



## **Raymond Case Elementary**

# **Local Control Accountability Plan (LCAP) 2024-2025**

**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, Action Plans and Progress Monitoring

Raymond Case Elementary | Focused Work: 2024-2025

---

### Goal Setting (Icapid: 603)

#### State Priorities

##### Conditions of Learning:

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

##### Pupil Outcomes:

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

##### Engagement:

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

#### Strategic Goals

##### Goal 1: High-Quality Classroom Instruction and Curriculum

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

##### Goal 2: Assessment, Data Analysis, & Action

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

##### Goal 3: Wellness

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

##### Goal 4: Family and Community Engagement

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

#### Stakeholder Engagement

##### 1. Involvement Process for LCAP and Annual Update

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

School Site Council governing members discussed the 2023-2024 LCAP beginning in January during the Winter LCAP regarding progress of actions and outcomes. 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 5/2/24.** SSC met on 2/22/24 and 4/3/23, a meeting was held with Raymond

Case Staff on 4/1/24, and with Raymond Case Leadership on 4/15/24. Raymond Case Leadership Team will meet in August 2024 to discuss revisions. The SSC and ELAC will meet in September 2024 to finalize and vote to approve the plan.

2. Impact of LCAP and Annual Update

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

During the 2024-2025 school year, Raymond Case is projected to have a reduction of \$107,968 in Title funding and a reduction \$19,8900 in Concentrated Supplemental. Although drastic reduction in funding, the quality of services and supports we have historically provided will be maintained.

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 in all academic areas and decreased in suspension. The stakeholder groups continued to support targeted students with continued intervention services both during the school day and after school, continued professional development, and a continued focus on parent involvement. The LCAP for the 2024-2025 school year will include most of the same goals that were written in the 2023-2024 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. Provide resources to reduce chronic absenteeism and tardies.

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. The .75%FTE AIT will be a 1.0 FTE for 2024-2025 as the teacher was required to return to a full time positon. The 1.0 FTE ESSER AIT position will be continued. 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. K-1 push-in intervention funding will be provided by Curriculum/Professional. Supplies to support the maintenance of the above programs were also added.

Resource Inequities (ATSI and CSI designated schools only)

Briefly describe any resource inequities identified by the site needs assessment.

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

Raymond Case Elementary School is not an ATSI or CSI designated school. This section does not apply.

Goals, Actions, and Progress Indicators

District Strategic Goal 1:	District Needs and Metrics 1:
All students will receive high quality classroom instruction and curriculum to promote college,	Students need high quality classroom instruction and curriculum as measured by:

career and life readiness and close achievement and opportunity gaps.

- A-G Completion - Percent of Graduates Completing A-G Requirements
- AP/IB Exams - Percent of Graduates Passing an AP/IB Exam
- CAASPP (ELA, Math, Science) - Distance from Standard
- CAASPP (ELA, Math, Science) - Percent Standard Met or Exceeded
- CTE Sequence Completion - Percent of Graduates Completing a CTE Sequence
- Progress toward English Proficiency - Percent Increasing ELPI Level
- Reclassified - Percent of English Learners Reclassified

#### Site Goal 1.1 (SiteGoalID: 7178) (DTS: 12/13/23)

Overall ELA scores will increase by 9%, resulting in 70% of students meeting or exceeding standards on the CAASPP. Overall Math scores will increase by 6%, resulting in 60% of students meeting or exceeding standards on CAASPP.

- Increase the percentage of students in Kindergarten meeting grade level expectations by the end of the school year to 90% in ELA and Math.
- Increase the percentage of students in 1st & 2nd grades meeting grade-level benchmarks by the end of the school year to 90% in ELA and Math.
- For Grades 3rd - 6th overall ELA scores reflected 61% of students meeting or exceeding on the 2022-2023 CAASPP (a 1% increase from 2021-2022). The CA Dashboard indicated maintenance of a High Performance Level, 23.6 points above standard.
  - English Learners (3.4 point decrease) CAD High Performance Level
  - Black/African American (29.9 point increase) CAD High Performance Level
  - Hispanic/Latino (16.2 point decrease) CAD Medium Performance Level
  - Socio-Economically Disadvantaged (maintained) CAD High Performance Level
  - Student with Disabilities (17.1 point decrease) CAD Low Performance Level
- For Grades 3rd - 6th overall Math scores reflected 54% of students meeting or exceeding on the CAASPP (a 6% increase from 2021-2022). CA Dashboard indicates a High Performance Level, 7.5 points below standard.
  - English Learners (16.6 point increase) CAD Very High Performance Level
  - Black/African American (14.8 point increase) CAD Medium Performance Level
  - Hispanic/Latino (5.6 point increase) CAD Medium Performance Level
  - Socio-Economically Disadvantaged (10.1 point increase) CAD High Performance Level
  - Students with Disabilities (maintained) CAD Low Performance Level

