



## **Sierra Enterprise Elementary**

# **Local Control Accountability Plan (LCAP) 2025-2026**

**Principal:** Josephine Patria Lal

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

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

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

## IV. Goals, Action Plans and Progress Monitoring

Sierra Enterprise Elementary | Focused Work: 2025-2026

Goal Setting (Icapid: 792) | goalsComplete: 0

### 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 Curriculum, Instruction & Assessment

- All students will receive high-quality classroom curriculum, instruction, and assessment to promote college, career, and life readiness and close achievement and opportunity gaps.

#### Goal 2: Targeted Supports & Interventions

- Students who identify as Black/African American, students with disabilities, students in foster care or experiencing homelessness, and students who identify as Native American will benefit from targeted programs and services that leverage their assets, affirm their identities, and address their needs to close achievement, opportunity, and relationship gaps.

#### Goal 3: Wellness

- All students will learn in an equitable, culturally responsive, physically and emotionally healthy and safe environment.

#### Goal 4: Family and Community Engagement

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

### Stakeholder Engagement

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

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

Our site team worked together to review and analyze last year's LCAP plan and its effect on students as it relates to EGUSD's Strategic Goals. The leadership team met throughout the year and discussed actions and services that would support students and teaching. Our PBIS Tier 1 Team met monthly to discuss/track

student discipline data and our PBIS Tier 2 Team met bi-weekly to discuss/track MTSS referrals. Both teams completed the PBIS Fidelity Inventory to assess our progress toward goals. We held informational meetings that have allowed stakeholders to collaborate, build a knowledge base, and share ideas. Metrics that were reviewed include: CDE dashboard, site formative data, discipline data, and attendance data.

The following opportunities for input were provided:  
Title 1 Parent Meeting: 8/12/2025  
ELAC: 10/16/2025, 1/15/2026, 3/5/2026  
Site Council: 2/11/2026, 3/25/2026, 4/22/2026  
Certificated Staff Meeting: 3/2/2026, 4/20/2026, 5/18/2026  
Leadership Team Meeting: 2/2/2026, 3/23/2026, 5/4/2026

2. Impact of LCAP and Annual Update

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

Each stakeholder group was given multiple opportunities to review our prior year's data and provide input to the LCAP. Our ELAC and Site Council would like to see events like literacy and math family nights and school wide assemblies. They would like to continue to fund the CUE conference in order for our CRT to attend and bring back valuable technology information to staff, students, and families. Our stakeholders would like to see an increase in field trips for each grade level, more SEL and MHT support. We would like to continue to maintain our current technology licenses for the 25-26 school year to support student learning.

Resource Inequities (ATSI, TSI and CSI designated schools only)

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

Sierra Enterprise Elementary School has not been identified as a designated school with resource inequities.

Goals, Actions, and Progress Indicators

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

- Test Participation Rate on Districtwide Assessments

### Site Goal 1.1 (SiteGoalID: 8979) (DTS: 01/01/10)

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

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

### Action 1.1.1 (SiteGoalID: 8979) (DTS: 03/11/25)

#### Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> <li>• Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe your step by step plan for progress monitoring your action plan. What <b>formative student data</b> will you collect and how often?</li> </ul>	<ul style="list-style-type: none"> <li>• Throughout the year, report the results of the formative data as you collect it.</li> <li>• In March, summarize your data collection results.</li> <li>• Based on your summary, what will you adapt/adopt/abandon?</li> </ul>
Action Plan	Progress Monitoring	Evaluation
<p>1. Classroom teachers will administer Illuminate assessments to all students. Administrators will assist by reminding teachers of the assessment windows each trimester as well as help by providing reports with names of students who need to complete assessments.</p> <p>Illuminate assessments will be administered at the beginning of the school year and at the end of each trimester, following the timeline provided by CPL.</p> <p>2. Under the direction of the vice principal and EL Coordinator, Initial ELPAC Assessments will be administered by time-sheeted teachers within 30 days of enrollment based on the Home</p>	<p>Principal will pull Illuminate reports to ensure at least 95% of all eligible students have taken the Illuminate Assessments each trimester. The results will be shared with each teacher (for individual completion rate) as well as with the whole staff (for grade level completion rates).</p> <p>Feedback from teachers on the effectiveness of the Data Days will be collected and shared with the staff at the next staff meeting.</p>	<p>Diagnostic Illuminate Assessments: ____% of our students have taken all of the Illuminate Benchmark Assessments.</p> <p>End of Trimester One: ____% of our students have taken all of the Illuminate End of Trimester One Assessments.</p> <p>End of Trimester Two: ____% of our students have taken all of the Illuminate End of Trimester Two Assessments.</p> <p>Teachers in Grades KG-6 held ____ Data Day(s) where they analyzed their students' Illuminate data and determined next steps in order to improve student learning.</p>

<p>Language Survey.</p> <p>3. Under the direction of the vice principal and EL Coordinator, classroom teachers and time-sheeted teachers will administer the listening, reading and writing domains of the ELPAC to 3-6 grade EL students. Time-sheeted teachers will administer the speaking domain to 3-6 grade EL students and all four domains of the ELPAC to K-2 EL students. based on IEPs, students with disabilities will complete the ELPAC with accommodations or the alternate ELPAC</p> <p>4. Under the direction of the vice principal, classroom teachers and Learning Center teachers will administer the CAASPP to 3-6 grade students. based on IEPs, students with disabilities will complete the CAASPP with accommodations or the CAA.</p> <p>We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.</p> <p>Certificated Time Sheets: \$7000-EL Supplemental</p>		<p>Modifications Needed:</p>
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## Site Goal 1.2 (SiteGoalID: 8870) (DTS: 02/13/25)

Our goal is to have our MLE students become reclassified as Fluent English Proficient as well as to increase progress on their English language proficiency.

