Isabelle Jackson Elementary

Local Control Accountability Plan (LCAP)
2023-2024

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, Actions and Services

Isabelle Jackson Elementary | Focused Work: 2023-2024

Goal Setting (Icapid: 533)

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 have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.

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 have an equitable opportunity to learn in a 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 involve 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. Meetings were held on:

School Site Council: 10/13/2022; 01/12/2023; 04/27/2023; 05/23/2023
ELAC Meeting: 10/27/22; 4/4/2023; 6/8/2023

Title I Parent Meeting: B/C/D 7/14/2022; A 8/15/2022
Staff Meeting: 8/10/202021; 9/7/2022; 10/5/2022; 11/2/2022; 1/25/2023; 2/22/2023; 3/22/2023; 4/19/2023
Leadership Meeting: 9/28/2022; 10/26/2022; 2/15/2023; 3/15/2023; 4/12/2023

2. Impact of LCAP and Annual Update

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

As a result of the thorough consultations and coordination with various site and district surveys, a comprehensive site plan for Isabelle Jackson Elementary has been developed. This plan incorporates extensive input and feedback from stakeholders to ensure the best possible outcomes for the school and its students.

In order to provide the necessary support for the highest risk students, we have continued to provide an additional Academic Intervention Teacher. This teacher is funded through a combination of ESSER (Elementary and Secondary School Emergency Relief) funds, Title I funds, and Supplemental Concentration funds. The Academic Intervention Teacher's role is to work closely with at-risk students, providing targeted instruction and support to help them succeed academically.

Furthermore, we have made the decision to continue with IXL ELA and Math. IXL is a well-regarded online learning platform that provides personalized learning experiences in English Language Arts (ELA) and Mathematics. This platform offers a wide range of adaptive, interactive, and engaging content designed to help students develop critical thinking, problem-solving, and communication skills.

The implementation of the IXL ELA and Math program will provide Isabelle Jackson Elementary students with access to high-quality, standards-aligned content and resources. It will enable teachers to monitor student progress and performance, identify areas of struggle, and provide targeted support as needed.

In conclusion, the comprehensive site plan for Isabelle Jackson Elementary reflects the input and feedback from various stakeholders, and aims to address the needs of the highest risk students through continued support from an additional Academic Intervention Teacher. The adoption of IXL ELA and Math as a replacement for i-Ready will provide students with an effective, engaging, and adaptive learning platform to further their academic growth and success.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Isabelle Jackson Elementary's identification as an Alternative Targeted Support and Improvement (ATSI) school highlights the need for additional targeted support to help African-American students and Students with Disabilities (SWD) achieve their growth goals. In response to the needs assessment, a strategic plan has been developed to allocate resources effectively and ensure the improvement of academic outcomes for these subgroups.

The plan includes the following key elements:

1. Teacher Training: District-approved supplementary training will be provided to teachers, focusing on targeted small group instruction. This approach will enhance their ability to address the specific learning needs of African-American students and SWD students.
2. Data Analysis through the PLC Process: Professional Learning Communities (PLCs) will be implemented as a means for teachers to collaborate, analyze student data, and share best practices to improve student outcomes. The PLC process will enable teachers to identify areas of need, develop targeted intervention strategies, and monitor progress to ensure growth in the identified subgroups.
3. Technology Resources: The purchase of technology resources, such as devices, software, and other tools, will facilitate personalized learning experiences for African-American students and SWD students. These resources will help teachers deliver targeted instruction and enable students to access a range of educational materials tailored to their needs.
4. Supplies for SMART Goal Attainment: To support the achievement of Specific, Measurable, Achievable, Relevant, and Time-bound (SMART) goals for each grade level, additional supplies will be purchased.

These resources will contribute to a well-equipped learning environment, enabling teachers to focus on the unique learning needs of the identified subgroups.

By implementing this strategic plan, Isabelle Jackson Elementary aims to increase the academic achievement of African-American students and SWD students, ensuring equitable access to quality education and resources for all. This collaborative, data-driven approach will help to close the achievement gap and promote success for every student at the school.

