



Prairie Elementary

Local Control Accountability Plan (LCAP) 2023-2024

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: 2023-2024

Goal Setting (Icapid: 545)

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.
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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 9/22 and 3/8

Parent surveys in November 2022 and April 2023

Staff input conducted/gathered data and discussed:

Staff meetings: 8/10, 9/7, 10/5, 11/2, 12/7, 1/11, 2/8, 3/8, 4/5, 5/3 and 6/7.

Leadership: 8/22, 9/19, 10/17, 11/14, 1/23, 2/21, 3/13, 4/17, 5/15 and 6/9.
School Site Council: 10/22, 2/7, 3/2 and 5/2.

2. Impact of LCAP and Annual Update

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

Based on the 2022-2023 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, 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 to support students behaviorally and academically. 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 subgroups of the following:

Subgroups	ELA	Math	Chronically Ab	Susp
African American	1	1	1	1
Hispanic	1	1	1	
Pacific Islander			1	1
White			1	
Two or More			1	
SWD	1	1	1	1

Throughout our school LCAP we have put goals and actions in place in order to address the inequities amongst students in both academics, attendance and behavioral support.

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 (SiteGoalID: 6427) (DTS: 02/10/23)

Goal is a 3% - 5% increase in the number of students who attain proficiency on Smarter Balanced Assessments in core content areas (grades 3-6) or Grade Level Benchmarks (grades K-2).
Current levels: SBAC percentage of students meeting standards schoowide: ELA - 16% SBAC Math - 14%
Current levels **ELA** grade 3-6 Subgroup of students meeting standards:

- African American: 13%
- Asian: 37%
- Hispanic: 18%
- Pacific Islander: 11%
- White: 24%
- EL: 5%
- Foster Youth: 0%
- Homeless: 13%
- SWD: 11%

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

- African American: 1.6%
- Asian: 31%
- Hispanic: 11.7%
- Pacific Islander: 17%
- White: 19%
- EL: 10%
- Foster Youth: 0%
- Homeless: 0%
- SWD: 8%

Illuminate benchmark assessments (K-2) current levels:

Math:

- Kinder: 47% correct
- Grade 1: 51% Proficient
- Grade 2: 26% Proficient

ELA:

- Kinder: 56% Phonemic Awareness
- Grade 1: 23% Phoemic Awareness
- Grade 2: 55% Phonemic Awareness
- Grade 2: 17% Proficient Reading Comprehension

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

Actions/Services 1.1.1 (SiteGoalID: 6427) (DTS: 02/10/23)

Targeted Student Group(s)

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

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

- Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.

How will you Progress Monitor the Implementation of Actions/Services?

- What progress data will be collected and who will collect it?
- How often and when will it be collected?

Evaluation Cycles in 2023-2024

- What is working?
- What is not working and why?
- What modifications do you need to make?