Redesignation to Fluent English Proficient:

The percentage of our English Learners that are re-designated as Fluent English Proficient will increase from 0.09% to 3%.

Progress on English Language Proficiency:

The percentage of our English Learners that are making adequate progress towards English language proficiency as determined by the English Learner Progress Indicator (ELPI) on the California State Department of Education Dashboard will increase from 66.0% to 70.0%.

**Action 1.2.1 (SiteGoalID: 8870) (DTS: 02/13/25)**

**Targeted Student Group(s)**

- All

<p><b>Action Plan</b></p> <ul style="list-style-type: none"> <li>Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li> </ul>	<p><b>Progress Monitoring Plan</b></p> <ul style="list-style-type: none"> <li>Describe your step by step plan for progress monitoring your action plan. What <b>formative student data</b> will you collect and how often?</li> </ul>	<p><b>Data Collection &amp; Evaluation</b></p> <ul style="list-style-type: none"> <li>Throughout the year, report the results of the formative data as you collect it.</li> <li>In March, summarize your data collection results.</li> <li>Based on your summary, what will you adapt/adopt/abandon?</li> </ul>
<p><b>Action Plan</b></p>	<p><b>Progress Monitoring</b></p>	<p><b>Evaluation</b></p>
<p>MLE Intervention:</p> <p>1.Small group instruction will be utilized to assist our struggling English Learners (ELPAC 1's &amp; 2's as well as our Long-Term EL students) by providing EL students with additional opportunities to develop fluency in English (speaking, reading and writing) through supplemental small group instruction.</p> <p>2.MLE coordination will be managed by the EL Coordinator and will include such duties as: identification/placement of EL students, reclassification, EL/RFEP monitoring, parent communication, and support for ELAC meetings.</p> <p>3.Designated ELD Instruction: Grade 1-6 classroom teachers will provide designated ELD instruction to MLE students 30 minutes per day, 5 days per week (Kindergarten = 15 minutes), as required.</p> <p>4. A 0.40% FTE will be allocated for an Academic Intervention Teacher from Title 1 funds to work</p>	<p>The EL Coordinator will collect site based assessment data every 4 weeks to evaluate student progress.</p> <p>The Vice Principal will use state dashboard data in order to determine that at least 60% of our EL students become reclassified as English-proficient by June 2026.</p> <p>The Vice Principal will use state dashboard data in order to determine the percentage of our English Learners that are making adequate progress towards English language proficiency as determined by the English Learner Progress Indicator (ELPI) on the California State Department of Education Dashboard will increase from 66% to 71% by June 2026.</p> <p>Teachers will submit their ELD schedule for designated ELD instruction in August. Submissions will be acknowledged the Vice Principal by the second day of school. All administrators will monitor the adherence to these schedules by completing</p>	<p>EL Intervention:</p> <p>___ English Learners increased their fluency accuracy by an average of ___% and by an average of ___ WCPM (Words Correct Per Minute) after receiving a 12 week EL Intervention for Reading, Writing, Listening and Speaking.</p> <p>ELD Instruction:</p> <p>___% of classroom teachers submitted their schedule for designated ELD instruction to the Vice Principal and 100% of our teachers had the correct number of ELD instructional minutes incorporated into their daily schedules. Teachers regularly followed their ELD schedule as observed through walkthrough observations and recorded into FONT each trimester.</p> <p>Re-Classification:</p> <p>To date (March 2026) ___% (___ out of ___) of our MLE students became reclassified as English-proficient; whereas ___% (___ out of ___) of our Long Term EL students became reclassified as English-proficient.</p>

<p>specifically with our newcomers and LTEL students two days a week.</p> <p>5. Utilize ML instructional coach to provide professional development tailored to meet the needs of our multilingual learners.</p> <p>Certificated Salary: \$61,261 Title 1 (EL AIT)</p>	<p>walkthrough observations on a regular basis and entering these into FONT each trimester.</p>	<p>Modifications Needed:</p>
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### Site Goal 1.3 (SiteGoalID: 9090) (DTS: 04/07/25)

Teachers will utilize High-Quality Instruction daily to increase student learning, as reflected in outcomes on Illuminate Assessments. (Learning Targets, Success Criteria, Formative Assessment, Feedback, Active Participation, Student Talk)

