



Prairie Elementary

Local Control Accountability Plan (LCAP) 2025-2026

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

IV. Goals, Action Plans and Progress Monitoring

Prairie Elementary | Focused Work: 2025-2026

Goal Setting (Icapid: 783) | goalsComplete: 0

State Priorities

Conditions of Learning:

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

Pupil Outcomes:

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

Engagement:

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

Strategic Goals

Goal 1: High-Quality Curriculum, Instruction & Assessment

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

Goal 2: Targeted Supports & Interventions

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

Goal 3: Wellness

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

Goal 4: Family and Community Engagement

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

Stakeholder Engagement

1. Involvement Process for LCAP and Annual Update

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

ELAC meeting and parent input: ongoing surveys and ELAC meetings on 11/20/24 , 3/27/25, 4/22/25
Parent surveys in March 2024 and November 2024.
Staff input and conducted/gathered data and discussed at staff and leadership meetings.

Staff meetings: 8/7/24, 9/4/24, 10/2/24, 11/6/24, 12/4/24, 1/8/25, 2/5/25, 3/5/25, 4/2/25, 5/7/25, 6/4/25
Leadership: 8/26/24, 9/16/24, 10/14/24, 11/12/24, 1/21/25, 2/18/25, 3/17/25, 4/14/25, 5/19/25, 6/16/25
School Site Council: 10/1/24, 10/29/24, 1/27/25, 2/26/25, 4/25/25

2. Impact of LCAP and Annual Update

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

Based on the 2024 - 2025 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, after school tutoring and intervention supports. We will add additional supports for our ML students and Newcomers in addition to intervention to support students behaviorally and academically. We will focus on parent engagement to help support our chronic absenteeism rate.

Resource Inequities (ATSI, TSI and CSI designated schools only)

Briefly describe any resource inequities identified by the site needs assessment.

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

Prairie is not identified as an ATSI, TSI or CSI designated school.

Goals, Actions, and Progress Indicators

District Strategic Goal 1:

High-Quality Curriculum, Instruction & Assessment

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

District Needs and Metrics 1:

Students need high quality classroom instruction and curriculum as measured by:

- A-G Completion - Percent of Graduates Completing A-G Requirements
- AP/IB Exams - Percent of Graduates Passing an AP/IB Exam
- CAASPP (ELA, Math, Science) - Distance from Standard
- CAASPP (ELA, Math, Science) - Percent Standard Met or Exceeded
- CTE Sequence Completion - Percent of Graduates Completing a CTE Sequence
- Progress toward English Proficiency - Percent Increasing ELPI Level
- Reclassified - Percent of English Learners Reclassified
- Test Participation Rate on Districtwide Assessments

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

Metric: Test Participation Rate on Districtwide Assessments

Action 1.1.1 (SiteGoalID: 8970) (DTS: 03/11/25)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none">• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	<ul style="list-style-type: none">• Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	<ul style="list-style-type: none">• Throughout the year, report the results of the formative data as you collect it.• In March, summarize your data collection results.• Based on your summary, what will you adapt/adopt/abandon?
<p>Action Plan</p> <p><u>Illuminate Assessments:</u> General Education teachers will administer Illuminate Assessments to all students. Staff will assist by reminding teachers of the assessment windows each trimester as well as help by providing reports with names of students who need to complete assessments.</p> <p><u>PLC Collaboration:</u> Teachers will meet monthly during their PLC time to discuss their students' progress and analyze data utilizing Illuminate and additional grade level data.</p> <p><u>Data Days:</u> Data Days will be scheduled, with instructional coaches, for each grade level in order to allow time for teacher collaboration to determine next steps in planning instruction. \$15,000 Title \$10,000 Supp Con</p>	<p>Progress Monitoring</p> <p>Admin will pull Illuminate reports to ensure at least 95% of all eligible students have taken the Illuminate Assessments each trimester. The results will be shared with each teacher as well as the whole staff.</p> <p>Feedback from teachers on the effectiveness of the Data Days will be collected and shared with the staff at staff meeting.</p>	<p>Evaluation</p>

Site Goal 1.2 (SiteGoalID: 8834) (DTS: 02/13/25)

Goal is a 3% - 5% increase in the number of students who meet or exceed standards on the CAASPP Assessments in core content areas.

