



## **Isabelle Jackson Elementary**

# **Local Control Accountability Plan (LCAP) 2026-2027**

**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: 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?

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

Elmer Ayala : Parent

Amanda Ayala: Parent - Chairperson

Ramon Nacion: Parent

Alejandra Gutierrez: Parent - Vice Chairperson

Eric Mitchell: Teacher

Joyce Hallig: Teacher

Cindy Gong: Teacher

Traci Adams: Secretary

Scott Hadley: Principal

Meetings were held on:

School Site Council: 9/24/2025; 11/13/2025; 1/22/2026; 4/16/2026; 5/11/2026;

ELAC Meeting: 10/8/25; 2/3/2026; 5/29/2026  
Title I Parent Meeting: B/C/D: 7/15/25 ; A: 8/18/25  
Staff Meeting: 1/14/26; 2/11/26; 4/22/26  
Leadership Meeting: 11/5/25; 1/7/26; 4/1/26

2. Impact of LCAP and Annual Update

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

After extensive consultation and coordination with site and district survey data, a comprehensive plan for Isabelle Jackson Elementary School has been developed for the 2026–27 school year. This plan reflects meaningful stakeholder input to support strong outcomes for our school community.

To continue supporting our highest-risk students, we will maintain two additional Academic Intervention Teacher positions. These roles are funded through a combination of Title I and LGBR funds. Academic Intervention Teachers provide targeted, personalized instruction to help students strengthen foundational skills and demonstrate academic growth.

We will also continue utilizing IXL ELA, a well-regarded online platform known for its adaptive learning approach. IXL provides interactive, individualized practice that supports English Language Arts development, promotes critical thinking, and allows for ongoing progress monitoring. Recognizing the needs of our Multilingual Learner (ML) population, we will expand support through a dedicated English Language Support Teacher (ML support). Funded through strategic resource allocation, this position will provide specialized instruction to support language acquisition and academic achievement. Through culturally responsive practices and individualized supports, ML students will build language proficiency and access grade-level content more effectively.

We are also committed to enriching learning experiences for all students—especially those from underserved backgrounds—through expanded field trips and outdoor learning opportunities. By partnering with local organizations and leveraging community resources, students will engage in hands-on, immersive experiences that deepen understanding, promote collaboration, and foster curiosity and environmental awareness. Additionally, Title I Family Engagement funds will be used to enhance parent conferences by offering a dedicated conference day. This will improve access for families, particularly those with multiple children, and will be supported with translation services to ensure meaningful communication and engagement.

At Isabelle Jackson Elementary, we remain committed to fostering an inclusive and equitable environment where every student is supported to 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

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

Overall English Language Arts (ELA) scores will increase from 37% to 41% 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

**Students with Disabilities (SWD)** will increase from 12% meets or exceeds standards to 15%

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

**Students who identify as two or more races (2+)** will increase from 30% meets or exceeds standards to 34%

**Hispanic** students will increase from 24% meets or exceeds standards to 28%

**Students with Disabilities** will increase from 5% to 10%

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

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

### Action 1.1.1

#### Targeted Student Group(s)

- All

| Action Plan                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Progress Monitoring Plan                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Data Collection & Evaluation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"><li>• Describe your step by step plan for progress monitoring your action plan. What <b>formative student data</b> will you collect and how often?</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"><li>• Describe the overall implementation and effectiveness of this action plan.</li><li>• Describe any major differences between the planned implementation and the actual implementation.</li><li>• Describe any changes that will be made based on the data collected.</li></ul>                                                                                                                                                                                                                                   |
| <b>Action Plan</b><br><br>K-2 Academic Intervention:<br>AITs will utilize small group instruction, LETRS Training and High Quality Teaching Strategies to teach targeted students not meeting grade level standards in ELA.<br><br>Writing Collaboration:<br>Teachers will calibrate student writing using anchor papers and common rubrics to increase student achievement in writing, as measured by the CAASPP.<br><br>The CI Writing Team will meet periodically throughout the year to guide and progress monitor the work.<br><br>Professional Development:<br>Instructional Coaches will provide | <b>Progress Monitoring</b><br><br>K-2 Academic Intervention:<br>AITs will collect site based assessment data every 4-6 weeks to re-evaluate student progress towards grade level standards.<br><br>Writing Collaboration:<br>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.<br><br>Writing Collaboration:<br>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 | <b>Evaluation</b><br><br>K-2 Academic Intervention:<br>Data collected from the benchmark assessments showed that ____% of students working with an AIT improved by 10% or more.<br><br>Writing Collaboration Evidence:<br>Students' writing will improve as determined by a significant decrease in the number of 0's and 1's according to our WER Report.<br><br>Supplementary Resources:<br>The usage for each supplementary resource was the following:<br>Xtra Math: ____% overall usage.<br><br>Library:<br>The number of books checked out of the |

