



Sierra Enterprise Elementary

Local Control Accountability Plan (LCAP) 2020 - 2021

Principal: _

(Signature): _

County-District-School (CDS) Code: 34673146033112

**Elk Grove Unified School District
Elk Grove, California**

Approved by the Elk Grove Unified School District Board of Education on _

*Meets E.C. 64001 Requirements for a Single Plan for Student Achievement

Goal Setting

State Priorities

Conditions of Learning:

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

Pupil Outcomes:

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

Engagement:

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

Strategic Goals

Goal 1: High-Quality Classroom Instruction and Curriculum

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

Goal 2: Assessment, Data Analysis, & Action

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

Goal 3: Wellness

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

Goal 4: Family and Community Engagement

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

Stakeholder Engagement

Involvement Process for LCAP and Annual Update
<p>How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?</p> <hr/> <p>On February 3, 2020, grade level teams were informed via email and staff meetings that they needed to look at the data presented since August and provided suggested goals for the upcoming school year. They also were to provide data driven recommendations for the cancellation or increase of services. Grade level teams discussed school site needs based on grade level reading and math data. The California Dashboard, and CASSPP testing data were also briefly reviewed. The school year's LCAP was reviewed and each person was allowed to give input on LCAP goals, strategies and actions. Each team shared out what worked, what goals were met and what changes may be needed for next year.</p> <p>The School Site Council met on April 17, 2020 and reviewed the past school year's plan. The School Site Council met and evaluated the school plan. Goal and strategies were reviewed. New needs of school were presented. School wide data was introduced and possible new goal discussions took place. The School Site finalized the decision of goals until April 24, 2020 and it was at that time that final goals were agreed upon and voted to place in the LCAP plan.</p> <p>The committee met on 11/1/2019, 02/07/2020 and 04/25/2020. During each meeting, the committee shared out concerns, suggestions or what issues need to be addressed at the school. On 04/25/2020, the ELAC committee made the final list of suggestions that they would like to present to the school. The ELAC Committee presented suggestions and ideas to SSC. SSC will ensure that prior to the final on the LCAP, the suggestions of the ELAC committee are either honored or communication is sent back to them on why we can't honor the suggestion.</p>
Impact of LCAP and Annual Update
<p>How did these consultations affect the LCAP for the upcoming year?</p> <hr/> <p>The School Site Council was provided consultations and suggestions from SSC members, ELAC members and staff members. Based on the information provided, parent classes in English and technology were added into Goal 4. The elimination of the counseling position was done due to lack of data given to justify such a large expense. The council also took into account that all actions items and goals in the blue section or Goal 2 section would not be complete due to the school shut down and should remain in place another year.</p>

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.
<p>The PBIS team would like more money for incentives and other items to promote positive mental health. Due to our drop in funding over the last 3 years, teachers saw that when they had more all day planning time, the level of professional learning was higher. They felt the model of being taught a skill in the morning and them have the afternoon for planning, made more sense than not having that planning time. We still see gaps in our data and the need to gather more specific data to determine where or why there might be inequities. The school site council was provided requests to maintain the counselor position but determined that the cost was too high.</p>

Goals, Actions, and Progress Indicators

<p>District Strategic Goal 1:</p> <p>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.</p>	<p>District Needs and Metrics 1:</p> <p>Students need high quality classroom instruction and curriculum as measured by:</p> <ul style="list-style-type: none"> • 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
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Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

Site Goal 1.1

Students will receive Common Core Instruction 100% of the time based on administration observation forms and teachers will receive professional learning opportunities and professional development during the academic school year in order to implement CCSS instruction using professional learning opportunity sign in sheets for accountability. The focus of all instructional professional learning opportunities and professional development will be based in the work of Explicit Direct Instruction.

Metric: A-G Completion

Actions/Services 1.1.1

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Teachers will be provided at least 2 release day for coaches led professional development/learning in the areas of writing, ELA or math. All professional development and professional learning will include and incorporate the strategies of Explicit Direct Instruction. Teachers will be provided information on the CCSS writing standards and how to implement a high quality writing program to students.</p> <p>15 release days @ \$200 a day= \$3000 Explicit Direct Instruction Book by Hollingsworth/Ybarra \$15.00@10=\$150</p>	<p>According to John Hattie's research, the following areas have the most impact on student academic growth. Teaching Strategies .62 ES Professional Development .51 ES Quality of Teaching .48 ES</p>	<p>Classroom observations will show strategies presented during the release days in action and supporting student instruction. Information will be gathered by school site walk-through forms. Students will complete 3 major writing projects per year based on grade level CCSS. This will be a baseline year for gathering data. This is a new goal and baseline data about all aspects of instruction will be gathered each trimester. Changes to goal, data collection or instruction will occur each trimester.</p>

Funding Source	Amount	Description of Use		
Title I - Basic (4900/3010)	\$150	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I - Basic (4900/3010)	\$1000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.1.2

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?

