Prairie Elementary

Local Control Accountability Plan (LCAP) 2024-2025

Principal: Laura Anderson

County-District-School (CDS) Code: 34673146098750

Elk Grove Unified School District
Elk Grove, California

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

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Goal Setting (Icapid: 630)

State Priorities

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

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

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

Strategic Goals

Goal 1: High-Quality Classroom Instruction and Curriculum
- All students will receive high quality classroom instruction and curriculum to promote college, career and life readiness and close achievement and opportunity gaps.

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

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

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

Stakeholder Engagement

1. Involvement Process for LCAP and Annual Update

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

ELAC meeting and parent input: ongoing surveys and ELAC meetings on 11/3, 1/18 and 2/15
Parent surveys in November 2023 and April 2024
Staff input conducted/gathered data and discussed:
Staff meetings: 8/2, 9/6, 10/4, 11/1, 12/6, 1/10, 2/7, 3/6, 4/3, and 5/1.

Leadership: 8/14, 9/18, 10/16, 11/13, 1/22, 2/19, 3/18, 4/15, and 5/13.
School Site Council: 9/29, 2/29, 4/30 and 5/2.

2. Impact of LCAP and Annual Update

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

Based on the 2023-2024 LCAP needs survey, results from both parents and staff, 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 using the Instructional Framework, continuing the area of AVID strategies for our teachers. We will stay focused on the academic growth of our students, continuing to utilize AIT's, tutoring and intervention supports. We will add additional supports for intervention to support students behaviorally and academically. We will focus on parent engagement to help support our chronic absenteeism rate.

Resource Inequities (ATSI and CSI designated schools only)

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

Prairie is not identified as an ATSI or CSI school.

Goals, Actions, and Progress Indicators

District Strategic Goal 1:

All students will receive high quality classroom instruction and curriculum 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**

Site Goal 1.1   (SiteGoalID: 7416) (DTS: 12/13/23)

Goal is a 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).
Current levels: SBAC percentage of students meeting standards schoowide: ELA - 22.1% SBAC Math - 15%

Current levels **ELA** grade 3-6 Subgroup of students meeting standards:
African American: 12%
Asian: 26%
Hispanic: 18%
Pacific Islander: 28%
White: 35%
EL: 10%
Foster Youth: 0%
Homeless: 18%
SWD: 0%

Current levels **Math** grade 3-6 Subgroup of students meeting standards:
African American: 1.52%
Asian: 23%
Hispanic: 14.83%
Pacific Islander: 19%
White: 15%
EL: 8%
Foster Youth: 0%
Homeless: 0%
SWD: 0%

Illuminate benchmark assessments (K-2) current levels:
Math:
Kinder: 99% correct
Grade 1: 25% Proficient
Grade 2: 72% Proficient
ELA:
Kinder: 94% Phonemic Awareness
Grade 1: 97% Phoemic Awareness
Grade 2: 80% Phonemic Awareness

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

Action 1.1.1   (SiteGoalID: 7416) (DTS: 12/13/23)

Targeted Student Group(s)

• American Indian or Alaska Native • Asian • Black or African American • EL • Foster Youth • Hispanic or Latino •
Low Income • Native Hawaiian or Pacific Islander • School-wide • SWD • Two or More • White

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**

1) Provide targeted instruction for students assessed to be below grade level standards utilizing **(2) Academic Intervention Teachers - ELA**
2 - *1.0 FTE ($200,000 Title 1)*
2) Provide target instruction for students assessed to be below grade level standards utilizing **(1) Academic Intervention Teacher - ELA.**
1 - *1.0 FTE (Esser funded)*
2) Continue **staff PD** for effectively written and communicated learning targets and success criteria that clearly connect to content area standards.
July-June:
Academic Intervention Teachers will utilize small group instruction and highly effective learning strategies for struggling students in first through sixth grade not meeting grade level standards in reading and language development with a focused emphasis on Black or African American, Hispanic or Latino, EL, Foster Young, Students with Disabilities, R-FEP, and low-income students.
Staff PD will be scheduled to target skills based on FONT walk through data.
July 18 - The intervention team will meet with grade level teachers to determine the specific criteria for qualifying and exiting intervention support. These criteria will be shared with families.
August 1 & September 1 - AITs work with classroom teachers to identify students in B, C, & D tracks (August 1) and A Track (September 1) in need of academic support based on Illuminate and grade level beginning of the year assessments. AITs and classroom teachers determine schedules for intervention students
 August 7 (B, C, & D Tracks) & September 4 (A Track) - AIT supports begin

