Prairie Elementary

Local Control Accountability Plan (LCAP) 2020 - 2021

Principal: 
(Signature): 
County-District-School (CDS) Code: 34673146098750

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
State Priorities

Goal Setting

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

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

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

Strategic Goals

Goal 1: High-Quality Classroom Instruction and Curriculum
- All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.

Goal 2: Assessment, Data Analysis, & Action
- All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.

Goal 3: Wellness
- All students will have an equitable opportunity to learn in a culturally responsive, physically and emotionally healthy and safe environment.

Goal 4: Family and Community Engagement
- All students will benefit from programs and services designed to inform and involve family and community partners.

Stakeholder Engagement

Involvement Process for LCAP and Annual Update

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

Stakeholder Engagement:
ELAC meeting and parent input: parent surveys in November 2019, 10/18/19, 10/10/20, 4/17/20
Staff input conducted/gathered data and discussed: staff meetings and leadership - 8/7, 9/4, 10/2, 11/6, 12/4, 1/8/20, 2/5/20, 4/14/20 and 7/29, 8/26, 9/16, 10/28, 12/16, 1/27 and 2/24.
Parent and Staff input for School Safe Plan, Academic program and GATE program: Ongoing, electronic surveys in November 2019, staff meetings and leadership meetings as noted above.
LCAP input gathered and data reviewed with School Site Council on April 22, 2020 and approved on ____

Impact of LCAP and Annual Update

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

Based on the 2019-2020 LCAP needs survey results from both parents and teachers, we will continue to find ways to support our PBIS and social emotional learning to maintain a safe school and effective learning environment. We will continue to provide professional development for grade level teams to collaborate and plan, adding the area of AVID to strategies of our teachers. We will stay focused on the academic growth of our students, continuing to utilize AIT’s, tutoring and intervention supports. We will focus on parent engagement to help support our chronic absenteeism rate.

Resource Inequities

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

Prairie Elementary was identified as an Alternative Targeted Support and Improvement school because our subgroup of Students with Disabilities (SWD), need additional targeted support to meet growth goals. As a result of our needs assessment, additional resources have been allocated to support the increase in achievement for this subgroup.
- small group intervention with targeted small group instruction, AIT/para support and extended day
- PLC collaboration time with RSP teachers, targeting student outcomes and discussing the progress of SWD using standards-aligned interim assessment data.

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
- CAASPP
- Content Standards Implementation
- CTE Sequence Completion
- EAP
- Other (Site-based/local assessment)
- Progress toward English Proficiency
- Redesignation
- Teacher Assignment

Jump To: District Goal 1 | District Goal 2 | District Goal 3 | District Goal 4 | Justification | Certification

Site Goal 1.1

3% - 5% increase in the number of students who attain proficiency on Smarter Balanced Assessments in core content areas (grades 3-6) or Grade Level Benchmarks (grades K-2). SBAC ELA - 25%  SBAC Math - 19%

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

<table>
<thead>
<tr>
<th>What is the Research Confirming this is an Effective Practice?</th>
<th>How will you Measure the Effectiveness of the Actions/Services?</th>
</tr>
</thead>
</table>
| John Hattie, Visible Learning for Teachers: Maximizing Impact on Learning  
  - Small Group Learning Effect Size 0.49  
  - Reading Phonic Instruction Effect Size 0.60  
  - Reading Comprehension Programs Effect Size 0.58 | Increase in SBAC, SMART GOAL, and Program assessments:  
  - 70% of students making at least 1 years growth on Visible Learning Effect size matrix with grade level pre/post common assessments  
  1) Reading fluency rate and accuracy collected each trimester  
  2) K/1 Benchmark trimester data  
  3) 3% - 5% SBAC growth, 100% of grade levels meeting SMART goals, 70% proficiency on program assessments  
  4) Increase in the number of students scoring proficient on grade level SMART goal assessment |

Funding Source

| Title I – Basic (4900/3010) | $164000 | Certificated Salaries |

Actions/Services 1.1.2

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome

<table>
<thead>
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| John Hattie, Visible Learning for Teachers: Maximizing Impact on Learning  
  - 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:  
  - 70% of students making at least 1 years growth on Visible Learning Effect size matrix with grade level pre/post common assessments  
  1) Increase in the number of students approaching grade level standards in reading fluency rate and accuracy collected each trimester.  
  2) 5% SBAC growth, 100% of grade levels
meeting SMART goals, 70% proficiency on program assessments
3) Increase in the number of students scoring proficient on grade level SMART goal assessment.