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

#### Action 1.1.1 (SiteGoalID: 7178) (DTS: 12/13/23)

##### Targeted Student Group(s)

- Black or African American • Hispanic or Latino • SWD

<p><b>Action Plan</b></p> <ul style="list-style-type: none"> <li>Describe your step by step plan for intervention for at-risk students.</li> </ul>	<p><b>Progress Monitoring</b></p> <ul style="list-style-type: none"> <li>How will you measure implementation?</li> <li>How will you measure student improvement using formative data?</li> <li>Who will collect the data, how often, and who will it be shared with?</li> </ul>	<p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>Are you making progress towards your desired outcome?</li> <li>What is working or what is not working?</li> <li>How will you modify your plan if you are not making progress?</li> </ul>
<p><b>Action Plan</b></p> <p>Intervention instruction will focus on assistance to students who are performing in the bottom 25%, according to BOY EGUSD diagnostic assessments, Illuminate interim assessments, CAASPP and ELPAC.</p> <p><u>Tier II Interventions:</u></p> <p>1. Academic Intervention Teacher (1.0 FTE, McReynolds) will utilize ELA/Math research-based intervention strategies for students well below grade level. (4900: Estimated Salary + benefits = \$ 144,158) This is a .25 FTE increase due to certificated requirements.</p> <p>2. Supplies for use during intervention groups by Academic Intervention Teachers (7101/ \$2,000)</p> <p><u>Newcomers and English Learners (K-6):</u></p> <p>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.</p> <p><b>Certificated- Salaries:</b>  <i>Title I \$144,158</i>  <b>Materials/Supplies/Equipment:</b>  <i>Supplemental Concentration \$2,000</i></p>	<p><b>Progress Monitoring</b></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. 23-24 CAASPP data will also be analyzed at PLC meetings and staff meetings as it becomes available. School administration, grade level leaders and AIT will pull the data for analysis in PLC, leadership and staff meetings.</p> <p>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. ELPAC results will be pulled by administration and EL Coordinator.</p>	<p><b>Evaluation</b></p>

**Action 1.1.2 (SiteGoalID: 7178) (DTS: 12/13/23)**

**Targeted Student Group(s)**

• Black or African American • Hispanic or Latino • SWD

<p><b>Action Plan</b></p> <ul style="list-style-type: none"> <li>Describe your step by step plan for intervention for at-risk students.</li> </ul>	<p><b>Progress Monitoring</b></p> <ul style="list-style-type: none"> <li>How will you measure implementation?</li> <li>How will you measure student improvement using formative data?</li> <li>Who will collect the data, how often, and who will it be shared with?</li> </ul>	<p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>Are you making progress towards your desired outcome?</li> <li>What is working or what is not working?</li> <li>How will you modify your plan if you are not making progress?</li> </ul>
<p><b>Action Plan</b></p> <p>Provide continued professional development for certificated and classified staff in the following areas:</p> <ul style="list-style-type: none"> <li>1. Visible Learning: Analyze data and collaborate around research-based best practice that leads to the high-quality initial instruction</li> <li>2. GLAD: Culturally responsive teaching; increase academic achievement for low-performing groups</li> <li>3. Provide culturally responsive professional development for certificated and classified staff.</li> <li>4. Provide professional development to support socio-emotional learning.</li> <li>5. Professional Development for Response to Intervention practices.</li> <li>6. Professional Development for implementation of AVID school-wide.</li> <li>7. Professional Development for Framework of High-Quality Instruction to increase student achievement in ELA and Math.</li> </ul>	<p><b>Progress Monitoring</b></p> <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, 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>	<p><b>Evaluation</b></p>

<b>Contracts/Subscriptions/Services:</b> <i>Concentrated Supplemental</i> \$2,500 <b>Certificated- Timesheets:</b> <i>Concentrated Supplemental</i> \$2,500		
--	--	--

### Action 1.1.3 (SiteGoalID: 7178) (DTS: 12/13/23)

#### Targeted Student Group(s)

• Black or African American • Hispanic or Latino • SWD

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> <li>Describe your step by step plan for intervention for at-risk students.</li> </ul>	<ul style="list-style-type: none"> <li>How will you measure implementation?</li> <li>How will you measure student improvement using formative data?</li> <li>Who will collect the data, how often, and who will it be shared with?</li> </ul>	<ul style="list-style-type: none"> <li>Are you making progress towards your desired outcome?</li> <li>What is working or what is not working?</li> <li>How will you modify your plan if you are not making progress?</li> </ul>
<p><b>Action Plan</b></p> <p>Purchase supplemental materials and services, including the following:</p> <p>1. Research-based instructional technology, including the following:            Illuminate (District funded)            Lexia Core 5 (7101/0000: \$8,750 for contract)            STAR Reading (7101/0000: \$3,103.35 for contract)            Xtra Math (7101/0000: \$500 for contract)            IXL - Grades 3 - 6 (7101/0000: \$8,345 for contract)            ASB Classroom (7101/0000: \$199.00 for contract)            EPIC with full-day access (7101/0000: \$10,160 for contract)            Generation Genius (7101/0000: \$1,795.00 for contract)</p> <p>3. Additional instructional intervention supplies and materials to support Response to Instruction practices (7101:</p>	<p><b>Progress Monitoring</b></p> <p>1, 2, 3, 5. Formal and informal classroom observations, FONT, teacher surveys, and PLC consultation will be used to help measure the effectiveness of specified actions related to instructional technology and duplication.</p> <p>4. EGUSD Illuminate data including district interim assessments will be used to monitor student progress as it relates to small-group interventions. School administration, grade level leaders and AIT's will gather data trimesterly and approximately every six weeks. Data will be shared in PLC meetings, Case Site Support Meetings, and staff meetings.</p> <p>Additionally, the PBIS TFIs will be used to measure effectiveness of academic RTI practices.</p>	<p><b>Evaluation</b></p>