<ul style="list-style-type: none"> • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<ul style="list-style-type: none"> • Who will it be shared with and when? 	
<p>1) Provide targeted instruction for students assessed to be below grade level standards utilizing (2) Academic Intervention Teachers 2 - 1.0 FTE (\$200,000)</p> <p>2) Provide target instruction for students assessed to be below grade level standards utilizing (1) Academic Intervention Teacher - Math. 1 - 1.0 FTE (Esser funded)</p> <p><u>July-June:</u> Academic Intervention Teachers will utilize small group instruction and highly effective learning strategies for struggling students in first through sixth grade not meeting grade level standards in reading and language development with a focused emphasis on Black or African American, Hispanic or Latino, EL, Foster Young, Students with Disabilities, R-FEP, and low-income students. <u>July 18</u> - The intervention team will meet with grade level teachers to determine the specific criteria for qualifying and exiting intervention support. These criteria will be shared with families. <u>August 1 & September 1</u> - AITs work with classroom teachers to identify students in B, C, & D tracks (August 1) and A Track (September 1) in need of academic support based on Illuminate and grade level beginning of the year assessments. AITs and classroom teachers determine schedules for intervention students <u>August 7 (B, C, & D Tracks) & September 4 (A Track)</u> - AIT supports begin <u>5. October/November and February/March</u> - AITs will meet with grade level teams and the conclusion of each trimester to analyze data and determine students who will be exiting, continuing, or entering</p>	<ul style="list-style-type: none"> - Monitor the number of students served - Analyze monthly assessment data • <u>August/September</u> - AITs and classroom teachers will determine the students receiving specific academic support. • <u>October/November & February/March</u> - At the end of each trimester, AITs will meet to analyze assessment data and determine students who will be exiting, continuing, or entering intervention support. Assessment data will include Illuminate grade level data for trimester 1 & 2, and additional grade level assessment data. • <u>October/November & February/March</u> - intervention assessment results and supports shared with parents/guardians & students. • <u>End of each Trimester</u> - The intervention team will analyze the data for the following subgroups: Black or African American, EL, Foster Youth, Hispanic or Latino, Low Income, R-FEP, and Students with Disabilities. 	

intervention support.
Supplementary Curriculum and Resources - District-approved supplemental curriculum and resources to support academic intervention instruction.

Actions/Services 1.1.2 (SiteGoalID: 6427) (DTS: 02/10/23)

Targeted Student Group(s)

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

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>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 our ATSI subgroups. - Specific K/1 targeted paraeducator - Paraeducator support - 1 para per track</p>	<p>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.</p>	

Actions/Services 1.1.3 (SiteGoalID: 6427) (DTS: 02/10/23)

Targeted Student Group(s)

- 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? <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	How will you Progress Monitor the Implementation of Actions/Services? <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	Evaluation Cycles in 2023-2024 <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>1) Provide Extended Day small group instruction (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>SBAC, SMART GOAL, and Program assessments:</p> <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 1,2) 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. 	

Actions/Services 1.1.4 (SiteGoalID: 6427) (DTS: 02/10/23)

Targeted Student Group(s)

- 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? <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	How will you Progress Monitor the Implementation of Actions/Services? <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	Evaluation Cycles in 2023-2024 <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>1) Provide Off-track small group instruction - Intersession (Summer School funding will be</p>	<p>1) 3 - 5% increase in SBAC and Benchmark results</p> <p>1) 100% SMART GOAL attainment</p>	

used)	Program assessments 1) Utilize pre/post test assessments and survey data	
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Site Goal 1.2 (SiteGoalID: 6431) (DTS: 02/10/23)

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

(Increase SMART goal attainment) current level 60%

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

Actions/Services 1.2.1 (SiteGoalID: 6431) (DTS: 02/10/23)

Targeted Student Group(s)

- All

What Specific Actions/Services will you Provide to this Student Group? <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	How will you Progress Monitor the Implementation of Actions/Services? <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	Evaluation Cycles in 2023-2024 <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
Provide district approved supplementary curriculum, technology and resources to provide additional reading, language and math practice at school and home. Purchase IXL \$15,000 Purchase Scholastic Reading Inventory and Scholastic Reading Counts \$2,500 Purchase MyOn, SumDog Starfall and supplies AVID resources and supplies Purchase supplementary on-line resources for EL students AVID support \$20,000	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) Lexile level increase by 10% 10% increase on students Meeting Standards on Scholastic Reading Counts Proficiency Summary	

Purchase TIME for Kids subscription for every student - \$4,000		
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Actions/Services 1.2.2 (SiteGoalID: 6431) (DTS: 02/10/23)

Targeted Student Group(s)

- School-wide

What Specific Actions/Services will you Provide to this Student Group? <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	How will you Progress Monitor the Implementation of Actions/Services? <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	Evaluation Cycles in 2023-2024 <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
Provide maintenance agreements, parts, services, supplies, copying and replacement of supplemental resources that enhance and support student achievement.	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	

