



Prairie Elementary

Local Control Accountability Plan (LCAP) 2017 - 2018

Principal: _

(Signature): _

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

Approved by the Elk Grove Unified School District Board of Education on _

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

Goal Setting

State Priorities

Conditions of Learning:

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

Pupil Outcomes:

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

Engagement:

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

Strategic Goals

Goal 1: High-Quality Classroom Instruction and Curriculum

- All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.

Goal 2: Assessment, Data Analysis, & Action

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

Goal 3: Wellness

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

Goal 4: Family and Community Engagement

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

A. Stakeholder Engagement

Involvement Process for LCAP and Annual Update
<p>How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?</p> <hr/> <p>Feb.-March 2017 Parent/Staff input surveys conducted/ Data gathered at ELAC meeting April 10th 2017 draft based on survey results discussed and revised at Leadership Meeting May 1st revised budget taken to leadership meeting for input in proposed cuts to plan developed in April/ Shared at May's ELAC meeting Revised budget discussed at Staff Meeting May 10th 2017 Program shared at Back-to-School nights Title 1 Parent meetings. Parent input surveys for Safe School Plan, Academic Program And GATE program sent home September and at Sept. ELAC meeting LCAP input gathered and data reviewed with School Site Council on Aug. 29, 2017</p>
Impact of LCAP and Annual Update
<p>How did these consultations affect the LCAP for the upcoming year?</p> <hr/> <p>Based on priorities from stakeholder surveys the following expenditures were cut for 2017-2018 :</p> <ul style="list-style-type: none"> Parent participation Zumba Structured Recess Support on Fridays I-ready First in Math MyOn Chromebook mice <p>The following budget items were reduced:</p> <ul style="list-style-type: none"> Replacement Chromebooks AIT teacher Salaries--one now on timesheet not contracted Supplies Field Trips/Assemblies Watch Dogs

B. Goals, Actions, and Progress Indicators

District Strategic Goal 1:	District Needs and Metrics 1:
All students will have access to standards aligned curriculum	Students need high quality classroom instruction and curriculum

and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.	as measured by: <ul style="list-style-type: none"> Access to Courses (Honors, AP/IB, CTE) A-G Completion AP/IB Exams CAASPP Content Standards Implementation CTE Sequence Completion EAP Instructional Materials Progress toward English Proficiency Redesignation Teacher Assignment
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Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

Site Goal 1.1

Provide targeted instruction for students assessed to be below grade level standards using the following measures: SBAC Data, Beginning of the year assessments, Program Assessments, SMART Goals. PLC common assessments

Metric: CAASPP

Actions/Services 1.1.1

Principally Targeted Student Group		
• All • American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • School-wide • SWD • White		
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Academic Intervention Teachers	Small Group Learning Effect Size .49 Reading Phonic Instruction Effect Size .60 Reading Comprehension Programs Effect Size .58 Reading Second Chance Programs Effect Size 50	SBAC, SMART GOAL, and Program assessments
What funding source will you use?		
Title I 118,600		

Actions/Services 1.1.2

Principally Targeted Student Group		
• All		
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Time-sheeted para support in classroom workshop.	Small Group Learning Effect Size .49 Reading Phonic Instruction Effect Size .60 Reading Comprehension Programs Effect Size .58 Reading Second Chance Programs Effect Size 50	SBAC, SMART GOAL, and Program assessments
What funding source will you use?		

Title I 71,755

Actions/Services 1.1.3

Principally Targeted Student Group

- American Indian or Alaska Native • Black or African American • Foster Youth • Hispanic or Latino • Low Income • R-FEP

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Extended Day small group instruction Extended Day EL small group instruction Academic Program Coordinator for after school	Small Group Learning Effect Size .49 Reading Phonic Instruction Effect Size .60 Reading Comprehension Programs Effect Size .58 Reading Second Chance Programs Effect Size 50 micro-teaching effect size .88	SBAC, SMART GOAL, and Program assessments

What funding source will you use?

Title I After School 24,000 (timesheet)
 25,000 Title 1 (timesheet)
 10,000 EL (timesheet)
 11,000 Title I after school (APC)

Actions/Services 1.1.4

Principally Targeted Student Group

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Off-track small group instruction	Small Group Learning Effect Size .49 Reading Phonic Instruction Effect Size .60 Reading Comprehension Programs Effect Size .58 Reading Second Chance Programs Effect Size 50	SBAC, SMART GOAL, and Program assessments

What funding source will you use?

