Sierra Enterprise Elementary

Local Control Accountability Plan (LCAP) 2021-2022

Principal: PATRICIA HECHT

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

Goal Setting

State Priorities

Conditions of Learning:

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

Pupil Outcomes:

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

Engagement:

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

Strategic Goals

Goal 1: High-Quality Classroom Instruction and Curriculum

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

Goal 2: Assessment, Data Analysis, & Action

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

Goal 3: Wellness

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

Goal 4: Family and Community Engagement

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

Stakeholder Engagement

Involvement Process for LCAP and Annual Update

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

Sierra Enterprise Elementary School , School Site Council met and discuss the the transition to distance learning and the LCAP. They met on 9/14 and 10/10 to discuss changes that might need to be made to support distance learning. The School Site Council met again on March 24 to discuss the goals for the upcoming school year and review the data that would support the decision making for the new goals.
The school site staff, (including teachers and para-educators) attended staff meetings on 9/21 and 10/5 to provide input on the LCAP. On 10/19, 1/11 and 1/25 staff provided data and information on how the LCAP was working via distance learning.
On 3/8, the meeting focused on the upcoming school year and data that would support changes to the LCAP or justification for keeping the goals the same. May 5th our school site council accepted the LCAP in draft form as a working model for planning. Teachers and parents discussed the goals and accountability measures in the LCAP. Our ELAC committee met on 5/12/2021 and reviewed the plan. The ELAC committee had sent over suggestions to SSC earlier in the year and during the 5/12 meeting were able to view the goals and see that the suggestions they provided were honored.

Impact of LCAP and Annual Update

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

During the course of the meetings with SSC and staff, there were several changes that needed to be made to the LCAPP. Many goals need to be adjusted to add distance learning to the goal or adjust the goal to accommodate the needs of student during distance learning. The adjustments also included the addition of Culturally Responsive Education and the bring back Dr. Hollie to provide additional training. This was important because both staff and SSC reflected on the social issues in society over the past and the need to provide additional training in this area.
Parents provided perspective on such platforms as Seesaw and because of their comments, it was critical that Seesaw be continued in our goals for next year.
It was also asked by parents to include technology classes during the Parent University. Normally, only ELA and Math are the focus but based on the past year, parents wanted more technology instruction.

Resource Inequities

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

Both the School Site Council and staff, noted in early September, that students that struggled with internet access were not able to take full advantage of the instruction provided by teachers. It was also evident that teachers needed to re-tool them selves for the new realities of distance learning.
Both of these realities were the focus of the few months of school. It took many months before conversations around Explicit Direct Instruction and Culturally Responsive instruction could occur.
It was decided to keep all goals from the previous LCAP to gather data once students returned to in-person learning. It was also evident that the most neediest students were still struggling with access to the curriculum.
Parents also provided comments about distance learning, lack of consistent internet connection and the lack of understanding around Zoom

made it difficult to support their children. Most all parents wanted more information on google classroom.

Goals, Actions, and Progress Indicators

District Strategic Goal 1:	District Needs and Metrics 1:
All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.	**Students need high quality classroom instruction and curriculum as measured by:** • A-G Completion • Access to Courses (Honors, AP/IB, CTE) • AP/IB Exams • CAASPP • Content Standards Implementation • CTE Sequence Completion • EAP • Other (Site-based/local assessment) • Progress toward English Proficiency • Redesignation • Teacher Assignment

Site Goal 1.1

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 sigh 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?
Action 1 Teachers will be provided at least 2 release days for coaches led professional development/learning in the areas EDII/ Learning Targets and Success Criteria and Formative Assessments. All professional development and professional learning will include and incorporate the strategies of Explicit Direct Instruction and/or techniques of High Quality Instruction. 15 release days @ $200 a day= $3000 $8,000= Professional Development Books, Video, Recorded activities that provide teachers supplemental instructional supports for both on-sight and distance learning.	**Actions 1** 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	**Actions 1** 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.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	$3000	Certificated Salaries	Edit	Delete
Title I – Basic (4900/3010)	$200	Materials/Supplies/Equipment	Edit	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?
Action 1 Students will be provided organizations items such as bins, organizers, binders, binder tabs to create systems that organize their work. **Action 2** 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. **Action 3** 6th Grade will be provided AVID program to assist them in preparation for middle school, high school and college.	**Action 1-3** 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)	**Action 1-3** 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.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	$100	Materials/Supplies/Equipment	Edit	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. First-Sixth will provide reading intervention and instruction to all students.