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<tr>
<th>Funding Source</th>
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<tbody>
<tr>
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### 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
- SWD

### Specific Actions to Meet Expected Outcome

- Provide Extended Day small group instruction (math and ELA), including SWD
- Provide Extended Day EL small group instruction, including SWD
- Utilize support of Academic Program Coordinator for after school
- Utilize support of EL Coordinator to: identify/place EL students, redesignate, RFEP monitoring, and support for ELAC meetings
- Utilize support for Initial and Summative ELPAC testing.

**What is the Research Confirming this is an Effective Practice?**

- Reading Phonic Instruction Effect Size .60
- Reading Comprehension Programs Effect Size .58
- Reading Second Chance Programs Effect Size 50
- micro-teaching effect size .88

**How will you Measure the Effectiveness of the Actions/Services?**

- SBAC, SMART GOAL, and Program assessments:
  - 70% of students making at least 1 year growth on Visible Learning Effect size matrix with grade level pre/post common assessments
  - 1) Increase on the number of students approaching grade level standards in reading fluency rate and accuracy rate - collected each trimester
  - 2) 5% SBAC growth
  - 3) 100% of grade levels meeting SMART goals - proficient level for grade level
  - 4) 70% proficiency on program assessments
  - 5) Increase the number of students who redesignate.

### Funding Source

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<th>Funding Source</th>
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<tr>
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<tr>
<td>EL Supplemental (7150/0000)</td>
<td>$10000</td>
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</tbody>
</table>

### 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

- Provide Off-track small group instruction - Intersession (Summer School funding will be used)

**What is the Research Confirming this is an Effective Practice?**

- Reading Phonic Instruction Effect Size .60
- Reading Comprehension Programs Effect Size .58
- Reading Second Chance Programs Effect Size 50

**How will you Measure the Effectiveness of the Actions/Services?**

- 1) 3 - 5% increase in SBAC and Benchmark results
- 2) 100% SMART GOAL attainment Program assessments
Site Goal 1.2

Maintain 100% 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

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<thead>
<tr>
<th>Specific Actions to Meet Expected Outcome</th>
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<th>How will you Measure the Effectiveness of the Actions/Services?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Provide supplementary curriculum, technology, resources (iReady, Scholastic Reading Inventory Reading Counts, MyOn, SumDog) and supplies, including AVID conference 2) Purchase TIME for Kids subscription for every student</td>
<td>Research supports providing high interest, grade leveled reading materials for student instruction and home practice to re-enforce taught skills.</td>
<td>1&amp;2) SMART Goals 1&amp;2) Grade Level Assessments 1&amp;2) SBAC interim assessments increase by 10% 1&amp;2) 5% SBAC growth</td>
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<tbody>
<tr>
<td>Title I – Basic (4900/3010)</td>
<td>$39,500</td>
<td>Materials/Supplies/Equipment</td>
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### Actions/Services 1.2.2

