



Isabelle Jackson Elementary

Local Control Accountability Plan (LCAP) 2025-2026

Principal: Scott Hadley

County-District-School (CDS) Code: 34673146106355

**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

Isabelle Jackson Elementary | Focused Work: 2025-2026

Goal Setting (Icapid: 766) | 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.
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Stakeholder Engagement

1. Involvement Process for LCAP and Annual Update

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

The LEA consulted stakeholder groups: Staff, School Site Council, ELAC, and Parents at Title I Parent meetings, and Parent/Principal meetings.

School Site Council:

Sharon Singh: Parent
Jolene Murray: Parent
Amanda Ayala: Parent
Ramon Nacion: Parent
Jennifer Garibay: Parent
Karen Hammon: Teacher
Joyce Hallig: Teacher
Cindy Gong: Teacher
Traci Adams: Secretary
Scott Hadley: Principal

Meetings were held on:

School Site Council: 9/26/2024; 10/24/2024; 12/12/2024; 1/16/2025; 2/6/2025; 4/10/2025; 5/20/2025;

ELAC Meeting: 9/10/24; 12/5/2024; 5/29/2025

Title I Parent Meeting: B/C/D: 7/16/24 ; A: 8/19/24

Staff Meeting: 1/15/25; 2/12/25; 3/12/25

Leadership Meeting: 9/4/24; 1/8/25; 3/5/25; 4/2/25

2. Impact of LCAP and Annual Update

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

After extensive consultations and coordination with various site and district surveys, a comprehensive site plan for Isabelle Jackson Elementary has been crafted for the 2025-26 school year. This plan reflects valuable input from stakeholders to ensure the best outcomes for our school community.

To continue supporting our highest-risk students, we have maintained two positions of an additional Academic Intervention Teacher. This role is funded through a combination of Title I and LGBR funds. The Academic Intervention Teacher provides targeted support and personalized instruction to students in need, helping them build foundational skills and achieve academic growth.

We are also pleased to continue using IXL ELA, a widely respected online platform known for its adaptive learning approach. IXL offers interactive and personalized content that strengthens student skills in English Language Arts, fostering critical thinking, problem-solving abilities, and progress monitoring.

Recognizing the importance of meeting the needs of our Multi-lingual Student (MLS) population, we are expanding our efforts with the addition of a dedicated English Language Support Teacher (MLS support). Funded through strategic resource allocation, the MLS support will provide specialized instruction designed to enhance language acquisition and academic achievement. By using culturally responsive teaching practices and individualized learning plans, the MLS support will help our ML students in developing language proficiency and accessing the curriculum effectively.

Furthermore, we are committed to enriching the educational experience of all students, particularly those from underserved backgrounds, through expanded field trips and outdoor learning experiences. Partnering with local organizations and utilizing community resources, we will offer hands-on, immersive learning opportunities. These experiences will deepen students' understanding of classroom content while fostering curiosity, collaboration, and a sense of environmental responsibility.

We will use our Title I Family Engagement funds to enhance parent conferences by offering a dedicated day for meetings, making it easier for families—especially those with multiple students—to attend. This day will be aligned with translation services to ensure clear communication and meaningful engagement for all families, supporting stronger school-home partnerships.

At Isabelle Jackson Elementary, we are dedicated to creating an inclusive and equitable educational environment where all students can thrive and reach their full potential.

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.

Isabelle Jackson is not an ATSI, TSI or CSI designated school.

