



Raymond Case Elementary

Local Control Accountability Plan (LCAP) 2026-2027

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: 2026-2027

Goal Setting

State Priorities

Conditions of Learning:

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

Pupil Outcomes:

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

Engagement:

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

Strategic Goals

Goal 1: High-Quality Curriculum, Instruction & Assessment

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

Goal 2: Targeted Supports & Interventions

- Students who identify as Black/African American, students with disabilities, students in foster care or experiencing homelessness, and students who identify as Native American will benefit from targeted programs and services that leverage their assets, affirm their identities, and address their needs to close achievement, opportunity, and relationship gaps.

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 2024-2025 LCAP beginning in January during the Winter LCAP regarding the 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 1/8/2025. SSC met on 2/22/25 and 4/24/26, a meeting was held with Raymond Case Staff on 2/2/26 for the LCAP Mid-year evaluation and PLC teams the week following, and with Raymond Case Leadership on 3/2/26 Raymond Case Leadership Team will meet again on 4/20/26 to discuss final revisions to the LCAP for the 4/23/26 SSC meeting. In August 2026, Leadership will discuss revisions. The SSC and ELAC will meet in September 2026 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 outstanding perspective survey results.

Consultations have noted a slight increase in suspensions and a decrease with attendance percentages. 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 2026-2027 school year will include most of the same goals that were written in the 2025-2026 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 Professional Development and articulation as necessary for CCSS
2. Increase parent involvement
3. Provide extended learning opportunities for students
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, PLC 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 1.0 FTE for 2025-2026 will continue for 2026-2027. 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 the Curriculum/Professional Professional Learning. Supplies to support the maintenance of the above programs were also added.

Resource Inequities (ATSI, TSI 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: High-Quality Curriculum, Instruction & Assessment All students will receive high-quality classroom curriculum, instruction, and assessment to promote college, career, and life readiness and close achievement and opportunity gaps.	District Needs and Metrics 1: Students need high quality classroom instruction and curriculum as measured by: • 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 • Test Participation Rate on Districtwide Assessments
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Site Goal 1.1

Tier I and Tier II Supports

Using ELA Illuminate assessments, the number of students scoring proficient will increase by 10% each trimester.

24-25 ELA Illuminate Data
Kindergarten:

Tri 2:

- Phonemic Awareness: average overall correct 82% '24
- Letter names: average overall correct 98% proficient '24
- Letter sounds: average overall correct 94% proficient '24
- Decoding: average overall correct 52% proficient '24
- Dictation: average overall correct 56% proficient '24

Phon. Awareness: average overall correct 83% **proficient '25**
Letter names: average overall correct 99% **proficient '25**
Letter sounds: average overall correct 96% **proficient '25**
Decoding: average overall correct 51% **proficient '25**
Dictation: average overall correct 56% **proficient '25**

1st grade:

• Tri 2:

- Phonemic Awareness: average overall correct 97% proficient '24
- Phonics: average overall correct 53% proficient '24
- Letter names: average overall correct 98% proficient '24
- Letter sounds: average overall correct 98% proficient '24

Phon. Awareness: average overall correct 96% **proficient '25**
Phonics: average overall correct 54% **proficient '25**
Letter names: average overall correct 99% **proficient '25**
Letter sounds: average overall correct 99% **proficient '25**

2nd grade:

- Tri 1 44.1% proficient '24 **Tri 1 64.5% proficient '25**
- Tri 2 65.3% proficient '24 **Tri 2 71.2% proficient '25**

3rd grade:

- Tri 1 34% proficient '24 **Tri 1 50.7% proficient '25**
- Tri 2 52% proficient '24 **Tri 2 59.6% proficient '25**

4th grade:

- Tri 1 54.2% proficient '24 **Tri 1 67.6% proficient '25**
- Tri 2 58.8% proficient '24 **Tri 2 60.8% proficient '25**

5th grade:

- Tri 1 46.2% proficient '24 **Tri 1 61.8% proficient**
- Tri 2 58.6% proficient '24 **Tri 2 67.3% proficient**

6th grade:

- Tri 1 52.2% proficient '24 **Tri 1 67.1% proficient '25**
- Tri 2 85.5% proficient '24 **Tri 2 86.7% proficient '25**

ELA

Overall English Language Arts (ELA) scores will increase from 67% to 70% of our students meeting or exceeding standards on the state CAASPP assessments while increasing achievement in student groups:

CA DASHBOARD Category (Green '24) (Green '25)

- African American students will increase from 56% met or exceeded standards to 60% **(Orange '24) (Blue '25) Increase 3 Levels**
- English Learners students will increase from 46% met or exceeded standards to 50% **(Yellow '24) (Blue '25) Increase 2 Levels**
- Students with Disabilities will increase from 35% met or exceeded standards to 40% **(Yellow '24) (Orange'25) Drop 1**
- Hispanic Students will increase from 65% met or exceeded standards to 68% **(Green '24) (Blue '25) Increase 1 Level**
- Socioeconomically Disadvantaged Students will increase from 66% met or exceeded standards to 70% **(Green '24) (Blue '25)**

Writing

Students will move from a 2.5/4 writing score on CAASPP to a 3.5/4 by the 2026-2027 school year with less than 5% earning a zero.

