



Prairie Elementary

Local Control Accountability Plan (LCAP) 2021-2022

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

Goal Setting

State Priorities

Conditions of Learning:

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

Pupil Outcomes:

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

Engagement:

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

Strategic Goals

Goal 1: High-Quality Classroom Instruction and Curriculum

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

Goal 2: Assessment, Data Analysis, & Action

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

Goal 3: Wellness

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

Goal 4: Family and Community Engagement

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

Stakeholder Engagement

Involvement Process for LCAP and Annual Update
<p>How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?</p> <hr style="border: 0; border-top: 1px solid black; margin: 10px 0;"/> <p>Stakeholder Engagement: ELAC meeting and parent input: parent surveys in November 2020 and March 2021, 9/24, 2/4/21, 3/25/21, 4/29/21, 5/27/21 Staff input conducted/gathered data and discussed: staff meetings and leadership - 8/12, 9/2, 10/7, 11/4, 12/9, 1/6/21, 2/3/21, 4/7/21 and 9/14, 10/19, 11/16, 1/19/21, 2/16/21, 3/15/21, 4/19/21 and 5/17/21. Parent and Staff input for School Safe Plan, Academic program and GATE program: Ongoing, electronic surveys in November 2020 and March 2021, staff meetings and leadership meetings as noted above. LCAP input gathered and data reviewed with School Site Council on 4/29/21 and approved on _____.</p>
Impact of LCAP and Annual Update
<p>How did these consultations affect the LCAP for the upcoming year?</p> <hr style="border: 0; border-top: 1px solid black; margin: 10px 0;"/> <p>Based on the 2020-2021 LCAP needs survey results from both parents and teachers, we will continue to find ways to support our PBIS and social emotional learning to maintain a safe school and effective learning environment. We will continue to provide professional development for grade level teams to collaborate and plan, adding the area of AVID to strategies of our teachers. We will stay focused on the academic growth of our students, continuing to utilize AIT's, tutoring and intervention supports. We will add additional supports for intervention and to address learning loss from the effects of distance learning. We will focus on parent engagement to help support our chronic absenteeism rate.</p>

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.
<p>Prairie Elementary was identified as an Alternative Targeted Support and Improvement school because our subgroup of Students with Disabilities (SWD), need additional targeted support to meet growth goals. As a result of our needs assessment, additional resources have been allocated to support the increase in achievement for this subgroup.</p> <ul style="list-style-type: none"> - small group intervention with targeted small group instruction, AIT/para support and extended day - PLC collaboration time with RSP teachers, targeting student outcomes and discussing the progress of SWD using standards-aligned interim assessment data.

Goals, Actions, and Progress Indicators

District Strategic Goal 1:	District Needs and Metrics 1:
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All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.

- Students need high quality classroom instruction and curriculum as measured by:
- A-G Completion
 - Access to Courses (Honors, AP/IB, CTE)
 - AP/IB Exams
 - CAASPP
 - Content Standards Implementation
 - CTE Sequence Completion
 - EAP
 - Other (Site-based/local assessment)
 - Progress toward English Proficiency
 - Redesignation
 - Teacher Assignment

Site Goal 1.1

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

Metric: CAASPP

Actions/Services 1.1.1

Principally Targeted Student Group

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1) Provide targeted instruction for students assessed to be below grade level standards utilizing (2) Academic Intervention Teachers 2 - .8 FTE	John Hattie, Visible Learning for Teachers: Maximizing Impact on Learning <ul style="list-style-type: none"> • Small Group Learning Effect Size 0.49 • Reading Phonic Instruction Effect Size 0.60 • Reading Comprehension Programs Effect Size 0.58 	Increase in SBAC, SMART GOAL, and Program assessments: <ul style="list-style-type: none"> - 70% of students making at least 1 years growth on Visible Learning Effect size matrix with grade level pre/post common assessments 1) Reading fluency rate and accuracy collected each trimester 1) K/1 Benchmark trimester data 1) 3% - 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

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$164000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.1.2

