



## Isabelle Jackson Elementary

### Local Control Accountability Plan (LCAP) 2020 - 2021

**Principal:** \_

**(Signature):** \_

**County-District-School (CDS) Code:** 34673146106355

**Elk Grove Unified School District  
Elk Grove, California**

Approved by the Elk Grove Unified School District Board of Education on \_

\*Meets E.C. 64001 Requirements for a Single Plan for Student Achievement

## Goal Setting

### State Priorities

**Conditions of Learning:**

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

**Pupil Outcomes:**

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

**Engagement:**

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

### Strategic Goals

**Goal 1: High-Quality 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

<b>Involvement Process for LCAP and Annual Update</b>
<p><b>How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?</b></p> <hr/> <p>The LEA consulted stakeholder groups; Staff, School Site Council, ELAC, and Parents at Title I Parent meetings, and Coffee with the Principal, Meetings were held on:</p> <p>School Site Council: 10/01/2019; 12/09/2019; 04/29/2020a; 04/29/2020b                  ELAC Meeting: 09/05/2019; 11/13/2019; 05/06/2020                  Coffee with Principal: 01/23/2020                  Title I Parent Meeting: 07/25/2019; 08/22/2019                  Staff Meeting: 08/29/2019; 09/25/2019; 10/16/2019; 11/06/2020; 12/11/2019; 01/15/2020; 02/12/2020; 04/14/2020                  Leadership Meeting: 08/21/2019; 09/18/2019; 10/09/2019; 10/30/2020; 12/04/2019; 01/08/2020; 02/05/2020; 03/11/2020; 03/27/2020</p>
<b>Impact of LCAP and Annual Update</b>
<p><b>How did these consultations affect the LCAP for the upcoming year?</b></p> <hr/> <p><b>Based on 2019-2020</b> LCAP needs survey results from both parents and teachers, we will continue to find ways to support our PBIS and social emotional learning to maintain a safe school and effective learning environment. We will continue to provide release time for grade-level teams to collaborate and plan. We will stay with our school-wide academic focus of RI.1. We will continue to provide Academic Intervention Support to focus on closing the achievement gap for our identified groups. We will continue to utilize iReady as a diagnostic and instructional tool, and provide trainings for teachers. Finally, we will continue to provide collaborative time for grade-level SMART goals and results analysis. Considerations of implementation will be made in light of Distance Learning and Transitional Learning Models.</p>

### Resource Inequities

<b>Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.</b>
<p>In 2017-18 Isabelle Jackson was identified as an Alternative Targeted Support and Improvement (ATSI) school because two of our subgroups, African American (AA) and Students with Disabilities (SWD), need additional targeted support to meet growth goals. According to revised 2018-2019 data, Isabelle Jackson is identified for ATSI based on one sub-group, SWD. Though our AA sub group has moved out of this identification group, it is still indicated by CAASPP scores there remains a significant achievement gap. As a result of our needs assessment, additional resources have been allocated to support the increase in achievement for these two subgroups.</p> <ul style="list-style-type: none"> <li>• 1.2.4 Small group intervention with AIT/Para support and extended day targeted small group instruction</li> <li>• 2.1.4 Teachers will meet each week during their Early Out Wednesday Collaboration time to discuss the progress of AA and SWD using standards-aligned interim assessment data.</li> <li>• 3.1.5 The suspension rate for AA and SWD will be addressed by utilizing our third day of MHT support to provide Restorative Practice training for teachers and release time to plan implementation of these strategies.</li> </ul>

## Goals, Actions, and Progress Indicators

<p><b>District Strategic Goal 1:</b></p> <p>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.</p>	<p><b>District Needs and Metrics 1:</b></p> <p>Students need high quality classroom instruction and curriculum as measured by:</p> <ul style="list-style-type: none"> <li>• A-G Completion</li> <li>• Access to Courses (Honors, AP/IB, CTE)</li> <li>• AP/IB Exams</li> <li>• CAASPP</li> <li>• Content Standards Implementation</li> <li>• CTE Sequence Completion</li> <li>• EAP</li> <li>• Other (Site-based/local assessment)</li> <li>• Progress toward English Proficiency</li> <li>• Redesignation</li> <li>• Teacher Assignment</li> </ul>
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### Site Goal 1.1

