



Isabelle Jackson Elementary

Local Control Accountability Plan (LCAP) 2022-2023

Principal: Scott Hadley

County-District-School (CDS) Code: 34673146106355

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

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

IV. Goals, Actions and Services

Isabelle Jackson Elementary | Focused Work: 2022-2023

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

Involvement Process for LCAP and Annual Update

How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?

The LEA consulted stakeholder groups; Staff, School Site Council, ELAC, and Parents at Title I Parent meetings, and Parent/Principal meetings, Meetings were held on:

School Site Council: 9/9/2021; 10/22/2021; 2/19/2022;3/14/2022; 4/19/2022; 5/21/2022

ELAC Meeting: 10/19/2021; 4/27/2022; 5/18/2022

Title I Parent Meeting: B/C/D 7/15/2021; A 8/16/2021

Staff Meeting: 8/18/2021; 9/15/2021; 10/17/2021; 11/17/2021; 1/19/2022; 2/16/2022; 3/16/2022; 4/13/2022

Impact of LCAP and Annual Update

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

Through these consultations, and in coordination with the 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. This will bring the site AITs to three. One funded through ESSER and two supported with Title I and Supplemental Concentration funding. We also decided to replace the no longer available i-Ready with IXL ELA and Math.

Resource Inequities

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

Isabelle Jackson Elementary was identified as an Alternative Targeted Support and Improvement (ATSI) school because our subgroup of Students with Disabilities (SWD) need additional targeted support to meet growth goals. As a result of our needs assessment, additional resources have been allocated to support the increase in achievement for this subgroup. We are providing district-approved supplementary training for teachers to target small group instruction with a focus on data analysis through the PLC process. In addition, we are purchasing technology resources, and supplies to meet SMART goal attainment for each grade level and to focus on and support student learning needs within the subgroup of our SWD students.

Goals, Actions, and Progress Indicators

District Strategic Goal 1:

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

District Needs and Metrics 1:

Students need high quality classroom instruction and curriculum as measured by:

- A-G Completion
- Access to Courses (Honors, AP/IB, CTE)
- AP/IB Exams
- CAASPP
- Content Standards Implementation
- CTE Sequence Completion
- EAP
- Other (Site-based/local assessment)
- Progress toward English Proficiency
- Redesignation
- Teacher Assignment

Site Goal 1.1

Increase the efficacy of initial teaching, small group/differentiated instruction for students assessed below grade level, and the work of grade-level teams (PLCs) to close the achievement gap in ELA and Math. This will be accomplished by providing Professional Development (PD) in research-based best practices and Professional

Learning Community (PLC) planning time for teachers in the areas of CCSS (both ELA and Math), behavior management, ELD, and district adopted curriculum in order to support student learning. The following measures will be utilized to identify and progress-monitor students' performance:

Our goal is to close the achievement gap with the lowest-performing subgroups in **ELA** according to the 2021 CAASPP for students in the 3rd through 6th grades. According to 2021 CAASPP ELA Data our students went from 39% meeting or exceeding standards to 31% as a whole. The following is data broken down into finer detail:

- EL students **increased** from 16% meeting or exceeding standards to 18%
- White students **increased** from 39% meeting or exceeding standards to 47%
- Filipino students **remained the same** at 50% meeting or exceeding standards
- Students with Disabilities **declined** from 11% meeting or exceeding standards to 8%
- African American students **declined** from 28% meeting or exceeding standards to 16%
- Hispanic students **declined** from 34% meeting or exceeding standards to 27%
- Asian students **decreased** from 48% meeting or exceeding standards to 35%
- Students with 2 or more races **decreased** from 44% meeting or exceeding standards to 36%
- Socioeconomically Disadvantaged students **decreased** from 48% meeting or exceeding standards to 35%
- **ELA OVERALL/SCHOOLWIDE GOAL = Students will move from 31% to 41% meeting or exceeding standards on the 2023 CAASPP.**