Principally Targeted Student Group

• All • SWD

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1) Provide Time-sheeted para support in classroom workshop for grades TK - 6 with a focus on targeting instruction in Math and ELA. Specific focus to SWD.	John Hattie, Visible Learning for Teachers: Maximizing Impact on Learning: <ul style="list-style-type: none"> Small Group Learning Effect Size .49 Reading Phonic Instruction Effect Size .60 Reading Comprehension Programs Effect Size .58 Reading Second Chance Programs Effect Size 50 	SBAC, SMART GOAL, and Program assessments: <ul style="list-style-type: none"> - 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.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$22000	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.1.3

Principally Targeted Student Group

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1) Provide Extended Day small group instruction (math and ELA), including SWD 2) Provide Extended Day EL small group instruction, including SWD 3) Utilize support of Academic Program Coordinator for after school 4) Utilize support of EL Coordinator to: identify/place EL students, redesignate, RFEP monitoring, and support for ELAC meetings 5) Utilize support of EL Coordinator and off track teachers for Initial and Summative ELPAC testing.	John Hattie, Visible Learning: Small Group Learning Effect Size .49 Reading Phonic Instruction Effect Size .60 Reading Comprehension Programs Effect Size .58 Reading Second Chance Programs Effect Size 50 micro-teaching effect size .88	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 trimester 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.

Funding Source	Amount	Description of Use		
EL Supplemental (7150/0000)	\$10000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$10000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.1.4

Principally Targeted Student Group

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1) Provide Off-track small group instruction - Intersession (Summer School funding will be used)	John Hattie: Visible Learning Effect Size: Small Group Learning Effect Size .49 Reading Phonic Instruction Effect Size .60 Reading Comprehension Programs Effect Size .58 Reading Second Chance Programs Effect Size 50	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

Funding Source	Amount	Description of Use

Site Goal 1.2
Maintain 100% SMART goal attainment for each grade level and target student instructional needs. Grade Level SMART goals - 80% of students will reach proficient level. (current level 19/20) in the designated goal area for ELA and Math.
Metric: A-G Completion

Actions/Services 1.2.1		
Principally Targeted Student Group		
• All		
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1) Provide supplementary curriculum, technology, resources (iReady, Scholastic Reading Inventory Reading Counts, MyOn, SumDog) and supplies, including AVID resources 2) Purchase TIME for Kids subscription for every student	Research supports providing high interest, grade leveled reading materials for student instruction and home practice to re-enforce taught skills.	1&2) SMART Goals 1&2) Grade Level Assessments 1&2) SBAC interim assessments increase by 10% 1&2) 5% SBAC growth
Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	\$42500	Contracts/Services
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Actions/Services 1.2.2		
Principally Targeted Student Group		
• All • EL • SWD		
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1) Purchase supplementary on-line resources to provide additional reading, language and math practice at school and home: Scholastic Reading Inventory Reading Counts MYON STARFALL SUMDOG Additional resources as needed Purchase supplementary on-line resources for EL students	Research supports building student reading and math fluency using high interest, interactive programs that provide feedback and adjust to student performance levels. Research supports building student reading and math fluency using high interest interactive methods that provide feedback and adjust to student performance levels. Positive effect of technology on student achievement - Tamin, R., Bernard, R., Borokhovski, E., Abrami, P., & Schmid, R (2011) report on positive effects of technology on student achievement from 25 metat-analyses of 1,055 primary studies, See "What forty years of research says about the impact of technology on learning: A second-order meta-analysis and validation	1) Lexile level increase by 10% 10% increase on students Meeting Standards on Scholastic Reading Counts Proficiency Summary

study" *Review of Educational Research*, 15
(3) 250-281

Funding Source	Amount	Description of Use		
EL Supplemental (7150/0000)	\$3800	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$10400	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7101/0000)	\$11500	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.2.3

Principally Targeted Student Group

- School-wide

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1) Provide maintenance agreements, parts, services, supplies, copying and replacement of supplemental resources.	Research supports that working equipment provides students higher levels of access to supplemental technology and instructional supports than non-functional equipment. https://www.oecd.org/education/school/50293148.pdf	1) Site equipment matrix work orders supply inventory records 3% - 5% SBAC growth, 100% of grade levels meeting SMART goals, 70% proficiency on program assessments