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:

- ELA CAASPP increase from 39% to at least 50% reaching Meets or Exceeds
- Math CAASPP increase from 28% to at least 40% reaching Meets or Exceeds
- i-Ready growth of at least 100%, 120% for students below grade level.
- CA Dashboard will *remain yellow or increase in ELA and increase from orange to yellow in Math. SWD will increase from red to orange in ELA and African-American will maintain yellow. SWD (red) and African-American (orange) and will increase at least one color in Math.*

**Metric:** CAASPP

### Actions/Services 1.1.1

#### Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p><b>Tier I</b></p> <p>1. Provide teacher release time for observation and reflections, planning and application, data analysis and goal setting on site identified focuses: RF .1, Math problem solving, and AVID(K-6) culminating into grade level SMART Goals.</p> <ul style="list-style-type: none"> <li>• 34 teachers x 3 days/\$200 = \$20,400 (timesheets)</li> </ul> <p>2. Purchase needed materials and books to further professional development and support instruction, computers/tablets, WiDi, and/or secure outside curriculum resources (on the district approved list) to support SMART goal achievement and Distance Learning accommodations.</p> <ul style="list-style-type: none"> <li>• 13 teacher laptops x \$1550 = \$20,150</li> <li>• 13 teacher desktops w/ keyboard and mouse x \$1080 = \$14,040</li> </ul> <p>3. Attend outside conferences or digital</p>	<p>John Hattie, October 2015 Influences and Effect Size</p> <ul style="list-style-type: none"> <li>• Instructional quality effect size 1.0</li> <li>• Teacher Clarity effect Size .75</li> <li>• Professional Development effect size .62</li> </ul> <p>Ramseth, P. R. (2018). <i>Narrowing achievement gaps: An examination of advancement via individual determination (AVID): Grade eight</i> (Order No. 10981097). . (2189100976). Retrieved from <a href="https://search.proquest.com/docview/2189100976?accountid=193801">https://search.proquest.com/docview/2189100976?accountid=193801</a></p> <p><b>Isabelle Jackson's AVID mission</b> is to close the achievement gap by preparing all students for college and career readiness and success in a global society. AVID's systemic approach is designed to support students and educators as they increase schoolwide learning and performance.</p>	<p>1-2. Observable implementation of PD received as displayed in:</p> <ul style="list-style-type: none"> <li>• Walkthrough data</li> <li>• Improved student achievement on grade level common assessments; K/1 Benchmark 80% of students will meet benchmarks.</li> <li>• Increase overall average scale score improvement of 10 points as measured by CAASPP (Currently 22.1 points below standard)</li> </ul> <p>3. Conference information shared out at staff and leadership meetings and recorded in agenda.</p>

conferences as needed to support distance learning, a transitional school model, or a return to in-person instruction as it relates to supporting SMART goal achievement and overall student learning.

- Teachers grades K-6 attend AVID conferences; summer institute; SCOE provided AVID training
- AVID focused collaboration time and planning as it relates to Distance Learning (timesheets)
- i-Ready Professional Development for all teachers on how to further utilize the i-Ready 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.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$20400	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$30000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$37700	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 1.1.2**