Goals, Actions, and Progress Indicators

<p>District Strategic Goal 1:</p> <p>High-Quality Curriculum, Instruction & Assessment</p> <p>All students will receive high-quality classroom curriculum, instruction, and assessment to promote college, career, and life readiness and close achievement and opportunity gaps.</p>	<p>District Needs and Metrics 1:</p> <p>Students need high quality classroom instruction and curriculum as measured by:</p> <ul style="list-style-type: none">• 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
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Site Goal 1.1 (SiteGoalID: 8953) (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: 8953) (DTS: 03/11/25)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
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<ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
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, Initial ELPAC Assessments will be administered by time-sheeted teachers within 30 days of enrollment based on the Home Language Survey.</p> <p>3. Under the direction of the vice principal, Time-sheeted teachers will administer all four domains of the ELPAC to K-6 ML 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><u>Certificated Timesheets</u> <u>EL Supplemental - \$6,577.00</u></p>	<p>The Principal will pull Illuminate reports to ensure that 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>The Vice Principal will run reports monthly to ensure all students in need of the Initial and Summative ELPAC Assessments have completed the assessments. This information will be shared with staff.</p> <p>The Vice Principal will run reports during testing windows to ensure at least 95% of 3-6 grade students have completed the CAASPP or CAA. This information will be shared with staff.</p>	<p>Illuminate Assessments: Diagnostic: ____% of our students have taken all of the Illuminate Benchmark Assessments. End of Trimester One: ____% of our students have taken all of the Illuminate Trimester One Assessments. End of Trimester Two: ____% of our students have taken all of the Illuminate Trimester Two Assessments.</p> <p>ELPAC Assessments: Initial: ____% of our student have taken the Initial ELPAC Assessments. Summative: ____% of our student have taken the Summative ELPAC Assessments.</p> <p>CAASPP Assessments: ____% of our Grade 3-6 students have taken the CAASPP Assessments in May/June 2026.</p> <p>Modifications Needed:</p>

Site Goal 1.2 (SiteGoalID: 8766) (DTS: 02/13/25)

Overall English Language Arts (ELA) scores will increase from 37% to 50% of our students meeting or exceeding standards on the state CAASPP assessments as noted in the CDE Dashboard.

Performance Level: RED

African American students will increase from 22% meets or exceeds standards to 32%

Performance Level: ORANGE

White students will increase from 41% meets or exceeds standards to 51%

Students with Disabilities (SWD) will increase from 13% meets or exceeds standards to 23%

Overall Math scores will increase from 27% to 37% of our students meeting or exceeding standards on the state CAASPP assessments as noted in the CDE Dashboard.

Performance Level: RED

NONE

Performance Level: ORANGE

African American students will increase from 12% meets or exceeds standards to 22%

Students who identify as two or more races (2+) will increase from 30% meets or exceeds standards to 40%

Asian students will increase from 31% meets or exceeds standards to 41%

MLS students will increase from 18% meets or exceeds standards to 28%

Hispanic students will increase from 24% meets or exceeds standards to 34%

Socio-economically disadvantaged (SED) students will increase from 24% meets or exceeds standards to 34%

White students will increase from 36% meets or exceeds standards to 46%

These subgroups will be targeted for academic intervention and tutoring services.

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

Action 1.2.1 (SiteGoalID: 8766) (DTS: 02/13/25)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none">Describe your step by step plan for intervention, for at-risk students, as related to your goal.	<ul style="list-style-type: none">Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	<ul style="list-style-type: none">Throughout the year, report the results of the formative data as you collect it.In March, summarize your data collection results.Based on your summary, what will you adapt/adopt/abandon?