<p>\$5,000 for materials and supplies, 4900: \$5,000 for ODP Open PO and \$3,000 for Staples Open PO)</p> <p>4. Additional materials for academic vocabulary instruction (7101/0000: \$404 x 4 classes in Grade 2 = \$2300 for printing services)</p> <p><b>Contracts/Services/Subscriptions:</b>  <i>Supplemental Concentration</i>  \$32,852.35</p> <p><b>Supplies/Materials/Equipment:</b>  <i>Supplemental Concentration</i>  \$15,300</p>		
--	--	--

#### Action 1.1.4 (SiteGoalID: 7178) (DTS: 12/13/23)

##### Targeted Student Group(s)

• Black or African American • Hispanic or Latino • SWD

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> <li>Describe your step by step plan for intervention for at-risk students.</li> </ul>	<ul style="list-style-type: none"> <li>How will you measure implementation?</li> <li>How will you measure student improvement using formative data?</li> <li>Who will collect the data, how often, and who will it be shared with?</li> </ul>	<ul style="list-style-type: none"> <li>Are you making progress towards your desired outcome?</li> <li>What is working or what is not working?</li> <li>How will you modify your plan if you are not making progress?</li> </ul>
<p><b>Action Plan</b></p> <p>Increase contract hours for Library Tech to present mini-lessons during library time and evening sessions for the community (7101/0000: \$15,000).</p> <p><b>Classified- Timesheets:</b>  <i>Concentrated Supplemental</i>  \$15,000</p>	<p><b>Progress Monitoring</b></p> <p>Effectiveness will be measured by LCAP Needs Survey data from students, teachers, and staff related to library services and fun programs and events.</p>	<p><b>Evaluation</b></p>



### Targeted Student Group(s)

• Black or African American • Hispanic or Latino • SWD

<p><b>Action Plan</b></p> <ul style="list-style-type: none"> <li>Describe your step by step plan for intervention for at-risk students.</li> </ul>	<p><b>Progress Monitoring</b></p> <ul style="list-style-type: none"> <li>How will you measure implementation?</li> <li>How will you measure student improvement using formative data?</li> <li>Who will collect the data, how often, and who will it be shared with?</li> </ul>	<p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>Are you making progress towards your desired outcome?</li> <li>What is working or what is not working?</li> <li>How will you modify your plan if you are not making progress?</li> </ul>
<p><b>Action Plan</b></p> <p>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 10% as measured by the CASSPP and curriculum embedded assessments, and on reducing achievement gaps for targeted subgroups.</p> <p>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.</p> <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><b>Progress Monitoring</b></p> <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. School administration collect the minutes and as needed shared with leadership team. Intermin assessment analyzed in the meetings will determine growth.</p>	<p><b>Evaluation</b></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><b>Certificated- Timesheets:</b> <i>Title I \$19,740</i></p>		
---	--	--

## Site Goal 1.2 (SiteGoalID: 7182) (DTS: 12/13/23)

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

### Action 1.2.1 (SiteGoalID: 7182) (DTS: 12/13/23)

#### Targeted Student Group(s)

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

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> <li>Describe your step by step plan for intervention for at-risk students.</li> </ul>	<ul style="list-style-type: none"> <li>How will you measure implementation?</li> <li>How will you measure student improvement using formative data?</li> <li>Who will collect the data, how often, and who will it be shared with?</li> </ul>	<ul style="list-style-type: none"> <li>Are you making progress towards your desired outcome?</li> <li>What is working or what is not working?</li> <li>How will you modify your plan if you are not making progress?</li> </ul>
<p><b>Action Plan</b></p> <p>1. Provide intensive afterschool intervention (Cougar Academy) to targeted groups based on Illuminate data.</p> <p>2. Provide enrichment tutoring and acceleration tutoring opportunities from certificated</p>	<p><b>Progress Monitoring</b></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</p>	<p><b>Evaluation</b></p>

<p>staff to identified student groups (for example, GATE 7105/0000: <b>\$2,547</b> 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 (<b>7105: \$1,250 stipend + benefits for coordinator; 4900: \$600 for timesheet substitutes - \$200 per day x 3 days</b>)</p> <p><b>Certificated- Timesheets:</b>  GATE \$600  Supplemental Concentration  \$1,896.65  <b>Certificated- Stipend</b>  GATE \$1,250  <b>Materials/Supplies/Equipment:</b>  GATE \$2,547</p>	<p>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>	
---	---	--

### Site Goal 1.3 (SiteGoalID: 7183) (DTS: 12/13/23)

Students participating in AVID will demonstrate increased levels of college and career readiness. Progress will be measured by an increase from Level 2 to Level 3 on all indicators of the CCI for AVID Schoolwide Instruction, AVID Schoolwide Systems, AVID Schoolwide Leadership, and AVID Schoolwide Culture. AVID team collects data twice a year and shares the information with the staff at AVID and staff meetings.