Our goal is to close the achievement gap with the lowest-performing subgroups in **MATHEMATICS** according to the 2021 CAASPP for students in the 3rd through 6th grades. According to 2021 CAASPP ELA Data our students went from 28% meeting or exceeding standards to 20% as a whole. The following is data broken down into finer detail:

- White students **increased** from 28% meeting or exceeding standards to 34%
- Students with Disabilities **declined** from 7% meeting or exceeding standards to 5%
- African American students **declined** from 15% meeting or exceeding standards to 11%
- Hispanic students **declined** from 21% meeting or exceeding standards to 18%
- EL students **declined** from 17% meeting or exceeding standards to 14%
- Students with 2 or more races **declined** from 31% meeting or exceeding standards to 16%
- Socioeconomically Disadvantaged students **declined** from 23% meeting or exceeding standards to 18%
- Asian students **declined** from 41% meeting or exceeding standards to 24%
- Filipino students **declined** from 33% meeting or exceeding standards to 25%
- **MATHEMATICS OVERALL/SCHOOLWIDE GOAL = Students will move from 20% to 30% meeting or exceeding standards on the 2023 CAASPP.**

Metric: CAASPP

Actions/Services 1.1.1

Principally Targeted Student Group

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>Tier I 1. Provide teacher release time for observation and reflections, planning and application, data analysis and goal setting on site identified focuses: Reading Fluency, Math problem solving,</p>	<p>John Hattie, October 2015 Influences and Effect Size</p> <ul style="list-style-type: none"> • Instructional quality effect size 1.0 • Teacher Clarity effect Size .75 • Professional Development 	<p>1-3. Observable implementation of PD received as displayed in:</p> <ul style="list-style-type: none"> • Walkthrough data • Improved student achievement on grade level common

and AVID(K-6) culminating into grade level SMART Goals.

- 34 teachers x 1 days/\$350 = (\$11,900/3010)

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. (\$5000/7101)

3. Attend outside conferences or digital conferences as needed to support SMART goal achievement and overall student learning.

- Teachers grades K-6 attend AVID conferences; summer institute; SCOE provided AVID training (\$34750/4900)
 - \$8750 registration
 - \$20000 travel
 - \$5500 timesheet
- AVID focused collaboration time. (\$7200/4900)
- IXL ELA/Math Professional Development for all teachers on how to further utilize the IXL integrated blended learning program for ELA and Math in order to assess and measure mastery of standards, identify specific needs for the whole class or small group for reteaching, identify patterns across groups of students in order to plan small group instruction, personalize learning paths and monitor student growth. (\$2200/7101)
- Professional development as provided by Curriculum and Professional Learning (CPL) Dept. (i.e LTRS, FHQI, Assessment Literacy, SEL,ELD) (no cost).

effect size .62

Ramseth, P. R. (2018). *Narrowing achievement gaps: An examination of advancement via individual determination (AVID): Grade eight* (Order No. 10981097). . (2189100976). Retrieved from <https://search.proquest.com/docview/2189100976?accountid=193801>

Isabelle Jackson’s AVID

mission 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.

assessments; K/1 Benchmark 80% of students will meet benchmarks.

- Increase overall students meeting or exceeding standards in ELA and Math by 10% as measured by CAASPP

3. Conference information is shared out at staff and leadership meetings and recorded in the agenda.

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	\$11900	Certificated- Salaries	

Title I – Basic (4900/3010)	\$7200	Certificated- Salaries	
Supplemental/Concentration (7101/0000)	\$28750	Contracts/Services /Subscriptions	
Supplemental/Concentration (7101/0000)	\$2200	Contracts/Services /Subscriptions	
Supplemental/Concentration (7101/0000)	\$5000	Materials/Supplies/Equipment	
Supplemental/Concentration (7101/0000)	\$5500	Certificated- Salaries	

