



Prairie Elementary

Local Control Accountability Plan (LCAP) 2022-2023

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, Actions and Services

Prairie Elementary | Focused Work: 2022-2023

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

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

Stakeholder Engagement:

ELAC meeting and parent input: parent surveys in November 2021 and March 2022, - - - -

Staff input conducted/gathered data and discussed: Staff meetings and Leadership - 8/11, 9/8, 10/6, 11/3, 12/8, 1/5, 2/9, 3/9 and 8/23, 9/20, 10/18, 11/15, 1/17, 3/22, 4/22, and 5/16/22.

Parent and Staff input for School Safety Plan, Academic program and GATE program: ongoing, electronic surveys in November 2021 and March 2022, Staff Meetings and Leadership meetings as noted above.

LCAP input gathered and data reviewed with School Site Council on 4/8/22 and approved on _____ .

Impact of LCAP and Annual Update

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

Based on the 2021-2022 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 the learning loss of students during distance learning. We will focus on parent engagement to help support our chronic absenteeism rate.

Resource Inequities

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

Prairie Elementary was identified as an Alternative Targeted Support and Improvement school because our subgroup of Students with Disabilities (SWD), need additional target support to meet growth goals. As a result of our needs assessment, additional resources have been allocated to support the increase in achievement for this subgroup.

- small group intervention with targeted small group instruction, AIT/para support and extended day/tutoring
- 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:

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.

District Needs and Metrics 1:

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

Goal is a 3% - 5% increase in the number of students who attain proficiency on Smarter Balanced Assessments in core content areas (grades 3-6) or Grade Level Benchmarks (grades K-2).
Current levels: SBAC percentage of students meeting standards schoowide: ELA - 18% SBAC Math - 12%

Current levels **ELA** grade 3-6 Subgroup of students meeting standards:

- African American: 15%
- American Indian: 45%
- Asian: 32%
- Hispanic: 16%
- Pacific Islander: 15%
- White: 8%
- EL: 9%
- Foster Youth: 50%
- Homeless: 11%
- SWD: 4%

Current levels **Math** grade 3-6 Subgroup of students meeting standards:

- African American: 12%
- Asian: 24%
- Hispanic: 15%
- Pacific Islander: 23%
- White: 12%
- EL: 11%
- Foster Youth: 0%
- Homeless: 11%
- SWD: 6%

Illuminate benchmark assessments (K-2) current levels:

Math:

- Kinder: 78% correct
- Grade 1: 23% Proficient
- Grade 2: 35% Proficient

ELA:

- Kinder: 56% Phonemic Awareness
- Grade 1: 73% Phonemic Awareness
- Grade 2: 89% Phonemic Awareness
- Grade 2: 15% Proficient Reading Comprehension

Metric: CAASPP

Actions/Services 1.1.1

Principally Targeted Student Group

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
1) Provide targeted instruction for students assessed to be below grade level standards utilizing (2) Academic Intervention Teachers 2 - 1.0 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 	<ul style="list-style-type: none"> - Monitor the number of students served - Analyze monthly assessment data - Weekly SMART goals analysis of assessment data during PLC

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	\$175000	Certificated- Salaries

Actions/Services 1.1.2

Principally Targeted Student Group

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
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: Small Group Learning Effect Size .49 Reading Phonic Instruction Effect Size .60 Reading Comprehension Programs Effect Size .58 Reading Second Chance Programs Effect Size 50	SBAC, SMART GOAL, and Program assessments: - 70% of students making at least 1 years growth on Visible Learning Effect size matrix with grade level pre/post common assessments 1) Increase in the number of students approaching grade level standards in reading fluency rate and accuracy collected each trimester. 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
Supplemental/Concentration (7101/0000)	\$20000	Classified- Timesheets
Title I – Basic (4900/3010)	\$15000	Classified- Timesheets

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
1) Provide Extended Day small group instruction	John Hattie, Visible Learning: Small Group Learning Effect Size	SBAC, SMART GOAL, and Program assessments:

<p>(Math and ELA), including SWD</p> <p>2)Provide Extended Day EL small group instruction, including SWD</p> <p>3)Utilize support of Academic Program Coordinator for after school - \$28,000</p> <p>4)Utilize support of EL Coordinator to: identify/place EL students, redesignate, RFEP monitoring, and support for ELAC meetings EL Supplemental: \$5,000</p> <p>5)Utilize support of EL Coordinator and off track teachers for Initial and Summative ELPAC testing. EL Supplemental: \$10,000</p>	<p>.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</p>	<p>- 70% of students making at least 1 years growth on Visible Learning Effect size matrix with grade level pre/post common assessments 1,2) Increase on the number of students approaching grade level standards in reading fluency rate and accuracy rate - collected each trimster 1,2) 5% SBAC growth 1,2,3) 100% of grade levels meeting SMART goals - proficient level for grade level 1,2,3) 70% proficiency on program assessments 4,5) Increase the number of students who redesignate.</p>
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Funding Source	Amount	Description of Use	
EL Supplemental (7150/0000)	\$15000	Certificated- Timesheets	
Supplemental/Concentration (7101/0000)	\$5000	Certificated- Timesheets	
Title I – Basic (4900/3010)	\$30000	Certificated- Salaries	

Actions/Services 1.1.4

Principally Targeted Student Group

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>1) Provide Off-track small group instruction - Intersession (Summer School funding will be used)</p>	<p>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</p>	<p>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</p>

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Funding Source	Amount	Description of Use

Site Goal 1.2

Maintain 100% SMART goal attainment for each grade level and target student instructional needs based on SMART goal assessments.
 Grade Level SMART goals - 80% of students will reach proficient level in the designated goal area for ELA and Math.
 (Increase SMART goal attainment) current level 60%

Metric: A-G Completion

Actions/Services 1.2.1

Principally Targeted Student Group

- All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
1) Provide district approved supplementary curriculum, technology, resources (IXL, Scholastic Reading Inventory Reading Counts, MyOn, SumDog) and supplies, including AVID resources IXL \$15,000 Scholastic Reading Counts \$2,000 AVID support \$20,000 2) Purchase TIME for Kids subscription for every student - \$4,000	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 1&2) Illuminate data increase 3-5% of students to proficiency level

Funding Source	Amount	Description of Use
Supplemental/Concentration (7101/0000)	\$5000	Materials/Supplies/Equipment

Supplemental/Concentration (7101/0000)	\$6100	Contracts/Services /Subscriptions	
Title I – Basic (4900/3010)	\$25000	Contracts/Services /Subscriptions	

Actions/Services 1.2.2

Principally Targeted Student Group

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>1) Purchase district approved 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 based on student assessed needs Purchase supplementary on-line resources for EL students</p>	<p>Research supports building student reading and math fluency using high interest, interactive programs that provide feedback and adjust to student performance levels.</p> <p>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 meta-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 study" <i>Review of Educational Research</i>, 15 (3) 250-281</p>	<p>1) Lexile level increase by 10% 10% increase on students Meeting Standards on Scholastic Reading Counts Proficiency Summary</p>

Funding Source	Amount	Description of Use	
EL Supplemental (7150/0000)	\$3800	Materials/Supplies/Equipment	
Title I – Basic (4900/3010)	\$10500	Contracts/Services /Subscriptions	
Supplemental/Concentration (7101/0000)	\$10000	Materials/Supplies/Equipment	

Actions/Services 1.2.3

Principally Targeted Student Group

- School-wide

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
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)	\$10000	Contracts/Services /Subscriptions	
Title I – Basic (4900/3010)	\$6931	Materials/Supplies/Equipment	

Actions/Services 1.2.4

Principally Targeted Student Group

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>1) Purchase additional instructional supplies for: Workshop Intervention Reading Counts AVID After school programs Tutoring</p> <p>2) Purchase additional instructional supplies for EL students during WIN time and after school tutoring.</p>	<p>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</p>	<p>1) SBAC, SMART GOAL, and Program assessments 70% of students making at least 1 years growth on Visible Learning Effect size matrix with grade level pre/post common assessments 5% SBAC growth for all subgroups, specifically targeted 100% of grade levels meeting SMART goals - 80% proficiency 70% proficiency on program assessments</p> <p>2) Individual ELPAC scores to increase by one performance band and redesignation rate to increase by 5%</p>