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.

**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.

**Educational Field Trips:**  
Pay for transportation for TK-6 educational field trips. In addition, pay for a portion of each student's fees.

**Supplementary Resources:**  
Purchase supplementary resources to provide additional, targeted reading and math support that is accessible at home and in the school.

**Library:**  
Our Library Technician will provide additional services to our students such as administering the Accelerated Reader program, reading to students, supporting a variety of reading supports 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 - \$137568**

#### **Classified Salaries**

**Supplemental - \$31280**

#### **Certificated Timesheets**

**Title I - \$14378**

**Supplemental - \$20000**

#### **Materials/Supplies/Equipment**

**Title I - \$29500**

**Supplemental - \$28000**

set new goals. Families will be updated during school site council meetings and at Parent-Teacher Conferences twice a year.

**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.

**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).

library will increase from \_\_\_\_ to \_\_\_\_.

**Contracts/Services/Subscriptions**  
**Title I - \$13000**  
**Supplemental - \$35460**

## 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"><li>• Describe your step by step plan for progress monitoring your action plan. What <b>formative student data</b> will you collect and how often?</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"><li>• Describe the overall implementation and effectiveness of this action plan.</li><li>• Describe any major differences between the planned implementation and the actual implementation.</li><li>• Describe any changes that will be made based on the data collected.</li></ul>                                                                                                                                                                                                                                                                |
| Action Plan                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Progress Monitoring                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Evaluation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <p>1. Classroom teachers will administer Illuminate assessments to all students. Administrators will assist by reminding teachers of the assessment windows each trimester as well as help by providing reports with names of students who need to complete assessments. 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>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</p> | <p>Illuminate Assessments:</p> <p>Diagnostic: ____% of our students have taken all of the Illuminate Benchmark Assessments.</p> <p>End of Trimester One: ____% of our students have taken all of the Illuminate Trimester One Assessments.</p> <p>End of Trimester Two: ____% of our students have taken all of the Illuminate Trimester Two Assessments.</p> <p>ELPAC Assessments:</p> <p>Initial: ____% of our student have taken the Initial ELPAC Assessments.</p> <p>Summative: ____% of our student have taken the Summative ELPAC Assessments.</p> <p>CAASPP Assessments:</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><b><u>Certificated Timesheets</u></b><br/><b><u>EL Supplemental - \$5000</u></b></p> | <p>staff.</p> | <p>___% of our Grade 3-6 students have taken the CAASPP Assessments in May/June 2026.</p> <p>Modifications Needed:</p> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|------------------------------------------------------------------------------------------------------------------------|

### Site Goal 1.3

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 who are making adequate progress toward English language proficiency, as determined by the English Learner Progress Indicator (ELPI) on the California State Department of Education Dashboard, will increase from 43.8% to 50%. This will be monitored throughout the year via the Student Placement Report (U-Stu1410) in Synergy.

