



Raymond Case Elementary

Local Control Accountability Plan (LCAP) 2022-2023

Principal: John Santin

County-District-School (CDS) Code: 34673146118046

**Elk Grove Unified School District
Elk Grove, California**

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

IV. Goals, Actions and Services

Raymond Case Elementary | Focused Work: 2022-2023

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

How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?

School Site Council governing members discussed the 2022-2023 LCAP beginning in January during the Winter LCAP. Collaborative conversations will be ongoing. The School Site Council and Raymond Case Elementary School were to continue the current LCAP/intervention plan due to observable growth from stakeholders. The school's ELAC was consulted regarding the development of the LCAP on 2/9/22 and 4/13/22. SSC met on 1/26/22 and 4/7/22, a meeting was held with Raymond Case Staff on 4/7/22, and with Raymond Case Leadership on 3/28/22 and 4/25/22. Raymond Case Leadership Team will meet in August 2022 to discuss revisions. The SSC will meet in September 2022 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 into the LCAP. The current interventions have previously demonstrated growth. Due to the COVID 19 pandemic shutdown in the 2019 -2020 school year and Distance Learning for 2/3 of the 2020 - 2021 school year, academic growth has decreased. 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. Due to COVID 19 pandemic during the end of the 2019-2020 and 2020-2021 school years, the LCAP for the 2022-2023 school year will include most of the same goals that were written in the 2021-2022 LCAP.

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.
5. Increase learning loss opportunities as a result of the COVID 19 pandemic.

Based on input from stakeholders and data:

Interventions in place are continuing to support growth from Illuminate assessment data. These include professional development for teachers, release time for observation, data meetings, professional development, targeted intervention during the school day, and systemic response to intervention for both behavior and academic needs. It is recommended that interventions in place, continue. In addition, .40FTE to support intervention and a .51%FTE AIT and an ESSER AIT position will be added. Time-sheeted certificated intervention support will be implemented as originally planned, as well as an increase in librarian hours, assessment technology, and instructional technology intervention resources. Supplies to support the maintenance of the above programs were also added.

Resource Inequities

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

N/A

Goals, Actions, and Progress Indicators

District Strategic Goal 1:

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

Site Goal 1.1

Increase the percentage of students meeting grade-level expectations in ELA and Math.

- 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.
- For Grades 3rd - 6th overall ELA scores reflected 50% meeting or exceeding on CAASPP (a 12% decrease from 2019). Overall ELA scores will increase 12%, resulting in 62% of students meeting or exceeding standards on CAASPP.
 - English Learners (0% decrease)
 - Black/African American (6% decrease)
 - Hispanic/Latino (18% decrease)
 - Socio-Economically Disadvantaged (11% decrease)
 - Student with Disabilities (2% decrease)
 - **CAASPP Data from 2021 reflects a decrease in all groups. 2022 goal in both ELA and Math will be to resume at least back to data from 2019 pre-pandemic (62% ELA). CAASPP data reflects learning loss.*
- For Grades 3rd - 6th overall Math scores reflected 39% meeting or exceeding on CAASPP (a 15% decrease from 2019). Overall Math scores will increase 15%, resulting in 54% of students meeting or exceeding standards on CAASPP.
 - English Learners (4% decrease)
 - Black/African American (13% decrease)
 - Hispanic/Latino (20% decrease)
 - Socio-Economically Disadvantaged (12% decrease)
 - Students with Disabilities (20% decrease)
 - **CAASPP Data from 2021 reflects a decrease in all groups. 2022 goal in both ELA and Math will be to resume at least back to data from 2019 pre-pandemic (54% Math). CAASPP data reflects learning loss.*

Metric: CAASPP

Actions/Services 1.1.1

Principally Targeted Student Group

• Black or African American • EL • Hispanic or Latino • Low Income

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
Intervention instruction will focus on assistance to students who are performing in the bottom 10%, according to BOY EGUSD	John Hattie, <i>Visible Learning for Teachers: Maximizing Impact on Learning.</i>	1, 2, 3. EGUSD Illuminate data including district interim assessments as well as common assessments will be used to monitor

diagnostic assessments.

