



Sierra Enterprise Elementary

Local Control Accountability Plan (LCAP) 2026-2027

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: 2026-2027

Goal Setting

State Priorities

Conditions of Learning:

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

Pupil Outcomes:

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

Engagement:

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

Strategic Goals

Goal 1: High-Quality 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 - 8/12/2026

ELAC - 10/15/2026, 1/14/2027, 3/25/2027

Site Council - 2/10/2027, 3/24/2027, 4/21/2027

Certificated Staff Meetings - 3/1/2027, 4/19/2027, 5/17/2027

Leadership Meetings - 2/1/2027, 3/22/2027, 5/3/2027

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 fund math conferences for TK through 6th grade teachers so they can bring back valuable information to staff and students about decomposition. Our stakeholders would like to see an increase in field trips for each grade level, more SEL and MHT support. We would like to reduce our current technology licenses for the 26-27 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.

As of spring 2025, our school had the following sub-group enter TSI: African American

Throughout our LCAP, we have added goals and actions in place to address the inequities amongst student groups in Chronic Absenteeism and Suspension Rates

Goals, Actions, and Progress Indicators

District Strategic 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.

District Needs and Metrics 1:

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

- A-G Completion - Percent of Graduates Completing A-G Requirements
- AP/IB Exams - Percent of Graduates Passing an AP/IB Exam
- CAASPP (ELA, Math, Science) - Distance from Standard
- CAASPP (ELA, Math, Science) - Percent Standard Met or Exceeded
- CTE Sequence Completion - Percent of Graduates Completing a CTE Sequence
- Progress toward English Proficiency - Percent Increasing ELPI Level
- Reclassified - Percent of English Learners Reclassified
- Test Participation Rate on Districtwide Assessments

Site Goal 1.1

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 12% to 15%.

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 63.0% to 67.0%.

Metric: Progress toward English Proficiency - Percent Increasing ELPI

Action 1.1.1

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan	Progress Monitoring	Evaluation
MLE Intervention: 1.Small group instruction will be utilized to assist our struggling English Learners (ELPAC 1's & 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. 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. 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. 4. A 0.40% FTE will be allocated for an Academic Intervention Teacher from Title 1 funds to work specifically with our newcomers and LTEL students two days a week. 5. Utilize ML instructional coach to provide professional development tailored to meet the needs of our multilingual learners. 6.EL training materials and light refreshments for ELAC meetings. Certificated Salary: \$70,622 Title 1 (Title I AIT)	The EL Coordinator will collect site based assessment data every 4 weeks to evaluate student progress. 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 August 2026. 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 63% to 67% by August 2027. 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 walkthrough observations on a regular basis and entering these into FONT each trimester.	ELD Instruction: ____% 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. Re-Classification: To date (March 2027) ____% (___ 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. Will look at ELPAC data August 2027. Modifications Needed:

Site Goal 1.2

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 1.2.1

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan 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. 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. 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 Language Survey. 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 4. Under the direction of the vice principal, classroom teachers and Learning Center teachers will administer the CAASPP to 3-6	Progress Monitoring 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). Feedback from teachers on the effectiveness of the Data Days will be collected and shared with the staff at the next staff meeting.	Evaluation Diagnostic Illuminate Assessments: ____% of our students have taken all of the Illuminate Benchmark Assessments. End of Trimester One: ____% of our students have taken all of the Illuminate End of Trimester One Assessments. End of Trimester Two: ____% of our students have taken all of the Illuminate End of Trimester Two Assessments. 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. Modifications Needed:

grade students. based on IEPs, students with disabilities will complete the CAASPP with accommodations or the CAA. We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal. Certificated Time Sheets: \$7000-EL Supplemental		
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Site Goal 1.3

Teachers will increase their effective use of learning targets from the site overall segment value of 71.2% to 75% by the end of the year as measured by the Teaching and Learning Program Implementation Continuum (PIC).

Teachers will increase their effective use of active participation from the site overall segment value of 80.5% to 84% by the end of the year as measured by the Teaching and Learning Program Implementation Continuum (PIC).

Metric: A-G Completion - Percent of Graduates Completing A-G Requirements

Action 1.3.1

Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan Classroom Observations: Teachers will participate in classroom observations once a trimester utilizing the description of practice to support the implementation of the instructional framework. PLC Collaboration: Teachers will use PLC time and/or release time to collectively discuss and develop success criteria for future lessons. Professional Development: Instructional Coaches will provide professional development to teachers to improve first	Progress Monitoring Administration will utilize PIC data and collect data through FONT walkthroughs to assess if instructional strategies have been implemented. Share FONT walk-through data with staff at monthly staff meetings to discuss progress toward Instructional Framework goals and to celebrate successes.	Evaluation FONT data showed a ____% increase in the use of Learning Targets and Active Participation.

instruction, increase teacher efficacy in utilizing success criteria to improve student outcomes and deepen the implementation of the Instructional Framework.