Current levels: CAASPP - ELA 24% and Math 15%

ELA subgroups meeting standards:

African American: 14%

Asian: 31%

Hispanic: 19%

Pacific Islander: 48%

White: 27%

EL: 12%

Foster Youth: 0%

Homeless: 25%

SWD: 1%

Math subgroups meeting standards:

African American: 7.5%

Asian: 19%

Hispanic: 15%

Pacific Islander: 22%

White: 11%

EL: 6%

Foster Youth: 0%

Homeless: 8%

SWD: 1%

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

Action 1.2.1 (SiteGoalID: 8834) (DTS: 02/13/25)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none">• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	<ul style="list-style-type: none">• Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	<ul style="list-style-type: none">• Throughout the year, report the results of the formative data as you collect it.• In March, summarize your data collection results.• Based on your summary, what will you adapt/adopt/abandon?
Action Plan	Progress Monitoring	Evaluation

Academic Intervention Teacher:

Teacher will support small group instruction for students not meeting grade level standards.
2.0 FTE (\$229,586 Title)

Paraeducator Support:

Provide time-sheeted in classroom workshop support for grades TK - 6 with a focus on targeting instruction in Math and ELA. Specific focus to our subgroups.

\$19,000 Title

\$20,000 Supp Con

Articulation Days:

Build capacity of grade level PLCs to utilize student assessment data in order to progress monitor students and determine next steps in instructional planning. Provide release time for teachers to improve student outcomes.

\$10,000 Supp Con

Professional Development:

Provide opportunities for teachers to attend PD to support instructional practices on improving first instruction.

\$10,000 Supp Con

Extended Day/Tutoring:

Provide small group instruction targeting student subgroups.

\$15,000 Title

Supplementary Resources:

Provide district approved supplementary curriculum, technology and resources to provide additional targeted support in reading, language and math practice at school and home.

Purchase IXL \$15,000

Purchase Accelerated Reader
\$10,000

Inventory and/or additional reading incentive program. Provide maintenance agreements, parts, services, supplies, copying and replacement of supplemental resources that enhance and

AITs will collect site based assessment data every 4 weeks and re-evaluate student progress towards grade level standards.

Teacher will look at common assessment data during PLC and release time and provide the data to the admin team.

Administration will collect data through FONT walkthroughs to assess if instructional strategies have been implemented. FONT data will be shared at monthly staff meetings.

Teachers will monitor student use and percentage of lessons passed each trimester. This data will be shared at PLC meetings and leadership meetings each trimester. Progress will be shared and instructional decisions will be made based on data and progress of student

<p>support student achievement.</p> <p><u>Instructional Supplies:</u> Purchase additional instructional supplies for: workshop, intervention, AVID, tutoring</p> <p>We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.</p>		
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Action 1.2.2 (SiteGoalID: 8834) (DTS: 04/07/25)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
Action Plan	Progress Monitoring	Evaluation
<p><u>Library Tech:</u> 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. (\$5,595 Title)</p>	<p>Additional access to, through reading and/or checking out, supplemental books and research on topics such as science, social studies and multiculturalism. Monitor use of incentive program.</p>	

Site Goal 1.3 (SiteGoalID: 9094) (DTS: 04/07/25)

Teachers will increase their use of multiple Active Participation strategies from 19% to 25% by the end of the year as measured by the Teaching and Learning Program Implementation Continuum (PIC) and FONT data.