Tier II Interventions:

1. A K-2 Academic Intervention Teacher (.40 FTE, McReynolds) will utilize research-based strategies for students well below grade level. (4900/3010: Salary + benefits = \$41,636)
2. A 3-6 Academic Intervention Teacher (.51 FTE, Hoskins) will utilize ELA/Math research-based intervention strategies for students well below grade level. (4900/3010: Salary + benefits = \$65,048)
3. In addition, after-school supplemental instruction will be offered by credentialed teachers. (ELO funded)

Newcomers and English Learners (K-6):

4. Certificated teachers and paraprofessionals will be utilized to assist our struggling English Learners by providing students with additional opportunities to develop fluency in English reading and writing through supplemental small group instruction. (General Budget)

- 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

student progress. Outcomes from these data sources will be analyzed at PLC meetings and staff meetings at the beginning of the year and at the end of each trimester. 21-22 CAASPP data will also be analyzed at PLC meetings and staff meetings as it becomes available.

4. Additionally, ELPAC results will be used to monitor the progress of English learners. Outcomes from this data source will be analyzed at PLC meetings and staff meetings at the beginning of the year and at the end of each trimester.

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	\$107000	Certificated- Salaries

Actions/Services 1.1.2

Principally Targeted Student Group

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>Provide continued professional development for certificated and classified staff in the following areas:</p> <ul style="list-style-type: none"> • 1. Visible Learning: Analyze data and collaborate around 	<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 	<p>1, 2, 3, 4, 6. Formal and informal classroom observations, teacher surveys, and PLC consultation will be used to help measure the effectiveness of specified actions related to Visible Learning, GLAD, culturally responsive teaching,</p>

<p>research-based best practice that leads to the high-quality initial instruction</p> <ul style="list-style-type: none"> • 2. GLAD: Culturally responsive teaching; increase academic achievement for low performing groups • 3. Provide culturally responsive professional development for certificated and classified staff. • 4. Provide professional development to support socio-emotional learning as a result of COVID 19 and Distance Learning. • 5. Professional Development for Response to Intervention practices. • 6. Professional Development for implementation of AVID school-wide. 	<ul style="list-style-type: none"> • 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 	<p>socio-emotional learning, and AVID practices.</p> <p>2. Additionally, ELPAC results will be used to monitor the progress of English learners. Outcomes from this data source will be analyzed at PLC meetings and staff meetings at the beginning of the year and at the end of each trimester.</p> <p>5. EGUSD Illuminate data including district interim assessments will be used to monitor student progress as it relates to Response to Intervention practices. Additionally, the PBIS TFIs will be used to measure the effectiveness of academic RTI practices.</p>
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Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	\$8000	Contracts/Services /Subscriptions	
Title I – Basic (4900/3010)	\$2500	Certificated- Salaries	
Supplemental/Concentration (7101/0000)	\$4000	Certificated- Salaries	

Actions/Services 1.1.3

Principally Targeted Student Group

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>Purchase supplemental materials and services, including the following:</p> <ul style="list-style-type: none"> • 1. Additional technology, including but not limited to: Document Cameras/Lady Bugs, Webcams, Interactive Whiteboard maintenance, and printers. • 2. Research-based instructional technology, including the following: 	<p>Small groups learning effect size 0.49</p>	<p>1, 2, 3, 4, 6, 7. Formal and informal classroom observations, teacher surveys, and PLC consultation will be used to help measure the effectiveness of specified actions related to instructional technology and duplication.</p> <p>5. EGUSD Illuminate data including district interim assessments will be used to monitor student progress as it relates to small group interventions. Additionally, the PBIS</p>

- Illuminate (District funded)
- Lexia Core 5 (7100/0000: \$12,500 for contract)
- NearPod (7100/0000: \$4,750 for contract)
- Reading Counts (7100/0000: \$1,300 for contract)
- Reading Plus (7100/0000: \$8,455 for contract)
- NewsELA (7100/0000: \$9,690 for contract)
- Xtra Math (7100/0000: \$500 for contract)
- AIMSWEB (7100/0000: \$1,013 for contract)
- 3. Duplo machine to support duplicating materials for small-group interventions (7101/0000: \$225 x 12 months + \$150 delivery = \$2,850 for contract)
- 4. Additional instructional intervention supplies and materials to support Response to Instruction practices (7101/0000: \$5,000 for materials and supplies)
- 5. Additional materials for academic vocabulary instruction (7101/0000: \$404 x 4 classes in Grade 2 = \$1,616 for printing services; \$13,400 for Grades 3-6 for materials/supplies)
- 6. Library materials, including wireless scanners.