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.

Certificated timesheets for tutoring to advance and support at risk students.

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

Certificated Time Sheets:

\$8378 Title 1

\$5,000 Supplemental Concentration

Site Goal 1.4

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 2026 CAASPP assessments as noted in the CDE Dashboard.

3rd Grade

ELA will decrease from 36% to 32%%

Math will decrease from 38% to 34%

4th Grade

ELA will decrease from 41% to 37%

Math will decrease from 28% to 24%

5th Grade

ELA will decrease from 41% to 37%

Math will decrease from 45% to 41%

6th Grade

ELA will decrease from 28% to 24%

Math will decrease from 37% to 33%

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.

Action 1.4.1

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan	Progress Monitoring	Evaluation
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. 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. Educational Field Trips: Pay for transportation and admission for TK-6 educational field trips. For example Star Base for 5th grade. Supplementary Resources: Purchase supplementary resources to provide additional, targeted reading and math support that is accessible at home and in the school. Library: Add an additional 3 hour workday so our Librarian will see students 4 days a week/5 hours a day. 0.075 FTE - \$3,390 Title 1 Additional library hours - Title 1 \$2000 Provide for allowable, reasonable, and necessary maintenance agreements, parts, services, supplies, copying, replacement of supplemental resources, technology, software, equipment, and instructional resources. Materials/Supplies/Equipment: \$17,721 Title 1 \$35,732 Supplemental/Concentration	K-2 Academic Intervention: AITs will collect site based assessment data every 4 weeks to re-evaluate student progress towards grade level standards. Educational Field Trips: All academic field trips will incorporate a structured writing component for all students. 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 be shared with SSC. 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. 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.	Our AITs have been following all of the guidelines in the EGUSD AIT Handbook. They utilize data in order to progress monitor students. Supplementary Resources: The usage for each supplementary resource was the following: Reflex Math: ____% overall usage. Library: The number of books checked out of the library will increase by 200 books from 6,819 to 7,019. Modifications Needed:

Contracts/Services/Subscriptions: \$24,002 Title 1 \$60,500 Supplemental Concentration Classified Time Sheets: \$2,000 Supplemental Concentration		
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Funding Sources for District Goal 1		
Funding Source	Amount	Description of Use
Title I Basic (4900/3010)	\$182,267	Certificated- Salaries
Title I Basic (4900/3010)	\$43,040	Certificated- Timesheets
Title I Basic (4900/3010)	\$32,939	Classified- Salaries
Title I Basic (4900/3010)	\$0	Classified- Timesheets
Title I Basic (4900/3010)	\$2,000	Materials/Supplies/Equipment
Title I Basic (4900/3010)	\$9,000	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	\$0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	\$85,000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	\$0	Classified- Salaries
Supplemental/Concentration (7101/0000)	\$35,000	Classified- Timesheets
Supplemental/Concentration (7101/0000)	\$11,500	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$14,091	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	\$0	Certificated- Salaries
EL Supplemental (7150/0000)	\$19,341	Certificated- Timesheets
EL Supplemental (7150/0000)	\$0	Classified- Salaries
EL Supplemental (7150/0000)	\$0	Classified- Timesheets
EL Supplemental (7150/0000)	\$0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	\$0	Contracts/Services/Subscriptions

District Strategic Goal 2:	District Needs and Metrics 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.	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

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

Targeted Student Group(s)

- SWD

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan ELA Performance Level: RED Students with Disabilities will increase from very low (-95.5%) to YELLOW low on the ELA standards on the state CAASPP assessments as noted in the CDE Dashboard. Math Performance Level: RED Students with Disabilities will increase from very low (-120.3%) to YELLOW low on the Math standards on the state CAASPP assessments as noted in the CDE Dashboard. 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.	Progress Monitoring ELA Review CAASPP performance levels in August and share results with staff. Review Illuminate data at the end of each trimester during grade level/PLC meetings to determine supports. Math Review CAASPP performance levels in August and share information with staff. Review Illuminate data at the end of each trimester during grade level/PLC meetings to determine supports. K-2 Academic Intervention: Student progress on our Illuminate Assessments will be used to determine progress for student receiving Intervention every 4 weeks.	Evaluation

Funding has been noted in Goal 1		
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Action 2.1.2

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
Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan 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 as attendance dictates. 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. ASSIST Recess Mentors & Thames Academy: ASSIST Recess Mentors and Thames Academy 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. Funding has been noted in Goal 3	Progress Monitoring 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 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.	Evaluation 1. Discipline incident rates are, that is %, Suspension rates for the year are at ____%. 2. Students participating in small groups are ____% of students.

