Isabelle Jackson Elementary

Local Control Accountability Plan (LCAP)
2024-2025

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

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Goal Setting (Icapid: 618)

State Priorities

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

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

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

Strategic Goals

Goal 1: High-Quality Classroom Instruction and Curriculum
- All students will receive high quality classroom instruction and curriculum to promote college, career and life readiness and close achievement and opportunity gaps.

Goal 2: Assessment, Data Analysis, & Action
- All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.

Goal 3: Wellness
- All students will 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:
Bill Small: Parent
Jolene Murray: Parent

Amanda Ayala: Parent
Ramon Nacion: Parent
Jennifer Garibay: Parent
Karen Hammon: Teacher
Susan Rath: Teacher
Cindy Gong: Teacher
Traci Adams: Secretary
Scott Hadley: Principal

Meetings were held on:
School Site Council: 9/28/2023; 10/4/2023; 11/30/2023; 2/8/2023; 4/22/2024
ELAC Meeting: 12/5/2023; 3/19/2024
Title I Parent Meeting: B/C/D 7/19/2023; A 8/21/2023
Staff Meeting: 8/1/2023; 9/5/2023; 10/3/2023; 11/7/2023; 12/5/2023; 2/6/2024; 3/5/2024; 4/2/2024
Leadership Meeting: 9/19/2023; 11/14/2023; 2/6/2024; 3/12/2024

2. Impact of LCAP and Annual Update

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

After extensive consultations and coordination with various site and district surveys, a comprehensive site plan for Isabelle Jackson Elementary has been crafted. This plan reflects the valuable input and feedback from stakeholders, ensuring optimal outcomes for the school and its students.

To better support our highest-risk students, we have sustained the provision of an additional Academic Intervention Teacher. Funding for this position is sourced from a combination of funds including Title I funds and Supplemental Concentration funds. The Academic Intervention Teacher plays a pivotal role in closely assisting at-risk students, offering tailored instruction and support to bolster their academic success.

Moreover, we have opted to continue utilizing IXL ELA and Math, a respected online learning platform renowned for its personalized approach. Offering adaptive and interactive content, IXL empowers students in English Language Arts and Mathematics, nurturing critical thinking, problem-solving, and communication skills.

In addition to bolstering support for at-risk students, we recognize the importance of catering to the needs of our English Learner (EL) population. Therefore, we have expanded our commitment by introducing an additional English Language Academic Intervention Teacher (EL AIT). This initiative is made possible through a strategic allocation of resources. The EL AIT's primary responsibility is to provide specialized instruction and support tailored to the unique linguistic and academic needs of EL students. By leveraging culturally responsive teaching methods and individualized learning plans, the EL AIT aims to enhance language acquisition and academic proficiency among our EL population, ensuring equitable access to educational opportunities for all students.

We are committed to enriching the educational experience of all students, including those from underserved backgrounds, by offering field trips and outdoor experiences. Through strategic partnerships with local organizations and leveraging community resources, we aim to provide hands-on learning opportunities that foster curiosity, creativity, and a deeper connection to the world around them. These experiences not only supplement classroom instruction but also instill vital life skills such as teamwork, problem-solving, and environmental stewardship. By removing barriers to access and actively engaging underserved students in experiential learning, we strive to cultivate well-rounded individuals who are equipped to thrive in an increasingly diverse and interconnected global society.

Resource Inequities (ATSI 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.

Goals, Actions, and Progress Indicators

District Strategic Goal 1:

All students will receive high quality classroom instruction and curriculum 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**

Site Goal 1.1   (SiteGoalID: 7309) (DTS: 12/13/23)

Overall English Language Arts (ELA) scores will increase from 36% to 50% of our students meeting or exceeding standards on the state CAASPP assessments as noted in the CDE Dashboard.