**Principally Targeted Student Group**

- All • EL • SWD

<table>
<thead>
<tr>
<th>Specific Actions to Meet Expected Outcome</th>
<th>What is the Research Confirming this is an Effective Practice?</th>
<th>How will you Measure the Effectiveness of the Actions/Services?</th>
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<tbody>
<tr>
<td>1) Purchase supplementary on-line resources to provide additional reading, language and math practice at school and home: Scholastic Reading Inventory Reading Counts MYON STARFALL SUMDOG Additional resources as needed Purchase supplementary on-line resources for EL students</td>
<td>Research supports building student reading and math fluency using high interest, interactive programs that provide feedback and adjust to student performance levels. Research supports building student reading and math fluency using high interest interactive methods that provide feedback and adjust to student performance levels. Positive effect of technology on student achievement - Tamin, R., Bernard, R., Borokhovski, E., Abrami, P., &amp; Schmid, R (2011) report on positive effects of technology on student achievement from 25 meta-analyses of 1,055 primary studies, See &quot;What forty years of research says about the impact of technology on learning: A second-order meta-analysis and validation study&quot; Review of Educational Research, 15</td>
<td>1) Lexile level increase by 10% 10% increase on students Meeting Standards on Scholastic Reading Counts Proficiency Summary</td>
</tr>
</tbody>
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<tr>
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<tr>
<td>Title I – Basic (4900/3010)</td>
<td>$39,500</td>
<td>Materials/Supplies/Equipment</td>
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</tbody>
</table>
### Actions/Services 1.2.3

#### Principally Targeted Student Group
- School-wide

<table>
<thead>
<tr>
<th>Specific Actions to Meet Expected Outcome</th>
<th>What is the Research Confirming this is an Effective Practice?</th>
<th>How will you Measure the Effectiveness of the Actions/Services?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Provide maintenance agreements, parts, services, supplies, copying and replacement of supplemental resources.</td>
<td>Research supports that working equipment provides students higher levels of access to supplemental technology and instructional supports than non-functional equipment. <a href="https://www.oecd.org/education/school/50293148.pdf">https://www.oecd.org/education/school/50293148.pdf</a></td>
<td>1) Site equipment matrix work orders supply inventory records 3% - 5% SBAC growth, 100% of grade levels meeting SMART goals, 70% proficiency on program assessments</td>
</tr>
</tbody>
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<thead>
<tr>
<th>Funding Source</th>
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<th>Description of Use</th>
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<tbody>
<tr>
<td>EL Supplemental (7150/0000)</td>
<td>$3800</td>
<td>Materials/Supplies/Equipment</td>
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<tr>
<td>Supplemental/Concentration (7101/0000)</td>
<td>$8500</td>
<td>Materials/Supplies/Equipment</td>
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<tr>
<td>Title I – Basic (4900/3010)</td>
<td>$10400</td>
<td>Contracts/Services</td>
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### Actions/Services 1.2.4

#### Principally Targeted Student Group
- Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • R-FEP

<table>
<thead>
<tr>
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<th>How will you Measure the Effectiveness of the Actions/Services?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Purchase additional instructional supplies for workshop, intervention, Reading Counts, AVID and after school programs. 2) Purchase additional instructional supplies for EL students during WIN time and after school</td>
<td>John Hattie: Visible Learning Effect Size: Small Group Learning Effect Size .49 Reading Phonics Instruction Effect Size .60 Reading Comprehension Programs Effect Size .58 Reading Second Chance Programs Effect Size 50</td>
<td>1) SBAC, SMART GOAL, and Program assessments 70% of students making at least 1 years growth on Visible Learning Effect size matrix with grade level pre/post common assessments 5% SBAC growth 100% of grade levels meeting SMART goals 70% proficiency on program assessments 2) Individual ELPAC scores to increase by one performance band and redesignation rate to increase by 5%</td>
</tr>
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<tr>
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<tr>
<td>Supplemental/Concentration (7101/0000)</td>
<td>$1808</td>
<td>Materials/Supplies/Equipment</td>
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<tr>
<td>Title I – Basic (4900/3010)</td>
<td>$33300</td>
<td>Materials/Supplies/Equipment</td>
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</tbody>
</table>
Site Goal 1.3

Increase number of books checked out by students to increase:
Lexile level progress by 10%
Scholastic Reading Counts data - increase 10% of students who Meet Standards
Current level SRC: 18%
Lexile: 1st = 190, 2nd = 420, 3rd = 520, 4th = 740, 5th = 830, 6th = 925