MATH

Overall MATH scores will increase from 56% to 60% of our students meeting or exceeding standards on the state CAASPP assessments while increasing achievement in student groups: **CA DASHBOARD Category**

OVERALL (Yellow '24) (Green '25) Increase 1 Level

- African American students will increase from 33% met or exceeded standards to 40% **(Orange '24) (Yellow '25) Increase 1 Level**
- Socially Economically Disadvantaged 55% to 58% **(Yellow '24) (Blue '25) Increase 2 Levels**
- English Learner students will increase from 39% to 42% **(Yellow '24) (Green '25) Increase 1 Level**
- Students with Disabilities will increase from 35% met or exceeded standards to 38% **(Orange '24) (Orange '25)**

Action 1.1.1

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan Professional Development - 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, Restorative Practices Workshop . 5- Professional Development for Response to Intervention Practices. 6- Professional Development for implementation of AVID school-wide. 7- Professional Development for Framework of High-Quality Instruction to increase student achievement in ELA and Math. <u>Contracts/Services/Subscriptions:</u> Sup Con \$500 <u>Certificated Timesheets:</u> Sup Con \$500 AIT - 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. Intervention Support Teacher (1.0 FTE, McReynolds) will utilize ELA/Math research-based intervention strategies for students well below grade level. (4900/3010: Estimated	Progress Monitoring 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. 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. Materials and Supplies 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. 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. Additionally, the PBIS TFIs will be used to measure effectiveness of academic RTI practices.	Evaluation Professional Development - Raymond Case mid-year survey - Raymond Case EOY survey AIT AIT ELA Intervention Data Analysis: ___ struggling Kindergarten students were provided with 8 weeks ELA intervention. Prior to the intervention, the average number of Consonant Letter Sounds was _____. After the intervention, the average number of known sounds was _____. ___ struggling Grade 1 students were provided with ELA intervention. Prior to the interventions, the average real cvc words known was ____ out of 6. After the intervention, the average number of known real cvc words was ____ out of 6; resulting in ___% of the students now at grade level according to this measure. ___ struggling Grade 2 students were provided with ELA intervention. Prior to the interventions, the percentage of students at grade level according to real blends and diagraphs on the Illuminate Assessments went from ____% to ____%. Additional Intervention Data Analysis: ___ Grade One students were provided push-in ELA intervention. Students had an average increase of ___ HFW (High Frequency Words).

Salary 0.75 FTE + benefits = \$ 121744; 7101/0000: Estimated Salary 0.25 FTE + benefits = \$39972). - Supplies for use during intervention groups by Academic Intervention Teachers (7101/0000: \$2000) Additional instructional intervention materials to support classrooms. (4900/3010: \$1000 ODP Open PO and \$2500 Staples Open PO) <u>Certificated Salaries:</u> Title I \$121,744 Sup Con \$39972 <u>Materials/Supplies/Equipment:</u> Title I \$3500 Sup Con \$2000 <u>Necessary Materials/Supplies</u> Provide Duplo maintenance agreements, parts, services, supplies, copying, and replacement of supplemental resources and machines. In addition, provide research-based technology, software, equipment, headphones, instructional books, supplemental instructional materials, and reading incentives for Accelerated Reader (Renaissance). - Lexia (4900/3010: \$11050) - X-tra Math (4900/3010: \$500) - IXL (4900/3010: \$9375) - Renaissance (AR) (4900/3010: \$7649) - Epic (4900/3010: \$8400) - Duplo Maintenance (7101/0000: \$756) - Instructional materials, headphones, equipment, incentives (7101/0000: \$3052) <u>Contracts/Services/Subscriptions:</u> Title I \$42129 Sup Con \$756 <u>Materials/Supplies/Equipment:</u> Sup Con \$15653 <u>Classified Librarian</u> - Increase contract hours to 0.5 FTE (7101/0000: Salary \$19527 + Benefits \$24973 = \$44,500) <u>Classified Salaries:</u> Sup Con \$44,500	<u>Library</u> - Effectiveness will be measured by LCAP Needs Survey data from students, teachers, and staff related to library services and fun programs and events. Then number of books check out of th library increase from the prior year as measured by the library technician in March of each year. The data will be shared with the stass as well as SSC annually.	Library - As of 3/31/25, students checked out 11,067 books during the 2024-2025 school year. Accelerated Reader quizzes will be monitored in 2025-2026. - Data shows as of 2/10/26, students checked out 7,080 books during the 2025-2026 school year. - The number of Accelerated Reader quizzes takes was ____ and the percentage passed was ____%.
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Site Goal 1.2
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 1.2.1