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>Writing Collaboration: Teachers will calibrate student writing using anchor papers and common rubrics to increase student achievement in writing, as measured by the CAASPP.</p> <p>The CI Writing Team will meet periodically throughout the year to guide and progress monitor the work.</p> <p>Professional Development: Instructional Coaches will provide professional development to teachers to improve first instruction, increase teacher efficacy in utilizing, but not limited to, Learning Targets to improve student outcomes and deepen the implementation of the Instructional Framework.</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.</p> <p>Educational Field Trips: Pay for transportation for TK-6 educational field trips. In addition, pay for a portion of each students' fees.</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: Our Library Technician will provide additional services to our</p>	<p>K-2 Academic Intervention: AITs will collect site based assessment data every 4-6 weeks to re-evaluate student progress towards grade level standards.</p> <p>Writing Collaboration: Four staff meetings will be focused on the analysis and collaboration of writing prompts at each grade level as well as across all grade levels as indicated on the staff meeting schedule and agendas.</p> <p>Writing Collaboration: The CI Writing Team will analyze data based on common writing benchmarks at least twice per year. Results will be shared with staff during PLC's. Teachers will share results with students at the beginning of each trimester to set new goals. Families will be updated during school site council meetings and at Parent-Teacher Conferences twice a year.</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 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</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>Writing Collaboration Evidence: Students' writing will improve as determined by a significant decrease in the number of 0's and 1's according to our WER Report.</p> <p>Supplementary Resources: The usage for each supplementary resource was the following: Xtra Math: ____% overall usage.</p> <p>Accelerated Reader: The number of Accelerated Reader Quizzes taken was _____ as of March 11, 2026 and the percentage passed was ____%.</p> <p>IXL for ELA: ____% overall usage.</p> <p>Library: The number of books checked out of the library will increase from ____ to ____.</p> <p>Modifications Needed:</p>

students such as administering the Accelerated Reader program, reading to students, distributing "We Both Read" books to parents and students, and increasing the usage of the library.

Tutoring:

Teachers will provide small group instruction before or after school and employ Highly Effective Teaching Strategies to teach targeted Kindergarten through Grade 6 students not meeting grade level standards in ELA and math.

Provide for allowable, reasonable, and necessary maintenance agreements, parts, services, supplies, copying, replacement of supplemental resources, technology, software, equipment, and instructional resources.

Certificated Salaries

Title I - \$125,716

Classified Salaries

Supplemental - \$29,713

Certificated Timesheets

Title I - \$14,700

Supplemental - \$28,241

Classified Timesheets

Supplemental - \$7,000

Materials/Supplies/Equipment

Title I - \$23,915

Supplemental - \$4,000

Contracts/Services/Subscriptions

Title I - \$24,295

Supplemental - \$21,000

well as with the SSC yearly.

Tutoring (K-6 Small Group Instruction):

Attendance Tracking:

- Maintain digital logs to track student participation (Synergy).
- Monitor consistency and frequency of attendance by each student.

Progress Monitoring:

- Use pre/post assessments aligned to the standards being targeted (e.g., Illuminate, IxL diagnostics, or teacher-created common assessments).
- Track student growth at regular intervals (every 4–6 weeks).

Site Goal 1.3 (SiteGoalID: 9359) (DTS: 04/21/25)

MLE students become reclassified as Fluent English Proficient as well as to increase progress on their English language proficiency.

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 60% to 70%.

Metric: Progress toward English Proficiency -
Percent Increasing ELPI Level

Action 1.3.1 (SiteGoalID: 9359) (DTS: 04/21/25)

Targeted Student Group(s)

- EL • R-FEP

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none">• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	<ul style="list-style-type: none">• Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	<ul style="list-style-type: none">• Throughout the year, report the results of the formative data as you collect it.• In March, summarize your data collection results.• Based on your summary, what will you adapt/adopt/abandon?
Action Plan MLE Intervention: 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. MLE coordination will be managed by the Vice Principal and will include such duties as: identification/placement of EL students, reclassification,	Progress Monitoring The EL Coordinator will collect site based assessment data every 4-6 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 June 2026. The Vice Principal will use state dashboard data in order to determine the percentage of our English Learners that are making adequate	Evaluation EL Intervention: ___ 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. 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.