TFIs will be used to measure effectiveness of academic RTI practices.

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	\$3500	Materials/Supplies/Equipment	
Supplemental/Concentration (7101/0000)	\$43500	Materials/Supplies/Equipment	
Supplemental/Concentration (7101/0000)	\$43000	Contracts/Services /Subscriptions	

Site Goal 1.2

Students in targeted subgroups will perform at- or above- the level of their non-targeted peers in the areas of ELA and mathematics, as measured by EGUSD interim assessments and CAASPP data.

Metric: CAASPP

Actions/Services 1.2.1

Principally Targeted Student Group

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>1. Provide intensive afterschool intervention (Cougar Academy) to targeted groups based on Illuminate data. (ELO funded)</p> <p>2. Provide enrichment tutoring and acceleration tutoring opportunities from certificated staff to identified student groups (for example, GATE). (ELO funded timesheets; 7105/0000: \$2,547 for supplies and materials)</p> <p>3. Coordination and facilitation of GATE program including assessment, mandatory meeting attendance, and provision of training to staff members (7105/0000: \$1,250 stipend + benefits for coordinator; 7105/0000: \$600 for timesheeted substitutes - \$200 per day x 3 days)</p>	<p>Small group effect size 0.49</p> <p>Response to Intervention effect size 1.07</p> <p>Acceleration Programs Effect Size 0.68</p>	<p>1, 2, 3. EGUSD Illuminate data including district interim assessments as well as common assessments will be used to monitor student progress. Outcomes from these data sources will be analyzed at PLC meetings and staff meetings at the beginning of the year and at the end of each trimester.</p> <p>1, 2, 3. 21-22 CAASPP data will be analyzed at PLC meetings and staff meetings as it becomes available.</p> <p>1, 2, 3. CA Healthy Kids Survey as well as school climate and culture survey data and LCAP Needs Survey data will be analyzed at staff meetings as they become available.</p>

Funding Source	Amount	Description of Use	
GATE (7105/0000)	\$1250	Certificated- Salaries	
GATE (7105/0000)	\$2547	Materials/Supplies/Equipment	
GATE (7105/0000)	\$600	Certificated- Timesheets	

Site Goal 1.3

Students participating in AVID will demonstrate increased levels of college and career readiness as measured by classroom observations and teacher survey data.

Metric: Other (Site-based/local assessment)

Actions/Services 1.3.1

Principally Targeted Student Group

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>1. Targeted students will be provided AVID support during Tier I and Tier II instruction.</p> <ul style="list-style-type: none">• AVID personnel supports (7101/0000: \$800 registration fee, contract)• AVID summer conference PD (4900/3010: \$2,800 x 15 people = \$42,000, contract/services)• Materials to support AVID, such as binders, folders, and highlighters. (7101/0000: \$1,000 for materials - K-2 folders, \$2,300 for materials - agendas)	<p>Assessment Capable Learner Effect Size 1.67</p>	<p>1. Effectiveness will be measured by the fidelity of use of AVID practices as evidenced during classroom observations as well as through analysis of teacher survey data.</p>

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	\$3300	Materials/Supplies/Equipment	
Supplemental/Concentration (7101/0000)	\$800	Contracts/Services /Subscriptions	
Title I – Basic (4900/3010)	\$42000	Contracts/Services /Subscriptions	

Site Goal 1.4

As a result of increasing library opportunities both during and after school hours, students in Grades 3-6 reading at or above grade level will increase from 50% to 62% as measured by CAASPP scores in English Language Arts. As a result of increasing library opportunities both during and after school hours, students in Grades TK-2 reading at or above grade level will increase to 90% as measured by EGUSD interim assessments on Illuminate.