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan DISTRICT ASSESSMENTS: General education teachers will administer Illuminate Assessments to all students. Staff will assist by reminding teachers of assessment windows each trimester as well as help by providing reports with names of students who need to complete assessments. PLC Collaboration: Teachers will meet weekly during the Early Out PLC Collaboration time to discuss their students' progress and analyze data utilizing Illuminate and additional grade level data. PLC Articulation Days: Articulation days will be scheduled for a minimum of three times throughout the year to allow time for teacher collaboration to determine next steps with instruction. (4900/3010: \$23322) Grades1-2 Push-in Tutoring: Provide targeted small-group and/or individualized tutoring in reading and math for students in grades 1-2 who are performing below grade-level standards.(7101/0000: \$10000) Tier 1/Tier II: Roving sub for teachers attendance at IEPs, 504s, and SSTs. (7101/0000: \$2000) Certificated Timesheets: Title I \$23322 Sup Con \$12000	Progress Monitoring DISTRICT ASSESSMENTS: Principal and Vice Principal will provide Illuminate reports to ensure at least 95% of all eligible students have taken the Illuminate Assessments each trimester. The results will be shared with each teacher as well as their PLC to show completion rates. PLC Collaboration: Weekly grade level PLC teams will provide minutes of their meetings along with a tentative schedule for the upcoming meeting. Administration, AITs and Instructional Coaches will continue to attend weekly PLC collaboration. PLC Articulation days will provide a detailed agenda of the data discussed and instructional plans moving forward. Grades1-2 Push-in Tutoring: All students in grades 1–2 will participate in benchmark assessments three times per year (fall, winter, spring) in reading and mathematics to identify students performing below grade level and in need of targeted intervention. Students receiving tutoring will also be progress monitored every 4–6 weeks.	Evaluation Diagnostic Illuminate Assessments: 89% of all students have taken the Illuminate Benchmark Assessments. End of Trimester One: 97% of all students have taken the ELA, Math end of trimester 1 Illuminate assessment. 100% of students have taken the fluency end of trimester 1 Illuminate assessment. End of Trimester Two: ____ % of all student have taken the end of trimester 2 Illuminate assessment. EOY staff survey and GL survey will measure the effectiveness of PLC Collaboration and Articulation days. PLC Collaboration: 100% of grade levels have turned in PLC agendas and notes weekly.

Site Goal 1.3

Our goal is to have our Multi-Lingual Education (EL) students become reclassified as Fluent English Proficient as well as to increase progress on their English language proficiency.

In the 2025-2026 school year, the percentage of our English Learners making adequate progress towards English language proficiency will increase from 46.6% to 51.6% as determined by the English Learner Progress Indicator (ELPI) on the California State Department of Education's Dashboard.

For the 2026-2027 school year, the percentage of our English Learners making adequate progress towards English language proficiency will increase from 42.6% to 50% as determined by the English Learner Progress Indicator (ELPI) on the California State Department of Education's Dashboard.

- English Learners (EL) making progress by one level on the Summative ELPAC 23-24 was 57% 2024-2025 was 46%. 11 % drop
- 25% of our 29.1% of English Learners currently maintaining a level 1-3 on the Summative ELPAC will increase by one level. **25/26 Goal**
- 27% of our 31.1% of English Learners currently maintaining a level 1-3 on the Summative ELPAC will increase by one level. 26/27 Goal**
- Of the 70% of our Dually Identified English Learners not progressing on the Summative Alternate ELPAC, this will decrease by 20%. Most of these students are our Special Education, Level 2 students.

Metric: Progress toward English Proficiency - Percent Increasing ELPI Level

Action 1.3.1

Targeted Student Group(s)

- EL

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan <u>Newcomers and English Learners (K-6):</u> 1. 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. - Provide EL intervention supports during extended school day, utilizing paraeducators and certificated staff. - Provide training materials for ELAC meetings, which happen four times yearly. 2. Provide light refreshments for ELAC meetings, which happen four times yearly. ELAC Redesignation Celebration	Progress Monitoring 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. The Vice Principal will run reports monthly to ensure all students in need of the Initial and Summative ELPAC Assessments have completed the assessments via the following report: https://app.powerbi.com/groups/me/reports/1cd6944e-32fa-4fc0-862f-0e41530ef8df/ReportSection?experience=power-bi This information will be shared with staff.	Evaluation ___ English Learners increased their fluency accuracy by an average of ___% and by an average of ___ WCPM (Words Correct Per Minute) after receiving a 12 week EL Intervention for Reading, Writing, Listening and Speaking. 100% of Initial ELPAC Assessments were completed within the first 30 days of a newcomer arriving in our school. ___% of students were given the Summative ELPAC Assessment from February to June. Teachers submitted their schedule for designated ELD instruction to the Vice Principal. 100% of our teachers had the correct number of ELD instructional minutes incorporated into their daily schedules. Teachers regularly followed their ELD schedule as observed through