Kindergarten- Students in kindergarten had a 72% reading growth. 2021-22 Goals= 10% reading growth

First Grade - 68% of first grade students master the basic skills first check list. 2021-22 Goal= 95%

Second Grade - Students in second grade has a 5% reading growth. 2021-22 Goals=10% reading growth

Third Grade -Students in third grade had a 7.3% reading growth. 2021-22 Goals= 10%

Fourth Grade- 68% of students met reading goals. 2021-22 Goal=75%

Fifth Grade- 51% of students met reading goals. 2021-22 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?
Action 1 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 **Action 2** 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. Materials and Folders will be purchased for each student so that teachers can track progress.	**Actions 1 and 2** 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	**Action 1** Students will increase 1 level per Fountas and Pinnell Assessments Kits. **Action 2** 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		
Title I – Basic (4900/3010)	$1000	Materials/Supplies/Equipment	Edit	Delete

Site Goal 1.3

Students will increase fluency, BPST and ELPAC scores 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?
Action 1 Grade Level teachers will be provided 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. **Action 2** All teachers will attend training. ELD forms will be completed via walk through observations. **Action 3** During walk-through observations, ELD strategies will be present in classroom lessons and documented on the walk-through observation form. Compensation will provided if the training exceeds the work day. 5 release days @ $200=$1000	**Action 1-3** 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	**Action 1** 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 2020-21 ELPAC data scores. **Action 2** 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. **Action 2** Goal for implementation is 90% of all classrooms lessons to include integrated EL techniques in 85% of the lessons taught. **Action 3** Attendance sheets will be used to track teacher training. Fluency scores in 2nd-6th will collected each trimester. BPST will be collected at the beginning of the year and end of the year in K-1.

Funding Source	Amount	Description of Use		
EL Supplemental (7150/0000)	$1000	Materials/Supplies/Equipment	Edit	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?
Action 1 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	**Action 1** 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	**Action 1** Increase in language mastery per state mandated tests and Fluency and BPST data. Increase of ELD strategies will presented in lessons based on ELD walk-through data collection, administration walk-through forms

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.	Comprehension Programs 0.60 ES Phonics Instruction .54 ES	and PLC/Lesson Planning agenda and observations. ELD data collection should meet 90% implementation- data will be collected each trimester

Funding Source	Amount	Description of Use		
EL Supplemental (7150/0000)	$6165	Materials/Supplies/Equipment	Edit	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?
Action 1 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. Duplo ink, Duplo masters, printer ink, copier ink will also need to be purchased to support the duplication of materials. **Action 2** Students will also be provided materials purchased per EGUSD district policy. Materials include leveled readers, magazines such as Scholastic, 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. Students will also be provided hands-on and manipulatives to support instruction and access to the standards. Additional docu camera and projectors will be purchased to support distance learning projects when taught both at home or in the classroom. **Action 3** Teachers will be provided additional technology supports and software to support distance learning platforms. 10 release days at $200= $2000	**Action 1-3** 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	**Action 1** 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. **Action 2** Data will be reviewed each trimester Baseline at/above grade level fluency 2nd-42% 3rd-48% 4th-45% 5th-42% 6th-42% **Action 3** 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.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	$22000	Contracts/Services	Edit	Delete
Title I – Basic (4900/3010)	$23545	Materials/Supplies/Equipment	Edit	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?
Action 1 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. **Action 2** Seesaw will be provide4d by EGUSD to primary grades for the next two years. **Action 3** Seesaw will only be budgeted for 4-6 grade classrooms. Teachers must request Seesaw.	**Action 1-3** 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.	**Action 1-3** 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.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	$1000	Materials/Supplies/Equipment	Edit	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