Goals, Actions, and Progress Indicators

District Strategic Goal 1:	District Needs and Metrics 1:
All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.	**Students need high quality classroom instruction and curriculum as measured by:** • **A-G Completion** • **Access to Courses (Honors, AP/IB, CTE)** • **AP/IB Exams** • **CAASPP** • **Content Standards Implementation** • **CTE Sequence Completion** • **EAP** • **Other (Site-based/local assessment)** • **Progress toward English Proficiency** • **Redesignation** • **Teacher Assignment**

Site Goal 1.1   (SiteGoalID: 6320) (DTS: 02/10/23)

Increase the efficacy of initial teaching, small group/differentiated instruction for students assessed below grade level, and the work of grade-level teams (PLCs) to close the achievement gap in ELA and Math. This will be accomplished by providing Professional Development (PD) in research-based best practices and Professional Learning Community (PLC) planning time for teachers in the areas of CCSS (both ELA and Math), behavior management, ELD, and district adopted curriculum in order to support student learning. The following measures will be utilized to identify and progress-monitor students' performance:

Our goal is to close the achievement gap with the lowest-performing subgroups in **ELA** according to the 2022-23 CAASPP for students in the 3rd through 6th grades. According to 2021-22 CAASPP ELA Data our students went from 31% meeting or exceeding standards to 35% as a whole. The following is data broken down into finer detail:

- EL students **increased** from 18% meeting or exceeding standards to 19%
- White students **declined** from 47% meeting or exceeding standards to 35%
- Filipino students **declined** from 50% meeting or exceeding standards to 44%
- Students with Disabilities **declined** from 8% meeting or exceeding standards to 5%
- African American students **declined** from 16% meeting or exceeding standards to 15%
- Hispanic students **increased** from 27% meeting or exceeding standards to 36%
- Asian students **increased** from 35% meeting or exceeding standards to 37%
- Students with 2 or more races **increased** from 36% meeting or exceeding standards to 42%
- Socioeconomically Disadvantaged students **increased** from 29% meeting or exceeding standards to 32%
- **ELA OVERALL/SCHOOLWIDE GOAL = Students will move from 31% to 41% meeting or exceeding standards on the 2023-24 CAASPP.**

Our goal is to close the achievement gap with the lowest-performing subgroups in **MATHEMATICS** according to the 2021-22 CAASPP for students in the 3rd through 6th grades. According to 2021-22 CAASPP MATH Data our students increased from 20% meeting or exceeding standards to 26% as a whole. The following is data broken down into finer detail:

- White students **decreased** from 34% meeting or exceeding standards to 29%
- Students with Disabilities **decreased** from 5% meeting or exceeding standards to 4%
- African American students **decreased** from 11% meeting or exceeding standards to 9%
- Hispanic students **increased** from 18% meeting or exceeding standards to 26%
- EL students **increased** from 14% meeting or exceeding standards to 17%
- Students with 2 or more races **increased** from 16% meeting or exceeding standards to 32%
- Socioeconomically Disadvantaged students **increased** from 18% meeting or exceeding standards to 26%
- Asian students **increased** from 24% meeting or exceeding standards to 27%
- Filipino students **increased** from 25% meeting or exceeding standards to 44%
- **MATHEMATICS OVERALL/SCHOOLWIDE GOAL = Students will move from 25% to 35% meeting or exceeding standards on the 2023-24 CAASPP.**

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

Actions/Services 1.1.1   (SiteGoalID: 6320) (DTS: 02/10/23)

Targeted Student Group(s)

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

What Specific Actions/Services will you Provide to this Student Group?	How will you Progress Monitor the Implementation of Actions/Services?	Evaluation Cycles in 2023-2024
• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes.	• What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when?	• What is working? • What is not working and why? • What modifications do you need to make?
July-June: Provide teacher release time per trimester for observation and reflections, planning and application, data gathering and analysis and goal setting on site identified focuses: Reading Fluency, Math problem solving, and AVID(K-6) culminating into grade level SMART Goals. • 38 teachers x 3 days/$350 = $39917/7101) **July - June:** Purchase needed materials and books to further	**July - June:** Administration will monitor 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	

professional development and support instruction, computers/tablets, and/or secure outside curriculum resources (on the district approved list) to support SMART goal achievement. ($5500/7101)

July - June: Attend outside conferences or digital conferences as needed to support SMART goal achievement and overall student learning.

- Teachers grades K-6 attend AVID and other like professional development conferences; summer institute; SCOE provided AVID training ($34750/7101)
  - $8750 registration
  - $20000 travel
- IXL ELA/MAth Professional Development for all teachers on how to further utilize the IXL integrated blended learning program for ELA and Math in order to assess and measure mastery of standards, identify specific needs for the whole class or small group for reteaching, identify patterns across groups of students in order to plan small group instruction, personalize learning paths and monitor student growth. ($2200/7101)
- Professional development as provided by Curriculum and Professional Learning (CPL) Dept. (i.e LTRS, FHQI, Assessment Literacy, SEL,ELD) (no cost).

