



# Isabelle Jackson Elementary

## Local Control Accountability Plan (LCAP) 2021-2022

**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

## 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 Parent/Principal meetings, Meetings were held on:</p> <p>School Site Council: 9/9/2020; 10/22/2020; 2/19/2021; 5/21/2021(LCAP approval)                  ELAC Meeting: 10/21/2020; 1/12/2021; 5/18/2021                  Coffee with Principal: 10/1/2020; 11/5/2020; 2/4/2021;                  Title I Parent Meeting: B/C/D 8/10/2020; A 9/1/2020                  Staff Meeting: 8/24/2020; 9/14/2020; 10/19/2020; 11/16/2020; 1/11/2021(LCAP data); 2/9/2021(LCAP Data); 3/8/2021; 4/5/2021                  Leadership Meeting: 9/8/2020; 10/12/2020; 11/2/2020; 12/7/2020; 2/1/2021; 3/1/2021; 3/29/2021; 4/26/2021 (LCAP Data); 5/24/2021</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>Through these consultations, and in coordination with various site and district surveys, we were able to gather extensive input and feedback to develop a comprehensive site plan for Isabelle Jackson Elementary. We modified the plan to add an additional Academic Intervention Teacher to support our highest risks students as we return to in-person instruction.</p>

### Resource Inequities

<b>Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.</b>
N/A

### 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> </ul>
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	<ul style="list-style-type: none"> <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 1 days/\$350 = \$11,900 (timesheets)</li> </ul> <p>2. Purchase needed materials and books to further professional development and support instruction, computers/tablets, and/or secure outside curriculum resources (on the district approved list) to support SMART goal achievement.</p> <p>3. Attend outside conferences or digital conferences as needed to support SMART goal achievement and overall student learning.</p> <ul style="list-style-type: none"> <li>• Teachers grades K-6 attend AVID conferences; summer institute; SCOE provided AVID training</li> <li>• AVID focused collaboration time. (timesheets)</li> <li>• 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</li> </ul>	<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>

learning paths and monitor student growth. <ul style="list-style-type: none"> <li>Professional development as provided by Curriculum and Professional Learning (CPL) Dept. (i.e Assessment Literacy, SEL,ELD) (no cost).</li> </ul>		
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Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$3000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$16900	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$500	Classified Salaries	<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 (2.0 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 \$144,506</p> <p>2. Provide extended day and/or off-track instruction: one hour sessions, small group targeted instruction in grades KN - 6, in math and reading.</p> <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		
Title I – Basic (4900/3010)	\$5000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$144506	Certificated Salaries	<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>	<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> </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>

2. Purchase high interest titles for student use and high interest/low level books for intervention.

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.

- Reach Out and Read, Reading Aloud to Children: The Evidence, 2008)
- National Endowment for the Arts, To Read or Not to Read: A Question of National Consequence, 2007)

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$21557	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$7697	Materials/Supplies/Equipment	<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, BookFlix, FLEX etc...).</p> <p>2. Provide resources, materials, and technologies to meet students' diverse learning needs:</p> <ul style="list-style-type: none"> <li>- AVID Agendas for grades 3-6;</li> <li>- Supplies and Materials to maintain compliant in AVID program for grades 3-6;</li> <li>- Communication folders for grade 2;</li> <li>- Curriculum and technology site licenses (from district approved list);</li> <li>- Additional technology resources (printers/ink) to provide teachers and parents with diagnostic and progress monitoring reports;</li> <li>- Student supplies needed to support programs used to increase academic achievement.</li> <li>- Sufficient paper to accommodate all Wonders, intervention, tutoring, ELD, and enrichment programs.</li> <li>- Supplemental supplies and service agreements to support the instructional program;</li> <li>- Supplemental leveled text and decodables to support small group instruction in grades TK-6.</li> </ul>	<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>