Metric: Coaching and Certification Instrument (CCI)

Metric: Other

### Action 1.3.1 (SiteGoalID: 7183) (DTS: 12/13/23)

#### Targeted Student Group(s)

• Black or African American • Hispanic or Latino • SWD

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> <li>Describe your step by step plan for intervention for at-</li> </ul>	<ul style="list-style-type: none"> <li>How will you measure implementation?</li> </ul>	<ul style="list-style-type: none"> <li>Are you making progress towards your desired</li> </ul>

risk students.	<ul style="list-style-type: none"> <li>• How will you measure student improvement using formative data?</li> <li>• Who will collect the data, how often, and who will it be shared with?</li> </ul>	<p>outcome?</p> <ul style="list-style-type: none"> <li>• What is working or what is not working?</li> <li>• How will you modify your plan if you are not making progress?</li> </ul>
<p><b>Action Plan</b></p> <p>1. Targeted students will be provided AVID support during Tier I and Tier II instruction.</p> <ul style="list-style-type: none"> <li>• AVID Summer Conference PD (7101/0000: \$7,778)</li> <li>• Materials to support AVID, such as binders, dividers, agendas, folders, and highlighters. (7101/0000: \$4,840 for materials - K-2 folders, \$3,000 for materials - agendas for Grades 3-6) (AVID grant: \$2,500 for materials - binders and dividers)</li> </ul> <p><b>Contracts/Services/Subscriptions:</b>  <i>Concentrated Supplemental \$10,000</i></p> <p><b>Materials/Supplies/Equipment:</b>  <i>Concentrated Supplemental \$7,840</i>  <i>AVID \$2,500</i></p>	<p><b>Progress Monitoring</b></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. AVID team collects data twice a year and shares the information with the staff at AVID and staff meetings.</p>	<p><b>Evaluation</b></p>

#### Site Goal 1.4 (SiteGoalID: 7858) (DTS: 05/01/24)

Raymond Case Elementary and all other feeder schools including Monterey Trail High School will focus on overall implementation of effective active participation will increase from 69.6% to 80% by the end of the year as measured by the Teaching and Learning Program Implementation Continuum. Teacher survey data regarding current level of implementation of active participation will increase from 71.8% to 80%.

**Metric:** Other

#### Action 1.4.1 (SiteGoalID: 7858) (DTS: 05/01/24)

##### Targeted Student Group(s)

- All

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> <li>Describe your step by step plan for intervention for at-risk students.</li> </ul>	<ul style="list-style-type: none"> <li>How will you measure implementation?</li> <li>How will you measure student improvement using formative data?</li> <li>Who will collect the data, how often, and who will it be shared with?</li> </ul>	<ul style="list-style-type: none"> <li>Are you making progress towards your desired outcome?</li> <li>What is working or what is not working?</li> <li>How will you modify your plan if you are not making progress?</li> </ul>
<b>Action Plan</b>  Increased informal walk-through observations with specific feedback for Active Participation.	<b>Progress Monitoring</b>  FONT data focusing on Active Participation  School administration will collect FONT data monthly and analyze it. FONT data will be shared with the school leadership team and in staff meetings.	<b>Evaluation</b>

Funding Sources for District Goal 1 (DEV - LCAP ID: 603)		
Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	144158	Certificated- Salaries
Title I – Basic (4900/3010)	19742	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	0	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	8000	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	0	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries

Supplemental/Concentration (7101/0000)	15000	Classified- Timesheets
Supplemental/Concentration (7101/0000)	42852	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	24537	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	0	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Materials/Supplies/Equipment

#### District Strategic Goal 2:

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

#### District Needs and Metrics 2:

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

- Test Participation Rate on Districtwide Assessments

#### Site Goal 2.1 (SiteGoalID: 7185) (DTS: 01/01/10)

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

**Metric:** Test Participation Rate on Districtwide Assessments

#### Action 2.1.1 (SiteGoalID: 7185) (DTS: 12/13/23)

##### Targeted Student Group(s)

- All

<b>Action Plan</b> <ul style="list-style-type: none"> <li>Describe your step by step plan for intervention for at-risk students.</li> </ul>	<b>Progress Monitoring</b> <ul style="list-style-type: none"> <li>How will you measure implementation?</li> <li>How will you measure student improvement using formative data?</li> <li>Who will collect the data, how often, and who will it be shared with?</li> </ul>	<b>Evaluation</b> <ul style="list-style-type: none"> <li>Are you making progress towards your desired outcome?</li> <li>What is working or what is not working?</li> <li>How will you modify your plan if you are not making progress?</li> </ul>
<b>Action Plan</b>  Grade-level PLC teams will meet at the beginning of the school year to build interim assessments into their year-long instructional plans, according to the EGUSD Interim Assessment Timeline.  Classroom teachers will administer EGUSD Interim Assessment according to this schedule.	<b>Progress Monitoring</b>  The Vice Principal will pull participation data from Illuminate for all required subtests for Grades TK-6. This data will be communicated weekly during the trimester assessment windows, by email, to classroom teachers to ensure all students complete the Interim Assessments.	<b>Evaluation</b>

Site Goal 2.2
(SiteGoalID: 7184) (DTS: 12/13/23)

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 2022, 41%, and in 2023, 36%, of ELs in Grades 3-6 met or exceeded standards on the ELA CAASPP. In 2024, 46% of ELs in Grades 3-6 will meet or exceed standards on the ELA CAASPP.