Summer School
36,000

Actions/Services 1.1.5

Principally Targeted Student Group

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?

What funding source will you use?

Site Goal 1.2

Provide supplementary curriculum, technology, resources and supplies to meet SMART goal attainment for each grade level and target student instructional needs.

Metric: Instructional Materials

Actions/Services 1.2.1

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Purchase TIME for Kids subscription for every student	Research supports providing high interest, grade leveled reading materials for student instruction and home practice to re-enforce taught skills.	SMART Goals Grade Level Assessments

What funding source will you use?

Title 1 4,000

Actions/Services 1.2.2

Principally Targeted Student Group

Actions/Services 1.2.5

Principally Targeted Student Group

• EL • Foster Youth • Low Income • R-FEP • SWD

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Purchase intermediate student planners	Research supports the teaching of study skills, has an effect size of .59	Student report cards

What funding source will you use?

2,500 Title 1

Site Goal 1.3

Provide additional Librarian for more frequent access to research materials, supplementary reading materials, Scholastic Reading Counts, that can be check out by students and families.

Metric: Instructional Materials

Actions/Services 1.3.1

Principally Targeted Student Group

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Timesheeted Library Support Technician--- Title 1	Research shows that family reading increases language development, fluency and comprehension skills	Number of books checked out Lexile Level Progress Scholastic Reading Counts data

What funding source will you use?

10,000 supplemental/concentration grant
1,800 Summer School/extended day
4,400 title 1

District Strategic Goal 2:

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

District Needs and Metrics 2:

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

- Assessment System
- Data and Program Evaluation
- Student Information System

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

Site Goal 2.1

Provide time and resources for teachers to analyze data, set goals, create lessons and respond to students based on the assessed need demonstrated in common grade level assessments.

Metric: Data and Program Evaluation

Actions/Services 2.1.1

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide substitutes, stipends and professional development opportunities and resources for assessment and intervention based on grade level needs assessments/assessment results.	Teacher Clarity effect Size .75 Professional Development effect size .62	SMART Goals SBAC CELDT

What funding source will you use?

46,600 Title 1*
 * 20,000 subs stipends for PD
 * 6,600 Conferences
 * 20,000 curriculum/supplies
 EL 10,000

Actions/Services 2.1.2

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Purchase online resources for data collection and monitoring of student progress and incentives for students reaching set goals.	Matching student supplemental/instructional materials and opportunities to Lexile Level increases reading proficiency.	Scholastic Reading Counts Lexile Levels

What funding source will you use?

1,000 Supplemental/Concentration

Site Goal 2.2

Provide additional time for teachers to provide targeted instruction based on assessed need.

Metric: Data and Program Evaluation

Actions/Services 2.2.1

Principally Targeted Student Group

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Math intervention groups 2 hours a week after school	Small Group Learning Effect Size .49 Feedback while learning math Effect Size .45	Report Cards SMART goals

What funding source will you use?

21,000 Title 1

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:

- Attendance
- Chronic Absenteeism
- Cohort Graduation
- Expulsion
- Facilities
- HS Dropout
- MS Dropout
- School Climate
- Suspension

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

Site Goal 3.1

Provide school-wide, whole class and small group instruction in Skills for Social and Academic Success

Metric: School Climate

Actions/Services 3.1.1

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
academic intervention teachers	Decreasing Disruptive Behavior Effect Size .53 Self Concept Effect Size .46 Motivation #Effect Size .48 Reducing Anxiety Effect Size .48	Teacher and student rating scales

What funding source will you use?