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$10000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$55800	Contracts/Services	<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> <p>1. Provide identified students with opportunities for enrichment. Monies will be used to purchase supplies for the programs and timesheet certificated and classified staff.</p> <ul style="list-style-type: none"> <li>27weeks x 3 hours/week x \$40/hour = \$3,240 (cert.)2.</li> </ul> <p>2. Paying for an Academic Program Coordinator (APC) to provide supervision and instructional support to students and staff for all of our after school intervention and enrichment programs. ASES</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>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 of CAASPP and attendance 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		
GATE (7105/0000)	\$3250	Certificated Salaries	Edit	Delete
GATE (7105/0000)	\$300	Classified Salaries	Edit	Delete
Title I – Basic (4900/3010)	\$40251	Certificated Salaries	Edit	Delete
GATE (7105/0000)	\$847	Materials/Supplies/Equipment	Edit	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%  
 2020-2021 RFEP - 38%; ELPAC Level 4 - 38% (GOAL MET)  
**GOAL:2021-22**  
**RFEP - 45%; ELPAC Level 4 - 45%**

**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?
<p>1. Provide scheduled designated and integrated ELD learning time daily. *No cost is incurred with this action</p> <p>2. Support EL students with supplemental curriculum and technology as needed to support integrated and designated instruction.</p> <p>3. Provide additional BTA support to communicate with families for the purposes of identification and/or placement of EL students, RFEP monitoring, and access to school activities.</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>1-2. EL walkthrough form data</p> <p>1. Achievement percentages to increase on level 4 students by 10% as measured by ELPAC.(Currently at 38%)</p> <p>2. Increase the percentage of EL students redesignated RFEP (2020-2021 38%)</p> <p>3. BTA support measured by EL parent needs survey</p> <p>4. After-school AIT support will be measured by skill-based targeted pre and post assessments.</p>

4. After school AIT support.
- 42 weeks x 6hour @ \$40/hour = \$10,080

Funding Source	Amount	Description of Use		
EL Supplemental (7150/0000)	\$10080	Certificated 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"/>
EL Supplemental (7150/0000)	\$994	Classified Salaries	<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)

**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 assessment data 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. Provide supplies and materials as needed to support the work (Illuminate 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. Analyze 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.  2. Monitoring student and class progress through the use of Illuminate and I-Ready Assessment Data to predict what percentage of students will be on grade level or above according to the CAASPP Assessment.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$500	Materials/Supplies/Equipment	<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		
EL Supplemental (7150/0000)	\$6675	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$5000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 2.1.3**

<b>Principally Targeted Student Group</b>
<ul style="list-style-type: none"> <li>Black or African American</li> <li>SWD</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?
<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 in need of Tier II/III supports.</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		
Title I – Basic (4900/3010)	\$5250	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**District Strategic Goal 3:**  
 All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.

**District Needs and Metrics 3:**  
 Students need a safe and engaging academic, social-emotional, and physical school environment as measured by:

- Cohort Graduation
- Expulsion
- HS Dropout
- MS Dropout
- Other (Site-based/local assessment)
- School Climate
- Social Emotional Learning
- Suspension

Site Goal 3.1



As we transition back to a regular in-person instructional model, students need a safe, respectful and responsible school climate to reach their greatest potential. We will need to reestablish the connections and relationships after being away from school for over a year. 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 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.

Our goal is to close the gap and to address the disproportionality between subgroups in regards to the number of **SUSPENSIONS** according to California's Accountability Dashboard:

- African American students will move from Red to Orange
- Hispanic students will move from Red to Orange
- Students with 2 or more races will move from Red to Orange
- Students with Disabilities will move from Red to Orange
- Socioeconomically Disadvantaged students will move from Red to Orange
- Asian students will remain Orange to Yellow
- EL students will move from Yellow to Green
- **SUSPENSIONS OVERALL/SCHOOLWIDE = 2.5% in 2017; 3% in 2018; 5.6% in 2019; 2020 Skewed Data; Goal for 2021 will be 2.5% (Red to Yellow)**

**Metric:** Suspension

**Actions/Services 3.1.1**

**Principally Targeted Student Group**

- All • Black or African American • EL • 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. Full implementation and training of PBIS tier 1 and 2 practices. 2. Utilize Tier 3 services and MTSS tracking with at risk students. 3. Share PBIS data monthly at Leadership/Staff meetings 4. Support the PBIS Program by providing positive signage, purchase student recognition certificates, and awards. 5. Provide Professional Development and materials for SEL instruction. 6. Continue with our community wide participation in the Monterey Trail Equity Coalition (MTEC). 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. 7. Campus-wide PD provided by Sharroky Hollie (Either in-person or virtual) beginning at the Foundation Level. 8. All classrooms provided with a Culturally Responsive Library reflective of our student population and a bookshelf to house/display the library. 1 per room.	John Hattie, Visible Learning for Teachers: Maximizing Impact on Learning, October 2015 <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>	1-2, 4, 5-8. 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.  1-2, 5-8. Response and participation data from Staff, family, and students on Culture/Climate survey and LCAP needs survey.  3, 5. Tracked through Staff/Leadership meeting agendas

