



## **Sierra Enterprise Elementary**

# **Local Control Accountability Plan (LCAP) 2023-2024**

**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

## IV. Goals, Actions and Services

Sierra Enterprise Elementary | Focused Work: 2023-2024

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### Goal Setting (Icapid: 548)

#### State Priorities

##### Conditions of Learning:

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

##### Pupil Outcomes:

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

##### Engagement:

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

#### Strategic Goals

##### Goal 1: High-Quality Classroom Instruction and Curriculum

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

##### Goal 2: Assessment, Data Analysis, & Action

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

##### Goal 3: Wellness

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

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

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

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

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

The planning process for LCAP was done over months. School Site Council, ELAC, Leadership and staff were told at the beginning of the year that data drove the LCAP and over the course of the year we would be discussing data and how that data would be used to evaluate the 2022-23 LCAP and create the new 2023-24 LCAP.

ELAC met on 2/8/2023 and using data specific to EL students and EL parents, evaluation of the 2022-23 plan

was done and suggestions for the 2022-23 were given to School Site Council. School Site Council has discussed data during meetings on 10/27, 2/7, 3/22, 4/27 and May 16. Every school site council meeting, a new area of the 2022-23 LCAP was evaluated using data. The final meeting in April 27, the new 2023-24 LCAP will be created based on the data collected and discussion around the evaluations of each area of the LCAP. On May 16, the LCAP was finalized. Staff were able to share our during staff meetings on 1/23, 2/6, 3/6 and 4/17. Data and LCAP needs were discussed. Changes were suggested based on the discussions and data shared by staff.

All groups were able to provide School Site Council their suggestions and evaluation comments. School Site Council can plan the new LCAP based on the information provided by multiple stakeholders.

## 2. Impact of LCAP and Annual Update

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

Both ELAC and School Site Council wanted school events to continue yet knew many parents wanted meetings to continue on ZOOM. The discussion around holding events around literacy and math would be difficult to conduct via Zoom. The events asked by parents were those that were before COVID. Academic goals changes to include goals for Learning Targets and Success Criteria. Funding for CUE conference was added after the CRT shared what the conference was and how that information would assist with the request for more technology by parents and staff. Staff asked for STARBASE and other field trips to continue. More SEL and MHT support was requested. Culturally responsive professional learning was applauded by parents and asked to be continued. Parents also wanted more training on communication with parents. Teachers rely on one system and maybe not all families like Talking Points ( an example) and would rather an email. All suggestions are areas that School Site Council will address in the 2023-24 LCAP.

## Resource Inequities

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

The teachers addressed that the data that 51% of our students are absent at high rate created inequities for those student missing time in the classroom. Attendance will be an area that will need to be addressed in the upcoming LCAP. CAASP data showed that White, Two or More and SWD all need more support to meet academic and attendance benchmarks. All students have the access to varied resources but students that rely on bus transportation can't take part in band or afterschool tutoring.

## Goals, Actions, and Progress Indicators

### District Strategic Goal 1:

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

### District Needs and Metrics 1:

Students need high quality classroom instruction and curriculum as measured by:

- A-G Completion
- Access to Courses (Honors, AP/IB, CTE)
- AP/IB Exams
- CAASPP
- Content Standards Implementation
- CTE Sequence Completion

- EAP
- Other (Site-based/local assessment)
- Progress toward English Proficiency
- Redesignation
- Teacher Assignment

**Site Goal 1.1 (SiteGoalID: 6457) (DTS: 02/10/23)**

Increase student achievement on the CAASPP English Language Arts and Mathematics for 3rd-6th grade students.

**Third Grade**

ELA will increase from 46% to 53%

Mathematics will increase from 39% to 47%

**Fourth Grade**

ELA will increase from 28% to 35%.

Mathematics will increase from 24% to 35%

**Fifth Grade**

ELA will increase from 44% to 53%.

Mathematics will increase from 27% to 35%.

**Sixth Grade**

ELA will increase from 36% to 43%.

Mathematics will increase from 25% to 35%.

K-2 students will increase mandatory tests by 10% per student, per test, per testing period.

First grade will need show an increase in mathematics.