Metric: Active Participation

Action 1.3.1 (SiteGoalID: 9094) (DTS: 04/07/25)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
<p>Action Plan</p> <p><u>Classroom observations:</u> Teachers will participate in classroom observations once a trimester utilizing the description of practice to support the implementation of the instructional framework.</p> <p><u>PLC Collaboration:</u> Teachers will use PLC time and/or release time to discuss and develop success criteria for future lessons.</p> <p><u>Professional Development:</u> Instructional coaches will provide PD to teachers to improve first instruction and improve use of active engagement strategies and deepen the implementation of the Instructional Framework. \$15,000 Title</p> <p>We will purchase allowable, reasonable and necessary supplies to complete the action plan for this goal.</p>	<p>Progress Monitoring</p> <p>Admin will collect and utilize FONT walkthrough data to assess in instructional strategies have been implemented.</p> <p>FONT walkthrough data will be shared at monthly staff meetings to discuss progress toward instructional framework goals and to celebrate successes.</p>	<p>Evaluation</p>

Action 1.3.2 (SiteGoalID: 9094) (DTS: 04/07/25)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
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<ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
<p style="text-align: center;">Action Plan</p> <p><u>AVID Professional Development:</u> School-wide implementation of AVID strategies to support the Instructional Framework. Support through the purchasing of supplies and materials as well as through the opportunity for professional development through SCOE and AVID Institutes, including Summer Institute and National Conference. Instructional coaches will be utilized to support. \$10,000 Supp Con \$15,000 Title</p> <p>We will purchase allowable, reasonable and necessary supplies to complete the action plan for this goal.</p>	<p style="text-align: center;">Progress Monitoring</p> <p>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).</p> <p>Administrators and AVID team will share AVID schoolwide walkthrough data with teachers at staff meetings.</p>	<p style="text-align: center;">Evaluation</p>

Site Goal 1.4 (SiteGoalID: 9100) (DTS: 04/07/25)

Our goal is a 3% - 5% increase in the number of Multi-Lingual students to become reclassified as Fluent English Proficient.

Current redesignation rate: 6.6%

Metric: Reclassified - Percent of English Learners
Reclassified

Action 1.4.1 (SiteGoalID: 9100) (DTS: 04/07/25)

Targeted Student Group(s)

- All

<p>Action Plan</p> <ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<p>Progress Monitoring Plan</p> <ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<p>Data Collection & Evaluation</p> <ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
<p>Action Plan</p> <p><u>EL intervention:</u> Intervention will be utilized to support our struggling EL learners (ELPAC 1's and 2's) by providing EL students with additional opportunities to develop reading and writing through small group instruction.</p> <p><u>ELPAC Assessments:</u> ELPAC initial assessments will be completed within the first 30 days of school. ELPAC summative assessments will be given to all EL students beginning in February. \$15,000 EL</p> <p><u>EL Coordinator:</u> EL coordinator will work with the Vice Principal to manage: identification/placement of EL students, reclassification, EL/RFEP monitoring, parent communication, and support for ELAC meetings.</p> <p><u>Designated ELD Instruction:</u> Teachers will provide designated ELD instruction to EL students 30 minutes per day, 5 days per week as required in grades 1 - 6. (Kinder = 15 minutes)</p> <p><u>Instructional Supplies:</u> Purchase supplemental instructional supplies for EL students during WIN time and after school tutoring. \$5,000 EL</p> <p><u>Professional Development:</u> Utilize ML instructional coach to provide professional development</p>	<p>Progress Monitoring</p> <p>Admin will use state dashboard data in order to determine that at least 10% of our EL students become reclassified by June 2026.</p> <p>The percentage of completed ELPAC assessments will be monitored by the VP bi-weekly.</p> <p>Teachers will submit their ELD schedules as designated by the schoolwide master calendar.</p>	<p>Evaluation</p>

<p>tailored to meet the needs of our multilingual learners. \$5,000 EL</p> <p>We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.</p>		
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Funding Sources for District Goal 1 (DEV - LCAP ID: 783)		
Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	229586	Certificated- Salaries
Title I – Basic (4900/3010)	15000	Certificated- Timesheets
Title I – Basic (4900/3010)	5595	Classified- Salaries
Title I – Basic (4900/3010)	19000	Classified- Timesheets
Title I – Basic (4900/3010)	20000	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	5000	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	10000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	20000	Classified- Timesheets
Supplemental/Concentration (7101/0000)	10000	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	7000	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	15000	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries

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

District Strategic Goal 2:

Targeted Supports & Interventions

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

District Needs and Metrics 2:

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

- African American Disparity
- Homeless Student Disparity
- Native American Disparity
- Students with Disabilities Disparity
- Students in Foster Youth Disparity

Site Goal 2.1 (SiteGoalID: 8835) (DTS: 02/13/25)

Goal is a 3% - 5% increase in the number of students who meet or exceed standards on the CAASPP Assessments in core content areas.