(7150/0000: \$400) 3. Purchase supplemental materials and supplies to support Designated ELD groups or Newcomer groups. (7150/0000: \$600) 4. Certification EL/ELPAC/Designated EL Articulation Day K - 6th grade PLC team within first 6 weeks of school. (7150/0000: \$7000) <u>ELPAC Assessments:</u> Under the direction of the Vice Principal, Initial ELPAC Assessments will be administered by time-sheeted teachers within 30 days of enrollment based on the Home Language Survey. Under the direction of the Vice Principal, time-sheeted teachers will administer the Summative ELPAC to EL students from February 1 to May 2026. (7150/0000: \$7049) <u>Certificated Timesheets:</u> EL Supplemental \$14049 <u>Materials/Supplies/Equipment:</u> EL Supplemental \$1000	Document agendas, sign-sheets, and minutes from ELAC meetings. Retain receipts from refreshment purchases. Analyze results from EL Needs Assessment survey given in the Spring to help determine effectiveness of ELAC meetings. 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. EL and ELPAC coordination occurs monthly to be managed by an administrator and EL Coordinator, Responsibilities may include: identification/placement of EL students, reclassification, EL/RFEP monitoring, parent communication, and support for ELAC meetings. EL data will be shared at ELAC parent meetings throughout the year.	walkthrough observations and recorded into FONT each trimester. To date (March 2027) ____% (____ out of ____) of our MLE students became reclassified as English-proficient; whereas ____% (____ out of ____) of our Long Term EL students became reclassified as English-proficient.
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Site Goal 1.4

FHQI Goal

100% of our teachers will have a FONT observation by September 30,2025 (Goal Met) 100% by September, 30, 2026

100% of our teachers will have a FONT observation in the 2nd trimester (Goal Met)

Raymond Case will continue to remain above EGUSD average in all areas. PICsee data will continue to show STRENGTH in all areas

In the 24-25, school year, 76.9% Student Talk compared to a EGUSD District average of 69.4%. The desired outcome will be 80%.

In the 25-26 FONT Derived Metrics to be at a Level 3 Implementation **26-27 FONT Derived Metrics to be at a Level 3 Implementation**

Metric: Other

Action 1.4.1

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as	• Describe your step by step plan for progress monitoring your action plan.	• Describe the overall implementation and effectiveness of this action plan.

related to your goal.	What <i>formative student data</i> will you collect and how often?	- Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan Increased informal walk-through observations with specific feedback for Active Participation PLC Articulation and professional development will support an increase in student talk and active participation	Progress Monitoring 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.	Evaluation By 9/30/25, 100% of all staff will be observed through FONT. FONT 100% Active Participation FONT visits as of 2/10/26: 190 visits 24-24 PICsee FHQI LT SC AP ST FA Feedback

Site Goal 1.5

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. Site-based AVID team collects data twice a year and shares the information with the staff at AVID PLC and staff meetings.

Metric: Coaching and Certification Instrument (CCI)

Metric: Other

Action 1.5.1

Targeted Student Group(s)

Action Plan Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Progress Monitoring Plan Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	Data Collection & Evaluation - Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan AVID Action Plan 1. Targeted students will be provided AVID support during Tier I and Tier II instruction.	Progress Monitoring Progress Monitoring 1. Effectiveness will be measured by the fidelity of use of AVID practices as evidenced	Evaluation Evaluation Monthly K-6 AVID Articulation Meetings 10/21 1)COSTAS Levels

- AVID PD (7101/0000: \$3000)
- Materials to support AVID, such as binders, dividers, agendas, folders, and highlighters. (7101/0000: \$4000 for materials)
- Additional supplies for AVID

Contracts/Services/Subscriptions:

Sup Con \$3000

Materials/Supplies/Equipment:

Sup Con \$4000

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.

5- New hires/ New to school

2) AVID focused Note Taking
Goal 1 By the end of 24-25, 75% percent of students will be able to identify, answer, write and use questions from each level of COSTAS Levels of thinking to engage in class discussions, problem solving activities, and/or other structures for inquiry such as introduce the COSTA House and Handmovements to indicate each level of inquiring. This will be evident by students participation.

Goal 2 100% of students in grades 1-6 will receive instruction designed around focused notetaking, this includes a variety of notetaking options, such as graphic organizers, two column, three column, one pagers, etc. In grades 4 - 6 students will process notes to use for studying, text preparation, projects, and/or summative assessment of a unit of study.

AVID 1st Trimester Results:

AVID Highlights for LCAP:

- Focused Note-Taking was observed in fifty percent of K-6 classrooms during classroom observations on October 8, 2024 including vertical grade level alignment and scaffolding. Examples include the use of graphic organizers, students actively taking notes, interacting with their notes (phase 2) and using/applying their notes to complete a task (phase 5).
- Grades 3-6 are routinely using AVID organizational tools including 3 ring binders, common organizational expectations, and organization assessment alignment.
- K-6 AVID articulation meetings occur monthly and are focused on the implementation of Costa's levels of thinking and Focused note-taking. The work from these meetings is evident during classroom observations on October 8, 2024.