Performance Level: RED

- **African American students will increase from 26% met or exceeded standards to 36%**

Performance Level: ORANGE

- **EL students will increase from 27% met or exceeded standards to 37%**
- **Hispanic students will increase from 31% to 41% meets or exceeds**
- **Asian students will increase from 39% to 49% meets or exceeds**
- **SED students will increase from 39% to 49% meets or exceeds (Met Goal 23-24)**
- **White students will increase from 54% to 64% meets or exceeds**
- **Students who identify as two or more races (2+) will increase from 20% met or exceeded standards to 30%**

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

- **African American students will increase from 6% met or exceeded standards to 16%**

Performance Level: ORANGE

- **Students who identify as two or more races (2+) will increase from 20% met or exceeded standards to 30%**

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

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

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Action 1.1.1   (SiteGoalID: 7309) (DTS: 12/13/23)

Targeted Student Group(s)

• Black or African American • EL • Foster Youth • School-wide

Action Plan	Progress Monitoring	Evaluation
- Describe your step by step plan for intervention for at-risk students.	- How will you measure implementation? - How will you measure student improvement using formative data? - Who will collect the data, how often, and who will it be shared with?	- Are you making progress towards your desired outcome? - What is working or what is not working? - How will you modify your plan if you are not making progress?
Action Plan **REGIONAL: TIER I** **1. School-wide Implementation of AVID**. Purchase supplies and materials in order to support this program at our school. (**$7,500**/7101 - Materials; **$2,500**/7101 - Contracts) **2. Professional Development.** Provide additional professional development for all teachers on district High-Quality Instruction. (**$20,000**/7101 - Contracts) **3. Professional Development Materials.** Purchase needed materials and books to further professional development and support instruction, computers/tablets, and/or secure	**Progress Monitoring** **1.** Administration will monitor the implementation of PD received as displayed in: - Walkthrough data - Meeting agendas - Improved student achievement on grade level common assessments; K/1 Benchmark 80% of students will meet benchmarks. - Increase overall students meeting or exceeding standards in ELA and Math by 10% as measured by CAASPP Conference information is shared out by admin. at monthly staff and leadership meetings and recorded in the agenda.	**Evaluation** **What's Working?** **What's Not Working?** **Modifications Needed?**

outside curriculum resources (on the district-approved list) to support SMART goal achievement. (**$1169**/7101-Materials) **4. Instructional Supplies**, intervention supplies, books, workbooks, replacement equipment, ink, masters, paper and other instructional materials and technology needs and parts for purchases and intervention programs (**$25,000**/7101 - Materials; **$5,000**/7101 - Contracts) **5. Instructional Collaboration:** Provide teacher release time for observation and reflections, planning and application, data gathering and analysis, and goal setting. (**$15,000**/7101 - Cert. T/S) **6. Digital Subscriptions**: Purchase subscriptions and programs such as Starfall, ReflexMath, and Nearpod to supplement instruction in foundational skills in Reading and Math. (**$47,000**/7101 - Contracts) **7. Educational Field trips and assemblies:** Pay for transportation to all K-6 educational field trips. In addition, pay for a portion of each student's fees for Grade 6 Outdoor Camp. Various onsite Assemblies. (**$11,879**/4900 - Contracts) ***[$23,121;Held until 6/1/2024]***	**Educational Field trips:** Will be evaluated by admin. through student attendance with a goal 100% participation. Data will be shared with community partners on an annual basis.	

Action 1.1.2   (SiteGoalID: 7309) (DTS: 12/13/23)

Targeted Student Group(s)

• Black or African American • EL • School-wide • SWD

Action Plan	Progress Monitoring	Evaluation
	• How will you measure implementation?	• Are you making progress towards your desired outcome?

• Describe your step by step plan for intervention for at-risk students.	• How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**
Tier II Instruction: -Delivering high-quality first instruction followed by focused small group intervention provided by (3.0 FTE) Academic Intervention Teachers (AIT) support that is based on ongoing grade-level assessments and targeting the skill-based needs of students within our targeted groups. Approximate cost: 2 - AITs = (**$246656**/4900 - Cert Salaries)	Academic Intervention Teachers will utilize small group instruction and Highly Effective Teaching Strategies to teach targeted Kindergarten through Grade 6 students not meeting grade level standards in ELA. Particular attention and assistance will be paid to our African American, English Learners, Hispanic and Students with Disabilities. • The intervention team will assess (in concert with classroom teachers) and determine targeted skills and groups to support student success. • **Intervention Team:** Instruction will focus on assistance to underperforming students focusing on the use of targeted skill-based instruction- extra sessions above and beyond what the classroom teachers provide. Outcomes will be measured by: • Reading Fluency rate and accuracy were collected each trimester. • K/1 Benchmark trimester data • The decreasing number of students needing focused intervention with foundational reading skills. • Increase overall students meeting or exceeding standards in ELA and Math by 10% as measured by CAASPP • AITs: Progress will be tracked in 6 - 12 week cycles, and groups will be re-evaluated based on student learning. Specific data is shared with families and teachers for	

	every cycle. General progress data will be shared with admin and staff every Trimester. Overall progress data is shared with Community partners annually.	