July - June: Conference information is shared out by admin. at monthly staff and leadership meetings and recorded in the agenda.

Actions/Services 1.1.2   (SiteGoalID: 6320) (DTS: 02/10/23)

Targeted Student Group(s)

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

What Specific Actions/Services will you Provide to this Student Group?	How will you Progress Monitor the Implementation of Actions/Services?	Evaluation Cycles in 2023-2024
- Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. - Actions and Services should be step by step in a chronological order. - Actions and Services should remove barriers and implement changes.	- What progress data will be collected and who will collect it? - How often and when will it be collected? - Who will it be shared with and when?	- What is working? - What is not working and why? - What modifications do you need to make?
July - June: 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: $125000 = ESSER $109973 = Title I $116439 = Title I **July - June:** Provide extended day and/or off-track instruction: one-hour sessions, the small group targeted instruction in grades KN - 6, in math and reading. (ELO Funding) **July - June:** Purchase needed materials. Items may include but are not limited to: replacement bulbs for projectors, copy paper, master/ink for intervention copies, district print shop orders, student whiteboards, dry erase markers, pencils, and other similar materials used to assist students at their instructional level. ($10000/7101-matl's;$5500/7101-Cont/serv)	**July - August:** 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. **July - August:** The intervention team will assess(in concert with classroom teachers) and determine targeted skills and groups to support student success. **July - June: 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 **July - June:** AITs: Progress will be tracked in 6 - 12 week cycles and groups will be re-evaluated based	

on student learning.

Actions/Services 1.1.3 (SiteGoalID: 6320) (DTS: 02/10/23)

Targeted Student Group(s)

• All

What Specific Actions/Services will you Provide to this Student Group? • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes.	How will you Progress Monitor the Implementation of Actions/Services? • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when?	Evaluation Cycles in 2023-2024 • What is working? • What is not working and why? • What modifications do you need to make?
July - June: Increase contract hours for Library Tech. to present mini lessons during library time and throughout distance learning. While increasing the use of the "We Both Read" Early Literacy Program ($23751/4900) **July - June:** Purchase high interest titles for student use and high interest/low level books for intervention. ($4000/4900) **July - June:** 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)	**July - June:** Admin will monitor and share data to determine increased Fluency Rate levels by 10% each trimester and increase overall student percentage reaching benchmark of 95% accuracy by 10%.	

Actions/Services 1.1.4 (SiteGoalID: 6320) (DTS: 02/10/23)

Targeted Student Group(s)

• All

What Specific Actions/Services will you Provide to this Student Group? • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.	How will you Progress Monitor the Implementation of Actions/Services? • What progress data will be collected and who will collect it?	Evaluation Cycles in 2023-2024 • What is working? • What is not working and why? • What modifications do you need to make?

• Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes.	• How often and when will it be collected? • Who will it be shared with and when?	
July - June: Provide district-approved supplementary training, curriculum, technology, resources, and supplies to meet SMART goal attainment for each grade level and to focus on student learning needs. (ex. Scholastic News, MyON, IXL, AVID, Starfall Education, etc...). ($44990/7101) **July - June:** Provide resources, materials, and technologies to meet students' diverse learning needs: - **AVID** Agendas for grades 3-6; - Supplies and Materials to maintain compliant with the AVID program for grades 3-6; ($9970/4900) **July - October:** Equity Coach will lead teachers through selected Chapter Studies from the book, "***Grading for Equity***." **July - June:** Provide Curriculum and technology site licenses (from district approved list); - Additional technology resources (printers/ink) to provide teachers and parents with diagnostic and progress monitoring reports; - Student supplies needed to support programs used to increase academic achievement. - Sufficient paper to accommodate all Wonders, intervention, tutoring, ELD, and enrichment programs. - Supplemental supplies and service agreements to support the instructional program; - Supplemental instructional materials to support small group instruction in grades TK-6. - Provide funding for grade levels to access educational assemblies and on-campus experiences. Contracts/Services/Subscriptions: ($5000/7101)	**July - June:** Administrators will monitor and share Schoolwide Technology usage and progress data of purchased technology with teachers at Staff Meetings. **July - June:** Admin and grade-level teams will monitor and analyze the effectiveness of the use of supplemental technology support as measured by: • Grade-level assessments data analysis via Illuminate • Increase overall ELA and Math students who meet or exceed standards as measured by CAASPP (Goal cited above) • SMART goal results/progress • IXL ELA & Math Typical Growth for students participating in programs will be at least 50% meets or above standards.	