AVID Recommendations for Next Trimester:

- Increase the intentional use of Costa's Levels of Thinking in all classrooms in three ways: teachers asking questions at all 3 levels throughout the day, designing activities that increase student's thinking over a unit of a study (level 1 activities, level 2 activities, level 3 activities based on Costa's levels of thinking), and continue to have students practice the identification, answering, and writing level 1, 2, and 3 questions.
- Practice the [five phases of focused note-taking](#), focusing on phases 2 and 3 (Process/revise notes and connect thinking) during the next trimester. Both

		phases directly correlate with Costa's levels of thinking. • 1- Avid goal- note taking is working for 1st grade • 4th- AVID and sending 2 teachers this summer
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Funding Sources for District Goal 1		
Funding Source	Amount	Description of Use
Title I Basic (4900/3010)	\$182,267	Certificated- Salaries
Title I Basic (4900/3010)	\$43,040	Certificated- Timesheets
Title I Basic (4900/3010)	\$32,939	Classified- Salaries
Title I Basic (4900/3010)	\$0	Classified- Timesheets
Title I Basic (4900/3010)	\$2,000	Materials/Supplies/Equipment
Title I Basic (4900/3010)	\$9,000	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	\$0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	\$85,000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	\$0	Classified- Salaries
Supplemental/Concentration (7101/0000)	\$35,000	Classified- Timesheets
Supplemental/Concentration (7101/0000)	\$11,500	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$14,091	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	\$0	Certificated- Salaries
EL Supplemental (7150/0000)	\$19,341	Certificated- Timesheets
EL Supplemental (7150/0000)	\$0	Classified- Salaries
EL Supplemental (7150/0000)	\$0	Classified- Timesheets
EL Supplemental (7150/0000)	\$0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	\$0	Contracts/Services/Subscriptions

District Strategic Goal 2: Targeted Supports & Interventions Students who identify as Black/African American, students with disabilities, students in foster care or experiencing homelessness, and students who identify as Native American will benefit from targeted programs and services that leverage their assets, affirm their identities, and address their needs to close achievement, opportunity, and relationship gaps.	District Needs and Metrics 2: Students need high quality programs and services driven by assessment, data analysis, and action as measured by: • African American Disparity • Homeless Student Disparity • Native American Disparity • Students with Disabilities Disparity • Students in Foster Youth Disparity
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Site Goal 2.1

24' African American Math CAASPP scores are currently in the Orange on CAD. 31% met or exceeded standards, the goal is 40% for 2025 - 2026.

25' African American Math CAASPP scores are currently in the Yellow on CAD. 33% met or exceeded standards, the goal is 40% for 2025 - 2026.

24' African American ELA CAASPP is currently in the Orange on CAD. 51% met or exceeded standards, the goal is 60% for 2025-2026

25' African American ELA CAASPP is currently in the Blue on CAD. 56% met or exceeded standards, the goal is 60% for 2026-2027

24' Two or More Math CAASPP is currently 58% and will increase to 65%.

25' Two or More Math CAASPP is 68% and will increase to 70%

24' Two or more ELA CAASPP is currently 67% and will increase to 75%

25' Two or more ELA CAASPP is currently 73% and will increase to 75%

Metric: African American Disparity

Action 2.1.1

Targeted Student Group(s)

- Black or African American

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan African American Math - Small group, targeted instruction/intervention - MTREC Attendance parent and student increase from 26-26 - Mentor groups - Code Switch Girls Group- Equity Office - after-school program - Young Men Rising - Equity Office - after-school program - Goal Setting - Admin will meet with students 1x1, three times per year to set and review goals for ELA and Math - Campus Supevisor Mentor Role/Restorative Practices - Young Men Rising - Sakofa Sisters (Code Switch) African American ELA	Progress Monitoring African American Math - Small group, targeted instruction/intervention as per Illuminate benchmark assessments - MTREC Attendance Listening Circles. - Mentor groups - Individual assessment monitoring African American ELA - Small group, targeted instruction/intervention	Evaluation Monitor: - Small group/targeted instruction groups meet daily for 25-30 minutes. - Principal attends MTREC monthly meetings. - Parents/families are invited. - Principal, VP, AIT, and teacher attended the MTREC CA Mentor workshop on 1/26/26. - Rising Young Men of Color has started at Case. A group of boys will be going on a fieldtrip March 3rd. Meetings will start once a week. Goal Setting: - Goal setting took place 1st trimester.

• Small group, targeted instruction/intervention • MTREC Attendance • Mentor groups • Goal Setting Certificated Timesheets \$2000		
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Site Goal 2.2

Attendance

- 2023 LCAP Metric Overall Raymond Case 94.1%. The goal is to increase by 3%
 - **2024-2025 Metric Overall Raymond Case 94.7%.**
 - **2025-2026** African American Absenteeism 91.2%.
 - **2026-27: The goal is to increase by 5%.**
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- 2023-2024 LCAP Metic African American was 92.5%. The goal is to increase by .5%
 - **2024-2025 LCAP Metric African American was 94.7%.**
 - **The 2025-2026 goal is to increase by .5%. No disparity or gap with the overall**
 - **2026-27 goal: _____**

Chronic Absenteeism

- 2023-2024 LCAP Metric Overall Raymond Case 18.2%. The goal is to decrease to 15%.
- **2024-2025 LCAP Metric Overall Raymond Case 12.9%.**
- **The goal is to decrease to 10%.**
- 2023-2024 LCAP Metric African American 22.2%. The goal is to decrease to 15%.
- **2024-2025 LCAP Metric African American 13.9%.**
- **The goal is to decrease to 10%. No disparity**

Metric: African American Disparity

Action 2.2.1

Targeted Student Group(s)