- 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?
Action 1 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. A GATE coordinator position will be added to plan and implement the GATE program. GATE Stipend $1500	**Action 1** 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.	**Action 1** 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		
Title I – Basic (4900/3010)	$1000	Materials/Supplies/Equipment	Edit	Delete
Title I – Basic (4900/3010)	$1500	Certificated Salaries	Edit	Delete
GATE (7105/0000)	$3397	Certificated Salaries	Edit	Delete
Supplemental/Concentration (7101/0000)	$2736	Materials/Supplies/Equipment	Edit	Delete

Actions/Services 1.5.2

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?
Action 1 Technology portfolio's and classroom presentations will increase to at least 50% students submitting projects via google classroom, power point or other technology platforms. **Action 2** Students will be provided access to technology to both learn and present information in their classrooms and to parents/community. **Action 3** The school site has a one-to one chrome book access. Any gap in that goal will be a priority. Computer Lab Teacher will need to purchase a computer with more memory to ensure her ability to teach, share and update new technology platforms. $ 5000 maximum will be used for CRT equipment.	**Action 1-3** According to Cohen/Dacanay students that use technology as a supplement in their classroom have greater academic gains.	**Action 1-2** 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. **Action 3** School district is providing technology to all students. Check district website on students that didn't receive a device or need a hot spot.

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

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?
Action 1 Students will create presentations, hands on projects, and participate in group activities that allow students to access CCSS.	**Action 1** 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	**Action 1** 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		
Supplemental/Concentration (7101/0000)	$2700	Materials/Supplies/Equipment	Edit	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?
Action 1 Students will be provided before school and after school tutoring by teachers and para-educators working under qualified teachers.	**Action 1** Deborah Brennan in Improving Schools states that students in re-teaching before or after school tutoring show gains on state academic assessments.	**Action 1** 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)	$5000	Certificated Salaries	Edit	Delete
Title I – Basic (4900/3010)	$1000	Classified Salaries	Edit	Delete

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?
Action 1 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. Contract Trained Para Education has been hired to support this goal. Cost is approximately $63,000	**Action 1** Students provided para support at Sierra Enterprise showed a 72% increase in fluency scores.	**Action 1** 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.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	$63000	Classified Salaries	Edit	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	How will you Measure the Effectiveness of the

	Effective Practice?	Actions/Services?
Action 1 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.	**Action 1** 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	**Action 1** Increase number of students accessing honor classes. Increase number of students in activities and school wide programs.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	$600	Certificated Salaries	Edit	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?
Action 1 Teachers will increase the use of math discourse in instructional practice. Students will use math discourse to support how to solve math problems. **Action 2** 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	**Action 1-2** Using Hattie's work on effect size: Teacher Clarity .75 ES Teaching Strategies .62 ES Quality of Teaching .48 ES	**Action 1-2** Administrative walk through forms Grade Level Meeting Agenda Go Math Meeting Scores

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	$3600	Materials/Supplies/Equipment	Edit	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?
Action 1 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. **Action 2** Teachers will provide students fluency assessments, math assessments and classroom/ teacher created assessments.	**Action 1 and 2** Using Hattie's effect size: Teaching Strategies .62 ES	**Action 1-2** 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)	$2000	Materials/Supplies/Equipment	Edit	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?
Action 1 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.	**Action 1** Sierra Enterprise Elementary data shows that students that attended trips had a higher school attendance and report cards in that given subject area.	**Action 1** 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.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	$8000	Contracts/Services	Edit	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

- 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?
Action 1 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. **Action 2** EL Coordinator duties will include identification of placement of EL students, re-designation monitoring, RFEP monitoring and support of EL meetings.	**Action 1** Sierra Enterprise testing shows a higher level of completion and response when an administrator facilitates the process.	**Action 1** ELPAC scores will increase and completion rate will increase.