**Principally Targeted Student Group**

- All • Black or African American • EL • SWD

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p><b>Tier I/II</b></p> <p>1. Delivering high quality first instruction followed by focused small group intervention provided by (1.0 FTE) AIT support that is based on on-going grade level assessments and targeting skill-based needs of students within our targeted groups. Approximate cost \$125,000</p> <ul style="list-style-type: none"> <li>• Additional AIT support (Timesheet). 130 days x 3 hours/day x \$40/hour = \$15,600</li> </ul> <p>2. Provide extended day and/or off-track instruction: 200, one hour sessions, small group targeted instruction in grades KN - 6, in math and reading.</p> <ul style="list-style-type: none"> <li>• 200 sessions x \$40/hour = \$8000</li> </ul> <p>3. 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 white boards, dry erase markers, pencils, and other similar materials used to assist students at their instructional level.</p>	<p>John Hattie, October 2015 Influences and Effect Size</p> <ul style="list-style-type: none"> <li>• Small Group Learning Effect Size .49</li> <li>• Reading Phonic Instruction Effect Size .60</li> <li>• Reading Comprehension Programs Effect Size .58</li> <li>• Reading Second Chance Programs Effect Size .50</li> </ul>	<p>1-3. Intervention instruction will focus on assistance to underperforming students focusing on the use of targeted skill-based instruction- extra sessions above and beyond which the classroom teachers provide. Outcomes will be measured by:</p> <ul style="list-style-type: none"> <li>• Reading Fluency rate and accuracy collected each trimester.</li> <li>• K/1 Benchmark trimester data</li> <li>• Decreasing number of students needing focused intervention with foundational reading skills.</li> <li>• Increase overall average scale score improvement of 10 points as measured by CAASP (Currently 22.1 points below standard)</li> </ul>

Funding Source	Amount	Description of Use		
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Title I - Basic (4900/3010)	\$125000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I - Basic (4900/3010)	\$15600	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I - Basic (4900/3010)	\$8000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I - Basic (4900/3010)	\$7200	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 1.1.3**

**Principally Targeted Student Group**

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>1. 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</p> <p>2. Purchase high interest titles for student use and high interest/low level books for intervention.</p> <p>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.</p>	<ul style="list-style-type: none"> <li>• Reading Is Fundamental, Access to Print Materials Improves Children's Reading: A Meta-Analysis of 108 Most Relevant Studies Shows Positive Impacts, 2010)</li> <li>• Reach Out and Read, Reading Aloud to Children: The Evidence, 2008)</li> <li>• National Endowment for the Arts, To Read or Not to Read: A Question of National Consequence, 2007)</li> </ul>	<p>1-3. Increased Fluency Rate levels by 10% each trimester and increase overall student percentage reaching benchmark of 95% accuracy by 10%.</p>

Funding Source	Amount	Description of Use	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I - Basic (4900/3010)	\$4000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I - Basic (4900/3010)	\$22500	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 1.1.4**

**Principally Targeted Student Group**

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>1. 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, iReady, AVID, Academic Vocabulary Toolkit, Starfall Education, etc...).</p> <p>2. Provide resources, materials, and technologies to meet students' diverse learning needs:                      - AVID Agendas for grades 3-6;                      - Supplies and Materials to maintain compliant in AVID program for grades 3-6;                      - Communication folders for grade 2;                      - 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;                      - Riso to run supplemental Title 1 materials to support students' proficiency in ELA and mathematics;</p>	<p>Research supports building student reading and math fluency using high interest, interactive programs that provide feedback and adjust to student performance levels.</p> <p>John Hattie: Visible Learning for Teachers; Maximizing Impact on Learning</p> <ul style="list-style-type: none"> <li>• Small Group Learning</li> <li>• Reading Phonics Instruction Effect Size: .60</li> <li>• Reading Comprehension Programs Effect Size of 0.58</li> </ul>	<p>1-2. Effectiveness of use of outputs will be measured by:</p> <ul style="list-style-type: none"> <li>• Grade level assessments data analysis</li> <li>• Increase overall average scale score improvement of 10 points as measured by CAASP (Currently 22.1 points below standard)</li> <li>• SMART goal results</li> <li>• i-Ready ELA &amp; Math Typical Growth for students participating in programs will be at least 125%.</li> </ul>