Actions/Services 1.1.2

Principally Targeted Student Group

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>Tier I/II</p> <p>1. Delivering high-quality first instruction followed by focused small group intervention provided by (3.0 FTE) AIT support that is based on ongoing grade-level assessments and targeting the skill-based needs of students within our targeted groups. Approximate cost: \$125000 = ESSER \$125000 = Title I \$114550 = Title I/Supp/Con</p> <p>2. Provide extended day and/or off-track instruction: one-hour sessions, the small group targeted instruction in grades KN - 6, in math and reading. (ELO Funding)</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 whiteboards, dry erase markers, pencils, and other similar materials used to assist students at their instructional level. (\$8470/4900)</p>	<p>John Hattie, October 2015 Influences and Effect Size</p> <ul style="list-style-type: none"> • Small Group Learning Effect Size .49 • Reading Phonic Instruction Effect Size .60 • Reading Comprehension Programs Effect Size .58 • Reading Second Chance Programs Effect Size .50 	<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 what the classroom teachers provide. Outcomes will be measured by:</p> <ul style="list-style-type: none"> • Reading Fluency rate and accuracy were collected each trimester. • K/1 Benchmark trimester data • The decreasing number of students needing focused intervention with foundational reading skills. • Increase overall students meeting or exceeding standards in ELA and Math by 10% as measured by CAASPP

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	\$225000	Certificated- Salaries	
Supplemental/Concentration (7101/0000)	\$14550	Materials/Supplies/Equipment	

Title I – Basic (4900/3010)	\$5000	Contracts/Services /Subscriptions	
Title I – Basic (4900/3010)	\$3470	Materials/Supplies/Equipment	

Actions/Services 1.1.3

Principally Targeted Student Group

- All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<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 (\$24000/4900)</p> <p>2. Purchase high interest titles for student use and high interest/low level books for intervention. (\$4000/4900)</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. (\$1000/4900)</p>	<ul style="list-style-type: none"> • Reading Is Fundamental, Access to Print Materials Improves Children’s Reading: A Meta-Analysis of 108 Most Relevant Studies Shows Positive Impacts, 2010) • 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) 	<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	
Title I – Basic (4900/3010)	\$24000	Classified- Salaries	
Title I – Basic (4900/3010)	\$5000	Materials/Supplies/Equipment	

Actions/Services 1.1.4

Principally Targeted Student Group

- All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>1. Provide district-approved supplementary training, curriculum, technology, resources, and</p>	<p>Research supports building student reading and math fluency using high interest, interactive programs</p>	<p>1-2. The effectiveness of the use of outputs will be measured by:</p>

supplies to meet SMART goal attainment for each grade level and to focus on student learning needs. (ex. Scholastic News, MyON, IXL, AVID, Academic Vocabulary Toolkit, Starfall Education, BookFlix, FLEX, etc...). (\$46000/7100)

2. Provide resources, materials, and technologies to meet students' diverse learning needs:

- **AVID** Agendas for grades 3-6;
- Supplies and Materials to maintain compliant with the AVID program for grades 3-6; (\$9970/4900)
- 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;
- 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.

that provide feedback and adjust to student performance levels.

John Hattie: Visible Learning for Teachers;
Maximizing Impact on Learning

- Small Group Learning
- Reading Phonics Instruction Effect Size: .60
- Reading Comprehension Programs Effect Size of 0.58

- Grade level assessments data analysis via Illuminate
- Increase overall ELA and Math students who meet or exceed standards as measured by CAASPP (Goal cited above)
- SMART goal results
- IXL ELA & Math Typical Growth for students participating in programs will be at least 50% meets or above standards.