**Metric:** Instructional Materials

**Actions/Services 1.3.1**

**Principally Targeted Student Group**

- All

<table>
<thead>
<tr>
<th>Specific Actions to Meet Expected Outcome</th>
<th>What is the Research Confirming this is an Effective Practice?</th>
<th>How will you Measure the Effectiveness of the Actions/Services?</th>
</tr>
</thead>
</table>
| 1) Provide additional librarian for more frequent access to research materials, supplementary reading materials, and Scholastic Reading Counts Timesheeted Library Support Technician--- Title 1 | Research shows that family reading increases language development, fluency and comprehension skills | 1) Number of books checked out by students to increase
- Lexile Level Progress by 10%
- Scholastic Reading Counts data to show increase of 10% of students to Meet Standards |

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<tr>
<td>Title I – Basic (4900/3010)</td>
<td>$4400</td>
<td>Classified Salaries</td>
</tr>
<tr>
<td>Supplemental/Concentration (7101/0000)</td>
<td>$10000</td>
<td>Classified Salaries</td>
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</tbody>
</table>

**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
- Other (Site-based/local assessment)

**Site Goal 2.1**

Use assessment data to make actionable instructional decisions through the collaborative process of Professional Learning Communities.

Current: SBAC ELA 25% and SBAC Math 19%

**Metric:** Data and Program Evaluation

**Actions/Services 2.1.1**

**Principally Targeted Student Group**

- All • EL • SWD

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</table>
| 1) Provide time and resources for teachers to:
- analyze data
- set SMART goals
- create lessons
- respond to students based on the assessed need demonstrated in common grade level assessments (RTI plan) | John Hattie's research on Visible Learning for Teachers identifies the effect size of various influences on student achievement.
Small group learning effect size.49
Reading Comprehension Program effect size .58
Using the PLC at work model, teachers will use release time to collaborate, continue to explore, utilize, and develop a deeper | 1 and 2) Increase in reading fluency and accuracy rate, K/1 Benchmark assessment increase
70% of students making at least 1 years growth on Visible Learning Effect size matrix with grade level pre/post common assessments
- 5% SBAC growth
- 100% of grade levels meeting SMART goals
- 70% proficiency on program assessments |
2) Provide substitutes, stipends and professional development opportunities and resources for assessment and intervention based on grade level needs assessments/assessment results understanding of the Wonders curriculum, plan intervention lessons and groups, and address the needs of our SED, EL, and FY students.

- Response to Intervention: 1.07 effect size
- Professional Development: .75 effect size
- PLC: 1.57 effect size

---

### 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?

| 1) Purchase online resources for: |
| - data collection |
| - monitoring of student progress |
| - incentives for students reaching set goals. |
| Matching student supplemental/instructional materials and opportunities to Lexile Level increases reading proficiency. |
| 1) Scholastic Reading Counts Lexile Levels - 10% increase on students Meeting Standards on Scholastic Reading Counts Proficiency Summary |

### Funding Source

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<tbody>
<tr>
<td>Supplemental/Concentration (7101/0000)</td>
<td>$2080</td>
<td>Materials/Supplies/Equipment</td>
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</table>

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### Actions/Services 2.1.3

#### 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?

| 1) Provide additional time for teachers to provide targeted instruction based on assessed need: |
| Math intervention groups 2 hours a week after school |
| John Hattie’s Visible Learning Effect Size: Small Group Learning Effect Size .49 Feedback while learning math Effect Size .45 |
| Report Card and progress report analysis 70% of students making at least 1 years growth on Visible Learning Effect size matrix with grade level pre/post common assessments 5% SBAC growth 100% of grade levels meeting SMART goals in math 70% proficiency on program assessments with Go Math |