In 2022, 33%, and in 2023, 34%, of ELs in Grades 3-6 met or exceeded standards on the Math CAASPP. In 2024, 44% of ELs in Grades 3-6 will meet or exceed standards on the Math CAASPP.

Metric: Test Participation Rate on Districtwide Assessments

Action 2.2.1
(SiteGoalID: 7184) (DTS: 12/13/23)

Targeted Student Group(s)

- EL

<b>Action Plan</b> <ul style="list-style-type: none"> <li>Describe your step by step plan for intervention for at-risk students.</li> </ul>	<b>Progress Monitoring</b> <ul style="list-style-type: none"> <li>How will you measure implementation?</li> <li>How will you measure student improvement using formative data?</li> <li>Who will collect the data, how often, and who will it be shared with?</li> </ul>	<b>Evaluation</b> <ul style="list-style-type: none"> <li>Are you making progress towards your desired outcome?</li> <li>What is working or what is not working?</li> <li>How will you modify your plan if you are not making progress?</li> </ul>
<p><b>Action Plan</b></p> <p>1. Provide personnel to support EL instruction:</p> <ul style="list-style-type: none"> <li>EL coordinator duties include identification/ placement of EL students, reclassification, EL/RFEP monitoring, and support for ELAC meetings (7150: \$1,500 stipend).</li> <li>Provide translation and interpretation services.</li> <li>Provide certificated personnel to complete ELPAC Assessment. (7150: Timesheeted hourly)</li> </ul> <p><b>Certificated- Timesheets:</b>  <i>EL Supplemental \$15,502</i>  <b>Certificated- Stipend</b>  <i>EL Supplemental: \$1,500</i></p>	<p><b>Progress Monitoring</b></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. EL data will be collected by the EL coordinator and school administration following fall and spring ELPAC assessment period. Data will be shared with grade level teams and leadership teams following the assessment period.</p>	<p><b>Evaluation</b></p>

#### **Action 2.2.2 (SiteGoalID: 7184) (DTS: 12/13/23)**

##### **Targeted Student Group(s)**

- EL

<b>Action Plan</b> <ul style="list-style-type: none"> <li>Describe your step by step plan for intervention for at-risk students.</li> </ul>	<b>Progress Monitoring</b> <ul style="list-style-type: none"> <li>How will you measure implementation?</li> <li>How will you measure student improvement using formative data?</li> <li>Who will collect the data, how often, and who will it be shared with?</li> </ul>	<b>Evaluation</b> <ul style="list-style-type: none"> <li>Are you making progress towards your desired outcome?</li> <li>What is working or what is not working?</li> <li>How will you modify your plan if you are not making progress?</li> </ul>
---	--	---



Action Plan	Progress Monitoring	Evaluation
<p>1. Provide EL intervention supports during the school day, utilizing push-in supports from paraeducators and certificated staff</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> <p>EL data will be collected by the EL coordinator and school administration following fall and spring ELPAC assessment period. Data will be shared with grade level teams and leadership teams following the assessment period.</p>	

### Action 2.2.3 (SiteGoalID: 7184) (DTS: 05/02/24)

#### Targeted Student Group(s)

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> <li>Describe your step by step plan for intervention for at-risk students.</li> </ul>	<ul style="list-style-type: none"> <li>How will you measure implementation?</li> <li>How will you measure student improvement using formative data?</li> <li>Who will collect the data, how often, and who will it be shared with?</li> </ul>	<ul style="list-style-type: none"> <li>Are you making progress towards your desired outcome?</li> <li>What is working or what is not working?</li> <li>How will you modify your plan if you are not making progress?</li> </ul>
Action Plan	Progress Monitoring	Evaluation
<p>1. Provide training materials for ELAC meetings, which happen four times yearly. (7150/0000: \$100)</p> <p>2. Provide light refreshments for ELAC meetings, which happen four times yearly. (7150/0000: \$400)</p> <p><b>EL Supplemental Materials/Supplies/Equipment - \$500</b></p>	<p>Document agendas, sign-sheets, and minutes from ELAC meetings. Retain receipts from refreshment purchases.</p> <p>Analyze results from EL Needs Assessment survey given in the Spring to help determine effectiveness of ELAC meetings.</p> <p>EL data will be collected by the EL coordinator and school administration following fall and</p>	

spring ELPAC assessment period. Data will be shared with grade level teams and leadership teams following the assessment period.

EL data will be shared at ELAC parent meetings throughout the year.

### Funding Sources for District Goal 2 (DEV - LCAP ID: 603)

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	0	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	0	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	0	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	0	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	0	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	16502	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries

EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	500	Materials/Supplies/Equipment

### District Strategic Goal 3:

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

### District Needs and Metrics 3:

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

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

### Site Goal 3.1 (SiteGoalID: 7179) (DTS: 12/13/23)

Decrease the disproportionality of discipline actions for at-risk students. The number of referrals and suspensions will decrease by 10%.