Students will be provided organizations items such as bins, organizers, binders, binder tabs to create systems that organize their work. Students will be taught executive function skills to students in K-5 that will be a foundation for those skills that will needed in AVID. 6th Grade will be provided AVID program to assist them in preparation for middle school, high school and college.	The College Readiness Initiative (CRI) student shows results of students in AVID improved both academic and college enrollment rates. Skills and behaviors for academic success, especially when teachers have been trained and coached on effective instructional strategies. (including organization)	Teachers will complete monthly bin and binder checks to ensure students are maintaining them appropriately. Teachers will take base line data on time needed to gather materials, students not prepared for learning and students missing items for instruction at the beginning of the school year. Each trimester teachers will complete the above tasks above again and see for improvement in the data.
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Funding Source	Amount	Description of Use		
Title I - Basic (4900/3010)	\$8000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 1.2

Sierra Enterprise will close the achievement gap in all grade levels in English Language Arts by increasing the fluency scores for students in 1st-6th grade students. Kindergarten will use alphabet recognition and the sounds of each letter of the alphabet.

Kindergarten- 89% of kindergarten students master the basic skills kindergarten check list.2020-21 Goal= 95%

First Grade - 78% of first grade students master the basic skills first check list. 2020-21 Goal= 95%

Second Grade - 72% of students met all fluency goals. 2020-21 Goal= 95%

Third Grade -48% of students met reading goals. 2020-21 Goal= 65%

Fourth Grade- 64% of students met reading goals. 2020-21 Goal=75%

Fifth Grade- 48% of students met reading goals. 2020-21 Goal= 65%

Sixth Grade 52% of students met reading goals 2020-21 Goal=72%

Scores were based on CAASPP and school site fluency school averages

Metric: A-G Completion

Actions/Services 1.2.1

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
First-Sixth grade students will be provided assessments tools to gather information about skill gaps and skill needs. All students will be provided access to Fountas and Pinnell Assessments Kits Students will be assessed no less than 3 times a year, or once per trimester to determine fluency level. Teachers will be provided release time to assess students. 30 release days @\$200= \$6000	According to John Hattie's research, the following areas provide a high level of impact on student learning. Providing formative evaluations 0.90 ES Feedback 0.75 ES Repeated Reading Programs 0.67 ES Exposure to Reading 0.42 ES Frequency/Effects of Testing 0.34 ES	Students will increase 1 level per Fountas and Pinnell Assessments Kits. Student fluency, BPST and spelling assessments will be used on to track student success. Teachers will gather data necessary for grouping students for WIN group and workshop. Walk through forms will documents student small group instruction and appropriate student grouping based on gathered data. Data will be reviewed each trimester and teachers will meet as a PLC to determine needed instructional changes to prompt progress.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$6000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 1.3

Students will increase federally mandated Annual Measurable Objects for English Language Learners by 5%.

Metric: A-G Completion

Actions/Services 1.3.1

Principally Targeted Student Group

- EL

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Teachers will be provided 1 day of ELD coach led professional learning on both Designated and Integrated ELD instruction. Coach led professional learning will provided teachers the understanding needed to increase the use of ELD strategies in lessons during designated and integrated instruction. All teachers will attend training. ELD forms will be completed via walk through observations. During walk-through observations, ELD strategies will be present in classroom lessons and documented on the walk-through observation form.</p> <p>15 release days @ \$200=\$3000</p>	<p>John Hattie's research reflects the following effect size assists students in access to the core curriculum. Response to Intervention 1.07 ES Teaching Strategies 0.62 ES Quality of Teaching 0.48 ES</p>	<p>ELD forms will be reviewed monthly and observation will be shared with each team. Coach led professional learning will be available after the data has been shared with each PLC. ELPAC scores will increase from the 2019-20 ELPAC data scores. ELD strategies will be evident during both designated and integrated instruction based on lesson plans, walk-through data collection and PLC agenda data gathering discussions. Goal for implementation is 90% of all classrooms lessons to include integrated EL techniques in 75% of the lessons taught. Attendance sheets will be used to track teacher training.</p>

Funding Source	Amount	Description of Use		
EL Supplemental (7150/0000)	\$3000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.3.2

Principally Targeted Student Group

- EL

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Students will be provided supplemental instructional materials and activities to support their access to CCSS. Materials will be purchased per EGUSD district policy. Materials include leveled readers, white boards, visual supports, (posters that show processes or reminders) supplemental whiteboard markers and highlighters. Materials will also be purchased for students to complete journals, student authored books or integrate math/science activities.</p>	<p>John Hattie's effect size data shows that the higher the effect size will allow students a higher opportunity for learning the concept. Mastery Learning 0.58 ES Vocabulary and Reading Programs 0.67 ES Comprehension Programs 0.60 ES Phonics Instruction .54 ES</p>	<p>Increase in language mastery per state mandated tests and AMO data. Increase of ELD strategies will presented in lessons based on ELD walk-through data collection, administration walk-through forms and PLC/Lesson Planning agenda and observations. ELD data collection should meet 90% implementation- data will be collected each trimester</p>

Funding Source	Amount	Description of Use		
EL Supplemental (7150/0000)	\$9760	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 1.4

Students will be provided supplemental materials, activities and events to assist them in accessing Common Core Standards.