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	\$46000	Contracts/Services /Subscriptions	
Title I – Basic (4900/3010)	\$9970	Materials/Supplies/Equipment	
Supplemental/Concentration (7101/0000)	\$5000	Materials/Supplies/Equipment	

Actions/Services 1.1.5

Principally Targeted Student Group

- All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>Provide a quality program after school and in class (GATE/CREST) for students to receive enrichment and advancements in 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> <p>Supported by Stipend and ELO funding</p>	<p>John Hattie, October 2015 Influences and Effect Size:</p> <ul style="list-style-type: none"> • Instructional quality effect size 1.0 • Small Group Learning Effect Size .49 	<p>1. Increased student achievement on CAASPP and grade-level projects.</p> <p>1. Increase in the number of students being recommended for and qualifying for GATE. (Currently at 26 qualified)</p>

Funding Source	Amount	Description of Use	
GATE (7105/0000)	\$3147	Materials/Supplies/Equipment	
GATE (7105/0000)	\$1250	Certificated-Stipends	

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.

2018-19 RFEP - 24%
 2019-20 RFEP - 15%; ELPAC Level 4 - 28%
 2020-2021 RFEP - 5%; ELPAC Level 4 - 38%
2021-2022 RFEP - TBD
GOAL:2022-23
RFEP - 25%; ELPAC Level 4 - 45%

Metric: Progress toward English Proficiency

Actions/Services 1.2.1

Principally Targeted Student Group

- EL • R-FEP

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>1. Provide scheduled designated and integrated ELD learning time</p>	<p>John Hattie, October 2015 Influences and Effect Size</p>	<p>1-2. EL walkthrough form data</p>

daily.
(No Cost)

2. Support EL students with supplemental curriculum and technology as needed to support integrated and designated instruction. (\$2000/7150)

3. Provide BTA support to assist in communication with families, translation and interpretation, and access to school activities.

4. EL/Newcomer AIT support. (\$13000/7150)

5. EL Coordinator will be the site administrator. They will plan ELAC Meetings, participate in DELAC meetings, RFEP Monitoring, and re-designating of students.

- Instructional quality effect size 1.0
- Teacher Clarity effect Size .75
- Professional Development effect size .62

1. Achievement percentages to increase on level 4 students by 10% as measured by ELPAC. (Currently at 38%)
- 2, 5. Increase the percentage of EL students redesignated RFEP
3. BTA support measured by EL parent needs survey
4. EL AIT support will be measured by skill-based targeted pre and post-assessments.

Funding Source	Amount	Description of Use	
EL Supplemental (7150/0000)	\$2000	Materials/Supplies/Equipment	
EL Supplemental (7150/0000)	\$13000	Certificated- Salaries	

<p>District Strategic Goal 2:</p> <p>All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.</p>	<p>District Needs and Metrics 2:</p> <p>Students need high quality programs and services driven by assessment, data analysis, and action as measured by:</p> <ul style="list-style-type: none"> • 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 assessment data in order to ensure student learning.

Metric: Assessment System

Actions/Services 2.1.1

Principally Targeted Student Group

- School-wide

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>1. Collaborative teams will meet weekly, sharing student data and instructional practices as related to grade-level SMART goals. Professional Development support provided by Solution Tree (PLCs at Work) Two, half-days of virtual trainings and 6 supplemental meetings with grade-level teams (\$45000/4900)</p> <p>2. Provide supplies and materials as needed to support the work (Illuminate and IXL ELA/Math (\$3000)</p>	<p>John Hattie, October 2015 Influences and Effect Size</p> <ul style="list-style-type: none"> • Instructional quality effect size 1.0 • Teacher Clarity effect Size .75 • Professional Development effect size .62 	<p>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.</p> <p>2. Monitoring student and class progress through the use of Illuminate and IXL Assessment Data to predict what percentage of students will be on grade level or above according to the CAASPP Assessment.</p>

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	\$46000	Contracts/Services /Subscriptions	
Title I – Basic (4900/3010)	\$2000	Materials/Supplies/Equipment	

Actions/Services 2.1.2

Principally Targeted Student Group

- EL

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<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 the 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 ELPAC Coordinator will oversee</p>	<p>John Hattie, October 2015 Influences and Effect Size</p> <ul style="list-style-type: none"> • Instructional quality effect size 1.0 • Teacher clarity effect size .75 • Professional Development effect size .62 	<p>1. The number of students making progress towards English language proficiency will increase by 10% as indicated by ELAPAC data and CA Dashboard English Language Progress indicator when reinitiated</p> <p>2. All students will be assessed within the state-mandated timelines as indicated by CALPADS data.</p>

the implementation of testing and schedule assessments of EL students utilizing both teachers as well as time sheeted certificated personnel.