Metric: CAASPP

Actions/Services 1.4.1

Principally Targeted Student Group

• All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
1. Increase contract hours for Library Tech to present mini-lessons during library time and evening sessions for the community (4900/3010: \$35.40 per hour including benefits x 2 hours per day x 160 days = \$11,328).	Reading is Fundamental. Access to Print Materials Improves Children's Reading: A Meta-Analysis of 108 Most Relevant Studies Shows Positive Impacts, 2010) Reach Out and Read, Reading Aloud to Children: The Evidence, 2008) National Endowment for the Arts, To Read or Not to Read: A Question of National Consequence, 2007)	1. Effectiveness will be measured by LCAP Needs Survey data from students, teachers, and staff related to library services and fun programs and events.

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	\$12000	Classified- Salaries	

<p>District Strategic Goal 2:</p> <p>All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.</p>	<p>District Needs and Metrics 2:</p> <p>Students need high quality programs and services driven by assessment, data analysis, and action as measured by:</p> <ul style="list-style-type: none"> • Assessment System • Data and Program Evaluation • Other (Site-based/local assessment)
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Site Goal 2.1

All grade levels will operate as a high-functioning Professional Learning Community to share best practices and participate in the cycle of inquiry focused on using data, to inform instruction in order to increase the percentage of students reaching proficiency by 5% as measured by the CASSPP and curriculum embedded assessments, and on reducing achievement gaps for targeted subgroups.

Grade Level PLCs will use the cycle of inquiry to identify priority standards, analyze data, plan instruction and identify students in need of additional support. Grade level teams will increase one level on the PLC continuum in each area: norms, Identification of Essential Outcomes, Collaboration, Intervention/Extension, and Common Formative Assessments.

Metric: Assessment System	
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Actions/Services 2.1.1

Principally Targeted Student Group

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>1. Utilize weekly Thursday early-dismissal time to conduct grade-level PLC meetings focused on creating/reviewing common formative assessments, discussing strategies to improve student achievement, and discussing individual students and subgroups.</p> <p>2. Provide release time for teachers to analyze data, collaborate on instructional strategies, observe colleagues and improve student learning for targeted groups.</p> <p>3. Provide release time for PLC/Illuminate articulation days and Co-op Response to Intervention articulation.</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>1, 2, 3. Utilize observations of grade-level PLC meetings as well as PLC meeting minutes to determine the percentage of time PLCs spend on creating and reviewing common formative assessments, discussing strategies to improve student achievement, and discussing individual students and subgroups. Utilize PLC minutes to determine whether teams have increased one level in each area on the PLC Continuum.</p>

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	\$17000	Certificated- Salaries	
Title I – Basic (4900/3010)	\$16184	Certificated- Salaries	

Site Goal 2.2

Increase the percentage of English learners meeting or exceeding in ELA and Math on CAASPP for grades 3rd - 6th by providing instructional support to English learners. In 2021, 30% of ELs in Grades 3-6 met or exceeded standards on the ELA CAASPP. In 2023, 40% of ELs in Grades 3-6 will meet or exceed standards on the ELA CAASPP. In 2021, 25% of ELs in Grades 3-6 met or exceeded standards on the Math CAASPP. In 2023, 35% of ELs in Grades 3-6 will meet or exceed standards on the Math CAASPP.

Metric: Assessment System	
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Actions/Services 2.2.1

Principally Targeted Student Group

• EL

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>1. Provide personnel to support EL instruction:</p> <ul style="list-style-type: none"> • EL coordinator duties include identification/ placement of EL students, re-designation, RFEP monitoring, and support for ELAC meetings (7150/0000: \$1,500 stipend). • Provide translation and interpretation services. • Provide certificated personnel to complete ELPAC Assessment. (7150/0000: Timesheeted hourly) 	<p>Small group effect size 0.49</p> <p>Response to Intervention effect size 1.07</p>	<p>1. Student English language proficiency will be measured by ELPAC scores, CAASPP ELA scores, grade level Illuminate benchmark assessments, and district common 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 are available.</p>

Funding Source	Amount	Description of Use	
EL Supplemental (7150/0000)	\$15048	Certificated- Salaries	