Metric: A-G Completion

Actions/Services 1.4.1

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Students will be provided supplemental instructional materials, activities, iReady, and other opportunities to access CCSS. Including maintenance contract for DUPLO machines to copy supplemental instructional material. Students will also be provided materials purchased per EGUSD district policy. Materials include leveled readers, white boards, visual supports, posters that show processes or reminders. Supplemental white board markers and highlighters will be purchased to increase students engagement and access to CCSS. Materials will also be purchased for student to complete journals student authored books or integrate math/science activities or social students. Additional docu camera and projectors will be purchased to support distance learning projects when taught both at home or in the classroom. 10 release days at \$200= \$2000</p>	<p>John Hattie's effect size research shows the higher the effect size will allow students maximum opportunity for learning. Response to intervention 1.7 Teaching Strategies .62 Quality of Teaching .48 Outdoor/adventure .52 ES Extra-Curricular Programs .19 ES Student Centered Learning .54 ES</p>	<p>Students will increase fluency scores by teacher created and district created assessments by 5%.(teacher grade books and data sheets will be used to gather evidence) PLC agenda's will support data driven instructional plans that include supplemental instructional material. Increase in small group instruction will increase due to the availability of materials to support skill specific instruction. This data will be gathered by administration walk through forms. Data will be reviewed each trimester Baseline at/above grade level fluency 2nd-48% 3rd-38% 4th-48% 5th-37% 6th-37% All teacher will attend the training on the use of supplemental instructional materials. All grade levels will receive coach led training on the use of leveled readers. Both will be observed for effectiveness by both fluency score increase of 10% or more and administration observations done via walk-through forms. Goal: All teacher will provide students supplemental engagement strategies, supplemental small group weekly instruction.</p>

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$2000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7101/0000)	\$5000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$144975	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.4.2

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Students will be provided additional supports via the platform of Seesaw to support digital learning. The Seesaw platforms allows students access to learning in a student friendly way.</p>	<p>John Hattie's research reflects the following effect size assists students in access to the core curriculum. Response to Intervention 1.07 ES Teaching Strategies 0.062 ES The research shows that students should be provided a varied amount of teaching strategies to ensure they have access to the curriculum.</p>	<p>Teachers will be using work completion via the platform of Seesaw. Teachers are looking for a 90% completion rate. School site will be using the teachers using Seesaw and google classroom versus just google classroom to determine if the Seesaw platform has a higher percentage of work completion. Teachers will also be using the fluency scores, comprehension scores and math testing scores. Due to the new realities of distance learning testing, we will create a base line of testing data and look for a 10% increase gain over each testing cycle.</p>

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$2700	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 1.5

Students will be provided enrichment opportunities such as, GATE, MESA, Music, Digital Media Academy, STEAM to allow students to gain greater opportunities in learning.

Metric: A-G Completion

Actions/Services 1.5.1

Principally Targeted Student Group				
<ul style="list-style-type: none"> All 				
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?		
Students will be provided GATE, CRES, Music, STEAM, etc opportunities to provide enrichment access to CCSS We will increase the numbers in GATE, CRES, Music, STEAM by promoting programs with students and parents.	Students enrolled in GATE or enrichment activities are more likely to stay in school and activities at a higher level. Sierra Enterprise Elementary School data shows student in enrichment activities have a higher GPA and make academic gains once they are enrolled.	Data will be gathered via sign up enrollment sheets, and GATE testing data. Presently, Sierra Enterprise Elementary has 23 identified GATE students. Our goal for next year is 30.		
Funding Source	Amount	Description of Use		
GATE (7105/0000)	\$3000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.5.2

Principally Targeted Student Group				
<ul style="list-style-type: none"> All 				
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?		
Technology portfolio's and classroom presentations will increase to at least 50% students submitting projects via google classroom, power point or other technology platforms. Students will be provided access to technology to both learn and present information in their classrooms and to parents/community. The school site has a one-to one chrome book access. Any gap in that goal will be a priority.	According to Cohen/Dacanay students that use technology as a supplement in their classroom have greater academic gains.	Google Classroom Writing project completion rate and rubric scoring would increase each trimester. Student access to technology will be surveyed each trimester to ensure all students have access.		
Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$15000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.5.3

Principally Targeted Student Group				
<ul style="list-style-type: none"> All 				

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Third Grade students will be provided the opportunity to test for GATE- academic. 3rd-6th grade students will be offered GATE assessments in the areas of leadership, achievement, creative and high achievement.	Sierra Enterprise Elementary data shows that when students are provided access to testing, more students are identified.	Last year, 23 students were identified GATE. Our goal for the 2019-20 school year would be to have 30 students identified for GATE.

