



**ISABELLE JACKSON
ELEMENTARY**

8351 Cutler Way
Sacramento, CA 95828
(916) 689-2115

Board of Education
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Hours of Operation

Our office is open from 7:30 a.m. to 4:00 p.m. Monday through Friday. Parents are always welcome to visit the office to address any questions or concerns they may have about the school or their children. The office staff can assist parents with registering and enrolling their children and can give information about programs at the school.

School Highlights and Awards

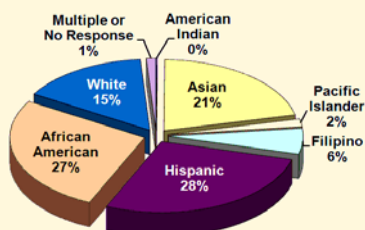
- State Title I Academic Achievement Award School, 2007
- Nominated for California Distinguished School Award, 2006
- District API recognition: 2000-01, 2002-03, 2004-05, and 2005-06

Student Demographics

	School	District
Enrollment	887	61,573
English Learners	205	10,241
Languages Spoken	17	72
Students of Poverty	568	29,915
GATE	16	3,784

SOURCE: Enrollment: 2008 CBEDS, California Dept. of Education; Students of Poverty and GATE: October 2008, EGUSD; English Learners and Languages Spoken: March 2008, EGUSD

Population by Ethnicity



SOURCE: 2008 CBEDS, California Dept. of Education

Introduction from the Board

Thank you for your interest and commitment to your child's education, and your continuing partnership in teaching and learning. In order to best serve our community, we have created this condensed version of the full School Accountability Report Card (SARC) with the mission of presenting information about each of our schools in a clear, parent friendly format. If you are interested in viewing the full SARC report for your child's school, you will find it at the district website: www.egusd.net.

A Message From the Principal

Isabelle Jackson Elementary
A Community of Lifelong Learners!

Isabelle Jackson Elementary truly provides a unique and wonderful educational experience for children, from the safety of our campus and the rich diversity of our student population, to the rigor and breadth of our instructional programs. All aspects of the school contribute to providing students with the skills they need to be successful learners and leaders.

Our mission is to create a "home away from home" for our students, staff, and families where academic achievement, social responsibility, and community outreach is the focus of everything we do.

Our success in implementing our mission can be evidenced through our school's special strengths, including:

- Extended day enrichment and remediation programs that include GATE/Accelerated, Reading and Math Club, Band, Sports, and reading support for our English Learners
- School-wide involvement in our Accelerated Reader program
- Student Ambassador/Conflict Resolution programs
- A high degree of parent involvement

Parent support and involvement continue to be important aspects of the success at Isabelle Jackson Elementary School. This support is given, recognized, and appreciated in many different ways. Parents volunteer in classrooms, around the school, assist in planning family activities, and work as art docents. Parents also support student success by providing space, time and encouragement for daily homework, and by sending a clear message that education and regular school attendance are important to the family.

The safety of our students is our first priority. We promote problem solving skills through our Conflict Resolution Program, and we instill leadership skills and civic responsibility through our Student Ambassadors.

We welcome you as partners in the pursuit of your child's learning and success.

Martin Fine, Principal
Isabelle Jackson Elementary

Parental Involvement

There are a number of ways to become involved with your child's education. Our school has an active Parent Teacher Committee (PTC) that raised over \$18,000 through fundraising and school wide evening events last year that helped fund many school needs. You are always welcome and encouraged to volunteer in your child's classroom. You can also become involved by attending our parent conferences, Back to School Night, Open House, and by joining the PTC or the School Site Council. For more information on parent involvement opportunities, you may contact Mr. Fine at 689-2115.

Teacher Credentials and Misassignments

Teacher Credentials		2007-2008
Total Number of Teachers		48
Total Full Credentials		48

SOURCE: 2007-2008 CBEDS, California Dept. of Education

Teacher Misassignments and Vacancies		2008-2009
Misassignments of Teachers of English Learners		0
Misassignments Due to Subject Matter Competency		0
Teacher Vacancies		0

SOURCE: 2008-2009, EGUSD

In the 2008-2009 school year, over 99 percent of the district's teachers held full teaching credentials. In addition to being fully credentialed, if a class is 20 percent or more English Learners (EL), the teacher should hold a supplementary authorization to instruct students in learning English or they are considered misassigned. Our district is working to remedy these misassignments by providing training opportunities for teachers to earn these authorizations and providing ongoing professional development in strategies to help EL students.