- Black or African American

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan Parent Liaison Phone Connections - The Parent Liaison will make phone calls to bridge	Progress Monitoring Decrease in absenteeism and chronic absenteeism.	Evaluation Monitor Monthly by Grade • Kindergarten (Sept 94.9 %) (Oct 94.4%)

the home-to-school connection to support attendance. • Timesheet classified for parent outreach (7101/0000: \$500) • Materials for parent outreach (7101/0000: \$500) Home Visit Program - Fund Home Visit Program trained teachers (4900/3010: \$800) Additional Conferences - Additional conferences for targeted at-risk students Certificated Timesheets: Title I \$800 Classified Timesheets: Sup Con \$500 Materials/Services: Sup Con \$500	Progress Monitoring Plan • The Principal and Vice Principal will track absenteeism using the district's attendance reporting system. Monitoring will include weekly review of chronic absenteeism reports, identification of at-risk students (missing 10% or more of school days), coordination with attendance teams and outreach staff, and implementation and follow-up of intervention plans such as parent meetings or home visits. • Attendance data will be monitored weekly, with monthly reviews to evaluate trends and intervention effectiveness. Critical intervention meetings will occur following 3, 5, and 10 day absences. • Data and progress updates will be shared with the site leadership team and stakeholders (SSC, ELAC) on a quarterly basis and at staff meetings.	(Nov 93.9%) (Dec/Jan %) (Feb %) (March/April %) (May/June %) • 1st grade (Sept 96%) (Oct 94.4%) (Nov 95.2%) (Dec/Jan %) (Feb %) (March/April %) (May/June %) • 2nd grade (Sept 94.2%) (Oct 94.9%) (Nov 93.9%) (Dec/Jan %) (Feb %) (March/April %) (May/June %) • 3rd (Sept 72.9%) (Oct 93.9%) (Nov 94.5%) (Dec/Jan %) (Feb %) (March/April %) (May/June %) • 4th (Sept 96.6%) (Oct 95.3%) (Nov 95.9%) (Dec/Jan %) (Feb %) (March/April %) (May/June %) • 5th (Sept 97.09%) (Oct 95.8%) (Nov 94.7%) (Dec/Jan %) (Feb %) (March/April %) (May/June %) • 6th (Sept 96.6%) (Oct 95.6%) (Nov 95.2%) (Dec/Jan %) (Feb %) (March/April %) (May/June %)
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Funding Sources for District Goal 2		
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	Materials/Supplies/Equipment
Title I Basic (4900/3010)	\$0	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	\$0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	\$10,000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	\$0	Classified- Salaries
Supplemental/Concentration (7101/0000)	\$0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	\$0	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$0	Contracts/Services/Subscriptions
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	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	\$0	Contracts/Services/Subscriptions

District Strategic Goal 3:

Wellness

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

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

In the 23-24 school year, there were been 49 office referrals, and 8 home suspensions. As reported in the Suspension Disproportionality Monthly Review (SDMR) report, 6 of the 8 suspensions represent in the Special Education ABSS class. Currently, there are 24# of referrals for the 2024-2025 school year. 22 of those referrals are from students in the Level 2 Special Education class. This will be reduced by 10% in the 2025-2026 school year.

In the 24-25 school year, there were been 49 office referrals, and 8 home suspensions. As reported in the Suspension Disproportionality Monthly Review (SDMR) report, 6 of the 8 suspensions represent in the Special Education ABSS class. Currently, there are 24# of referrals for the 2024-2025 school year. 22 of those referrals are from students in the Level 2 Special Education class. This will be reduced by 10% in the 2025-2026 school year.

2025-2026

In the 25-26 school year, there have been 90 office referrals, and 4 home suspensions. As reported in the Suspension Disproportionality Monthly Review (SDMR) report, 1 of the 4 suspensions represent the Special Education ABSS class. Currently, there are 90 referrals for the 2025-2026 school year. 48 of those referrals are from students in the Level 2 Special Education class. This will be reduced by 10% in the 2026-2027 school year.

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.

2023-2024 overall satisfaction rates were as follows:
Respectful and welcoming environment:

- Overall 99%
- African American 100%
- SWD 100%

2024-2025 overall satisfaction rates were as follows:
Respectful and welcoming environment:

Overall 98%
African American 92%
SWD 89%

2023-2024 Opportunities for Parent Involvement:

- Overall 99%
- African American 100%
- SWD 100%

2024-2025 Opportunities for Parent Involvement:

Overall 99%
African American 92%
SWD 93%

2023-2024 Opportunities for Parent Input:

- Overall 95%
- African American 100%
- SWD 84%

2024-2025 Opportunities for Parent Input:

Overall 97%
African American 91%
SWD 88%

Metric: Active Participation

Action 3.1.1

Targeted Student Group(s)