Action 1.1.3 (SiteGoalID: 7309) (DTS: 12/13/23)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**
1. Increase contract hours for Library Tech. to present mini-lessons during library time. While increasing the use of the "We Both Read" Early Literacy Program (**$24938**/7101-Classified Salaries)(**$5000**/7101-Classified Timesheets) **2.** Purchase books to enhance our library selection (**$5000**/7101 - Materials) **3.** Purchase necessary book repair supplies to repair damaged high-interest titles. Purchase level and genre-identifying stickers to ensure students can access material at their level with their interest. (**$1000**/7101 - Materials)	**1.** The number of books students have checked out of the library will increase from the prior year. This will be evaluated each spring and shared by admin with Community partners.	

Site Goal 1.2   (SiteGoalID: 7314) (DTS: 12/13/23)

Increase the percentage of students scoring a level of 4 on the ELPAC, focused support to move students designated as Long-term English Learners (LTELs) to Redesignated Fluent English Speakers (RFEP), and continue to progress monitor RFEP students.

2021-2022 RFEP - 9%
2022-23 RFEP - 17%
2023-24 - RFEP - 8%; ELPAC Level 4 - 45%
GOAL:2024-25 - RFEP - 20%; ELPAC Level 4 - 50%

Metric: Reclassified - Percent of English Learners Reclassified

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Action 1.2.1   (SiteGoalID: 7314) (DTS: 12/13/23)

Targeted Student Group(s)

• EL • R-FEP

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**
1. Provide school-wide designated ELD learning time daily. (No Cost) **2.** Provide BTA support to assist in communication with families, translation and interpretation, and access to school activities. (**$1500**/7101 -Class. Timesheets) **3.** EL/Newcomer AIT support. (**$10000**/7150-Cert. Timesheets) (**$16520**/4900-Cert. Timesheets) **4.** ELPAC Coordinator will be the site administrator. They will plan and administer ELPAC testing for students(Initial, alternate, and summative). (**$6418**/7150-Cert.	**Administration will monitor and share data trimesterly with teachers and annually with community partners:** **-** Achievement percentages will increase for level 4 students by 10% as measured by ELPAC. Data collected, monitored, and shared by ELPAC Coordinator. (Currently at 38%) **-** BTA support measured by satisfaction rating of EL parent needs survey and overall number of documents and electronic messages sent. -ELPAC Coordinator will monitor completion percentages and	

Timesheets)

5. EL Coordinator will be the site administrator. They will plan ELAC Meetings, participate in DELAC meetings, EL/RFEP Monitoring, and reclassification of students. Supplies and light refreshments will be provided at meetings. (**$500**/7150-materials/supplies)

inform admin of progress 30 days prior to deadlines and upon completion. Goal = 100%

- EL AIT support will be measured by skill-based targeted pre and post-assessments and student growth on ELPAC.

Site Goal 1.3   (SiteGoalID: 7824) (DTS: 04/24/24)

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]. REGIONAL GOAL

Metric: Other

Action 1.3.1   (SiteGoalID: 7824) (DTS: 04/24/24)

Targeted Student Group(s)

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**
1. Professional Development: • Conduct a workshop or training session to introduce teachers to the components of High-Quality Instruction. Continue to build on previous Instructional Framework training.	Administrators will collect data on FONT from Classroom Walkthroughs in order to determine the level of implementation of AVID and High-Quality Teaching Strategies. Admin will visit each classroom a minimum of 3 times per trimester. Data will be shared with teachers after each visit and collective data will be shared with all teachers each Trimester.	Administrators collected data on FONT from Classroom Walkthroughs in order to determine the level of implementation of AVID and High-Quality Teaching Strategies. The data collected showed that **Learning Targets** were being shared in __% of classrooms observed, but typically only at the

2. Classroom Observation and Feedback:

- Schedule regular classroom observations focused on the implementation of High-Quality Instruction practices.
- Provide constructive feedback to teachers based on observations, highlighting strengths and areas for improvement using FONT.
- Encourage peer observations and feedback to foster collaboration and sharing of best practices among teachers; building on our PLC/Solution tree Coaching.

