



Prairie Elementary

Local Control Accountability Plan (LCAP) 2026-2027

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: 2026-2027

Goal Setting

State Priorities

Conditions of Learning:

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

Pupil Outcomes:

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

Engagement:

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

Strategic Goals

Goal 1: High-Quality Curriculum, Instruction & Assessment

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

Goal 2: Targeted Supports & Interventions

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

Goal 3: Wellness

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

Goal 4: Family and Community Engagement

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

Stakeholder Engagement

1. Involvement Process for LCAP and Annual Update

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

ELAC meeting and parent input: ongoing surveys and ELAC meetings on 9/9/25, 11/18/25, and 4/28/26
Parent surveys in March 2025 and November 2025.
Staff input and conducted/gathered data and discussed at staff and leadership meetings.
Staff meetings: 8/6/25, 9/3/25, 10/1/25, 11/5/25, 12/3/25, 1/7/26, 2/4/26, 3/4/26, 4/8/26, 5/6/26, 6/3/26
Leadership: 8/25/25, 9/15/25, 10/13/25, 11/17/25, 1/20/26, 2/17/26, 3/16/26, 4/13/26, 5/14/26, 6/17/26
School Site Council: 10/29/25, 2/18/26, 4/22/26

2. Impact of LCAP and Annual Update

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

Based on the 2025 - 2026 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

Site Goal 1.1

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 27% and Math 19%

ELA subgroups meeting standards:

African American: 15%
Asian: 33%
Hispanic: 26%
Pacific Islander: 42%
White: 21%
EL: 25%
Foster Youth: 0%
Homeless: 19%
SWD: 4%

Math subgroups meeting standards:

African American: 6%
Asian: 21%
Hispanic: 19%
Pacific Islander: 37%
White: 18%
EL: 10%
Foster Youth: 0%
Homeless: 0%
SWD: 1%

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

Action 1.1.1

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan <u>Academic Intervention Teacher:</u> Teacher will support small group instruction for students not meeting grade level standards. 2.0 FTE (\$269,344 Title) 1.0 FTE (145,000 LCRSET) <u>Paraeducator Support:</u> 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. \$6,000 Title \$5,000 Supp Con <u>Articulation Days:</u> 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. \$10,00 Supp Con Use LCRSET Grant funds to create a standard protocol for PLCs to use to progress monitor school wide literacy and other goals. <u>Professional Development:</u> Provide opportunities for teachers to attend PD to support instructional practices on improving first instruction. \$7,000 Supp Con PD will be provided to the staff on Comprehension Checklist & Integrated ELD and a protocol for PLC SMARTe Goal Progress Monitoring. Professional development will also be	Progress Monitoring 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 Admin. will review attendance at the parent workshops and recommendations on participation. Teachers will be observed during FONT walkthroughs to look for evidence on active participation and the implementation of the PD in classroom instruction. (LCRSET)	Evaluation

extended to parent guardians on Fluency and how they can support their children at home. Efforts will also be made to collaborate with EXL and train staff on how to support students with literacy goals after school. (LCRSET grant) Extended Day/Tutoring: Provide small group instruction targeting student subgroups. \$10,000 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 \$14,000 (Title) Purchase Accelerated Reader \$11,500 (Title) Purchase Step Up to Writing licenses and consumables \$7,000 (Supp Con) Inventory and/or additional reading incentive program. Provide maintenance agreements, parts, services, supplies, copying and replacement of supplemental resources that enhance and support student achievement. Instructional Supplies: Purchase additional instructional supplies for: workshop, intervention, AVID, tutoring We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.		
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Action 1.1.2

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan	Progress Monitoring	Evaluation
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.	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.	