- Monitor the number of students served
- Analyze monthly assessment data

- August/September - AITs and classroom teachers will determine the students receiving specific academic support.
- October/November & February/March - At the end of each trimester, AITs will meet to analyze assessment data and determine students who will be exiting, continuing, or entering intervention support. Assessment data will include Illuminate grade level data for trimester 1 & 2, and additional grade level assessment data.
- October/November & February/March - intervention assessment results and supports shared with parents/guardians & students.
- End of each Trimester - The intervention team will analyze the data for the following subgroups: Black or African American, EL, Foster Youth, Hispanic or Latino, Low Income, R-FEP, and Students with Disabilities during the Data Days. This will be shared with each grade level. They will collaborate to make next step determinations.

5. October/November and February/March - AITs will meet with grade level teams and the conclusion of each trimester to analyze data and determine students who will be exiting, continuing, or entering intervention support.
Supplementary Curriculum and Resources - District-approved supplemental curriculum and resources to support academic intervention instruction.

Action 1.1.2   (SiteGoalID: 7416) (DTS: 12/13/23)

Targeted Student Group(s)

• Asian • Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • SWD

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan 1) Provide Time-sheeted **Para Suppor**t in classroom workshop for grades TK - 6 with a focus on targeting instruction in Math and ELA. Specific focus to our subgroups. - Specific K/1 targeted paraeducator	**Progress Monitoring** 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. 1) 5% SBAC growth, 100% of grade levels meeting SMART goals, 70% proficiency on program assessments 1) Increase in the number of students scoring proficient on grade level SMART goal assessment.	**Evaluation**

Action 1.1.3   (SiteGoalID: 7416) (DTS: 12/13/23)

Targeted Student Group(s)

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

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan 1)Provide **Extended Day** small group instruction (Math and ELA), including SWD 2)Provide **Extended Day EL** small group instruction, including SWD 4)Utilize support of **EL Coordinator** to: identify/place EL students, reclassification, EL/RFEP monitoring, trainings, and support for ELAC meetings, including training materials and light refreshments EL Supplemental: $5,000 5)Utilize support of EL Coordinator and off track teachers for Initial and Summative ELPAC testing. EL Supplemental: $10,000	**Progress Monitoring** 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 1,2) Increase on the number of students approaching grade level standards in reading fluency rate and accuracy rate - collected each trimster 1,2) 5% SBAC growth 1,2,3) 100% of grade levels meeting SMART goals - proficient level for grade level 1,2,3) 70% proficiency on program assessments 4,5) Increase the number of students who redesignate.	**Evaluation**

Action 1.1.4   (SiteGoalID: 7416) (DTS: 12/13/23)

Targeted Student Group(s)

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

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**
1) Provide Off-track small group instruction - **Intersession** (Summer School funding will be used)	1) 3 - 5% increase in SBAC and Benchmark results 1) 100% SMART GOAL attainment Program assessments 1) Utilize pre/post test assessments and survey data	

Site Goal 1.2   (SiteGoalID: 7420) (DTS: 12/13/23)

Maintain 100% SMART goal attainment for each grade level and target student instructional needs based on SMART goal assessments.
Grade Level SMART goals - 80% of students will reach proficient level in the designated goal area for ELA and Math.

(Increase SMART goal attainment) current level 65%

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

Action 1.2.1   (SiteGoalID: 7420) (DTS: 12/13/23)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?