Funding Source	Amount	Description of Use	
EL Supplemental (7150/0000)	\$5000	Materials/Supplies/Equipment	

Title I – Basic (4900/3010)	\$31500	Materials/Supplies/Equipment	
Supplemental/Concentration (7101/0000)	\$13000	Materials/Supplies/Equipment	

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 score Proficient
 Current level SRC Proficient:
 Grade 1: 10%
 Grade 2: 7%
 Grade 3: 11%
 Grade 4: 5%
 Grade 5: 5%
 Grade 6: 18%

Lexile: 1st = 190, 2nd = 420, 3rd = 520, 4th = 740, 5th = 830, 6th = 925

Metric: Other (Site-based/local assessment)

Actions/Services 1.3.1

Principally Targeted Student Group

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
1) Increase librarian time for more frequent access to research materials, supplementary reading materials, and Scholastic Reading Counts 2) Librarian to coordinate the Scholastic Reading Counts program 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 who score Proficient.

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	\$20000	Classified- Salaries	
Title I – Basic (4900/3010)	\$5000	Classified- Salaries	

District Strategic Goal 2:

District Needs and Metrics 2:

All students will benefit from instruction

Students need high quality programs and

guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.

services driven by assessment, data analysis, and action as measured by:

- Assessment System
- Data and Program Evaluation
- Other (Site-based/local assessment)

Site Goal 2.1

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

Metric: Data and Program Evaluation

Actions/Services 2.1.1

Principally Targeted Student Group

- All • EL • SWD

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>1) Provide grade level planning time and cross grade level articulation days - 3x's per school year for each grade level (1st, 2nd, and 3rd trimester) Title 1 funds</p> <p>2) Provide substitutes for assessment and intervention based on grade level student needs and assessment results.</p> <p>3) Provide stipends and professional development opportunities for assessment and intervention based on grade level needs and assessment results. Title 1 funds</p> <p>4) Provide resources for assessment and intervention based on grade level needs assessments/assessment results. Title 1 funds</p> <p>5) Provide additional time and resources for teachers to: Analyze data, set SMART goals, create lessons and respond to students based on the assessed need</p>	<p>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</p> <p>Using the PLC at work model, teachers will use release time to collaborate, continue to 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.</p> <ul style="list-style-type: none"> • Response to Intervention: 1.07 effect size • Professional Development: .75 effect size • PLC: 1.57 effect size 	<p>This will be measured by: SMART goals outcome data (% of students reaching Prof) CAASP - increase in students meeting standards Illuminate Benchmark Assessment data Fluency grade level data K/1 Benchmark assessments</p>

demonstrated in common grade level assessments and Benchmark data. (Illuminate results) Suppl/Conc

Funding Source	Amount	Description of Use	
EL Supplemental (7150/0000)	\$5000	Certificated- Salaries	
Title I – Basic (4900/3010)	\$3000	Materials/Supplies/Equipment	
Supplemental/Concentration (7101/0000)	\$10000	Certificated- Salaries	
Title I – Basic (4900/3010)	\$4000	Contracts/Services /Subscriptions	
Title I – Basic (4900/3010)	\$25000	Certificated- Timesheets	

Actions/Services 2.1.2

Principally Targeted Student Group

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
1) Purchase district approved 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) Teachers will monitor student use and percentage of lessons passed and/or amount of usage for online instruction.

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	\$5000	Materials/Supplies/Equipment	

Actions/Services 2.1.3

Principally Targeted Student Group

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
1) Provide additional time for teachers to provide targeted instruction based on assessed	John Hattie's Visible Learning Effect Size: Small Group Learning Effect Size	Effectiveness will be measured by: - The number of students exiting the intervention will be determined each

need:
ELA and Math intervention groups
and after school tutoring

.49
Feedback while learning math
Effect Size .45

trimester.
- Grade level benchmark
assessments to determine students
needing additional support
- Pre/Post assessments by the
teacher and/or AIT.

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	\$10000	Certificated- Salaries	
Title I – Basic (4900/3010)	\$16000	Certificated- Salaries	

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 Students with Disabilities subgroups.

2-3% Decrease in student referrals and suspensions.

