2

Principally Targeted Student Group

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

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?
Provide intensive afterschool intervention from both certificated and classified staff to	Small group effect size 0.49 Response to Intervention effect size 1.07	Students participating in afterschool intervention will make a 5 - 10% gain as

targeted student groups.		<p>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.</p> <p>Effectiveness will also be measured using informal observation and teacher surveys.</p> <p>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.</p> <p>5-10% growth in the number of K-2 students meeting grade level benchmarks.</p>
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Funding Source	Amount	Description of Use		
Title I - Basic (4900/3010)	\$7000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I - Basic (4900/3010)	\$2980	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

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

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 support to Raymond Case College and Career Ready Club. Targeted students provided AVID type of supports.</p> <p>6th Grade AVID Program</p>	Assessment Capable Learner Effect Size 1.67	<p>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.</p> <p>Effectiveness will also be measured using informal observation and teacher surveys.</p> <p>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.</p>

Funding Source	Amount	Description of Use		
Title I - Basic (4900/3010)	\$6000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 1.4

Provide Extended Day GATE Instruction program to GATE identified students.

Metric: Other (Site-based/local assessment)

Actions/Services 1.4.1

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?
Provide Extended Day GATE Instruction program to GATE identified students.	Acceleration Programs Effect Size 0.68	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.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$4000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$2000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

District Strategic Goal 2:

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

District Needs and Metrics 2:

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

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

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

Site Goal 2.1

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

Metric: Other (Site-based/local assessment)

Actions/Services 2.1.1

Principally Targeted Student Group

- Black or African American • EL • Foster Youth • Low Income • R-FEP • 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?
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, <i>Visible Learning for Teachers: Maximizing Impact on Learning</i> . <ul style="list-style-type: none"> • 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

<p>Materials to support PLC implementation</p> <p>During distance learning, teachers will be compensated for working past contract hours and during the summer for planning time and collaboration iwth their grade levels.</p>	<ul style="list-style-type: none"> Collective Teacher Efficacy Effect Size 1.57 	<p>beginning of the school year, at the end of the 2nd trimester and at the end of the third trimester.</p> <p>5-10% growth in the number of K-2 students meeting grade level benchmarks.</p>
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Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$30000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 2.1.2

<p>Principally Targeted Student Group</p> <ul style="list-style-type: none"> Black or African American • EL • Foster Youth • Low Income • R-FEP • 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>Provide intervention instructional technology which will provide assessment data to PLC teams to guide SMART Goal intervention for targeted groups.</p> <ul style="list-style-type: none"> - Illuminate - Lexia Core 5 	<p>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.</p>	<p>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.</p> <p>Effectiveness will also be measured using informal observation and teacher surveys.</p> <p>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.</p> <p>5-10% growth in the number of K-2 students meeting grade level benchmarks.</p>

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$1000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 2.2

Provide EL instructional support to EL students based on ELPAC.

Metric: Assessment System

Actions/Services 2.2.1

<p>Principally Targeted Student Group</p> <ul style="list-style-type: none"> EL

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>EL support with EL Coordinator and ELPAC Coordinator.</p> <p>EL coordinator duties may include: identification/placement of EL students, re-designation, RFEP monitoring, and support for ELAC meetings.</p>	<p>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</p>	<p>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.</p>

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.

Funding Source	Amount	Description of Use		
EL Supplemental (7150/0000)	\$6000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
EL Supplemental (7150/0000)	\$2000	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
EL Supplemental (7150/0000)	\$3500	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

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 31.0ints below standard
- According to the Dashboard: Reclassified EL students are 26.3pts. 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 a 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

Metric: Data and Program Evaluation

Actions/Services 2.3.1

Principally Targeted Student Group

- EL

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?
Provide EL intervention supports during the school day utilizing push in supports from para-educators and certificated staff.	Response to Intervention Effect Size 1.09	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.

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.

Funding Source	Amount	Description of Use		
EL Supplemental (7150/0000)	\$11475	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

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

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

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, SWDHispanice, 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	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Continued Implementation School-wide PBIS; Provide 1/2 day release for PBIS Tier I team for data review, program evaluation and planning. Tim esheet teachers for the day. PBIS Team Professional Development/SEL	<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 Research has demonstrated that a positive school climate is associated with: •Academic achievement	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

<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>Transition Model and Full return to regular day, increase Yard Supervision (RECESS Mentor) support.</p> <p>Response to Intervention</p> <p>WIN Time</p> <p>Effective Yard Supervision and training; Timesheet yard supervision for training once a month.</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>6th Grade AVID program</p>	<ul style="list-style-type: none"> •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, Visible Learning for Teachers: Maximizing Impact on Learning.</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 Sarah D. Sparks</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, http://cecp.air.org/download/MCMonographFINAL.pdf.</p>	<p>in the Orange for suspensions. Daily Check-in/Check-out contracts with Tier II behavior students. Contracts will be developed as needed.</p>
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Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$6000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
PBIS (7440/7510)	\$1000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$2000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$10000	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