Action Plan	Progress Monitoring	Evaluation
Provide district approved supplementary curriculum, technology and resources to provide additional reading, language and math practice at school and home. Purchase IXL $15,000 Purchase Scholastic Reading Inventory and additional reading incentive program (tbd) $2,500 Purchase MyOn, SumDog Starfall and supplies AVID resources and supplies Purchase supplementary on-line resources for EL students AVID support $20,000 Purchase TIME for Kids subscription for every student - $4,000 **LIBRARY TECH:** Provide additional services including frequent access to researching, purchasing and presentation of supplemental materials for student classroom and library use. Librarian to coordinate reading incentive program. Purchase allowable, reasonable and necessary supplies and books.	Teachers will meet during Data Days to review Illuminate and intervention data. Administrators and Instructional coaches with support teachers and share progress. Instructional decisions will be made based on data and progress of students. Administrators and AVID team will share AVID schoolwide strategies and stages of implementation during staff meetings. All classes will have access to, through reading and/or checking out, supplemental books and research on topics such as science, social studies, and multiculturalism.	

Action 1.2.2   (SiteGoalID: 7420) (DTS: 12/13/23)

Targeted Student Group(s)

• School-wide

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**
Provide maintenance	1) Site equipment matrix	

agreements, parts, services, supplies, copying and replacement of supplemental resources that enhance and support student achievement.	work orders supply inventory records 3% - 5% SBAC growth, 100% of grade levels meeting SMART goals, 70% proficiency on program assessments	

Action 1.2.3   (SiteGoalID: 7420) (DTS: 12/13/23)

Targeted Student Group(s)

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

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan 1) Purchase additional instructional supplies for: Workshop Intervention Reading Counts AVID After school programs Tutoring 2) Purchase additional instructional supplies for EL students during WIN time and after school tutoring.	**Progress Monitoring** 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 for all subgroups, specifically targeted 100% of grade levels meeting SMART goals - 80% proficiency 70% proficiency on program assessments 2) Individual ELPAC scores to increase by one performance band and redesignation rate to increase by 5% 3) Observation of classroom walkthroughs	**Evaluation**

Action 1.2.4   (SiteGoalID: 7420) (DTS: 12/13/23)

Targeted Student Group(s)

• Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • R-FEP • SWD • Two or More • White

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan Implementation of AVID strategies to include AVID Professional Development: - Summer Institute trainings - SCOE trainings - Monthly Professional Development trainings	**Progress Monitoring** - Administrators will collect data on FONT from Classroom AVID focused walkthroughs in order to determine the level of implementation of AVID and High Quality Teaching Strategies (grade level data and schoolwide data only). - Administrators and AVID team will share AVID Schoolwide Walkthrough Data with teachers at Staff Meetings.	**Evaluation**

Site Goal 1.3   (SiteGoalID: 7879) (DTS: 05/07/24)

VALLEY REGION GOAL
In the Valley Region, implementation of effective active participation will increase from 67-70% by the end of the year as measured by the teaching and learning program implementation continuum (PIC).

- From student survey data, when your teacher asks questions, do you have enough time to come up with answers? (64-72%)
- From teacher survey data, regarding current level of implementation, active participation will increase from 81.6% to 83%
- FONT implementation data will increase from 45 to 50 %
- From the student survey data, does the Teacher expect all students to participate every day? 74.7% to 77%.

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

Action 1.3.1   (SiteGoalID: 7879) (DTS: 05/07/24)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**
Action Plan 1. Work with regional coaches to develop PD plan for the Instructional Framework, focusing on active participation 2. Provide additional PD on Instructional Framework, FONT and active participation to site staff 3. Communicate and get input from students on what adequate wait time looks like. Classes will develop common understanding of "active participation" and "adequate wait time". 4. Principals from regional schools will share a spreadsheet logging FONT implementation. They will calibrate at monthly meetings.	PIC data generated from FONT input will be analyzed. Principal will review monthly with VPs and leadership team. Principal will share with regional principals monthly.	