ELA:

Students with Disabilities (SWD) - 1%

African American - 14%

Homeless - 25%

Math:

Students with Disabilities (SWD) - 1%

African American - 7.5%

Homeless - 8%

Metric: African American Disparity

Action 2.1.1 (SiteGoalID: 8835) (DTS: 02/13/25)

Targeted Student Group(s)

• Black or African American • Homeless • SWD

Action Plan <ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	Progress Monitoring Plan <ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	Data Collection & Evaluation <ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
<p align="center">Action Plan</p> <p><u>K - 2 Academic Intervention:</u> AITs will utilize small group instruction, LETRS training and Framework Strategies to teach targeted students not meeting grade level standards in ELA. Priority for intervention services will be given to students in grades K-2 who meet specific criteria, including African American students, Students with Disabilities, Homeless and Foster Youth. \$5,000 Title \$25,000 Supp Con</p> <p><u>After school tutoring:</u> Teachers will prioritize students, including African American students, SWD, Homeless and Foster, who needed intervention in Math and ELA. \$5,000 Title \$20,000 Supp Con</p> <p><u>Instructional Supplies:</u> Purchase additional instructional supplies for: workshop, intervention, and tutoring</p> <p>We will purchase allowable, reasonable and necessary supplies to complete the action plan for this goal.</p>	<p align="center">Progress Monitoring</p> <p>Student progress on our Illuminate assessments will be used to determine progress for students receiving intervention.</p> <p>Teachers will use Illuminate data to determine which students will be prioritized for after school tutoring support.</p>	<p align="center">Evaluation</p>

Site Goal 2.2 (SiteGoalID: 9104) (DTS: 04/07/25)

We will reduce the disproportionality of discipline actions for at risk subgroups, specifically African American, Foster Youth/Homeless and Students with Disabilities (SWD).

Current rate of suspensions = 17.4%

Number of incidents = 165

At risk subgroups:

Foster Youth - 180

African American - 54

SWD - 48

Metric: African American Disparity

Action 2.2.1 (SiteGoalID: 9104) (DTS: 04/07/25)

Targeted Student Group(s)

• Black or African American • Foster Youth • Homeless • SWD

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none">Describe your step by step plan for intervention, for at-risk students, as related to your goal.	<ul style="list-style-type: none">Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	<ul style="list-style-type: none">Throughout the year, report the results of the formative data as you collect it.In March, summarize your data collection results.Based on your summary, what will you adapt/adopt/abandon?
<p>Action Plan</p> <p><u>Assist Recess Mentors:</u> Assist Recess mentors will work with students daily during recess and lunch times to support social emotional learning and interacting in a positive manner. (\$35,000 Title)</p> <p><u>.5 FTE Vice Principal/Restorative Practice Coordinator:</u> The Vice Principal will be our restorative practice coordinator, among other duties. The RP Coordinator will support in the integration of restorative practices within the school culture. (\$91,330 Supp Con)</p> <p><u>PBIS:</u> The PBIS Tier II Team will monitor student academic, behavioral and socio-emotional progress through the use of data at bi-weekly PBIS Tier II meetings and will report updates. Purchase items that will promote the PBIS message such</p>	<p>Progress Monitoring</p> <p>The Vice Principal will share the suspension rate with the staff. We will work on decreasing student referrals and suspensions (specifically during recess times).</p> <p>Increase the number of students participating in recess activities to help reduce incidents during this time.</p>	<p>Evaluation</p>

as banners, signage, lanyards, equipment, etc. \$5,000 Supp Con We will purchase allowable, reasonable and necessary supplies to complete the action plan for this goal.		
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Funding Sources for District Goal 2 (DEV - LCAP ID: 783)		
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)	0	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	35000	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	91330	Certificated- Salaries
Supplemental/Concentration (7101/0000)	25000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	5000	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	0	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries

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

District Strategic Goal 3:

Wellness

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

District Needs and Metrics 3:

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

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

Site Goal 3.1 (SiteGoalID: 9273) (DTS: 01/01/10)

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

Metric: Other

Action 3.1.1 (SiteGoalID: 9273) (DTS: 04/16/25)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> • Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> • Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	Progress Monitoring	Evaluation
ACTION 1: July-June Appropriate supplies, equipment and resources (i.e., signs on the	July-June Administration to monitor and review synergy incident /referral	

<p>playground with rules for games, various game options, adequate supervision) to establish a well maintained and organized recess.</p> <p>ACTION 2: July - June PBIS Rotations at the beginning of the school year to discuss behavior expectations and refresh throughout the year (upon return from all breaks).</p> <p>ACTION 3: July-June Designated areas for specific games on the playground with adequate supervision.</p> <p>ACTION 4: July-June Explicitly teach rules and expectations of recess games and activities to all students, ongoing throughout the year.</p> <p>ACTION 5: July-June PD for yard supervisors regarding active yard supervision, de-escalation skills, restorative practices, and game and activity rules and expectations.</p>	<p>data, yard staffing levels, regular upkeep and ordering of supplies and share with PBIS team monthly.</p> <p>July-June PBIS Tier I to monitor incident data and share with staff monthly.</p> <p>July-June Yard supervisors to monitor incident location data, share with administration monthly and adjust recess activity locations as needed.</p> <p>July-June Administration to schedule monthly Yard Supervisor meetings to support understanding of PBIS behavior expectations, Restorative Practices, de-escalation skills, and game/activity rules and expectations.</p>	
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Site Goal 3.2 (SiteGoalID: 8836) (DTS: 02/13/25)

Our school will promote a safe, respectful and inclusive environment that encourages student engagement. We will reduce suspension rates overall.

Current rate of suspensions = 17.4%

Number of incidents = 165

Two or More - 5.4%

African American - 6.8%

Pacific Islander - 5.6%

Metric: Suspension Rate: Percent of Students Suspended

Action 3.2.1 (SiteGoalID: 8836) (DTS: 02/13/25)

Targeted Student Group(s)

- All

Action Plan

Progress Monitoring Plan

Data Collection & Evaluation

<ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
<p style="text-align: center;">Action Plan</p> <p>PBIS: Explicitly teach schoolwide lessons. Hold monthly PBIS expectations assemblies. Teachers develop community building within the classroom and hold designated class meetings. PBIS Tiered Fidelity of Implementation for Tier I and II will be completed by the PBIS Tier I and II teams and supported by the PBIS coach.</p> <p>Restorative Practices: All students will be supported through the use of Restorative Practices which includes restorative language frames during student disagreements.</p> <p>Social Emotional Program: Implement schoolwide Second Step program with lessons taught in every class by all teachers. In addition, provide culturally responsive teaching practices and self regulation practices. Provide professional development for staff including book student, RP and Equity focused supports. Provide incentives for students.</p> <p>We will purchase allowable, reasonable and necessary supplies to complete the action plan for this goal.</p>	<p style="text-align: center;">Progress Monitoring</p> <p>Teachers will administer the Student Perception Survey to all students in grades 4 - 6.</p> <p>Grade levels will develop plan for Second Step lessons implementation including morning circles. VP will monitor lessons taught at each grade level.</p>	<p style="text-align: center;">Evaluation</p>

Site Goal 3.3 (SiteGoalID: 9105) (DTS: 04/07/25)

Increase opportunities for all students to participate in culturally relevant/academic programs including field trips, experiences and academic programs, including GATE/Enrichment programs.