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

**Actions/Services 1.1.1 (SiteGoalID: 6457) (DTS: 02/10/23)**

**Targeted Student Group(s)**

- All

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

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

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

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

**Evaluation Cycles in 2023-2024**

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

<p><b>August-November</b> Teachers will be provided at least 1 release day for coaches led professional development/learning in the areas Learning Targets and Success Criteria and Student Talk. All professional development and professional learning will include and incorporate the strategies of High Quality Instruction. The goal is to provide teachers the needed information to ensure students know what they are learning and why they are learning the skill. This will ensure access to the curriculum.</p> <p><b>December-February</b></p> <p>Teachers will be provided at least 1 release day for coaches led professional development/learning in the areas Learning Targets and Success Criteria and Student Talk. All professional development and professional learning will include and incorporate the strategies of High Quality Instruction. (see above)</p>	<p>Classroom observations will show strategies presented during the release days in action and supporting student instruction. Information will be gathered by school site walk-through forms. (FONT) 80% of FONT forms will show at least one strategy being used in all classrooms. FONT Data will be reviewed by administrators to determine growth of the use of Learning Targets, Success Criteria and Student talk. Each trimester FONT data will determine what professional learning is required to ensure consistent use of Learning Targets, Success Criteria and Student Talk.</p> <p>By the end of February, all classrooms will be implementing 2-3 strategies presented by coaches.</p>	
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**Actions/Services 1.1.2 (SiteGoalID: 6457) (DTS: 02/10/23)**

**Targeted Student Group(s)**

- All

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

<p>organizations items such as bins, organizers, binders, binder tabs to create systems that organize their work.</p> <p>Students will be taught executive function and collaborative strategies to students in K-6 that will be a foundation for those skills that will needed in AVID.</p> <p>6th Grade will be provided AVID program to assist them in preparation for middle school, high school and college.</p> <p>Teachers will be provided opportunities to attend AVID trainings and conferences to learn the goals and strategies of AVID.</p>	<p>and binder checks to ensure students are maintaining them appropriately.</p> <p>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.</p> <p>Teachers will observe FONT data on loss of classroom instructional time.</p> <p>All classrooms should have limited loss of instructional time due to organization of materials. By November, data should show no more than 25% of students needing supports to organize materials.</p>	
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**Actions/Services 1.1.3 (SiteGoalID: 6457) (DTS: 04/27/23)**

**Targeted Student Group(s)**

- All

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p>	<p><b>Evaluation Cycles in 2023-2024</b></p>
<ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul> <p>Teachers will meet for CAST/COOP to discuss student need each trimester. Teachers will determine needs for each student and access such services as MHT, AIT, K1 intervention or MTSS process.</p>	<ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul> <p>Students assessments will increase 10% each trimester. Students will increase CAASPP scores yearly.</p>	<ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>

**Actions/Services 1.1.4 (SiteGoalID: 6457) (DTS: 04/27/23)**

**Targeted Student Group(s)**

• All

<b>What Specific Actions/Services will you Provide to this Student Group?</b> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<b>How will you Progress Monitor the Implementation of Actions/Services?</b> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<b>Evaluation Cycles in 2023-2024</b> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
<p>Academic Intervention Teachers will support students.</p> <p>K1 support provider will work on early literacy skills. Both certificated and classified positions will be offered. Kindergarten will be provided para educator support. Data will be collected from Illuminate, ticket out the doors, white boards, fluency, BPST and shared with teachers. Groups of students will be based on data.</p> <p>Academic Intervention Teachers will support...</p> <ol style="list-style-type: none"> <li>1) Primary Grades 3 days a week timesheet certificated personnel</li> <li>2) Two AIT's will support upper grade classes.</li> </ol> <p>Illuminate data will be used to create intervention groups. Data will be reviewed in 4 week and 6 week intervals.</p>	<p>Data will be reviewed by AIT teachers and classroom teachers. Students should meet the standard after intervention. If students don't show progress, MTSS referral process will begin. Student trimester data will be reviewed by teachers and administration. Data should show more students meeting grade level standards.</p>	

**Actions/Services 1.1.5 (SiteGoalID: 6457) (DTS: 05/10/23)**

**Targeted Student Group(s)**

• SWD • Two or More • White

<b>What Specific Actions/Services will you Provide to this Student Group?</b> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP</li> </ul>	<b>How will you Progress Monitor the Implementation of Actions/Services?</b> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> </ul>	<b>Evaluation Cycles in 2023-2024</b> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
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<ul style="list-style-type: none"> <li>to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<ul style="list-style-type: none"> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	
<p>Students in target group will be provided in classroom weekly intervention and support by the AIT for weekly intervention in the areas of ELA and Math. Students data will collected from initial assessments in August. The data will gathered for Illuminate and used to create intervention groups. Trimester data will be collected for testing data gathered from Illuminate.</p>	<p>Students will be provided trimester assessments to determine if students met the long term goals. Short term assessments that AIT will completed, such as ticket out the door or white board work will also be used to determine student daily progress toward goals.</p>	

**Site Goal 1.2 (SiteGoalID: 6459) (DTS: 02/10/23)**

Students will increase fluency, BPST and ELPAC scores English Language Learners by 5%.