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

• All • Black or African American • EL • 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?
Implement PBIS with attendance student acknowledgment Teacher Home-School Visit Program/Home Bridge Program during Distance Learning Monitor SARB process Mental Health Therapists support Administrative meetings/conferences/contracts Administrative Home Visits	Positive Family/Home Dynamics Effect Size 0.52	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)

Funding Source	Amount	Description of Use		
Title I - Basic (4900/3010)	\$5000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I - Basic (4900/3010)	\$2000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 3.2.2

Principally Targeted Student Group

• Black or African American • EL • Hispanic or Latino • Low Income • R-FEP • 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?
Parent University Opportunities provided to targeted groups. (ie Setting Limits)	Positive Family/Home Dynamics Effect Size 0.52	Increase the number of parents participating in Parent University.

Funding Source	Amount	Description of Use		
Title I - Basic (4900/3010)	\$3000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

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

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;	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.

Regular site-level inspection check-lists			
Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	\$10000	Materials/Supplies/Equipment	<input type="button" value="Edit"/> <input type="button" value="Delete"/>

<p>District Strategic Goal 4:</p> <p>All students will benefit from programs and services designed to inform and involve family and community partners.</p>	<p>District Needs and Metrics 4:</p> <p>Students need parent, family and community stakeholders as direct partners in their education as measured by:</p> <ul style="list-style-type: none"> • Attendance Rate • Chronic Absentee Rate • Family and Community Engagement • Input in Decision Making • Other (Site-based/local assessment) • Partnerships for Student Outcome • Relationships Between Staff and Families
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Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

<p>Site Goal 4.1</p> <p>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.</p>	<p>Metric: Family and Community Engagement</p>
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Actions/Services 4.1.1

<p>Principally Targeted Student Group</p> <ul style="list-style-type: none"> • Black or African American • EL • 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?
Parent Liaison to Support Targeted Students 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 Increase Home Visit opportunities Extend evening library hours to targeted families through special invitation 5 STAR Family Involvement and Parent University AAPAC (African American Parent Advisory Council) Meetings, Guest Speakers, refreshments FACE Time with our Admin Team Address Chronic Absence	Research shows a strong correlation between high levels of parental involvement in the child's education to high levels of academic achievement. <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; Lontos, 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: <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) 	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. 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.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$2842	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$4842	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7101/0000)	\$1000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Family & Community Engagement (7415/0000)	\$1500	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$5000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

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	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Funding for parent and community events; including awards certificates, light refreshments for AAPAC, Parent University and ELAC/EL Re-designation Ceremony.	<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) 	Increased parent involvement with Parent University, ELAC and AAPAC meetings.

Funding Source	Amount	Description of Use		
Family & Community Engagement (7415/0000)	\$3000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 4.1.3

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an	How will you Measure the Effectiveness of the
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	Effective Practice?	Actions/Services?
Provide on-going communication between school and home. <ul style="list-style-type: none"> 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. National PTA. 2000 <i>Building Successful Partnerships: A Guide for Developing Parent and Family Involvement Programs</i> . Bloomington, Indiana: National Education Service, 11-12.	Progress assessed through the following: <ul style="list-style-type: none"> 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

Funding Source	Amount	Description of Use		
Title I - Basic (4900/3010)	\$7500	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 4.1.4

Principally Targeted Student Group				
<ul style="list-style-type: none"> 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?		
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.	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.	Progress assessed through the following: <ul style="list-style-type: none"> 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	Amount	Description of Use		
Title I - Basic (4900/3010)	\$4000	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

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

**Local Control Accountability Plan (LCAP)
Year 2020 - 2021**

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	\$24,305	\$24,305	\$24,305	\$0	\$0	\$0	\$0
1511 Regular Education (TK-6) - Allocated FTE 0000 Unrestricted	0	\$0	\$32,208	\$32,208	\$32,208	\$0	\$0	\$0	\$0
7101 LCFF Supple/Conc TK - 6 0000 Unrestricted	0	\$0	\$18,072	\$18,072	\$0	\$0	\$10,000	\$1,000	\$7,072
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	0	\$0	\$17,425	\$17,425	\$0	\$22,975	\$0	\$0	\$-5,550
4900 Director of Learning Support Services 3010 NCLB: Title I, Part A, Basic Grants Low Income and Neglected	0	\$0	\$311,275	\$311,275	\$213,016	\$31,000	\$28,000	\$24,184	\$15,075
7440 Positive Behavior Incentive Supports 7510 Low Performing Student Block	0	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	0	\$0	\$404,285	\$404,285	\$269,529	\$53,975	\$39,000	\$25,184	

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

Signatures: (Must sign in blue ink)

Date

Benefits Calculator for Timesheets	
<input checked="" type="radio"/> Certified	Staff Amount \$ <input type="text"/>
<input type="radio"/> Classified	Benefits Amount \$ <input type="text"/>
	Total \$ <input type="text"/>

Principal **John Santin**

School Site Council Chairperson

EL Advisory Chairperson

_____	_____
_____	_____
_____	_____