<p>EL/RFEP monitoring, parent communication, and support for ELAC meetings.</p> <p>Designated ELD Instruction: To ensure consistency and equity in language development, we have created a master schedule that includes a designated ELD time block at the same time every day for every classroom on campus. All students identified as Multilingual Learners (MLE) will receive daily designated ELD instruction. Grade 1-6 teachers will provide 30 minutes per day, five days per week, and Kindergarten teachers will provide 15 minutes per day, in alignment with state requirements (no funding).</p> <p>Professional Development: Utilize ML instructional coach to deliver professional development tailored to the needs of English learners.</p> <p><u>Certificated Timesheets</u> <i>EL Supplemental - \$7,000</i> <i>Title I - \$10,000</i></p>	<p>progress towards English language proficiency as determined by the English Learner Progress Indicator (ELPI) on the California State Department of Education Dashboard</p> <p>All administrators will monitor the adherence to these schedules by completing walkthrough observations on a regular basis and entering these into FONT each trimester.</p>	<p>Teachers regularly followed their ELD schedule as observed through walkthrough observations and recorded into FONT each trimester.</p> <p>English Learner Progress (CA Dashboard): To date (March 2026) ___% (__ out of __) of our MLE students made progress towards reclassification.</p> <p>Modifications Needed:</p>
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Site Goal 1.4 (SiteGoalID: 9360) (DTS: 04/21/25)

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].

LEARNING TARGETS

Teachers will increase their effective use of learning targets from 70% to 80% by the end of the year as measured by the Teaching and Learning Program Implementation Continuum (PIC).

Metric: Learning Targets

Action 1.4.1 (SiteGoalID: 9360) (DTS: 04/21/25)

Targeted Student Group(s)

<p>Action Plan</p> <ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<p>Progress Monitoring Plan</p> <ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<p>Data Collection & Evaluation</p> <ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
<p>Action Plan</p> <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 develop Learning Targets for future lessons.</p> <p>Professional Development: Instructional Coaches will provide professional development to teachers to improve first instruction, increase teacher efficacy in utilizing, but not limited to, Learning Targets 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><u>Certificated Timesheets</u> Title 1 - \$22,500</p>	<p>Progress Monitoring</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>Evaluation</p> <p>FONT data showed a ____% increase in the use of Learning Targets.</p>

<u>Materials/Supplies/subscription</u> s Title I - \$7,500 Supplemental - \$38,000 <u>Contracts/Services/Subscription</u> ns Title I - \$2,460 Supplemental - \$3,500		
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Funding Sources for District Goal 1 (DEV - LCAP ID: 766)		
Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	125716	Certificated- Salaries
Title I – Basic (4900/3010)	47200	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	31415	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	26755	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	28241	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	29713	Classified- Salaries
Supplemental/Concentration (7101/0000)	7000	Classified- Timesheets
Supplemental/Concentration (7101/0000)	38000	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	24500	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Certificated- Salaries

EL Supplemental (7150/0000)	13577	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:

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: 8767) (DTS: 02/13/25)

We will implement targeted supports for students who identify as 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), reducing suspensions by creating a safe, inclusive environment where student identity is affirmed and valued (LCAP Goal 3), and improving attendance and reducing chronic absenteeism (LCAP Goal 4).

CAASPP Assessments:

ELA

Very Low Category (red): African American students will increase from 22% met or exceeded standards to 32%

Low Category (orange): Students with Disabilities will increase from 14% met or exceeded standards to 24%

MATH

Very Low Category (red): No student groups

Low Category (orange): African American students will increase from 12% met or exceeded standards to 22%
Students with Disabilities will increase from 6% met or exceeded standards to 16%

Suspension Data:

Very Low Category (red): No student groups

Low Category (orange): Students with Disabilities will decrease from 4.4% to 0%

Chronic Absence Data:

Very Low Category (red): Students with Disabilities will decrease from 34.2% to below 20%

Low Category (orange): African American students will decrease from 25% to below 20%

We have no performance color bands for Native Americans, Foster students, or Displaced students in any of the above categories.