Actions/Services 1.1.5   (SiteGoalID: 6320) (DTS: 02/10/23)

Targeted Student Group(s)

• All

What Specific Actions/Services will you Provide to this Student Group? • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes.	How will you Progress Monitor the Implementation of Actions/Services? • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when?	Evaluation Cycles in 2023-2024 • What is working? • What is not working and why? • What modifications do you need to make?
July - June: Provide a quality program after school and in class (GATE/CREST) for students to receive enrichment and advancements in their learning by: 1. Provide identified students with opportunities for enrichment. Monies will be used to purchase supplies for the programs and timesheet certificated and classified staff. Supported by Stipend and ELO funding ($1250/7105-Cert. T/S; $5500/7101-Cert. T/S; $3147/7105-Materials)	**July - June**: The GATE Coordinator will administer the annual NNAT assessment and review the District GATE referral process in order to potentially qualify additional students from our significant subgroups of under-represented students. **December & March:** The GATE Coordinator will review student participation data. Increase in the number of students being recommended for and qualifying for GATE. (Currently at XX qualified) **May- June:** Admin and GATE Coordinators will evaluate student achievement on CAASPP and grade-level projects.	

Site Goal 1.2   (SiteGoalID: 6325) (DTS: 02/10/23)

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.

2018-19 RFEP - 24%
2019-20 RFEP - 15%; ELPAC Level 4 - 28%

2020-2021 RFEP - 5%; ELPAC Level 4 - 38%
2021-2022 RFEP - 9%
2022-23 RFEP - Currently 14% and growing
GOAL:2023-24 - RFEP - 25%; ELPAC Level 4 - 45%

Metric: Reclassified - Percent of English Learners
Reclassified

Actions/Services 1.2.1   (SiteGoalID: 6325) (DTS: 02/10/23)

Targeted Student Group(s)

• EL • R-FEP

What Specific Actions/Services will you Provide to this Student Group? - Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. - Actions and Services should be step by step in a chronological order. - Actions and Services should remove barriers and implement changes.	How will you Progress Monitor the Implementation of Actions/Services? - What progress data will be collected and who will collect it? - How often and when will it be collected? - Who will it be shared with and when?	Evaluation Cycles in 2023-2024 - What is working? - What is not working and why? - What modifications do you need to make?
July - June: Provide school-wide designated ELD learning time daily. (No Cost) **July - June:** Provide BTA support to assist in communication with families, translation and interpretation, and access to school activities. **July - June:** EL/Newcomer AIT support. ($10000/7150) **July - June:** EL Coordinator will be the site administrator. They will plan ELAC Meetings, participate in DELAC meetings, RFEP Monitoring, and re-designating of students.	**Administration will monitor and share:** **July - June:** EL walkthrough form data **May - June:** Achievement percentages to increase on level 4 students by 10% as measured by ELPAC. (Currently at 38%) **July - June:** Increase the percentage of EL students redesignated RFEP **July - June:** BTA support measured by EL parent needs survey **July - June:** EL AIT support will be measured by skill-based targeted pre and post-assessments and growth on ELPAC.	

Funding Sources for District Goal 1	Amount	Description of Use
EL Supplemental (7150/0000)	$10000	Certificated- Timesheets
GATE (7105/0000)	$1250	Certificated- Timesheets
GATE (7105/0000)	$3147	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	$45417	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	$86440	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	$17000	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	$226376	Certificated- Salaries
Title I – Basic (4900/3010)	$23751	Classified- Timesheets
Title I – Basic (4900/3010)	$13970	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:

- **Assessment System**
- **Data and Program Evaluation**
- **Other (Site-based/local assessment)**

Site Goal 2.1   (SiteGoalID: 6801) (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

Actions/Services 2.1.1   (SiteGoalID: 6801) (DTS: 03/31/23)

Targeted Student Group(s)

• All

What Specific Actions/Services will you Provide to this Student Group?	How will you Progress Monitor the Implementation of Actions/Services?	Evaluation Cycles in 2023-2024
• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.	• What progress data will be collected and who will collect it?	• What is working? • What is not working and why? • What modifications do you need to make?

Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes.	How often and when will it be collected? • Who will it be shared with and when?	
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 form to share with the school administrator.	_August, December, February, June:_ Principal will pull Illuminate reports 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.	