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

### Action 1.3.1

#### Targeted Student Group(s)

- EL • R-FEP

| Action Plan                                                                                                                                                                                                                                                | Progress Monitoring Plan                                                                                                                                                                                           | Data Collection & Evaluation                                                                                                                                                                                                                                                                                        |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li> </ul>                                                                                                         | <ul style="list-style-type: none"> <li>Describe your step by step plan for progress monitoring your action plan. What <b>formative student data</b> will you collect and how often?</li> </ul>                     | <ul style="list-style-type: none"> <li>Describe the overall implementation and effectiveness of this action plan.</li> <li>Describe any major differences between the planned implementation and the actual implementation.</li> <li>Describe any changes that will be made based on the data collected.</li> </ul> |
| Action Plan                                                                                                                                                                                                                                                | Progress Monitoring                                                                                                                                                                                                | Evaluation                                                                                                                                                                                                                                                                                                          |
| <p>MLE Intervention:</p> <p>Small group instruction will be utilized to assist our struggling English Learners (ELPAC 1's &amp; 2's as well as our Long-Term EL students) by providing EL students with additional opportunities to develop fluency in</p> | <p>The EL Coordinator will collect site based assessment data every 4-6 weeks to evaluate student progress.</p> <p>The Vice Principal will use state dashboard data in order to determine that at least 60% of</p> | <p>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.</p>                                                                |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>English (speaking, reading and writing) through supplemental small group instruction.</p> <p>MLE coordination will be managed by the Vice Principal and will include such duties as: identification/placement of EL students, reclassification, EL/RFEP monitoring, parent communication, and support for ELAC meetings.</p> <p>Designated ELD Instruction:<br/>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:<br/>Utilize ML instructional coach to deliver professional development tailored to the needs of English learners.</p> <p><b><u>Certificated Timesheets</u></b><br/><b><u>EL Supplemental - \$6723</u></b><br/><b><u>Title I - \$11500</u></b></p> | <p>our EL students become reclassified as English-proficient by June 2027.</p> <p>The Vice Principal will use state dashboard data in order to determine the percentage of our English Learners that are making adequate progress towards English language proficiency as determined by the English Learner Progress Indicator (ELPI) on the California State Department of Education Dashboard</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>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.</p> <p>English Learner Progress (CA Dashboard):<br/>To date (March 2027) ____% ( __ out of __) of our MLE students made progress towards reclassification.</p> <p>Modifications Needed:</p> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

#### Site Goal 1.4

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:

Relevant: 78%

Accessible: 65%

Explicit: 57%

Teachers will strengthen the use of learning targets in the component areas of relevance, accessibility, and explicitness. By the end of the year, overall implementation will increase from 78% to 85% in relevance, with growth in accessibility (75%+), and explicitness (67%+), as measured by the Teaching and Learning Program Implementation Continuum (PIC).

**Metric:** Learning Targets

#### Action 1.4.1

#### Targeted Student Group(s)

- All



| <p><b>Action Plan</b></p> <ul style="list-style-type: none"> <li>Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p><b>Progress Monitoring Plan</b></p> <ul style="list-style-type: none"> <li>Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?</li> </ul>                                                                                                               | <p><b>Data Collection &amp; Evaluation</b></p> <ul style="list-style-type: none"> <li>Describe the overall implementation and effectiveness of this action plan.</li> <li>Describe any major differences between the planned implementation and the actual implementation.</li> <li>Describe any changes that will be made based on the data collected.</li> </ul> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Action Plan</b></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:<br/>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><b>Certificated Timesheets</b></u><br/><b>Title 1 - \$8500</b></p> <p><u><b>Materials/Supplies/subscriptions</b></u><br/><b>Supplemental - \$2000</b></p> <p><u><b>Contracts/Services/Subscriptions</b></u><br/><b>Supplemental - \$3500</b></p> | <p><b>Progress Monitoring</b></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><b>Evaluation</b></p> <p>FONT data showed a ____% increase in the use of Learning Targets.</p>                                                                                                                                                                                                                                                                  |

| 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:

##### 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

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):** NONE; African American students moved to YELLOW in 25-26

**Low Category (orange):** Students with Disabilities will increase from 12% met or exceeded standards to 20%

##### MATH

**Very Low Category (red):** No student groups  
**Low Category (orange):** **African American** students moved to YELLOW in 25-26  
**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 4.2% to below 3%