In the 22-23 school year, there were 28 office referrals and 7 home suspensions. As reported in the Suspension Disproportionality Monthly Review (SDMR) report, 5 of the 7 suspensions represented at-risk students. 0.9% of students were suspended at least once, which resulted in a High Performance Level on the CA Dashboard. The English Learner and Socioeconomically Disadvantaged subgroups fell into the High Performance Level, the African American subgroup fell into the Medium Performance Level, and the Hispanic and Students with Disabilities subgroups fell into the Low Performance Level.

In the 23-24 school year, there have been 49 office referrals, and 8 home suspensions, to date. As reported in the Suspension Disproportionality Monthly Review (SDMR) report, 6 of the 8 suspensions represent at-risk students.

Increase parent and 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.

2022-2023 overall satisfaction rates were as follows:

Bullying prevention programs: 89%

Classroom socio-emotional learning instruction: 90%

Mental health supports for students: 83%

**Metric:** Suspension Rate: Percent of Students Suspended

### Targeted Student Group(s)

• Black or African American • Hispanic or Latino • SWD

<p><b>Action Plan</b></p> <ul style="list-style-type: none"> <li>Describe your step by step plan for intervention for at-risk students.</li> </ul>	<p><b>Progress Monitoring</b></p> <ul style="list-style-type: none"> <li>How will you measure implementation?</li> <li>How will you measure student improvement using formative data?</li> <li>Who will collect the data, how often, and who will it be shared with?</li> </ul>	<p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>Are you making progress towards your desired outcome?</li> <li>What is working or what is not working?</li> <li>How will you modify your plan if you are not making progress?</li> </ul>
<p><b>Action Plan</b></p> <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> <p>1. Tier I: Create 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 supplies for social-emotional learning support and 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.</p> <ul style="list-style-type: none"> <li>Increase Second Step lessons taught from 37% to 60% as measured by the Second Step dashboard.</li> </ul>	<p><b>Progress Monitoring</b></p> <p>1, 2, 3, 4. Vice Principal and School Behaviorist will monitor Synergy discipline data, specifically office referrals and suspensions, including SDMR data. School administration will disseminate data to SSC, ELAC, and during staff meetings, a minimum of once per trimester.</p> <p>2, 3. School administration will analyze 23-24 LCAP Needs Survey data for parent and teacher satisfaction rates for bullying prevention programs, classroom socio-emotional learning instruction, and mental health supports. School administration will disseminate data to SSC, ELAC, and during staff meetings after data is disseminated to school sites.</p> <p>1, 2, 3, 4. School administration will monitor Staff, Student, and Parent Survey Data (Site PBIS, CA Healthy Kids Survey, District Climate and Culture Survey) for trends. School administration will disseminate data to SSC, ELAC, and during staff meetings after data is disseminated to school sites.</p> <p>1, 2, 3, 4. Maintain anticipated platinum PBIS status, based on the PBIS Tiered Fidelity Inventory.</p>	<p><b>Evaluation</b></p>

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 who are in 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, focusing on building partnerships with parents/guardians and restorative practices.

**Classified- Timesheets:**  
*Supplemental Concentration*  
\$1,000

**Materials/Supplies/Equipment:**  
*PBIS* \$1,000  
*Supplemental Concentration*  
\$1,000

### Site Goal 3.2 (SiteGoalID: 7181) (DTS: 12/13/23)

Increase parent and teacher perceptions of school safety by 2%, as measured by the LCAP Needs Survey. 2022-2023 LCAP Needs Survey data reports 94% overall satisfaction with school safety at Raymond Case.

Reduce office referrals and suspensions by 10%. In the 23-24 school year, there have been 49 office referrals, and 8 home suspensions, to date.

**Metric:** Suspension Rate: Percent of Students Suspended

### Action 3.2.1 (SiteGoalID: 7181) (DTS: 12/13/23)

#### Targeted Student Group(s)

- All

Action Plan	Progress Monitoring	Evaluation
	<ul style="list-style-type: none"><li>• How will you measure implementation?</li></ul>	<ul style="list-style-type: none"><li>• Are you making progress towards your desired outcome?</li></ul>

<ul style="list-style-type: none"> <li>Describe your step by step plan for intervention for at-risk students.</li> </ul>	<ul style="list-style-type: none"> <li>How will you measure student improvement using formative data?</li> <li>Who will collect the data, how often, and who will it be shared with?</li> </ul>	<ul style="list-style-type: none"> <li>What is working or what is not working?</li> <li>How will you modify your plan if you are not making progress?</li> </ul>
<p><b>Action Plan</b></p> <p>1. Maintain close communication with Custodial Services, Maintenance and Operations, and Facilities.</p> <p>2. Update Comprehensive Safe School Plan and conduct regular site-level inspection checklists.</p> <p>3. Maintain administrative visibility on campus.</p>	<p><b>Progress Monitoring</b></p> <p>1. School administration will analyze 23-24 LCAP Needs Survey data for parent and teacher satisfaction rates for overall school safety. School administration will disseminate data to SSC, ELAC, and during staff meetings after data is provided disseminated to school sites.</p> <p>3. School administration will submit the completed Comprehensive Safe School Plan to district personnel by the September deadline.</p> <p>2, 4. The school custodian and school administration will 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>	<p><b>Evaluation</b></p>