Actions/Services 1.2.3 (SiteGoalID: 6431) (DTS: 02/10/23)

Targeted Student Group(s)

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

What Specific Actions/Services will you Provide to this Student Group? <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	How will you Progress Monitor the Implementation of Actions/Services? <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	Evaluation Cycles in 2023-2024 <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
1) Purchase additional instructional supplies for: Workshop Intervention Reading Counts AVID	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	

<p>After school programs Tutoring</p> <p>2) Purchase additional instructional supplies for EL students during WIN time and after school tutoring.</p>	<p>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> <p>3) Observation of classroom walkthroughs</p>	
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Actions/Services 1.2.4 (SiteGoalID: 6431) (DTS: 04/20/23)

Targeted Student Group(s)

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

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>Implementation of AVID strategies to include AVID Professional Development:</p> <ul style="list-style-type: none"> - Summer Institute trainings - SCOE trainings - Monthly Professional Development trainings 	<ul style="list-style-type: none"> - 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. 	

Site Goal 1.3 (SiteGoalID: 6432) (DTS: 02/10/23)

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

Actions/Services 1.3.1 (SiteGoalID: 6432) (DTS: 02/10/23)

Targeted Student Group(s)

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

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>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</p>	<p>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.</p>	

<p>Funding Sources for District Goal 1</p>	<p>Amount</p>	<p>Description of Use</p>
<p>EL Supplemental (7150/0000)</p>	<p>\$12360</p>	<p>Certificated- Timesheets</p>
<p>EL Supplemental (7150/0000)</p>	<p>\$5000</p>	<p>Materials/Supplies/Equipment</p>
<p>Supplemental/Concentration (7101/0000)</p>	<p>\$8800</p>	<p>Certificated- Timesheets</p>

Supplemental/Concentration (7101/0000)	\$20000	Classified- Salaries
Supplemental/Concentration (7101/0000)	\$30000	Classified- Timesheets
Supplemental/Concentration (7101/0000)	\$6100	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	\$23000	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	\$236500	Certificated- Salaries
Title I – Basic (4900/3010)	\$5000	Classified- Salaries
Title I – Basic (4900/3010)	\$12304	Classified- Timesheets
Title I – Basic (4900/3010)	\$28000	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	\$31500	Materials/Supplies/Equipment

<p>District Strategic Goal 2:</p> <p>All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.</p>	<p>District Needs and Metrics 2:</p> <p>Students need high quality programs and services driven by assessment, data analysis, and action as measured by:</p> <ul style="list-style-type: none"> • Assessment System • Data and Program Evaluation • Other (Site-based/local assessment)
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Site Goal 2.1 (SiteGoalID: 6813) (DTS: 01/01/10)

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

Metric: Test Participation Rate on Districtwide Assessments

Actions/Services 2.1.1 (SiteGoalID: 6813) (DTS: 03/31/23)

Targeted Student Group(s)

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

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
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<ul style="list-style-type: none"> • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<ul style="list-style-type: none"> • Who will it be shared with and when? 	
<p><u>July-June</u> - Teachers will administer Illuminate Assessments to all students at the beginning of the year and with each trimester. Administrators will assist by reminding teachers of the assessment window and determining the students who need additional support in completing their assessments.</p> <p><u>July-June</u> - Teachers will meet monthly during PLC Collaboration time to discuss their students' progress and analyze the data utilizing Illuminate and/or additional grade level assessment data. Instructional coaches will support teachers as needed during PLC time, planning time and designated staff meetings.</p> <p><u>September & February</u> - Teachers will submit MTSS forms with site administrators and support staff to discuss BOY and trimester Illuminate and/or additional grade level data.</p>	<p><u>July-June</u> - Administration will pull Illuminate reports to ensure at least 95% of all eligible students have taken the initial and trimester Illuminate assessments.</p> <p><u>November & April</u> - Staff meeting supported by instructional coaches focused on supporting classroom teachers with analyzing Illuminate assessment data for each grade level.</p> <p><u>October & March</u> - Ongoing MTSS data shared with site Tier II team to identify additional support needed for students.</p>	