134,000 Title 1

Site Goal 3.2

Provide supplementary curriculum and professional development in culturally responsive teaching practices and teaching self-regulation skills

Metric: School Climate

Actions/Services 3.2.1

Principally Targeted Student Group

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Purchases supplementary resources for culturally responsive teaching and self-regulation	Decreasing Disruptive Behavior Effect Size .53 Self Concept Effect Size .46 Motivation #Effect Size .48 Reducing Anxiety Effect Size .48	Student Discipline Logs Teacher/Student rating scales

What funding source will you use?
350 Title 1 10,000 Title 1 after school

Site Goal 3.3

Increase On Time Attendance and reduce Chronic Absenteeism

Metric: Attendance

Actions/Services 3.3.1

Principally Targeted Student Group
• All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide instruction, recognition and increased awareness of the importance of on-time school attendance and citizenship	Research support the need for regular school attendance in order for students to demonstrate school proficiency	Attendance rates

What funding source will you use?
200 supplies for Attendance recognition title 1 1000 PBIS

Site Goal 3.4

Provide students transportation and access to curricular and cultural resources off-campus and contracts with on-campus providers

Metric: School Climate

Actions/Services 3.4.1

Principally Targeted Student Group
• Foster Youth • Low Income

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide field trip scholarships, entrance fees, transportation fees, on-site contracts with outside providers to guarantee all students opportunities for culturally relevant/academic program participation.	Research supports students with these experiences demonstrate stronger critical thinking skills and higher levels of tolerance	Field trip logs Attendance

What funding source will you use?

9,000 title 1
2,000 Supplemental/Concentration

Site Goal 3.5

Provide school wide, whole class and small group instruction in GATE skills, programs and services.

Metric: School Climate

Actions/Services 3.5.1

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide programs and/or on-site contracts with providers to guarantee all students opportunities for culturally relevant/academic, GATE program participation.	Research supports students with these experiences demonstrate stronger critical thinking skills and higher levels of tolerance.	Number of participants in programs Attendance Outcomes of programs (productions, presentations)

What funding source will you use?

5,000 GATE

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:

- Family and Community Engagement

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

Site Goal 4.1

Increase the productivity and frequency of home/school partnerships

Metric: Family and Community Engagement

Actions/Services 4.1.1

Principally Targeted Student Group

- Foster Youth • Low Income • School-wide

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Timesheet teachers, BTA to participate in Home Visits, conferences, and parent universities and contract with outside providers to provide content.	Research supports home visits lead to increase in attendance, and academic success. Parental involvement in learning effect size .51	Attendance records Home Visit log Event Calendar

What funding source will you use?

6,107 Title I
3,000 EL

Actions/Services 4.1.2

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Purchase communication folders with school contact information, school success and parent involvement materials	Parental involvement in learning effect size .51	Attendance Sign in logs

What funding source will you use?

2000 Title 1
1000 Supplemental/Concentration

Site Goal 4.2

Increase parent/family participation on campus

Metric: Family and Community Engagement

Actions/Services 4.2.1

Principally Targeted Student Group

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide training for Watch Dogs, Sign in system for volunteers and parent liaison to facility parent involvement	Parental involvement in learning effect size .51	Sign in logs

What funding source will you use?

