Raymond Case Elementary

Local Control Accountability Plan (LCAP) 2023-2024

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: 2023-2024

Goal Setting (Icapid: 518)

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

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 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 2/23/23 and 3/2/23. SSC met on 1/26/23 and 4/3/23, a meeting was held with Raymond Case Staff on 4/3/23, and with

Raymond Case Leadership on 3/27/23 and 4/17/23. Raymond Case Leadership Team will meet in August 2023 to discuss revisions. The SSC and ELAC will meet in September 2023 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?

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. Due to the COVID 19 pandemic following the 2019 -2020 school year, Distance Learning for 2/3 of the 2020 - 2021 school year and continued COVID outbreaks during the 2021 - 2022 school year, chronic absenteeism is the one major area of focus moving forward to 2023-2024 school year. 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 2023-2024 school year will include most of the same goals that were written in the 2022-2023 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 .40FTE to support intervention teacher is returning the the classroom and the .51%FTE AIT will now be a .75%FTE and an 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. 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:	District Needs and Metrics 1:
All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.	Students need high quality classroom instruction and curriculum as measured by: • A-G Completion • Access to Courses (Honors, AP/IB, CTE) • AP/IB Exams

Site Goal 1.1   (SiteGoalID: 6184) (DTS: 02/10/23)

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 60% of students meeting or exceeding on 2021-2022 CAASPP (a 10% decrease from 2020). The CA Dashboard indicated High Performance Level, 24.4 points above standard. Overall ELA scores will increase by 10%, resulting in 70% of students meeting or exceeding standards on the CAASPP.
    - English Learners (11% increase) CAD High Performance Level
    - Black/African American (13% decrease) CAD Low Performance Level
    - Hispanic/Latino (14% increase) CAD High Performance Level
    - Socio-Economically Disadvantaged (13% decrease) CAD High Performance Level
    - Student with Disabilities (1% decrease) CAD Low Performance Level
- For Grades 3rd - 6th overall Math scores reflected 48% of students meeting or exceeding on the CAASPP (a 9% increase from 2020). CA Dashboard indicates Medium performance level, 7.5 points below standard. Overall Math scores will increase by 10%, resulting in 58% of students meeting or exceeding standards on CAASPP.
    - English Learners (8% increase) CAD Medium Performance Level
    - Black/African American (6% decrease) CAD Low Performance Level
    - Hispanic/Latino (12% increase) CAD Low Performance Level
    - Socio-Economically Disadvantaged (11% increase) CAD Medium Performance Level
    - Students with Disabilities (6% increase) CAD Low Performance Level

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

Actions/Services 1.1.1   (SiteGoalID: 6184) (DTS: 02/10/23)

Targeted Student Group(s)

• Black or African American • Hispanic or Latino • SWD

What Specific Actions/Services will you Provide to this Student Group?	How will you Progress Monitor the Implementation of Actions/Services?	Evaluation Cycles in 2023-2024
• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.	• What progress data will be collected and who will collect it?	• What is working? • What is not working and why? • What modifications do you need to make?

- Actions and Services should be step by step in a chronological order. - Actions and Services should remove barriers and implement changes.	- How often and when will it be collected? - Who will it be shared with and when?	
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. Tier II Interventions: 1. Academic Intervention Teacher (.75 FTE, McReynolds) will utilize ELA/Math research-based intervention strategies for students well below grade level. (4900: Estimated Salary + benefits = $ 124,566) This is a reduction of AIT FTE by 0.16. 2. Supplies for use during intervention groups by Academic Intervention Teachers (7101/ $1,000) 3. In addition, after-school supplemental instruction will be offered by credentialed teachers. 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.	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. 22-23 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 meeting, and staff meetings at the beginning of the year and at the end of each trimester.	Beginning of the year (1st 6 weeks) At the end of each trimester. (November, March, May)

Actions/Services 1.1.2   (SiteGoalID: 6184) (DTS: 02/10/23)

Targeted Student Group(s)

• Black or African American • Hispanic or Latino • SWD

What Specific Actions/Services will you Provide to this Student Group?	How will you Progress Monitor the Implementation of	Evaluation Cycles in 2023-2024 - What is working? - What is not working and why?

Provide continued professional development for certificated and classified staff in the following areas: • 1. Visible Learning: Analyze data and collaborate around research-based best practice that leads to the high-quality initial instruction • 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. • 5. Professional Development for Response to Intervention practices. • 6. Professional Development for implementation of AVID school-wide.	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. 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. 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.	BOY (September) End of each trimester (November, March, May)

Actions/Services 1.1.3   (SiteGoalID: 6184) (DTS: 02/10/23)

Targeted Student Group(s)

• Black or African American • Hispanic or Latino • SWD

What Specific Actions/Services will you Provide to this Student Group?	How will you Progress Monitor the Implementation of Actions/Services? • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when?	Evaluation Cycles in 2023-2024 • What is working? • What is not working and why? • What modifications do you need to make?

• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes.		
Purchase supplemental materials and services, including the following: 1. Additional technology, including but not limited to Document Cameras/Lady Bugs, Webcams, Interactive Whiteboard maintenance, copiers, and printers. 2. Research-based instructional technology, including the following: Illuminate (District funded) Lexia Core 5 (7101/0000: $10,250 for contract) Reading Counts (7101/0000: $5,500 for contract) NewsELA (7101/0000: $7,524 for contract) Xtra Math (7101/0000: $500 for contract IXL - Grades 3 - 6 (cost $7,395) DBQ online (cost $1,600) 3. Additional instructional intervention supplies and materials to support Response to Instruction practices (7101: $5,000 for materials and supplies) 4. Additional materials for academic vocabulary instruction (7101/0000: $404 x 4 classes in Grade 2 = $1,616 for printing services; $19,326.56 for Grades 3-6 for materials/supplies) 5. Library materials	1, 2, 3, 5. 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. 4. EGUSD Illuminate data including district interim assessments will be used to monitor student progress as it relates to small group interventions. Additionally, the PBIS TFIs will be used to measure effectiveness of academic RTI practices.	BOY (September) End of each trimester (November, March, May)

Targeted Student Group(s)

• Black or African American • Hispanic or Latino • SWD

What Specific Actions/Services will you Provide to this Student Group?	How will you Progress Monitor the Implementation of Actions/Services?	Evaluation Cycles in 2023-2024
• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes.	• What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when?	• What is working? • What is not working and why? • What modifications do you need to make?
Increase contract hours for Library Tech to present mini-lessons during library time and evening sessions for the community (4900/3010: 160 days x 2 hours daily + 30 additional hours = $6,650.00).	Effectiveness will be measured by LCAP Needs Survey data from students, teachers, and staff related to library services and fun programs and events.	

Actions/Services 1.1.5   (SiteGoalID: 6184) (DTS: 04/26/23)

Targeted Student Group(s)

• Black or African American • Hispanic or Latino • SWD

What Specific Actions/Services will you Provide to this Student Group?	How will you Progress Monitor the Implementation of Actions/Services?	Evaluation Cycles in 2023-2024
• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes.	• What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when?	• What is working? • What is not working and why? • What modifications do you need to make?
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. 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	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.	Beginning of the year (September) End of each trimester (November, March, May)

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.

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.

2. Provide release time for teachers to analyze data, collaborate on instructional strategies, observe colleagues and improve student learning for targeted groups.

3. Provide release time for PLC/Illuminate articulation days and Co-op Response to Intervention articulation.

Site Goal 1.2 (SiteGoalID: 6189) (DTS: 02/10/23)

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

Actions/Services 1.2.1 (SiteGoalID: 6189) (DTS: 02/10/23)

Targeted Student Group(s)

• 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?	How will you Progress Monitor the Implementation of Actions/Services?	Evaluation Cycles in 2023-2024
• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.	• What progress data will be collected and who will collect it?	• What is working? • What is not working and why? • What modifications do you need to make?

• Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes.	• How often and when will it be collected? • Who will it be shared with and when?	
1. Provide intensive afterschool intervention (Cougar Academy) to targeted groups based on Illuminate data. (ELO funded) 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) 3. Coordination and facilitation of GATE program including assessment, mandatory meeting attendance, and provision of training to staff members (4900: $1,250 stipend + benefits for coordinator; 4900: $600 for timesheet substitutes - $200 per day x 3 days)	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. 1, 2, 3. 21-22 CAASPP data will be analyzed at PLC meetings and staff meetings as it becomes available. 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.	

Site Goal 1.3   (SiteGoalID: 6190) (DTS: 02/10/23)

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.