Site Goal 2.2 (SiteGoalID: 6428) (DTS: 02/10/23)

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

Metric: Test Participation Rate on Districtwide Assessments

Actions/Services 2.2.1 (SiteGoalID: 6428) (DTS: 02/10/23)

Targeted Student Group(s)

- All • EL • SWD

What Specific Actions/Services will you Provide to this Student Group? <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	How will you Progress Monitor the Implementation of Actions/Services? <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	Evaluation Cycles in 2023-2024 <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>Oct, Feb, May: 1) Provide grade level planning time and cross grade level articulation days - 3x's per school year for each grade level (1st, 2nd, and 3rd trimester) Title 1 funds</p> <p>July - June: 2) Provide substitutes for assessment and intervention based on grade level student needs and assessment results.</p> <p>July - June: 3) Provide stipends and professional development opportunities for assessment and intervention based on grade level needs and assessment results. Title 1 funds</p> <p>July - June: 4) Provide resources for assessment and intervention based on grade level needs assessments/assessment results. Title 1 funds</p> <p>July - October: 5) Provide additional time and resources for teachers to: Analyze data, set SMART goals, create lessons and respond to students based on the assessed need demonstrated in common grade level assessments and Benchmark data. (Illuminate results) Suppl/Conc</p>	<p>Admin and coach will monitor improvements in: SMART goals outcome data (% of students reaching Prof) CAASP - increase in students meeting standards Illuminate Benchmark Assessment data Fluency grade level data K/1 Benchmark assessments</p>	

Actions/Services 2.2.2 (SiteGoalID: 6428) (DTS: 02/10/23)

Targeted Student Group(s)

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

What Specific Actions/Services will you Provide to this Student Group? <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	How will you Progress Monitor the Implementation of Actions/Services? <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	Evaluation Cycles in 2023-2024 <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
1) Purchase district approved online resources for: <ul style="list-style-type: none"> - data collection - monitoring of student progress - incentives for students reaching set goals. 	1) Teachers will monitor student use and percentage of lessons passed and/or amount of usage for online instruction.	

Actions/Services 2.2.3 (SiteGoalID: 6428) (DTS: 02/10/23)

Targeted Student Group(s)

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

What Specific Actions/Services will you Provide to this Student Group? <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	How will you Progress Monitor the Implementation of Actions/Services? <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	Evaluation Cycles in 2023-2024 <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
1) Provide additional time for teachers to provide targeted instruction based on assessed need: ELA and Math intervention groups and after school tutoring	Effectiveness will be measured by: <ul style="list-style-type: none"> - The number of students exiting the intervention will be determined each trimester. - Grade level benchmark assessments to determine students needing additional support - Pre/Post assessments by the teacher and/or AIT. 	

Funding Sources for District Goal 2	Amount	Description of Use
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EL Supplemental (7150/0000)	\$5000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	\$55000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	\$5000	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	\$24000	Certificated- Timesheets
Title I – Basic (4900/3010)	\$4000	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	\$3000	Materials/Supplies/Equipment

<p>District Strategic Goal 3:</p> <p>All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.</p>	<p>District Needs and Metrics 3:</p> <p>Students need a safe and engaging academic, social-emotional, and physical school environment as measured by:</p> <ul style="list-style-type: none"> • Cohort Graduation • Expulsion • HS Dropout • MS Dropout • Other (Site-based/local assessment) • School Climate • Social Emotional Learning • Suspension
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Site Goal 3.1 (SiteGoalID: 6429) (DTS: 02/10/23)

We will eliminate the disproportionality of discipline actions for at risk subgroups, specifically our African American, Foster Youth and Students with Disabilities subgroups.
 10% Decrease in student referrals and suspensions.
 Current rate of suspensions = 7.7%
 Current rate of referrals = 39%
At risk subgroups
 African American 46.2%
 Foster Youth 0
 SWD 21.5%