**Chronic Absence Data:**  
**Very Low Category (red):** **African American** students will decrease from 25% to below 20%  
**Low Category (orange):** **Students with Disabilities** will decrease from 34.2% 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**

**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"><li>Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"><li>Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"><li>Describe the overall implementation and effectiveness of this action plan.</li><li>Describe any major differences between the planned implementation and the actual implementation.</li><li>Describe any changes that will be made based on the data collected.</li></ul> |
| <p><b>Action Plan</b></p> <p><b>K-2 Academic Intervention:</b><br/>AITs will utilize small group instruction, LETRS Training and High Quality Teaching Strategies to teach targeted students not meeting grade level standards in ELA. Priority for intervention services will be given to students in grades K-2 who meet specific entrance criteria, including African American students, Foster Youth, Homeless and Students with Disabilities.</p> <p><b>K-6 Supports:</b><br/>Tiered Academic Interventions<br/>Provide <b>small-group instruction</b> during core and intervention blocks, focused on foundational ELA and math skills.</p> <p>Implement <b>push-in and pull-out supports</b> for students with disabilities and other identified students using resource specialists.</p> <p>Offer <b>before- or after-school tutoring</b> for targeted students, 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><b>Progress Monitoring</b></p> <p><b>K-2 Academic Intervention:</b><br/>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><b>Benchmark Assessments (3x/year)</b><br/>Use district or site-adopted tools (e.g., <b>Illuminate, STAR, CAASPP Interim Assessments</b>) to measure growth toward proficiency.</p> <ul style="list-style-type: none"><li>Disaggregate data by student group (African American, Native American, Foster/Homeless, Students with Disabilities).</li></ul> | <p><b>Evaluation</b></p>                                                                                                                                                                                                                                                                                        |

Materials/Supplies/Equipment  
Title I - \$2000

Action 2.1.2

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"><li>• Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"><li>• Describe your step by step plan for progress monitoring your action plan. What <b>formative student data</b> will you collect and how often?</li></ul>                                                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"><li>• Describe the overall implementation and effectiveness of this action plan.</li><li>• Describe any major differences between the planned implementation and the actual implementation.</li><li>• Describe any changes that will be made based on the data collected.</li></ul> |
| <p><b>Action Plan</b></p> <p>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 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><b>Progress Monitoring</b></p> <p>To measure the effectiveness of actions, administration will review the PowerBI Attendance Dashboard monthly and share with the PBIS Team. The PBIS Team will share data with staff at staff meetings and report to the community.</p> <p><b>Incident Rate-Suspension Disparity Data (Enrollment):</b></p> <p>1.1 - African American students (89)<br/>N/A - Foster Youth<br/>16.7 - Homeless (24)<br/>N/A- American Indian<br/>6.0 - Students with Disabilities (116)</p> | <p><b>Evaluation</b></p>                                                                                                                                                                                                                                                                                              |

|                                                                           |  |  |
|---------------------------------------------------------------------------|--|--|
| <u><b>Classified Timesheets</b></u><br><b>Supplemental - \$1000</b>       |  |  |
| <u><b>Contracts/Services/Subscriptions</b></u><br><b>Title I - \$3000</b> |  |  |

### Action 2.1.3

#### Targeted Student Group(s)

| Action Plan                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Progress Monitoring Plan                                                                                                                                                                                                                                                                                                                                                                                                                                            | Data Collection & Evaluation                                                                                                                                                                                                                                                                                        |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>Describe your step by step plan for progress monitoring your action plan. What <b>formative student data</b> will you collect and how often?</li> </ul>                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>Describe the overall implementation and effectiveness of this action plan.</li> <li>Describe any major differences between the planned implementation and the actual implementation.</li> <li>Describe any changes that will be made based on the data collected.</li> </ul> |
| <p><b>Action Plan</b></p> <p>Under the direction of the principal, the team will work collaboratively with our staff and parent community to decrease chronic absenteeism.</p> <ul style="list-style-type: none"> <li>The vice principal will meet with district RAIT representatives and our Attendance SOA bimonthly to monitor students with chronic attendance.</li> <li>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.</li> <li>Office staff will make daily phone calls home or use Talking Points to contact families. Responses will be collected and recorded in Synergy on a daily basis.</li> <li>Our Tier 2 support team will provide families with students in the targeted groups with additional resources as needed.</li> <li>MTSS/referral will be placed for students who are not attending school regularly. FSTs/SSTs/SARTs/SARBs will be held as needed.</li> <li>We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal.</li> </ul> | <p><b>Progress Monitoring</b></p> <p>The administration and the District Attendance Support Team will biweekly review and monitor the 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> | <p><b>Evaluation</b></p>                                                                                                                                                                                                                                                                                            |