Funding Source	Amount	Description of Use		

Actions/Services 1.10.2

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?
Action 1 Administrator will be the EL coordinator and coordinate the entire ELAC program. All legal guidelines for ELAC program will be followed.	**Action 1** Sierra Enterprise increase their parent participation from 0 to 6 since and administrator begin coordinating the program.	**Action 1** 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
• 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?
Action 1 Teachers will be provided training in IREADY, ELA and mathematics via coaches or other private training staff. **Action 2** (IREADY will be used in accordance to EGUSD policies. EGUSD policies for IREADY will determine use and training.)	**Action 1 and 2** 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	**Action 1 and 2** 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

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	$3000	Certificated Salaries	Edit	Delete

Site Goal 1.11

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

Metric: A-G Completion

Actions/Services 1.11.1

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?
Action 1 Teachers will be provided professional learning opportunities on Culturally and Linguistically Responsive Instruction. **Action 2** Books, Materials and other items will be purchased to support supplemental classroom instruction.	**Action 1-4** Research based practice of both Dr. Sharroky Hollie and Gloria Ladson-Bilings state that teachers that practice culturally and linguistically responsive education have better education results.	**Action 1, 3,4** Increase in classroom participation that will be monitored via Zoom Meeting visits, classroom walk-through forms and teacher checklist. **Action 2** Increase of students scores on fluency and spelling inventory exams. (Direct look at the instructional practices and strategies being

Teachers will also be provided on-line videos and questions and answer opportunities with Dr. Sharroky Hollie. **Action 3** Teachers will be provided time to meet, reflect and or watch videos provided on Cultural and Cultural practices. **Action 4** Teachers will also be provided opportunities to be a part of a cadre of teachers that will have 3 coaching sessions.		used during instruction) Decrease in RFA/MTSS forms that show or state that students don't feel connected to their school or classroom.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	$50000	Contracts/Services	Edit	Delete

Actions/Services 1.11.2

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?

Funding Source	Amount	Description of Use		

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:

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

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?
Action 1 Teachers will provide student formative assessments via white board checks, ticket out the door activities, short quizzes, or simple check sheets.	**Action 1** Hatties effect size data shows the Providing Formative Evaluation 0.90 ES and Feedback 0.75 ES are strong practices that support instructional practices.	**Action 1** 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		
Supplemental/Concentration (7101/0000)	$1000	Materials/Supplies/Equipment	Edit	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?
Action 1 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. 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. 17 days at $200= $3400	**Action 1** According to John Hattie that Formative Assessments have a .90 effect size and teacher student relations have a .72 effect size.	**Action 1** 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)	$3400	Certificated Salaries	Edit	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?
Action 1 Teachers will be provided release time or a trained supportive personnel to assess students on the ELPAC or any other state EL test. 25 days at $200=$5000	**Action 1** 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	**Action 1** Time sheets Student Completion Rates

Funding Source	Amount	Description of Use		
EL Supplemental (7150/0000)	$5000	Certificated Salaries	Edit	Delete

Actions/Services 2.1.4

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 Fountas and Pinnell kits and folders to support student assessments. The kit and folders will be provided to all staff and the folders can move with the student from teacher to teacher.	According to John Hattie formative assessments have a .90 effect size. This effect size tells us that this practice is useful at increasing student classroom success.	Teachers will be looking for an increase n fluency scores per trimester. The increase in fluency will be specific to each child. The use of Fountas and Pinnell will be a secondary gathering of data and will be used in conjunction with district based/grade level

		based fluency.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	$500	Materials/Supplies/Equipment	Edit	Delete

District Strategic Goal 3:

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

District Needs and Metrics 3:

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

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

Site Goal 3.1

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?
• **Action 1** • 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 understanding of PBIS. Recognition will occur whether or not students are on site or engaging in distance learning. • **Action 2** • 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 • **Action 3** • Monthly Recess Mentor (Yard Duty) meetings with Admin regarding PBIS during recess and lunch • **Action 4** • Hold bi-weekly Tier 2 meetings • **Action 5** • PBIS presentations at staff meetings presenting data and strategies	**Action 1-5** 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	• **Action 5** • Data collection on the number of office referrals • Reduce suspensions, • **Action 2-4** • PBIS monthly meeting updates on discipline data • 5 PBIS staff meeting presentations • Number of meetings held • **Action 1** • Students will be provided assemblies that share PBIS rules, awards, etc

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	$1000	Materials/Supplies/Equipment	Edit	Delete

PBIS (7440/0000)	$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?
Action 1 Teachers will be provided home visit professional development training.	**Action 1** Parents that are more engaged in their child's school will have increased testing gains.	**Action 1** 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?
Action 1 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.	**Action 1** Teachers/Schools that create engaging environments have students that show greater academic gains and attendance. - Fredicks, MColskey, Perry, Turner, and Myer	**Action 1** Student attendance data

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	$2000	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

• 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?
Action 1 Students will be provided counseling, MHT or school staff supports when needed.	**Action 1** 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.	**Action 1** Office Referrals School Attendance

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	$38000	Certificated Salaries	Edit	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

• 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?
• **Action 1** • Assist staff in identifying signs which may some students may need support • **Action 2** • Explain the MTSS process to teachers • **Action 3** • Hold regular PBIS Tier 2 meetings	**Action 1-3** Teachers/Schools that create engaging environments have students that show greater academic gains and attendance. Fredicks, MColskey, Perry, Turner, Myer	• **Action 1** • A written process of the steps from the identification of students, to classroom interventions, to Tier 2 support • **Action 2** • Staff meeting explaining the MTSS process • **Action 3** • Track PBIS Tier 2 Agenda's for identification for students

Funding Source	Amount	Description of Use		

Site Goal 3.4

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

Actions/Services 3.4.1

Principally Targeted Student Group

• Black or African American • Foster Youth • SWD

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Action 1 Classroom Teachers will start the day by Validate/Affirm practices learned during professional learning opportunities with Dr. Hollie and/or the team that will share Culturally and Linguistically Responsive Education. This practice will begin in trimester one. **Action 2** Trimester Two- Teacher will add the practice of Building and Bridging to classroom practices. **Action 3** Third Trimester- All classrooms bill be VABB. (Validating, Activating, Building and Bridging)	**Action 1-3** Research based practice of both Dr. Sharroky Hollie and Gloria Ladson-Billings state that teachers that practice culturally and linguistically responsive educational practices have better educational results.	**Action 2** Student surveys will show connections to the school site and have at least a 85% or better score on culture and climate. **Action 1-3** Decrease in student referrals to PBIS Tier 2 teams. **Action 1 and 3** Increase in student participate in classroom activities, school activities and play on the yard. (Based on observational data walk-through **Action 1-3** Increase in school site fluency scores so by May of 2022 at least 50% of students meet or exceed benchmarks.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	$1000	Materials/Supplies/Equipment	Edit	Delete

District Strategic Goal 4:

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

District Needs and Metrics 4:

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

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

Site Goal 4.1

Parents will be offered workshops/classes on CCSS.