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<tr>
<td>Title I – Basic (4900/3010)</td>
<td>$21000</td>
<td>Certificated Salaries</td>
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</table>
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
2% Decrease in student referrals and suspensions.
Current rate of suspensions = 6.2%
Current rate of referrals = 14.2%

Metric: School Climate

Actions/Services 3.1.1

Principally Targeted Student Group
• All

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<tbody>
<tr>
<td>1) Provide school-wide, whole class and small group instruction in Skills for Social and Academic Success</td>
<td>Decreasing Disruptive Behavior Effect Size .53</td>
<td>1) Student referrals and suspensions</td>
</tr>
<tr>
<td>2) Provide additional mentor/MHT to support social emotional learning</td>
<td>Self Concept Effect Size .46</td>
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<td></td>
<td>Motivation #Effect Size .48</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reducing Anxiety Effect Size .48</td>
<td>2) Number of students participation in lunch bunch and social groups, student referrals and suspensions</td>
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Funding Source

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<th></th>
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Actions/Services 3.1.2

Principally Targeted Student Group
• All

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<tbody>
<tr>
<td>1) Provide supplementary curriculum (on district's approved list) and professional development in culturally responsive teaching practices and teaching self-regulation skills</td>
<td>John Hattie's Visible Learning Effect Size: Decreasing Disruptive Behavior Effect Size .53</td>
<td>All areas: Decrease in student discipline referrals (synergy)</td>
</tr>
<tr>
<td>2) Implement schoolwide SEL program (Second Step) with lessons taught in every class by all teachers</td>
<td>Self Concept Effect Size .46</td>
<td>Dashboard data</td>
</tr>
<tr>
<td>3) Implement AVID program including professional development for staff.</td>
<td>Motivation #Effect Size .48</td>
<td>Increase TFI score (Tier 2)</td>
</tr>
<tr>
<td>4) Implementation of school supports and programs that help to provide a safe and engaging, social emotional, and physical environment. PBIS implementation</td>
<td>Reducing Anxiety Effect Size .48</td>
<td></td>
</tr>
</tbody>
</table>

PBIS implementation
Site Goal 3.2

Increase opportunities for all students to participate in culturally relevant/academic programs

**Metric:** School Climate

**Actions/Services 3.2.1**

**Principally Targeted Student Group**

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

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<tr>
<td>1) 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.</td>
<td>Research supports students with these experiences demonstrate stronger critical thinking skills and higher levels of tolerance.</td>
<td>1) Field trip logs and attendance increase</td>
</tr>
</tbody>
</table>

**Site Goal 3.3**

Increase number of students participating in culturally relevant/academic programs, include GATE.  
GATE identification = 16 students  
GATE participation = 91 students

**Metric:** School Climate

**Actions/Services 3.3.1**

**Principally Targeted Student Group**

- All

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</table>
| 1) Provide school wide, whole class and small group instruction in GATE skills, programs and services | Research supports students with these experiences demonstrate stronger critical thinking skills and higher levels of tolerance. | All areas:  
- Number of participants in programs  
- 5% increase in GATE identification  
- Attendance increase by 10%  
- Outcomes of programs (productions, |
Local Control Accountability Plan (LCAP) 2020 - 2021 - Prairie Elementary ES

contracts with providers to guarantee all students opportunities for culturally relevant/academic

2. GATE program participation

3) GATE program participation (placement/high ability courses) provide specific curricula aimed at challenging students at the appropriate level. [See research on positive outcomes by Kulik, J. & Kulik, C.L. (1992) available at www.gifted.uconn.edu/nrcgt/rbdm9204.pdf and Goldring, E., (1990) "Classroom Organizational Frameworks for Gifted Education."