Funding Sources for District Goal 1 (DEV - LCAP ID: 630)		
Funding Source	**Amount**	**Description of Use**
Title I – Basic (4900/3010)	240000	Certificated- Salaries
Title I – Basic (4900/3010)	20000	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	19473	Classified- Timesheets

Title I – Basic (4900/3010)	18000	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	27265	Materials/Supplies/Equipment

Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	8800	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	20000	Classified- Salaries
Supplemental/Concentration (7101/0000)	10000	Classified- Timesheets
Supplemental/Concentration (7101/0000)	6100	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	0	Materials/Supplies/Equipment

EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	0	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	12360	Classified- Timesheets
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	5000	Materials/Supplies/Equipment

District Strategic Goal 2:

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

District Needs and Metrics 2:

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

- **Test Participation Rate on Districtwide Assessments**

Site Goal 2.1   (SiteGoalID: 7426) (DTS: 01/01/10)

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

Metric: Test Participation Rate on Districtwide Assessments

Action 2.1.1   (SiteGoalID: 7426) (DTS: 12/13/23)

Targeted Student Group(s)

• Black or African American • EL • Foster Youth • Hispanic or Latino • Native Hawaiian or Pacific Islander • SWD • Two or More

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?

Action Plan	Progress Monitoring	Evaluation
<u>July-June</u> - Teachers will administer Illuminate Assessments to all students at the beginning of the year and with each trimester. Administrators will assist by reminding teachers of the assessment window and determining the students who need additional support in completing their assessments. <u>July-June</u> - Teachers will meet monthly during PLC Collaboration time to discuss their students' progress and analyze the data utilizing Illuminate and/or additional grade level assessment data. Instructional coaches will support teachers as needed during PLC time, planning time and designated staff meetings. <u>September & February</u> - Teachers will submit MTSS forms with site administrators and support staff to discuss BOY and trimester Illuminate and/or additional grade level data.	<u>July-June</u> - Administration will pull Illuminate reports to ensure at least 95% of all eligible students have taken the initial and trimester Illuminate assessments. <u>November & April</u> - Staff meeting supported by instructional coaches focused on supporting classroom teachers with analyzing Illuminate assessment data for each grade level. <u>October & March</u> - Ongoing MTSS data shared with site Tier II team to identify additional support needed for students.	

Site Goal 2.2   (SiteGoalID: 7417) (DTS: 12/13/23)

Build capacity of grade level PLCs to utilize our student assessment data in order to progress monitor students and determine next steps in instructional planning.

Metric: Test Participation Rate on Districtwide Assessments

Action 2.2.1   (SiteGoalID: 7417) (DTS: 12/13/23)

Targeted Student Group(s)

• All • EL • SWD

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**
Oct, Feb, May: 1) Provide **Grade Level Planning Time** and **Cross Grade Level Articulation Days** - 3x's per school year for each grade level (1st, 2nd, and 3rd trimester)Title 1 funds ***July - June:*** 2) Provide substitutes for assessment and intervention based on grade level student needs and assessment results. ***July - June:*** 3) Provide stipends and **Professional Development** opportunities for assessment and intervention based on grade level needs and assessment results. Title 1 funds ***July - June:*** 4) Provide resources for assessment and intervention based on grade level needs assessments/assessment results. Title 1 funds ***July - October:*** 5) Provide additional time and resources for teachers to: Analyze data, set SMART goals, create lessons and respond to students based on the assessed need demonstrated in common grade level assessments and Benchmark data. (Illuminate results) Suppl/Conc	Admin and coach will monitor improvements in: SMART goals outcome data (% of students reaching Prof) CAASP - increase in students meeting standards Illuminate Benchmark Assessment data Fluency grade level data K/1 Benchmark assessments	

Action 2.2.2   (SiteGoalID: 7417) (DTS: 12/13/23)

Targeted Student Group(s)

• American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • School-wide • SWD • Two or More • White

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**
1) Purchase district approved online resources for: - data collection - monitoring of student progress - incentives for students reaching set goals.	1) Teachers will monitor student use and percentage of lessons passed and/or amount of usage for online instruction.	

Action 2.2.3   (SiteGoalID: 7417) (DTS: 12/13/23)

Targeted Student Group(s)

• American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • School-wide • SWD • Two or More • White

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**
1) Provide additional time for teachers to provide targeted instruction based on assessed need: ELA and Math intervention groups and after school tutoring	Effectiveness will be measured by: - The number of students exiting the intervention will be determined each trimester. - Grade level benchmark assessments to determine students needing additional support - Pre/Post assessments by the teacher and/or AIT.	