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$9350	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$7075	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.2.4

Principally Targeted Student Group

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1) Purchase additional instructional supplies for workshop, intervention, Reading Counts, AVID and after school programs. 2) Purchase additional instructional supplies for EL students during WIN time and after school	John Hattie: Visible Learning Effect Size: Small Group Learning Effect Size .49 Reading Phonic Instruction Effect Size .60 Reading Comprehension Programs Effect Size .58 Reading Second Chance Programs Effect Size 50	1) SBAC, SMART GOAL, and Program assessments 70% of students making at least 1 years growth on Visible Learning Effect size matrix with grade level pre/post common assessments 5% SBAC growth 100% of grade levels meeting SMART goals 70% proficiency on program assessments 2) Individual ELPAC scores to increase by one performance band and redesignation rate to increase by 5%

Funding Source	Amount	Description of Use		
EL Supplemental (7150/0000)	\$4425	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7101/0000)	\$1808	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$31300	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 1.3		
Increase number of books checked out by students to increase: Lexile level progress by 10% Scholastic Reading Counts data - increase 10% of students who Meet Standards Current level SRC: 18% Lexile: 1st = 190, 2nd = 420, 3rd = 520, 4th = 740, 5th = 830, 6th = 925		
Metric: Instructional Materials		
Actions/Services 1.3.1		
Principally Targeted Student Group		
<ul style="list-style-type: none"> All 		
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1) Provide additional librarian for more frequent access to research materials, supplementary reading materials, and Scholastic Reading Counts Timesheeted Library Support Technician--- Title 1	Research shows that family reading increases language development, fluency and comprehension skills	1) Number of books checked out by students to increase - Lexile Level Progress by 10% - Scholastic Reading Counts data to show increase of 10% of students to Meet Standards
Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	\$4400	Classified Salaries
Supplemental/Concentration (7101/0000)	\$10000	Certificated Salaries
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		<input type="button" value="Edit"/> <input type="button" value="Delete"/>

District Strategic Goal 2:	District Needs and Metrics 2:
All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.	Students need high quality programs and services driven by assessment, data analysis, and action as measured by: <ul style="list-style-type: none"> Assessment System Data and Program Evaluation Other (Site-based/local assessment)

Site Goal 2.1	
Provide 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. (Illuminate results)	
Metric: Data and Program Evaluation	

Actions/Services 2.1.1		
Principally Targeted Student Group		
<ul style="list-style-type: none"> All • EL • SWD 		
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1) Provide grade level planning and cross grade level articulation 2) Provide substitutes, stipends and professional development opportunities and resources for assessment and intervention based on grade level needs assessments/assessment results	John Hattie's research on Visible Learning for Teachers identifies the effect size of various influences on student achievement. Small group learning effect size.49 Reading Comprehension Program effect size .58 Using the PLC at work model, teachers will use release time to collaborate, continue to	This will be measured by: SMART goals, CAASP, Benchmark Assessment, Fluency grade level data, K/1 Benchmark assessments

explore, utilize, and develop a deeper understanding of the Wonders curriculum, plan intervention lessons and groups, and address the needs of our SED, EL, and FY students.

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

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$24000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
EL Supplemental (7150/0000)	\$4862	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$13600	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$3000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 2.1.2

Principally Targeted Student Group				
<ul style="list-style-type: none"> • All 				
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?		
1) Purchase online resources for: - data collection - monitoring of student progress - incentives for students reaching set goals.	Matching student supplemental/instructional materials and opportunities to Lexile Level increases reading proficiency.	1) Scholastic Reading Counts Lexile Levels - 10% increase on students Meeting Standards on Scholastic Reading Counts Proficiency Summary		
Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$2080	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 2.1.3

Principally Targeted Student Group				
<ul style="list-style-type: none"> • All 				
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?		
1) Provide additional time for teachers to provide targeted instruction based on assessed need: ELA and Math intervention groups	John Hattie's Visible Learning Effect Size: Small Group Learning Effect Size .49 Feedback while learning math Effect Size .45	Report Card and progress report analysis 70% of students making at least 1 years growth on Visible Learning Effect size matrix with grade level pre/post common assessments 5% SBAC growth 100% of grade levels meeting SMART goals in math 70% proficiency on program assessments with Go Math		
Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$21000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