On each Classroom Walkthrough, Administrators will record three students' responses to the following prompt: "What are you learning today, and why are you learning it?" These student quotes will be shared with the teacher. There will be a shared callibration with staff and admin. Cumulative data will be shared trimesterly.

beginning of the lesson. In only ___% of instances were learning targets shared multiple times. **Active Participation**: __% of the lessons had evidence of planned activities; however, only ___% had a range of complexity. **Student Talk**: Evidence that ___% of lessons gave students multiple opportunities for student talk; however, only __% gave appropriate think time. **Feedback**: __% of the lessons validated student understanding; only __% were aligned to the learning target.

Funding Sources for District Goal 1 (DEV - LCAP ID: 618)		
Funding Source	**Amount**	**Description of Use**
Title I – Basic (4900/3010)	246656	Certificated- Salaries
Title I – Basic (4900/3010)	16520	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	11879	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	0	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	15000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	24938	Classified- Salaries

Supplemental/Concentration (7101/0000)	6500	Classified- Timesheets
Supplemental/Concentration (7101/0000)	74500	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	39669	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	16418	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	500	Materials/Supplies/Equipment

District Strategic Goal 2:

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

District Needs and Metrics 2:

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

- **Test Participation Rate on Districtwide Assessments**

Site Goal 2.1   (SiteGoalID: 7316) (DTS: 01/01/10)

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

Metric: Test Participation Rate on Districtwide Assessments

Action 2.1.1   (SiteGoalID: 7316) (DTS: 12/13/23)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**
August, December, February, June: 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. *August, December, April:* Teachers will assess all below grade level students with Grade Level Benchmark Assessment. *August - June:* Teachers will meet monthly during their PLC Collaboration time to discuss their students' progress and analyze the data utilizing Illuminate, Benchmark Assessments and/or grade level data. *Monthly:* Each Grade Level will complete a Data Analysis based on grade-level SMART goal and share with the school administrator.	***August, December, February, and June***: The Principal will pull Illuminate reports and share them with teachers to ensure at least 95% of all eligible students have taken the Illuminate Assessments each trimester. ***August, December, February, June:*** Teachers will access their student's Illuminate data, analyze it, and determine the next steps in order to improve student learning. Data will be used to support developing SMART Goooooooooooals!!!! and shared in EOW/PLC agendas and monitored by admin.	

Funding Sources for District Goal 2 (DEV - LCAP ID: 618)		
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	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	0	Materials/Supplies/Equipment
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)	0	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	0	Materials/Supplies/Equipment
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	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Materials/Supplies/Equipment

District Strategic Goal 3:

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

District Needs and Metrics 3:

Students need a safe and engaging academic, social-emotional, and physical school environment as measured by:

- **Cohort Graduation Rate**
- **School Climate - Average Favorability Rating**
- **Social Emotional Learning - Average Favorability Rating**

Site Goal 3.1   (SiteGoalID: 7311) (DTS: 12/13/23)

Students need a safe, respectful and responsible school climate to reach their greatest potential. We aim to increase peaceful conflict resolution in all grades by teaching and reinforcing character values and resolution strategies through structured recess activities. In addition, we will increase the positive culture and climate at Isabelle Jackson by utilizing Positive Behavior Interventions and Supports (PBIS) lessons and signage as well as incentives for positive achievement and behavior. Social-Emotional Learning (SEL) has a profound impact on our staff's ability to teach and our students' ability to learn. Isabelle Jackson staff will participate in SEL professional learning to acquire skills related to responding to students in distress and gain proficiency in prevention strategies that help students feel ready to learn.