Metric: Family and Community Engagement

Actions/Services 4.1.1

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?
Action 1 Parents will be provided cultural awareness events, family STEM and reading nights and 5 Senses Saturday. • Starting with a small cohort, we will track the academic data of selected students to measure the effectiveness of the events **Action 2- If needed** During distance learning and COVID, parents will be provided literacy/engagement backpacks and cards to replace reading nights materials. Supportive instruction will be provided.	**Action 1 and 2** Hattie's work: Home Environment 0.52 ES Parental Involvement 0.49 ES Computer Assisted Instruction 0.37 ES Attitude to Mathematics/Science 0.35 ES	• **Action 1 and 2** • Sign in sheets • Parent completed evaluations • Progress reports, grades, and teacher feedback

Funding Source	Amount	Description of Use		
Family & Community Engagement (7415/0000)	$1500	Certificated Salaries	Edit	Delete

Actions/Services 4.1.2

Principally Targeted Student Group

• 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?
Action 1 Based on feedback from ELAC, parents have requested classes on learning English as a	**Action 1** Anne Henderson and Nancy Berla-Author's of A New Generation of Evidence: The Family is	**Action 1** Full implementation of the classes Minimum parents participating (15 parents)

second language, literacy, and acquiring knowledge in technology. • Collaborate with our BTA, FACE and Adult Education • Solidifying school and program requirements needed to conduct the class • Securing a classroom location and materials	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.	Parent feedback via survey

Funding Source	Amount	Description of Use		

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

• 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?
Action 1 Parents will be provided light refreshments for ELAC and EL parents meetings.	**Action 1** Meetings with parents that have refreshment show a higher attendance rate. Sierra Enterprise Sign In Sheet Data	• **Action 1** • 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	Edit	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?
Action 1 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.	**Action 1** Ed. Source and PTA study notes that an increase in parent involvement and knowledge, increases students attendance and academic performance.	• **Action 1** • 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)	$1500	Certificated Salaries	Edit	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?
• **Action 1** • PTO recruitment materials will go home with each student at the beginning of the school year. • **Action 2** • To increase PTO membership from 5 to 10 parents • **Action 3** • Feature the PTO in some school messaging and newsletters • **Action 4** • Encourage underrepresented families to become members of PTO	**Action 1-4** 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.	• **Actions 1-4** • 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 assistance in recruiting additional members.

Funding Source	Amount	Description of Use		

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?
Action 1 Promote parents involvement and encouraging parents to join SSC and promote volunteerism at the school site. **Action 2** Banners, signage, flyers, web site entries will used to promote parent involvement.	**Action 1 and 2** 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.	**Actions 1 and 2** Sign-in sheets for all events, parent leadership roles and volunteerism will increase by 50%.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	$1000	Materials/Supplies/Equipment	Edit	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?
• **Actions 1** • Use of a translation app to communicate with families • **Action 2** • Office will purchase software to change documents into JPEG, PDF, etc • **Action 3** • Office staff will inquire on the status of contact information on a regular basis. • **Action 4** • Continued use of School Messenger and Synergy functions • **Action 5** • Sign in sheet template requesting name, email, and phone numbers of those to attend Back to School Night • Action 6 • By end of the trimester, to become 85% digital in regards to communication • **Action 6** • Provide bi-weekly to monthly incentives to families who regularly check school communications • **Action 7** • Create a monthly school newsletter	**Actions 1-7** 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.	• **Actions 1-7** • 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

Funding Source	Amount	Description of Use		
EL Supplemental (7150/0000)	$1000	Classified Salaries	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.	**Action 1 and 2** 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	**Actions 1 and 2** 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?
Action 1- Each trimester **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 **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. **Trimester 3** All the above actions will remain in place but: 1) No less than 95% attendance will be required to be honored.	**Action 1** 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	**Action 1** 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: 1) Foster Youth 2) Hispanic of Latino 3) School Wide 4)SWD 5) Two or More

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	$1000	Materials/Supplies/Equipment	Edit	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 2021 - 2022