Funding Sources for District Goal 2 (DEV - LCAP ID: 630)		
Funding Source	**Amount**	**Description of Use**
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	14000	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	0	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	3000	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	35000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	4000	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	5000	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Materials/Supplies/Equipment

District Strategic Goal 3:

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

District Needs and Metrics 3:

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

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

Site Goal 3.1   (SiteGoalID: 7418) (DTS: 12/13/23)

We will eliminate the disproportionality of discipline actions for at risk subgroups, specifically our African American, Foster Youth and Students with Disabilities subgroups.
10% Decrease in student referrals and suspensions.
Current rate of suspensions = 0.02% - 38
Current rate of referrals = .23%
At risk subgroups
African American .28% - 11
Foster Youth 0
SWD .63% - 24

Metric: Suspension Rate: Percent of Students Suspended

Action 3.1.1   (SiteGoalID: 7418) (DTS: 12/13/23)

Targeted Student Group(s)

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

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**
1) Provide school-wide, whole class and small group instruction	Decrease student referrals and suspensions (specifically during	

in Skills for Social and Academic Success including:
Second Step
District approved SEL curriculum
SEL focused Assemblies and presentations

2) Provide **Additional Recess Mentors** to support social emotional learning.
Contract with Assist to provide student support during recesses.

3) **Restorative Practice Coordinator**: The Vice Principal will be our Restorative Practice Coordinator
Certificated Salary:
$90,000 Supplemental Concentration

Each trimester, reteach student expectations on campus through daily PBIS Kick Off Lessons and our PBIS Passport.

Teachers will be encouraged to utilize Community Circles/Classroom Meetings as well as SEL Lessons each week.

July -
Provide increased PBIS Signage, playground equipment, and materials to better implement positive interactive activities and procedures on the playground. Explicitly teach schoolwide lessons. Teachers begin community building and designated class meetings.
July-June -
Provide PBIS awards, messages, and incentives to support student engagement and participation. Second Step lessons begin.
July & August -
Teachers will teach all students expectations according to the site PBIS Kick Off Lessons and students will complete passports which are signed by parents.
August-May -
Teachers will reteach PBIS behavior expectations at the return from being off track.
August -
Initiate monthly PBIS Tier I and bi-

recess times)

Increase the number of students participating in recess activities, lunch bunch and social groups and decrease in student referrals and suspensions

- August-June - The administration will share the suspension rate and minor/major behavioral data at monthly staff meetings. The site goal is to decrease the suspension rate by 10%.
- March-April - Teachers in grades 3-6 will administer the Student School Perspective Survey to all students. Initial data will be shared with all stakeholders upon the completion of the 23-24 School Climate Survey data release.
- March-May - The Tier I and II PBIS teams will complete the annual TFI and share the results with staff, parents, and SSC. Our goal for 24-25 is Platinum.
- June/July - The principal will share the Staff School Perspective Survey for implementation with all staff.
- June/July - The principal will share the Parent School Perspective Survey via email, Talking Points, and Newsletters to all parents.

monthly Tier II committee meetings.

<u>July-June</u> -
All students will be supported through the use of Restorative Practices which include community circles/morning meetings in all classrooms, and restorative language frames to facilitate communication during student disagreements.

<u>August-June</u> -
The Tier II PBIS team will monitor student academic, behavioral, and social-emotional progress through the use of data shared at bi-monthly PBIS Tier II/MTSS meetings. Updates will be provided at Leadership and Staff Meetings.

<u>March-June</u> -
School Climate Surveys to parents, staff, and students will be distributed by the Principal.

<u>April</u> -
PBIS Tiered Fidelity of Implementation for Tier I and II will be completed by the PBIS Tier I and II teams and will be calculated by the PBIS Coach. Results to be shared to all stakeholders.