Funding Source	Amount	Description of Use
EL Supplemental (7150/0000)	\$3500	Certificated- Salaries
EL Supplemental (7150/0000)	\$778	Certificated- Salaries

Actions/Services 2.1.3

Principally Targeted Student Group

- Black or African American • SWD

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<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 Academic Intervention Teachers to identify the targeted needs of specific AA and SWD students in need of Tier II/III supports. (/SSTs x 10)</p>	<p>John Hattie, October 2015 Influences and Effect Size</p> <ul style="list-style-type: none"> • Instructional quality effect size 1.0 • Teacher Clarity effect Size .75 • Professional Development effect size .62 	<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 what the classroom teachers provide. MTSS Tier II data will be recorded and tracked.</p>

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	\$3500	Certificated- Salaries

<p>District Strategic Goal 3:</p> <p>All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.</p>	<p>District Needs and Metrics 3:</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"> • Cohort Graduation
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- Expulsion
- HS Dropout
- MS Dropout
- Other (Site-based/local assessment)
- School Climate
- Social Emotional Learning
- Suspension

Site Goal 3.1

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

Our goal is to close the gap and to address the disproportionality between subgroups (African American/AA; Students with Disabilities/SWD; Foster Youth/FY) in regard to the number of **SUSPENSIONS** according to California's Accountability Dashboard. Until the CA Dashboard is online we will continue to use data from Synergy:

- **SUSPENSIONS OVERALL/SCHOOLWIDE (Q1- Q3) = 3.5% in 18-19; 3.5% in 19-20; 1.6% in 21-22; Goal for 22-23 will be <1.0%**
 - **AA:** =10.0% in 18-19; 12.7% in 19-20; 6.4.6% in 21-22; **Goal for 22-23 will be <1.0%**
 - **FY:** = 9.1% in 18-19; 7.7% in 19-20; 15.4% in 21-22; **Goal for 22-23 will be <1.0%**
 - **SWD:** = 9.2% in 18-19; 6.6% in 19-20; 3.3% in 21-22; **Goal for 22-23 will be <1.0%**

Metric: Suspension

Actions/Services 3.1.1

Principally Targeted Student Group

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
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. Provide Professional Development and materials for SEL instruction. (\$3500/7101)	John Hattie, Visible Learning for Teachers: Maximizing Impact on Learning, October 2015 <ul style="list-style-type: none"> • Classroom management effect size: .56 • Classroom cohesion effect size: .53 • Teacher-student relationships effect size: .52 	1-3, 5-6. 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, 5-6. Response and participation data from Staff, family, and students on Culture/Climate survey and LCAP needs survey.

5. 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. (\$3500/4900)

6. Continue to build Culturally Responsive Classroom Libraries reflective of our student population and a bookshelf to house/display the library as needed.(\$4000/4900)

3, 5. Tracked through Staff/Leadership meeting agendas

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	\$3500	Contracts/Services /Subscriptions	
Title I – Basic (4900/3010)	\$4000	Materials/Supplies/Equipment	
Supplemental/Concentration (7101/0000)	\$3500	Certificated- Salaries	