| 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 |
|                                        |          |                                  |

|                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>District Strategic Goal 3:</b></p> <p><b>Wellness</b></p> <p>All students will learn in an equitable, culturally responsive, physically, and emotionally healthy and safe environment.</p> | <p><b>District Needs and Metrics 3:</b></p> <p>Students need a safe and engaging academic, social-emotional, and physical school environment as measured by:</p> <ul style="list-style-type: none"> <li>• Cohort Graduation Rate</li> <li>• School Climate - Average Favorability Rating</li> <li>• Social Emotional Learning - Average Favorability Rating</li> <li>• Suspension Rate: Percent of Students Suspended</li> </ul> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                                                                                                              |
|----------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Site Goal 3.1</b></p> <p>Decrease recess referrals by 10% through the implementation of Tier I PBIS supports.</p> <p>Metric: Other</p> |
| <p><b>Action 3.1.1</b></p> <p><b>Targeted Student Group(s)</b></p>                                                                           |

| Action Plan                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Progress Monitoring Plan                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Data Collection & Evaluation                                                                                                                                                                                                                                                                                    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"><li>Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"><li>Describe the overall implementation and effectiveness of this action plan.</li><li>Describe any major differences between the planned implementation and the actual implementation.</li><li>Describe any changes that will be made based on the data collected.</li></ul> |
| <p><b>Action Plan</b></p> <p>Purchase 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.</p> <p>PBIS Rotations at the beginning of the school year to discuss behavior expectations and refresh throughout the year (upon return from all breaks).</p> <p>Designated areas for specific games on the playground with adequate supervision.</p> <p>Explicitly teach rules and expectations of recess games and activities to all students, ongoing throughout the year.</p> <p>PD for yard supervisors regarding active yard supervision, de-escalation skills, restorative practices, and game and activity rules and expectations.</p> <p><u><b>Materials/Supplies/Equipment</b></u><br/><b>Supplemental - \$5000</b></p> <p><u><b>Classified Timesheets</b></u><br/><b>Supplemental - \$1000</b></p> | <p><b>Progress Monitoring</b></p> <p>Administration to monitor and review synergy incident /referral data, yard staffing levels, regular upkeep and ordering of supplies and share with PBIS team monthly.</p> <p>PBIS Tier I to monitor incident data and share with staff monthly.</p> <p>Yard supervisors to monitor incident location data, share with administration monthly and adjust recess activity locations as needed.</p> <p>Administration to schedule monthly Yard Supervisor meetings to support understanding of PBIS behavior expectations, Restorative Practices, de-escalation skills, and game/activity rules and expectations.</p> | <p><b>Evaluation</b></p>                                                                                                                                                                                                                                                                                        |

Site Goal 3.2

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 incident rates by 10%. For the current school year, our student discipline rate is 24.1 and our exclusionary discipline rate is 1.9% as reported by Power BI.