**Metric:** Learning Targets

### Action 1.3.1 (SiteGoalID: 9090) (DTS: 04/07/25)

#### Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> <li>Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li> </ul>	<ul style="list-style-type: none"> <li>Describe your step by step plan for progress monitoring your action plan. What <b>formative student data</b> will you collect and how often?</li> </ul>	<ul style="list-style-type: none"> <li>Throughout the year, report the results of the formative data as you collect it.</li> <li>In March, summarize your data collection results.</li> <li>Based on your summary, what will you adapt/adopt/abandon?</li> </ul>
Action Plan	Progress Monitoring	Evaluation
<p>Classroom Observations: Teachers will participate in classroom observations once a trimester utilizing the description of practice to support the implementation of the instructional framework.</p> <p>PLC Collaboration: Teachers will use PLC time and/or release time to collectively discuss and</p>	<p>Administration will utilize PIC data and collect data through FONT walkthroughs to assess if instructional strategies have been implemented.</p> <p>Share FONT walk-through data with staff at monthly staff meetings to discuss progress toward Instructional Framework goals and to celebrate successes.</p>	<p>FONT data showed a ____% increase in the use of success criteria.</p>

<p>develop success criteria for future lessons.</p> <p>Professional Development: Instructional Coaches will provide professional development to teachers to improve first instruction, increase teacher efficacy in utilizing success criteria to improve student outcomes and deepen the implementation of the Instructional Framework.</p> <p>Data Analysis Days: Data Days will be scheduled for each grade level in order to allow time for teacher collaboration to determine next steps with instruction.</p> <p>We will purchase allowable, reasonable, and necessary supplies to complete the action for this goal.</p> <p>Certificated Time Sheets: \$13,000 Title 1 \$5,000 Supplemental Concentration</p>		
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#### Site Goal 1.4 (SiteGoalID: 9092) (DTS: 04/07/25)

Increase student achievement on the CAASPP English Language Arts and Mathematics for 3rd-6th grade by decreasing students in the Not Met range by 5% based on the 2024 CAASPP assessments as noted in the CDE Dashboard.

##### 3rd Grade

ELA will decrease from 35% to 30%

Math will decrease from 36% to 31%

##### 4th Grade

ELA will decrease from 32% to 27%

Math will decrease from 30% to 25%

##### 5th Grade

ELA will decrease from 41% to 36%

Math will decrease from 52% to 47%

##### 6th Grade

ELA will decrease from 35% to 30%

Math will decrease from 46% to 41%

##### Kindergarten



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

First Grade

ELA: Will increase their 2nd and 3rd trimester Illuminate fluency by 5% from the class average.  
 Math: Students will be given the beginning of the year math screener and increase their test scores by 5% on topic tests given at the end of each trimester

Second Grade

ELA: Will increase their Illuminate fluency by 5% from the class average per trimester.  
 Math: Students will be given the beginning of the year math screener and increase their test scores by 5% on the Illuminate/SuccessMaker tests given at the end of each trimester.

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

**Action 1.4.1 (SiteGoalID: 9092) (DTS: 04/07/25)**

**Targeted Student Group(s)**

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> <li>Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li> </ul>	<ul style="list-style-type: none"> <li>Describe your step by step plan for progress monitoring your action plan. What <b>formative student data</b> will you collect and how often?</li> </ul>	<ul style="list-style-type: none"> <li>Throughout the year, report the results of the formative data as you collect it.</li> <li>In March, summarize your data collection results.</li> <li>Based on your summary, what will you adapt/adopt/abandon?</li> </ul>
Action Plan	Progress Monitoring	Evaluation
<p>K-2 Academic Intervention: AITs will utilize small group instruction, LETRS Training and High Quality Teaching Strategies to teach targeted students not meeting grade level standards in ELA.</p> <p>AVID Professional Development: School-wide Implementation of AVID. Support through the purchasing of supplies and materials as well as through the opportunity of professional development through SCOE and AVID Summer Institutes.</p> <p>Educational Field Trips:</p>	<p>K-2 Academic Intervention: AITs will collect site based assessment data every 4 weeks to re-evaluate student progress towards grade level standards.</p> <p>Educational Field Trips: All academic field trips will incorporate a structured writing component for all students.</p> <p>Supplementary Resources: Teachers will monitor student use and percentage of lessons passed each trimester. This data will be shared at a Grade Level Leadership Meeting each trimester. The information will also</p>	<p>K-2 Academic Intervention: Data collected from the benchmark assessments showed that ____% of students working with an AIT improved by 10% or more.</p> <p>Supplementary Resources: The usage for each supplementary resource was the following:            Reflex Math: ____% overall usage.</p> <p>IXL for Math/ELA: ____% overall usage.</p> <p>Library:</p>

