



## **Sierra Enterprise Elementary**

# **Local Control Accountability Plan (LCAP) 2024-2025**

**Principal:** Josephine Patria Lal

**County-District-School (CDS) Code:** 34673146033112

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

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

## IV. Goals, Action Plans and Progress Monitoring

Sierra Enterprise Elementary | Focused Work: 2024-2025

### Goal Setting (Icapid: 633)

#### 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 receive high quality classroom instruction and curriculum to promote college, career and life readiness and close achievement and opportunity gaps.

##### 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 learn in an equitable, culturally responsive, physically, and emotionally healthy and safe environment.

##### Goal 4: Family and Community Engagement

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

#### Stakeholder Engagement

##### 1. Involvement Process for LCAP and Annual Update

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

Our site team worked together to review and analyze last year's LCAP plan and its effect on students as it relates to EGUSD's Strategic Goals. The leadership team met throughout the year and discussed actions and services that would support students and teaching. Our PBIS Tier 1 Team met monthly to discuss/track student discipline data and our PBIS Tier 2 Team met bi-weekly to discuss/track MTSS referrals. Both teams completed the PBIS Fidelity Inventory to assess our progress toward goals. We held informational meetings

that have allowed stakeholders to collaborate, build a knowledge base, and share ideas. Metrics that were reviewed include: CDE dashboard, site formative data, discipline data, and attendance data.

The following opportunities for input were provided:  
Title 1 Parent Meeting: 8/9/23  
ELAC: 10/17/23, 1/9/24, 3/5/24  
Site Council: 2/15/24, 3/21/24, 5/1/24  
Certificated Staff Meeting: 2/20/24, 3/18/24, 4/15/24  
Leadership Team Meeting: 2/5/24, 3/4/24, 4/1/24

2. Impact of LCAP and Annual Update

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

Each stakeholder group was given multiple opportunities to review our prior year's data and provide input to the LCAP. Our ELAC and Site Council would like to see events like literacy and math family nights and school wide assemblies. They would like to continue to fund the CUE conference in order for our CRT to attend and bring back valuable technology information to staff, students, and families. Our stakeholders would like to see an increase in field trips for each grade level, more SEL and MHT support, and culturally responsive PBIS training with Dr. Hollie. We would like to continue to maintain our current technology licenses for the 24-25 school year to support student learning.

Resource Inequities (ATSI and CSI designated schools only)

Briefly describe any resource inequities identified by the site needs assessment.  
Definition: A resource inequity is a change you will make from your past practice to a new innovation to improve support for your most at-risk students. This change could include reallocating resources such as staff, funding, time, space, etc.

As of Spring of 2024, our school had the following sub-group enter into ATSI:

Student Group	Chronically Absent
White	1

Throughout our school LCAP, we have put goals and actions in place in order to address the inequities amongst student groups in attendance.

Goals, Actions, and Progress Indicators

District Strategic Goal 1:  All students will receive high quality classroom instruction and curriculum to promote college, career and life readiness and close achievement and opportunity gaps.	District Needs and Metrics 1:  Students need high quality classroom instruction and curriculum as measured by: <ul style="list-style-type: none"><li>A-G Completion - Percent of Graduates Completing A-G Requirements</li><li>AP/IB Exams - Percent of Graduates Passing an AP/IB Exam</li><li>CAASPP (ELA, Math, Science) - Distance from Standard</li><li>CAASPP (ELA, Math, Science) - Percent Standard Met or Exceeded</li><li>CTE Sequence Completion - Percent of Graduates Completing a CTE Sequence</li></ul>
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- Progress toward English Proficiency - Percent Increasing ELPI Level
- Reclassified - Percent of English Learners Reclassified

### Site Goal 1.1 (SiteGoalID: 7449) (DTS: 12/13/23)

Increase student achievement on the CAASPP English Language Arts and Mathematics for 3rd-6th grade students by 5% in the Not Met range based on the 2023 CAASPP Results Summary.

#### Third Grade

ELA will increase from 44% to 49%

Mathematics will increase from 48% to 53%

#### Fourth Grade

ELA will increase from 42% to 47%.

Mathematics will increase from 35% to 40%

#### Fifth Grade

ELA will increase from 47% to 52%.

Mathematics will increase from 56% to 61%.

#### Sixth Grade

ELA will increase from 40% to 45%.

Mathematics will increase from 47% to 52%.

#### Kindergarten

ELA: Will increase their letter recognition on the Illuminate assessment by 5% at each trimester.

Math: Will increase their number recognition from 0-20 on the Illuminate assessment by 5% at each trimester.

#### First Grade

ELA: Will increase their 2nd and 3rd trimester Illuminate fluency by 5% from the class average.

Math: Students will be given the beginning of the year math screener and increase their test scores by 5% on topic tests given at the end of each trimester

#### Second Grade

ELA: Will increase their Illuminate fluency and reading comprehension by 5% from the class average per trimester.

Math: Students will be given the beginning of the year math screener and increase their test scores by 5% on the topic tests given at the end of each trimester.

**Metric:** CAASPP (ELA, Math, Science) - Distance from Standard

### Action 1.1.1 (SiteGoalID: 7449) (DTS: 12/13/23)

#### Targeted Student Group(s)

- All

<p><b>Action Plan</b></p> <ul style="list-style-type: none"> <li>Describe your step by step plan for intervention for at-risk students.</li> </ul>	<p><b>Progress Monitoring</b></p> <ul style="list-style-type: none"> <li>How will you measure implementation?</li> <li>How will you measure student improvement using formative data?</li> <li>Who will collect the data, how often, and who will it be shared with?</li> </ul>	<p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>Are you making progress towards your desired outcome?</li> <li>What is working or what is not working?</li> <li>How will you modify your plan if you are not making progress?</li> </ul>
<p><b>Action Plan</b></p> <p><b>Tier 1 Instructional Delivery Model School-Wide:</b> Provide professional development opportunities for staff, as well as resources and materials to support proficiency in ELA and math. Increase staff knowledge about the Instructional Framework, AVID, PLC implementation, Common Formative Assessments, and Culturally Responsive Instruction.</p> <p><b>August-May:</b> Teachers will be provided at least 2 release days for coach led professional development/learning in the areas of Learning Targets/Success Criteria, Student Talk, and Active Participation. Additional PD's will be provided during staff meetings or grade level meetings. All professional development and professional learning will include and incorporate the strategies of High Quality Instruction.</p> <p>Academic Intervention Teachers will collaborate with grade level teams to utilize small group instruction and Highly Effective Teaching Strategies to teach targeted Kindergarten through sixth grade students not meeting grade level standards in ELA.</p> <p>August/September: AIT will determine which students will qualify for intervention support.</p>	<p><b>Progress Monitoring</b></p> <p><b>August-May:</b> Administrators will monitor implementation of PD received as displayed/observed in: Walkthrough data, meeting agendas, improved student achievement on grade level common assessments; K1 Benchmark 80% of students will meet benchmarks, increase overall student who are in the not met range in ELA and math by 5% as measured by CAASPP.</p> <p>Assessment scores are reviewed at Co-op meetings which are held during the 8th week of the first and second trimester. AITs provide updated reports of student progress. The following data is reviewed at the Co-op meetings.</p> <ul style="list-style-type: none"> <li>Beginning of the Year Assessments</li> <li>Illuminate Data (LETRS, Phonic Survey)</li> <li>CAASPP Data</li> <li>ELPAC Data</li> <li>Improved overall scores on site assessments.</li> </ul> <p>AVID: Increase teacher training in Summer AVID Institute to allow more teachers to implement AVID strategies. AVID teachers will collaborate monthly to discuss strategies and attend meetings held by SCOE.</p> <p>After-school tutoring: Teachers/para-educators will provide after-school tutoring to students in need of ELA and math</p>	<p><b>Evaluation</b></p>