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

District Needs and Metrics 3:
 Students need a safe and engaging academic, social-emotional, and physical school environment as measured by:

- Cohort Graduation
- Expulsion
- HS Dropout
- MS Dropout
- Other (Site-based/local assessment)
- School Climate
- Social Emotional Learning
- Suspension

Site Goal 3.1

We will eliminate the disproportionality of discipline actions for at risk subgroups, specifically our African American, Foster Youth and Special Ed subgroups.
 5% Decrease in student referrals and suspensions.
 Current rate of suspensions = 6.2%
 Current rate of referrals = 14.2%

Metric: Cohort Graduation

Actions/Services 3.1.1

Principally Targeted Student Group				
• All				
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?		
1) Provide school-wide, whole class and small group instruction in Skills for Social and Academic Success 2) Provide additional recess mentors to support social emotional learning - contract with Storm to provide student support. 3) Provide lunch bunch mentor groups	Decreasing Disruptive Behavior Effect Size .53 Self Concept Effect Size .46 Motivation #Effect Size .48 Reducing Anxiety Effect Size .48	1,2,3) Student referrals and suspensions (specifically during recess times) 1,2,3) Number of students participation in recess activities, lunch bunch and social groups, student referrals and suspensions		
Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$20000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$10000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$7870	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 3.1.2

Principally Targeted Student Group				
• All				
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?		
1) Provide supplementary curriculum (on district's approved list) and professional development in culturally responsive teaching practices and teaching self-regulation skills 2) Implement schoolwide SEL program (Second Step) with lessons taught in every class by all teachers 3) Implement AVID program including	John Hattie's Visible Learning Effect Size: Decreasing Disruptive Behavior Effect Size .53 Self Concept Effect Size .46 Motivation #Effect Size .48 Reducing Anxiety Effect Size .48	All areas: Decrease in student discipline referrals (synergy) Dashboard data Increase TFI score (Tier 2)		

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
 Paw Prints
 VIC awards
 Assemblies
 Certificates
 Supplies
 Attendance banners
 Recess mentors

Funding Source	Amount	Description of Use		
PBIS (7440/0000)	\$500	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$13678	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$3408	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$4000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 3.2

Increase opportunities for all students to participate in culturally relevant/academic programs including field trips and experiences.
 Current levels of attendance 94%.

Metric: Cohort Graduation

Actions/Services 3.2.1

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1) Provide field trip scholarships, entrance fees, transportation fees, on-site contracts with outside providers to guarantee all students opportunities for culturally relevant/academic program participation.	Research supports students with these experiences demonstrate stronger critical thinking skills and higher levels of tolerance	1) Field trip logs and attendance increase via Synergy and logs

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$9000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 3.3

Increase number of students by 10% who participate in culturally relevant/academic programs, include GATE.
 GATE identification = 16 students
 GATE participation = 91 students

Metric: Cohort Graduation

Actions/Services 3.3.1

Principally Targeted Student Group
 • All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
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	Research supports students with these experiences demonstrate stronger critical thinking skills and higher levels of tolerance. Gifted programs (separate from advanced placement/high ability courses) provide specific curricula aimed at challenging students at the appropriate level. [See research on positive outcomes by Kulik, J. & Kulik, C.L. (1992) available at www.gifted.uconn.edu/nrcgt/rbdm9204.pdf and Goldring, E., (1990) "Classroom Organizational Frameworks for Gifted Education."	All areas: - Number of participants in programs - 5% increase in GATE identification - Attendance increase by 10% - Outcomes of programs (productions, presentations)

Funding Source	Amount	Description of Use		
GATE (7105/0000)	\$2500	Certificated Salaries	Edit	Delete
GATE (7105/0000)	\$1550	Contracts/Services	Edit	Delete
Title I - Basic (4900/3010)	\$2500	Certificated Salaries	Edit	Delete
GATE (7105/0000)	\$347	Materials/Supplies/Equipment	Edit	Delete