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Amount</th>
<th>Description of Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>GATE (7105/0000)</td>
<td>$2500</td>
<td>Certificated Salaries</td>
</tr>
<tr>
<td>GATE (7105/0000)</td>
<td>$300</td>
<td>Materials/Supplies/Equipment</td>
</tr>
<tr>
<td>GATE (7105/0000)</td>
<td>$1550</td>
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</tr>
<tr>
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<td>$2500</td>
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</tr>
<tr>
<td>Title I – Basic (4900/3010)</td>
<td>$2500</td>
<td>Materials/Supplies/Equipment</td>
</tr>
</tbody>
</table>

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

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 from current rate of 1% to increase by 3%

**Metric**: Family and Community Engagement

**Actions/Services 4.1.1**

**Principally Targeted Student Group**
- Black or African American
- EL
- Foster Youth
- Hispanic or Latino
- Low Income
- School-wide

<table>
<thead>
<tr>
<th>Specific Actions to Meet Expected Outcome</th>
<th>What is the Research Confirming this is an Effective Practice?</th>
<th>How will you Measure the Effectiveness of the Actions/Services?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Timesheet teachers to make Home Visits Timesheet BTA to participate in Home Visits</td>
<td>Research supports home visits lead to increase in attendance, and academic success. Parental involvement in learning effect size .51 John Hattie’s’ research on Visible Learning for Teachers identifies the effect size of various influences on student achievement. Parent involvement in learning effect size .51 <a href="#">John Hopkins Study Report 2015: PTHVP-model Home Visits Make Significant Impact on Student Outcomes</a></td>
<td>5% increase in student attendance and parent participation based on: Attendance records Home Visit log Event Calendar Sign in sheets Agendas</td>
</tr>
<tr>
<td>2) Conferences Parent universities Contract with outside providers to provide content</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3) Provide supplemental resources and light snacks at ELAC meetings as well as EL parent classes.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Actions/Services 4.1.2

**Principally Targeted Student Group**
- All

<table>
<thead>
<tr>
<th>Specific Actions to Meet Expected Outcome</th>
<th>What is the Research Confirming this is an Effective Practice?</th>
<th>How will you Measure the Effectiveness of the Actions/Services?</th>
</tr>
</thead>
</table>
| 1) Purchase communication folders with school contact information  
2) School success and parent involvement materials | John Hattie: Visible Learning Effect Size  
Parental involvement in learning effect size .51 | 5% increase in attendance based on:  
Student attendance rate increase (synergy)  
Sign in logs  
Event calendar |

### Funding Source

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Amount</th>
<th>Description of Use</th>
</tr>
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<tbody>
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<tr>
<td>Title I – Basic (4900/3010)</td>
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<td>Classified Salaries</td>
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<tr>
<td>Title I – Basic (4900/3010)</td>
<td>$1000</td>
<td>Contracts/Services</td>
</tr>
<tr>
<td>EL Supplemental (7150/0000)</td>
<td>$2500</td>
<td>Certificated Salaries</td>
</tr>
<tr>
<td>EL Supplemental (7150/0000)</td>
<td>$500</td>
<td>Materials/Supplies/Equipment</td>
</tr>
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</table>

### Site Goal 4.2

Increase parent/family participation on campus

**Metric:** Family and Community Engagement

### Actions/Services 4.2.1

**Principally Targeted Student Group**
- All

<table>
<thead>
<tr>
<th>Specific Actions to Meet Expected Outcome</th>
<th>What is the Research Confirming this is an Effective Practice?</th>
<th>How will you Measure the Effectiveness of the Actions/Services?</th>
</tr>
</thead>
</table>
| 1) Provide training for Parent Involvement  
2) Sign in system for volunteers  
3) Parent liaison to facilitate parent involvement | John Hattie - Visible Learning, Effect Size  
Parental involvement in learning effect size .51 | 5% increase in attendance based on:  
Sign in logs  
Event calendar |

### Funding Source

<table>
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<tr>
<th>Funding Source</th>
<th>Amount</th>
<th>Description of Use</th>
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<tr>
<td>Supplemental/Concentration (7101/0000)</td>
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</table>