October & March: Co-ops held to discuss site assessment data and any additional concerns.

End of Each Trimester: Continue to identify students, provide intervention, progress monitor and determine the effectiveness of the program.

0.40% FTE Academic Intervention Teacher in Title 1 will work specifically with our newcomers and LTEL students two days per week.

Co-ops: Teachers will meet for Co-ops to discuss student need during the 8th week of the first and second trimester. A substitute teacher will be provided to release the teacher for the meeting. Teachers will determine needs for each student and access such services as MHT, AIT, K/1 intervention or MTSS process.

AVID Implementation: Purchase supplies and materials to support the program on our site which would include instructional supplies, intervention supplies, and technology.

Books & Materials: Purchase classroom libraries for classrooms and add high interest books to our school library selections. Also purchase additional materials/supplies to update the services in our library.

After-school tutoring to provide academic intervention and support in ELA and math by a certificated teacher or para-educator under the guidance of a certificated teacher.

Field Trips: All students will be invited to attend colleges and other field trips.

We will purchase allowable, reasonable and necessary supplies to complete the Action Plan for this goal.

support in a small group setting.

Teachers/AIT will collect and share assessment data at the following dates: November 8, 2024; February 28, 2025; and Friday, May 16, 2025 in order to evaluate the effectiveness of our plan.

**Action 1.1.2 (SiteGoalID: 7449) (DTS: 12/13/23)**

**Targeted Student Group(s)**

- All

<p><b>Action Plan</b></p> <ul style="list-style-type: none"> <li>• Describe your step by step plan for intervention for at-risk students.</li> </ul>	<p><b>Progress Monitoring</b></p> <ul style="list-style-type: none"> <li>• How will you measure implementation?</li> <li>• How will you measure student improvement using formative data?</li> <li>• Who will collect the data, how often, and who will it be shared with?</li> </ul>	<p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>• Are you making progress towards your desired outcome?</li> <li>• What is working or what is not working?</li> <li>• How will you modify your plan if you are not making progress?</li> </ul>
<p><b>Action Plan</b></p> <p>Sierra Enterprise will purchase online resources, technology, and student acknowledgement to support the extended learning needs of targeted students. Intervention programs such as IXL, Reflex, and GIMKIT as well as other technology licenses will supplement our core curriculum and support student achievement.</p> <p>Additional resources and supplies to support the implementation of ELA and math during whole group and small group instruction will be ordered throughout the year.</p> <ul style="list-style-type: none"> <li>• Approved supplemental ELA/Math resources</li> <li>• Math manipulatives</li> <li>• Time for Kids</li> <li>• Technology licenses</li> <li>• Print Shop Orders</li> <li>• Agendas/School Communication Folders</li> <li>• AVID Supplies (notebooks/journals, markers, colored pencils, highlighters, pencil pouches)</li> </ul> <p>The supplemental resources/supplies listed have</p>	<p><b>Progress Monitoring</b></p> <p>Assessment review at the beginning of the school year and at the end of each trimester. Illuminate data and teacher input during Grade Level/PLC meetings. Data will also be shared during Co-op meetings during the Trimester 1 &amp; 2. Administrators, Curriculum Coaches, and the Tier 2 Team will collaborate with the teacher to create action plans that will help students meet their academic goals.</p> <ol style="list-style-type: none"> <li>1. Site grade level assessments (pre/post)</li> <li>2. Improved Illuminate scores</li> <li>3. Increase in math fluency scores</li> <li>4. AVID annual walk-through SCOE assessment</li> </ol>	<p><b>Evaluation</b></p>

<p>been used consistently by staff to effectively support student learning.</p> <p>We will purchase allowable, reasonable and necessary supplies to complete the Action Plan for this goal.</p>		
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#### Action 1.1.3 (SiteGoalID: 7449) (DTS: 04/29/24)

##### Targeted Student Group(s)

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> <li>Describe your step by step plan for intervention for at-risk students.</li> </ul>	<ul style="list-style-type: none"> <li>How will you measure implementation?</li> <li>How will you measure student improvement using formative data?</li> <li>Who will collect the data, how often, and who will it be shared with?</li> </ul>	<ul style="list-style-type: none"> <li>Are you making progress towards your desired outcome?</li> <li>What is working or what is not working?</li> <li>How will you modify your plan if you are not making progress?</li> </ul>
<p><b>Action Plan</b></p> <p><b>August-May:</b> Provide experiential learning through field trips and enrichment including entry fees, transportation fees, materials, and outside contracts to support academic learning and college and career awareness. Grade levels will determine field trip choices for the school year during grade level meetings.</p> <p>Provide funds for on-site school wide assemblies. All assemblies will support grade level year long plans/curriculum.</p>	<p><b>Progress Monitoring</b></p> <p><b>August-May:</b> Teachers will provide students with the opportunity to reflect after the field trip/assembly to determine if it enhances their academic experience, meets grade level goals, and give feedback.</p> <p>Administrators to observe sample student work tied to the field trip.</p>	<p><b>Evaluation</b></p>

#### Site Goal 1.2 (SiteGoalID: 7450) (DTS: 12/13/23)

Based on the CA Dashboard English Learner Progress Indicator we will increase the percentage of EL students making progress toward proficiency as measured by ELPI levels from 31.1% to 41.1%. We will



increase EL student re-designation by 10%.