District Strategic Goal 4: All students will benefit from programs and services designed to inform and involve family and community partners.	District Needs and Metrics 4: Students need parent, family and community stakeholders as direct partners in their education as measured by: <ul style="list-style-type: none"> • Attendance Rate • Chronic Absentee Rate • Family and Community Engagement • Input in Decision Making • Other (Site-based/local assessment) • Partnerships for Student Outcome • Relationships Between Staff and Families
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Site Goal 4.1	
Increase the productivity and frequency of home/school partnerships from current rate of 1% to increase by 3%	
Metric: Family and Community Engagement	

Actions/Services 4.1.1

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1) 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 3) Provide supplemental resources and light snacks at ELAC meetings as well as EL parent classes.	Research supports home visits lead to increase in attendance, and academic success. Parental involvement in learning effect size .51 John Hattie's' research on <i>Visible Learning for Teachers</i> identifies the effect size of various influences on student achievement. Parent involvement in learning effect size .51 John Hopkins Study Report 2015: PTHVP-model Home Visits Make Significant Impact on Student Outcomes Key Findings: Students whose families received a home visit, one of the core strategies in the FEP, had 24 percent fewer absences than similar	5% increase in student attendance and parent participation based on: Attendance records Home Visit log Event Calendar Sign in sheets Agendas

students whose families did not receive a visit. These same students also were more likely to read at or above grade level compared to similar students who did not receive a home visit

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$4100	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$1000	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$1000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
EL Supplemental (7150/0000)	\$2500	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
EL Supplemental (7150/0000)	\$500	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 4.1.2

Principally Targeted Student Group

- All

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

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$2000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7101/0000)	\$1000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 4.2

Increase parent/family participation on campus and/or virtually
Current data:
Back to School Night 50% participation

Metric: Attendance Rate

Actions/Services 4.2.1

Principally Targeted Student Group

- All

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

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$2500	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Title I – Basic (4900/3010)	\$2500	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
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Site Goal 4.3	
Increase On Time Attendance and reduce Chronic Absenteeism by 3% Current rate = 16.6%	
Metric: Chronic Absentee Rate	

Actions/Services 4.3.1

Principally Targeted Student Group

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
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 Attendance banners	Research support the need for regular school attendance in order for students to demonstrate school proficiency A National Portrait of Chronic Absenteeism in the Early Grades Romero, Mariajose and Young-Sun Lee. National Center for Children in Poverty, Columbia University. October 2007. This brief reveals a significant level of absenteeism in the early school years, especially among low-income children, and confirms its detrimental effects on school success by examining children from across various incomes and race/ethnicity groups in a nationally representative sample of children entering kindergarten. Early... <i>Published: October 2007</i> https://www.attendanceworks.org/	All areas: Increase current attendance rate by 3% CHK survey results Synergy attendance summary

Funding Source	Amount	Description of Use	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$5200	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
PBIS (7440/0000)	\$500	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Justification of School-Wide Use of Funds