<p>Pay for transportation and admission for TK-6 educational field trips. For example Star Base for 5th grade and Nature Bridge for 6th grade.</p> <p>Supplementary Resources: Purchase supplementary resources to provide additional, targeted reading and math support that is accessible at home and in the school.</p> <p>Library: Add an additional 3 hour workday so our Librarian will see students 4 days a week/5 hours a day.</p> <p>Provide for allowable, reasonable, and necessary maintenance agreements, parts, services, supplies, copying, replacement of supplemental resources, technology, software, equipment, and instructional resources.</p> <p>Materials/Supplies/Equipment: \$17,721 Title 1 \$35,732 Supplemental/Concentration</p> <p>Contracts/Services/Subscriptions: \$24,002 Title 1 \$60,500 Supplemental Concentration</p> <p>Classified Time Sheets: \$2,000 Supplemental Concentration</p>	<p>be shared with SSC.</p> <p>The Principal will analyze all of the usage for each supplementary resource at the end of each trimester and share this with the staff at a staff meeting and with the SSC.</p> <p>Library: The number of books students have checked out of the library will increase from the prior year as measured by the library technician in March of each school year. This data will be shared with the staff as well as with the SSC yearly.</p>	<p>The number of books checked out of the library will increase from 3,573 to ____.</p> <p>Modifications Needed:</p>
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#### Funding Sources for District Goal 1 (DEV - LCAP ID: 792)

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	61174	Certificated- Salaries
Title I – Basic (4900/3010)	9610	Certificated- Timesheets

Title I – Basic (4900/3010)	3390	Classified- Salaries
Title I – Basic (4900/3010)	2000	Classified- Timesheets
Title I – Basic (4900/3010)	17721	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	24002	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	5000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	2000	Classified- Timesheets
Supplemental/Concentration (7101/0000)	35732	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	60500	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	7000	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	3000	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	3328	Contracts/Services/Subscriptions

## District Strategic Goal 2:

### Targeted Supports & Interventions

Students who identify as Black/African American, students with disabilities, students in foster care or experiencing homelessness, and students who identify as Native American will benefit from targeted programs and services that leverage their assets, affirm their identities, and address their needs to close achievement, opportunity, and relationship gaps.

## District Needs and Metrics 2:

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

- African American Disparity
- Homeless Student Disparity
- Native American Disparity
- Students with Disabilities Disparity
- Students in Foster Youth Disparity

## Site Goal 2.1 (SiteGoalID: 8871) (DTS: 02/13/25)

At Sierra Enterprise Elementary, we will implement targeted supports for students who identify as Black/African American, Native American, are in foster care or experiencing homelessness, or have disabilities. These efforts will focus on increasing academic achievement (LCAP Goal 1), improving attendance and reducing chronic absenteeism (LCAP Goal 4), and creating a safe, inclusive environment where student identity is affirmed and valued (LCAP Goal 3). Through asset-based programs and tiered interventions, we aim to close opportunity, achievement, and relationship gaps while ensuring equitable access to learning and school engagement.

**Metric:** Students with Disabilities Disparity

### Action 2.1.1 (SiteGoalID: 8871) (DTS: 02/13/25)

#### Targeted Student Group(s)

- SWD

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"><li>• Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li></ul>	<ul style="list-style-type: none"><li>• Describe your step by step plan for progress monitoring your action plan. What <b>formative student data</b> will you collect and how often?</li></ul>	<ul style="list-style-type: none"><li>• Throughout the year, report the results of the formative data as you collect it.</li><li>• In March, summarize your data collection results.</li><li>• Based on your summary, what will you adapt/adopt/abandon?</li></ul>
<b>Action Plan</b>  ELA Performance Level: ORANGE Students with Disabilities will increase from very low (-93.8%) to YELLOW low on the ELA standards on the state CAASPP assessments as noted in the CDE Dashboard.  Math Performance Level: ORANGE Students with Disabilities will increase from very low (-116.5%) to YELLOW low on the Math standards on the state CAASPP assessments as noted in the CDE Dashboard.	<b>Progress Monitoring</b>  ELA Review CAASPP performance levels and share results with staff.  Math Review CAASPP performance levels and share information with staff.  K-2 Academic Intervention: Student progress on our Illuminate Assessments will be used to determine progress for student receiving Intervention every 4 weeks.	<b>Evaluation</b>

<p>K-2 Academic Intervention: AITs will utilize small group instruction, LETRS Training and High Quality Teaching Strategies to teach targeted students not meeting grade level standards in ELA. Priority for intervention services will be given to students in grades K-2 who meet specific entrance criteria, including African American students, Foster Youth, Homeless and Students with Disabilities.</p> <p><b>Funding has been noted in Goal 1</b></p>		
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### Action 2.1.2 (SiteGoalID: 8871) (DTS: 04/16/25)

#### Targeted Student Group(s)

• American Indian or Alaska Native • Black or African American • Foster Youth • Homeless • SWD

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> <li>Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li> </ul>	<ul style="list-style-type: none"> <li>Describe your step by step plan for progress monitoring your action plan. What <b>formative student data</b> will you collect and how often?</li> </ul>	<ul style="list-style-type: none"> <li>Throughout the year, report the results of the formative data as you collect it.</li> <li>In March, summarize your data collection results.</li> <li>Based on your summary, what will you adapt/adopt/abandon?</li> </ul>
Action Plan	Progress Monitoring	Evaluation
<p>Administration will meet with the MHT, Behaviorist, AIT, School Psychologist to review data during Tier 2 meetings to review MTSS requests for students. We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal. The MHT and Behaviorist will meet with students with repeated disciplinary incidents. Specifically look at students identified as African-American, Students with Disabilities, Foster Youth, Homeless, and American Indian</p>	<p>1. Effectiveness will be measured though the following: Decrease in our suspension rate (to be less than 3%) and an increase in a positive school culture as indicated on our student surveys</p> <p>2. Effectiveness will be measured through participation rates in Tier 2 small group interventions, MHT, Counselors will track discipline data to illustrate fluctuations of total and aggregated suspensions and incident rates overtime.</p>	<p>1. Discipline incident rates are, that is %, Suspension rates for the year are at ____%. 2. Students participating in small groups are ____% of students.</p>