Action 3.1.2   (SiteGoalID: 7418) (DTS: 12/13/23)

Targeted Student Group(s)

• American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • School-wide • SWD • Two or More • White

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**

1)Provide Culturally responsive teaching practices and self regulation practices: - Provide supplementary curriculum - Provide Professional development for staff including book studies and DEI course follow up and Equity focused support. -Provide incentives for students 2) Implement schoolwide **SEL program (Second Step)** with lessons taught in every class by all teachers 3)Implement AVID program including professional development for staff. 4) Implementation of school supports and programs that help to provide a safe and engaging, social emotional, and physical environment. PBIS implementation tools Paw Prints awards and incentives VIC awards and supplies Assemblies Certificates Supplies for incentives Attendance banners Recess mentors Sandwich boards and signage	July/August: Grade levels develop plan for Second Step implementation including morning circles. July-June: Administration shares progress of lessons being taught to ensure all classes receive all instruction in all SEL skills. Currently 38% Increase to all classes - 100% July-June: Students receive instruction in PBIS lessons at the beginning of the year. This is maintained throughout the year with our PBIS track on assemblies.	

Site Goal 3.2   (SiteGoalID: 7422) (DTS: 12/13/23)

Increase opportunities for all students to participate in culturally relevant/academic programs including field trips and experiences.
Current levels of attendance 91%. Increase of 5% for 24-25 school year.

Metric: School Climate - Average Favorability Rating

Action 3.2.1   (SiteGoalID: 7422) (DTS: 12/13/23)

Targeted Student Group(s)

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

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**
1) Provide field trip scholarships, entrance fees, transportation fees 2) Provide on-site contracts with outside providers to guarantee all students opportunities for culturally relevant/academic program participation.	1) Field trip logs and attendance increase via Synergy, logs and permission slips participation. 2)Include field trip surveys for students and families.	

Site Goal 3.3   (SiteGoalID: 7424) (DTS: 12/13/23)

Increase number of students by 10% who participate in culturally relevant/academic programs, include GATE.
GATE identification = 16 students
GATE participation = 32 students

Metric: Cohort Graduation Rate

Action 3.3.1   (SiteGoalID: 7424) (DTS: 12/13/23)

Targeted Student Group(s)

• 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 • Two or More • White

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?

Action Plan	Progress Monitoring	Evaluation
1) Provide school wide, whole class and small group instruction in GATE skills, programs and services 2) Provide programs and/or on-site contracts with providers to guarantee all students opportunities for culturally relevant/academic 3) GATE program participation	All areas: - Number of participants in programs - 5% increase in GATE identification - Attendance increase by 10% - Outcomes of programs (productions, presentations)	

Funding Sources for District Goal 3 (DEV - LCAP ID: 630)

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	5000	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	5600	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	7300	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	90000	Certificated- Salaries
Supplemental/Concentration (7101/0000)	0	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	0	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	10000	Materials/Supplies/Equipment

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

District Strategic Goal 4:

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

District Needs and Metrics 4:

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

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

Site Goal 4.1   (SiteGoalID: 7419) (DTS: 12/13/23)

Increase the productivity and frequency of home/school partnerships.
Home Visit participation - current rate of 1%
Increase by 3%

Metric: Parents indicating opportunities for parent input in making decisions

Action 4.1.1   (SiteGoalID: 7419) (DTS: 12/13/23)

Targeted Student Group(s)

• American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • School-wide • SWD • Two or More • White

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-	• How will you measure implementation?	• Are you making progress towards your desired

risk students.	• How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**

Action Plan

1) Timesheet teachers to make Home Visits (in person or virtual) Timesheet BTA to participate in Home Visits (in person or virtual) - no site funds used - will be paid via District Office.
2) Conferences
Parent universities
Contract with outside providers to provide content
Assemblies
Family Nights
3) Provide supplemental resources and food for families at school events and at ELAC meetings as well as EL parent classes.