V. Funding

Sierra Enterprise Elementary - 368

Fund Source *Mgmt. Code/Description Resc. Code/Description*	FTE	Carry Over	Allocation	Subtotal	EGUSD Strategic Goals				Balance
					1 - Curriculum and Instruction	2 - Assessment	3 - Wellness	4 - Family Engagement	
1510 Regular Education (TK-6) **0000** Unrestricted	0	$0	$15,888	$15,888	$15,888	$0	$0	$0	$0
1511 Regular Education (TK-6) - Allocated FTE **0000** Unrestricted	22.875	$0	$2,772,903	$2,772,903	$2,772,903	$0	$0	$0	$0
1512 Subject Matter Teachers **0000** Unrestricted	0.6	$0	$74,004	$74,004	$74,004	$0	$0	$0	$0
5495 Allocated FTE Leave **0000** Unrestricted	0	$0	$30,333	$30,333	$30,333	$0	$0	$0	$0
5634 Custodial Services **0000** Unrestricted	3	$0	$217,098	$217,098	$0	$0	$217,098	$0	$0
7101 LCFF Supplemental Concentration TK-6 **0000** Unrestricted	0	$0	$14,436	$14,436	$10,436	$1,000	$3,000	$0	$0
7105 Gifted and Talented Education (GATE) TK-6 **0000** Unrestricted	0	$0	$3,397	$3,397	$3,397	$0	$0	$0	$0
7111 Administrative Support - Title I **0000** Unrestricted	0.5	$0	$78,103	$78,103	$78,103	$0	$0	$0	$0
7150 EL Supplemental Program Services TK-6 **0000** Unrestricted	0	$0	$13,415	$13,415	$7,165	$5,000	$0	$1,250	$0
7440 Positive Behavior Incentive Supports **0000** Unrestricted	0	$0	$1,000	$1,000	$0	$0	$1,000	$0	$0
7534 Site Custodial Services **0000** Unrestricted	0.2	$0	$15,868	$15,868	$0	$0	$15,868	$0	$0
4900 Director of School Improvement Support **3010** ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	0.6875	$0	$234,445	$234,445	$189,545	$3,900	$39,000	$2,000	$0
1510 Regular Education (TK-6) **3210** Elementary & Secondary School Relief (ESSER)	0	$0	$4,987	$4,987	$4,987	$0	$0	$0	$0
1510 Regular Education (TK-6) **3212** Elementary & Secondary School Relief II (ESSER II)	0	$0	$36,987	$36,987	$36,987	$0	$0	$0	$0
4720 Office of Expanded Learning **4124** ESSA: Title IV, Part B, 21st Century	0	$4,762	$84,412	$89,174	$89,174	$0	$0	$0	$0

Community Learning Centers Program									
5610 Food and Nutrition Services Center **5310** Child Nutrition: School Programs (e.g., School Lunch, School Breakfast, Milk, Pregnant & Lactating Students)	2	$0	$100,607	$100,607	$0	$0	$100,607	$0	$0
4720 Office of Expanded Learning **5862** Equitable Access (rolls to 4124)	0	$0	$47,722	$47,722	$47,722	$0	$0	$0	$0
4720 Office of Expanded Learning **6010** After School Education and Safety (ASES)	0	$3	$133,172	$133,175	$133,175	$0	$0	$0	$0
3410 Special Education Mild/Moderate **6500** Special Education	1.75	$0	$125,348	$125,348	$125,348	$0	$0	$0	$0
3670 Program for the Acquisition of Language and Social Skills (PALSS) **6500** Special Education	37.625	$0	$2,764,507	$2,764,507	$2,764,507	$0	$0	$0	$0
3770 Full Inclusion **6500** Special Education	1.5	$0	$250,143	$250,143	$250,143	$0	$0	$0	$0
4455 Textbook Reimbursement **9020** Lost/Damaged Textbooks Reimbursement	0	$556	$0	$556	$556	$0	$0	$0	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	70.7375	$5,321	$7,018,775	$7,024,096	$6,634,373	$9,900	$376,573	$3,250	

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	$513,922
Subtotal of state or local funds included for this school	$6,510,174

Title I Centralized Services			
Title I Foster Youth	$25,207	Title I Homeless	$4,626
Title I Centralized Services	$59,720	Title I Preschool	$215,714

Principal **Patricia Hecht**

School Site Council Chairperson **Maricris Basco**

EL Advisory Chairperson **Rocio Diosdado**