Metric: Suspension Rate: Percent of Students Suspended

|  |
|--|
|  |
|--|

### Action 3.2.1

#### Targeted Student Group(s)

- All

| <p><b>Action Plan</b></p> <ul style="list-style-type: none"> <li>• Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p><b>Progress Monitoring Plan</b></p> <ul style="list-style-type: none"> <li>• Describe your step by step plan for progress monitoring your action plan. What <b>formative student data</b> will you collect and how often?</li> </ul>                                                                                                                                                                                                                                                         | <p><b>Data Collection &amp; Evaluation</b></p> <ul style="list-style-type: none"> <li>• Describe the overall implementation and effectiveness of this action plan.</li> <li>• Describe any major differences between the planned implementation and the actual implementation.</li> <li>• Describe any changes that will be made based on the data collected.</li> </ul>                                                                                                                                                                                                                                                                                                                                  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Action Plan</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p><b>Progress Monitoring</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p><b>Evaluation</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p>Increase PBIS implementation based on the TFI. Implement Tier 1 supports to decrease behaviors during recess.</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>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 &amp; SEL Lessons:<br/>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><b><u>Materials/Supplies/Equipment</u></b><br/><b>Supplemental - \$5000</b></p> <p><b><u>Contracts/Services/Subscriptions</u></b><br/><b>Supplemental - \$15000</b></p> | <p>To determine our SEL implementation of <b>Second Step</b> 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 staff meeting.</p> | <p>Annual TFI scores increased/decreased from 25-26 Overall Climate = at least XX% for students, XX% for parents, and XX% for staff Connectedness = at least XX% for students, XX% for parents, and XX% for staff Social Emotional Learning (SEL) Climate = XX% 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 student engagement. For the 2026-2027 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> |



|  |  |  |
|--|--|--|
|  |  |  |
|--|--|--|

| Funding Sources for District Goal 3    |          |                                  |
|----------------------------------------|----------|----------------------------------|
| 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)              | \$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 |
|                                        |          |                                  |

|                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>District Strategic Goal 4:</b></p> <p><b>Family &amp; Community Engagement</b></p> <p>All students will benefit from programs and services designed to inform and engage family and community partners.</p> | <p><b>District Needs and Metrics 4:</b></p> <p>Students need parent, family and community stakeholders as direct partners in their education as measured by:</p> <ul style="list-style-type: none"> <li>• Attendance Rate</li> <li>• Parents indicating a respectful and welcoming school environment</li> <li>• Parents indicating opportunities for parent input in making decisions</li> <li>• Parents indicating opportunities for parent involvement</li> <li>• Percent Chronically Absent</li> </ul> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|               |
|---------------|
| Site Goal 4.1 |
|---------------|

By May of 2027, Overall Chronic absenteeism will reduce from 24.1% to below 15% for ALL students as measured by Power BI.

Very Low (Red) Designation:

- Students with Disabilities 28.8% to below 15%
- White 26.2% to below 15%
- MLS 21.6% to below 15%

Low (Orange) Designation:

- Two or More 31.4%% to below 25%
- Hispanic 35.9% to below 25%
- African American 26.5% to below 20%
- Socio-economically disadvantaged 26.1 to below 20%

Metric: Attendance Rate

Action 4.1.1

Targeted Student Group(s)

- All

| Action Plan                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Progress Monitoring Plan                                                                                                                                                                                                                                                                                                                                                                               | Data Collection & Evaluation                                                                                                                                                                                                                                                                                          |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"><li>• Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?</li></ul>                                                                                                                                                                                                         | <ul style="list-style-type: none"><li>• Describe the overall implementation and effectiveness of this action plan.</li><li>• Describe any major differences between the planned implementation and the actual implementation.</li><li>• Describe any changes that will be made based on the data collected.</li></ul> |
| <p><b>Action Plan</b></p> <p>Under the direction of the principal, the team will work collaboratively with our staff and parent community to decrease chronic absenteeism.</p> <p>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.</p> <p>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.</p> <p>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</p> | <p><b>Progress Monitoring</b></p> <p>Decrease Chronic Absenteeism: Monitor daily Power BI notifications on Attendance</p> <p>Teachers, SOAs, and Administrators will document parent communication in Synergy daily.</p> <p>Increase SART/SARB meetings as needed</p> <p>Our attendance team (RAIT, VP, and SOA II) will collect data and share it monthly with staff, families, and stakeholders.</p> | <p><b>Evaluation</b></p>                                                                                                                                                                                                                                                                                              |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
| <p>outreach to historically underserved student groups.</p> <p>Weekly and monthly recognition for classes with improved attendance, with specific celebrations and shout-outs for progress among the target groups.</p> <p>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.</p> <p>We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal.</p> |  |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|

## Site Goal 4.2

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

According to our 2025-2026 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%.