(\$6,464 Title) Librarian will support the library upgrade helping to create a space where teachers can bring students to promote literacy and create a space for professional learning at the school site. (LCRSET grant) Library Upgrade to include mounted projector and screen. (LCRSET)	Admin will monitor the effective use of the library space.	
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Site Goal 1.2

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

Metric: Test Participation Rate on Districtwide Assessments

Action 1.2.1

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan <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. <u>Reading Difficulties Screener K-2</u> Classroom teachers in K-2 will administer the Multitudes Screener during the 2nd Trimester assessment period. Push-in teachers, instructional coaches, and possibly substitutes, will help to teach the class so that the mandatory screening or alternative assessment for multilingual learners may be completed. Administrators will assist by completing a schedule of supporting staff ahead of the testing window so that teachers can plan accordingly. <u>Evaluate MTSS Process</u>	Progress Monitoring 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. Feedback from teachers on the effectiveness of the Data Days will be collected and shared with the staff at staff meeting. Admin will check in with teachers and monitor the completion of assessments including make-up assessments for students that were absent. PLC documentation will be reviewed by admin to determine next steps needed for support.	Evaluation

Identify students at-risk early and provide them with with targeted instruction or support. This will include connecting Tier 1 and Tier 2 instruction and reviewing the MTSS Process for the school as well as follow-through. (LCRSET Grant) PLC Collaboration: Teachers will meet monthly during their PLC time to discuss their students' progress and analyze data utilizing Illuminate and additional grade level data. Data Days: 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. \$10,000 Title \$10,000 Supp Con		
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Site Goal 1.3

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

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan	Progress Monitoring	Evaluation
Classroom observations: Teachers will participate in classroom observations once a trimester utilizing the description of practice to support the implementation of the instructional framework. PLC Collaboration: Teachers will use PLC time and/or release time to discuss and develop success criteria	Admin will collect and utilize FONT walkthrough data to assess in instructional strategies have been implemented. FONT walkthrough data will be shared at monthly staff meetings to discuss progress toward instructional framework goals and to celebrate successes.	

for future lessons. Professional Development: 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. We will purchase allowable, reasonable and necessary supplies to complete the action plan for this goal.		
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Action 1.3.2

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan AVID Professional Development: 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. \$5,000 Supp Con We will purchase allowable, reasonable and necessary supplies to complete the action plan for this goal.	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 1.4

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

Current redesignation rate: 9.2%

Metric: Reclassified - Percent of English Learners Reclassified

Action 1.4.1

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan EL intervention: 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. ELPAC Assessments: 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. \$10,000 EL EL Coordinator: 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. \$3,000 Designated ELD Instruction: 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) Instructional Supplies: Purchase supplemental instructional supplies for EL students during WIN time and after school tutoring. \$2,000 EL Professional Development: Utilize ML instructional coach to provide professional development tailored to meet the needs of our multilingual learners. \$5,000 EL We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.	Progress Monitoring Admin will use state dashboard data in order to determine that at least 10% of our EL students become reclassified by June 2026. The percentage of completed ELPAC assessments will be monitored by the VP bi-weekly. Teachers will submit their ELD schedules as designated by the schoolwide master calendar.	Evaluation

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Funding Sources for District Goal 1		
Funding Source	Amount	Description of Use
Title I Basic (4900/3010)	\$182,267	Certificated- Salaries
Title I Basic (4900/3010)	\$43,040	Certificated- Timesheets
Title I Basic (4900/3010)	\$32,939	Classified- Salaries
Title I Basic (4900/3010)	\$0	Classified- Timesheets
Title I Basic (4900/3010)	\$2,000	Materials/Supplies/Equipment
Title I Basic (4900/3010)	\$9,000	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	\$0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	\$85,000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	\$0	Classified- Salaries
Supplemental/Concentration (7101/0000)	\$35,000	Classified- Timesheets
Supplemental/Concentration (7101/0000)	\$11,500	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$14,091	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	\$0	Certificated- Salaries
EL Supplemental (7150/0000)	\$19,341	Certificated- Timesheets
EL Supplemental (7150/0000)	\$0	Classified- Salaries
EL Supplemental (7150/0000)	\$0	Classified- Timesheets
EL Supplemental (7150/0000)	\$0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	\$0	Contracts/Services/Subscriptions

District Strategic Goal 2:	District Needs and Metrics 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.	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

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

Targeted Student Group(s)