<p>as attendance dictates.</p> <p>Administration should meet with the MHT, counselor, and behaviorist to review data during Tier 2 meetings to review Tier 2 supports for students. We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal. The MHT, Counselor, and behaviorist to meet with students with repeated disciplinary incidents.</p> <p>ASSIST Recess Mentors: ASSIST Recess Mentors will work with our African American, Foster Youth, Homeless, and Students with Disabilities daily during recesses - instilling character development, keeping students focused and interacting in a positive manner.</p> <p><b>Funding has been noted in Goal 3</b></p>		
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### Action 2.1.3 (SiteGoalID: 8871) (DTS: 04/17/25)

#### Targeted Student Group(s)

- Black or African American

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> <li>Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li> </ul>	<ul style="list-style-type: none"> <li>Describe your step by step plan for progress monitoring your action plan. What <b>formative student data</b> will you collect and how often?</li> </ul>	<ul style="list-style-type: none"> <li>Throughout the year, report the results of the formative data as you collect it.</li> <li>In March, summarize your data collection results.</li> <li>Based on your summary, what will you adapt/adopt/abandon?</li> </ul>
Action Plan	Progress Monitoring	Evaluation
<p>Chronic Absenteeism</p> <p>Decrease chronic absenteeism of African American students from RED-Very High at 44.4% to 34.4% by sending critical information on the importance of students attending school daily.</p>	<p>Each trimester attendance records will be reviewed to determine if the process is working.</p> <p>The administrative team will analyze student absences to determine if other supports are</p>	<p>Trimester 1:</p> <p>Trimester 2:</p> <p>Trimester 3:</p>

<p>Action Plan</p> <p>Attendance Improvement: Communicate to families of our African American students in multiple ways regarding our absence policy and why it is important to attend school.</p> <p>Make personal phone calls home and text messages from our office staff for all absences. All contacts will be logged into Synergy.</p> <p>Follow the district policy as laid out in the District Handbook for tracking and monitoring absences via the SARB process.</p> <p><b>Funding has been noted in Goal 4</b></p>	needed.	
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Funding Sources for District Goal 2 (DEV - LCAP ID: 792)		
Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	0	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	0	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	0	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	0	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets

Supplemental/Concentration (7101/0000)	<input type="text" value="0"/>	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	<input type="text" value="0"/>	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Certificated- Salaries
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Certificated- Timesheets
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Classified- Salaries
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Classified- Timesheets
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Contracts/Services/Subscriptions

### District Strategic Goal 3:

#### Wellness

All students will learn in an equitable, 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 Rate
- School Climate - Average Favorability Rating
- Social Emotional Learning - Average Favorability Rating
- Suspension Rate: Percent of Students Suspended

### Site Goal 3.1 (SiteGoalID: 9262) (DTS: 01/01/10)

Decrease recess referrals by 10% through the implementation of Tier I PBIS supports.

**Metric:** Other

### Action 3.1.1 (SiteGoalID: 9262) (DTS: 04/16/25)

#### Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation



<ul style="list-style-type: none"> <li>Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li> </ul>	<ul style="list-style-type: none"> <li>Describe your step by step plan for progress monitoring your action plan. What <b>formative student data</b> will you collect and how often?</li> </ul>	<ul style="list-style-type: none"> <li>Throughout the year, report the results of the formative data as you collect it.</li> <li>In March, summarize your data collection results.</li> <li>Based on your summary, what will you adapt/adopt/abandon?</li> </ul>
<p align="center"><b>Action Plan</b></p> <p>ACTION 1: August-May PBIS Rotations at the beginning of the school year to discuss behavior expectations and refresh throughout the year (upon return from all breaks).</p> <p>ACTION 2: August-May Designated areas for specific games on the playground with adequate supervision.</p> <p>ACTION 3: August-May Explicitly teach rules and expectations of recess games and activities to all students, ongoing throughout the year.</p> <p>ACTION 4: August-May PD for yard supervisors regarding active yard supervision, de-escalation skills, restorative practices, and game and activity rules and expectations.</p>	<p align="center"><b>Progress Monitoring</b></p> <p>August-May Administration to monitor and review synergy incident /referral data, yard staffing levels, regular upkeep and ordering of supplies and share with PBIS team monthly.</p> <p>August-May PBIS Tier I to monitor incident data and share with staff monthly.</p> <p>August-May Yard supervisors to monitor incident location data, share with administration monthly and adjust recess activity locations as needed.</p> <p>August-May Administration to schedule monthly Yard Supervisor meetings to support understanding of PBIS behavior expectations, Restorative Practices, de-escalation skills, and game/activity rules and expectations.</p>	<p align="center"><b>Evaluation</b></p>

### Site Goal 3.2 (SiteGoalID: 8872) (DTS: 02/13/25)

Increase the PBIS implementation, and reduce the discipline incidents and suspensions for all students. Our school will promote a safe, respectful, and inclusive environment that encourages student engagement. For the 2025-2026 school year, our goal is to reduce suspension and incidents rates. For the current school year, our student discipline rate is 38.9% as reported by Power BI.