### Site Goal 4.3
Increase On Time Attendance and reduce Chronic Absenteeism by 3%
Current rate = 16.6%

**Metric:** Chronic Absentee Rate

**Actions/Services 4.3.1**

**Principally Targeted Student Group**
- All • School-wide

<table>
<thead>
<tr>
<th>Specific Actions to Meet Expected Outcome</th>
<th>What is the Research Confirming this is an Effective Practice?</th>
<th>How will you Measure the Effectiveness of the Actions/Services?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Provide instruction, recognition and increased awareness of the importance of on-time school attendance and citizenship.</td>
<td>Research support the need for regular school attendance in order for students to demonstrate school proficiency. <a href="https://www.attendanceworks.org/">A National Portrait of Chronic Absenteeism in the Early Grades</a>.</td>
<td>All areas: Increase current attendance rate by 3% CHK survey results Synergy attendance summary.</td>
</tr>
<tr>
<td>2) Implementation of school supports and programs that help to provide a safe and engaging, social emotional, and physical environment. PBIS implementation Panther Praise Assemblies Prizes/Trophies Supplies VIC awards Attendance banners</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Research support the need for regular school attendance in order for students to demonstrate school proficiency**

*A National Portrait of Chronic Absenteeism in the Early Grades*
Romero, Mariahose and Young-Sun Lee. National Center for Children in Poverty, Columbia University. October 2007. This brief reveals a significant level of absenteeism in the early school years, especially among low-income children, and confirms its detrimental effects on school success by examining children from across various incomes and race/ethnicity groups in a nationally representative sample of children entering kindergarten. Early...
Published: October 2007

**Funding Source**

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Amount</th>
<th>Description of Use</th>
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<th>Delete</th>
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<td>$200</td>
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<td>$250</td>
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</table>
### 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
### IV. Funding

**Prairie Elementary - 351**

<table>
<thead>
<tr>
<th>Fund Source</th>
<th>Mgmt. Code/Description</th>
<th>Carried FTE</th>
<th>Allocation</th>
<th>Subtotal</th>
<th>EGUSD Strategic Goals</th>
<th>Balance</th>
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<tr>
<td></td>
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<td></td>
<td></td>
<td>1 - Curriculum and Instruction</td>
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<td>2 - Assessment</td>
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<tr>
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<td></td>
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<td>3 - Wellness</td>
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<tr>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>4 - Family Engagement</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1510 Regular Education (TK-6)</td>
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<td>$33,457</td>
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<tr>
<td>1511 Regular Education (TK-6) - Allocated FTE</td>
<td>0000 Unrestricted</td>
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<tr>
<td>7101 LCFF Supple/Conc TK - 6</td>
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<td>$1,000</td>
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<tr>
<td>7150 EL Supplemental Program Services TK-6</td>
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<td>$26,087</td>
<td>$18,225</td>
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<tr>
<td>4900 Director of Learning Support Services</td>
<td>3010 Unrestricted</td>
<td>0</td>
<td>$502,156</td>
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<td>$357,300</td>
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<tr>
<td>7440 Positive Behavior Incentive Supports</td>
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</tr>
<tr>
<td><strong>Total Funds Budgeted for Strategies to Meet the Goals in the SPSA</strong></td>
<td></td>
<td>0</td>
<td>$639,097</td>
<td>$639,097</td>
<td>$482,299</td>
<td>$15,800</td>
</tr>
</tbody>
</table>

| Total Funds Provided to the School Through the Consolidated Application | TBD |
| Total Federal Funds Provided to the School from the LEA for CSI | N/A |
| Subtotal of additional federal funds included for this school | $502,156 |
| Subtotal of state or local funds included for this school | $136,941 |

---

**Benefits Calculator for Timesheets**

<table>
<thead>
<tr>
<th>Certificated</th>
<th>Staff Amount $</th>
<th>Benefits Amount $</th>
<th>Total $</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classified</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Signatures:** (Must sign in blue ink)  
**Date**

Principal: Laura Anderson  
School Site Council Chairperson: Erika Diaz  
EL Advisory Chairperson: Monica Valeria