• Black or African American • Homeless • SWD

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan <u>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. In addition, we will use grant funds to provide an AIT to support students in grades 4 - 6 with small group instruction. \$5,000 Title \$5,000 Supp Con (LCRSET) <u>After school tutoring:</u> Teachers will prioritize students, including African American students, SWD, Homeless and Foster, who needed intervention in Math and ELA. \$10,000 Supp Con <u>Instructional Supplies:</u> Purchase additional instructional supplies for: workshop, intervention, and tutoring We will purchase allowable, reasonable and necessary supplies to complete the action plan for this goal.	Progress Monitoring Student progress on our Illuminate assessments will be used to determine progress for students receiving intervention. Teachers will use Illuminate data to determine which students will be prioritized for after school tutoring support.	Evaluation

Site Goal 2.2

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 = 26.5%

Number of incidents = 246

At risk subgroups:

Foster Youth - 180

African American - 75

SWD - 48

Metric: African American Disparity

Action 2.2.1

Targeted Student Group(s)

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

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan <u>Recess Mentors:</u> 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) <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. (\$99,476 Supp Con) <u>Professional Development:</u> Support certificated and classified staff with professional development to support all students instructionally and social emotionally, including Restorative Practice trainings. (\$10,000 Supp Con) <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	Progress Monitoring The Vice Principal will share the suspension rate with the staff at monthly staff meetings. We will work on decreasing student referrals and suspensions (specifically during recess times). Increase the number of students participating in recess activities to help reduce incidents during this time.	Evaluation

PBIS Tier II meetings and will report updates. Purchase items that will promote the PBIS message such 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		
Funding Source	Amount	Description of Use
Title I Basic (4900/3010)	\$0	Certificated- Salaries
Title I Basic (4900/3010)	\$0	Certificated- Timesheets
Title I Basic (4900/3010)	\$0	Classified- Salaries
Title I Basic (4900/3010)	\$0	Classified- Timesheets
Title I Basic (4900/3010)	\$0	Materials/Supplies/Equipment
Title I Basic (4900/3010)	\$0	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	\$0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	\$10,000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	\$0	Classified- Salaries
Supplemental/Concentration (7101/0000)	\$0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	\$0	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	\$0	Certificated- Salaries
EL Supplemental (7150/0000)	\$0	Certificated- Timesheets
EL Supplemental (7150/0000)	\$0	Classified- Salaries
EL Supplemental (7150/0000)	\$0	Classified- Timesheets
EL Supplemental (7150/0000)	\$0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	\$0	Contracts/Services/Subscriptions

District Strategic Goal 3: Wellness All students will learn in an equitable, culturally responsive, physically, and emotionally healthy and safe environment.	District Needs and Metrics 3: Students need a safe and engaging academic, social-emotional, and physical school environment as measured by: • Cohort Graduation Rate • School Climate - Average Favorability Rating • Social Emotional Learning - Average Favorability Rating • Suspension Rate: Percent of Students Suspended
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Site Goal 3.1

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%

Two or More - 5.4%

African American - 6.8%

Pacific Islander - 5.6%

Metric: Suspension Rate: Percent of Students Suspended

Action 3.1.1

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan 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. Restorative Practices: All students will be supported through the use of Restorative Practices which includes restorative language frames during student disagreements. 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. Supp Con \$3,000 We will purchase allowable, reasonable and necessary supplies to complete the action plan for this goal.	Progress Monitoring Teachers will administer the Student Perception Survey to all students in grades 4 - 6. Grade levels will develop plan for Second Step lessons implementation including morning circles. VP will monitor lessons taught at each grade level.	Evaluation

Site Goal 3.2

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: 87%

Increase of 5% for 26-27 school year.