Funding Source	Amount	Description of Use		

Site Goal 1.6

Students will be provided with an supplemental, after school enrichment program that provides students opportunities to access CCSS and character building activities.

Metric: A-G Completion

Actions/Services 1.6.1

Principally Targeted Student Group
• All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Students will create presentations, hands on projects, and participate in group activities that allow students to access CCSS.	Student Centered Teaching 0.54 ES Cooperative vs. individualistic Learning 0.59 ES Cooperative vs. Competitive Learning 0.54 ES Peer Tutoring 0.55 ES Peer Influences 0.53 ES Small Group Learning 0.49 ES Cooperative Learning 0.42 ES	Student will create a presentation or project 2 times each semester and present it to either parents or other students in the program.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$1500	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.6.2

Principally Targeted Student Group
• All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Students will be provided before school and after school tutoring by teachers and para-educators working under qualified teachers.	Deborah Brennan in Improving Schools states that students in re-teaching before or after school tutoring show gains on state academic assessments.	Report Card Grades Fluency Data will increase by 10% Baseline Data- K-1- 85% Phonics/Fluency 2nd-48% at/above benchmark 3rd-38% at/above benchmark 4th-48% at/above benchmark 5th- 37% at/above benchmark 6th-37% at/above benchmark

Funding Source	Amount	Description of Use		

Title I – Basic (4900/3010)	\$11753	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
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Actions/Services 1.6.3

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Para educator support will be provided to support small instruction per planned by a qualified teacher. Para support will be provided to Kindergarten, and 2 para's will be provided to support primary 4 days a week and 2 para's will be provided to support upper grades 4 days a week.</p> <p>Contract Trained Para Education has been hired to support this goal. Cost is approximately \$32,000</p>	<p>Students provided para support at Sierra Enterprise showed a 72% increase in fluency scores.</p>	<p>Kindergarten BPST scores will show an increase and by second trimester no less than 60% of the students will show mastery and by the end of the year, 90% mastery will occur.</p>

Funding Source	Amount	Description of Use	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$32000	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 1.7

This goal is designed to bridge the transition to middle school and to provide time for vertical articulation between regional 6th grade teachers and ELA and Math 7th grade teachers so as to ensure proper class assignments for students and to tailor our instructional program to meet the expectations of our regional middle school partners.

Metric: A-G Completion

Actions/Services 1.7.1

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Students will access honor classes, school and take course work that matches their need for success. Articulation will allow both student and parent have a better understanding of what is offered at the middle school and how their course impact what they take in high school.</p>	<p>Comprehensive Instructional Programs for teachers in Hattie's research has a .76 effect size. See https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement</p>	<p>Increase number of students accessing honor classes. Increase number of students in activities and school wide programs.</p>

Funding Source	Amount	Description of Use	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$1000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 1.8

Teachers will provided math strategy instruction on math discourse. Academic Support coaches will lead the training. Teacher will provide one day of professional learning and one day of release time to review practices.

Metric: A-G Completion

Actions/Services 1.8.1

Principally Targeted Student Group				
• All				
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?		
Teachers will increase the use of math discourse in instructional practice. Students will use math discourse to support how to solve math problems. Teachers will presented a follow-up training to the previous year's training. Training will be one 1/2 training and 1/2 PLC team planning. 18 days @ \$200= \$3600	Using Hattie's work on effect size: Teacher Clarity .75 ES Teaching Strategies .62 ES Quality of Teaching .48 ES	Administrative walk through forms Grade Level Meeting Agenda Go Math Meeting Scores		
Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$3600	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.8.2

Principally Targeted Student Group				
• All				
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?		
Student will be provided instructional organizational devices to assist students in their ability to access the curriculum. Planners, folders and calendars will be provided to students. Teachers will provide students fluency assessments, GO Math assessments and CASSPP assessments, when available by the state.	Using Hattie's effect size: Teaching Strategies .62 ES	Fluency Assessments will increase by 10% each trimester. Go Math Assessments will increase by 10% each trimester. CASSPP Yearly Assessments will increase bands from orange to yellow and yellow to green, etc each year.		
Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$4000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 1.9

Students will attend curriculum based trips. The trips include: Nature Bridge, (Headlands), Time of Remembrance, Any 6th grade College Visit, Middle School Visit, Starbase, and/ or specific area of academic study.