Current levels of attendance: 86%
Increase of 5% for 25-26 school year.
GATE identification: 17 students

Metric: School Climate - Average Favorability Rating

Action 3.3.1 (SiteGoalID: 9105) (DTS: 04/07/25)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none">• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	<ul style="list-style-type: none">• Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	<ul style="list-style-type: none">• Throughout the year, report the results of the formative data as you collect it.• In March, summarize your data collection results.• Based on your summary, what will you adapt/adopt/abandon?

Action Plan	Progress Monitoring	Evaluation
<p><u>Educational Field Trips:</u> Pay for transportation to TK-6 educational field trips. Provide field trip scholarships, entrance fees. Provide on-site contracts with outside providers to guarantee all students opportunities for program participation. \$10,000 Supp Con</p> <p><u>GATE/Enrichment program participation:</u> Provide schoolwide, whole class and small group instruction in GATE skills, programs and services. Provide programs and/or on-site providers to guarantee all students opportunities. \$4,000 Title \$5,000 Supp Con</p> <p>We will purchase allowable, reasonable and necessary supplies to complete the action plan for this goal.</p>	<p>Grade levels will plan yearlong field trip plan and articulate across grade levels. Field trip attendance logs will be monitored to ensure participation for all students.</p> <p>Increase program availability for all students to participate, including GATE/Enrichment activities.</p>	

Funding Sources for District Goal 3 (DEV - LCAP ID: 783)

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)	0	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	4000	Contracts/Services/Subscriptions

Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	10000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	4000	Classified- Timesheets
Supplemental/Concentration (7101/0000)	5000	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	5000	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	0	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions

District Strategic Goal 4:

Family & Community Engagement

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

District Needs and Metrics 4:

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

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

Site Goal 4.1 (SiteGoalID: 8837) (DTS: 02/13/25)

Increase parent involvement in our school.

According to our Parent Perspective Survey 91% of our parents indicate that they feel connected and have a sense of belonging with the school. Our goal is to increase this to 95%.

Metric: Parents indicating opportunities for parent involvement

Action 4.1.1 (SiteGoalID: 8837) (DTS: 02/13/25)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none">• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	<ul style="list-style-type: none">• Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	<ul style="list-style-type: none">• Throughout the year, report the results of the formative data as you collect it.• In March, summarize your data collection results.• Based on your summary, what will you adapt/adopt/abandon?
<p>Action Plan</p> <p><u>Family and Community Engagement:</u></p> <p>All grade levels will offer at least one academic focused (FTAT) Parent Involvement opportunity during the school year.</p> <ul style="list-style-type: none">• Parent/Teacher conferences• Back to School Night• Open House• Music/VAPA Night/activities• Family Picnics• AVID activities• Family Dance• Winter Wonderland event• Ensure home/school flyers are translated• Utilize FACE family liason• Establish communication needs including phone calls, flyers, social media, talking points, communication folders, student agendas, AVID supplies• Opportunities for parents to chaperone educational field trips• Translations to support parent meetings, parent conferences• Family incentives/raffles, including food	<p>Progress Monitoring</p>	<p>Evaluation</p>

<ul style="list-style-type: none"> • Provide student performances and activities for families to enjoy <p>\$8,000 Title \$5,000 Supp Con</p> <p><u>Home Visits/Parent Conferences:</u> Timesheet teachers to make home visits (in person or virtual) and parent conferences to engage families and build connections for student learning, including BTAs.</p> <p>We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal.</p>		
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Site Goal 4.2 (SiteGoalID: 9108) (DTS: 04/07/25)

Chronic absenteeism will reduce from 32% to 27% for ALL students as measured by the California Dashboard.

Red designation:

Hispanic: 34.4% to 30%

Filipino: 25% to 20%

Orange designation:

African American: 41.4% to 36%

Metric: Percent Chronically Absent

Action 4.2.1 (SiteGoalID: 9108) (DTS: 04/07/25)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention, for at-risk students, as related to your goal. 		<ul style="list-style-type: none"> • Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results.