- 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 leveled text and decodables to support small group instruction in grades TK-6.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$28080	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$25000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7101/0000)	\$8040	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$23000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 1.1.5**

**Principally Targeted Student Group**

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Provide a quality program after school and in class (GATE/CREST) for students to receive enrichment and advancements to their learning by:</p> <ol style="list-style-type: none"> <li>1. Provide students identified students with opportunities for enrichment. Monies will be used to purchase supplies for the programs and timesheet certificated and classified staff.                             <ol style="list-style-type: none"> <li>1. 27weeks x 3 hours/week x \$40/hour = \$3,240 (cert.)</li> </ol> </li> <li>2. Paying for an Academic Program Coordinator (APC) to provide supervision and instructional support to students and staff for all of our after school programs, and to include ASES Day Camp, Distance Learning, and Transitional Learning Model.</li> </ol>	<p>John Hattie, October 2015 Influences and Effect Size:</p> <ul style="list-style-type: none"> <li>• Instructional quality effect size 1.0</li> <li>• Small Group Learning Effect Size .49</li> </ul>	<p>1-2. Increased student achievement on CAASPP and grade level projects.</p> <p>1-2. Participation level in the after school program.</p> <p>1. Increase in the number of students being recommended for and qualifying for GATE. (Currently at 61 qualified)</p> <p>2. APC informal and formal evaluation and feedback CAASPP data analysis for students in the After School Program to determine average increase in levels over the course of the school year as compared to general school population.</p>

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$40000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$3300	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$1200	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Site Goal 1.2**

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.

2017-18 RFEP - 15%

2018-19 RFEP - 29%  
 2019-20 RFEP - 28%; ELPAC Level 4 - 28%  
**GOAL:** 2020-2021 RFEP - 38%; ELPAC Level 4 - 38%

**Metric:** Progress toward English Proficiency

**Actions/Services 1.2.1**

**Principally Targeted Student Group**

- EL • R-FEP

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. Provide scheduled designated and integrated ELD learning time daily. *No cost is incurred with this action  2. Support EL students with supplemental curriculum and technology as needed to support integrated and designated instruction.  3. Provide additional BTA support to the identification and/or placement of EL students, RFEP monitoring, and support for families to access school environment.	John Hattie, October 2015 Influences and Effect Size <ul style="list-style-type: none"> <li>• Instructional quality effect size 1.0</li> <li>• Teacher Clarity effect Size .75</li> <li>• Professional Development effect size .62</li> </ul>	1-2. EL walkthrough form data  1. Achievement percentages to increase on level 4 students by 10% as measured by ELPAC.(Currently at 28%)  2. Increase the percentage of EL students redesignated RFEP (2019-2020 28%)  3. BTA support measured by EL parent needs survey

Funding Source	Amount	Description of Use		
EL Supplemental (7150/0000)	\$2000	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
EL Supplemental (7150/0000)	\$1000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**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)

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**Site Goal 2.1**

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

**Metric:** Assessment System

**Actions/Services 2.1.1**

**Principally Targeted Student Group**

- School-wide

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. Collaborative teams will meet weekly, sharing student data and instructional practices as related to grade-level SMART goals.  2. Purchase supplies and materials as needed to support the work (ESGI and iReady)	John Hattie, October 2015 Influences and Effect Size <ul style="list-style-type: none"> <li>• Instructional quality effect size 1.0</li> <li>• Teacher Clarity effect Size .75</li> <li>• Professional Development effect size .62</li> </ul>	1. Review of EOW/PLC meeting agendas and Analyze grade-level data based on SMART Goal outcomes  2. Monitoring student and class progress through the use of ESGI and I-Ready Assessment Data to predict what percentage of students will be on grade level or above according to the CAASPP Assessment.