Metric: A-G Completion

Actions/Services 1.9.1

Principally Targeted Student Group				
• All				
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?		
Students will be provided curriculum trips based on specific course of study. Pre- Teach and Post- Teach lessons must be evident for	Sierra Enterprise Elementary data shows that students that attended trips had a higher school attendance and report cards in that	Teachers will monitor school work and report card grades to determine if the curriculum trip did achieve the goal of higher test scores or		

school site approval.	given subject area.	work products.
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Funding Source	Amount	Description of Use		
Title I - Basic (4900/3010)	\$5000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 1.10

Administrator will be the ELAC coordinator and coordinate the entire ELAC program. EL Coordinator duties will include: identification/placement of EL students, re-designation of EL students, RFEP monitoring and support of ELAC meetings.

Metric: A-G Completion

Actions/Services 1.10.1

Principally Targeted Student Group		
<ul style="list-style-type: none"> EL 		
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Administrator will plan and prepare schedules for ELPAC initial and summative training. The administrator will also schedule appropriate professional learning opportunities for teachers and/or those administrating the exams. EL Coordinator duties will include identification of placement of EL students, re-designation monitoring, RFEP monitoring and support of EL meetings.	Sierra Enterprise testing shows a higher level of completion and response when an administrator facilitates the process.	ELPAC scores will increase and completion rate will increase.
Funding Source	Amount	Description of Use

Actions/Services 1.10.2

Principally Targeted Student Group		
<ul style="list-style-type: none"> EL 		
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Administrator will be the EL coordinator and coordinate the entire ELAC program. All legal guidelines for ELAC program will be followed.	Sierra Enterprise increase their parent participation from 0 to 6 since and administrator begin coordinating the program.	1) Increase the number of families attending the ELAC meetings and/or trainings. 2) Sign in sheets will be used to track the increase of numbers.
Funding Source	Amount	Description of Use

Actions/Services 1.10.3

Principally Targeted Student Group		
<ul style="list-style-type: none"> All 		
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?

Teachers will be provided training in IREADY, ELA and mathematics via coaches or other private training staff. (IREADY will be used in accordance to EGUSD policies. EGUSD policies for IREADY will determine use and training.)	According to John Hattie's research, the following areas have the most impact on student academic growth: Teaching Strategies .62ES Professional Development .51 ES Quality of Teaching .48 ES	Classroom observations will show strategies being taught presented during the release days in action and supporting student instruction. IREADY testing printouts will be used for PLC planning and intervention planning
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Funding Source	Amount	Description of Use		
Title I - Basic (4900/3010)	\$4000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

<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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Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

Site Goal 2.1

Students will be assessed by both formative and summative assessments during the school year. Teachers will provide students formative assessments on a daily basis as monitored by administrator walk-through forms, teacher data sheets and student work portfolio's.

Metric: Assessment System

Actions/Services 2.1.1

Principally Targeted Student Group				
• All				
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?		
Teachers will provide student formative assessments via white board checks, ticket out the door activities, short quizzes, or simple check sheets.	Hattie's effect size data shows the Providing Formative Evaluation 0.90 ES and Feedback 0.75 ES are strong practices that support instructional practices.	Data Collection Sheets will collect the number of assessments provided to students. Students will be provided one type of formative assessment per lesson. Walk Through Forms		
Funding Source	Amount	Description of Use		
Title I - Basic (4900/3010)	\$1500	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 2.1.2

Principally Targeted Student Group				
• All				
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?		
Teachers will be provided release time to assess students fluency, BPST, and spelling. 17 days at \$200= \$3400	According to John Hattie that Formative Assessments have a .90 effect size and teacher student relations have a .72 effect size.	Teachers Assessment Data sheets turned in every trimester PLC agenda's and minutes will show teachers planning for assessments and discussions over the use of data.		

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$4000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7101/0000)	\$0	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 2.1.3

Principally Targeted Student Group
• EL

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Teachers will be provided release time or a trained supportive personnel to assess students on the ELPAC or any other state EL test. 50 days at \$200=\$10000	Hattie's effect size work shows that that higher the effect the more impact will be provided to students. Hattie's Formative Assessment .70 ES	Time sheets Student Completion Rates

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$10000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7101/0000)	\$0	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

District Strategic Goal 3:

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

District Needs and Metrics 3:

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

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

Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

Site Goal 3.1

Sierra Enterprise Elementary will provide students a safe and engaging learning environment by implementing PBIS and it will monitored monthly by our PBIS committee.