**Metric:** Suspension Rate: Percent of Students Suspended

### Targeted Student Group(s)

- All

<p><b>Action Plan</b></p> <ul style="list-style-type: none"> <li>• Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li> </ul>	<p><b>Progress Monitoring Plan</b></p> <ul style="list-style-type: none"> <li>• Describe your step by step plan for progress monitoring your action plan. What <b>formative student data</b> will you collect and how often?</li> </ul>	<p><b>Data Collection &amp; Evaluation</b></p> <ul style="list-style-type: none"> <li>• Throughout the year, report the results of the formative data as you collect it.</li> <li>• In March, summarize your data collection results.</li> <li>• Based on your summary, what will you adapt/adopt/abandon?</li> </ul>
<p><b>Action Plan</b></p>	<p><b>Progress Monitoring</b></p>	<p><b>Evaluation</b></p>
<p>Increase PBIS implementation based on the TFI. Implement Tier 1 supports to decrease behaviors during recess. We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.</p> <p>Decrease the number of our suspension and incident rates by having ASSIST work with students during recess and lunch times - keeping students focused and interacting in a positive manner with each other. We will purchase allowable, reasonable, and necessary supplies and services to complete the action plan for this goal.</p> <p><b>Positive Reward Systems</b>  1.Support the PBIS Program by providing positive signage, and hold Student of the Month/Character Ed assemblies.  2. Develop consistency in practice with PBIS in every classroom as well as in all parts of our school.  3. Increase implementation to Character Strong curriculum and school wide implementation.</p> <p>Administration will meet with the MHT, counselor, and behaviorist to review data during Tier 2 meetings to review Tier 2</p>	<p>1. The vice principal in conjunction with the Tier 1/Tier 2 teams will review and monitor all PBIS data. PBIS Tier 1, Tier 2 and Tier 3 implementation through the TFI. The team will review ratings from students, staff, and parents from School Climate survey in the following areas Overall Climate, Connectedness, and Safety, and measure the social emotional learning (SEL) as measured by the EGUSD's SEL survey.</p> <p>2. The vice principal and the PBIS Tier 1/Tier 2 teams will review and communicate PBIS data with staff monthly. Effectiveness will be measured through the following: Monitoring the suspension rate monthly with the staff; monitoring student progress through the use of data at bi-weekly PBIS Tier II Meetings. If we are successful in meeting our goals, we will have eliminated the disproportionality in our suspension data. Student, staff and parent surveys Data will be collected monthly and shared with admin team, leadership team and SSC, Tier 1 and Tier 2 teams. Data includes incident breakdown by sub groups, grades and location.</p> <p>3. The vice principal will provide PBIS data at Tier 1/Tier 2</p>	<p>1. Annual TFI scores increased/decreased from 24-25  Overall Climate = at least 80% for students, 95% for parents, and 85% for staff  Connectedness = at least 75% for students, 95% for parents, and 85% for staff  Social Emotional Learning (SEL) Climate = 85% for students</p> <p>2. Increase the PBIS implementation, and reduce the discipline incidents and suspensions for all students. Our school will promote a safe, respectful, and inclusive environment that encourages student engagement. For the 2025-2026 school year, our goal is to reduce suspension and incidents rates.</p> <p>3. Our Tier I Fidelity Score was 87% for 2022-2023. We aim to increase this to be above 95% for 2023-2024.  Our Tier II Fidelity Score was 100% for 2022-2023. We aim to stay at a 100% for 2023-2024. Continue to use Character strong lesson in the classroom, and align student awards to character strong traits.</p> <p>4. Students participating in small groups are ____% of students.</p>

<p>supports for students. We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal. The MHT, Counselor, and behaviorist to meet with students with repeated disciplinary incidents.</p> <p>Site led professional development for PBIS, SEL, or restorative practices.</p> <p>We will purchase allowable, reasonable, and necessary supplies and services to complete the Action Plan for the goal.</p> <p>Materials/Supplies/Equipment: \$5,000 Title 1 \$2,000 Supplemental Concentration</p> <p>Contracts/Services/Subscriptions: \$58,000 Title 1</p>	<p>meetings. Effectiveness will be measured through the following: Decrease in our suspension rate (to be less than 3%) and an increase in a positive school culture as indicated on our student surveys.</p> <p>4. Effectiveness will be measured through participation rates in Tier 2 small group interventions and MHT support. The vice principal will track discipline data to illustrate fluctuations of total and aggregated suspensions and incident rates overtime.</p> <p>5. At staff meeting, school-wide data will be reviewed and a process for analyzing class data will be shared, during PLC time teachers will be given time to analyze their class data.</p>	<p>5. Discipline incident rates are, that is %, Suspension rates for the year are at ____%.</p>
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Funding Sources for District Goal 3 (DEV - LCAP ID: 792)		
Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	0	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	5000	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	58000	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries

Supplemental/Concentration (7101/0000)	<input type="text" value="0"/>	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	<input type="text" value="0"/>	Classified- Salaries
Supplemental/Concentration (7101/0000)	<input type="text" value="0"/>	Classified- Timesheets
Supplemental/Concentration (7101/0000)	<input type="text" value="2000"/>	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	<input type="text" value="5000"/>	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Certificated- Salaries
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Certificated- Timesheets
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Classified- Salaries
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Classified- Timesheets
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Contracts/Services/Subscriptions

#### District Strategic Goal 4:

##### Family & Community Engagement

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

#### District Needs and Metrics 4:

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

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

#### Site Goal 4.1 (SiteGoalID: 8873) (DTS: 02/13/25)

Decrease Chronic Absenteeism rate by 10%.

**Metric:** Attendance Rate

### Targeted Student Group(s)

- All

<p><b>Action Plan</b></p> <ul style="list-style-type: none"> <li>Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li> </ul>	<p><b>Progress Monitoring Plan</b></p> <ul style="list-style-type: none"> <li>Describe your step by step plan for progress monitoring your action plan. What <b>formative student data</b> will you collect and how often?</li> </ul>	<p><b>Data Collection &amp; Evaluation</b></p> <ul style="list-style-type: none"> <li>Throughout the year, report the results of the formative data as you collect it.</li> <li>In March, summarize your data collection results.</li> <li>Based on your summary, what will you adapt/adopt/abandon?</li> </ul>
<p><b>Action Plan</b></p> <p>Chronic Absenteeism</p> <p>Under the direction of the principal, the team will work collaboratively with our staff and parent community to decrease chronic absenteeism.</p> <ol style="list-style-type: none"> <li>The vice principal will meet with district RAIT representatives and our Attendance SOA bimonthly to monitor students with chronic attendance. Action plans will be created by the site attendance team to call/meet with parents who are not meeting 90% or more attendance.</li> <li>Office staff will make daily phone calls home or use Talking Points to contact families. Responses will be collected and recorded in Synergy on a daily basis.</li> <li>Our Tier 2 support team will provide families with additional resources as needed.</li> <li>Attendance recognition will be given to classes on a monthly/weekly basis.</li> <li>MTSS/referral will be placed for students who are not attending school regularly. FSTs/SSTs/SARTs/SARBs will be held as needed.</li> </ol>	<p><b>Progress Monitoring</b></p> <p>Progress Monitoring</p> <p>Decrease Chronic Absenteeism:</p> <p>Teachers, SOAs, and Administrators will document parent communication in Synergy daily.</p> <p>The Attendance Team will review and monitor students who meet the Chronically Absent criteria (10% or more absence rate) biweekly with the PBIS Tier II Committee and monthly at staff meetings. Individual teachers of these students will be notified of the steps that have been taken to improve student attendance bi-weekly.</p> <p>Targeted student groups (African American and White) will increase one color band on the CA Dashboard from red to orange. Students with Disabilities will increase one color band on the CA Dashboard from orange to yellow.</p>	<p><b>Evaluation</b></p>

Certificated Time Sheets:  
\$2,000 Title 1

Materials/Supplies/Equipment:  
\$2,000 Title 1

#### Site Goal 4.2 (SiteGoalID: 9231) (DTS: 04/16/25)

Increase Parent Engagement Opportunities as identified by a 10% increase on the Parent Survey.

**Metric:** Attendance Rate

#### Action 4.2.1 (SiteGoalID: 9231) (DTS: 04/16/25)

##### Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"><li>• Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li></ul>	<ul style="list-style-type: none"><li>• Describe your step by step plan for progress monitoring your action plan. What <b>formative student data</b> will you collect and how often?</li></ul>	<ul style="list-style-type: none"><li>• Throughout the year, report the results of the formative data as you collect it.</li><li>• In March, summarize your data collection results.</li><li>• Based on your summary, what will you adapt/adopt/abandon?</li></ul>
Action Plan	Progress Monitoring	Evaluation
<p>Parent Engagement</p> <p>We will increase the number of parent engagement opportunities for students and families. We will provide additional supports to increase school-home communication.</p> <p>1. We will implement the following programs/activities:</p> <ul style="list-style-type: none"><li>*Parent/Teacher conferences</li><li>*Back to School Night</li><li>*Open House</li><li>*Parent Vue Usage</li><li>*Translate home/school communications/flyers</li></ul>	<p>Progress Monitoring</p> <p>Increase in participation of Parent Surveys and increase in participation of Family and Community Engagement activities via the sign-in sheets from these events. Increase in the parental attendance at scheduled parent meetings such as Student Study Meetings. Increased usage of our school website, Instagram, and Facebook posts. Teachers will log positive communications within Synergy.</p> <p>Increased daily usage of teacher-student-parent communication</p>	