**Metric:** Progress toward English Proficiency -  
Percent Increasing ELPI Level

**Action 1.2.1 (SiteGoalID: 7450) (DTS: 12/13/23)**

**Targeted Student Group(s)**

- EL

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"><li>• Describe your step by step plan for intervention for at-risk students.</li></ul>	<ul style="list-style-type: none"><li>• How will you measure implementation?</li><li>• How will you measure student improvement using formative data?</li><li>• Who will collect the data, how often, and who will it be shared with?</li></ul>	<ul style="list-style-type: none"><li>• Are you making progress towards your desired outcome?</li><li>• What is working or what is not working?</li><li>• How will you modify your plan if you are not making progress?</li></ul>
<p><b>Action Plan</b></p> <p><b>August-May:</b> Provide teachers with ELD training on designated and integrated instruction to support EL students. Training will also include ELPAC moodle/implementation.</p> <p>Purchase instructional materials/supplies that support ELD standards.</p> <p>Provide release time for teachers to assess students and collaborate.</p>	<p><b>Progress Monitoring</b></p> <p><b>August-May:</b> All teachers will attend training. Fluency and ELA assessments will be used to measure progress. Data will be reviewed by EL Coach, Instructional Coach, and Teachers.</p> <p>Complete ELD walkthrough form according to district timeline and use data to inform practices. Administrators and EL Coach will calibrate walkthroughs on a monthly basis.</p>	<p><b>Evaluation</b></p>

**Action 1.2.2 (SiteGoalID: 7450) (DTS: 12/13/23)**

**Targeted Student Group(s)**

- EL

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"><li>• Describe your step by step plan for intervention for at-risk students.</li></ul>	<ul style="list-style-type: none"><li>• How will you measure implementation?</li><li>• How will you measure student improvement using formative</li></ul>	<ul style="list-style-type: none"><li>• Are you making progress towards your desired outcome?</li></ul>

	data? • Who will collect the data, how often, and who will it be shared with?	• What is working or what is not working? • How will you modify your plan if you are not making progress?
<b>Action Plan</b>  <b>As needed during the school year-</b> Students will be provided supplemental instructional materials and activities to support their access to CCSS. We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal. Materials will also be purchased for students to complete journals, student authored books or integrate math/science activities.	<b>Progress Monitoring</b>  Increase in language mastery per state mandated tests and Fluency and Illuminate data. Increase of ELD strategies will be present in lessons based on ELD walk-through data collection, administration walk-through forms and PLC/Lesson Planning agenda and observations. Walk through observations will look for multiple types of engagement such as use of white boards and other materials to support learning.  Increase ELPAC scores by one level yearly.	<b>Evaluation</b>

#### Action 1.2.3 (SiteGoalID: 7450) (DTS: 12/13/23)

##### Targeted Student Group(s)

- EL

<b>Action Plan</b>  • Describe your step by step plan for intervention for at-risk students.	<b>Progress Monitoring</b>  • How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	<b>Evaluation</b>  • Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
<b>Action Plan</b>  EL coordinator will assist in the coordination of the EL program. The following duties will assigned to the EL coordinator: identification and placement of students. reclassification , EL/RFEP monitoring and support of ELAC meetings. ELPAC coordinator duties would be responsible for the	<b>Progress Monitoring</b>  ELPAC completion rates will be used to determine ELPAC testing. ELAC meetings will use meeting sign-ins with a goal of 10 parents in attendance by the second trimester. RFEP monitoring will use Synergy monitoring lists, CAASPP tests will be used to assist in monitoring growth.	<b>Evaluation</b>

assessment of students using initial and summative ELPAC. Both positions can be compensated out of EL supplemental funds but at this time, Administrators will be responsible for both positions. No funding will be needed at this time.	Increased number of students reclassifying and 100% of EL students complete ELPAC testing in the testing window.	
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### Site Goal 1.3 (SiteGoalID: 7453) (DTS: 12/13/23)

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

**Metric:** Other

### Action 1.3.1 (SiteGoalID: 7453) (DTS: 12/13/23)

#### Targeted Student Group(s)

- All

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> <li>• Describe your step by step plan for intervention for at-risk students.</li> </ul>	<ul style="list-style-type: none"> <li>• How will you measure implementation?</li> <li>• How will you measure student improvement using formative data?</li> <li>• Who will collect the data, how often, and who will it be shared with?</li> </ul>	<ul style="list-style-type: none"> <li>• Are you making progress towards your desired outcome?</li> <li>• What is working or what is not working?</li> <li>• How will you modify your plan if you are not making progress?</li> </ul>
Action Plan	Progress Monitoring	Evaluation
<p><b>September-April:</b> Students will be provided before school and after school tutoring by teachers and para-educators working under qualified teachers.</p>	<p><b>September-April:</b> Teachers will assess students at the beginning of year. Weekly formative assessments and Summative Trimester Assessments will be given and data will be reviewed and collected to determine growth. A 5% growth should be observed by teachers at each trimester in ELA and math assessments. Teachers will meet bi-monthly during PLC meetings to discuss grade level data. Teachers should see a 5% per</p>	

	<p>trimester growth on assessments. PLC groups will need to change instructional practice or supports if growth is not evident.</p>	
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Site Goal 1.4 (SiteGoalID: 7457) (DTS: 12/13/23)

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. Trips will enrich standards based instruction and promote middle school/high school and beyond high school studies and learning growth as measured by student survey.

Metric: Other

Action 1.4.1 (SiteGoalID: 7457) (DTS: 12/13/23)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> <li>Describe your step by step plan for intervention for at-risk students.</li> </ul>	<ul style="list-style-type: none"> <li>How will you measure implementation?</li> <li>How will you measure student improvement using formative data?</li> <li>Who will collect the data, how often, and who will it be shared with?</li> </ul>	<ul style="list-style-type: none"> <li>Are you making progress towards your desired outcome?</li> <li>What is working or what is not working?</li> <li>How will you modify your plan if you are not making progress?</li> </ul>
<p><b>Action Plan</b></p> <p>Students will be provided curriculum trips based on specific course of study. Pre- Teach and Post- Teach lessons must be evident for school site approval. School Site Council Agreed to STAR BASE 5th Grade and Headlands/Nature Bridge 6th grade.</p> <p>Students may also be offered trips to the State Capitol Building, Colleges, Plays offered at the High School, and/or any trip that supports science or social studies.</p>	<p><b>Progress Monitoring</b></p> <p>Teachers will monitor school work and report card grades to determine if the curriculum trip did achieve the goal of higher test scores or work products. Teachers will meet in their PLC teams to determine if students academic data changed due to the trips attended.</p>	<p><b>Evaluation</b></p>

**Site Goal 1.5 (SiteGoalID: 7458) (DTS: 12/13/23)**

Administrator will be the EL 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. Our target is 95% completion rate with a 10% increase in EL level re-designation each year.