Site Goal 2.2   (SiteGoalID: 6321) (DTS: 02/10/23)

All grade levels at Isabelle Jackson will operate as high functioning PLCs to share best instructional practices directly related to common assessment data in order to ensure student learning.

Metric:

Actions/Services 2.2.1   (SiteGoalID: 6321) (DTS: 02/10/23)

Targeted Student Group(s)

• School-wide

What Specific Actions/Services will you Provide to this Student Group?	How will you Progress Monitor the Implementation of	Evaluation Cycles in 2023-2024 • What is working? • What is not working and why? • What modifications do you need to make?

	Actions/Services?	
• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes.	• What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when?	
July - June: Collaborative teams will meet weekly, sharing student data and instructional practices as related to grade-level SMART goals. Professional Development support provided by Solution Tree (PLCs at Work) Two, half-days of virtual trainings and 6 supplemental meetings with grade-level teams ($46000/7101)	**July - June:** Admin. will continuously evaluate and improve our PLC meetings to ensure that we are effectively addressing the needs of our students. We review the Early-Out-Wednesday (EOW) PLC meeting agendas and analyze grade-level data based on the SMART Goal outcomes. During the review of EOW/PLC meeting agendas, we will focus on the following aspects: 1. Alignment with SMART Goals: We have carefully examined the agendas to ensure that the topics covered during the meetings are directly aligned with our SMART Goals. This alignment ensures that our discussions and collaborative work are centered on the specific objectives we have set for improving student learning. 2. Time Allocation and Prioritization: We have analyzed the time allocated for each topic during the PLC meetings and evaluated whether the prioritization of topics effectively addresses the most pressing needs. This analysis has allowed us to identify areas where adjustments can be made to focus our time and resources better. 3. Depth of Work: By reviewing the EOW agendas and minutes, we have assessed the depth of work being conducted during PLC time. This includes evaluating the level of collaboration, the quality of discussions, and the effectiveness of strategies being developed by coaches, teachers, and administration.	

	Through this review, we have identified several best practices and success indicators that have emerged as a result of the collaboration between coaches, teachers, and administration.	

Actions/Services 2.2.2   (SiteGoalID: 6321) (DTS: 02/10/23)

Targeted Student Group(s)

• EL

What Specific Actions/Services will you Provide to this Student Group? • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes.	How will you Progress Monitor the Implementation of Actions/Services? • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when?	Evaluation Cycles in 2023-2024 • What is working? • What is not working and why? • What modifications do you need to make?
July - June: Train teachers in best instructional practices, use of curriculum, and in ELPAC assessment by providing after-school opportunities to train and plan with the EL coach. **July - June:** ELPAC Coordinator will ensure that the initial and summative ELPAC assessments are completed according to timelines. Data from assessments will be used to guide ELD instruction. The ELPAC Coordinator will oversee the implementation of testing and schedule assessments of EL students utilizing both teachers as well as time sheeted certificated personnel. ($3999/7105)	**November-March-May:** Admin. and the EL team will analyze and share data of the number of students making progress towards English language proficiency as indicated by site assessments, ELAPAC data, and CA Dashboard English Language Progress indicator when reinitiated **July - June:** CAASPP Coordinator will ensure all students will be assessed within the state-mandated timelines as indicated by CALPADS data.	

Actions/Services 2.2.3   (SiteGoalID: 6321) (DTS: 02/10/23)

Targeted Student Group(s)

• Black or African American • SWD

What Specific Actions/Services will you Provide to this Student Group?	How will you Progress Monitor the Implementation of Actions/Services?	Evaluation Cycles in 2023-2024
• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes.	• What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when?	• What is working? • What is not working and why? • What modifications do you need to make?
July - June: Teachers will meet each week during their Early Out Collaboration time to discuss the progress of AA and SWD using standards-aligned interim assessment data. **July - June:** Teachers will collaborate monthly with Academic Intervention Teachers to identify the targeted needs of specific AA and SWD students in need of Tier II/III supports. ($3500/SSTs x 12)	**July - June:** Tier I/II MTSS team will review meeting agendas, minutes, and grade-level data, MTSS support requests and outcome data. **July - June: MTSS Tier II Team:** Intervention and support instruction will focus on assistance to underperforming students focusing on the use of Skill-based extra sessions above and beyond what the classroom teachers provide. MTSS Tier II data will be recorded and tracked.	