Actions/Services 3.1.2

Principally Targeted Student Group

- All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>1. Provide professional development to yard supervisors training them to perform duties as a Recreational support team and fully implement PBIS strategies on the playground. Retain and train additional team members to supervise and provide focused inclusionary activities that are connected to our Pillars of Character and PBIS objectives, thus reducing the gap in our suspension data. (\$1000/4900); (\$1500/4900)</p> <p>2. Provide equipment and materials to better implement new procedures and activities on the playground. (\$2500/4900)</p> <p>3. ASSIST: District ESSER funds</p>	<ul style="list-style-type: none"> • 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, • Murphy, H. A., Hutchinson, J. M., & Bailey, J. S. (1983). Behavioral school psychology goes outdoors: The effect of organized games on playground aggression. Journal of Applied Behavior Analysis 	<p>1-3. 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>2-3. Measured by decrease in referrals and injuries during recess, as well as an increase in student engagement in physical activities on the yard.</p>

are helping to provide our school with 2 ASSIST coaches, 4 hours a day, 1 day a week. The intended purpose is to allow ASSIST to foster positive relationships with students, primarily during unstructured times (recesses and lunches), by facilitating fun activities and engaging students, especially those that tend to be disconnected or not positively engaged during this non-instructional time. (\$50,000/7101)

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	\$50000	Contracts/Services /Subscriptions	
Supplemental/Concentration (7101/0000)	\$1000	Certificated- Salaries	
Supplemental/Concentration (7101/0000)	\$1500	Classified- Salaries	
Supplemental/Concentration (7101/0000)	\$2500	Materials/Supplies/Equipment	

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 at Isabelle Jackson Elementary. Data will be collected during the PBIS Tiered Fidelity Inventory (TFI) with the goal of achieving and maintaining GOLD recognition California PBIS Coalition (CPC) recognition. Goal is to reduce suspension rate to be under 1.0%.

Metric: School Climate

Actions/Services 3.2.1

Principally Targeted Student Group

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<ol style="list-style-type: none"> Weekly public announcements for students caught showing character. Positive behavior luncheons each trimester. Teacher training in specific behavior areas by PBIS coach/MHT/School psychologist Positive behavior/attendance 	<p>John Hattie, October 2015 Influences and Effect Size</p> <ul style="list-style-type: none"> Not labeling students effect size: .61 	<p>1-7. Effectiveness measured by:</p> <ul style="list-style-type: none"> TFI Survey results (staff, parent, student) Attendance data Suspension/referral data

recognition awards

5. Parent Volunteer Program

6. Support the PBIS Program by providing positive signage, purchase recognition certificates, and character awards. (\$1000/7440)

7. Purchase awards and/ink to create awards. Purchase envelopes, paper, and cardstock to create and mail awards. (\$1500/4900)

Funding Source	Amount	Description of Use	
PBIS (7440/0000)	\$1000	Materials/Supplies/Equipment	
Title I – Basic (4900/3010)	\$1500	Materials/Supplies/Equipment	

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 parent night, and school-wide community events such as Open House, Carnival, Band Concerts, Performances, Talent Show, School Harvest Festival, and our events that celebrate student success.

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

Goals:

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

Metric: Family and Community Engagement

Actions/Services 4.1.1

Principally Targeted Student Group

- School-wide

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>1. Increase school-wide Family and Community Engagement programs such as</p> <ul style="list-style-type: none">• Parent/Teacher conferences• Back to School Night• Open House• Ensure home/school communications/flyers are translated• Make phone calls to personally invite families to events• Establish & communicate current events in print, website, and social media• Utilize FACE personnel to host a Family Writing Night.• Purchase Scholastic Literacy Events for grade levels TK-5.• Parent University events• Parent AVID nights. 3-6• Continue to participate in the FACE Home Visit Program <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 Jeynes, 2005</p> <p>John Hattie, Visible Learning for Teachers: Maximizing Impact on Learning, October 2015</p> <ul style="list-style-type: none">• Parental involvement in learning effect size .51	<p>1-3. Attendance 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 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	
Supplemental/Concentration (7101/0000)	\$1000	Materials/Supplies/Equipment	