Action 2.1.3

Targeted Student Group(s)

- Black or African American

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan Chronic Absenteeism Decrease chronic absenteeism of African American students from RED-Very High at 50.8% to 40.8% by sending critical information on the importance of students attending school daily. Action Plan 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. Make personal phone calls home and text messages from our office staff for all absences. All contacts will be logged into Synergy. Follow the district policy as laid out in the District Handbook for tracking and monitoring absences via the SARB process. Funding has been noted in Goal 4	Progress Monitoring Each trimester attendance records will be reviewed to determine if the process is working. The administrative team will analyze student absences bi-weekly with the support of our RAIT to determine if other supports are needed. The administrative team, along with the RAIT will analyze the types of absences to determine appropriate supports.	Evaluation Trimester 1: Trimester 2: Trimester 3:

Funding Sources for District Goal 2		
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)	\$10,000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	\$0	Classified- Salaries
Supplemental/Concentration (7101/0000)	\$0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	\$0	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	\$0	Certificated- Salaries
EL Supplemental (7150/0000)	\$0	Certificated- Timesheets
EL Supplemental (7150/0000)	\$0	Classified- Salaries
EL Supplemental (7150/0000)	\$0	Classified- Timesheets
EL Supplemental (7150/0000)	\$0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	\$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
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Site Goal 3.1 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 2026-2027 school year, our goal is to reduce suspension and incidents rates. For the current school year, our student incident rate is 31.7% as reported by Power BI.
Metric: Active Participation

Action 3.1.1

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.

Action Plan	Progress Monitoring	Evaluation
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. Decrease the number of our suspension and incident rates by having ASSIST and Thames Academy 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. Positive Reward Systems 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. Administration will 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. The Big Brother, Big Sister program will increase their student numbers by 5 to service 15 third through sixth grade students total. Site led professional development for PBIS, SEL, or restorative practices. We will purchase allowable, reasonable, and necessary supplies and services to complete the Action Plan for the goal. Materials/Supplies/Equipment: \$5,000 Title 1 \$2,000 Supplemental Concentration Contracts/Services/Subscriptions: \$62120 Title 1	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. 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 though 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. 3. The vice principal will provide PBIS data at Tier 1/Tier 2 meetings. 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. 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. 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.	1. Annual TFI scores increased/decreased from 25-25 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 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 2026-2027 school year, our goal is to reduce suspension and incidents rates. 3. Our Tier I Fidelity Score Continue to use Character strong lesson in the classroom, and align student awards to character strong traits. 4. Students participating in small groups are ____% of students. 5. Discipline incident rates are, that is %, Suspension rates for the year are at ____%.

Site Goal 3.2

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

Metric: Other

Action 3.2.1

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan	Progress Monitoring	Evaluation
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). ACTION 2: August-May Designated areas for specific games on the playground with adequate supervision. ACTION 3: August-May Explicitly teach rules and expectations of recess games and activities to all students, ongoing throughout the year. ACTION 4: August-May PD by our Equity Coach for classified staff regarding restorative practices to support PBIS Tier 1 and 2.	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. August-May PBIS Tier I to monitor incident data and share with staff monthly. August-May Yard supervisors to monitor incident location data, share with administration monthly and adjust recess activity locations as needed. 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.	

Funding Sources for District Goal 3

Funding Source	Amount	Description of Use
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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)	\$12,714	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)	\$10,000	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$1	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	\$0	Certificated- Salaries
EL Supplemental (7150/0000)	\$0	Certificated- Timesheets
EL Supplemental (7150/0000)	\$0	Classified- Salaries
EL Supplemental (7150/0000)	\$0	Classified- Timesheets
EL Supplemental (7150/0000)	\$0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	\$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

Based on data from the California Dashboard, we will decrease our chronic absenteeism rate from the Very High (red) 20.1% or greater range to the High (orange) 10.1% to 20.0% range.