Funding Sources for District Goal 2	Amount	Description of Use
EL Supplemental (7150/0000)	$3999	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	$46000	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	$3500	Certificated- Timesheets

District Strategic Goal 3:	District Needs and Metrics 3:
All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.	**Students need a safe and engaging academic, social-emotional, and physical school environment as measured by:** • **Cohort Graduation** • **Expulsion** • **HS Dropout** • **MS Dropout** • **Other (Site-based/local assessment)**

- **School Climate**
- **Social Emotional Learning**
- **Suspension**

Site Goal 3.1   (SiteGoalID: 6322) (DTS: 02/10/23)

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. Until the CA Dashboard is online we will continue to use data from Synergy:

- **SUSPENSIONS OVERALL/SCHOOLWIDE (Q1- Q3)** = 1.6% in 21-22; 22-23 was % **Goal for 23-24 will be <1.0%**
  - **AA:** =10.0% in 18-19; 12.7% in 19-20; 6.4.6% in 21-22; 22-23 was 3.1%**; Goal for 23-24 will be <1.0%**
  - **FY:** = 9.1% in 18-19; 7.7% in 19-20; 15.4% in 21-22; 22-23 was 23.1%; **Goal for 23-24 will be <1.0%**
  - **SWD:** = 9.2% in 18-19; 6.6% in 19-20; 3.3% in 21-22; 22-23 was 3.2% **Goal for 23-24 will be <1.0%**

Metric: Suspension Rate: Percent of Students Suspended

Actions/Services 3.1.1   (SiteGoalID: 6322) (DTS: 02/10/23)

Targeted Student Group(s)

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

What Specific Actions/Services will you Provide to this Student Group?	How will you Progress Monitor the Implementation of Actions/Services?	Evaluation Cycles in 2023-2024
- Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. - Actions and Services should be step by step in a chronological order. - Actions and Services should remove barriers and implement changes.	- What progress data will be collected and who will collect it? - How often and when will it be collected? - Who will it be shared with and when?	- What is working? - What is not working and why? - What modifications do you need to make?
July: Full implementation and training of PBIS Tier 1 and 2	**July - June:** Admin and Tier I/II MTSS team will monitor	

practices.

July - June: Utilize Tier 2 and begin training on PBIS Tier III services and MTSS tracking with at-risk students.

July - June: Share PBIS data monthly at Leadership/Staff meetings

July - August: Provide Professional Development and materials for SEL instruction; Second Step provider to present at staff meeting. ($3500/7101)

July - June: 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. ($5000/7101)

July - June: Continue to build Culturally Responsive Classroom Libraries reflective of our student population and a bookshelf to house/display the library as needed.($5000/4900)

the suspension rate monthly and present to the staff; Tier II team will monitor student progress through the use 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%).

July - June: Response and participation data from Staff, family, and students on Culture/Climate survey and LCAP needs survey. District will create and send participation requests.

April-May: 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.

March - June: Data from our School Culture surveys for parents, students and staff will be reviewed and shared with parents, students and staff by the Principal (SSC).

Actions/Services 3.1.2   (SiteGoalID: 6322) (DTS: 02/10/23)

Targeted Student Group(s)

• All

What Specific Actions/Services will you Provide to this Student Group?	How will you Progress Monitor the Implementation of Actions/Services?	Evaluation Cycles in 2023-2024
• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes.	• What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when?	• What is working? • What is not working and why? • What modifications do you need to make?
July - October - March: Provide professional development to yard	**MTSS Tier II Team:** **July - June:** Monitoring the suspension rate	

supervisors training them to perform duties as a Recreational support team and fully implement PBIS strategies on the playground. Retain and train additional team members to supervise and provide focused inclusionary activities that are connected to our Pillars of Character and PBIS objectives, thus reducing the gap in our suspension data. ($2500/7101)

July - June: Provide equipment and materials to better implement new procedures and activities on the playground. ($6000/7101)

July - June: ASSIST: District ESSER 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 that tend to be disconnected or not positively engaged during this non-instructional time. ($25,000/7101)

monthly with the staff; monitoring student progress through the use of data from the Recreational Support Team at bi-weekly PBIS Tier I/II Meetings.

July - June: Measured by decrease in referrals and injuries during recess, as well as an increase in student engagement in physical activities on the yard. Also, by Student Climate Survey and SEL Student Survey.

Site Goal 3.2   (SiteGoalID: 6326) (DTS: 02/10/23)

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 and maintaining GOLD recognition California PBIS Coalition (CPC) recognition. Goal is to reduce suspension rate to be under 1.0%.