Action Plan Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Progress Monitoring Plan Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	Data Collection & Evaluation - Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan	Progress Monitoring	Evaluation
PBIS: 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 rules/expectations in MP room and common areas, utilize the "Setting Limits" Behavior Management system, 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: \$300 for materials and supplies; \$700 for Certificated timesheets), and provide effective Yard Supervision and training; timesheet yard supervision for training once a month (7101/0000: \$1000 for Classified timesheets). Additionally, implement a district-approved socio-emotional learning curriculum, including a bullying prevention component in classrooms. Increase Second Step lessons taught from 37% to 60% as measured by the Second Step dashboard. 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. <u>Classified Timesheets:</u>	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. 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. 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. 1, 2, 3, 4. Maintain anticipated platinum PBIS status, based on the PBIS Tiered Fidelity Inventory. Progress assessed through 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	93% staff believe school climate is where it needs to be 97% of parents believe school climate is where it needs to be 76% of students believe school climate is where it needs to be Student Incidents 24-25: African American 4.7%, English Learner 1.5%, special ed. 10.4% As of 1/13/25 19 student incidents, 2.5 incident rate As of 1/13/25 29 dispositions- 12 teacher managed, 6 guardian contact, 3 admin/student conference Student Incidents 25-26: African American 2.4%, English Learner 0%, special ed. 0% As of 12/15/25 12 dispositions- 1 teacher managed, 4 admin/student conference, 2 home suspension, 3 guardian contact, 2 restorative practice intervention, 1 conflict mediation, 1 counseling/ health referral As of 12/15/25 34 student incidents, 4.5 incident rate - As of 2/10/26 18 dispositions- 3 guardian contact, 8 admin/student conference, 4 restorative practices, 1 conflict mediation, 1 counseling referral, 1 lunch/recess detention 3 suspensions: 2 home, 1 in-school As of 1/31/26 Student Violations: 81

Sup Con \$1000 <u>Certificated Timesheets:</u> PBIS \$700 <u>Materials/Supplies/Equipment:</u> PBIS \$300 ASSIST: 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 4 days a week. School site will provide funding for 1 more day a week. • July: Ensure 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 days provided by EGUSD: 150 <u>Contracts/Services/Subscriptions:</u> Sup Con \$15899		
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Site Goal 3.2

Decrease recess referrals by 10% through the implementation of Tier I PBIS supports.

Metric: Other

Action 3.2.1

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan	Progress Monitoring	Evaluation
ACTION 1: July-June Appropriate supplies, equipment and resources (i.e., signs on the playground with rules for games, various game options, adequate supervision) to establish a well maintained and organized recess.	July-June Administration to monitor and review synergy incident /referral data, yard staffing levels, regular upkeep and ordering of supplies and share with PBIS team monthly. July-June	-Show examples of how to play the games with the rules at character assemblies. • Game rules/expectations have been reviewed at each team time this year. -Videos of how to do something (fire drill

ACTION 2: July - June PBIS Rotations at the beginning of the school year to discuss behavior expectations and refresh throughout the year (upon return from all breaks). ACTION 3: July-June Designated areas for specific games on the playground with adequate supervision. ACTION 4: July-June Explicitly teach rules and expectations of recess games and activities to all students, ongoing throughout the year. ACTION 5: July-June PD for yard supervisors regarding active yard supervision, de-escalation skills, restorative practices, and game and activity rules and expectations. If needed pay RECESS Mentors, Campus Supervisors for training.	PBIS Tier I to monitor incident data and share with staff monthly. July-June Yard supervisors to monitor incident location data, share with administration monthly and adjust recess activity locations as needed. July-June Administration to schedule monthly Yard Supervisor meetings to support understanding of PBIS behavior expectations, Restorative Practices, de-escalation skills, and game/activity rules and expectations.	while out on the yard) to show at Character Ed assemblies -Meetings with yard supervision every Monday. - Each Monday from 9:45-9:55, yard supervisors meet with the VP. - Principal and VP check in with yard supervisors and campus supervisor daily. - Campus supervisor has been given a list of students to check in with daily to see how they are. -PBIS rotations at least twice a year to remind -PBIS reminders given each month at Character Ed assemblies -How we select soccer teams- Yard supervisors pass out pinnies before the game starts.
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Funding Sources for District Goal 3		
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	Materials/Supplies/Equipment
Title I Basic (4900/3010)	\$12,714	Contracts/Services/Subscriptions
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)	\$10,000	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$1	Contracts/Services/Subscriptions
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	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	\$0	Contracts/Services/Subscriptions

District Strategic Goal 4:

Family & Community Engagement

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

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.

Metric: Parents indicating a respectful and welcoming school environment

Action 4.1.1

Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan <u>Parent Involvement</u> 1. Outreach and Engagement • Parent/Teacher Conferences • Back to School Night/Open House • Kindergarten Roundup (materials/copies) • CCSS Parent University Nights • Setting Limits Parent Workshop • ELAC meetings • SSC • PBIS Committee • PTO meetings/website • School Newsletter/School Website	Progress Monitoring 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. 2. School administration will monitor the number of parents who attend each MTREC meeting. 3. Monitor the number of students participating and building school climate and culture to increase academic achievement, reducing referrals and increase attendance.	Evaluation