Metric: Attendance Rate

Action 4.1.1

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan Chronic Absenteeism Under the direction of the principal, the team will work collaboratively with our staff and parent community to decrease chronic absenteeism. - 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. - 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. - Our Tier 2 support team will provide families with additional resources as needed. - Attendance recognition will be given to classes on a monthly/weekly basis. - MTSS/referral will be placed for students who are not attending school regularly. FSTs/SSTs/SARTs/SARBs will be held as needed. Certificated Time Sheets: \$1,000 Title 1 Materials/Supplies/Equipment: \$1,000 Title 1	Progress Monitoring Progress Monitoring Decrease Chronic Absenteeism: Teachers, SOAs, and Administrators will document parent communication in Synergy daily. 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. 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.	Evaluation

Site Goal 4.2 Increase Parent Engagement Opportunities as identified by a 10% increase on the Parent Survey. Metric: Attendance Rate

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan	Progress Monitoring	Evaluation
Parent Engagement We will increase the number of parent engagement opportunities for students and families. We will provide additional supports to increase school-home communication. 1. We will implement the following programs/activities: *Parent/Teacher conferences *Back to School Night *Open House *Parent Vue Usage - Talking Points Usage *Translate home/school communications/flyers *Provide personal invites/calls to families *Establish & communicate current events in print, website, social media *Utilize FACE personnel to assist with site events *Family Science Night/Literacy Night/Math nights funding *Utilize AVID personnel to host AVID Education Night *Loved Ones on the Lawn in November. *Each teacher will communicate with at least 2 families per week with a positive message. 2. Support home-to-school communication through Communication Folders and School-wide organization systems with grade-level resources and supplies. 3. Hold Parent Universities in the area of Science, AVID, Parent Vue and Reading. 4. Parent-Teacher Home Visits will be conducted by teachers who have or will be trained in this parent engagement strategy. Contracts/Services/Subscription: \$2363 Title 1	Progress Monitoring 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. All of the above will be monitored by admin following events, or monthly, depending. All outcomes will be shared with staff. Increased daily usage of teacher-student-parent communication through the use of student planners. Increased parent participation in our parent education opportunities. We will have sign-in sheets for all of our events to verify parent participation rates. The number of home visits will be logged throughout the school year.	

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Funding Sources for District Goal 4		
Funding Source	Amount	Description of Use
Title I Basic (4900/3010)	\$3,000	Certificated- Salaries
Title I Basic (4900/3010)	\$0	Certificated- Timesheets
Title I Basic (4900/3010)	\$0	Classified- Salaries
Title I Basic (4900/3010)	\$500	Classified- Timesheets
Title I Basic (4900/3010)	\$3,000	Materials/Supplies/Equipment
Title I Basic (4900/3010)	\$500	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	\$0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	\$20,000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	\$0	Classified- Salaries
Supplemental/Concentration (7101/0000)	\$0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	\$0	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	\$0	Certificated- Salaries
EL Supplemental (7150/0000)	\$0	Certificated- Timesheets
EL Supplemental (7150/0000)	\$0	Classified- Salaries
EL Supplemental (7150/0000)	\$0	Classified- Timesheets
EL Supplemental (7150/0000)	\$0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	\$0	Contracts/Services/Subscriptions

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Funding Source Summary for All District Goals

Title I Basic (4900/3010)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$70,622	\$0	\$0	\$0	\$70,622
Certificated- Timesheets	\$8,378	\$0	\$0	\$0	\$8,378
Classified- Salaries	\$3,390	\$0	\$0	\$0	\$3,390
Classified- Timesheets	\$2,000	\$0	\$0	\$0	\$2,000
Materials/Supplies/Equipment	\$25,164	\$0	\$0	\$0	\$25,164
Contracts/Services/Subscriptions	\$10,000	\$0	\$62,123	\$2,363	\$74,486

Title I Basic (4900/3010) Total: \$184,040

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	\$5,000	\$0	\$0	\$0	\$5,000
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$2,000	\$0	\$0	\$0	\$2,000
Materials/Supplies/Equipment	\$41,940	\$0	\$2,000	\$0	\$43,940
Contracts/Services/Subscriptions	\$70,500	\$0	\$0	\$0	\$70,500

Supplemental/Concentration (7101/0000) Total: \$121,440

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	\$7,000	\$0	\$0	\$0	\$7,000
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Materials/Supplies/Equipment	\$1,000	\$0	\$0	\$0	\$1,000
Contracts/Services/Subscriptions	\$2,836	\$0	\$0	\$0	\$2,836

EL Supplemental (7150/0000) Total: \$10,836

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) | 2026-2027

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	
4900 Director of School Improvement Support 3010 ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	\$184,040	\$119,554	\$0	\$62,123	\$2,363	\$0
7101 LCFF Supplemental Concentration TK-6 0000 Unrestricted	\$121,440	\$119,440	\$0	\$2,000	\$0	\$0
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	\$10,836	\$10,836	\$0	\$0	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$316,316	\$249,830	\$0	\$64,123	\$2,363	

Fund Subtotals	
Subtotal of additional federal funds included for this school	\$184,040
Subtotal of state or local funds included for this school	\$132,276