Current rate of suspensions = 6%

Current rate of referrals = 3.8%

At risk subgroups

African American 11.9%

Foster Youth 0

SWD 10%

Metric: Suspension

Actions/Services 3.1.1

Principally Targeted Student Group

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

What Specific Actions/Services will you Provide to this Student Group?

What is the Research Confirming this is an Effective Practice?

How will you Measure the Effectiveness of each Action/Service?

<p>1) Provide school-wide, whole class and small group instruction in Skills for Social and Academic Success Second Step, district approved SEL curriculum, Assemblies</p> <p>2) Provide additional recess mentors to support social emotional learning - contract with Assist to provide student support during recesses.</p> <p>3) Provide lunch bunch mentor groups - Teacher and/or Para</p>	<p>Decreasing Disruptive Behavior Effect Size .53 Self Concept Effect Size .46 Motivation #Effect Size .48 Reducing Anxiety Effect Size .48</p>	<p>1,2,3) Decrease student referrals and suspensions (specifically during recess times)</p> <p>1,2,3) Increase the number of students participating in recess activities, lunch bunch and social groups and decrease in student referrals and suspensions</p>
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Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	\$10000	Certificated- Salaries	
Supplemental/Concentration (7101/0000)	\$10000	Classified- Timesheets	
Title I – Basic (4900/3010)	\$18000	Contracts/Services /Subscriptions	

Actions/Services 3.1.2

Principally Targeted Student Group

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>1) Provide Culturally responsive teaching practices and self regulation practices: - Provide supplementary curriculum - Provide Professional development for staff - Provide incentives for students</p> <p>2) Implement schoolwide SEL program (Second Step) with lessons taught in every class by all teachers</p> <p>3) Implement AVID program including professional development for staff.</p> <p>4) Implementation of school supports and programs that help to provide a safe and engaging,</p>	<p>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</p>	<p>All areas: Decrease in student discipline referrals (synergy) Dashboard data (discipline data) Increase TFI score (Tier 2)</p>

social emotional, and physical environment.
 PBIS implementation tools
 Paw Prints awards and incentives
 VIC awards
 Assemblies
 Certificates
 Supplies
 Attendance banners
 Recess mentors
 Sandwich boards and signage

Funding Source	Amount	Description of Use	
PBIS (7440/0000)	\$500	Materials/Supplies/Equipment	
Title I – Basic (4900/3010)	\$14000	Certificated- Salaries	
Title I – Basic (4900/3010)	\$3400	Materials/Supplies/Equipment	
Supplemental/Concentration (7101/0000)	\$10000	Contracts/Services /Subscriptions	
Title I – Basic (4900/3010)	\$4000	Contracts/Services /Subscriptions	

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 90%. Increase of 5% for 22-23 school year.

Metric: School Climate

Actions/Services 3.2.1

Principally Targeted Student Group

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
1) Provide field trip scholarships, entrance fees, transportation fees 2) Provide on-site contracts with outside providers to guarantee all students opportunities for culturally relevant/academic program participation.	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, logs and permission slips participation.

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	\$20000	Contracts/Services /Subscriptions	

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

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
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)	\$3000	Certificated- Salaries	
GATE (7105/0000)	\$500	Materials/Supplies/Equipment	
GATE (7105/0000)	\$897	Contracts/Services /Subscriptions	

District Strategic Goal 4:

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

District Needs and Metrics 4:

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

- Attendance Rate
- Chronic Absentee Rate
- Family and Community Engagement
- Input in Decision Making
- Other (Site-based/Local assessment)
- Partnerships for Student Outcome
- Relationships Between Staff and Families

Site Goal 4.1

Increase the productivity and frequency of home/school partnerships.
Current rate of 1%
Increase by 3%

Metric: Attendance Rate

Actions/Services 4.1.1

Principally Targeted Student Group

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>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.</p> <p>2) Conferences Parent universities Contract with outside providers to provide content Assemblies Family Nights</p> <p>3) Provide supplemental resources and light snacks at ELAC meetings as well as EL parent classes.</p>	<p>Research supports home visits lead to increase in attendance, and academic success. Parental involvement in learning effect size .51</p> <p>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</p> <p>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 students whose families did not receive a visit. These same</p>	<p>5% increase in student attendance and parent participation based on: Attendance records Home Visit log Event Calendar</p> <p>Sign in sheets Agendas</p>