**Metric:** Reclassified - Percent of English Learners  
Reclassified

**Action 1.5.1 (SiteGoalID: 7458) (DTS: 12/13/23)****Targeted Student Group(s)**

- EL

<b>Action Plan</b> <ul style="list-style-type: none"> <li>• Describe your step by step plan for intervention for at-risk students.</li> </ul>	<b>Progress Monitoring</b> <ul style="list-style-type: none"> <li>• How will you measure implementation?</li> <li>• How will you measure student improvement using formative data?</li> <li>• Who will collect the data, how often, and who will it be shared with?</li> </ul>	<b>Evaluation</b> <ul style="list-style-type: none"> <li>• Are you making progress towards your desired outcome?</li> <li>• What is working or what is not working?</li> <li>• How will you modify your plan if you are not making progress?</li> </ul>
<p><b>Action Plan</b></p> <p>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 administering the exams.</p> <p>EL Coordinator duties will include identification of placement of EL students, re-designation monitoring, RFEP monitoring and support of EL meetings.</p>	<p><b>Progress Monitoring</b></p> <p>ELPAC scores will increase and completion rate will increase. 95% completion rate with a 7% increase in re-designation each year.</p> <p>EL Coordinator will monitor re-designation data to determine growth.</p> <p>EL Coordinator will track EL students assessing on the ELPAC and ensure they are assessed on time.</p>	<p><b>Evaluation</b></p>

**Action 1.5.2 (SiteGoalID: 7458) (DTS: 12/13/23)**

**Targeted Student Group(s)**

- EL

<b>Action Plan</b> <ul style="list-style-type: none"> <li>Describe your step by step plan for intervention for at-risk students.</li> </ul>	<b>Progress Monitoring</b> <ul style="list-style-type: none"> <li>How will you measure implementation?</li> <li>How will you measure student improvement using formative data?</li> <li>Who will collect the data, how often, and who will it be shared with?</li> </ul>	<b>Evaluation</b> <ul style="list-style-type: none"> <li>Are you making progress towards your desired outcome?</li> <li>What is working or what is not working?</li> <li>How will you modify your plan if you are not making progress?</li> </ul>
<b>Action Plan</b>  Administrator will be the EL coordinator and coordinate the entire ELAC program. All legal guidelines for ELAC program will be followed.	<b>Progress Monitoring</b>  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. EL Coordinator will meet with Administrative team to discuss EL program monthly. Assessment numbers, re-designation numbers and ELAC meeting attendance will be discussed.	<b>Evaluation</b>

**Site Goal 1.6 (SiteGoalID: 7460) (DTS: 12/13/23)**

Teachers will be provided professional learning opportunities that support the work of Culturally and Linguistically Responsive Teaching and Learning.

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

**Action 1.6.1 (SiteGoalID: 7460) (DTS: 12/13/23)**
**Targeted Student Group(s)**

- All

<b>Action Plan</b> <ul style="list-style-type: none"> <li>Describe your step by step plan for intervention for at-risk students.</li> </ul>	<b>Progress Monitoring</b> <ul style="list-style-type: none"> <li>How will you measure implementation?</li> <li>How will you measure student improvement using formative</li> </ul>	<b>Evaluation</b> <ul style="list-style-type: none"> <li>Are you making progress towards your desired outcome?</li> </ul>
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	data? • Who will collect the data, how often, and who will it be shared with?	• What is working or what is not working? • How will you modify your plan if you are not making progress?
<p><b>Action Plan</b></p> <p><b>September-May:</b> Professional Development will be scheduled for Culturally Responsive/PBIS training.</p> <p>Teachers will be provided continuous professional learning opportunities on Culturally and Linguistically Responsive Instruction.</p> <p>Materials and other items will be purchased to support supplemental classroom instruction.</p> <p>Teachers will also be provided on-line videos and questions and answer opportunities with Dr. Sharroky Hollie.</p> <p>Teachers will be provided time to meet, reflect on Culturally Responsive teaching strategies and practices.</p>	<p><b>Progress Monitoring</b></p> <p><b>September-May:</b> Increase in classroom participation and use of culturally responsive strategies that will be monitored via classroom walk-through forms and teacher checklist.</p> <p>Decrease in RFA/MTSS forms that show or state that students don't feel connected to their school or classroom.</p> <p>FONT forms will show an increase in use of strategies used in VABB. Validate, Affirm, Build and Bridge. Administration team will monthly check. The administrative team will provide training for staff around Validate, Affirm, Build &amp; Bridge (VABB).</p>	<p><b>Evaluation</b></p>

#### Site Goal 1.7 (SiteGoalID: 7878) (DTS: 05/06/24)

Implementation of effective learning targets will increase from 40% to 75% by the end of the year as measured by the Teaching and Learning Program Implementation Continuum (PIC).

**Metric:** Other

#### Action 1.7.1 (SiteGoalID: 7878) (DTS: 05/06/24)

##### Targeted Student Group(s)

- All

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> <li>Describe your step by step plan for intervention for at-risk students.</li> </ul>	<ul style="list-style-type: none"> <li>How will you measure implementation?</li> <li>How will you measure student improvement using formative data?</li> <li>Who will collect the data, how often, and who will it be shared with?</li> </ul>	<ul style="list-style-type: none"> <li>Are you making progress towards your desired outcome?</li> <li>What is working or what is not working?</li> <li>How will you modify your plan if you are not making progress?</li> </ul>
<p><b>Action Plan</b></p> <p><b>August-May:</b> Teachers will receive review training on the implementation of learning targets from our instructional coach during pre-service and staff meetings.</p>	<p><b>Progress Monitoring</b></p> <p><b>August-May</b></p> <ul style="list-style-type: none"> <li>Student survey data regarding whether their teacher explains what will be learned and why will increase from 78.9% to 85%.</li> <li>Teacher survey data regarding current level of implementation of learning targets will increase from 66.6% to 80% based on the 2023 Teaching &amp; Learning PIC Report.</li> </ul>	<p><b>Evaluation</b></p>

#### Action 1.7.2 (SiteGoalID: 7878) (DTS: 05/06/24)

#### Targeted Student Group(s)

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> <li>Describe your step by step plan for intervention for at-risk students.</li> </ul>	<ul style="list-style-type: none"> <li>How will you measure implementation?</li> <li>How will you measure student improvement using formative data?</li> <li>Who will collect the data, how often, and who will it be shared with?</li> </ul>	<ul style="list-style-type: none"> <li>Are you making progress towards your desired outcome?</li> <li>What is working or what is not working?</li> <li>How will you modify your plan if you are not making progress?</li> </ul>



Action Plan	Progress Monitoring	Evaluation

Funding Sources for District Goal 1 (DEV - LCAP ID: 633)		
Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	32458	Certificated- Salaries
Title I – Basic (4900/3010)	13000	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	8000	Classified- Timesheets
Title I – Basic (4900/3010)	58742	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	40000	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	30000	Certificated- Salaries
Supplemental/Concentration (7101/0000)	5000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	4000	Classified- Timesheets
Supplemental/Concentration (7101/0000)	40265	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	40000	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	4000	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	2000	Classified- Timesheets
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions

**District Strategic Goal 2:**

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

**District Needs and Metrics 2:**

Students need high quality programs and services driven by assessment, data analysis, and action as measured by:

- Test Participation Rate on Districtwide Assessments

**Site Goal 2.1 (SiteGoalID: 7462) (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

**Action 2.1.1 (SiteGoalID: 7462) (DTS: 12/13/23)****Targeted Student Group(s)**

- All

<b>Action Plan</b> <ul style="list-style-type: none"> <li>• Describe your step by step plan for intervention for at-risk students.</li> </ul>	<b>Progress Monitoring</b> <ul style="list-style-type: none"> <li>• How will you measure implementation?</li> <li>• How will you measure student improvement using formative data?</li> <li>• Who will collect the data, how often, and who will it be shared with?</li> </ul>	<b>Evaluation</b> <ul style="list-style-type: none"> <li>• Are you making progress towards your desired outcome?</li> <li>• What is working or what is not working?</li> <li>• How will you modify your plan if you are not making progress?</li> </ul>
<b>Action Plan</b>  Teachers will administer Illuminate and common assessments to all students. The assessment windows will be reviewed each trimester and reports with names of students who need to complete the assessment will be provided to teachers.	<b>Progress Monitoring</b>  Administrators and Instructional Coaches will pull Illuminate reports to verify at least 95% of all eligible students have taken the Illuminate Assessments each trimester.  Teachers will access their student's Illuminate and IXL data to analyze and determine next steps for	<b>Evaluation</b>

<p>Teachers will assess all students below grade level using Illuminate and IXL. (Beginning of the Year at each trimester)</p> <p>During PLC/Grade level meetings teachers will collaborate and discuss their student's progress/analyze Illuminate and grade level data.</p> <p>Each grade level will complete a data analysis for to share with administration.</p>	academic improvement.	
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## Site Goal 2.2 (SiteGoalID: 7446) (DTS: 12/13/23)

Students will be assessed by both formative and summative assessments during the school year. Trimester testing scores will be taken from Illuminate Data to determine progress. 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:** Test Participation Rate on Districtwide Assessments

### Action 2.2.1 (SiteGoalID: 7446) (DTS: 12/13/23)

#### Targeted Student Group(s)

- All

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> <li>• Describe your step by step plan for intervention for at-risk students.</li> </ul>	<ul style="list-style-type: none"> <li>• How will you measure implementation?</li> <li>• How will you measure student improvement using formative data?</li> <li>• Who will collect the data, how often, and who will it be shared with?</li> </ul>	<ul style="list-style-type: none"> <li>• Are you making progress towards your desired outcome?</li> <li>• What is working or what is not working?</li> <li>• How will you modify your plan if you are not making progress?</li> </ul>
Action Plan	Progress Monitoring	Evaluation
Teachers will provide student formative assessments via white board checks, ticket out the door activities, short quizzes, or simple check sheets.	Walk Through Forms and FONT forms will show how formative assessment is being implemented in the classroom.	

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### Action 2.2.2 (SiteGoalID: 7446) (DTS: 12/13/23)

#### Targeted Student Group(s)

- All

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> <li>• Describe your step by step plan for intervention for at-risk students.</li> </ul>	<ul style="list-style-type: none"> <li>• How will you measure implementation?</li> <li>• How will you measure student improvement using formative data?</li> <li>• Who will collect the data, how often, and who will it be shared with?</li> </ul>	<ul style="list-style-type: none"> <li>• Are you making progress towards your desired outcome?</li> <li>• What is working or what is not working?</li> <li>• How will you modify your plan if you are not making progress?</li> </ul>
<p>Teachers will be provided release time to assess students fluency, BPST, and spelling inventory assessments. Teachers will also be provide time to input scores into Illuminate.</p> <p>Teachers will also be provide time to review data with grade level teams to plan for intervention, extensions to lessons and to determine the overall success of a lesson.</p>	<p>Teachers Assessment Data from district based assessments on Illuminate will be turned in every trimester</p> <p>PLC agenda's and minutes will show teachers planning for assessments and discussions over the use of data.</p> <p>School secretary will keep track of release days to ensure all teachers receive a release day.</p> <p>Administration will sit in on PLC meetings to hear data discussions from the assessments taken.</p>	

### Action 2.2.3 (SiteGoalID: 7446) (DTS: 12/13/23)

#### Targeted Student Group(s)

- EL

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> <li>• Describe your step by step plan for intervention for at-risk students.</li> </ul>	<ul style="list-style-type: none"> <li>• How will you measure implementation?</li> <li>• How will you measure student improvement using formative data?</li> </ul>	<ul style="list-style-type: none"> <li>• Are you making progress towards your desired outcome?</li> <li>• What is working or what is not working?</li> </ul>

	<ul style="list-style-type: none"> <li>Who will collect the data, how often, and who will it be shared with?</li> </ul>	<ul style="list-style-type: none"> <li>How will you modify your plan if you are not making progress?</li> </ul>
<b>Action Plan</b>	<b>Progress Monitoring</b>	<b>Evaluation</b>
Teachers will be provided release time or a trained supportive personnel to assess students on the ELPAC or any other state EL test.	Time sheets Student Completion Rates EL Coordinator will monitor teachers to ensure they are completing the testing during the legal testing windows.	

#### Funding Sources for District Goal 2 (DEV - LCAP ID: 633)

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	8000	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	0	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	10000	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	3000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	1000	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	1000	Materials/Supplies/Equipment

EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	2000	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	2000	Materials/Supplies/Equipment

<b>District Strategic Goal 3:</b>  <b>All students will learn in an equitable, culturally responsive, physically, and emotionally healthy and safe environment.</b>	<b>District Needs and Metrics 3:</b>  <b>Students need a safe and engaging academic, social-emotional, and physical school environment as measured by:</b> <ul style="list-style-type: none"> <li>• Cohort Graduation Rate</li> <li>• School Climate - Average Favorability Rating</li> <li>• Social Emotional Learning - Average Favorability Rating</li> <li>• Suspension Rate: Percent of Students Suspended</li> </ul>
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<b>Site Goal 3.1 (SiteGoalID: 7447) (DTS: 12/13/23)</b>  Sierra Enterprise Elementary will provide students with a safe and engaging learning environment by implementing PBIS and it will be monitored monthly/bi-monthly by our PBIS teams. PBIS teams will monitor student referrals to the Tier 1 and Tier 2 team. Referrals will be monitored so that teachers will increase referrals for mental health or other specific need related to academics and decrease for discipline by 10% each trimester.
<b>Metric:</b> Suspension Rate: Percent of Students Suspended