Metric: CAASPP (ELA, Math, Science) - Distance from Standard

Actions/Services 1.3.1   (SiteGoalID: 6190) (DTS: 02/10/23)

Targeted Student Group(s)

• Black or African American • Hispanic or Latino • SWD

What Specific Actions/Services will you Provide to this Student Group? • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes.	How will you Progress Monitor the Implementation of Actions/Services? • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when?	Evaluation Cycles in 2023-2024 • What is working? • What is not working and why? • What modifications do you need to make?
1. Targeted students will be provided AVID support during Tier I and Tier II instruction. • AVID summer conference PD • Materials to support AVID, such as binders, dividers, agendas, folders, and highlighters. (7101/0000: $1,000 for materials - K-2 folders, $2,300 for materials - agendas, $2,500 for materials - binders and dividers, $2,500 for miscellaneous supplies and copies (duplo supplies)	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.	Beginning of the year (September) End of each trimester (November, March, May)

Funding Sources for District Goal 1	Amount	Description of Use
GATE (7105/0000)	$1250	Certificated-Stipends
GATE (7105/0000)	$3147	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	$38614	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	$57892	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	$125000	Certificated- Salaries
Title I – Basic (4900/3010)	$30000	Certificated- Timesheets
Title I – Basic (4900/3010)	$75000	Contracts/Services/Subscriptions

District Strategic Goal 2:	District Needs and Metrics 2:

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

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

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

Site Goal 2.1   (SiteGoalID: 6786) (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

Actions/Services 2.1.1   (SiteGoalID: 6786) (DTS: 03/31/23)

Targeted Student Group(s)

• All

What Specific Actions/Services will you Provide to this Student Group? - Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. - Actions and Services should be step by step in a chronological order. - Actions and Services should remove barriers and implement changes.	How will you Progress Monitor the Implementation of Actions/Services? - What progress data will be collected and who will collect it? - How often and when will it be collected? - Who will it be shared with and when?	Evaluation Cycles in 2023-2024 - What is working? - What is not working and why? - What modifications do you need to make?
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.	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.	100 percent of eligible students will be given the EGUSD interim assessments, as measured by participation data gathered three times per year, at the end of the EGUSD assessment windows.

Site Goal 2.2   (SiteGoalID: 6191) (DTS: 02/10/23)

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 2021, 30%, and in 2022, 41%, of ELs in Grades 3-6 met or exceeded standards on the ELA CAASPP. In 2023, 50% of ELs in Grades 3-6 will meet or exceed standards on the ELA CAASPP.
In 2021, 25%, and in 2022, 33%, of ELs in Grades 3-6 met or exceeded standards on the Math CAASPP. In 2023, 40% of ELs in Grades 3-6 will meet or exceed standards on the Math CAASPP.

Metric: Test Participation Rate on Districtwide Assessments

Actions/Services 2.2.1   (SiteGoalID: 6191) (DTS: 02/10/23)

Targeted Student Group(s)

• EL

What Specific Actions/Services will you Provide to this Student Group? - Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. - Actions and Services should be step by step in a chronological order. - Actions and Services should remove barriers and implement changes.	How will you Progress Monitor the Implementation of Actions/Services? - What progress data will be collected and who will collect it? - How often and when will it be collected? - Who will it be shared with and when?	Evaluation Cycles in 2023-2024 - What is working? - What is not working and why? - What modifications do you need to make?
1. Provide personnel to support EL instruction: - EL coordinator duties include identification/ placement of EL students, re-designation, RFEP monitoring, and support for ELAC meetings (7150: $1,500 stipend). - Provide translation and interpretation services. - Provide certificated personnel to complete ELPAC Assessment. (7150: Timesheeted hourly)	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.	Beginning of the year (September) End of each trimester (November, March, May).

Actions/Services 2.2.2   (SiteGoalID: 6191) (DTS: 02/10/23)

Targeted Student Group(s)

• EL

What Specific Actions/Services will you Provide to this Student Group?	How will you Progress Monitor the Implementation of Actions/Services?	Evaluation Cycles in 2023-2024
• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes.	• What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when?	• What is working? • What is not working and why? • What modifications do you need to make?
1. Provide EL intervention supports during the school day, utilizing push-in supports from paraeducators and certificated staff (4900)	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.	Beginning of the year (September) End of each trimester (November, March, May). 2022 - 2023 ELPAC results

Funding Sources for District Goal 2	Amount	Description of Use
EL Supplemental (7150/0000)	$12855	Certificated- Timesheets
EL Supplemental (7150/0000)	$1500	Certificated-Stipends
Title I – Basic (4900/3010)	$44621	Certificated- 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   (SiteGoalID: 6186) (DTS: 02/10/23)

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 were 31 office referrals for major incidents and the total number of home suspensions was 10. As reported in the Suspension Disproportionality Monthly Review (SDMR) report, 8 of the 10 suspensions represented at-risk students. 0.9% of students were suspended at least once, which resulted in a Low Performance Level on the CA Dashboard. No subgroups fell into the Very High or High Performance Levels, while African American and Two or More Races fell into the Medium Performance Level.