Actions/Services 2.2.2

Principally Targeted Student Group

• EL

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>1. Provide EL intervention supports during the school day, utilizing push-in supports from paraeducators and certificated staff. (General budget; 7150/0000: Paraeducators are timesheeted hourly)</p>	<p>Response to Intervention Effect Size 1.09</p>	<p>1. Student English language proficiency will be measured by ELPAC scores, CAASPP ELA scores, grade level Illuminate benchmark assessments, and district common 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 are available.</p>

Funding Source	Amount	Description of Use	
EL Supplemental (7150/0000)	\$2000	Classified- Timesheets	

District Strategic Goal 3:

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

District Needs and Metrics 3:

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

- Cohort Graduation
- Expulsion
- HS Dropout
- MS Dropout
- Other (Site-based/local assessment)
- School Climate
- Social Emotional Learning
- Suspension

Site Goal 3.1

Decrease the disproportionality of discipline actions for at-risk students. The number of referrals and suspensions will decrease by 10%. In the 21-22 school year, there have been 31 office referrals for major incidents and the total number of home suspensions to date is 10. As reported in the Suspension Disproportionality Monthly Review (SDMR) report, 2 of the 10 suspensions represent at-risk students.

Increase parent and school staff perceptions of bullying prevention programs, classroom socio-emotional learning instruction, and mental health supports by 5% each, as measured by the LCAP Needs Survey. 2021-2022 satisfaction rates are as follows:

Bullying prevention programs: Parents: 79% satisfaction, Staff: 67% satisfaction (high importance, low satisfaction).

Classroom socio-emotional learning instruction: Parents: 83% satisfaction, Staff: 57% satisfaction (high importance, low satisfaction).

Mental health supports: Parents: 80% satisfaction, Staff: 70% satisfaction (high importance, low satisfaction).

Metric: Suspension

Actions/Services 3.1.1

Principally Targeted Student Group

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>Continue to implement the School-wide PBIS program by maintaining systems and structures monitored and supported by the Tier I, Tier II, and Tier III teams.</p> <ul style="list-style-type: none"> • 1. Tier I: Create 	<p><u>School Climate and the CCRPI:</u> Dennis A. Kramer II, Senior Research and Policy Analyst; Jeff Hodges, Program Specialist, Safe and Drug-Free Schools; Marilyn Watson Program Manager, Safe and Drug-Free Schools</p>	<p>1, 2, 3, 4. Monitor Synergy discipline data, specifically office referrals and suspensions, including SDMR data. Disseminate data to SSC, ELAC, and during staff meetings, at regular intervals.</p>

additional PBIS signage for rules/expectations in MP room and common areas, utilize the "Setting Limits" Behavior Management system (Title Funded), maintain an updated Comprehensive Safe School Plan, provide positive incentive programs during and after school for at-risk students, including Team Time assemblies (7440/0000: \$1,000 for materials and supplies; 7101/0000: \$1,000 for materials and supplies), and provide effective Yard Supervision and training; timesheet yard supervision for training once a month (7101/0000: \$1,000 for Classified timesheets). Additionally, implement a district-approved socio-emotional learning curriculum, including a bullying prevention component, in classrooms.

- 2. Tier II: Utilize the MTSS RFA process with fidelity for student assistance; utilize the co-op process with fidelity for at-risk students.
- 3. Tier III: Provide administrative one-on-one coaching to those are the highest need (check-in/check-out contracts). Provide mental health supports for referred students, using existing and upcoming MHT services.

4. Provide progressive discipline instead of suspensions when possible, focusing on building partnerships with parents/guardians and restorative practices.

Research has demonstrated that a positive school climate is associated with:

- Academic achievement
- Student engagement in school
- Positive social skills development

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

Robert Blum (2005). "School Connectedness: Improving Students' Lives." Johns Hopkins Bloomberg School of Public Health, Baltimore, MD, <http://cecp.air.org/download/MCMonographFINAL.pdf>.

2, 3. Analyze 22-23 LCAP Needs Survey data for parent and teacher satisfaction rates for bullying prevention programs, classroom socio-emotional learning instruction, and mental health supports.