Metric: Suspension Rate: Percent of Students Suspended

Actions/Services 3.1.1 (SiteGoalID: 6429) (DTS: 02/10/23)

Targeted Student Group(s)
 • Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • SWD

What Specific Actions/Services will you Provide to this Student	How will you Progress Monitor the Implementation of	Evaluation Cycles in 2023-2024 • What is working?
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Group? <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	Actions/Services? <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<ul style="list-style-type: none"> • What is not working and why? • What modifications do you need to make?
<p>1) Provide school-wide, whole class and small group instruction in Skills for Social and Academic Success including: Second Step District approved SEL curriculum SEL focused Assemblies and presentations</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><u>July</u> - Provide increased PBIS Signage, playground equipment, and materials to better implement positive interactive activities and procedures on the playground. Explicitly teach schoolwide lessons. Teachers begin community building and designated class meetings.</p> <p><u>July-June</u> - Provide PBIS awards, messages, and incentives to support student engagement and participation. Second Step lessons begin.</p> <p><u>July & August</u> - Teachers will teach all students expectations according to the site PBIS Kick Off Lessons and students will complete passports which are signed by parents.</p> <p><u>August-May</u> - Teachers will reteach PBIS behavior expectations at the return from being off track.</p> <p><u>August</u> - Initiate monthly PBIS Tier I and bi-monthly Tier II committee meetings.</p> <p><u>July-June</u> - All students will be supported</p>	<p>Decrease student referrals and suspensions (specifically during recess times)</p> <p>Increase the number of students participating in recess activities, lunch bunch and social groups and decrease in student referrals and suspensions</p> <ul style="list-style-type: none"> • <u>August-June</u> - The administration will share the suspension rate and minor/major behavioral data at monthly staff meetings. The site goal is to decrease the suspension rate by 10%. • <u>March-April</u> - Teachers in grades 3-6 will administer the Student School Climate Survey to all students. Initial data will be shared with all stakeholders upon the completion of the 22-23 School Climate Survey data release. • <u>April</u> - The principal will share the Staff School Climate Survey for implementation with all staff. • <u>May-June</u> - The principal will share the Parent School Climate Survey via email, Talking Points, and Newsletters to all parents. • <u>March-May</u> - The Tier I and II PBIS teams will complete the annual TFI and share the results with staff, parents, and SSC. Our goal for 23-24 is Gold. 	

through the use of Restorative Practices which include community circles/morning meetings in all classrooms, and restorative language frames to facilitate communication during student disagreements.

August-June -

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

March-June -

School Climate Surveys to parents, staff, and students will be distributed by the Principal.

April -

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

Actions/Services 3.1.2 (SiteGoalID: 6429) (DTS: 02/10/23)

Targeted Student Group(s)

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

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>1)Provide Culturally responsive teaching practices and self regulation practices: - Provide supplementary curriculum - Provide Professional development for staff including</p>	<p>All areas: Decrease in student discipline referrals (synergy) Dashboard data (discipline data) Increase TFI score (Tier 2)</p>	

book studies and DEI course follow up and Equity focused support.

-Provide incentives for students

2) Implement schoolwide SEL program (Second Step) with lessons taught in every class by all teachers

3) Implement AVID program including professional development for staff.

4) Implementation of school supports and programs that help to provide a safe and engaging, social emotional, and physical environment.

PBIS implementation tools

Paw Prints awards and incentives

VIC awards and supplies

Assemblies

Certificates

Supplies for incentives

Attendance banners

Recess mentors

Sandwich boards and signage

Site Goal 3.2 (SiteGoalID: 6433) (DTS: 02/10/23)

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 23-24 school year.

Metric: School Climate - Average Favorability Rating

Actions/Services 3.2.1 (SiteGoalID: 6433) (DTS: 02/10/23)

Targeted Student Group(s)

• 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?

- Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.

How will you Progress Monitor the Implementation of Actions/Services?

- What progress data will be collected and who will collect it?
- How often and when will it be collected?

Evaluation Cycles in 2023-2024

- What is working?
- What is not working and why?
- What modifications do you need to make?

<ul style="list-style-type: none"> • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<ul style="list-style-type: none"> • Who will it be shared with and when? 	
<p>1) Provide field trip scholarships, entrance fees, transportation fees</p> <p>2) Provide on-site contracts with outside providers to guarantee all students opportunities for culturally relevant/academic program participation.</p>	<p>1) Field trip logs and attendance increase via Synergy, logs and permission slips participation.</p> <p>2) Include field trip surveys for students and families.</p>	

Site Goal 3.3 (SiteGoalID: 6435) (DTS: 02/10/23)

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

Metric:

Actions/Services 3.3.1 (SiteGoalID: 6435) (DTS: 02/10/23)

Targeted Student Group(s)

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

What Specific Actions/Services will you Provide to this Student Group?	How will you Progress Monitor the Implementation of Actions/Services?	Evaluation Cycles in 2023-2024
<ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>1) Provide school wide, whole class and small group instruction in GATE skills, programs and services</p> <p>2) Provide programs and/or on-site contracts with providers to guarantee all students opportunities for culturally relevant/academic</p> <p>3) GATE program participation</p>	<p>All areas:</p> <ul style="list-style-type: none"> - Number of participants in programs - 5% increase in GATE identification - Attendance increase by 10% - Outcomes of programs (productions, presentations) 	

Funding Sources for District Goal 3	Amount	Description of Use
GATE (7105/0000)	\$3000	Certificated- Timesheets
GATE (7105/0000)	\$897	Contracts/Services/Subscriptions
GATE (7105/0000)	\$500	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$47000	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	\$19631	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	\$7292	Materials/Supplies/Equipment

<p>District Strategic Goal 4:</p> <p>All students will benefit from programs and services designed to inform and involve family and community partners.</p>	<p>District Needs and Metrics 4:</p> <p>Students need parent, family and community stakeholders as direct partners in their education as measured by:</p> <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 (SiteGoalID: 6430) (DTS: 02/10/23)

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

Metric: Attendance Rate

Actions/Services 4.1.1 (SiteGoalID: 6430) (DTS: 02/10/23)

Targeted Student Group(s)

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

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

- Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.
- Actions and Services should be step by step in a chronological order.
- Actions and Services should remove barriers and implement changes.

How will you Progress Monitor the Implementation of Actions/Services?

- What progress data will be collected and who will collect it?
- How often and when will it be collected?
- Who will it be shared with and when?

Evaluation Cycles in 2023-2024

- What is working?
- What is not working and why?
- What modifications do you need to make?

1) Timesheet teachers to make Home Visits (in person or virtual) Timesheet BTA to participate in Home Visits (in person or virtual) - no site funds used - will be paid via District Office.

2) Conferences
Parent universities

Contract with outside providers to provide content

Assemblies

Family Nights

3) Provide supplemental resources and light snacks at ELAC meetings as well as EL parent classes.

July-June -

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

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

5% increase in student attendance and parent participation based on:
Attendance records

Home Visit log

Event Calendar

Sign in sheets

Agendas

July-June - After each parent event, a follow up survey will be provided to all attendees.

Administration will analyze the data to determine the successes and needs for future events.

July-June - Event communication will be posted and shared on social media, posters, Talking Points, email, and phone calls.

July-June - Increased daily usage of parent/student/teacher communication through the use of daily student planners and folders.