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

**Actions/Services 1.2.1 (SiteGoalID: 6459) (DTS: 02/10/23)**

**Targeted Student Group(s)**

- EL

<b>What Specific Actions/Services will you Provide to this Student Group?</b>	<b>How will you Progress Monitor the Implementation of Actions/Services?</b>	<b>Evaluation Cycles in 2023-2024</b>
<ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul> <p><b>August</b></p> <p>Grade Level teachers will be provided ELD coach led professional learning on both Designated and Integrated ELD instruction. Coach led professional learning will provided</p>	<ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul> <p><b>September-November</b></p> <p>All teachers will attend training. ELD forms will be completed via walk through observations.</p> <p>Teachers will observe ELD students accessing the curriculum at a higher level based on the</p>	<ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>



teachers the understanding needed to increase the use of ELD strategies in lessons during designated and integrated instruction. Training will also include the implementation of the ELPAC.

**Monthly**

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.

instruction received.

November-May  
Teachers should look for ELD strategies, especially student talk, to be evident in the FONT form sent to them after administration walk throughs.

Each observation cycle should show continued improvement on teaching the strategies. The evaluation of ELD strategies will be evaluated based on evident on the FONT forms submitted to teachers by administration. Evidence of Student Talk should be in 70% of FONT forms.

**Actions/Services 1.2.2 (SiteGoalID: 6459) (DTS: 02/10/23)**

**Targeted Student Group(s)**

- EL

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
<p><b>As needed during the school year-</b> Students will be provided supplemental instructional materials and activities to support their access to CCSS. Materials will be purchased per EGUSD district policy. Materials include leveled readers, white boards, visual supports, (posters that show processes or reminders) supplemental whiteboard markers and highlighters. Materials will also be purchased for students to complete journals, student</p>	<p>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 and PLC/Lesson Planning agenda and observations. Walk through observations will look for engagement and engagement use with white boards, supports and readers. ELD data collection should meet</p>	

authored books or integrate math/science activities.	90% implementation- data will be collected each trimester Increase ELPAC scores by one level yearly.	
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**Actions/Services 1.2.3 (SiteGoalID: 6459) (DTS: 02/10/23)**

**Targeted Student Group(s)**

- EL

<b>What Specific Actions/Services will you Provide to this Student Group?</b> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<b>How will you Progress Monitor the Implementation of Actions/Services?</b> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<b>Evaluation Cycles in 2023-2024</b> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
<p>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. re-designation, RFEP monitoring and support of ELAC meetings. ELPAC coordinator duties would be responsible for the 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.</p>	<p>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. RFEB monitoring will use RFEB monitoring lists, CASSP tests will be used to assist in monitoring growth.. Increased number of students reclassifying and 100% of EL students complete ELPAC testing in the testing window.</p>	

**Site Goal 1.3 (SiteGoalID: 6460) (DTS: 02/10/23)**

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

**Metric:** Content Standards Implementation - Percent Early Applying and Applying

**Targeted Student Group(s)**

- All

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
<p><b>During the school year, as needed:</b>                      Students will be provided supplemental instructional materials, activities, and other opportunities to access CCSS. Including new machines or a maintenance contract for DUPLO/RISO machines to copy supplemental instructional material. Duplo/RISO ink, Duplo/RISO masters, printer ink, copier ink will also need to be purchased to support the duplication of materials.</p> <p>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.</p> <p>Teachers will be provided additional technology supports</p>	<p>Students will increase fluency scores by teacher created and district created assessments by 5%. ( teacher grade books and data sheets will be used to gather evidence)                      PLC agenda's will support data driven instructional plans that include supplemental instructional material.                      Increase in small group instruction will increase due to the availability of materials to support skill specific instruction. This data will be gathered by administration walk through forms.</p> <p>Data will be reviewed each trimester                      Baseline at/above grade level fluency                      2nd-42%                      3rd-48%                      4th-45%                      5th-42%                      6th-42%</p> <p>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</p>	

and software to support distance learning platforms. Seasaw is an example of software platforms teacher may be provided.

Site to purchase supplemental instructional resources and materials to support need-based group and individual instruction as determined by grade level teams, administration, and school site council, all of whom will look at first semester data and make a determination on need and use the supplemental concentration for those needs. This action is based on a discussion about needs arising due to distance learning and multiple school transitions over the last few years, waiting for consistent data would be best before determining next steps.

Additional librarian time will be provided to students to assist in the access of supportive materials, reading materials, research materials and additional information students may need to be successful in the classroom.

students supplemental engagement strategies, supplemental small group weekly instruction.

Student assessment done each trimester will show an increase of students meeting grade level standards.

Assessment data will be taken from Illuminate.

Each trimester, 25% growth of students in both ELA and Math should be documented.

Each trimester, if 25% of students do not make growth, a reassessment of materials will be done with Leadership and Teachers.