1, 2, 3, 4. Monitor Staff, Student, and Parent Survey Data (Site PBIS, CA Healthy Kids Survey, District Climate and Culture Survey) for trends.

1, 2, 3, 4. Maintain gold PBIS status, based on the PBIS Tiered Fidelity Inventory.

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	\$1000	Classified- Timesheets	
Supplemental/Concentration (7101/0000)	\$1000	Materials/Supplies/Equipment	
PBIS (7440/0000)	\$1000	Materials/Supplies/Equipment	

Site Goal 3.2

Increase parent and teacher perceptions of school safety by 2% each, as measured by the LCAP Needs Survey. 2021-2022 LCAP Needs Survey data reports 93% parent satisfaction and 94% teacher satisfaction.

Metric: School Climate

Actions/Services 3.2.1

Principally Targeted Student Group

- All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>1. Purchase safety equipment, as needed, including updating physical education equipment to maintain safety standards (7101/0000: \$5,000 for materials, supplies and equipment).</p> <p>2. Maintain close communication with Custodial Services, Maintenance and Operations, and Facilities.</p> <p>3. Update Comprehensive Safe School Plan and conduct regular site-level inspection checklists.</p> <p>4. Maintain administrative visibility on campus.</p>	<p>"Structurally sound and well-maintained schools can help students feel supported and valued. Students are generally better able to learn and remain engaged in instruction, and teachers are better able to do their jobs, in well-maintained classrooms that are well-lit, clean, spacious, and heated." (Filardo, M., Vincent, J.M., and Sullivan, K.J. (2019). How crumbling school facilities perpetuate inequality. Phi Delta Kappan.</p>	<p>1. Analyze 22-23 LCAP Needs Survey data for parent and teacher satisfaction rates for overall school safety.</p> <p>3. Submit the completed Comprehensive Safe School Plan to district personnel by the annual deadline.</p> <p>2, 4. Evaluate records of routine inspections of technology equipment, facilities, and safety equipment and routinely walk the campus to ensure recommended campus repairs are made.</p>

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	\$5000	Materials/Supplies/Equipment	

<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
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Site Goal 4.1

Increase authentic relationships and partnerships between the school and home, specifically reaching out to underserved and disengaged families, as measured by the percentage of parents attending school events such as back-to-school night, parent/teacher conferences, and parent universities.

Decrease absentee, tardy, and early dismissal rates for all students and especially Hispanic students by 2%, as measured by the California School Dashboard. According to the 2019 California School Dashboard, 9.5% of the students were chronically absent, while Hispanic students represented 12.4% of chronically absent students.

Metric: Attendance Rate

Actions/Services 4.1.1

Principally Targeted Student Group

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>1. Parent Liaison to Support Targeted Students*</p> <p>2. Outreach and Engagement</p> <ul style="list-style-type: none"> • Parent/Teacher Conferences • Back to School Night/Open House • CCSS Parent University Nights* • ELAC meetings • SSC • PBIS Committee* • PTO meetings/website • School Newsletter/School Website • Marquee • Parent Portal/Teacher websites • Raymond Case Social Media App, Facebook, Twitter • Increase Home Visit opportunities* • Extend evening library hours to targeted families* • 5 STAR Family Involvement and Parent University* <p>3. Monterey Trail Equity Coalition*</p> <ul style="list-style-type: none"> • Raymond Case Equity Team (African American 	<p>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 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 school include:</p> <ul style="list-style-type: none"> • Increased rates of student ELA and Math proficiency when Parent Teacher Home Visits are conducted with at least 10% of students' families (Sheldon, S. and Jung, S., 2018) • Decreased rates of student chronic absenteeism when 	<p>1. Monitor Parent Liason contact log.</p> <p>2, 3. Monitor the number of parents who qualify for the 5 STAR Family program and the percentage of parents attending Parent University nights.</p> <p>1, 2. 3. Monitor student attendance for all subgroups using Synergy reports and California Dashboard measures.</p>

Parent Advisory Council)
Meetings, Guest Speakers,
FACE Time with our Admin Team*
Address Chronic Absence

* Denotes Title Funds

Parent Teacher Home Visits
are conducted with at least
10% of students'
families (Sheldon, S. and
Jung, S., 2018)