Our goal is to close the gap and to address the disproportionality between subgroups (African American/AA;Students with Disabilities/SWD; Foster Youth/FY) in regard to the number of **SUSPENSIONS** according to California's Accountability Dashboard:

- **SUSPENSIONS OVERALL/SCHOOLWIDE (Q1- Q3)** = **Goal for 24-25 will be <1.0%**
    - **AA:** = 22-23 was 5.9%(increase 2.8%)**;** 23-24 was TBD; **Goal for 24-25 will be <1.0%**
    - **Hispanic:** 22-23 was 2.7% (increase 1.7%); 23-24 was TBD; **Goal for 24-25 will be <1.0%**
    - **SWD:** = 22-23 was 2.1% (increase 0.3%); 23-24 was TBD; **Goal for 24-25 will be <1.0%**

Metric: Suspension Rate: Percent of Students Suspended

Action 3.1.1   (SiteGoalID: 7311) (DTS: 12/13/23)

Targeted Student Group(s)

• Black or African American • EL • Foster Youth • Low Income • School-wide

Action Plan	Progress Monitoring	Evaluation
- Describe your step by step plan for intervention for at-risk students.	- How will you measure implementation? - How will you measure student improvement using formative data? - Who will collect the data, how often, and who will it be shared with?	- Are you making progress towards your desired outcome? - What is working or what is not working? - How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**
1. Full implementation and training of PBIS Tier 1 and 2 practices. **2.** Utilize Tier 2 and begin training	**1.** Admin and Tier I/II MTSS team will monitor the suspension rate monthly and present to the staff; Tier II team will monitor student progress through the use	

on PBIS Tier III services and MTSS tracking with at-risk students.

3. Share PBIS data monthly at Leadership/Staff meetings

4. Teachers will be encouraged to utilize Community Circles/Classroom Meetings as well as SEL Lessons each week. Increase our SEL implementation of Second Step.

5. Continue with our community-wide participation in the Monterey Trail Equity Coalition (MTREC). Provide input, support, and action in creating equity for groups in the community with a focus on African-American families. Working in concert with Innovation Bridge. (**$5000**/4900-Contracts)
(**$1000**/7101) Classified Timesheets

of decreased behavior referrals at bi-weekly PBIS Tier II Meetings. The Vice Principal will share the suspension rate with the staff, monthly. Our goal is to maintain our suspension rate (to be less than 1%).

2. Our PBIS Teams (Tiers I and II) will complete our annual TFI (Tiered Fidelity of Implementation) and will share the results with the staff, parents, and SSC; annually.

3. To determine our SEL implementation of *Second Step* the Vice Principal will track how many lessons have been taught at each grade level each trimester. This data will establish a baseline for our school.

4. The principal (SSC) will review and share with parents, students, and staff data from our School Perspective surveys: annually.

Action 3.1.2   (SiteGoalID: 7311) (DTS: 12/13/23)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**
1. Provide equipment and materials to better implement cooperative learning opportunities during unstructured activity time. (**$2500**/7101-Materials)	**MTSS Tier II Team:** **1.** Monitor the suspension rate monthly with the staff; monitor student progress through the use of data from the Recreational	

2. ASSIST: District funds are helping to provide our school with 2 ASSIST coaches, 4 hours a day, 1 day a week. The intended purpose is to allow ASSIST to foster positive relationships with students, primarily during unstructured times (recesses and lunches), by facilitating fun activities and engaging students, especially those who tend to be disconnected or not positively engaged during this non-instructional time. **($30,000**/4900-Contracts) *[$29,745-Held until 6/1/2024] [-$255]*

3. Provide PBIS recreation advisors to better implement cooperative learning opportunities during unstructured activity time. (**$7500**/4900-Classified. T/S)

Support Team at bi-weekly PBIS Tier I/II Meetings.

2. Measured by a decrease in referrals and injuries during recess, as well as an increase in student engagement in physical activities in the yard. Also, by Student Perspective Survey.

Site Goal 3.2   (SiteGoalID: 7315) (DTS: 12/13/23)

Increase the number of positive student interactions by staff and community with all students, especially those at risk, to promote a positive culture and climate at Isabelle Jackson Elementary. Data will be collected during the PBIS Tiered Fidelity Inventory (TFI) with the goal of achieving PLATINUM recognition California PBIS Coalition (CPC) recognition. Goal is to increase School Climate Favorability Rating by 10%.

Metric: School Climate - Average Favorability Rating

Action 3.2.1   (SiteGoalID: 7315) (DTS: 12/13/23)

Targeted Student Group(s)

• Black or African American • Foster Youth • School-wide • SWD

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?