In subjects with a shortage, a fully credentialed teacher is sometimes asked to teach outside of their subject matter competency area until an appropriately credentialed teacher can be hired. In these cases, teachers are counted as misassigned.

Vacancies are defined as a position to which a permanent teacher has not been assigned by the beginning of the course. Most vacancies in our district are in subject areas where qualified teachers are in shortage.

School Facility Conditions and Planned Improvement

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction.

Included is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Our school has 33 classrooms, a multipurpose room, a library, and an administration building. The main campus was built in 1987. Additions were constructed in 1989.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or the district Facilities Department. The principal works with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

There are no corrective actions necessary at this time.

School Facility Good Repair Status

Date of facilities inspection: 5/20/08

Item Inspected	Repair Status			Repair Needed
	Good	Fair	Poor	
Gas Leaks	x			None
Mechanical Systems	x			None
Windows/Doors/Gates (int. and ext.)	x			None
Interior Walls, Floors, and Ceilings	x			None
Hazardous Materials (int. and ext.)	x			None
Structural Damage	x			None
Fire Safety	x			None
Electrical (interior and exterior)	x			None
Pest/Vermin Infestation	x			None
Drinking Fountains (int. and ext.)	x			None
Restrooms	x			None
Sewer	x			None
Playground/School Grounds	x			None
Roofs	x			None
Overall Cleanliness	x			None

	Exemplary	Good	Fair	Poor
Overall Summary		x		

SOURCE: 2008-2009, EGUSD

Class Size

In Elk Grove schools, our research shows that small class sizes lead to higher student engagement and academic achievement. It has been a top priority in our district to reduce class sizes over the last several years. We have reduced class size to 20 to 1 in Kindergarten through 3rd grade, and 24 to 1 in 4th through 6th grades. At the secondary level, certain core classes, such as Algebra I and 9th grade English, have reduced class sizes.

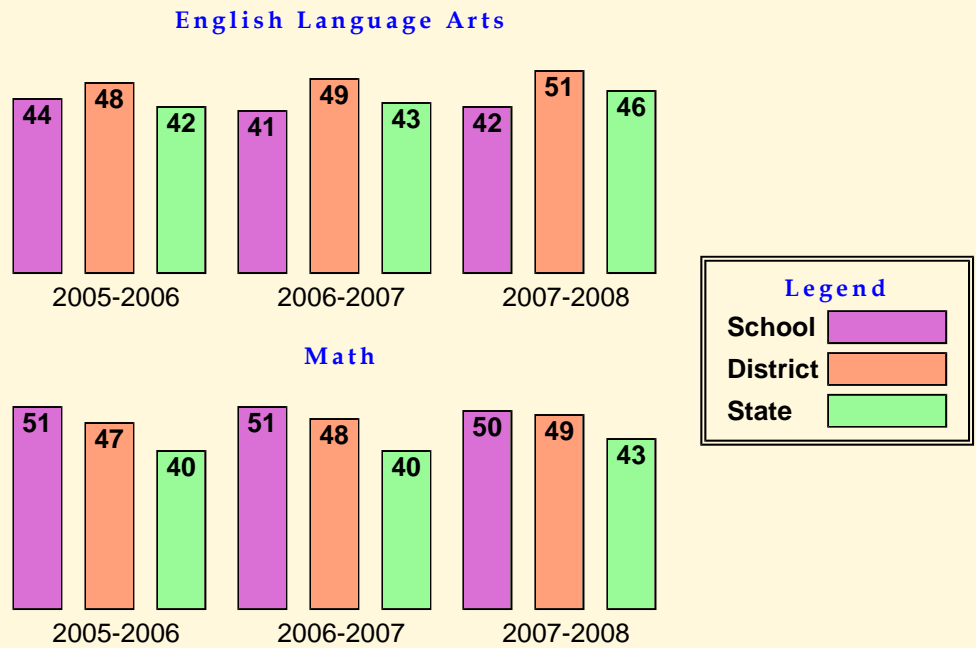
School Average	
Kindergarten	20.0
Grade 1	20.0
Grade 2	20.3
Grade 3	19.5
Grade 4	23.6
Grade 5	24.7
Grade 6	23.7

SOURCE: 2008 CBEDS, California Dept. of Education

California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced, Proficient, Basic, Below Basic, and Far Below Basic. Students scoring at the Proficient or Advanced level meet state standards in that content area.

Data reported are the percent of students scoring at the Proficient or Advanced levels.