#### Site Goal 1.4 (SiteGoalID: 6461) (DTS: 02/10/23)

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

#### Actions/Services 1.4.1 (SiteGoalID: 6461) (DTS: 02/10/23)

##### Targeted Student Group(s)

- All

<b>What Specific Actions/Services will you Provide to this Student Group?</b> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<b>How will you Progress Monitor the Implementation of Actions/Services?</b> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<b>Evaluation Cycles in 2023-2024</b> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
<p>Students will be provided GATE, CRES, Music, STEAM, etc opportunities to provide enrichment access to CCSS</p> <p>We will increase the numbers in GATE, CRES, Music, STEAM by promoting programs with students and parents.</p> <p>A GATE coordinator position will be added to plan and implement the GATE program.</p> <p>GATE stipend will be provided to coordinator.</p> <p><b>August</b> Band enrollment will be advertised heavily. Out goal is to double the size of band.</p> <p><b>September</b> Begin to give GATE criteria to teachers. Teachers begin screening for students to join GATE.</p> <p><b>October</b> Start GATE program. October-May All programs will implemented.</p>	<p>Data will be gathered via sign up enrollment sheets, and GATE testing data.</p> <p>Double the size of band. Increase the number of students identifying GATE or in the GATE program. GATE program will be evaluated each trimester. GATE students will be monitored for progress in area of identification. Classroom teachers will be asked to provide evidence of student growth each trimester. Classroom teachers should be monitoring GATE students to ensure they maintain academic success.</p>	

**Actions/Services 1.4.2 (SiteGoalID: 6461) (DTS: 02/10/23)**

**Targeted Student Group(s)**

- All

<b>What Specific Actions/Services will you Provide to this Student Group?</b> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> </ul>	<b>How will you Progress Monitor the Implementation of Actions/Services?</b> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> </ul>	<b>Evaluation Cycles in 2023-2024</b> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
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<ul style="list-style-type: none"> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<ul style="list-style-type: none"> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	
<p><b>September</b> Technology portfolio's and classroom presentations will increase to at least 50% students submitting projects via google classroom, power point or other technology platforms.</p> <p><b>August</b> Students will be provided access to technology to both learn and present information in their classrooms and to parents/community. Programs such as ABCya, Star Fall, Explore Learning and My reading academy are examples of such programs that may need to be purchased for students to use as intervention or enrichment.</p> <p><b>August</b> The school site has a one-to-one chrome book access. A priority will be to make sure that each student does have a working chromebook. CRT may attend conferences to support the understanding of technology and the teaching of technology.</p>	<p>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.</p> <p>School district is providing technology to all students. Classroom use of GOOGLE classroom should be 100% in grades 3rd-6th by September. In November and February, all students should have access to google classroom and platforms that can use at home or at school. PLC meetings should place on agenda that is was discussed and the agenda shows evidence of planning activities requiring GOOGLE classroom. Teachers will use technology application count systems to determine use of technology projects.</p>	

**Site Goal 1.5 (SiteGoalID: 6462) (DTS: 02/10/23)**

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

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

**Actions/Services 1.5.1 (SiteGoalID: 6462) (DTS: 02/10/23)**

**Targeted Student Group(s)**

- All

<b>What Specific Actions/Services will you Provide to this Student Group?</b> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<b>How will you Progress Monitor the Implementation of Actions/Services?</b> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<b>Evaluation Cycles in 2023-2024</b> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
<p>Students will create presentations, hands on projects, and participate in group activities that allow students to access CCSS.</p>	<p>Student will create a presentation or project 2 times each semester and present it to either parents or other students in the program. Students will present projects during Academic Showcase. Teachers should have 100% students participating and sharing one project or presentation they have created.</p>	

**Actions/Services 1.5.2 (SiteGoalID: 6462) (DTS: 02/10/23)**

**Targeted Student Group(s)**

- All

<b>What Specific Actions/Services will you Provide to this Student Group?</b> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<b>How will you Progress Monitor the Implementation of Actions/Services?</b> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<b>Evaluation Cycles in 2023-2024</b> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
<p><b>September-End of April</b> Students will be provided before school and after school tutoring by teachers and para-educators working under qualified teachers.</p>	<p>Teachers will assess students at the beginning of year. Weekly formative assessments and Summative Trimester Assessments will be given. Data collected will be used to determine growth. 10% growth should be observed by teachers on all trimester assessments. Teachers will meet bi-monthly during PLC meetings to discuss grade level data. Teachers should see a 10% per</p>	

trimester growth of fluency. PLC groups will need to change instructional practice or supports if growth is not evident.

**Site Goal 1.6 (SiteGoalID: 6464) (DTS: 02/10/23)**

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. We expect to see a 20% increase in 6th grade students enrolling in 7th grade honors courses by Spring 2023.