3000 Title 1
3500 FACE grant

C. Justification of School-Wide Use of Funds

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

n/a

**Local Control Accountability Plan (LCAP)
Year 2017 - 2018**
IV. Funding
Prairie Elementary - 351

Fund Source Mgmt. Code/Description Resc. Code/Description	FTE	Carry Over	Allocation	Subtotal	EGUSD Strategic Goals				Balance
					1 - Curriculum and Instruction	2 - Assessment	3 - Wellness	4 - Family Engagement	
1510 Regular Education (TK-6) 0000 Unrestricted	0	\$0	\$34,151	\$34,151	\$34,151	\$0	\$0	\$0	\$0
1510 Regular Education (TK-6) 0000 Unrestricted	0	\$2,747	\$0	\$2,747	\$2,747	\$0	\$0	\$0	\$0
1511 Regular Education (TK-6) - Allocated FTE 0000 Unrestricted	41.3752	\$0	\$4,748,190	\$4,748,190	\$4,748,190	\$0	\$0	\$0	\$0
1512 Subject Matter Teachers 0000 Unrestricted	1.2	\$0	\$145,351	\$145,351	\$145,351	\$0	\$0	\$0	\$0
1580 Summer School/Extended Learning (TK-6) 0000 Unrestricted	0	\$36,111	\$0	\$36,111	\$36,111	\$0	\$0	\$0	\$0
5495 Allocated FTE Leave 0000 Unrestricted	0.0001	\$0	\$59,953	\$59,953	\$59,953	\$0	\$0	\$0	\$0
5634 Custodial Services 0000 Unrestricted	4	\$0	\$247,007	\$247,007	\$0	\$0	\$247,007	\$0	\$0
7101 LCFF Supple/Conc TK - 6 0000 Unrestricted	0	\$0	\$25,482	\$25,482	\$22,482	\$0	\$2,000	\$1,000	\$0
7105 Gifted and Talented Education (GATE) TK-6 0000 Unrestricted	0	\$0	\$5,000	\$5,000	\$4,500	\$0	\$500	\$0	\$0
7150 EL Supplemental Program Services TK- 6 0000 Unrestricted	0	\$0	\$29,800	\$29,800	\$16,800	\$10,000	\$0	\$3,000	\$0
7415 Family and Community Engagement 0000 Unrestricted	0	\$0	\$3,500	\$3,500	\$0	\$0	\$0	\$3,500	\$0
7440 Positive Behavior Incentive Supports 0000 Unrestricted	0	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
7534 Site Custodial Services 0000 Unrestricted	0.5	\$0	\$26,556	\$26,556	\$0	\$0	\$26,556	\$0	\$0
4900 Director of Learning Support Services 3010 NCLB: Title I, Part A, Basic Grants Low Income and Neglected	3.0938	\$0	\$483,547	\$483,547	\$262,212	\$67,600	\$141,550	\$12,185	\$0
4900 Director of Learning Support Services 3010 NCLB: Title I, Part A, Basic Grants Low Income and	0	\$3,839	\$0	\$3,839	\$3,839	\$0	\$0	\$0	\$0

Neglected									
4900 Director of Learning Support Services 3010 NCLB: Title I, Part A, Basic Grants Low Income and Neglected	0	\$3,839	\$0	\$3,839	\$3,839	\$0	\$0	\$0	\$0
5610 Food and Nutrition Services Center 5310 Child Nutrition: School Programs	2.4375	\$0	\$140,712	\$140,712	\$0	\$0	\$140,712	\$0	\$0
5610 Food and Nutrition Services Center 5320 CACFP Claims - Centers and Family Day Care	0.5625	\$0	\$27,550	\$27,550	\$0	\$0	\$27,550	\$0	\$0
4355 Healthy Start 5640 Medi-Cal Billing Option	3.2	\$0	\$270,298	\$270,298	\$0	\$0	\$270,298	\$0	\$0
4900 Director of Learning Support Services 5858 Title I - Afterschool (rolls to 3010)	0.25	\$0	\$45,000	\$45,000	\$35,000	\$0	\$10,000	\$0	\$0
4900 Director of Learning Support Services 6010 After School Education and Safety (ASES)	0.45	\$0	\$120,287	\$120,287	\$120,287	\$0	\$0	\$0	\$0
3200 Language Speech and Hearing (LSH) 6500 Special Education	1.3	\$0	\$143,716	\$143,716	\$143,716	\$0	\$0	\$0	\$0
3410 Special Education Mild/Moderate 6500 Special Education	3.75	\$0	\$180,982	\$180,982	\$180,982	\$0	\$0	\$0	\$0
3660 Full Inclusion - Paraeducators in lieu of NPA 6500 Special Education	2.25	\$0	\$91,688	\$91,688	\$91,688	\$0	\$0	\$0	\$0
3770 Full Inclusion 6500 Special Education	1.5	\$0	\$78,783	\$78,783	\$78,783	\$0	\$0	\$0	\$0
4350 Student Support and Health Services 9313 Healthy Start Donations	0	\$593	\$0	\$593	\$593	\$0	\$0	\$0	\$0
4010 Elementary Education PreK-6 9402 PG&E Bright Ideas Grant	0	\$30	\$0	\$30	\$30	\$0	\$0	\$0	\$0
4010 Elementary Education PreK-6 9515 Reaching Resolution - CYC	0	\$8	\$0	\$8	\$8	\$0	\$0	\$0	\$0
Totals	65.8691	\$47,167	\$6,908,553	\$6,955,720	\$5,991,262	\$77,600	\$867,173	\$19,685	

Signatures: (Must sign in blue ink)

Date

Benefits Calculator

Principal **Laura Anderson**

Certificated	Staff Amount \$	School Site Council Chairperson Matt Boyd	_____	_____
	Benefits Amount \$	EL Advisory Chairperson Monica Valerio	_____	_____
Classified	Total \$			