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$1000	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7101/0000)	\$1500	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7101/0000)	\$500	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7101/0000)	\$3800	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Title I – Basic (4900/3010)	\$15000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$2700	Classified Salaries	<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"/>
Title I – Basic (4900/3010)	\$30000	Materials/Supplies/Equipment	<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?
<p>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.</p> <p>2. Provide equipment and materials to better implement new procedures and activities on the playground.</p>	<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>	<p>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.</p> <p>2. Measured by decrease in referrals and injuries during recess, as well as an increase in student engagement in physical activities on the yard.</p>

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$1200	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7101/0000)	\$400	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7101/0000)	\$2500	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Site Goal 3.2**

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 as Isabelle Jackson Elementary.

**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?
<p>1. Weekly public announcements for students caught showing character.</p> <p>2. Positive behavior luncheons each trimester.</p> <p>3. Teacher training in specific behavior areas by PBIS coach/MHT/School psychologist</p> <p>4. Positive behavior/attendance recognition awards</p> <p>5. Parent Volunteer Program</p>	<p>John Hattie, October 2015 Influences and Effect Size</p> <ul style="list-style-type: none"> <li>Not labeling students effect size: .61</li> </ul>	<p>1-7. Decrease in our suspension rate (to be under 1.0%) and an increase in a positive school culture as indicated on our student surveys.</p>

- 6. Support the PBIS Program by providing positive signage, purchase recognition certificates, and character awards.
- 7. Purchase awards and/ink to create awards. Purchase envelopes, paper, and cardstock to create and mail awards.

Funding Source	Amount	Description of Use		
PBIS (7440/0000)	\$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. (As funds become available)	<p>It is important that students and teachers get the resources they need so that they can achieve.</p> <p>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></p> <p>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</p>	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)	\$3220	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

**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><b>1.</b> 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> <li>• Parent AVID nights. 3-6</li> </ul> <p><b>2.</b> Compensate teachers, BTAs and/or outside speakers to attend/facilitate events.</p> <p><b>3.</b> Supply materials when needed.</p> <p><b>4.</b> 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 Jeynes, 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)	\$10195	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$700	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$2160	Certificated 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><b>1.</b> Utilize BTA position to inform, translate, and connect with families at ELAC meetings.</p> <p><b>2.</b> Provide materials to support families for</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>

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
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**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; Decreased to 12.5% in 2020(Pandemic); Goal for 2021 is 10%(Orange to Yellow)

**Metric:** Attendance Rate

**Actions/Services 4.2.1**

**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?
<ol style="list-style-type: none"> <li>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.</li> <li>Hold monthly PBIS/Intervention team meetings.</li> <li>Provide students with positive recognition for meeting monthly attendance goal (BragTag).</li> </ol>	<p>Chronic Elementary Absenteeism: A Problem Hidden in Plain Sight:                      Bruner, Charles, Anne Discher and Hedy Chang, Chronic Elementary Absenteeism: A Problem Hidden in Plain Sight, Child and Family Policy Center and Attendance Works, November 2011.</p>	<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>3. 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
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### 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 2021 - 2022**