Metric: Suspension Rate: Percent of Students Suspended

Actions/Services 3.2.1   (SiteGoalID: 6326) (DTS: 02/10/23)

Targeted Student Group(s)

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

What Specific Actions/Services will you Provide to this Student Group?	How will you Progress Monitor the Implementation of Actions/Services?	Evaluation Cycles in 2023-2024
• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes.	• What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when?	• What is working? • What is not working and why? • What modifications do you need to make?
July - June: Weekly public announcements for students caught showing character. **July - June:** Positive behavior luncheons each trimester. **July - June:** Teacher training in specific behavior areas by PBIS coach/MHT/School psychologist **July - June:** Monthly Positive behavior/attendance recognition awards **July - June:** 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. ($1000/7440) ($5000/7101)	**MTSS Tier II Team:** **July - June:** Effectiveness measured by: • TFI • Survey results (staff, parent, student) • Attendance data • Suspension/referral data	

Funding Sources for District Goal 3	Amount	Description of Use
PBIS (7440/0000)	$1000	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	$2500	Classified- Timesheets
Supplemental/Concentration (7101/0000)	$5000	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	$6000	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	$28500	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	$10000	Materials/Supplies/Equipment

District Strategic Goal 4:	District Needs and Metrics 4:

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

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

- **Attendance Rate**
- **Chronic Absentee Rate**
- **Family and Community Engagement**
- **Input in Decision Making**
- **Other (Site-based/local assessment)**
- **Partnerships for Student Outcome**
- **Relationships Between Staff and Families**

Site Goal 4.1   (SiteGoalID: 6323) (DTS: 02/10/23)

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

Actions/Services 4.1.1   (SiteGoalID: 6323) (DTS: 02/10/23)

Targeted Student Group(s)

• School-wide

What Specific Actions/Services will you Provide to this Student Group?	How will you Progress Monitor the Implementation of Actions/Services?	Evaluation Cycles in 2023-2024
- Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. - Actions and Services should be step by step in a chronological order. - Actions and Services should remove barriers and implement changes.	- What progress data will be collected and who will collect it? - How often and when will it be collected? - Who will it be shared with and when?	- What is working? - What is not working and why? - What modifications do you need to make?
July - June: Increase school-wide Family and Community Engagement programs such as	**Admin will monitor and disseminate data regarding:** **July - June:** Attendance as	

- Parent/Teacher conferences
- Back to School Night
- Open House
- Ensure home/school communications/flyers are translated
- Make phone calls to personally invite families to events
- Establish & communicate current events in print, website, and social media
- Utilize FACE personnel to host a Family Writing Night.
- Purchase Literacy Events for grade levels TK-6.
- Parent University events
- Parent AVID nights. 3-6
- Continue to participate in the FACE Home Visit Program ($9486/4900)

July - June: Compensate teachers, BTAs, and/or outside speakers to attend/facilitate events. ($500 Class t/s; $3500-Cert. T/S/4900)

July - June: Supply materials when needed. ($2000/4900)
July - June: Support home-to-school communication through Communication Folders and School-wide organization systems with grade-level resources and supplies. ($1000/4900)

recorded by sign-in sheets and teacher logs.

July - June: Increased approval rating for Culture Climate construct "Support for Academic Learning".

July - June: Attendance to conferences as recorded by sign-in sheets and teacher logs.

July - June: Increased daily usage of teacher-student-parent communication through the use of student planners and Talking pints.

Actions/Services 4.1.2   (SiteGoalID: 6323) (DTS: 02/10/23)

Targeted Student Group(s)

• EL

What Specific Actions/Services will you Provide to this Student Group?	How will you Progress Monitor the Implementation of Actions/Services? - What progress data will be collected and who will collect it? - How often and when will it be collected? - Who will it be shared with and when?	Evaluation Cycles in 2023-2024 - What is working? - What is not working and why? - What modifications do you need to make?

- Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. - Actions and Services should be step by step in a chronological order. - Actions and Services should remove barriers and implement changes.		
1. Utilize ELS/FACE/Equity departments to inform, translate, and connect with families at ELAC meetings. ($500/4900) 2. Provide materials to support families for success during ELAC meetings. ($500/4900)	1-2. ELAC Coordinator will monitor Increased attendance to ELAC meetings as indicated by ELAC meeting sign-in sheets.	

Site Goal 4.2   (SiteGoalID: 6324) (DTS: 02/10/23)

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** = 13.8% in 2019-20; Increased to 13.6% during the COVID Pandemic, 2020-2021. 21-22 it jumped to 41.5%, Our Goal for 2023-2024 is <8%.