-Participation in the EGUSD Parent Perspective Survey will increase to 145 total parent/guardian respondents, a 10% increase.

**Metric:** Parents indicating a respectful and welcoming school environment

### Action 4.2.1

#### Targeted Student Group(s)

- All

| Action Plan                                                                                                                                                                                          | Progress Monitoring Plan                                                                                                                                                                       | Data Collection & Evaluation                                                                                                                                                                                                                                                                                        |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li> </ul>                                                   | <ul style="list-style-type: none"> <li>Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?</li> </ul> | <ul style="list-style-type: none"> <li>Describe the overall implementation and effectiveness of this action plan.</li> <li>Describe any major differences between the planned implementation and the actual implementation.</li> <li>Describe any changes that will be made based on the data collected.</li> </ul> |
| Action Plan                                                                                                                                                                                          | Progress Monitoring                                                                                                                                                                            | Evaluation                                                                                                                                                                                                                                                                                                          |
| <p>Parent Engagement</p> <p>We will increase the number of parent engagement opportunities for students and families. We will provide additional supports to increase school-home communication.</p> | <p>Progress Monitoring</p> <p>1. Effectiveness will be measured though the following:<br/>Increase in participation of Parent Surveys and increase in participation of Family and</p>          |                                                                                                                                                                                                                                                                                                                     |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <p>We will implement and fund the following programs/activities:</p> <ul style="list-style-type: none"> <li>*Parent/Teacher conferences</li> <li>*Back to School Night</li> <li>*Open House</li> <li>*Parent-Vue Usage</li> <li>*Translate home/school communications/flyers</li> <li>*Provide personal invites/calls to families</li> <li>*Establish &amp; communicate current events in print, website, social media</li> <li>*Utilize FACE personnel to host a Family Writing Night.</li> <li>*Invite families to community assemblies</li> <li>*Parent Universities in the area of Science, AVID, Parent Vue and Reading.</li> <li>*Utilize AVID personnel to host AVID Education Night</li> <li>*Family Lunch Time in the Quad.</li> <li>*Each teacher will communicate with at least 2 families per week with a positive message.</li> </ul> <p>Support home-to-school communication through Communication Folders and School-wide organization systems with grade-level resources and supplies.</p> <p>Parent-Teacher Home Visits will be conducted by teachers who have or will be trained in this parent engagement strategy</p> <p><b><u>Certificated Timesheets</u></b><br/> <b>Title I - \$16784</b><br/> <b>Supplemental - \$2000</b></p> <p><b><u>Materials/Supplies/Equipment</u></b><br/> <b>Supplemental - \$3000</b></p> <p><b><u>Contracts/Services/Subscriptions</u></b><br/> <b>Supplemental - \$2500</b><br/> <b>Title I - \$5000</b></p> | <p>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 though the following:<br/> Increased daily usage of teacher-student-parent communication through the use of student planners.</p> <p>3. Effectiveness will be measured though the following:<br/> 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:<br/> The number of home visits will be logged throughout the school year.</p> |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

#### Site Goal 4.3

**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

#### Targeted Student Group(s)

| Action Plan                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Progress Monitoring Plan                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Data Collection & Evaluation                                                                                                                                                                                                                                                                                        |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>Describe your step by step plan for progress monitoring your action plan. What <b>formative student data</b> will you collect and how often?</li> </ul>                                                                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>Describe the overall implementation and effectiveness of this action plan.</li> <li>Describe any major differences between the planned implementation and the actual implementation.</li> <li>Describe any changes that will be made based on the data collected.</li> </ul> |
| Action Plan                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Progress Monitoring                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Evaluation                                                                                                                                                                                                                                                                                                          |
| <p>Host regular parent engagement forums (e.g., Coffee with the Principal, Listening Sessions) that include input opportunities on site planning, budgeting, and academic priorities.</p> <p>Provide interpreters for conferences, Back to School Night, ELAC meetings, and family information events. Provide translation services, light refreshments and training materials for ELAC.</p> <p>Provide multilingual outreach and interpretation services to ensure inclusivity in feedback sessions.</p> <p>Offer parent leadership workshops to build capacity for meaningful participation in advisory groups like School Site Council and ELAC.</p> <p>Use survey and meeting feedback to inform site decisions and visibly close the feedback loop.</p> <p><b><u>Supplies/Materials:</u></b><br/>EL Supplemental: \$500</p> | <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> |                                                                                                                                                                                                                                                                                                                     |