3. Certificated release time (time-sheeted) focused on PLC process and planning; to include outside PD conferences.		3. Depth of work during PLC time as indicated in EOW agendas/minutes and the development of best practices/success Indicators through the collaboration of coaches, teachers and administration.
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Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$2500	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7101/0000)	\$3000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$4200	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 2.1.2**

**Principally Targeted Student Group**

- EL

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>1. Train teachers in best instructional practices, use of curriculum, and in ELPAC assessment by providing after school opportunities to train and plan with EL coach.</p> <p>2. 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 EL Coordinator will oversee the implementation of testing and schedule assessments of EL students utilizing both teachers as well as time sheeted certificated personnel.</p>	<p>John Hattie, October 2015 Influences and Effect Size</p> <ul style="list-style-type: none"> <li>• Instructional quality effect size 1.0</li> <li>• Teacher clarity effect size .75</li> <li>• Professional Development effect size .62</li> </ul>	<p>1. The number of students making progress towards English language proficiency will increase by 10% as indicated by the CA Dashboard English Language Progress indicator (2019; 45.5%)</p> <p>2. All students will be assessed within the state mandated timelines as indicated by CALPADS data.</p>

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$1000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$3000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
EL Supplemental (7150/0000)	\$15249	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 2.1.3**

**Principally Targeted Student Group**

- Black or African American • SWD

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>1. 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.</p> <p>2. Teachers will collaborate with Learning Center teachers and Academic Intervention Teachers to identify targeted needs of specific AA and SWD students.</p> <p>*No cost is incurred with this action</p>	<p>John Hattie, October 2015 Influences and Effect Size</p> <ul style="list-style-type: none"> <li>• Instructional quality effect size 1.0</li> <li>• Teacher Clarity effect Size .75</li> <li>• Professional Development effect size .62</li> </ul>	<p>1. Review of meeting agendas, minutes, and grade-level data</p> <p>2. Intervention and support instruction will focus on assistance to underperforming students focusing on the use of Skill-based extra sessions above and beyond which the classroom teachers provide.</p>



Funding Source	Amount	Description of Use		
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<p><b>District Strategic Goal 3:</b></p> <p>All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.</p>	<p><b>District Needs and Metrics 3:</b></p> <p>Students need a safe and engaging academic, social-emotional, and physical school environment as measured by:</p> <ul style="list-style-type: none"> <li>• Cohort Graduation</li> <li>• Expulsion</li> <li>• HS Dropout</li> <li>• MS Dropout</li> <li>• Other (Site-based/local assessment)</li> <li>• School Climate</li> <li>• Social Emotional Learning</li> <li>• Suspension</li> </ul>
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<p><b>Site Goal 3.1</b></p> <p>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), particularly in this time of Distance Learning, has a profound impact on our staffs' 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.</p> <p>Our goal is to close the gap between subgroups in regards to the number of <b>SUSPENSIONS</b> according to the California's Accountability Dashboard:</p> <ul style="list-style-type: none"> <li>• African American students will move from Red to Orange</li> <li>• Hispanic students will move from Red to Orange</li> <li>• Students with 2 or more races will move from Red to Orange</li> <li>• Students with Disabilities will move from Red to Orange</li> <li>• Socioeconomically Disadvantaged students will move from Red to Orange</li> <li>• Asian students will remain Orange to Yellow</li> <li>• EL students will move from Yellow to Green</li> <li>• <b>SUSPENSIONS OVERALL/SCHOOLWIDE</b> = 2.5% in 2017; 3% in 2018; 5.6% in 2019; Goal for 2020 will be 2.5% (Red to Yellow)</li> </ul>
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**Metric:** Suspension