- 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)

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	\$1000	Classified- Salaries	
Title I – Basic (4900/3010)	\$6000	Contracts/Services /Subscriptions	
Supplemental/Concentration (7101/0000)	\$500	Materials/Supplies/Equipment	
Supplemental/Concentration (7101/0000)	\$3150	Certificated- Salaries	

Actions/Services 4.1.2

Principally Targeted Student Group

- All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>1. Provide ongoing communication between school and home.</p> <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 - 1st grade. • Agendas will be purchased for 2nd - 6th-grade students. • Classroom newsletters • AVID Parent Support 	<p>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 expectations for the child's achievement and becomes involved in the child's education at school.</p> <p>National PTA. 2000 <i>Building Successful Partnerships: A Guide for Developing Parent and Family Involvement Programs</i>. Bloomington, Indiana: National Education Service, 11-12.</p>	<p>1. Monitor the number of parents who qualify for the 5 STAR Family program and the percentage of parents attending Parent University nights.</p> <p>1. Analyze 22-23 LCAP Needs Survey data for parent and teacher satisfaction rates for bullying prevention programs, classroom socio-emotional learning instruction, and mental health supports.</p>

Funding Source	Amount	Description of Use

Actions/Services 4.1.3

Principally Targeted Student Group

- All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>1. Provide after-school enrichment through extracurricular activities to improve attendance, reduce suspensions, and improve climate and culture through school connectedness.</p>	<p>Research Link / Extracurricular Activities: The Path to Academic Success? John H. Holloway https://www.nassp.org/publication/principal-leadership/volume-17-2016-2017/principal-leadership-december-2016/extracurricular-participation-and-academic-success/NACCPP Principal Leadership December 2016 Principal Leadership Issue • August 2017</p> <p>Participation in extracurricular activities can boost schools in key areas—academic performance, behavior, attendance, student and parent satisfaction—even in things like the levels of curiosity among students or the likelihood that students will get excited about STEM careers</p>	<p>1. Monitor GPAs, attendance, and discipline referral data of participating students before, during, and after program participation, using Synergy reports.</p> <p>1. Analyze CA Healthy Kids survey data to determine if an increase in student feelings of school connectedness has occurred.</p> <p>1. Analyze LCAP Needs Survey data to determine if an increase in ratings of related topics has occurred.</p>

Funding Source	Amount	Description of Use
Supplemental/Concentration (7101/0000)	\$3400	Materials/Supplies/Equipment

Justification of School-Wide Use of Funds

For sites below 40 percent of enrollment of unduplicated pupils, when using supplemental and concentration (LCAP) funds in a school-wide manner, the site must additionally describe how the services provided are the most effective use of funds to meet the site's goals for unduplicated pupils in the state priority areas. Include a

description and justification for the use of any funds in a school-wide manner as described in **Actions, Services, and Expenditures** above.

N/A

V. Funding

Raymond Case Elementary (225) | 2022 - 2023

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	0.0000	\$0	\$22,220	\$22,220	\$22,220	\$0	\$0	\$0	\$0
7101 LCFF Supplemental Concentration TK-6 0000 Unrestricted	0.0000	\$0	\$126,650	\$126,650	\$94,600	\$17,000	\$7,000	\$8,050	\$0
7105 Gifted and Talented Education (GATE) TK-6 0000 Unrestricted	0.0000	\$0	\$4,397	\$4,397	\$4,397	\$0	\$0	\$0	\$0
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	0.0000	\$0	\$17,048	\$17,048	\$0	\$17,048	\$0	\$0	\$0
7440 Positive Behavior Incentive Supports 0000 Unrestricted	0.0000	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
4900 Director of School Improvement Support 3010 ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	0.0000	\$0	\$197,184	\$197,184	\$175,000	\$16,184	\$0	\$6,000	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	0.0000	\$0	\$368,499	\$368,499	\$296,217	\$50,232	\$8,000	\$14,050	

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	\$197,184
Subtotal of state or local funds included for this school	\$171,315

Signatures: (Must sign in blue ink)

Date

Principal

School Site Council Chairperson

EL Advisory Chairperson