<b>Action 3.1.1 (SiteGoalID: 7447) (DTS: 12/13/23)</b>  <b>Targeted Student Group(s)</b> • All
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<b>Action Plan</b> <ul style="list-style-type: none"> <li>Describe your step by step plan for intervention for at-risk students.</li> </ul>	<b>Progress Monitoring</b> <ul style="list-style-type: none"> <li>How will you measure implementation?</li> <li>How will you measure student improvement using formative data?</li> <li>Who will collect the data, how often, and who will it be shared with?</li> </ul>	<b>Evaluation</b> <ul style="list-style-type: none"> <li>Are you making progress towards your desired outcome?</li> <li>What is working or what is not working?</li> <li>How will you modify your plan if you are not making progress?</li> </ul>
<p><b>Action Plan</b></p> <p><b>August-May:</b> Students will be taught PBIS school-wide rules and expectations. Our acknowledgement systems will include: Golden Lunchbox, Eagle tickets, PBIS trimester assemblies, Positive Office Referrals, Signs, Banners, Posters and Notes/Phone calls home will be provided to students to assist them in their understanding of PBIS.</p> <ul style="list-style-type: none"> <li>P.E. teacher will review school rules on yard play.</li> <li>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</li> <li>PBIS Assemblies</li> <li>Monthly Recess Mentor (Yard Duty) meetings with Admin regarding PBIS during recess and lunch</li> <li>Yard Staff Training</li> <li>Hold bi-weekly Tier 2 meetings</li> <li>PBIS presentations at staff meetings presenting data and strategies</li> </ul>	<p><b>Progress Monitoring</b></p> <p><b>August-May:</b></p> <ul style="list-style-type: none"> <li>Data collection on the number of office referrals</li> <li>Review suspensions</li> <li>PBIS monthly meeting updates on discipline data</li> <li>PBIS staff meeting presentations</li> <li>Number of meetings held</li> <li>Students will be provided assemblies that share PBIS rules, awards, etc.</li> <li>Tier 1 and Tier 2 team will review data on monthly meetings.</li> </ul> <p>The numbers of referrals will be reviewed.</p> <p>Tier 1 and Tier 2 team will assist teachers in support PBIS supports.</p>	<p><b>Evaluation</b></p>

**Action 3.1.2 (SiteGoalID: 7447) (DTS: 12/13/23)**

**Targeted Student Group(s)**

• All

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> <li>Describe your step by step plan for intervention for at-risk students.</li> </ul>	<ul style="list-style-type: none"> <li>How will you measure implementation?</li> <li>How will you measure student improvement using formative data?</li> <li>Who will collect the data, how often, and who will it be shared with?</li> </ul>	<ul style="list-style-type: none"> <li>Are you making progress towards your desired outcome?</li> <li>What is working or what is not working?</li> <li>How will you modify your plan if you are not making progress?</li> </ul>
<p><b>Action Plan</b></p> <p><b>September-May:</b> We will provide teachers the opportunity to complete home visit professional development training.</p>	<p><b>Progress Monitoring</b></p> <p><b>September-May:</b> Teachers will be offered training with the following types of communication: Talking Points, Synergy Mail, and School Messenger during the school year.</p> <p>Teachers will have the option of making home visits during the school year.</p>	<p><b>Evaluation</b></p>

### Action 3.1.3 (SiteGoalID: 7447) (DTS: 12/13/23)

#### Targeted Student Group(s)

• All

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> <li>Describe your step by step plan for intervention for at-risk students.</li> </ul>	<ul style="list-style-type: none"> <li>How will you measure implementation?</li> <li>How will you measure student improvement using formative data?</li> <li>Who will collect the data, how often, and who will it be shared with?</li> </ul>	<ul style="list-style-type: none"> <li>Are you making progress towards your desired outcome?</li> <li>What is working or what is not working?</li> <li>How will you modify your plan if you are not making progress?</li> </ul>
<p><b>Action Plan</b></p> <p><b>August-May:</b> Students will be provided a variety of school activities such as a school play, music, science enrichment and social/emotional learning aimed to keep students engaged and</p>	<p><b>Progress Monitoring</b></p> <p><b>August-May:</b> Reduction of office referrals.</p> <p>Student participation will be monitored.</p> <p>Students will be surveyed to</p>	<p><b>Evaluation</b></p>



develop character. Funding will purchase signage for events, props, and other materials needed to implement events.	determine if the events planned actually excite students to follow school rules and attend school.	
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### Site Goal 3.2 (SiteGoalID: 7454) (DTS: 12/13/23)

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

**Metric:** Social Emotional Learning - Average Favorability Rating

### Action 3.2.1 (SiteGoalID: 7454) (DTS: 12/13/23)

#### Targeted Student Group(s)

- Foster Youth

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> <li>• Describe your step by step plan for intervention for at-risk students.</li> </ul>	<ul style="list-style-type: none"> <li>• How will you measure implementation?</li> <li>• How will you measure student improvement using formative data?</li> <li>• Who will collect the data, how often, and who will it be shared with?</li> </ul>	<ul style="list-style-type: none"> <li>• Are you making progress towards your desired outcome?</li> <li>• What is working or what is not working?</li> <li>• How will you modify your plan if you are not making progress?</li> </ul>
<b>Action Plan</b>  <b>August-May:</b> Students will be provided counseling, MHT or school staff supports when needed.	<b>Progress Monitoring</b>  <b>August-May:</b> Number of office referrals School Attendance	<b>Evaluation</b>

### Site Goal 3.3 (SiteGoalID: 7459) (DTS: 12/13/23)

Students will be provided MHT and Psych support through the MTSS process and Tier 2 identification.

**Metric:**

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**Action 3.3.1 (SiteGoalID: 7459) (DTS: 12/13/23)****Targeted Student Group(s)**

- All

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"><li>• Describe your step by step plan for intervention for at-risk students.</li></ul>	<ul style="list-style-type: none"><li>• How will you measure implementation?</li><li>• How will you measure student improvement using formative data?</li><li>• Who will collect the data, how often, and who will it be shared with?</li></ul>	<ul style="list-style-type: none"><li>• Are you making progress towards your desired outcome?</li><li>• What is working or what is not working?</li><li>• How will you modify your plan if you are not making progress?</li></ul>
<b>Action Plan</b>  <b>August-May:</b> Assist staff in identifying if a student may need additional support academically, behaviorally, and/or social emotionally.  Explain the MTSS process to teachers  Hold regular PBIS Tier 2 meetings	<b>Progress Monitoring</b>  <b>August-May:</b> A written process of the steps from the identification of students, to classroom interventions, to Tier 2 support  Staff meeting explaining the MTSS process  Track PBIS Tier 2 Agenda's for identification for students	<b>Evaluation</b>

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**Site Goal 3.4 (SiteGoalID: 7461) (DTS: 12/13/23)**

Sierra Enterprise will monitor, evaluate and plan strategies to reverse the disproportionality in all areas for students in the following sub groups: African American, Foster Youth, Special Education and Homeless. School culture and climate will also be a part of the evaluation process.