July-June -
Increase school-wide Family and Community Engagement programs and communication such as:

- Home Visits and parent conferences to engage families and build connections between families, the school, and student learning.
- Bridge/Home Visits between the teacher and families
- Back to School Night & Open House
- VAPA evenings
- Teacher/Family Nights - Family Writing Night, Family STEM Night, "How to Get Help" at School with teacher timesheet for hourly support
- Home/School communication with language support via Talking Points
- Utilization of FACE Family Liaison to make phone calls to personally invite families to school events

Progress Monitoring

5% increase in student attendance and parent participation based on:
Attendance records
Home Visit log
Event Calendar
Sign in sheets
Agendas

July-June - After each parent event, a follow up survey will be provided to all attendees. Administration will analyze the data to determine the successes and needs for future events.
July-June - Event communication will be posted and shared on social media, posters, Talking Points, email, and phone calls.
July-June - Incresed daily usage of parent/student/teacher communication through the use of daily student planners and folders.
July-June - The number of home visits will be logged in the Student Contact Log of Synergy. There site will look to increase participation

- Establish and communicate current events in print, social media, website, Talking Point, and Synergy
- Hold trimester family picnics
- Support home-to-school communication through communication folders

<u>July-August -</u>
Provide staff training for Bridge/Home Visits with the support of the FACE department.
<u>July-June -</u>
Provide timesheet support for teacher Bridge/Home Visits.

Action 4.1.2   (SiteGoalID: 7419) (DTS: 12/13/23)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**
<u>July -</u> Purchase communication folders with school contact information <u>July - June -</u> 1)Support home to school communication through Communication folders and schoolwide organization systems with grade-level resources and supplies. 2) School success and parent involvement materials Flyers Banners Signage Rewards Instructional materials/manipulatives Supplies for Family nights	-Student use of folder and parent contacts to school -Student attendance rate increase (synergy) -Maintain Sign in logs from events -Event calendar sign ups/participation <u>July-June</u> - Teachers, SOAs, Secretary, and Administrators to document communication in Synergy. <u>Every Friday</u> - Administration team reviews the weekly attendance rates for the whole school and targeted subgroups. Classes are announced schoolwide and incentives given to those classes.	

Site Goal 4.2   (SiteGoalID: 7423) (DTS: 12/13/23)

Increase parent/family participation on campus by 20%
Current data:
Back to School Night 33% participation
Open House 50.4% participation

Metric: Parents indicating opportunities for parent involvement

Action 4.2.1   (SiteGoalID: 7423) (DTS: 12/13/23)

Targeted Student Group(s)

• American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • SWD • Two or More • White

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan _July - June:_ - Provide training for Parent Involvement including attendance campaign information and social media awareness - Worki with AIO to plan with Admin to target chronic absenteeism and work with FACE to provide family support (Ongoing) - Sign in system for volunteers - Parent liaison to facilitate parent involvement - Provide family incentives for involvement, including food - Provide student performance and activities for families to enjoy on campus	**Progress Monitoring** Admin team and office staff will check for progress by collecting and monitoring the following and will share with staff monthly: • 5% increase in attendance to events • Pulling and analyzing attendance rates monthly • Reviewing Event calendar and popularity of event • Analyzing communication tool used to advertise events.	**Evaluation**

Site Goal 4.3   (SiteGoalID: 7425) (DTS: 12/13/23)

Increase On Time Attendance and reduce Chronic Absenteeism by 3%
Current rate = 40%

Chronically Absent Subgroups:
African American 53.9%
Hispanic 42.5%
Pacific Islander 21.9%
White 30.8%
Two or More 49.1%
SWD 35.1%

Metric: Attendance Rate

Action 4.3.1   (SiteGoalID: 7425) (DTS: 12/13/23)

Targeted Student Group(s)

• All • Black or African American • EL • Hispanic or Latino • Low Income • School-wide • SWD

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**
1) Provide instruction, recognition and increased awareness of the importance of on-time school attendance and citizenship 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	All areas: Increase current attendance rate by 3% CHK survey results Synergy attendance summary Weekly phone calls to families AIO meetings and follow up parent meetings Announcement of class winners list - look at patterns SOA report with Admin July-June - Teachers, SOAs, Secretary, and Administrators to document communication in	

Attendance banners
3) Family engagement PD for staff including DEI courses and follow up support

July/August -
Communicate to families in multiple ways regarding the beginning of the year procedures and focusing on the importance of attending school and the absence policy.
July-June -
Daily personal phone calls for all unexcused absent students with follow-up text messages and Talking Point messages if the absence extends beyond 2 days. All contacts logged in Synergy.
July-June -
Follow district policy as laid out in the District Handbook for tracking and monitoring absences via the SARB process.
July-June -
Complete RFA for all Chronically Absent students and identify Tier II supports including CICO and schedule Family Support Team meetings focused on supporting increased and improved attendance.
July-June -
Establish CICO for chronically absent students.
July/August -
Create an attendance competition/incentive program with rewards for classrooms and students.