Metric: African American Disparity

Action 2.1.1 (SiteGoalID: 8767) (DTS: 02/13/25)

Targeted Student Group(s)

• Black or African American • Foster Youth • Homeless • SWD

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none">Describe your step by step plan for intervention, for at-risk students, as related to your goal.	<ul style="list-style-type: none">Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	<ul style="list-style-type: none">Throughout the year, report the results of the formative data as you collect it.In March, summarize your data collection results.Based on your summary, what will you adapt/adopt/abandon?
<p>Action Plan</p> <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>K-6 Supports: Tiered Academic Interventions Provide small-group instruction during core and intervention blocks, focused on foundational ELA and math skills.</p> <p>Implement push-in and pull-out supports for students with disabilities and other identified students using resource specialists.</p> <p>Offer before- or after-school tutoring for targeted students,</p>	<p>Progress Monitoring</p> <p>K-2 Academic Intervention: Student progress on our Illuminate Assessments will be used to determine progress for students in the targeted groups receiving Intervention every 4-6 weeks.</p> <p>Benchmark Assessments (3x/year) Use district or site-adopted tools (e.g., Illuminate, STAR, CAASPP Interim Assessments) to measure growth toward proficiency.</p> <ul style="list-style-type: none">Disaggregate data by student group (African American, Native American, Foster/Homeless, Students with Disabilities). <p>Disparity Data: https://drive.google.com/drive/folders/13CiFHB EJri5qBiL8iF-WkNarblPmXRjN</p>	<p>Evaluation</p>

<p>with emphasis on CAASPP-aligned content.</p> <p>We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.</p> <p><u>Materials/Supplies/Equipment</u> <u>Title I - \$2,000</u></p>		
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Action 2.1.2 (SiteGoalID: 8767) (DTS: 04/03/25)

Targeted Student Group(s)

• Black or African American • Foster Youth • Homeless • SWD

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
Action Plan	Progress Monitoring	Evaluation
<p>Wellness To decrease the number of suspensions and incidents in the following groups: African American students , homeless students, students with disabilities, and foster youth.</p> <p>Administration will meet with the MHT, counselor, and behaviorist to review disparity data during Tier 2 meetings to review Tier 2 supports for targeted student groups.</p> <p>We will participate in Monterey Trail Equity Coalition (MTREC) specifically aiming at increasing African-American/Black student outcomes utilizing partnership services (such as Innovation Bridge -goal 3) to action plan based on listening sessions, all</p>	<p>Incident Rate-Suspension Disparity Data (Enrollment): 1.1 - African American students (89) N/A - Foster Youth 16.7 - Homeless (24) N/A- American Indian 6.0 - Students with Disabilities (116)</p> <p>For the 24-25 school year, our student discipline rate for Homeless students was 87.5 and our exclusionary discipline rate for Homeless students was 16.7 as reported by Power BI. Our goal is to decrease the discipline rate to be under 20.0 by June 2026 and to decrease our suspension rate to 0.0.</p>	

<p>educational partner input, data analysis, progress monitoring, learning sessions and more.</p> <p>Release days and timesheets will be provided for staff participating in tracking and analyzing data and helping plan and carry out action steps related to MTREC, classroom/campus-wide data, targeted tutoring, absenteeism, etc.</p> <p>BSU community events such as the Extravaganza, Ruby Bridges Walk to School event, Black History Month, and additional student-led events for the MT community will be hosted.</p> <p>We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.</p> <p><u>Classified Timesheets</u> Supplemental - \$500</p> <p><u>Contracts/Services/Subscriptions</u> Title I - \$3,000</p>		
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Action 2.1.3 (SiteGoalID: 8767) (DTS: 04/21/25)

Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
Action Plan	Progress Monitoring	Evaluation
Under the direction of the principal, the team will work collaboratively with our staff and	The administration and the District Attendance Support Team will biweekly review and monitor the	

<p>parent community to decrease chronic absenteeism.</p> <ul style="list-style-type: none"> • The vice principal will meet with district RAIT representatives and our Attendance SOA bimonthly to monitor students with chronic attendance. • The site attendance team will create action plans to call/meet with parents with students in the targeted groups 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 students in the targeted groups with additional resources as needed. • MTSS/referral will be placed for students who are not attending school regularly. FSTs/SSTs/SARTs/SARBs will be held as needed. • We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal. 	<p>Chronically Absent criteria (10% or more absence rate) for our African American, Foster Youth, Homeless, and Students with Disabilities. The PBIS Tier II Committee and the classroom teachers of Chronically Absent students will be notified of the steps that have been taken to improve student attendance bi-weekly.</p>	
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Funding Sources for District Goal 2 (DEV - LCAP ID: 766)		
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)	2000	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	3000	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)	500	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