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	
EL Supplemental (7150/0000)	\$907	Materials/Supplies/Equipment	
Supplemental/Concentration (7101/0000)	\$10000	Classified- Timesheets	
Supplemental/Concentration (7101/0000)	\$15000	Certificated- Timesheets	
Supplemental/Concentration (7101/0000)	\$10000	Contracts/Services /Subscriptions	

Actions/Services 4.1.2

Principally Targeted Student Group

- All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
1) Purchase communication folders with school contact information - Support home to school communication through Communication folders and schoolwide organization systems with grade-level resources and supplies. 2) School success and parent involvement materials Flyers Banners Signage Rewards Instructional materials/manipulatives Supplies for Family nights	John Hattie: Visible Learning Effect Size Parental involvement in learning effect size .51	-Student use of folder and parent contacts to school -Student attendance rate increase (synergy) -Maintain Sign in logs from events -Event calendar sign ups/participation

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	\$3000	Materials/Supplies/Equipment	

Site Goal 4.2

Increase parent/family participation on campus by 20%

Current data:
 Back to School Night 50% participation
 Open House 52% participation

Metric: Attendance Rate

Actions/Services 4.2.1

Principally Targeted Student Group

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
1) Provide training for Parent Involvement 2) Sign in system for volunteers 3) Parent liaison to facilitate parent involvement 4) Provide family incentives for involvement	John Hattie - Visible Learning, Effect Size Parental involvement in learning effect size .51 CDE - Family Engagement Toolkit Dr. Karen Mapp - "Beyond the Bake Sale"	5% increase in attendance based on: Pulling and analyzing attendance rates month with SOA. Event calendar

Funding Source	Amount	Description of Use
Supplemental/Concentration (7101/0000)	\$5000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	\$3000	Classified- Timesheets
Supplemental/Concentration (7101/0000)	\$4000	Contracts/Services /Subscriptions
Supplemental/Concentration (7101/0000)	\$2000	Materials/Supplies/Equipment

Site Goal 4.3

Increase On Time Attendance and reduce Chronic Abenteeism 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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
1) Provide instruction, recognition and increased awareness of the importance of on-time school	Research support the need for regular school attendance in order for students to demonstrate school	All areas: Increase current attendance rate by 3%

attendance and citizenship

proficiency

CHK survey results
Synergy attendance summary

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

[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...
Published: October 2007
<https://www.attendanceworks.org/>

Funding Source	Amount	Description of Use	
PBIS (7440/0000)	\$500	Materials/Supplies/Equipment	
Supplemental/Concentration (7101/0000)	\$5500	Materials/Supplies/Equipment	

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) | 2022 - 2023

Fund Source Mgmt. Code/Description Resc. Code/Description	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	0.0000	\$0	\$25,527	\$25,527	\$25,527	\$0	\$0	\$0	\$0
7101 LCFF Supplemental Concentration TK-6 0000 Unrestricted	0.0000	\$0	\$201,600	\$201,600	\$79,100	\$25,000	\$40,000	\$57,500	\$0
7105 Gifted and Talented Education (GATE) TK-6 0000 Unrestricted	0.0000	\$0	\$4,397	\$4,397	\$0	\$0	\$4,397	\$0	\$0
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	0.0000	\$0	\$29,707	\$29,707	\$23,800	\$5,000	\$0	\$907	\$0
7440 Positive Behavior Incentive Supports 0000 Unrestricted	0.0000	\$0	\$1,000	\$1,000	\$0	\$0	\$500	\$500	\$0
4900 Director of School Improvement Support 3010 ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	0.0000	\$0	\$406,331	\$406,331	\$308,931	\$48,000	\$49,400	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	0.0000	\$0	\$668,562	\$668,562	\$437,358	\$78,000	\$94,297	\$58,907	

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	\$406,331
Subtotal of state or local funds included for this school	\$262,231

Signatures: (Must sign in blue ink)

Date

Principal

School Site Council Chairperson

EL Advisory Chairperson