**Actions/Services 3.1.1**

<p><b>Principally Targeted Student Group</b></p> <p>• All • Black or African American • EL • Foster Youth • Low Income</p>		
<p><b>Specific Actions to Meet Expected Outcome</b></p> <ol style="list-style-type: none"> <li>1. Full implementation and training of PBIS tier 1 and 2 practices.</li> <li>2. Utilize Tier 3 services and MTSS tracking with at risk students.</li> <li>3. Share PBIS data monthly at Leadership/Staff meetings</li> <li>4. Support the PBIS Program by providing positive signage, purchase student recognition certificates, and awards.</li> <li>5. Provide Professional Development and materials for SEL instruction.</li> </ol>	<p><b>What is the Research Confirming this is an Effective Practice?</b></p> <p>John Hattie, Visible Learning for Teachers: Maximizing Impact on Learning, October 2015</p> <ul style="list-style-type: none"> <li>• Classroom management effect size: .56</li> <li>• Classroom cohesion effect size: .53</li> <li>• Teacher-student relationships effect size: .52</li> </ul>	<p><b>How will you Measure the Effectiveness of the Actions/Services?</b></p> <p>1-2, 4, 5. Monitoring the suspension rate monthly with the staff; monitoring student progress through the use of decreased behavior referrals at bi-weekly PBIS Tier II Meetings.</p> <p>1-2, 5. Response and participation data from Staff, family, and students on Culture/Climate survey and LCAP needs survey.</p> <p>3, 5. Tracked through Staff/Leadership meeting agendas</p>

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$1000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Supplemental/Concentration (7101/0000)	\$1080	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$10800	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$1500	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 3.1.2**

**Principally Targeted Student Group**

- All • Black or African American • EL • Foster Youth • Low Income • SWD

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. Provide professional development to yard supervisors training them to perform duties as 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.  2. Provide equipment and materials to better implement new procedures and activities on the playground.	<ul style="list-style-type: none"> <li>• Lewis, T. J., Colvin, G., Sugai, G. (2000). The effects of precorrection and active supervision on the recess behavior of elementary school students. Education and Treatment of Children,</li> <li>• Murphy, H. A., Hutchinson, J. M., &amp; Bailey, J. S. (1983). Behavioral school psychology goes outdoors: The effect of organized games on playground aggression. Journal of Applied Behavior Analysis</li> </ul>	1. Monitoring the suspension rate 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.

Funding Source	Amount	Description of Use	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$3000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7101/0000)	\$3000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$3000	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Site Goal 3.2**

Increase the amount of positive student interactions by staff and community with all students, especially those at risk.

**Metric:** School Climate

**Actions/Services 3.2.1**

**Principally Targeted Student Group**

- All • Black or African American • Foster Youth • Low Income

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
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. Positive behavior/attendance recognition awards  5. Parent Volunteer Program  6. Support the PBIS Program by providing positive signage, purchase recognition	John Hattie, October 2015 Influences and Effect Size  <ul style="list-style-type: none"> <li>• Not labeling students effect size: .61</li> </ul>	1-6. Decrease in our suspension rate (to be under 1.0%) and an increase in a positive school culture as indicated on our student surveys.

certificates, and character awards.		
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Funding Source	Amount	Description of Use		
PBIS (7440/7510)	\$1000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$1000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Site Goal 3.3**

To increase student daily physical activity by providing desirable and engaging activities. Increased physical activity has beneficial influences on behavior and cognitive functioning that result in improving students’ academic achievement and overall well-being.

**Metric:** Social Emotional Learning

**Actions/Services 3.3.1**

**Principally Targeted Student Group**

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. All students will gain access to updated and refreshed PE equipment to increase participation in enjoyable and engaging physical activity.	It is important that students and teachers get the resources they need so that they can achieve.  Strong, William B.; Malina, Robert; Blimkie, Cameron J.R. (2005). Evidence Based Physical Activity for School-age Youth. <i>The Journal of Pediatrics</i> , 146(6), 732–737. <a href="https://doi.org/10.2105/AJPH.2007.117176">https://doi.org/10.2105/AJPH.2007.117176</a>  Based on John Hattie's book <u>Visible Learning</u> and his research of effect sizes: Interventions for students with learning needs 0.77 Comprehensive instructional programs for teachers 0.72 Direct instruction 0.6 Quality of Teaching 0.48 Tactile stimulation programs 0.58 Play Programs 0.5	1. Increase in mobility, participation, and stamina throughout the school year. Individual student goal settings measured by physical assessments. Annual results from Fifth grade physical education testing.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$2000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**District Strategic Goal 4:**