### Action 3.2.2 (SiteGoalID: 7181) (DTS: 12/13/23)

#### Targeted Student Group(s)

<p><b>Action Plan</b></p> <ul style="list-style-type: none"> <li>Describe your step by step plan for intervention for at-risk students.</li> </ul>	<p><b>Progress Monitoring</b></p> <ul style="list-style-type: none"> <li>How will you measure implementation?</li> <li>How will you measure student improvement using formative data?</li> <li>Who will collect the data, how often, and who will it be shared with?</li> </ul>	<p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>Are you making progress towards your desired outcome?</li> <li>What is working or what is not working?</li> <li>How will you modify your plan if you are not making progress?</li> </ul>
<p><b>Action Plan</b></p> <p>Bring ASSIST coaches to campus</p>	<p><b>Progress Monitoring</b></p> <p>Progress assessed though the</p>	<p><b>Evaluation</b></p>

to help train campus supervisors, teach students teamwork and rules for recesses and free time, oversee structured games. District provides 2 days a week. School site will provide funding for 2 more days a week.

- July: Insure MOU is in place for ASSIST coaches
- August: Admin meets with coaches to set expectations
- Throughout the year, weekly check-ins with coaches and yard staff.

Total District Allocation: \$30,000

**Contracts/Services/Subscriptions**

*Concentrated Supplemental-*  
**\$46,000**

following:

- Student discipline data and referrals will be collected monthly
- PBIS Tiered Fidelity Inventory yearly
- Teacher and student feedback twice a year on effectiveness of ASSIST

**Funding Sources for District Goal 3 (DEV - LCAP ID: 603)**

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	0	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	0	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	0	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	0	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries

Supplemental/Concentration (7101/0000)	1000	Classified- Timesheets
Supplemental/Concentration (7101/0000)	46000	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	1000	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	0	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Materials/Supplies/Equipment

#### District Strategic Goal 4:

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

#### District Needs and Metrics 4:

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

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

#### Site Goal 4.1 (SiteGoalID: 7180) (DTS: 12/13/23)

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 African American, Hispanic, Two or More Races, Socioeconomically Disadvantaged, Asian, and Filipino students, as well as Students with Disabilities and English Learners, by 15%, as measured by the California School Dashboard. According to the 2022 California School Dashboard, 26% of the students were chronically absent which resulted in a Very High Performance Level. Subgroups within the Very High Performance Level were African American, Hispanic, Two or More Races, Socioeconomically Disadvantaged, Students with Disabilities, and White. Subgroups within the High Performance Level were Asian, English Learners, and Filipino students.



**Action 4.1.1 (SiteGoalID: 7180) (DTS: 12/13/23)**

**Targeted Student Group(s)**

• Asian • Black or African American • EL • Filipino • Hispanic or Latino • Low Income • SWD • Two or More • White

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"><li>Describe your step by step plan for intervention for at-risk students.</li></ul>	<ul style="list-style-type: none"><li>How will you measure implementation?</li><li>How will you measure student improvement using formative data?</li><li>Who will collect the data, how often, and who will it be shared with?</li></ul>	<ul style="list-style-type: none"><li>Are you making progress towards your desired outcome?</li><li>What is working or what is not working?</li><li>How will you modify your plan if you are not making progress?</li></ul>
<p><b>Action Plan</b></p> <p>1. Outreach and Engagement</p> <ul style="list-style-type: none"><li>Parent/Teacher Conferences</li><li>Back to School Night/Open House</li><li>Kindergarten Roundup (materials/copies)</li><li>CCSS Parent University Nights*</li><li>ELAC meetings</li><li>SSC</li><li>PBIS Committee*</li><li>PTO meetings/website</li><li>School Newsletter/School Website</li><li>Parent Portal/Teacher websites</li><li>Raymond Case Social Media App, Facebook, Twitter</li><li>Increase Home Visit opportunities*</li><li>Extend evening library hours to targeted families*</li><li>5 STAR Family Involvement*</li><li>Veterans Day</li><li>Paint Night</li></ul> <p>2. Monterey Trail Equity Coalition*</p> <p>Raymond Case Equity Team (African American Parent Advisory Council) Meetings, Guest Speakers</p>	<p><b>Progress Monitoring</b></p> <p>1. School administration will monitor the number of parents who qualify for the 5 STAR Family program and the percentage of parents attending Parent University nights.</p> <p>2. School administration will monitor the number of parents who attend each MTREC meeting.</p> <p>3. School administration will monitor student attendance for all subgroups using Synergy reports and California Dashboard measures. Information will be shared with stakeholder groups (SSC, PTO, Site Leadership, PBIS, Equity Team), at least quarterly.</p>	<p><b>Evaluation</b></p>

<p>3. FACE Time with our Admin Team*</p> <p>Address Chronic Absenteesim - Daily/weekly communication with families of chronically absent/tardy students, recorded in Student Contact Log in Synergy.</p> <p>Purchase supplies and materials (books) for family workshops.</p> <p>* Denotes Title Funds</p>		
--	--	--

#### Action 4.1.2 (SiteGoalID: 7180) (DTS: 12/13/23)

##### Targeted Student Group(s)

• Asian • Black or African American • EL • Filipino • Hispanic or Latino • Low Income • SWD • Two or More • White