Action Plan	Progress Monitoring	Evaluation
1: Weekly public announcements for students caught showing character. **2:** Positive behavior luncheons each trimester. **3:** Teacher training in specific behavior areas by PBIS coach/MHT/School psychologist **4:** Monthly Positive behavior/attendance recognition awards **5:** Support the PBIS Program by providing positive signage, purchase recognition certificates, and character awards. Purchase PBIS awards and/or ink to create awards, envelopes, window clings, paper, and cardstock to create and mail awards. (**$2500**/7101-Materials)	**MTSS Tier I/II/III Teams will monitor:** **1-5:** Effectiveness measured and shared with teams and staff by: • TFI (Annually) • School Favorability rate results (staff, parent, student) (Annually) • Attendance data (Monthly)	

Funding Sources for District Goal 3 (DEV - LCAP ID: 618)		
Funding Source	**Amount**	**Description of Use**
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	1000	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	7500	Classified- Timesheets
Title I – Basic (4900/3010)	5255	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	0	Materials/Supplies/Equipment
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)	0	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	5000	Materials/Supplies/Equipment

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	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Materials/Supplies/Equipment

District Strategic Goal 4:

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

District Needs and Metrics 4:

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

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

Site Goal 4.1   (SiteGoalID: 7312) (DTS: 12/13/23)

Increase opportunities for families to participate in school-wide events by focusing on family groups who do not traditionally attend school functions, including SSC, ELAC, parent conferences, Parent University nights, Student Study Team, Accelerated Reader parent night, and school-wide community events such as Open House, Carnival, Band Concerts, Performances, Talent Show, School Harvest Festival, and our events that celebrate student success.

- Increase the translation of flyers into home language
- Make personal calls to targeted populations to invite to events

Goals:

- 75% of class enrollment in attendance at schoolwide events
- 80% of class enrollment attend scheduled conferences

Metric: Parents indicating opportunities for parent involvement

Action 4.1.1   (SiteGoalID: 7312) (DTS: 12/13/23)

Targeted Student Group(s)

• School-wide

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan **1:** Increase school-wide Family and Community Engagement programs such as • Parent/Teacher conferences ○ Release time (**$12,000**/4900- Cert. T/S) • Back to School Night • Open House • Ensure home/school communications/flyers are translated • Make phone calls to invite families to events personally • Continue to participate in the FACE Home Visit Program • Establish & communicate current events in print, website, and social media (**$500**/4900 - Materials)	**Progress Monitoring** **Admin will monitor and disseminate data to staff and community partners regarding:** **1:** Attendance for events and conferences as recorded by sign-in sheets and teacher logs. (Following each event) **2:** Increased approval rating for Perspective Survey "Support for Academic Learning". (Annually) **3:** Increased daily usage of teacher-student-parent communication through the use of student planners and Talking points. Trimesterly monitoring by admin. of Talking Points usage (Sent Messages)	**Evaluation**

2: Compensate teachers, BTAs, and/or outside speakers to attend/facilitate events. (**$500-**Class T/S; **$1000-**Cert. T/S/4900)

3: Supply materials when needed. (**$500**/4900 - Materials)

4: Support home-to-school communication through Communication Folders and School-wide organization systems with grade-level resources and supplies. (**$1000**/4900 - Materials)

Action 4.1.2   (SiteGoalID: 7312) (DTS: 12/13/23)

Targeted Student Group(s)

• EL

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**
1. Utilize ELS/FACE/Equity departments to inform, translate, and connect with families at ELAC meetings. **($500/4900 - Translation[Contracts])** 2. Provide materials to support families for success during ELAC meetings. **($500/4900-Materials)**	1-2. ELAC Coordinator will monitor Increased attendance to ELAC meetings as indicated by ELAC meeting sign-in sheets. Data will be shared trimesterly with community partners.	

Site Goal 4.2   (SiteGoalID: 7313) (DTS: 12/13/23)

Our goal is to increase the productivity and frequency of home/school partnerships, increase student attendance/decrease chronic absenteeism, and increase student engagement.