All students will benefit from programs and services designed to inform and involve 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
- 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

Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

**Site Goal 4.1**

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, 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

**Metric:** Family and Community Engagement

**Actions/Services 4.1.1**

**Principally Targeted Student Group**

- School-wide

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>1. Increase school-wide Family and Community Engagement programs such as</p> <ul style="list-style-type: none"> <li>• Parent/Teacher conferences</li> <li>• Back to School Night</li> <li>• Open House</li> <li>• Ensure home/school communications/flyers are translated</li> <li>• Make phone calls to personally invite families to events</li> <li>• Establish &amp; communicate current events in print, website, social media</li> <li>• Utilize FACE personnel to host a Family Writing Night.</li> <li>• Purchase Scholastic Literacy Events for grade levels TK-5.</li> <li>• Parent University events</li> </ul> <p>2. Compensate teachers, BTAs and/or outside speakers to attend/facilitate events.</p> <p>3. Supply materials when needed.</p> <p>4. Support home-to-school communication through Communication Folders and School-wide organization systems with grade-level resources and supplies.</p>	<p>Coleman's research shows that students benefit most when parents and schools work together</p> <p>Parent Involvement and Student Achievement: A Meta-Analysis, William Jaynes, 2005</p> <p>John Hattie, Visible Learning for Teachers: Maximizing Impact on Learning, October 2015</p> <ul style="list-style-type: none"> <li>• Parental involvement in learning effect size .51</li> </ul>	<p>1-3. Attendance to parent events at 75% of class enrollment as recorded by sign-in sheets and teacher logs.</p> <p>1-3 Increased approval rating for Culture Climate construct "Support for Academic Learning".</p> <p>1. Attendance to conferences at 80% of class enrollment as recorded by sign-in sheets and teacher logs.</p> <p>4. Increased daily usage of teacher-student-parent communication through the use of student planners.</p>

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$6000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7101/0000)	\$3000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Family & Community Engagement (7415/0000)	\$1500	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$6000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$567	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 4.1.2**

**Principally Targeted Student Group**

- EL

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>1. Utilize BTA position to inform, translate, and connect with families at ELAC meetings.</p> <p>2. Provide any needed materials to support</p>	<p>Coleman's research shows that students benefit most when parents and schools work together</p>	<p>1-2. Increased attendance to ELAC meetings as indicated by ELAC meeting sign-in sheets.</p>

families for success during ELAC meetings.	John Hattie, Visible Learning for Teachers: Maximizing Impact on Learning, October 2015 <ul style="list-style-type: none"><li>Parental involvement in learning effect size .51</li></ul>	
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Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$500	Classified Salaries	Edit	Delete
EL Supplemental (7150/0000)	\$500	Materials/Supplies/Equipment	Edit	Delete

**Site Goal 4.2**

Our goal is to close the gap between subgroups in regards to the number of **CHRONICALLY ABSENT STUDENTS** according to the California's Accountability Dashboard:

- Hispanic students will move from Red to Orange
- African American students will move from Red to Orange
- Students with Disabilities will move from Red to Orange
- EL students will move from Red to Orange
- Asian students will move from Orange to Yellow
- Two or More Races will move from Orange to Yellow
- Socioeconomically Disadvantaged students will move Orange to Yellow
- CHRONICALLY ABSENT STUDENTS OVERALL/SCHOOLWIDE** = 10.9% in 2018; Increased to 13.6% in 2019; Goal for 2020 is 10% (Orange to Yellow)