Metric: Attendance

Actions/Services 3.1.1

Principally Targeted Student Group
• All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<ul style="list-style-type: none"> • Students will continue to be taught PBIS strategies and expectations. These systems will continue for students: Golden Lunch, Eagle Spirit tickets, Positive Office Referrals, Signs, Banners, Posters and Notes home will be provided to students to assist them in their 	Teacher-Student Relationships 0.72 ES Classroom Behavior 0.68 ES Classroom Cohesion 0.53 ES School Effects 0.48 ES Motivation 0.48 ES Social Programs 0.39 ES Decreasing Disruptive Behavior 0.34 ES Second/third Chance Programs 0.50 ES	<ul style="list-style-type: none"> • Data collection on the number of office referrals • Reduce suspensions, • PBIS monthly meeting updates on discipline data • 5 PBIS staff meeting presentations • Number of meetings held

understanding of PBIS. Recognition will occur whether or not students are on site or engaging in distance learning. <ul style="list-style-type: none"> • Monthly Tier 1 meetings will be held with representatives from various grade levels as well as a member of a recess mentor staff (yard duty) and a parent • Monthly Recess Mentor (Yard Duty) meetings with Admin regarding PBIS during recess and lunch • Hold bi-weekly Tier 2 meetings • PBIS presentations at staff meetings presenting data and strategies 		
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Funding Source	Amount	Description of Use		
PBIS (7440/7510)	\$1000	Materials/Supplies/Equipment	Edit	Delete

Actions/Services 3.1.2

Principally Targeted Student Group				
• All				
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?		
Teachers will be provided home visit professional development training.	Parents that are more engaged in their child's school will have increased testing gains.	Parents sign-in sheets to school activities		
Funding Source	Amount	Description of Use		

Actions/Services 3.1.3

Principally Targeted Student Group				
• All				
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?		
Students will be provided a variety of school activities such as a jog-a-thon, school play, music, and festivals which aim to keep students engaged and develop character.	Teachers/Schools that create engaging environments have students that show greater academic gains and attendance. - Fredicks, MColsky, Perry, Turner, and Myer	Student attendance data		
Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$1000	Materials/Supplies/Equipment	Edit	Delete

Site Goal 3.2

Students that are being served in the Foster Care System will be provided supports for any social emotion needs from school/district staff.

Metric: Attendance

Actions/Services 3.2.1

Principally Targeted Student Group				
<ul style="list-style-type: none"> Foster Youth 				
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?		
Students will be provided counseling, MHT or school staff supports when needed.	By collaborating with the local child welfare system to ensure a coordinated effort that provides seamless educational transitions, and by working to ensure that children's physical, mental, emotional, and educational needs are met, SS/HS project directors, staff, and community partners can play an important role in supporting the academic success of children in foster care.	Office Referrals School Attendance		
Funding Source	Amount	Description of Use		
Title I - Basic (4900/3010)	\$2000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 3.3	
Students will be provided MHT and Psych support through the MTSS process and Tier 2 identification.	
Metric: Cohort Graduation	

Actions/Services 3.3.1

Principally Targeted Student Group				
<ul style="list-style-type: none"> All 				
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?		
<ul style="list-style-type: none"> Assist staff in identifying signs which may some students may need support Explain the MTSS process to teachers Hold regular PBIS Tier 2 meetings 	Teachers/Schools that create engaging environments have students that show greater academic gains and attendance. Fredicks, MColsey, Perry, Turner, Myer	<ul style="list-style-type: none"> A written process of the steps from the identification of students, to classroom interventions, to Tier 2 support Staff meeting explaining the MTSS process 		
Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$1436	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

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

Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

Site Goal 4.1
Parents will be offered workshops/classes on CCSS.

Metric: Family and Community Engagement				
Actions/Services 4.1.1				
Principally Targeted Student Group				
<ul style="list-style-type: none"> All 				
Specific Actions to Meet Expected Outcome		What is the Research Confirming this is an Effective Practice?		How will you Measure the Effectiveness of the Actions/Services?
Parents will be provided cultural awareness events, family STEM and reading nights and 5 Senses Saturday. <ul style="list-style-type: none"> Starting with a small cohort, we will track the academic data of selected students to measure the effectiveness of the events 		Home Environment 0.52 ES Parental Involvement 0.49 ES Computer Assisted Instruction 0.37 ES Attitude to Mathematics/Science 0.35 ES		<ul style="list-style-type: none"> Sign in sheets Parent completed evaluations Progress reports, grades, and teacher feedback
Funding Source		Amount	Description of Use	
Title I – Basic (4900/3010)		\$3000	Certificated Salaries	<input type="button" value="Edit"/> <input type="button" value="Delete"/>
Family & Community Engagement (7415/0000)		\$1000	Materials/Supplies/Equipment	<input type="button" value="Edit"/> <input type="button" value="Delete"/>

Actions/Services 4.1.2				
Principally Targeted Student Group				
<ul style="list-style-type: none"> EL • R-FEP 				
Specific Actions to Meet Expected Outcome		What is the Research Confirming this is an Effective Practice?		How will you Measure the Effectiveness of the Actions/Services?
Based on feedback from ELAC, parents have requested classes on learning English as a second language, literacy, and acquiring knowledge in technology. <ul style="list-style-type: none"> Collaborate with our BTA, FACE and Adult Education Solidifying school and program requirements needed to conduct the class Securing a classroom location and materials 		Anne Henderson and Nancy Berla-Author's of A New Generation of Evidence: The Family is Critical to Student Achievement and other work by Ms. Henderson, a consultant at New York University's Institute of Education and Social Policy, state that parents that are involved in their children's education are more likely to : earn better grades, scores higher on tests, attend school regularly and have a more positive attitude toward school.		Full implementation of the classes Minimum parents participating (15 parents) Parent feedback via survey
Funding Source		Amount	Description of Use	
EL Supplemental (7150/0000)		\$405	Materials/Supplies/Equipment	<input type="button" value="Edit"/> <input type="button" value="Delete"/>

