Joseph Sims Elementary

Local Control Accountability Plan (LCAP) 2023-2024

Principal: Robin Riley

County-District-School (CDS) Code: 34673146116818

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

Joseph Sims Elementary | Focused Work: 2023-2024

Goal Setting (Icapid: 549)

State Priorities

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

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

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

Strategic Goals

Goal 1: High-Quality Classroom Instruction and Curriculum
- All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.

Goal 2: Assessment, Data Analysis, & Action
- All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.

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

Goal 4: Family and Community Engagement
- All students will benefit from programs and services designed to inform and involve family and community partners.

Stakeholder Engagement

1. Involvement Process for LCAP and Annual Update

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

ELC meeting on March 8, 2023, Leadership Meeting on March 13, 2023, PYO meeting on April 18, 2023, SSC on April 20, 2023

2. Impact of LCAP and Annual Update

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

Mystery Science and Brain POP science subscription were added to the plan based on teacher input as district funding for Mystery Science was sunsetting. The district has removed Mystery Science from approved adoption list so cannot be purchased so we purchases Generation Genius instead. The budget for district testing was increased to support the 100% participation goal district wide based on the amount of time it took for primary assessments this year. Field Trip funding was added to ensure all students have access to core curriculum opportunities as ESSER funds no longer available to support.

Resource Inequities

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

We have three general education Filipino students who are chronically absent as of 3/23 and 7 who are in our Special Education self-contained classes with an average absence percentage of 16%. The Filipino subgroup has our highest ELA ranking and is on average with the school wide scores in math so there are not achievement gaps. All our subgroups were in the lowest ranking for chronically absent students as we exited the pandemic so we will support all of our subgroups with a school-wide attendance plan. SPED students will have attendance addressed as part of the IEP process. We did not find any resource inequities.

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   (SiteGoalID: 6475) (DTS: 02/10/23)

Increase mastery of common core state standards in ELA and Math and close achievement gaps for significant subgroups identified in this goal. Overall goal from 11.8 points above standard in ELA to 20 points above standard in ELA and from 19.9 points below standard to 10 points below standard in Math
ELA
Very Low: no student groups
Low:
African American: 40.2 points below standard to 20 points below standard (37 students)
English Learner: 16.9 points below standard to 10 points below standard (80 students)
Socioeconomically Disadvantaged: 15.8 points below standard to 10 points below standard (122 students)
Students with Disabilities: 60.6 points below standard to 40 points below standard (72 students)

Math
Very Low: no student groups
Low:
African American: 68.3 points below standard to 40 points below standard (37 students)
English Learner: 42.5 points below standard to 30 points below standard (80 students)
Hispanic: 41.4 points below standard to 30 points below standard (105 students)
Socioeconomically Disadvantaged: 51.7 points below standard to 40 points below standard (122 students)
Students with Disabilities: 81.2 points below standard to 70 points below standard (72 students)

Metric: CAASPP (ELA, Math, Science) - Distance
from Standard

Actions/Services 1.1.1   (SiteGoalID: 6475) (DTS: 02/10/23)

Targeted Student Group(s)

• Black or African American • EL • Hispanic or Latino • Low Income • SWD

What Specific Actions/Services will you Provide to this Student Group? - Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. - Actions and Services should be step by step in a chronological order. - Actions and Services should remove barriers and implement changes.	How will you Progress Monitor the Implementation of Actions/Services? - What progress data will be collected and who will collect it? - How often and when will it be collected? - Who will it be shared with and when?	Evaluation Cycles in 2023-2024 - What is working? - What is not working and why? - What modifications do you need to make?
Provide certificated support, supplies and instructional materials for targeted small group intervention based on assessed need. • 40% Academic Intervention Teacher from Supplemental Concentration funds (2-3). • 100% Academic Intervention Teacher from ESSER III funds. (1-6 and EL newcomers) • Time-sheeted Academic Intervention Teacher from Curriculum and professional Development (K-1) 1. Grade level differentiation blocks assigned using block schedule 2. Grade Level SMART goals developed, assessed and groups assigned each trimester	The effectiveness of this actions 1 and 2 will be monitored by: Summative Assessments: • CAASPP scores distance from standard increase (see goals in 1.1) Formative Assessments: • K/1 Benchmark assessments (entry, mid year, and end of year) 70% at or near standard • 2nd-6th Interim assessments (entry, mid year, and end of year) 70% at or near standard • Grade Level SMART Goals in ELA and Math each trimester 70 % proficient • PLC meeting notes read weekly by principal with feedback provided • Intervention groups evaluated monthly by teachers and AIT	