Synergy.
Every Friday - Administration team reviews the weekly attendance rates for the whole school and targeted subgroups.
July-June - Gather and analyze attendance data monthly. Log and monitor the attendance, early dismissal, and tardy frequencies for EL, FY, LI, and SWD. Administrative team to analyze data for improved attendance rates.
July-June - Administration to review and monitor students who meet the Chronically Absent criteria (10% or more) with the Tier II/MTSS team. RFAs and Family Support Team meetings to be scheduled.
July-June - Monthly attendance rates to be shared at monthly Community Q&A meetings, staff meetings, ELAC, and SSC.

Funding Sources for District Goal 4 (DEV - LCAP ID: 630)		
Funding Source	**Amount**	**Description of Use**
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	5000	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries

Title I – Basic (4900/3010)	5000	Classified- Timesheets
Title I – Basic (4900/3010)	4000	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	0	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	6000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	3000	Classified- Timesheets
Supplemental/Concentration (7101/0000)	0	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	3587	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	0	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	710	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	5000	Materials/Supplies/Equipment

Funding Source Summary for All District Goals

Title I – Basic (4900/3010)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	$240000	$0	$0	$0	$240000
Certificated- Timesheets	$20000	$14000	$5000	$5000	$44000
Classified- Salaries	$0	$0	$0	$0	$0
Classified- Timesheets	$19473	$0	$0	$5000	$24473
Contracts/Services/Subscriptions	$18000	$0	$5600	$4000	$27600
Materials/Supplies/Equipment	$27265	$3000	$7300	$0	$37565

Supplemental/Concentration (7101/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	$0	$0	$90000	$0	$90000
Certificated- Timesheets	$8800	$35000	$0	$6000	$49800
Classified- Salaries	$20000	$0	$0	$0	$20000
Classified- Timesheets	$10000	$0	$0	$3000	$13000
Contracts/Services/Subscriptions	$6100	$4000	$0	$0	$10100
Materials/Supplies/Equipment	$0	$0	$10000	$3587	$13587

EL Supplemental (7150/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	$0	$0	$0	$0	$0
Certificated- Timesheets	$0	$5000	$0	$0	$5000
Classified- Salaries	$0	$0	$0	$0	$0
Classified- Timesheets	$12360	$0	$0	$0	$12360
Contracts/Services/Subscriptions	$0	$0	$0	$710	$710
Materials/Supplies/Equipment	$5000	$0	$0	$5000	$10000

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

Prairie Elementary (351) | 2024-2025

Fund Source *Mgmt. Code / Description Resc. Code / Description*	Allocation	EGUSD Strategic Goals				Balance
		1. Curriculum and Instruction	2. Assessment	3. Wellness	4. Family Engagement	
4900 School Improvement Support **3010** ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	$373,638	$324,738	$17,000	$17,900	$14,000	$0
7101 LCFF Supplemental Concentration TK-6 **0000** Unrestricted	$196,487	$44,900	$39,000	$100,000	$12,587	$0
7150 EL Supplemental Program Services TK-6 **0000** Unrestricted	$28,070	$17,360	$5,000	$0	$5,710	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$598,195	$386,998	$61,000	$117,900	$32,297	

Fund Subtotals	
Subtotal of additional federal funds included for this school	$373,638
Subtotal of state or local funds included for this school	$224,557

Title I Centralized Services			
Title I Foster Youth	$0	Title I Homeless	$0
Title I Centralized Services	$0	Title I Preschool	$0

		Signatures: (Must sign in blue ink)	Date
Principal	Laura Anderson		
School Site Council Chairperson	Marti Wakefield		
EL Advisory Chairperson	Erica Diaz		