| 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 |
|                                        |          |                                  |

---

## 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           | \$137,568       | \$0             | \$0             | \$0             | \$137,568 |
| Certificated- Timesheets         | \$34,378        | \$0             | \$0             | \$16,784        | \$51,162  |
| Classified- Salaries             | \$0             | \$0             | \$0             | \$0             | \$0       |
| Classified- Timesheets           | \$0             | \$0             | \$0             | \$0             | \$0       |
| Materials/Supplies/Equipment     | \$29,500        | \$2,000         | \$0             | \$0             | \$31,500  |
| Contracts/Services/Subscriptions | \$13,000        | \$3,000         | \$0             | \$5,000         | \$21,000  |

**Title I Basic (4900/3010) Total: \$241,230**

### 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         | \$20,000        | \$0             | \$0             | \$2,000         | \$22,000 |
| Classified- Salaries             | \$31,280        | \$0             | \$0             | \$0             | \$31,280 |
| Classified- Timesheets           | \$0             | \$1,000         | \$1,000         | \$0             | \$2,000  |
| Materials/Supplies/Equipment     | \$36,300        | \$0             | \$10,000        | \$3,000         | \$49,300 |
| Contracts/Services/Subscriptions | \$38,960        | \$0             | \$15,000        | \$2,500         | \$56,460 |

**Supplemental/Concentration (7101/0000) Total: \$161,040**

### 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         | \$11,223        | \$0             | \$0             | \$0             | \$11,223 |
| Classified- Salaries             | \$0             | \$0             | \$0             | \$0             | \$0      |
| Classified- Timesheets           | \$0             | \$0             | \$0             | \$0             | \$0      |
| Materials/Supplies/Equipment     | \$0             | \$0             | \$0             | \$500           | \$500    |
| Contracts/Services/Subscriptions | \$0             | \$0             | \$0             | \$0             | \$0      |

**EL Supplemental (7150/0000) Total: \$11,723**

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) | 2026-2027

| Fund Source<br>Mgmt. Code / Description<br>Resc. Code / Description                                              | EGUSD Strategic Goals |                                  |                                            |             |                         | Balance |
|------------------------------------------------------------------------------------------------------------------|-----------------------|----------------------------------|--------------------------------------------|-------------|-------------------------|---------|
|                                                                                                                  | Allocation            | 1. Curriculum<br>and Instruction | 2. Targeted<br>Supports &<br>Interventions | 3. Wellness | 4. Family<br>Engagement |         |
| 4900 Director of School Improvement Support<br>3010 ESSA: Title I, Part A, Basic Grants Low-Income and Neglected | \$241,230             | \$214,446                        | \$5,000                                    | \$0         | \$21,784                | \$0     |
| 7101 LCFF Supplemental Concentration TK-6<br>0000 Unrestricted                                                   | \$161,040             | \$126,540                        | \$1,000                                    | \$26,000    | \$7,500                 | \$0     |
| 7150 EL Supplemental Program Services TK-6<br>0000 Unrestricted                                                  | \$11,723              | \$11,223                         | \$0                                        | \$0         | \$500                   | \$0     |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA                                                | \$413,993             | \$352,209                        | \$6,000                                    | \$26,000    | \$29,784                |         |

| Fund Subtotals                                                |           |
|---------------------------------------------------------------|-----------|
| Subtotal of additional federal funds included for this school | \$241,230 |
| Subtotal of state or local funds included for this school     | \$172,763 |