**Metric:** AP/IB Exams - Percent of Graduates Passing an AP/IB Exam

**Actions/Services 1.6.1 (SiteGoalID: 6464) (DTS: 02/10/23)**

**Targeted Student Group(s)**

- All

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
<p>Students will access honor classes, school and take course work that matches their need for success. Articulation will allow both student and parent have a better understanding of what is offered at the middle school and how their course impact what they take in high school.</p> <p>Release time will be given to teachers to articulate.</p>	<p>Increase number of students accessing honor classes.            Increase number of students in activities and school wide programs.            6th grade students will show a 20% increase in honors course selection each year.            Teachers will use middle school classroom site up data to determine if students are being placed in honor classes or choosing VAPA activities as electives.</p>	



**Site Goal 1.7 (SiteGoalID: 6467) (DTS: 02/10/23)**

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

**Actions/Services 1.7.1 (SiteGoalID: 6467) (DTS: 02/10/23)**

**Targeted Student Group(s)**

- All

<b>What Specific Actions/Services will you Provide to this Student Group?</b> <ul style="list-style-type: none"><li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li><li>• Actions and Services should be step by step in a chronological order.</li><li>• Actions and Services should remove barriers and implement changes.</li></ul>	<b>How will you Progress Monitor the Implementation of Actions/Services?</b> <ul style="list-style-type: none"><li>• What progress data will be collected and who will collect it?</li><li>• How often and when will it be collected?</li><li>• Who will it be shared with and when?</li></ul>	<b>Evaluation Cycles in 2023-2024</b> <ul style="list-style-type: none"><li>• What is working?</li><li>• What is not working and why?</li><li>• What modifications do you need to make?</li></ul>
<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>Title I Basic 4900/0000 \$ 20000</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>	

**Site Goal 1.8 (SiteGoalID: 6469) (DTS: 02/10/23)**

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

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

**Actions/Services 1.8.1 (SiteGoalID: 6469) (DTS: 02/10/23)**

**Targeted Student Group(s)**

- EL

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
<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 administrating 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>ELPAC scores will increase and completion rate will increase. 95% completion rate with a 10% 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>	

**Actions/Services 1.8.2 (SiteGoalID: 6469) (DTS: 02/10/23)**

**Targeted Student Group(s)**

- EL

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

**Site Goal 1.9 (SiteGoalID: 6473) (DTS: 02/10/23)**

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

**Actions/Services 1.9.1 (SiteGoalID: 6473) (DTS: 02/10/23)**

**Targeted Student Group(s)**

- All

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

<p><b>August</b> Professional Development will be scheduled for Culturally Responsive/PBIS training.</p> <p><b>Between September-February</b> Teachers will be provided professional learning opportunities on Culturally and Linguistically Responsive Instruction.</p> <p><b>August</b> Books, 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><b>Monthly</b> Teachers will be provided time to meet, reflect and or watch videos provided on Cultural and Cultural practices.</p> <p><b>September, November, March</b> Teachers will also be provided opportunities to be a part of a cadre of teachers that will have 3 coaching sessions.</p>	<p>Increase in classroom participation that will be monitored 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</p>	
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Funding Sources for District Goal 1	Amount	Description of Use
GATE (7105/0000)	\$1000	Certificated-Stipends
GATE (7105/0000)	\$2397	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$100000	Certificated- Salaries
Supplemental/Concentration (7101/0000)	\$34004	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	\$38500	Certificated- Timesheets
Title I – Basic (4900/3010)	\$31000	Classified- Salaries
Title I – Basic (4900/3010)	\$12000	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	\$57114	Materials/Supplies/Equipment

**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 (SiteGoalID: 6816) (DTS: 01/01/10)**

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

**Metric:** Test Participation Rate on Districtwide Assessments

**Actions/Services 2.1.1 (SiteGoalID: 6816) (DTS: 03/31/23)**

**Targeted Student Group(s)**

- All

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

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

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

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

**Evaluation Cycles in 2023-2024**

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

Students will tested regularly on all district and state assessments.

**August/December/February**  
1) PLC teams and Testing Coordinator will create a schedule of testing for year.

**September/January/March**  
2) Testing Coordinator will follow up with PLC team to make sure assessments in August, December and January were completed and data was recorded.

**October**  
3) PLC teams will meet and plan for next set of assessments.

**November**

Teachers will determine effectiveness by an 10% increase, each trimester in students meeting grade level standard benchmarks based on fluency, BPST, and trimester assessments.

Teachers will receive information on assessments so they can assign intervention or advance grade level work.

At the end of each testing cycle, PLC teams will check to make sure all students have completed assessments.