**V. 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	\$25,256	\$25,256	\$25,256	\$0	\$0	\$0	\$0
<b>1511</b> Regular Education (TK-6) - Allocated FTE <b>0000</b> Unrestricted	38.375	\$0	\$4,510,511	\$4,510,511	\$4,510,511	\$0	\$0	\$0	\$0
<b>1512</b> Subject Matter Teachers <b>0000</b> Unrestricted	1.2	\$0	\$154,371	\$154,371	\$154,371	\$0	\$0	\$0	\$0
<b>5495</b> Allocated FTE Leave <b>0000</b> Unrestricted	0	\$0	\$56,391	\$56,391	\$56,391	\$0	\$0	\$0	\$0
<b>5634</b> Custodial Services <b>0000</b> Unrestricted	3	\$0	\$225,229	\$225,229	\$0	\$0	\$225,229	\$0	\$0
<b>7101</b> LCFF Supplemental Concentration TK-6 <b>0000</b> Unrestricted	0	\$0	\$24,120	\$24,120	\$10,000	\$0	\$14,120	\$0	\$0
<b>7105</b> Gifted and Talented Education (GATE) TK-6 <b>0000</b> Unrestricted	0	\$0	\$4,397	\$4,397	\$4,397	\$0	\$0	\$0	\$0
<b>7150</b> EL Supplemental Program Services TK-6 <b>0000</b> Unrestricted	0	\$0	\$18,749	\$18,749	\$12,074	\$6,675	\$0	\$0	\$0
<b>7440</b> Positive Behavior Incentive Supports <b>0000</b> Unrestricted	0	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
<b>7534</b> Site Custodial Services <b>0000</b> Unrestricted	0.5	\$0	\$28,081	\$28,081	\$0	\$0	\$28,081	\$0	\$0
<b>4900</b> Director of School Improvement Support <b>3010</b> ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	2.55	\$0	\$391,716	\$391,716	\$295,211	\$10,750	\$72,700	\$13,055	\$0
<b>1510</b> Regular Education (TK-6) <b>3210</b> Elementary & Secondary School Relief (ESSER)	0	\$0	\$6,215	\$6,215	\$6,215	\$0	\$0	\$0	\$0
<b>1510</b> Regular Education (TK-6) <b>3212</b> Elementary & Secondary School Relief II (ESSER II)	0	\$0	\$47,479	\$47,479	\$47,479	\$0	\$0	\$0	\$0
<b>4720</b> Office of Expanded Learning <b>4124</b> ESSA: Title IV, Part B, 21st Century Community Learning Centers Program	0.1	\$41,327	\$182,032	\$223,359	\$223,359	\$0	\$0	\$0	\$0
<b>5610</b> Food and Nutrition Services	2.125	\$0	\$121,145	\$121,145	\$0	\$0	\$121,145	\$0	\$0



Center <b>5310</b> Child Nutrition: School Programs (e.g., School Lunch, School Breakfast, Milk, Pregnant & Lactating Students)									
<b>4900</b> Director of School Improvement Support <b>5860</b> Title I - Afterschool - District (rolls to 3010)	0.375	\$0	\$18,718	\$18,718	\$18,718	\$0	\$0	\$0	\$0
<b>4720</b> Office of Expanded Learning <b>6010</b> After School Education and Safety (ASES)	0.5	\$26,486	\$202,599	\$229,085	\$229,085	\$0	\$0	\$0	\$0
<b>3410</b> Special Education Mild/Moderate <b>6500</b> Special Education	3.25	\$0	\$283,813	\$283,813	\$283,813	\$0	\$0	\$0	\$0
<b>3660</b> Inclusive Education in Lieu of NPA <b>6500</b> Special Education	0.75	\$0	\$48,014	\$48,014	\$48,014	\$0	\$0	\$0	\$0
<b>3670</b> Program for the Acquisition of Language and Social Skills (PALSS) <b>6500</b> Special Education	4.25	\$0	\$336,206	\$336,206	\$336,206	\$0	\$0	\$0	\$0
<b>3770</b> Full Inclusion <b>6500</b> Special Education	2.25	\$0	\$119,857	\$119,857	\$119,857	\$0	\$0	\$0	\$0
<b>4455</b> Textbook Reimbursement <b>9020</b> Lost/Damaged Textbooks Reimbursement	0	\$13	\$0	\$13	\$13	\$0	\$0	\$0	\$0
<b>Total Funds Budgeted for Strategies to Meet the Goals in the SPSA</b>	59.225	\$67,826	\$6,805,899	\$6,873,725	\$6,380,970	\$17,425	\$462,275	\$13,055	

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	\$808,632
Subtotal of state or local funds included for this school	\$6,065,093

Title I Centralized Services			
Title I Foster Youth	\$50,415	Title I Homeless	\$5,947
Title I Centralized Services	\$99,782	Title I Preschool	\$0

Principal **Scott Hadley** \_\_\_\_\_  
 School Site Council Chairperson **Ramon Nacion** \_\_\_\_\_  
 EL Advisory Chairperson **Mayra Perez** \_\_\_\_\_