Site Goal 3.1 (SiteGoalID: 8768) (DTS: 01/01/10)

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

Metric: Other

Action 3.1.1 (SiteGoalID: 8768) (DTS: 02/13/25)**Targeted Student Group(s)**

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none">• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	<ul style="list-style-type: none">• Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	<ul style="list-style-type: none">• Throughout the year, report the results of the formative data as you collect it.• In March, summarize your data collection results.• Based on your summary, what will you adapt/adopt/abandon?
Action Plan ACTION 1: July-June Appropriate supplies, equipment and resources (i.e., signs on the playground with rules for games, various game options, adequate supervision) to establish a well maintained and organized recess. ACTION 2: July - June PBIS Rotations at the beginning of the school year to discuss behavior expectations and refresh throughout the year (upon return from all breaks). ACTION 3: July-June Designated areas for specific games on the playground with adequate supervision. ACTION 4: July-June Explicitly teach rules and expectations of recess games and activities to all students, ongoing throughout the year. ACTION 5: July-June PD for yard supervisors regarding active yard supervision, de-	Progress Monitoring July-June Administration to monitor and review synergy incident /referral data, yard staffing levels, regular upkeep and ordering of supplies and share with PBIS team monthly. July-June PBIS Tier I to monitor incident data and share with staff monthly. July-June Yard supervisors to monitor incident location data, share with administration monthly and adjust recess activity locations as needed. July-June 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.	Evaluation

escalation skills, restorative practices, and game and activity rules and expectations.

Site Goal 3.2 (SiteGoalID: 9370) (DTS: 04/22/25)

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 24.0 and our exclusionary discipline rate is 2.2 as reported by Power BI.

Metric: Suspension Rate: Percent of Students Suspended

Action 3.2.1 (SiteGoalID: 9370) (DTS: 04/22/25)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
Action Plan	Progress Monitoring	Evaluation
<p>Increase PBIS implementation based on the TFI. Implement Tier 1 supports to decrease behaviors during recess.</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.</p> <p>Develop consistency in practice with PBIS in every classroom as well as in all parts of our school.</p>	<p>To determine our SEL implementation of Second Step a Vice Principal will track how many lessons have been taught at each grade level each month. This information will be shared at monthly staff meetings and will be used to establish a baseline for our school.</p> <p>The PBIS Tier II Team will monitor student academic, behavioral and socio-emotional progress through the use of data at bi-weekly PBIS Tier II Meetings and will report updates at each</p>	<p>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>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</p>

<p>The PBIS Tier II Team will monitor student academic, behavioral, and social-emotional progress.</p> <p>Purchase items that promote our PBIS message (Be Safe, Be Responsible, Be Respectful) and ensure our school has the appropriate supplies, equipment and resources (i.e., signs on the playground with rules for games, various game options, adequate supervision) to establish a well maintained and organized Developmental Enrichment Period.</p> <p>Restorative Practice & SEL Lessons: At the Tier I Level, teachers will be encouraged to utilize Community Circles/Classroom Meetings as well as SEL Lessons weekly in order to increase our SEL implementation of <i>Second Step</i>.</p> <p>We will purchase allowable, reasonable, and necessary supplies and services to complete the action plan for this goal.</p> <p><u>Classified Timesheets</u> Supplemental - \$1,250</p> <p><u>Materials/Supplies/Equipment</u> Supplemental - \$7,500</p> <p><u>Contracts/Services/Subscriptions</u> Supplemental - \$12,500</p>	<p>staff meeting.</p>	<p>student engagement. For the 2025-2026 school year, our goal is to reduce suspension and incidents rates.</p> <p>Continue to use Second Step lesson in the classroom, and align student awards to character traits.</p>
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Funding Sources for District Goal 3 (DEV - LCAP ID: 766)

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)	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)	1250	Classified- Timesheets
Supplemental/Concentration (7101/0000)	7500	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	12500	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 (SiteGoalID: 8769) (DTS: 02/13/25)

By May of 2026, Overall Chronic absenteeism will reduce from 27.8% to below 20% for ALL students as measured by the California Dashboard.