Site Goal 4.2				
Parents will provided light refreshments when attending ELAC and EL meetings.				
Metric: Family and Community Engagement				

Actions/Services 4.2.1				
Principally Targeted Student Group				
<ul style="list-style-type: none"> EL 				

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Parents will be provided light refreshments for ELAC and EL parents meetings.	Meetings with parents that have refreshment show a higher attendance rate. Sierra Enterprise Sign In Sheet Data	<ul style="list-style-type: none"> • Sign in sheets • Parent participation in school events • Each trimester, analyze the fluency scores of students whose parents regularly attend ELAC meetings.

Funding Source	Amount	Description of Use		
EL Supplemental (7150/0000)	\$250	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 4.2.2

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<ul style="list-style-type: none"> • Early literacy workshops will be provided to parents. • The focus will be understanding the common core standards and how to support their child at home. The workshops will assist them in providing them the tools they need to assist their children with homework and classroom at home. • Light refreshments and items to support their children will be provided to parents. 	Ed. Source and PTA study notes that an increase in parent involvement and knowledge, increases students attendance and academic performance.	<ul style="list-style-type: none"> • Parent Sign In Sheets • An increase in parents supporting their children at home. This would be evident by an increase in report card grades and BPST scores. • Each trimester, analyze the fluency scores of students whose parents regularly attend ELAC meetings. • Parent surveys/feedback

Funding Source	Amount	Description of Use		
Family & Community Engagement (7415/0000)	\$500	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$1500	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$500	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 4.3

To increase the membership of the school site's PTO.

Metric: Attendance Rate

Actions/Services 4.3.1

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<ul style="list-style-type: none"> • PTO recruitment materials will go home with each student at the beginning of the school year. 	Anne Henderson and Nancy Berla-Author's of A New Generation of Evidence: The Family is Critical to Student Achievement and other work by Ms.Henderson, a consultant at New	<ul style="list-style-type: none"> • Membership totals will be reviewed monthly at each PTO meeting. • Because the PTO is in the middle of a transition of leadership, they may need

<ul style="list-style-type: none"> To increase PTO membership from 5 to 10 parents Feature the PTO in some school messaging and newsletters Encourage underrepresented families to become members of PTO 	<p>York University's Institute of Education and Social Policy, stated that parents that are involved in their children's education are more likely to: earn better grades, score higher on tests, attend school regularly, and have a more positive attitude toward school.</p>	<p>assistance in recruiting additional members.</p>
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Funding Source	Amount	Description of Use		
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Actions/Services 4.3.2

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Promote parents involvement and encouraging parents to join SSC and promote volunteerism at the school site.</p> <p>Banners, signage, flyers, web site entries will used to promote parent involvement.</p>	<p>Anne Henderson and Nancy Berla-Author's of A New Generation of Evidence: The Family is Critical to Student Achievement and other work by Ms.Henderson, a consultant at New York University's Institute of Education and Social Policy, stated that parents that are involved in their children's education are more likely to: earn better grades, score higher on tests, attend school regularly, and have a more positive attitude toward school.</p>	<p>Sign-in sheets for all events, parent leadership roles and volunteerism will increase by 50%.</p>

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$1500	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 4.4

To increase communication at all levels. For families, this includes updating information in Synergy, activation of ParentVue, knowledge of google classroom and the portal. As a school, the goal is to increase home/school communication.

Metric: Relationships Between Staff and Families

Actions/Services 4.4.1

Principally Targeted Student Group

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<ul style="list-style-type: none"> Use of a translation app to communicate with families Office staff will inquire on the status of contact information on a regular basis. Continued use of School Messenger and Synergy functions Sign in sheet template requesting name, email, and phone numbers of those to attend Back to School Night By end of the trimester, to become 85% digital in regards to communication Provide bi-weekly to monthly incentives to families who regularly check school communications 	<p>Anne Hnerson and Nancy Berla-Author's of a A New Generation of Evidence: The Family is Critical to student achievement and other work by Ms. Henderson, a consultant at New York University's Institute of Education and Social Policy, state that parents that are involved in their children's education are more likely to : earn better grades, score higher on tests, attend school regularly and have a more positive attitude toward school.</p>	<ul style="list-style-type: none"> 100% of Parents active on ParentVue Sign In Sheets from Back to School Night Script usage during office parent communications Percentage of teachers using the translation app Feedback Surveys Number of incentives given Monthly newsletters

- Create a monthly school newsletter

Funding Source	Amount	Description of Use		
Family & Community Engagement (7415/0000)	\$1000	Materials/Supplies/Equipment	Edit	Delete

Site Goal 4.5

Student attendance data will increase 3% for each sub group. It will be based on full day attendance.