• 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* • Veterans Day • Paint Night 2. Innovation Bridge - Monterey Trail Equity Coalition; Raymond Case Equity Team (African American Parent Advisory Council) Meetings, Guest Speakers (4900/3010: \$3500) <u>Contracts/Services/Subscriptions:</u> Title I \$3500.00 3. Student Equity Groups - Young Men Rising - Sakofa Sister (Code Switch group) 4. FACE Time with our Admin Team Address Chronic Absenteeism - Daily/weekly communication with families of chronically absent/tardy students, recorded in Student Contact Log in Synergy. 5. Purchase supplies and materials for family workshops. 6. Parent University for Grades 4-6 <u>PARENT COMMUNICATION</u> - Provide ongoing communication between school and home. (\$3700) • School-wide communication folders will be purchased to be used weekly as communication between home and school for K-3rd. • Student planners will be purchased for 4th - 6th-grade students. • Classroom newsletters • AVID Parent Support <u>Contracts/Services</u> Title I \$3500 <u>Materials/Supplies/Equipment:</u> Title I \$3700	4. 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. 1. Monitor the number of parents who qualify for the 5 STAR Family program and the percentage of parents attending Parent 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.	
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Site Goal 4.2

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 2024 California School Dashboard, 26% of the students were chronically absent which resulted in a Very High Performance Level. According to the 2025 CSD, 13.3% were chronically absent. Subgroups within the Very High Performance Level were Two or More Races. Subgroups in the Yellow were, African American, English Learners, Hispanic, SED, SWD and White.

Action 4.2.1

Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan	Progress Monitoring	Evaluation
Parent outreach Attendance Incentives COUGARS Parent Liaison Grade Level Meeting Parent Conferences Timesheet certificated for conferences phone calls	Reduce chronic absenteeism. <u>Progress Monitoring Plan</u> - Admin will compare the rate before and after implementing interventions (monitoring, family outreach, transportation support) and share with staff throughout the year. <u>Effectiveness Indicator:</u> - A consistent decrease in the chronic absenteeism rate over time. - Track overall attendance rates to identify broader trends. - Examine absenteeism by grade level, ethnicity, socioeconomic status, special education, and English Learners to ensure equity in improvements. - Collect input from students, families, and staff to understand barriers to attendance and perceived effectiveness of support strategies. - Improved engagement and satisfaction often correlates with better attendance.	- Attendance board is in front of the school daily. As of 2/10/2026 % attendance is 94.5%. Percentage point change between 24/25 and 25/26 is up 3.4%. 15.9% Chronically Absent - Teachers message families directly as a first step to correct. - Teachers email any attendance concerns to the principal, VP, and office staff. - Phone calls are made and TalkingPoints messages are sent out to these families.

Funding Sources for District Goal 4

Funding Source	Amount	Description of Use
Title I Basic (4900/3010)	\$3,000	Certificated- Salaries
Title I Basic (4900/3010)	\$0	Certificated- Timesheets
Title I Basic (4900/3010)	\$0	Classified- Salaries

Title I Basic (4900/3010)	\$500	Classified- Timesheets
Title I Basic (4900/3010)	\$3,000	Materials/Supplies/Equipment
Title I Basic (4900/3010)	\$500	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	\$0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	\$20,000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	\$0	Classified- Salaries
Supplemental/Concentration (7101/0000)	\$0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	\$0	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$0	Contracts/Services/Subscriptions
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	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	\$0	Contracts/Services/Subscriptions

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	\$121,744	\$0	\$0	\$0	\$121,744
Certificated- Timesheets	\$23,322	\$800	\$0	\$0	\$24,122
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Materials/Supplies/Equipment	\$3,500	\$0	\$0	\$3,705	\$7,205
Contracts/Services/Subscriptions	\$42,129	\$0	\$0	\$3,700	\$45,829

Title I Basic (4900/3010) Total: \$198,900

Supplemental/Concentration (7101/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$39,972	\$0	\$0	\$0	\$39,972
Certificated- Timesheets	\$12,500	\$1,000	\$0	\$0	\$13,500
Classified- Salaries	\$44,500	\$0	\$0	\$0	\$44,500
Classified- Timesheets	\$0	\$500	\$1,000	\$0	\$1,500
Materials/Supplies/Equipment	\$8,052	\$500	\$0	\$0	\$8,552
Contracts/Services/Subscriptions	\$4,256	\$0	\$25,000	\$0	\$29,256

Supplemental/Concentration (7101/0000) Total: \$137,280

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	\$14,049	\$0	\$0	\$0	\$14,049
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Materials/Supplies/Equipment	\$1,000	\$0	\$0	\$0	\$1,000
Contracts/Services/Subscriptions	\$0	\$0	\$0	\$0	\$0

EL Supplemental (7150/0000) Total: \$15,049

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) | 2026-2027

Fund Source Mgmt. Code / Description Resc. Code / Description	EGUSD Strategic Goals					Balance
	Allocation	1. Curriculum and Instruction	2. Targeted Supports & Interventions	3. Wellness	4. Family Engagement	
4900 Director of School Improvement Support 3010 ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	\$198,900	\$190,695	\$800	\$0	\$7,405	\$0
7101 LCFF Supplemental Concentration TK-6 0000 Unrestricted	\$137,280	\$109,280	\$2,000	\$26,000	\$0	\$0
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	\$15,049	\$15,049	\$0	\$0	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$351,229	\$315,024	\$2,800	\$26,000	\$7,405	

Fund Subtotals	
Subtotal of additional federal funds included for this school	\$198,900
Subtotal of state or local funds included for this school	\$152,329