	<ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> Based on your summary, what will you adapt/adopt/abandon?
Action Plan	Progress Monitoring	Evaluation
<p><u>Attendance Team:</u> Establish site attendance team including Admin, Teacher, office staff, counselor. This team will monitor attendance and determine action steps for students who are chronically absent, including those in the targeted groups.</p> <p><u>Communication:</u> Admin will communicate to families the absence policy and why it's important to attend school. Continue communications throughout the year.</p> <p>Admin will utilize pre-service, along with staff meetings to train about district policies and positive messaging about attendance.</p> <p><u>Recognition:</u> Provide instruction, recognition and increased awareness of the importance of on-time school attendance. Implementation of school supports and programs to help provide a safe and engaging, social emotional and physical environment:</p> <ul style="list-style-type: none"> Panther Praise Assemblies Prizes/Trophies Supplies VIC awards Attendance banners Attendance magnets Raffles Translation support <p>\$5,000 Title \$5,00 Supp Conn</p> <p>We will purchase allowable, reasonable, and necessary supplies to complete the Action</p>	<p>Attendance Tech to run the U-ATD1402 Chronically Absnet Notification report bi-weekly and will share with the Attendance Team.</p> <p>Admin will review the PowerBI Attendance Dashboard bi-weekly and share with the Attendance Team.</p> <p>The Attendance Team will share data with staff at staff meetings and report to the community.</p>	

Plan for this goal.		
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Funding Sources for District Goal 4 (DEV - LCAP ID: 783)		
Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	8000	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	4093	Classified- Timesheets
Title I – Basic (4900/3010)	0	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	0	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	5550	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	2000	Classified- Timesheets
Supplemental/Concentration (7101/0000)	5000	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	5000	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	0	Certificated- Timesheets
EL Supplemental (7150/0000)	5000	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	1000	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	\$229586	\$0	\$0	\$0	\$229586
Certificated- Timesheets	\$15000	\$5000	\$5000	\$8000	\$33000
Classified- Salaries	\$5595	\$0	\$0	\$0	\$5595
Classified- Timesheets	\$19000	\$0	\$5000	\$4093	\$28093
Materials/Supplies/Equipment	\$20000	\$0	\$0	\$0	\$20000
Contracts/Services/Subscriptions	\$5000	\$35000	\$4000	\$0	\$44000

Title I – Basic (4900/3010) Total: \$360,274

Supplemental/Concentration (7101/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$0	\$91330	\$0	\$0	\$91330
Certificated- Timesheets	\$10000	\$25000	\$10000	\$5550	\$50550
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$20000	\$0	\$4000	\$2000	\$26000
Materials/Supplies/Equipment	\$10000	\$5000	\$5000	\$5000	\$25000
Contracts/Services/Subscriptions	\$7000	\$0	\$5000	\$5000	\$17000

Supplemental/Concentration (7101/0000) Total: \$209,880

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	\$15000	\$0	\$0	\$0	\$15000
Classified- Salaries	\$0	\$0	\$0	\$5000	\$5000
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Materials/Supplies/Equipment	\$5000	\$0	\$0	\$1000	\$6000
Contracts/Services/Subscriptions	\$0	\$0	\$0	\$1366	\$1366

EL Supplemental (7150/0000) Total: \$27,366

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) | 2025-2026

Fund Source Mgmt. Code / Description Resc. Code / Description	EGUSD Strategic Goals					Balance
	Allocation	1. Curriculum and Instruction	2. Targeted Supports & Interventions	3. Wellness	4. Family Engagement	
4900 Director of School Improvement Support 3010 ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	\$360,274	\$294,181	\$40,000	\$14,000	\$12,093	\$0
7101 LCFF Supplemental Concentration TK-6 0000 Unrestricted	\$209,880	\$47,000	\$121,330	\$24,000	\$17,550	\$0
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	\$27,366	\$20,000	\$0	\$0	\$7,366	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$597,520	\$361,181	\$161,330	\$38,000	\$37,009	

Fund Subtotals		Title I Centralized Services	
Subtotal of additional federal funds included for this school	\$360,274	Title I Foster Youth \$0	Title I Homeless \$0
Subtotal of state or local funds included for this school	\$237,246	Title I Centralized Services \$0	Title I Preschool \$0