GATE identification: 17 students

Metric: Active Participation

Action 3.2.1

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan <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. \$7,000 Supp Con <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. \$3,236 Title \$4,000 Supp Con We will purchase allowable, reasonable and necessary supplies to complete the action plan for this goal.	Progress Monitoring 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. Increase program availability for all students to participate, including GATE/Enrichment activities.	Evaluation

Site Goal 3.3

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

Metric: Other

Action 3.3.1

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan ACTION 1: July-June Appropriate supplies, equipment and resources (i.e., signs on the playground with rules for games, various game options, adequate supervision) to establish a well maintained and organized recess. ACTION 2: July - June PBIS Rotations at the beginning of the school year to discuss behavior expectations and refresh throughout the year (upon return from all breaks). ACTION 3: July-June Designated areas for specific games on the playground with adequate supervision. ACTION 4: July-June Explicitly teach rules and expectations of recess games and activities to all students, ongoing throughout the year. ACTION 5: July-June PD for yard supervisors regarding active yard supervision, de-escalation skills, restorative practices, and game and activity rules and expectations. Supp Con \$5,000	Progress Monitoring July-June Administration to monitor and review synergy incident /referral data, yard staffing levels, regular upkeep and ordering of supplies and share with PBIS team monthly. July-June PBIS Tier I to monitor incident data and share with staff monthly. July-June Yard supervisors to monitor incident location data, share with administration monthly and adjust recess activity locations as needed. July-June Administration to schedule monthly Yard Supervisor meetings to support understanding of PBIS behavior expectations, Restorative Practices, de-escalation skills, and game/activity rules and expectations.	Evaluation

Funding Sources for District Goal 3

Funding Source	Amount	Description of Use
Title I Basic (4900/3010)	\$0	Certificated- Salaries
Title I Basic (4900/3010)	\$0	Certificated- Timesheets
Title I Basic (4900/3010)	\$0	Classified- Salaries
Title I Basic (4900/3010)	\$0	Classified- Timesheets
Title I Basic (4900/3010)	\$0	Materials/Supplies/Equipment
Title I Basic (4900/3010)	\$12,714	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	\$0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	\$0	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	\$0	Classified- Salaries
Supplemental/Concentration (7101/0000)	\$0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	\$10,000	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$1	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	\$0	Certificated- Salaries
EL Supplemental (7150/0000)	\$0	Certificated- Timesheets
EL Supplemental (7150/0000)	\$0	Classified- Salaries
EL Supplemental (7150/0000)	\$0	Classified- Timesheets
EL Supplemental (7150/0000)	\$0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	\$0	Contracts/Services/Subscriptions

District Strategic Goal 4: Family & Community Engagement All students will benefit from programs and services designed to inform and engage family and community partners.	District Needs and Metrics 4: Students need parent, family and community stakeholders as direct partners in their education as measured by: • Attendance Rate • Parents indicating a respectful and welcoming school environment • Parents indicating opportunities for parent input in making decisions • Parents indicating opportunities for parent involvement • Percent Chronically Absent
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Site Goal 4.1 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	

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan <u>Family and Community Engagement:</u> All grade levels will offer at least one academic focused (FTAT) Parent Involvement opportunity during the school year. • 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 • 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 • Provide student performances and activities for families to enjoy \$5,000 Title \$4,550 Supp Con <u>Parent Conferences:</u> We will hold parent conferences by tracks to engage families and build connections for student learning, including BTAs. As part of our literacy grant goals we will ensure parents have the information they need to work together on their child's goals and parent trainings in areas of need such as literacy will be provided. (LCREST grant) We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal.	Progress Monitoring Increase in participation in parent surveys and increase in participation of FTAT events via the sign-in sheets from these events. Usage of communication to parents via the website calendar and Talking Points. Effectiveness will be measured via the number of conferences that will be logged for each teacher.	Evaluation

Site Goal 4.2

Chronic absenteeism will reduce from 30% to 26% for ALL students as measured by the California Dashboard.