If all students have not completed assessments, a plan will be put in place to address those students

Assessments will be shared with parents.	needing support to complete their assessments.	
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**Site Goal 2.2 (SiteGoalID: 6454) (DTS: 02/10/23)**

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

**Actions/Services 2.2.1 (SiteGoalID: 6454) (DTS: 02/10/23)**

**Targeted Student Group(s)**

- All

<b>What Specific Actions/Services will you Provide to this Student Group?</b> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<b>How will you Progress Monitor the Implementation of Actions/Services?</b> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<b>Evaluation Cycles in 2023-2024</b> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
<p>Teachers will provide student formative assessments via white board checks, ticket out the door activities, short quizzes, or simple check sheets.</p>	<p>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 FONT forms will show administration if formative assessments are being used and how they are being used.</p>	

**Actions/Services 2.2.2 (SiteGoalID: 6454) (DTS: 02/10/23)**

## Targeted Student Group(s)

- All

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

### **Actions/Services 2.2.3 (SiteGoalID: 6454) (DTS: 02/10/23)**

## Targeted Student Group(s)

- EL

<b>What Specific Actions/Services will you Provide to this Student Group?</b>	<b>How will you Progress Monitor the Implementation of Actions/Services?</b>	<b>Evaluation Cycles in 2023-2024</b>
<ul style="list-style-type: none"><li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li><li>• Actions and Services should be step by step in a chronological order.</li><li>• Actions and Services should remove barriers and implement changes.</li></ul> <p>Teachers will be provided release time or a trained supportive personnel to assess students on the ELPAC or any other state EL test.</p>	<ul style="list-style-type: none"><li>• What progress data will be collected and who will collect it?</li><li>• How often and when will it be collected?</li><li>• Who will it be shared with and when?</li></ul> <p>Time sheets</p> <p>Student Completion Rates</p> <p>EL Coordinator will monitor teachers to ensure they are completing the testing during the legal testing windows.</p>	<ul style="list-style-type: none"><li>• What is working?</li><li>• What is not working and why?</li><li>• What modifications do you need to make?</li></ul>

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Funding Sources for District Goal 2	Amount	Description of Use
EL Supplemental (7150/0000)	\$12001	Certificated- Salaries
Title I – Basic (4900/3010)	\$10000	Certificated- Timesheets
Title I – Basic (4900/3010)	\$10000	Materials/Supplies/Equipment

<p><b>District Strategic Goal 3:</b></p> <p>All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.</p>	<p><b>District Needs and Metrics 3:</b></p> <p>Students need a safe and engaging academic, social-emotional, and physical school environment as measured by:</p> <ul style="list-style-type: none"> <li>• Cohort Graduation</li> <li>• Expulsion</li> <li>• HS Dropout</li> <li>• MS Dropout</li> <li>• Other (Site-based/local assessment)</li> <li>• School Climate</li> <li>• Social Emotional Learning</li> <li>• Suspension</li> </ul>
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**Site Goal 3.1 (SiteGoalID: 6455) (DTS: 02/10/23)**

Sierra Enterprise Elementary will provide students a safe and engaging learning environment by implementing PBIS and it will monitored monthly by our PBIS committee. PBIS committee will be monitoring referrals to Tier 1 and Tier 2 team. Referrals will be monitored so that teachers will increase referrals for mental heath or other specific need related to academics and decrease for discipline by 10% each trimester.

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

**Actions/Services 3.1.1 (SiteGoalID: 6455) (DTS: 02/10/23)**

**Targeted Student Group(s)**

- All

What Specific Actions/Services will you Provide to this Student	How will you Progress Monitor the Implementation of	Evaluation Cycles in 2023-2024 <ul style="list-style-type: none"> <li>• What is working?</li> </ul>
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<b>Group?</b> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<b>Actions/Services?</b> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<ul style="list-style-type: none"> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
<ul style="list-style-type: none"> <li>• 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.</li> <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>•</li> <li>• PBIS presentations at staff meetings presenting data and strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Data collection on the number of office referrals</li> <li>• Reduce suspensions,</li> <li>• PBIS monthly meeting updates on discipline data</li> <li>• 5 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. The numbers of referrals will be reviewed. Tier 1 and Tier2 team will assist teachers in support PBIS supports.</li> </ul>	

**Actions/Services 3.1.2 (SiteGoalID: 6455) (DTS: 02/10/23)**

**Targeted Student Group(s)**

- All

<b>What Specific Actions/Services will you Provide to this Student Group?</b> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<b>How will you Progress Monitor the Implementation of Actions/Services?</b> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<b>Evaluation Cycles in 2023-2024</b> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
<p>Teachers will be provided home visit professional development training.</p>	<p>Teachers will have increase in communication from parents based on Talking Points counts and/or parent conferences during the school year. A 25% increase each trimester will goals. The baseline number will be the number of parents that attend Back to School Night. Teachers will start to make home visits during the school year.</p>	

**Actions/Services 3.1.3 (SiteGoalID: 6455) (DTS: 02/10/23)**

**Targeted Student Group(s)**

- All

<b>What Specific Actions/Services will you Provide to this Student Group?</b> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<b>How will you Progress Monitor the Implementation of Actions/Services?</b> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<b>Evaluation Cycles in 2023-2024</b> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
<p>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 develop character. Funding will purchase signage for events, props, and other materials needed to implement events.</p>	<p>Reduction of office referrals. Student participation will be monitored. Students will be surveyed to determine if the events planned actually excite students to follow school rules and attend school.</p>	