In the 22-23 school year, there have been office referrals for 3 minor incidents and 8 major incidents and the total number of home suspensions to date is 4. As reported in the Suspension Disproportionality Monthly Review (SDMR) report, 3 of the 4 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 were as follows:
Bullying prevention programs: Parents: 79% satisfaction, Staff: 67% satisfaction
Classroom socio-emotional learning instruction: Parents: 83% satisfaction, Staff: 57% satisfaction
Mental health supports: Parents: 80% satisfaction, Staff: 70% satisfaction

2022-2023 satisfaction rates are as follows:
Bullying prevention programs: Parents: 86% satisfaction, Staff: 88% satisfaction
Classroom socio-emotional learning instruction: Parents: 94% satisfaction, Staff: 90% satisfaction
Mental health supports: Parents: 88% satisfaction, Staff: 73% satisfaction

Metric: Suspension Rate: Percent of Students Suspended

Actions/Services 3.1.1   (SiteGoalID: 6186) (DTS: 02/10/23)

Targeted Student Group(s)

• Black or African American • Hispanic or Latino • SWD

What Specific Actions/Services will you Provide to this Student Group? • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes.	How will you Progress Monitor the Implementation of Actions/Services? • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when?	Evaluation Cycles in 2023-2024 • What is working? • What is not working and why? • What modifications do you need to make?
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. • 1. Tier I: Create additional PBIS signage for	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. 2, 3. Analyze 22-23 LCAP Needs Survey data for parent and teacher	Beginning of the year (September) End of each trimester (November, March, May)

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 (4900: $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.

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.

Site Goal 3.2   (SiteGoalID: 6188) (DTS: 02/10/23)

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 - Average Favorability Rating

Actions/Services 3.2.1   (SiteGoalID: 6188) (DTS: 02/10/23)

Targeted Student Group(s)

• All

What Specific Actions/Services will you Provide to this Student Group? • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes.	How will you Progress Monitor the Implementation of Actions/Services? • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when?	Evaluation Cycles in 2023-2024 • What is working? • What is not working and why? • What modifications do you need to make?
1. Purchase safety equipment, as needed, and purchase new physical education equipment as PE program improves (7101/0000: $5,000 for materials, supplies and equipment). 2. Maintain close communication with Custodial Services, Maintenance and Operations, and Facilities. 3. Update Comprehensive Safe School Plan and conduct regular site-level inspection checklists. 4. Maintain administrative visibility on campus.	1. Analyze 22-23 LCAP Needs Survey data for parent and teacher satisfaction rates for overall school safety. 3. Submit the completed Comprehensive Safe School Plan to district personnel by the annual deadline. 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.	Beginning of the year (September) End of each trimester (November, March, May)

Actions/Services 3.2.2   (SiteGoalID: 6188) (DTS: 05/15/23)

Targeted Student Group(s)

What Specific Actions/Services will you Provide to this Student	How will you Progress Monitor the Implementation of	Evaluation Cycles in 2023-2024 • What is working?

Group? • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes.	Actions/Services? • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when?	• What is not working and why? • What modifications do you need to make?
Bring ASSIST coaches to campus 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 Allocation: $42,108	Progress assessed though the 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	Amount	Description of Use
PBIS (7440/0000)	$1000	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	$42108	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	$12000	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	$1000	Classified- Timesheets

District Strategic Goal 4: **All students will benefit from programs and services designed to inform and involve family and community partners.**	District Needs and Metrics 4: **Students need parent, family and community stakeholders as direct partners in their education as measured by:** • **Attendance Rate** • **Chronic Absentee Rate** • **Family and Community Engagement** • **Input in Decision Making** • **Other (Site-based/local assessment)**

- **Partnerships for Student Outcome**
- **Relationships Between Staff and Families**

Site Goal 4.1   (SiteGoalID: 6187) (DTS: 02/10/23)

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.

Metric: Attendance Rate

Actions/Services 4.1.1   (SiteGoalID: 6187) (DTS: 02/10/23)

Targeted Student Group(s)

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

What Specific Actions/Services will you Provide to this Student Group? • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes.	How will you Progress Monitor the Implementation of Actions/Services? • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when?	Evaluation Cycles in 2023-2024 • What is working? • What is not working and why? • What modifications do you need to make?
1. Parent Liaison to Support Targeted Students* 2. Outreach and Engagement • Parent/Teacher Conferences • Back to School Night/Open House • Kindergarten Roundup (materials/copies) • CCSS Parent University Nights* • ELAC meetings • SSC • PBIS Committee* • PTO meetings/website	1. Monitor Parent Liason contact log. 2, 3. Monitor the number of parents who qualify for the 5 STAR Family program and the percentage of parents attending Parent University nights. 1, 2. 3. 4. 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)	Beginning of the year (September) Monthly attendance report. End of each trimester (November, March, May)

- 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*

3. Monterey Trail Equity Coalition*

- Raymond Case Equity Team (African American Parent Advisory Council) Meetings, Guest Speakers,

4. FACE Time with our Admin Team*
Address Chronic Absence - Daily/weekly communication with families of chronically absent/tardy students. Documentation in Synergy.