Supplemental/Concentration (7101/0000)	\$2400	Certificated- Salaries	
Supplemental/Concentration (7101/0000)	\$8500	Contracts/Services /Subscriptions	

Actions/Services 4.1.2

Principally Targeted Student Group

- EL

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
1. Utilize BTA position to inform, translate, and connect with families at ELAC meetings. 2. Provide materials to support families for success during ELAC meetings.	Coleman's research shows that students benefit most when parents and schools work together John Hattie, Visible Learning for Teachers: Maximizing Impact on Learning, October 2015 <ul style="list-style-type: none"> • Parental involvement in learning effect size .51 	1-2. Increased attendance to ELAC meetings as indicated by ELAC meeting sign-in sheets.

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	\$500	Materials/Supplies/Equipment	
EL Supplemental (7150/0000)	\$500	Classified- Salaries	

Site Goal 4.2

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

- **CHRONICALLY ABSENT STUDENTS OVERALL/SCHOOLWIDE** = 14.2% in 2018-19; Dropped to 13.8% in 2019-20; Increased to 14.2% during the COVID Pandemic, 2020-2021. Our Goal for 2022-2023 is <12%.

Significant subgroup data 19/20 to 20/21:

- African American students increased from 20.2% to 28.4%
- Foster Youth increased from 16.7% to 20.0%
- **Homeless Youth increased from 40% to 100%**
- Students with Disabilities increased from 23.5% to 27.9%

Students who identify with Two or More ethnicities **decreased** from 12.0% to 9.6%

Metric: Attendance Rate	
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Actions/Services 4.2.1

Principally Targeted Student Group

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>1. Personal phone calls home from teachers regarding attendance. When chronic, administration makes phone calls home. Follow school policy as laid out in the District Handbook for tracking and monitoring tardies via the SART process.</p> <p>2. Hold monthly PBIS/Intervention team meetings.</p> <p>3. Provide students with positive recognition for meeting monthly attendance goal (BragTag).</p>	<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>	<p>1. 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.</p> <p>2-3. Review and monitor students who meet the Chronically Absent (10% or more absence rate) biweekly with the PBIS Tier II Committee.</p>

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	\$500	Materials/Supplies/Equipment	

Justification of School-Wide Use of Funds

For sites below 40 percent of enrollment of unduplicated pupils, when using supplemental and concentration (LCAP) funds in a school-wide manner, the site must additionally describe how the services provided are the most effective use of funds to meet the site's goals for unduplicated pupils in the state priority areas. Include a description and justification for the use of any funds in a school-wide manner as described in **Actions, Services, and Expenditures** above.

N/A

V. Funding

Isabelle Jackson Elementary (295) | 2022 - 2023

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	
1510 Regular Education (TK-6) 0000 Unrestricted	0.0000	\$0	\$23,780	\$23,780	\$23,780	\$0	\$0	\$0	\$0
7101 LCFF Supplemental Concentration TK-6 0000 Unrestricted	0.0000	\$0	\$178,400	\$178,400	\$107,000	\$0	\$58,500	\$12,900	\$0
7105 Gifted and Talented Education (GATE) TK-6 0000 Unrestricted	0.0000	\$0	\$4,397	\$4,397	\$4,397	\$0	\$0	\$0	\$0
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	0.0000	\$0	\$19,778	\$19,778	\$15,000	\$4,278	\$0	\$500	\$0
7440 Positive Behavior Incentive Supports 0000 Unrestricted	0.0000	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
4900 Director of School Improvement Support 3010 ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	0.0000	\$0	\$352,040	\$352,040	\$291,540	\$51,500	\$9,000	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	0.0000	\$0	\$579,395	\$579,395	\$441,717	\$55,778	\$68,500	\$13,400	

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	\$352,040
Subtotal of state or local funds included for this school	\$227,355

Signatures: (Must sign in blue ink)

Date

Principal

School Site Council Chairperson

EL Advisory Chairperson