**Metric:** School Climate - Average Favorability Rating

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**Action 3.4.1 (SiteGoalID: 7461) (DTS: 12/13/23)****Targeted Student Group(s)**

- Black or African American • Foster Youth • SWD

<b>Action Plan</b> <ul style="list-style-type: none"> <li>Describe your step by step plan for intervention for at-risk students.</li> </ul>	<b>Progress Monitoring</b> <ul style="list-style-type: none"> <li>How will you measure implementation?</li> <li>How will you measure student improvement using formative data?</li> <li>Who will collect the data, how often, and who will it be shared with?</li> </ul>	<b>Evaluation</b> <ul style="list-style-type: none"> <li>Are you making progress towards your desired outcome?</li> <li>What is working or what is not working?</li> <li>How will you modify your plan if you are not making progress?</li> </ul>
<p><b>Action Plan</b></p> <p><b>August-May:</b> Classroom teachers will start the day by using Validate/Affirm practices learned during professional learning opportunities.</p> <p>This practice will begin in trimester one.</p>	<p><b>Progress Monitoring</b></p> <p><b>August-May:</b> Student surveys will show connections to the school site and have at least a 85% or better score on culture and climate.</p> <p>Decrease in student referrals to PBIS Tier 2 teams.</p> <p>Increase in student participate in classroom activities, school activities and play on the yard. ( Based on observational data walk-through</p> <p>Student social emotional survey results and attendance results for improvement in students feeling connected to school.</p>	<p><b>Evaluation</b></p>

### Site Goal 3.5 (SiteGoalID: 7895) (DTS: 05/10/24)

Sierra Enterprise will increase the use of SEL curriculum from 41.2% to 46.2% based on the Social Emotional Learning PIC data.

**Metric:** Social Emotional Learning - Average Favorability Rating

### Action 3.5.1 (SiteGoalID: 7895) (DTS: 05/10/24)

**Targeted Student Group(s)**

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> <li>Describe your step by step plan for intervention for at-risk students.</li> </ul>	<ul style="list-style-type: none"> <li>How will you measure implementation?</li> <li>How will you measure student improvement using formative data?</li> <li>Who will collect the data, how often, and who will it be shared with?</li> </ul>	<ul style="list-style-type: none"> <li>Are you making progress towards your desired outcome?</li> <li>What is working or what is not working?</li> <li>How will you modify your plan if you are not making progress?</li> </ul>
<p><b>Action Plan</b></p> <p>Our Mental Health Therapist (MHT) will demonstrate one SEL lesson in each classroom.</p> <p>Monthly Character Education assemblies based on Character Strong units. Recognition of students who exemplify the character trait of the month.</p>	<p><b>Progress Monitoring</b></p> <p>Utilize teacher feedback from lessons and sign-up sheet to measure if all classes participated.</p> <p>Collect the names of students recognized to track student engagement with SEL curriculum.</p> <p>Student/class presentations at awards assemblies.</p>	<p><b>Evaluation</b></p>

Funding Sources for District Goal 3 (DEV - LCAP ID: 633)		
Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	2000	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	3000	Classified- Timesheets
Title I – Basic (4900/3010)	0	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	0	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	0	Certificated- Timesheets
Supplemental/Concentration	0	Classified- Salaries

(7101/0000)

Supplemental/Concentration  
(7101/0000)

0

Classified- Timesheets

Supplemental/Concentration  
(7101/0000)

0

Contracts/Services/Subscriptions

Supplemental/Concentration  
(7101/0000)

0

Materials/Supplies/Equipment

EL Supplemental (7150/0000)

0

Certificated- Salaries

EL Supplemental (7150/0000)

0

Certificated- Timesheets

EL Supplemental (7150/0000)

0

Classified- Salaries

EL Supplemental (7150/0000)

0

Classified- Timesheets

EL Supplemental (7150/0000)

0

Contracts/Services/Subscriptions

EL Supplemental (7150/0000)

0

Materials/Supplies/Equipment

#### District Strategic Goal 4:

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

#### District Needs and Metrics 4:

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

- Attendance Rate
- Parents indicating a respectful and welcoming school environment
- Parents indicating opportunities for parent input in making decisions
- Parents indicating opportunities for parent involvement
- Percent Chronically Absent

#### Site Goal 4.1 (SiteGoalID: 7448) (DTS: 12/13/23)

Students will attend school daily. The Chronically Absent rate of 42.1% will be reduced by 10% or more with the use of incentives, information, parent classes, and activities that welcome students and families.

**Metric:** Attendance Rate

#### Action 4.1.1 (SiteGoalID: 7448) (DTS: 12/13/23)

**Targeted Student Group(s)**

<b>Action Plan</b> <ul style="list-style-type: none"> <li>Describe your step by step plan for intervention for at-risk students.</li> </ul>	<b>Progress Monitoring</b> <ul style="list-style-type: none"> <li>How will you measure implementation?</li> <li>How will you measure student improvement using formative data?</li> <li>Who will collect the data, how often, and who will it be shared with?</li> </ul>	<b>Evaluation</b> <ul style="list-style-type: none"> <li>Are you making progress towards your desired outcome?</li> <li>What is working or what is not working?</li> <li>How will you modify your plan if you are not making progress?</li> </ul>
<p><b>Action Plan</b></p> <p><b>August-May:</b> Families will be sent out critical information on the importance of students attending school daily.</p> <p>Weekly: Office staff will telephone families to determine reason for absence. Depending upon reason for absence, support will be provided to family. Teachers will call when students are absent.</p> <p>Incentives will be created for students meeting attendance goals. Attendance recognition will be combined with PBIS recognition.</p>	<p><b>Progress Monitoring</b></p> <p><b>August-May:</b> Each month, attendance records will be reviewed to determine if process is working.</p> <p>Administrative team will meet monthly and look at absent rate.</p> <p>Each student's reason will be analyzed to determine if a student need other surfaces to support student attendance.</p>	<p><b>Evaluation</b></p>

**Action 4.1.2 (SiteGoalID: 7448) (DTS: 12/13/23)**

**Targeted Student Group(s)**

- All

<b>Action Plan</b> <ul style="list-style-type: none"> <li>Describe your step by step plan for intervention for at-risk students.</li> </ul>	<b>Progress Monitoring</b> <ul style="list-style-type: none"> <li>How will you measure implementation?</li> <li>How will you measure student improvement using formative data?</li> <li>Who will collect the data, how often, and who will it be shared with?</li> </ul>	<b>Evaluation</b> <ul style="list-style-type: none"> <li>Are you making progress towards your desired outcome?</li> <li>What is working or what is not working?</li> <li>How will you modify your plan if you are not making progress?</li> </ul>
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Action Plan	Progress Monitoring	Evaluation
<p><b>August</b> Parents and Students will be given information on the importance of attending school daily.</p> <p><b>September- November</b> Office still call daily for all students absences.</p> <p><b>September</b> Teachers will begin to make calls home to students that are absent.</p> <p><b>October</b> Administration will make telephone calls to chronically absent students.</p>	<p>Each month, attendance should increase 15% from previous month.</p> <p>Monthly administration meetings will include attendance on the agenda.</p> <p>Monthly data will be reviewed by office staff and shared at the school site council meetings.</p> <p>If no decrease in Chronically absent students is evident, changes to the plan will be created.</p>	

#### Site Goal 4.2 (SiteGoalID: 7456) (DTS: 12/13/23)

Parents will be provided opportunities to be involved in the decision making councils and advisory groups on campus.