July-June - The number of home visits will be logged in the Student Contact Log of Synergy. There site will look to increase participation

<ul style="list-style-type: none"> • Establish and communicate current events in print, social media, website, Talking Point, and Synergy • Hold trimester family picnics • Support home-to-school communication through communication folders <p><u>July-August -</u> Provide staff training for Bridge/Home Visits with the support of the FACE department.</p> <p><u>July-June -</u> Provide timesheet support for teacher Bridge/Home Visits.</p>		
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Actions/Services 4.1.2 (SiteGoalID: 6430) (DTS: 02/10/23)

Targeted Student Group(s)

- All

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p><u>July -</u> Purchase communication folders with school contact information</p> <p><u>July - June -</u> 1)Support home to school communication through Communication folders and schoolwide organization systems with grade-level resources and supplies. 2) School success and parent involvement materials Flyers Banners Signage Rewards Instructional materials/manipulatives Supplies for Family nights</p>	<p>-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</p> <p><u>July-June -</u> Teachers, SOAs, Secretary, and Administrators to document communication in Synergy. <u>Every Friday -</u> Administration team reviews the weekly attendance rates for the whole school and targeted subgroups. Classes are announced schoolwide and incentives given to those classes.</p>	

Site Goal 4.2 (SiteGoalID: 6434) (DTS: 02/10/23)

Increase parent/family participation on campus by 20%

Current data:

Back to School Night 50% participation

Open House 44% participation

Metric: Attendance Rate

Actions/Services 4.2.1 (SiteGoalID: 6434) (DTS: 02/10/23)

Targeted Student Group(s)

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

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p><u>July - June:</u></p> <ul style="list-style-type: none"> - Provide training for Parent Involvement including attendance campaign information and social media awareness - Worki with AIO to plan with Admin to target chronic absenteeism and work with FACE to provide family support (Ongoing) - Sign in system for volunteers - Parent liaison to facilitate parent involvement - Provide family incentives for involvement - Provide student performance and activities for families to enjoy on campus 	<p>Admin team and office staff will check for progress by collecting and monitoring the following and will share with staff monthly:</p> <ul style="list-style-type: none"> • 5% increase in attendance to events • Pulling and analyzing attendance rates monthly • Reviewing Event calendar and popularity of event • Analyzing communication tool used to advertise events. 	

Site Goal 4.3 (SiteGoalID: 6436) (DTS: 02/10/23)

Increase On Time Attendance and reduce Chronic Absenteeism by 3%
 Current rate = 20%

Chronically Absent Subgroups:

- African American
- Hispanic
- Pacific Islander
- White
- Two or More
- SWD

Metric: Attendance Rate

Actions/Services 4.3.1 (SiteGoalID: 6436) (DTS: 02/10/23)

Targeted Student Group(s)

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

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>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 3) Family engagement PD for staff including DEI courses and follow up support</p> <p><u>July/August</u> - Communicate to families in multiple ways regarding the beginning of the year procedures and focusing on the importance of</p>	<p>All areas: Increase current attendance rate by 3% CHK survey results Synergy attendance summary Weekly phone calls to families AIO meetings and follow up parent meetings Announcement of class winners list - look at patterns SOA report with Admin</p> <p><u>July-June</u> - Teachers, SOAs, Secretary, and Administrators to document communication in Synergy. <u>Every Friday</u> - Administration team reviews the weekly attendance rates for the whole school and targeted subgroups. <u>July-June</u> - Gather and analyze attendance data monthly. Log and monitor the attendance, early dismissal, and tardy frequencies for EL, FY, LI, and SWD.</p>	