SOURCE: Spring 2008, California Dept. of Education

Academic Performance Index (API)

The Academic Performance Index is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet. Each year a school's API is required to increase a minimum of 5% until they meet the 800 target overall and for significant subgroups. Schools across the state are ranked into ten categories, from one (lowest) to ten (highest), which is referred to as their statewide rank. In addition, each school is compared to 100 statistically matched similar schools and ranked against this group. This ranking is also ranked into ten categories, from one to ten. These ranks are published when the Base API is released each March.

Growth Score	756
Statewide Rank	5
Similar Schools Rank	4

SOURCE: 2007-2008, California Dept. of Education

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessments by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. A "Yes" in the following table displaying Overall AYP Status indicated that AYP was met for all students and all subgroups.

Schools receiving Title I funding enter federal Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. In the 2008-2009 school year, there are no Program Improvement schools in our district.

Overall AYP Status Met	Yes
Program Improvement	Not in PI

SOURCE: 2007-2008, California Dept. of Education

Professional Development

Our school and district offer a variety of professional learning opportunities for teachers, instructional aides, and non-instructional support staff. Our district's Trainer of Trainers program meets three times per year, training a team of teachers on best teaching practices, who then return to the site and share the information with the whole staff. Our site also utilizes an "Early Out Wednesday" model where teachers meet weekly to review student work, make determinations about students' strengths and weaknesses, and plan subsequent instruction to meet students' needs.

Our staff also takes part in a district math professional development program for teachers of grades 3-6 that is intended to increase students' conceptual understanding of mathematics. Additionally, special education teachers have numerous opportunities, including our Reading First Grant, to learn how to best meet the needs of students with learning disabilities.

New teachers who have been teaching fewer than two years are supported by the district's beginning teacher program. They meet weekly with an experienced mentor to discuss their successes and challenges and new ideas for their classrooms.

Finally, the district offers a variety of classes for support staff. Instructional aides, school secretaries, office clerks, and custodians may take classes and attend training that relate to their work such as learning new computer skills and learning to work more efficiently and in ergonomically correct ways.

School Safety Plan

We believe that nothing should get in the way of the academic achievement of our students. Our district is committed to providing a safe, secure environment for learning. Our staff reviewed and updated our School Safety Plan in July 2008. An "Emergency Handbook", outlining a plan of action for emergencies such as earthquakes, fires, floods, and chemical spills, is kept in the school office. In addition, every classroom has an Emergency Procedures folder for the teacher's use. Random monthly fire drills are conducted, and the County of Sacramento conducts periodic school safety inspections. The district's Police Services Department works closely with our school site to provide a safe, secure environment for all students.

Specialized Programs

At Isabelle Jackson Elementary we have highly qualified staff to assist students with special learning needs. Our Learning Center services not only special education students, but also general education students who need additional support to meet the standards. Bilingual Teaching Associates help our English Learners access the core curriculum. Gifted and Talented students participate in accelerated instruction and an after school extended day program. Students who need extra tutoring or homework help can participate in one of our extended day programs as well.

Average Salaries

Data reported are the district's average salaries for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by Education Code Section 41409.

Teachers	EGUSD 50,000+ ADA	State Average 20,000+ ADA
Beginning	\$40,047	\$40,721
Midrange	\$59,384	\$65,190
Highest	\$82,031	\$84,151
Principals		
Elementary	\$109,155	\$104,476
Middle	\$109,139	\$108,527
High	\$120,324	\$119,210
District Superintendent	\$221,536	\$210,769
Share of budget used for		
Teachers' salaries	45.4%	39.9%
Administrative salaries	4.7%	5.5%

SOURCE: FY 2006-2007, California Dept. of Education

District Administration

Steven M. Ladd, Ed.D.
Superintendent
Xavier De La Torre, Ed.D.
Associate Superintendent,
Human Resources
Nancy Lucia
Associate Superintendent,
Education Services
Richard Odegaard
Associate Superintendent,
Finance & School Support
Christina Penna
Associate Superintendent,
Secondary Education
Robert Pierce
Associate Superintendent,
Facilities
L. Steven Winlock, Ed.D.
Associate Superintendent,
Elementary Education

Average Daily Attendance

	Percent
School	96.11%
District	95.37%

SOURCE: 2007-2008, EGUSD

Discipline

	School	District
Suspensions	99	12,551
Expulsions	0	224

SOURCE: 2007-2008, California Dept. of Education

Elk Grove Unified School District

This school is administered by the Elk Grove Unified School District, which covers over 320 square miles in southern Sacramento County.

Total Students (Oct 2008)	61,573
Elementary Schools	39
Middle Schools	9
High Schools	9
Alternative Schools	4
Charter Schools	1
Adult Education Schools	1
Special Education Schools	1