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

n/a

**Local Control Accountability Plan (LCAP)
Year 2021 - 2022**

V. Funding

Prairie Elementary - 351

Fund Source <i>Mgmt. Code/Description Resc. Code/Description</i>	FTE	Carry Over	Allocation	Subtotal	EGUSD Strategic Goals				Balance
					1 - Curriculum and Instruction	2 - Assessment	3 - Wellness	4 - Family Engagement	
1510 Regular Education (TK-6) 0000 Unrestricted	0	\$0	\$33,483	\$33,483	\$33,483	\$0	\$0	\$0	\$0
1511 Regular Education (TK-6) - Allocated FTE 0000 Unrestricted	40.375	\$0	\$4,711,947	\$4,711,947	\$4,711,947	\$0	\$0	\$0	\$0
1512 Subject Matter Teachers 0000 Unrestricted	1.17	\$0	\$149,254	\$149,254	\$149,254	\$0	\$0	\$0	\$0
5495 Allocated FTE Leave 0000 Unrestricted	0	\$0	\$59,471	\$59,471	\$59,471	\$0	\$0	\$0	\$0
5634 Custodial Services 0000 Unrestricted	4	\$0	\$271,549	\$271,549	\$0	\$0	\$271,549	\$0	\$0
7101 LCFF Supplemental Concentration TK-6 0000 Unrestricted	0	\$0	\$26,388	\$26,388	\$23,308	\$2,080	\$0	\$1,000	\$0
7105 Gifted and Talented Education (GATE) TK-6 0000 Unrestricted	0	\$0	\$4,397	\$4,397	\$0	\$0	\$4,397	\$0	\$0
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	0	\$0	\$26,087	\$26,087	\$18,225	\$4,862	\$0	\$3,000	\$0
7440 Positive Behavior Incentive Supports 0000 Unrestricted	0	\$0	\$1,000	\$1,000	\$0	\$0	\$500	\$500	\$0
7534 Site Custodial Services 0000 Unrestricted	0.5	\$0	\$35,450	\$35,450	\$0	\$0	\$35,450	\$0	\$0
4900 Director of School Improvement Support 3010 ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	1.7938	\$0	\$451,381	\$451,381	\$301,025	\$61,600	\$70,456	\$18,300	\$0
1510 Regular Education (TK-6) 3210 Elementary & Secondary School Relief (ESSER)	0	\$0	\$6,330	\$6,330	\$6,330	\$0	\$0	\$0	\$0
1510 Regular Education (TK-6) 3212 Elementary & Secondary School Relief II (ESSER II)	0	\$0	\$48,470	\$48,470	\$48,470	\$0	\$0	\$0	\$0
4720 Office of Expanded Learning 4124 ESSA: Title IV, Part B, 21st Century Community Learning Centers Program	0.1	\$82,553	\$236,544	\$319,097	\$319,097	\$0	\$0	\$0	\$0
5610 Food and Nutrition Services	2.6875	\$0	\$172,121	\$172,121	\$0	\$0	\$172,121	\$0	\$0

Center 5310 Child Nutrition: School Programs (e.g., School Lunch, School Breakfast, Milk, Pregnant & Lactating Students)									
4355 Healthy Start 5857 Title I - Student Support Centers (rolls to 3010)	2.75	\$0	\$258,987	\$258,987	\$258,987	\$0	\$0	\$0	\$0
4900 Director of School Improvement Support 5860 Title I - Afterschool - District (rolls to 3010)	0.4375	\$0	\$27,084	\$27,084	\$27,084	\$0	\$0	\$0	\$0
4720 Office of Expanded Learning 5862 Equitable Access (rolls to 4124)	0	\$23,809	\$47,722	\$71,531	\$71,531	\$0	\$0	\$0	\$0
4720 Office of Expanded Learning 6010 After School Education and Safety (ASES)	0.4	\$17,401	\$164,137	\$181,538	\$181,538	\$0	\$0	\$0	\$0
3410 Special Education Mild/Moderate 6500 Special Education	4.125	\$0	\$336,123	\$336,123	\$336,123	\$0	\$0	\$0	\$0
3660 Inclusive Education in Lieu of NPA 6500 Special Education	0.75	\$0	\$76,988	\$76,988	\$76,988	\$0	\$0	\$0	\$0
3770 Full Inclusion 6500 Special Education	2.25	\$0	\$129,034	\$129,034	\$129,034	\$0	\$0	\$0	\$0
4455 Textbook Reimbursement 9020 Lost/Damaged Textbooks Reimbursement	0	\$309	\$0	\$309	\$309	\$0	\$0	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	61.3388	\$124,072	\$7,273,947	\$7,398,019	\$6,752,204	\$68,542	\$554,473	\$22,800	

Total Funds Provided to the School Through the Consolidated Application	TBD
Total Federal Funds Provided to the School from the LEA for CSI	N/A
Subtotal of additional federal funds included for this school	\$1,355,001
Subtotal of state or local funds included for this school	\$6,043,018

Title I Centralized Services			
Title I Foster Youth	\$8,402	Title I Homeless	\$5,286
Title I Centralized Services	\$109,164	Title I Preschool	\$0

Principal **Laura Anderson** _____

School Site Council Chairperson **Leesa Lopez** _____

EL Advisory Chairperson **Claudia Gutierrez** _____