<p>attending school and the absence policy.</p> <p><u>July-June</u> - Daily personal phone calls for all unexcused absent students with follow-up text messages and Talking Point messages if the absence extends beyond 2 days. All contacts logged in Synergy.</p> <p><u>July-June</u> - Follow district policy as laid out in the District Handbook for tracking and monitoring absences via the SARB process.</p> <p><u>July-June</u> - Complete RFA for all Chronically Absent students and identify Tier II supports including CICO and schedule Family Support Team meetings focused on supporting increased and improved attendance.</p> <p><u>July-June</u> - Establish CICO for chronically absent students.</p> <p><u>July/August</u> - Create an attendance competition/incentive program with rewards for classrooms and students.</p>	<p>Administrative team to analyze data for improved attendance rates.</p> <p><u>July-June</u> - Administration to review and monitor students who meet the Chronically Absent criteria (10% or more) with the Tier II/MTSS team. RFAs and Family Support Team meetings to be scheduled.</p> <p><u>July-June</u> - Monthly attendance rates to be shared at monthly Community Q&A meetings, staff meetings, ELAC, and SSC.</p>	
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Funding Sources for District Goal 4	Amount	Description of Use
PBIS (7440/0000)	\$1000	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$12304	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	\$5000	Classified- Timesheets
Supplemental/Concentration (7101/0000)	\$14000	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	\$10500	Materials/Supplies/Equipment

Funding Source Summary for All District Goals

Fund Source	Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
EL Supplemental (7150/0000)	Certificated- Timesheets	\$12360	\$5000			\$17360
EL Supplemental (7150/0000)	Materials/Supplies/Equipment	\$5000				\$5000
GATE (7105/0000)	Certificated- Timesheets			\$3000		\$3000
GATE (7105/0000)	Contracts/Services/Subscriptions			\$897		\$897
GATE (7105/0000)	Materials/Supplies/Equipment			\$500		\$500
PBIS (7440/0000)	Materials/Supplies/Equipment				\$1000	\$1000
Supplemental/Concentration (7101/0000)	Certificated- Timesheets	\$8800	\$55000		\$12304	\$76104
Supplemental/Concentration (7101/0000)	Classified- Salaries	\$20000				\$20000
Supplemental/Concentration (7101/0000)	Classified- Timesheets	\$30000			\$5000	\$35000
Supplemental/Concentration (7101/0000)	Contracts/Services/Subscriptions	\$6100		\$47000	\$14000	\$67100
Supplemental/Concentration (7101/0000)	Materials/Supplies/Equipment	\$23000	\$5000		\$10500	\$38500
Title I – Basic (4900/3010)	Certificated- Salaries	\$236500				\$236500
Title I – Basic (4900/3010)	Certificated- Timesheets		\$24000			\$24000
Title I – Basic (4900/3010)	Classified- Salaries	\$5000				\$5000
Title I – Basic (4900/3010)	Classified- Timesheets	\$12304				\$12304
Title I – Basic (4900/3010)	Contracts/Services/Subscriptions	\$28000	\$4000	\$19631		\$51631
Title I – Basic (4900/3010)	Materials/Supplies/Equipment	\$31500	\$3000	\$7292		\$41792

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) | 2023-2024

EGUSD Strategic Goals

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	\$52,446	\$52,446	\$52,446	\$0	\$0	\$0	\$0
7101 LCFF Supplemental Concentration TK-6 0000 Unrestricted	0.0000	\$0	\$236,704	\$236,704	\$87,900	\$60,000	\$47,000	\$41,804	\$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	\$22,360	\$22,360	\$17,360	\$5,000	\$0	\$0	\$0
7440 Positive Behavior Incentive Supports 0000 Unrestricted	0.0000	\$0	\$1,000	\$1,000	\$0	\$0	\$0	\$1,000	\$0
4900 Director of School Improvement Support 3010 ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	0.0000	\$0	\$371,227	\$371,227	\$313,304	\$31,000	\$26,923	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	0.0000	\$0	\$688,134	\$688,134	\$471,010	\$96,000	\$78,320	\$42,804	

Fund Subtotals

Subtotal of additional federal funds included for this school \$371,227

Subtotal of state or local funds included for this school \$316,907

Signatures: (Must sign in blue ink)

Date

Principal

Laura Anderson

**School Site Council
Chairperson**

Beatriz Oropeza

EL Advisory Chairperson

Alba Barajas

Signatures: (Must sign in blue ink)	Date