Significant subgroup data 20/21 to 21/22:

- African American students **increased** from 24.2% to 39.6%
- Foster Youth **increased** from 20.0% to 46.2%
- **Homeless Youth decreased from 100% to 58.8%**
- Students with Disabilities **increased** from 27.9% to 58.7%
- Students who identify with Two or More ethnicities **increased** from 8.8% to 48.5%

Metric: Percent Chronically Absent

Actions/Services 4.2.1   (SiteGoalID: 6324) (DTS: 02/10/23)

Targeted Student Group(s)

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

What Specific Actions/Services will you Provide to this Student Group?	How will you Progress Monitor the Implementation of Actions/Services?	Evaluation Cycles in 2023-2024
- Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. - Actions and Services should be step by step in a chronological order.	- What progress data will be collected and who will collect it? - How often and when will it be collected? - Who will it be shared with and when?	- What is working? - What is not working and why? - What modifications do you need to make?

• Actions and Services should remove barriers and implement changes.		
July - June: 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. **July - June**: Hold monthly PBIS/Intervention team meetings. **July - June**: Provide students with positive recognition for meeting monthly attendance goals (BragTag).	**July - June**: 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. **July - June**: Admin will review and monitor students who meet the Chronically Absent (10% or more absence rate) biweekly with the PBIS Tier II Committee.	

Funding Sources for District Goal 4	Amount	Description of Use
Title I – Basic (4900/3010)	$3500	Certificated- Timesheets
Title I – Basic (4900/3010)	$9986	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	$2500	Materials/Supplies/Equipment

Funding Source Summary for All District Goals

Fund Source	Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
EL Supplemental (7150/0000)	Certificated- Timesheets	$10000	$3999			$13999
GATE (7105/0000)	Certificated- Timesheets	$1250				$1250
GATE (7105/0000)	Materials/Supplies/Equipment	$3147				$3147
PBIS (7440/0000)	Materials/Supplies/Equipment			$1000		$1000
Supplemental/Concentration (7101/0000)	Certificated- Timesheets	$45417				$45417
Supplemental/Concentration	Classified- Timesheets			$2500		$2500

(7101/0000)						
Supplemental/Concentration (7101/0000)	Contracts/Services/Subscriptions	$86440	$46000	$5000		$137440
Supplemental/Concentration (7101/0000)	Materials/Supplies/Equipment	$17000		$6000		$23000
Title I – Basic (4900/3010)	Certificated- Salaries	$226376				$226376
Title I – Basic (4900/3010)	Certificated- Timesheets		$3500		$3500	$7000
Title I – Basic (4900/3010)	Classified- Timesheets	$23751				$23751
Title I – Basic (4900/3010)	Contracts/Services/Subscriptions			$28500	$9986	$38486
Title I – Basic (4900/3010)	Materials/Supplies/Equipment	$13970		$10000	$2500	$26470

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) | 2023-2024

EGUSD Strategic Goals

Fund Source Mgmt. Code / Description Resc. Code / Description	FTE	Carry Over	Allocation	Subtotal	1 Curriculum and Instruction	2 Assessment	3 Wellness	4 Family Engagement	Balance
1510 Regular Education (TK-6) **0000** Unrestricted	0.0000	$0	$44,749	$44,749	$44,749	$0	$0	$0	$0
7101 LCFF Supplemental Concentration TK-6 **0000** Unrestricted	0.0000	$0	$208,357	$208,357	$148,857	$46,000	$13,500	$0	$0
7105 Gifted and Talented Education (GATE) TK-6 **0000** Unrestricted	0.0000	$0	$4,397	$4,397	$4,397	$0	$0	$0	$0
7150 EL Supplemental Program Services TK-6 **0000** Unrestricted	0.0000	$0	$13,999	$13,999	$10,000	$3,999	$0	$0	$0
7440 Positive Behavior Incentive Supports **0000** Unrestricted	0.0000	$0	$1,000	$1,000	$0	$0	$1,000	$0	$0
4900 Director of School Improvement Support **3010** ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	0.0000	$0	$322,083	$322,083	$264,097	$3,500	$38,500	$15,986	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	0.0000	$0	$594,585	$594,585	$472,100	$53,499	$53,000	$15,986	

Fund Subtotals

Subtotal of additional federal funds included for this school	$322,083
Subtotal of state or local funds included for this school	$272,502

		Signatures: (Must sign in blue ink)	**Date**
Principal	Scott Hadley		
School Site Council Chairperson	Jolene Murray		
EL Advisory Chairperson	Alejandra Sanchez		