Red designation:
Pacific Islander: ~~38.9%~~ to 34%
SWD: ~~40%~~ to 35%

Orange designation:
African American: ~~41.2%~~ to 36%
Asian: ~~21.8%~~ to 16%

Metric: Attendance Rate

Action 4.2.1

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan Attendance Team: 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. Communication: Admin will communicate to families the absence policy and why it's important to attend school. Continue communications throughout the year. Admin will utilize pre-service, along with staff meetings to train about district policies and positive messaging about attendance. Recognition: Provide instruction, recognition and increased awareness of the importance of on-time school attendance. Implementation of school	Progress Monitoring Attendance Tech to run the U-ATD1402 Chronically Absnet Notification report bi-weekly and will share with the Attendance Team. Admin will review the PowerBI Attendance Dashboard bi-weekly and share with the Attendance Team. The Attendance Team will share data with staff at staff meetings and report to the community.	Evaluation

supports and programs to help provide a safe and engaging, social emotional and physical environment: • Panther Praise • Assemblies • Incentives • Supplies • VIC awards • Attendance banners • Attendance magnets • Raffles • Translation support \$5,000 Title \$5,00 Supp Conn 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 4		
Funding Source	Amount	Description of Use
Title I Basic (4900/3010)	\$3,000	Certificated- Salaries
Title I Basic (4900/3010)	\$0	Certificated- Timesheets
Title I Basic (4900/3010)	\$0	Classified- Salaries
Title I Basic (4900/3010)	\$500	Classified- Timesheets
Title I Basic (4900/3010)	\$3,000	Materials/Supplies/Equipment
Title I Basic (4900/3010)	\$500	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	\$0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	\$20,000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	\$0	Classified- Salaries
Supplemental/Concentration (7101/0000)	\$0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	\$0	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	\$0	Certificated- Salaries
EL Supplemental (7150/0000)	\$0	Certificated- Timesheets
EL Supplemental (7150/0000)	\$0	Classified- Salaries
EL Supplemental (7150/0000)	\$0	Classified- Timesheets
EL Supplemental (7150/0000)	\$0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	\$0	Contracts/Services/Subscriptions

Funding Source Summary for All District Goals

Title I Basic (4900/3010)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$270,000	\$0	\$0	\$3,000	\$273,000
Certificated- Timesheets	\$10,000	\$5,000	\$0	\$0	\$15,000
Classified- Salaries	\$6,464	\$0	\$0	\$0	\$6,464
Classified- Timesheets	\$0	\$0	\$0	\$1,000	\$1,000
Materials/Supplies/Equipment	\$10,000	\$0	\$2,216	\$1,000	\$13,216
Contracts/Services/Subscriptions	\$12,000	\$35,000	\$0	\$0	\$47,000

Title I Basic (4900/3010) Total: \$355,680

Supplemental/Concentration (7101/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$0	\$99,476	\$0	\$5,000	\$104,476
Certificated- Timesheets	\$27,000	\$20,000	\$3,000	\$0	\$50,000
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$5,000	\$0	\$2,000	\$1,000	\$8,000
Materials/Supplies/Equipment	\$8,000	\$7,000	\$3,000	\$1,292	\$19,292
Contracts/Services/Subscriptions	\$15,000	\$3,000	\$8,000	\$0	\$26,000

Supplemental/Concentration (7101/0000) Total: \$207,768

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	\$18,000	\$0	\$0	\$0	\$18,000
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$3,000	\$3,000
Materials/Supplies/Equipment	\$2,000	\$0	\$0	\$1,000	\$3,000
Contracts/Services/Subscriptions	\$0	\$0	\$0	\$1,185	\$1,185

EL Supplemental (7150/0000) Total: \$25,185

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) | 2026-2027

Fund Source Mgmt. Code / Description Resc. Code / Description	EGUSD Strategic Goals					Balance
	Allocation	1. Curriculum and Instruction	2. Targeted Supports & Interventions	3. Wellness	4. Family Engagement	
4900 Director of School Improvement Support 3010 ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	\$355,680	\$308,464	\$40,000	\$2,216	\$5,000	\$0
7101 LCFF Supplemental Concentration TK-6 0000 Unrestricted	\$207,768	\$55,000	\$129,476	\$16,000	\$7,292	\$0
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	\$25,185	\$20,000	\$0	\$0	\$5,185	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$588,633	\$383,464	\$169,476	\$18,216	\$17,477	

Fund Subtotals	
Subtotal of additional federal funds included for this school	\$355,680
Subtotal of state or local funds included for this school	\$232,953