Purchase supplies, materials (books) for family workshops

* Denotes Title Funds

Actions/Services 4.1.2   (SiteGoalID: 6187) (DTS: 02/10/23)

Targeted Student Group(s)

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

What Specific Actions/Services will you Provide to this Student Group?	How will you Progress Monitor the Implementation of Actions/Services?	Evaluation Cycles in 2023-2024
- Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. - Actions and Services should be step by step in a chronological order. - Actions and Services should remove barriers and implement changes.	- What progress data will be collected and who will collect it? - How often and when will it be collected? - Who will it be shared with and when?	- What is working? - What is not working and why? - What modifications do you need to make?
1. Provide ongoing communication between school and home.	1. Monitor the number of parents who qualify for the 5 STAR Family program and the percentage of parents attending Parent	Beginning of the year (September) End of each trimester (November, March, May)

- 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

University nights.

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.

Actions/Services 4.1.3   (SiteGoalID: 6187) (DTS: 02/10/23)

Targeted Student Group(s)

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

What Specific Actions/Services will you Provide to this Student Group? - Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. - Actions and Services should be step by step in a chronological order. - Actions and Services should remove barriers and implement changes.	How will you Progress Monitor the Implementation of Actions/Services? - What progress data will be collected and who will collect it? - How often and when will it be collected? - Who will it be shared with and when?	Evaluation Cycles in 2023-2024 - What is working? - What is not working and why? - What modifications do you need to make?
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, Approx. 140 hours)	1. Monitor GPAs, attendance, and discipline referral data of participating students before, during, and after program participation, using Synergy reports. 1. Analyze CA Healthy Kids survey data to determine if an increase in student feelings of school connectedness has occurred. 1. Analyze LCAP Needs Survey data to determine if an increase in ratings of related topics has occurred.	Beginning of the year (September) End of each trimester (November, March, May)

Funding Sources for District Goal	Amount	Description of Use

4		
Supplemental/Concentration (7101/0000)	$3500	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	$20000	Certificated- Timesheets

Funding Source Summary for All District Goals

Fund Source	Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
EL Supplemental (7150/0000)	Certificated- Timesheets		$12855			$12855
EL Supplemental (7150/0000)	Certificated-Stipends		$1500			$1500
GATE (7105/0000)	Certificated-Stipends	$1250				$1250
GATE (7105/0000)	Materials/Supplies/Equipment	$3147				$3147
PBIS (7440/0000)	Materials/Supplies/Equipment			$1000		$1000
Supplemental/Concentration (7101/0000)	Certificated- Timesheets	$38614				$38614
Supplemental/Concentration (7101/0000)	Contracts/Services/Subscriptions			$42108		$42108
Supplemental/Concentration (7101/0000)	Materials/Supplies/Equipment	$57892		$12000	$3500	$73392
Title I – Basic (4900/3010)	Certificated- Salaries	$125000				$125000
Title I – Basic (4900/3010)	Certificated- Timesheets	$30000	$44621		$20000	$94621
Title I – Basic (4900/3010)	Classified- Timesheets			$1000		$1000
Title I – Basic (4900/3010)	Contracts/Services/Subscriptions	$75000				$75000

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) | 2023-2024

EGUSD Strategic Goals

Fund Source Mgmt. Code / Description Resc. Code / Description	FTE	Carry Over	Allocation	Subtotal	1 Curriculum and Instruction	2 Assessment	3 Wellness	4 Family Engagement	Balance
1510 Regular Education (TK-6) **0000** Unrestricted	0.0000	$0	$44,402	$44,402	$44,402	$0	$0	$0	$0
7101 LCFF Supplemental Concentration TK-6 **0000** Unrestricted	0.0000	$0	$154,114	$154,114	$96,506	$0	$54,108	$3,500	$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	$14,355	$14,355	$0	$14,355	$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	$295,621	$295,621	$230,000	$44,621	$1,000	$20,000	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	0.0000	$0	$513,889	$513,889	$375,305	$58,976	$56,108	$23,500	

Fund Subtotals

Subtotal of additional federal funds included for this school	$295,621
Subtotal of state or local funds included for this school	$218,268

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