- **CHRONICALLY ABSENT STUDENTS OVERALL/SCHOOLWIDE** = 2023 was 27.1%. **Goal for 2024 is <15%**

Significant subgroup data 2023:
NO STUDENTS in RED
Numbers decreased for ALL categories
ORANGE:

- students who identify African American students **decreased** from 35.5% to 26.3%
- students with Disabilities **decreased** from 50.5% to 23.8%
- students who identify with Two or More ethnicities **decreased** from 45.3% to 25.3%
- students who identify white **decreased** from 39.1% to 25%

YELLOW:

- students who identify Asian **decreased** from 24.7% to 17.9%
- students who identify EL **decreased** from 32.2% to 24.7%
- students who identify Hispanic **decreased** from 50.8% to 41.4%
- students who identify SED **decreased** from 37.9% to 30.1%

Metric: Attendance Rate

Action 4.2.1   (SiteGoalID: 7313) (DTS: 12/13/23)

Targeted Student Group(s)

• Black or African American • EL • Foster Youth • School-wide • SWD

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**
1. Personal phone calls home from teachers regarding attendance. When chronic, administration makes phone calls home. Follow school policy as laid out in the District Handbook for tracking and monitoring tardies via the SART process. **2.** Hold monthly PBIS/Intervention team meetings.	**1.** Admin/SOAs will gather and analyze attendance data monthly. To close the reduce chronic absenteeism; log and monitor the attendance and tardy frequencies for the African American, SED, EL, and foster youth students. **2.** Admin will review and monitor students who meet the Chronically Absent (10% or more absence rate) monthly with the	

3. Provide students with positive recognition for meeting monthly attendance goals (**$1000**/PBIS - Materials).	PBIS Tier II Committee. Data will be shared with staff trimesterly and with community partners annually.	

Funding Sources for District Goal 4 (DEV - LCAP ID: 618)

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	13000	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	500	Classified- Timesheets
Title I – Basic (4900/3010)	500	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	2500	Materials/Supplies/Equipment
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)	0	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	0	Materials/Supplies/Equipment
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	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Materials/Supplies/Equipment

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	$246656	$0	$0	$0	$246656
Certificated- Timesheets	$16520	$0	$1000	$13000	$30520
Classified- Salaries	$0	$0	$0	$0	$0
Classified- Timesheets	$0	$0	$7500	$500	$8000
Contracts/Services/Subscriptions	$11879	$0	$5255	$500	$17634
Materials/Supplies/Equipment	$0	$0	$0	$2500	$2500

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	$15000	$0	$0	$0	$15000
Classified- Salaries	$24938	$0	$0	$0	$24938
Classified- Timesheets	$6500	$0	$0	$0	$6500
Contracts/Services/Subscriptions	$74500	$0	$0	$0	$74500
Materials/Supplies/Equipment	$39669	$0	$5000	$0	$44669

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	$16418	$0	$0	$0	$16418
Classified- Salaries	$0	$0	$0	$0	$0
Classified- Timesheets	$0	$0	$0	$0	$0
Contracts/Services/Subscriptions	$0	$0	$0	$0	$0
Materials/Supplies/Equipment	$500	$0	$0	$0	$500

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) | 2024-2025

Fund Source *Mgmt. Code / Description Resc. Code / Description*	Allocation	**EGUSD Strategic Goals**				Balance
		1. Curriculum and Instruction	2. Assessment	3. Wellness	4. Family Engagement	
4900 School Improvement Support **3010** ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	$305,310	$275,055	$0	$13,755	$16,500	$0
7101 LCFF Supplemental Concentration TK-6 **0000** Unrestricted	$165,607	$160,607	$0	$5,000	$0	$0
7150 EL Supplemental Program Services TK-6 **0000** Unrestricted	$16,918	$16,918	$0	$0	$0	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$487,835	$452,580	$0	$18,755	$16,500	

Fund Subtotals		Title I Centralized Services			
Subtotal of additional federal funds included for this school	$305,310	Title I Foster Youth	$0	Title I Homeless	$0
		Title I Centralized Services	$0	Title I Preschool	$0
Subtotal of state or local funds included for this school	$182,525				

		Signatures: (Must sign in blue ink)	Date
Principal	Scott Hadley		
School Site Council Chairperson	William Small		
EL Advisory Chairperson	Lucero Soto		