Base attendance absenteeism rate that will be used to determine increase:

- 1) African American 32%
- 2) Asian 9%
- 3) Filipino 20%
- 4) Hispanic 21.9%
- 5) 2 or more 27%
- 6) White 8.2%
- 7) SED 20.1%
- 8)SWD 24.1%

Metric: Attendance Rate

Actions/Services 4.5.1

Principally Targeted Student Group

- Hispanic or Latino • School-wide • SWD • Two or More

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1) Office staff will be make daily telephone calls to students to determine reason for absent. 2) Office staff will communicate to PBIS team and administrative team all students that are chronically late, picked up early or missed to provide supports and guidance.	A recent study looking at young children found that absenteeism kindergarten was associated with negative first grade outcomes such as greater absenteeism in subsequent years and lower achievement in reading, math, and general knowledge. Research shows that attendance is an important factory in student achievement. Every School Day Counts: The Forum Guide to Collecting and Data NCES Education Government Published 2009	Monthly synergy attendance logs will be used to determine growth of attendance.

Funding Source	Amount	Description of Use		

Actions/Services 4.5.2

Principally Targeted Student Group

- All • Foster Youth • Hispanic or Latino • School-wide • SWD • Two or More

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Trimester 1- The following actions will be implemented: 1) Track school wide attendance (not looking at tardy and early out) 2) Honor one class K-3 with the highest attendance, 4-6 with the highest attendance-No less than 91% minimum to be honored. 3) Communication stating attendance of here on time, every day, will be on all pieces of communication to parents. 4) Attendance % will be shared with school community members monthly	A recent study looking at young children found that absenteeism in kindergarten was associated with negative first grade outcomes such as greater absenteeism in subsequent years and lower achievement in reading general knowledge. Research shows that attendance is an important factor in student achievement. E.D. Gove. nces	Synergy attendance reports will be run weekly. Synergy attendance will also be run monthly. Both reports will be shared with school community. School Goal Attendance percentages should increase from 91% to 98% school wide by the end of the year. An emphasis area of monitoring will the following sub groups:

<p>Trimester 2 All the above actions will remain in place but: 1) The minimum % of attendance to be honored will be 93%. 2) Early dismissal and student's that are tardy will be monitored and monthly totals will be shared with the school community.</p> <p>Trimester 3 All the above actions will remain in place but: 1) No less than 95% attendance will be required to be honored.</p>		1) Foster Youth 2) Hispanic of Latino 3) School Wide 4)SWD 5) Two or More
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Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$1000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Justification of School-Wide Use of Funds

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

**Local Control Accountability Plan (LCAP)
Year 2020 - 2021**

IV. Funding

Sierra Enterprise Elementary - 368

Fund Source <i>Mgmt. Code/Description</i> <i>Resc. Code/Description</i>	FTE	Carry Over	Allocation	Subtotal	EGUSD Strategic Goals				Balance
					1 - Curriculum and Instruction	2 - Assessment	3 - Wellness	4 - Family Engagement	
1510 Regular Education (TK-6) 0000 Unrestricted	0	\$0	\$16,556	\$16,556	\$16,556	\$0	\$0	\$0	\$0
1511 Regular Education (TK-6) - Allocated FTE 0000 Unrestricted	0	\$0	\$32,142	\$32,142	\$32,142	\$0	\$0	\$0	\$0
7101 LCFF Supple/Conc TK - 6 0000 Unrestricted	0	\$0	\$14,436	\$14,436	\$11,000	\$0	\$2,436	\$1,000	\$0
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	0	\$0	\$13,415	\$13,415	\$12,760	\$0	\$0	\$655	\$0
4900 Director of Learning Support Services 3010 NCLB: Title I, Part A, Basic Grants Low Income and Neglected	0	\$0	\$260,678	\$260,678	\$236,678	\$15,500	\$2,000	\$6,500	\$0
7440 Positive Behavior Incentive Supports 7510 Low Performing Student Block	0	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	0	\$0	\$338,227	\$338,227	\$309,136	\$15,500	\$5,436	\$8,155	

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	\$260,678
Subtotal of state or local funds included for this school	\$77,549

Signatures: (Must sign in blue ink)

Date

Benefits Calculator for Timesheets	
<input checked="" type="radio"/> Certified	Staff Amount \$ <input type="text"/>
<input type="radio"/> Classified	Benefits Amount \$ <input type="text"/>
	Total \$ <input type="text"/>

Principal **Patricia Hecht**

School Site Council Chairperson **Maria Stites**

EL Advisory Chairperson **Maria-Teresa Carrillo**

_____	_____
_____	_____
_____	_____