**Metric:** Attendance Rate

**Actions/Services 4.2.1**

<b>Principally Targeted Student Group</b>
<ul style="list-style-type: none"> <li>All</li> </ul>

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<ol style="list-style-type: none"> <li>Personal phone calls home from teachers regarding attendance. When chronic, administrative phone calls home. Follow school policy as laid out in the District Handbook for tracking and monitoring tardies via the SART process.</li> <li>Hold monthly PBIS/Intervention team meetings.</li> <li>Provide students with positive recognition for meeting monthly attendance goal (BragTag) Approximate cost \$0.20 per student a month.</li> </ol>	Chronic Elementary Absenteeism: A Problem Hidden in Plain Sight <a href="https://www.edweek.org/media/chronicabsence-15chang.pdf">https://www.edweek.org/media/chronicabsence-15chang.pdf</a>	<ol style="list-style-type: none"> <li>Gather and analyze attendance data monthly. To close the achievement gap, particularly log and monitor the attendance and tardy frequencies for the African American, SED, EL, and foster youth students.</li> <li>Review and monitor students who meet the Chronically Absent (10% or more absence rate) biweekly with the PBIS Tier II Committee.</li> </ol>

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$3000	Certificated Salaries	Edit	Delete
Supplemental/Concentration (7101/0000)	\$1500	Materials/Supplies/Equipment	Edit	Delete

### 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



**Local Control Accountability Plan (LCAP)  
Year 2020 - 2021**

**IV. Funding**

**Isabelle Jackson Elementary - 295**

Fund Source Mgmt. Code/Description Resc. Code/Description	FTE	Carry Over	Allocation	Subtotal	EGUSD Strategic Goals				Balance
					1 - Curriculum and Instruction	2 - Assessment	3 - Wellness	4 - Family Engagement	
<b>1510</b> Regular Education (TK-6) <b>0000</b> Unrestricted	0	\$0	\$27,338	\$27,338	\$27,338	\$0	\$0	\$0	\$0
<b>1511</b> Regular Education (TK-6) - Allocated FTE <b>0000</b> Unrestricted	0	\$0	\$50,009	\$50,009	\$50,009	\$0	\$0	\$0	\$0
<b>7101</b> LCFF Supple/Conc TK - 6 <b>0000</b> Unrestricted	0	\$0	\$24,120	\$24,120	\$8,040	\$4,000	\$7,080	\$5,000	\$0
<b>7150</b> EL Supplemental Program Services TK-6 <b>0000</b> Unrestricted	0	\$0	\$18,749	\$18,749	\$3,000	\$15,249	\$0	\$500	\$0
<b>4900</b> Director of Learning Support Services <b>3010</b> NCLB: Title I, Part A, Basic Grants Low Income and Neglected	0	\$0	\$435,547	\$435,547	\$390,980	\$9,700	\$19,300	\$15,567	\$0
<b>7440</b> Positive Behavior Incentive Supports <b>7510</b> Low Performing Student Block	0	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
<b>Total Funds Budgeted for Strategies to Meet the Goals in the SPSA</b>	0	\$0	\$556,763	\$556,763	\$479,367	\$28,949	\$27,380	\$21,067	

Total Funds Provided to the School Through the Consolidated Application	TBD
Total Federal Funds Provided to the School from the LEA for CSI	N/A
Subtotal of additional federal funds included for this school	\$435,547
Subtotal of state or local funds included for this school	\$121,216

**Signatures:** (Must sign in blue ink) **Date**

Benefits Calculator for Timesheets	
<input checked="" type="radio"/> Certificated	Staff Amount \$ <input type="text"/>
<input type="radio"/> Classified	Benefits Amount \$ <input type="text"/>
	Total \$ <input type="text"/>

Principal **Scott Hadley** \_\_\_\_\_

School Site Council Chairperson **Angela Davis** \_\_\_\_\_

EL Advisory Chairperson **Blanca Montoya** \_\_\_\_\_