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> <li>Describe your step by step plan for intervention for at-risk students.</li> </ul>	<ul style="list-style-type: none"> <li>How will you measure implementation?</li> <li>How will you measure student improvement using formative data?</li> <li>Who will collect the data, how often, and who will it be shared with?</li> </ul>	<ul style="list-style-type: none"> <li>Are you making progress towards your desired outcome?</li> <li>What is working or what is not working?</li> <li>How will you modify your plan if you are not making progress?</li> </ul>
<p><b>Action Plan</b></p> <p>1. Provide ongoing communication between school and home.</p> <ul style="list-style-type: none"> <li>School-wide communication folders will be purchased to be used weekly as communication between home and school for TK - 1st grade.</li> <li>Agendas will be purchased for 2nd - 6th-grade students.</li> <li>Classroom newsletters</li> <li>AVID Parent Support</li> </ul>	<p><b>Progress Monitoring</b></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 23-24 LCAP Needs Survey data for parent and teacher satisfaction rates for bullying prevention programs, classroom socio-emotional learning instruction, and mental health supports.</p>	<p><b>Evaluation</b></p>

### Action 4.1.3 (SiteGoalID: 7180) (DTS: 12/13/23)

#### Targeted Student Group(s)

• Asian • Black or African American • EL • Filipino • Hispanic or Latino • Low Income • SWD • Two or More • White

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> <li>Describe your step by step plan for intervention for at-risk students.</li> </ul>	<ul style="list-style-type: none"> <li>How will you measure implementation?</li> <li>How will you measure student improvement using formative data?</li> <li>Who will collect the data, how often, and who will it be shared with?</li> </ul>	<ul style="list-style-type: none"> <li>Are you making progress towards your desired outcome?</li> <li>What is working or what is not working?</li> <li>How will you modify your plan if you are not making progress?</li> </ul>
<p><b>Action Plan</b></p> <p>1. Provide after-school enrichment through extracurricular activities to improve attendance, reduce suspensions, and improve climate and culture through school connectedness. This is to include CREST after-school enrichment activities and "Cougar Academy" tutoring. (7101/0000): Timesheeted; (4900/0000): Timesheeted</p> <p><b>Certificated- Timesheets</b>  <i>Title I \$6,605</i>  <i>Concentrated Supplemental \$4,283</i></p>	<p><b>Progress Monitoring</b></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>	<p><b>Evaluation</b></p>

#### Funding Sources for District Goal 4 (DEV - LCAP ID: 603)

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	6605	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets

Title I – Basic (4900/3010)	0	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	0	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	4283	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	0	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	0	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Materials/Supplies/Equipment

## Funding Source Summary for All District Goals

### Title I – Basic (4900/3010)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$144158	\$0	\$0	\$0	\$144158
Certificated- Timesheets	\$19742	\$0	\$0	\$6605	\$26347
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Contracts/Services/Subscriptions	\$0	\$0	\$0	\$0	\$0
Materials/Supplies/Equipment	\$8000	\$0	\$0	\$0	\$8000

### Supplemental/Concentration (7101/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$0	\$0	\$0	\$0	\$0
Certificated- Timesheets	\$0	\$0	\$0	\$4283	\$4283
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$15000	\$0	\$1000	\$0	\$16000
Contracts/Services/Subscriptions	\$42852	\$0	\$46000	\$0	\$88852
Materials/Supplies/Equipment	\$24537	\$0	\$1000	\$0	\$25537

### EL Supplemental (7150/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$0	\$0	\$0	\$0	\$0
Certificated- Timesheets	\$0	\$16502	\$0	\$0	\$16502
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Contracts/Services/Subscriptions	\$0	\$0	\$0	\$0	\$0
Materials/Supplies/Equipment	\$0	\$500	\$0	\$0	\$500

### 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) | 2024-2025

Fund Source Mgmt. Code / Description Resc. Code / Description	EGUSD Strategic Goals					Balance
	Allocation	1. Curriculum and Instruction	2. Assessment	3. Wellness	4. Family Engagement	
<b>4900</b> School Improvement Support <b>3010</b> ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	\$178,505	\$171,900	\$0	\$0	\$6,605	\$0
<b>7101</b> LCFF Supplemental Concentration TK-6 <b>0000</b> Unrestricted	\$134,672	\$82,389	\$0	\$48,000	\$4,283	\$0
<b>7150</b> EL Supplemental Program Services TK-6 <b>0000</b> Unrestricted	\$17,002	\$0	\$17,002	\$0	\$0	\$0
<b>Total Funds Budgeted for Strategies to Meet the Goals in the SPSA</b>	\$330,179	\$254,289	\$17,002	\$48,000	\$10,888	

Fund Subtotals		Title I Centralized Services	
Subtotal of additional federal funds included for this school	\$178,505	Title I Foster Youth \$0	Title I Homeless \$0
Subtotal of state or local funds included for this school	\$151,674	Title I Centralized Services \$0	Title I Preschool \$0

		Signatures: (Must sign in blue ink)	Date
Principal	John Santin	_____	_____
School Site Council Chairperson	Richard Monteverde	_____	_____
EL Advisory Chairperson	June Guan	_____	_____