**Metric:** Parents indicating opportunities for parent input in making decisions

#### Action 4.2.1 (SiteGoalID: 7456) (DTS: 12/13/23)

##### Targeted Student Group(s)

- EL

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> <li>• Describe your step by step plan for intervention for at-risk students.</li> </ul>	<ul style="list-style-type: none"> <li>• How will you measure implementation?</li> <li>• How will you measure student improvement using formative data?</li> <li>• Who will collect the data, how often, and who will it be shared with?</li> </ul>	<ul style="list-style-type: none"> <li>• Are you making progress towards your desired outcome?</li> <li>• What is working or what is not working?</li> <li>• How will you modify your plan if you are not making progress?</li> </ul>
Action Plan	Progress Monitoring	Evaluation
Parents will be provided training	<ul style="list-style-type: none"> <li>• Sign in sheets</li> </ul>	

materials and light refreshments for ELAC and EL parents meetings.	<ul style="list-style-type: none"> <li>• Parent participation in school events</li> <li>• Each trimester, analyze the fluency scores of students whose parents regularly attend ELAC meetings.</li> <li>• Parents of EL students should be providing feed back on the LCAP, EL plan and school decisions.</li> </ul> <p>EL coordinator will keep track of participate rates in all events.</p>	
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#### Site Goal 4.3 (SiteGoalID: 7463) (DTS: 12/13/23)

Parents and Families will be provided fun family opportunities, trainings, and activities that promote home/school connections.

**Metric:** Parents indicating a respectful and welcoming school environment

#### Action 4.3.1 (SiteGoalID: 7463) (DTS: 12/13/23)

##### Targeted Student Group(s)

- All

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> <li>• Describe your step by step plan for intervention for at-risk students.</li> </ul>	<ul style="list-style-type: none"> <li>• How will you measure implementation?</li> <li>• How will you measure student improvement using formative data?</li> <li>• Who will collect the data, how often, and who will it be shared with?</li> </ul>	<ul style="list-style-type: none"> <li>• Are you making progress towards your desired outcome?</li> <li>• What is working or what is not working?</li> <li>• How will you modify your plan if you are not making progress?</li> </ul>
<p><b>Action Plan</b></p> <p><b>August-May:</b> School will collaborate with the FACE liaison to create a plan of classes for parents to attend on how to support you child at home, cyber bullying and general parenting issues.</p>	<p><b>Progress Monitoring</b></p> <p><b>August-May:</b> Sign in sheets will show an increase in parents attending events. Teachers and Administration will see an increase parent attending school events, conferences and activities.</p>	<p><b>Evaluation</b></p>



<p>Parents will be surveyed on the type of classes they would like to attend. Parent Calendar will be sent home with list of classes.</p> <p>5 Senses Saturday ( academic based event) will be created with the support of staff. FACE group and school will work to ensure teachers have all available communication tools to communicate with families.</p>	<p>Monthly Tier 1 meetings will discuss how family attendance and how to support their attendance.</p>	
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Funding Sources for District Goal 4 (DEV - LCAP ID: 633)		
Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	1000	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	1000	Classified- Timesheets
Title I – Basic (4900/3010)	2542	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	2000	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	0	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	2000	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	3000	Materials/Supplies/Equipment

EL Supplemental (7150/0000)	<input type="text" value="0"/>	Certificated- Salaries
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Certificated- Timesheets
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Classified- Salaries
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Classified- Timesheets
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Materials/Supplies/Equipment



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## Funding Source Summary for All District Goals

### Title I – Basic (4900/3010)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$32458	\$0	\$0	\$0	\$32458
Certificated- Timesheets	\$13000	\$8000	\$2000	\$1000	\$24000
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$8000	\$0	\$3000	\$1000	\$12000
Contracts/Services/Subscriptions	\$58742	\$0	\$0	\$2542	\$61284
Materials/Supplies/Equipment	\$40000	\$10000	\$0	\$2000	\$52000

### Supplemental/Concentration (7101/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$30000	\$0	\$0	\$0	\$30000
Certificated- Timesheets	\$5000	\$3000	\$0	\$0	\$8000
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$4000	\$0	\$0	\$0	\$4000
Contracts/Services/Subscriptions	\$40265	\$1000	\$0	\$2000	\$43265
Materials/Supplies/Equipment	\$40000	\$1000	\$0	\$3000	\$44000

### EL Supplemental (7150/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$0	\$0	\$0	\$0	\$0
Certificated- Timesheets	\$4000	\$2000	\$0	\$0	\$6000
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$2000	\$0	\$0	\$0	\$2000
Contracts/Services/Subscriptions	\$0	\$0	\$0	\$0	\$0
Materials/Supplies/Equipment	\$3879	\$2000	\$0	\$0	\$5879

### 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

### Sierra Enterprise Elementary (368) | 2024-2025

Fund Source Mgmt. Code / Description Resc. Code / Description	EGUSD Strategic Goals					Balance
	Allocation	1. Curriculum and Instruction	2. Assessment	3. Wellness	4. Family Engagement	
<b>4900</b> School Improvement Support <b>3010</b> ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	\$181,742	\$152,200	\$18,000	\$5,000	\$6,542	\$0
<b>7101</b> LCFF Supplemental Concentration TK-6 <b>0000</b> Unrestricted	\$129,265	\$119,265	\$5,000	\$0	\$5,000	\$0
<b>7150</b> EL Supplemental Program Services TK-6 <b>0000</b> Unrestricted	\$13,879	\$9,879	\$4,000	\$0	\$0	\$0
<b>Total Funds Budgeted for Strategies to Meet the Goals in the SPSA</b>	\$324,886	\$281,344	\$27,000	\$5,000	\$11,542	

Fund Subtotals		Title I Centralized Services	
Subtotal of additional federal funds included for this school	\$181,742	Title I Foster Youth \$0	Title I Homeless \$0
Subtotal of state or local funds included for this school	\$143,144	Title I Centralized Services \$0	Title I Preschool \$0

		Signatures: (Must sign in blue ink)	Date
Principal	Josephine Patria Lal	_____	_____
School Site Council Chairperson	Adrienne Williams-Barrels	_____	_____
EL Advisory Chairperson	Rocio Gomez	_____	_____