**Site Goal 3.2 (SiteGoalID: 6463) (DTS: 02/10/23)**

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

**Actions/Services 3.2.1 (SiteGoalID: 6463) (DTS: 02/10/23)**

**Targeted Student Group(s)**

- Foster Youth

<b>What Specific Actions/Services will you Provide to this Student Group?</b>	<b>How will you Progress Monitor the Implementation of Actions/Services?</b>	<b>Evaluation Cycles in 2023-2024</b>
<ul style="list-style-type: none"><li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li><li>• Actions and Services should be step by step in a chronological order.</li><li>• Actions and Services should remove barriers and implement changes.</li></ul>	<ul style="list-style-type: none"><li>• What progress data will be collected and who will collect it?</li><li>• How often and when will it be collected?</li><li>• Who will it be shared with and when?</li></ul>	<ul style="list-style-type: none"><li>• What is working?</li><li>• What is not working and why?</li><li>• What modifications do you need to make?</li></ul>
Students will be provided counseling, MHT or school staff supports when needed.	Office Referrals School Attendance	Foster Youth district representative will meet with administration one month to asses the effectiveness of the supports. Tier 2 team will monitor students receiving supports.

**Site Goal 3.3 (SiteGoalID: 6471) (DTS: 02/10/23)**

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

**Metric:**

**Actions/Services 3.3.1 (SiteGoalID: 6471) (DTS: 02/10/23)**

**Targeted Student Group(s)**

• All

<b>What Specific Actions/Services will you Provide to this Student Group?</b> <ul style="list-style-type: none"><li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li><li>• Actions and Services should be step by step in a chronological order.</li><li>• Actions and Services should remove barriers and implement changes.</li></ul>	<b>How will you Progress Monitor the Implementation of Actions/Services?</b> <ul style="list-style-type: none"><li>• What progress data will be collected and who will collect it?</li><li>• How often and when will it be collected?</li><li>• Who will it be shared with and when?</li></ul>	<b>Evaluation Cycles in 2023-2024</b> <ul style="list-style-type: none"><li>• What is working?</li><li>• What is not working and why?</li><li>• What modifications do you need to make?</li></ul>
<ul style="list-style-type: none"><li>• Assist staff in identifying signs which may some students may need support</li><li>• Explain the MTSS process to teachers</li><li>•</li><li>• Hold regular PBIS Tier 2 meetings</li></ul>	<ul style="list-style-type: none"><li>•</li><li>• A written process of the steps from the identification of students, to classroom interventions, to Tier 2 support</li><li>• Staff meeting explaining the MTSS process</li><li>• Track PBIS Tier 2 Agenda's for identification for students</li></ul>	

**Site Goal 3.4 (SiteGoalID: 6474) (DTS: 02/10/23)**

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:**

**Actions/Services 3.4.1 (SiteGoalID: 6474) (DTS: 02/10/23)**

**Targeted Student Group(s)**

• Black or African American • Foster Youth • SWD

<b>What Specific Actions/Services will you Provide to this Student Group?</b>	<b>How will you Progress Monitor the Implementation of Actions/Services?</b> <ul style="list-style-type: none"><li>• What progress data will be collected and who will collect it?</li><li>• How often and when will it be collected?</li><li>• Who will it be shared with and when?</li></ul>	<b>Evaluation Cycles in 2023-2024</b> <ul style="list-style-type: none"><li>• What is working?</li><li>• What is not working and why?</li><li>• What modifications do you need to make?</li></ul>
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<ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>		
<p>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.</p> <p>Trimester Two- Teacher will add the practice of Building and Bridging to classroom practices. Third Trimester- All classrooms will be VABB. (Validating, Activating, Building and Bridging)</p>	<p>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>Increase in school site fluency scores so by May of 2022 at least 50% of students meet or exceed benchmarks.</p> <p>Student social emotional survey results and attendance results for improvement in students feeling connected to school.</p>	

Funding Sources for District Goal 3	Amount	Description of Use
PBIS (7440/0000)	\$1000	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$1000	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	\$50000	Contracts/Services/Subscriptions

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

**Site Goal 4.1 (SiteGoalID: 6456) (DTS: 02/10/23)**

Students will attend school daily. The Chronically Absent rate of 51% will be reduced to 11% or less with the use of incentives, information, parent classes, and activities that welcome students and families.