Very Low (Red) Designation:

- Students with Disabilities 35.3% to below 20%
- White 33.3% to below 20%
- MLS 26.4% to below 20%

Low (Orange) Designation:

- Two or More 37.1%% to below 20%
- Hispanic 38.5% to below 20%
- African American 25% to below 20%
- Socio-economically disadvantaged to below 20%

Metric: Percent Chronically Absent

Action 4.1.1 (SiteGoalID: 8769) (DTS: 02/13/25)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> • Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> • Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	Progress Monitoring	Evaluation
Under the direction of the principal, the team will work collaboratively with our staff and	Decrease Chronic Absenteeism: Monitor daily Power BI notifications on Attendance	

parent community to decrease chronic absenteeism.

1. The vice principal will meet twice monthly with district RAIT reps and our Attendance SOA to review chronic absenteeism data, specifically disaggregated by subgroup. Site attendance team will create personalized outreach and intervention plans for families of Special Ed, ML, and African American students falling below 90% attendance.

2. 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.

3. The Tier 2 support team, in coordination with FACE and SAFE departments, will identify barriers to attendance (transportation, health, etc.) and connect families with relevant resources or support services, with focused outreach to historically underserved student groups.

4. Weekly and monthly recognition for classes with improved attendance, with specific celebrations and shout-outs for progress among the target groups.

5. For students with persistent absenteeism, MTSS referrals will be submitted. FSTs, SSTs, SARTs, and SARBs will be scheduled with a culturally responsive approach to engage families of Special Ed, ML, and African American students effectively.

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

Teachers, SOAs, and Administrators will document parent communication in Synergy daily.

Increase SART/SARB meetings as needed

Our attendance team (RAIT, VP, and SOA II) will collect data and share it monthly with staff, families, and stakeholders.

Site Goal 4.2 (SiteGoalID: 9372) (DTS: 04/22/25)

Increase Parent Engagement Opportunities as identified by an increase on the Parent Survey.

According to our 2024-2025 Parent Perspective Survey, 93.46% of our parents indicate they feel welcomed to participate at our school. Our goal is to increase this to 95%.

Metric: Parents indicating opportunities for parent involvement

Action 4.2.1 (SiteGoalID: 9372) (DTS: 04/22/25)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none">• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	<ul style="list-style-type: none">• Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	<ul style="list-style-type: none">• Throughout the year, report the results of the formative data as you collect it.• In March, summarize your data collection results.• Based on your summary, what will you adapt/adopt/abandon?
<p>Action Plan</p> <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">*Parent/Teacher conferences*Back to School Night*Open House*Parent-View Usage*Translate home/school communications/flyers*Provide personal invites/calls to families*Establish & communicate current events in print, website, social media	<p>Progress Monitoring</p> <p>Progress Monitoring</p> <p>1. Effectiveness will be measured through the following: 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 and Facebook posts. Teachers will log positive communications within a central location.</p> <p>2. Effectiveness will be measured through the following: Increased daily usage of teacher-student-parent communication through the use of student</p>	<p>Evaluation</p>

<p>*Utilize FACE personnel to host a Family Writing Night.</p> <p>*Family Science Night/Litarcy Night/Math nights funding</p> <p>*Utilize AVID personnel to host AVID Education Night</p> <p>*Family Lunch Time in the Quad each month.</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><u>Certificated Timesheets</u> Title I - \$11,876 Supplemental - \$2,000</p> <p><u>Materials/Supplies/Equipment</u> Supplemental - \$3,000</p> <p><u>Contracts/Services/Subscriptions</u> Supplemental - \$500</p>	<p>planners.</p> <p>3. Effectiveness will be measured though the following: Increased parent participation in our parent education opportunities as evidenced by participation sign in sheets.</p> <p>4. Effectiveness will be measured though the following: The number of home visits will be logged throughout the school year.</p>	
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Site Goal 4.3 (SiteGoalID: 9373) (DTS: 04/22/25)

Strengthen family engagement by increasing opportunities for parent input in school decision-making processes.