<p>*Provide personal invites/calls to families</p> <p>*Establish &amp; communicate current events in print, website, social media</p> <p>*Utilize FACE personnel to assist with site events</p> <p>*Family Science Night/Literacy Night/Math nights funding</p> <p>*Utilize AVID personnel to host AVID Education Night</p> <p>*Loved Ones on the Lawn in November.</p> <p>*Each teacher will communicate with at least 2 families per week with a positive message.</p> <p>2. Support home-to-school communication through Communication Folders and School-wide organization systems with grade-level resources and supplies.</p> <p>3. Hold Parent Universities in the area of Science, AVID, Parent Vue and Reading.</p> <p>4. Parent-Teacher Home Visits will be conducted by teachers who have or will be trained in this parent engagement strategy.</p> <p>Materials/Supplies/Equipment: \$2,000 Supplemental Concentration</p> <p>Contracts/Services/Subscriptions: \$10,000 Supplemental Concentration</p>	<p>through the use of student planners.</p> <p>Increased parent participation in our parent education opportunities.</p> <p>The number of home visits will be logged throughout the school year.</p>	
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#### Funding Sources for District Goal 4 (DEV - LCAP ID: 792)

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries

Title I – Basic (4900/3010)	<input type="text" value="2000"/>	Certificated- Timesheets
Title I – Basic (4900/3010)	<input type="text" value="0"/>	Classified- Salaries
Title I – Basic (4900/3010)	<input type="text" value="0"/>	Classified- Timesheets
Title I – Basic (4900/3010)	<input type="text" value="7000"/>	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	<input type="text" value="2000"/>	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	<input type="text" value="0"/>	Certificated- Salaries
Supplemental/Concentration (7101/0000)	<input type="text" value="0"/>	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	<input type="text" value="0"/>	Classified- Salaries
Supplemental/Concentration (7101/0000)	<input type="text" value="0"/>	Classified- Timesheets
Supplemental/Concentration (7101/0000)	<input type="text" value="2000"/>	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	<input type="text" value="10000"/>	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Certificated- Salaries
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Certificated- Timesheets
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Classified- Salaries
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Classified- Timesheets
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Contracts/Services/Subscriptions



## Funding Source Summary for All District Goals

### Title I – Basic (4900/3010)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$61174	\$0	\$0	\$0	\$61174
Certificated- Timesheets	\$9610	\$0	\$0	\$2000	\$11610
Classified- Salaries	\$3390	\$0	\$0	\$0	\$3390
Classified- Timesheets	\$2000	\$0	\$0	\$0	\$2000
Materials/Supplies/Equipment	\$17721	\$0	\$5000	\$7000	\$29721
Contracts/Services/Subscriptions	\$24002	\$0	\$58000	\$2000	\$84002

**Title I – Basic (4900/3010) Total: \$191,897**

### Supplemental/Concentration (7101/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$0	\$0	\$0	\$0	\$0
Certificated- Timesheets	\$5000	\$0	\$0	\$0	\$5000
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$2000	\$0	\$0	\$0	\$2000
Materials/Supplies/Equipment	\$35732	\$0	\$2000	\$2000	\$39732
Contracts/Services/Subscriptions	\$60500	\$0	\$5000	\$10000	\$75500

**Supplemental/Concentration (7101/0000) Total: \$122,232**

### EL Supplemental (7150/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$0	\$0	\$0	\$0	\$0
Certificated- Timesheets	\$7000	\$0	\$0	\$0	\$7000
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Materials/Supplies/Equipment	\$3000	\$0	\$0	\$0	\$3000
Contracts/Services/Subscriptions	\$3328	\$0	\$0	\$0	\$3328

**EL Supplemental (7150/0000) Total: \$13,328**

### Justification of School-Wide Use of Funds

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

N/A

## V. Funding

### Sierra Enterprise Elementary (368) | 2025-2026

Fund Source Mgmt. Code / Description Resc. Code / Description	EGUSD Strategic Goals					Balance
	Allocation	1. Curriculum and Instruction	2. Targeted Supports & Interventions	3. Wellness	4. Family Engagement	
<b>4900</b> Director of School Improvement Support <b>3010</b> ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	\$189,176	\$117,897	\$0	\$63,000	\$11,000	<b>\$-2,721</b>
<b>7101</b> LCFF Supplemental Concentration TK-6 <b>0000</b> Unrestricted	\$122,232	\$103,232	\$0	\$7,000	\$12,000	\$0
<b>7150</b> EL Supplemental Program Services TK-6 <b>0000</b> Unrestricted	\$13,328	\$13,328	\$0	\$0	\$0	\$0
<b>Total Funds Budgeted for Strategies to Meet the Goals in the SPSA</b>	\$324,736	\$234,457	\$0	\$70,000	\$23,000	

Fund Subtotals		Title I Centralized Services	
Subtotal of additional federal funds included for this school	\$189,176	Title I Foster Youth \$0	Title I Homeless \$0
Subtotal of state or local funds included for this school	\$135,560	Title I Centralized Services \$0	Title I Preschool \$0