**Metric:** Percent Chronically Absent

**Actions/Services 4.1.1 (SiteGoalID: 6456) (DTS: 02/10/23)**

**Targeted Student Group(s)**

- SWD • Two or More • White

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
<p>August Families will be sent out information that shares critical information on the importance of students attending school daily. 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>Each month, attendance records will be reviewed to determine if process is working. Administrative team will meet monthly and look at absent rate. Each student's reason will be analyzed to determine if a student need other surfaces to support student attendance.</p>	

**Actions/Services 4.1.2 (SiteGoalID: 6456) (DTS: 04/27/23)**

**Targeted Student Group(s)**

- All

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
<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 25% 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: 6466) (DTS: 02/10/23)**

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

**Actions/Services 4.2.1 (SiteGoalID: 6466) (DTS: 02/10/23)**

**Targeted Student Group(s)**

- EL

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

**Site Goal 4.3 (SiteGoalID: 6970) (DTS: 04/27/23)**

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

**Actions/Services 4.3.1 (SiteGoalID: 6970) (DTS: 04/27/23)**

**Targeted Student Group(s)**

- All

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



• Actions and Services should remove barriers and implement changes.		
<p>School will work with FACE office 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>Parents will be surveyed on the type of classes they would like to attend.</p> <p>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.</p> <p>FACE group and school will work to ensure teachers have all available communication tools to communicate with families.</p>	<p>Sign in sheets will show an increase in parents attending events.</p> <p>Teachers and Administration will see an increase parent attending school events, conferences and activities.</p> <p>Monthly Tier 1 meetings will discuss how family attendance and how to support their attendance.</p>	

Funding Sources for District Goal 4	Amount	Description of Use
Title I – Basic (4900/3010)	\$6863	Materials/Supplies/Equipment

### Funding Source Summary for All District Goals

Fund Source	Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
EL Supplemental (7150/0000)	Certificated- Salaries		\$12001			\$12001
GATE (7105/0000)	Certificated-Stipends	\$1000				\$1000
GATE (7105/0000)	Materials/Supplies/Equipment	\$2397				\$2397
PBIS (7440/0000)	Materials/Supplies/Equipment			\$1000		\$1000
Supplemental/Concentration (7101/0000)	Certificated- Salaries	\$100000				\$100000
Supplemental/Concentration (7101/0000)	Materials/Supplies/Equipment	\$34004		\$1000		\$35004
Title I – Basic (4900/3010)	Certificated- Timesheets	\$38500	\$10000			\$48500

Title I – Basic (4900/3010)	Classified- Salaries	\$31000		\$31000
Title I – Basic (4900/3010)	Contracts/Services/Subscriptions	\$12000	\$50000	\$62000
Title I – Basic (4900/3010)	Materials/Supplies/Equipment	\$57114	\$10000	\$6863 \$73977

### 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.

\*\*\* If applicable, please provide a description \*\*\*

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## V. Funding

### Sierra Enterprise Elementary (368) | 2023-2024

#### EGUSD Strategic Goals

Fund Source Mgmt. Code / Description Resc. Code / Description	FTE	Carry Over	Allocation	Subtotal	EGUSD Strategic Goals				Balance
					1 Curriculum and Instruction	2 Assessment	3 Wellness	4 Family Engagement	
<b>1510</b> Regular Education (TK-6) <b>0000</b> Unrestricted	0.0000	\$0	\$30,201	\$30,201	\$30,201	\$0	\$0	\$0	\$0
<b>7101</b> LCFF Supplemental Concentration TK-6 <b>0000</b> Unrestricted	0.0000	\$0	\$135,004	\$135,004	\$134,004	\$0	\$1,000	\$0	\$0
<b>7105</b> Gifted and Talented Education (GATE) TK-6 <b>0000</b> Unrestricted	0.0000	\$0	\$3,397	\$3,397	\$3,397	\$0	\$0	\$0	\$0
<b>7150</b> EL Supplemental Program Services TK-6 <b>0000</b> Unrestricted	0.0000	\$0	\$12,001	\$12,001	\$0	\$12,001	\$0	\$0	\$0
<b>7440</b> Positive Behavior Incentive Supports <b>0000</b> Unrestricted	0.0000	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
<b>4900</b> Director of School Improvement Support <b>3010</b> ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	0.0000	\$0	\$215,477	\$215,477	\$138,614	\$20,000	\$50,000	\$6,863	\$0
<b>Total Funds Budgeted for Strategies to Meet the Goals in the SPSA</b>	0.0000	\$0	\$397,080	\$397,080	\$306,216	\$32,001	\$52,000	\$6,863	

#### Fund Subtotals

Subtotal of additional federal funds included for this school      \$215,477

Subtotal of state or local funds included for this school      \$181,603

**Signatures: (Must sign in blue ink)**

**Date**

**Principal**

Patricia Hecht

**School Site Council  
Chairperson**

Maricris Basco

**EL Advisory Chairperson**

Rocio Gomez

Signatures: (Must sign in blue ink)	Date

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