Expected Outcome:

Increase the percentage of parents who indicate they have meaningful opportunities to contribute to school decisions, as measured by annual survey results, by at least 10% over the next three years.

Metric: Parents indicating opportunities for parent input in making decisions

Action 4.3.1 (SiteGoalID: 9373) (DTS: 04/22/25)

Targeted Student Group(s)

Action Plan <ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	Progress Monitoring Plan <ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	Data Collection & Evaluation <ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
Action Plan <ul style="list-style-type: none"> Host regular parent engagement forums (e.g., Coffee with the Principal, Listening Sessions) that include input opportunities on site planning, budgeting, and academic priorities. Provide multilingual outreach and interpretation services to ensure inclusivity in feedback sessions. Offer parent leadership workshops to build capacity for meaningful participation in advisory groups like School Site Council and ELAC. Use survey and meeting feedback to inform site decisions and visibly close the feedback loop. 	Progress Monitoring <p>Increased attendance at parent conferences and events by 15% of families, based on sign-in sheets and the perspective survey.</p> <p>A survey will be conducted at the end of each academic night to gauge the effectiveness of the information presented, including the quality of the presentation, the usefulness of the information for student learning, and input for decision-making regarding the next presentation.</p> <p>Data will be collected after each academic night and shared with SSC.</p>	Evaluation

Funding Sources for District Goal 4 (DEV - LCAP ID: 766)

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	11876	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)	2000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	3000	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	500	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

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	\$125716	\$0	\$0	\$0	\$125716
Certificated- Timesheets	\$47200	\$0	\$0	\$11876	\$59076
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Materials/Supplies/Equipment	\$31415	\$2000	\$0	\$0	\$33415
Contracts/Services/Subscriptions	\$26755	\$3000	\$0	\$0	\$29755

Title I – Basic (4900/3010) Total: \$247,962

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	\$28241	\$0	\$0	\$2000	\$30241
Classified- Salaries	\$29713	\$0	\$0	\$0	\$29713
Classified- Timesheets	\$7000	\$500	\$1250	\$0	\$8750
Materials/Supplies/Equipment	\$38000	\$0	\$7500	\$3000	\$48500
Contracts/Services/Subscriptions	\$24500	\$0	\$12500	\$500	\$37500

Supplemental/Concentration (7101/0000) Total: \$154,704

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	\$13577	\$0	\$0	\$0	\$13577
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Materials/Supplies/Equipment	\$0	\$0	\$0	\$0	\$0
Contracts/Services/Subscriptions	\$0	\$0	\$0	\$0	\$0

EL Supplemental (7150/0000) Total: \$13,577

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

Isabelle Jackson Elementary (295) | 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	
4900 Director of School Improvement Support 3010 ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	\$247,962	\$231,086	\$5,000	\$0	\$11,876	\$0
7101 LCFF Supplemental Concentration TK-6 0000 Unrestricted	\$154,704	\$127,454	\$500	\$21,250	\$5,500	\$0
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	\$13,577	\$13,577	\$0	\$0	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$416,243	\$372,117	\$5,500	\$21,250	\$17,376	

Fund Subtotals		Title I Centralized Services	
Subtotal of additional federal funds included for this school	\$247,962	Title I Foster Youth \$0	Title I Homeless \$0
Subtotal of state or local funds included for this school	\$168,281	Title I Centralized Services \$0	Title I Preschool \$0