3. Weekly PLC meetings used to evaluate student progress, plan differentiation and adjust intervention groups 4. Groups adjusted at every track change	and included in PLC notes	

Actions/Services 1.1.2   (SiteGoalID: 6475) (DTS: 02/10/23)

Targeted Student Group(s)

• Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • SWD

What Specific Actions/Services will you Provide to this Student Group? • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes.	How will you Progress Monitor the Implementation of Actions/Services? • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when?	Evaluation Cycles in 2023-2024 • What is working? • What is not working and why? • What modifications do you need to make?
Extend practice for Mastery, intervention and differentiation opportunities for students in ELA, Math and Science using on-line supplemental instruction to increase students distance from standard scores on CAASPP and district benchmark assessments and close achievement gaps for significant subgroups.. *No more than 15 copies per board policy.-- the following are approved for school-wide purchase:* 1) Renew 12 month subscription to Moby Max 2) Renew 12th month subscription to BrainPop 4) Renew 12 month DBQ subscription for 6th grade	The effectiveness of actions will be measured by: 100% of students receiving log in information at back to school night or when enrolling at Sims monitored by classroom teacher at BTSN and office for new enrollment 70% of students scoring at or approaching standards on district benchmark assessments monitored by PLC teams 2023 2nd trimester 62% ELA 68% Math 70% or students meeting SMART goals each trimester monitored by PLC tams Increased student use of programs by 200 hours	

Actions/Services 1.1.3   (SiteGoalID: 6475) (DTS: 03/23/23)

Targeted Student Group(s)

• All

What Specific Actions/Services will you Provide to this Student Group? • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes.	How will you Progress Monitor the Implementation of Actions/Services? • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when?	Evaluation Cycles in 2023-2024 • What is working? • What is not working and why? • What modifications do you need to make?
Provide release time, conference fees, timesheets, or substitutes for professional development related to standards mastery, differentiated instruction or intervention for teachers. • Identify areas of need based on district survey of teacher efficacy, student assessments and teacher input • Match professional development opportunities to teacher need using SCOE, AVID and other professional and district training resources	The effectiveness of actions will be measured by: 10% increase of differentiation opportunities observed on walk-through feedback forms monitored by Admin using PIC data 70% or students meeting SMART goals each trimester monitored by Teachers at PLC meetings	

Actions/Services 1.1.4   (SiteGoalID: 6475) (DTS: 03/23/23)

Targeted Student Group(s)

• All

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

supplies, printer ink, library books and resources to support development and implementation of differentiated curriculum based on assessed student need. • Identify areas of need based on teacher created and district wide assessment data • Plan instruction at PLC meetings to meet students needs • Include list of materials needed in PLC notes	100% of grade levels submitting weekly PLC notes to principal 70% of students scoring at or approaching standards on district benchmark assessments monitored by PLC teams 2023 2nd trimester 62% ELA 68% Math 70% or students meeting SMART goals each trimester monitored by PLC teams	

Site Goal 1.2   (SiteGoalID: 6478) (DTS: 02/10/23)

• **Provide supports and interventions for English Learners to increase English proficiency resulting in 5% increase in re-designation rates to Fluent English Proficient**

Metric: Reclassified - Percent of English Learners Reclassified

Actions/Services 1.2.1   (SiteGoalID: 6478) (DTS: 03/23/23)

Targeted Student Group(s)

• EL • R-FEP

What Specific Actions/Services will you Provide to this Student Group? • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes.	How will you Progress Monitor the Implementation of Actions/Services? • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when?	Evaluation Cycles in 2023-2024 • What is working? • What is not working and why? • What modifications do you need to make?
Provide targeted instructional support for EL learners by purchasing bilingual and EL trade books and instructional materials to support English Language Learners and providing tutoring	The effectiveness of actions will be measured by: 60% of EL students demonstrating mastery of Grade Level SMART goals monitored by PLC teams	

for ELD instruction to new-comers and long term English Language Learners	and ELAC coordinator 50% of EL students scoring mastered or approaching standards on district benchmark assessments monitored by PLC teams and ELAC coordinator	

Site Goal 1.3   (SiteGoalID: 6482) (DTS: 02/10/23)

Increase students overall performance on annual CA physical fitness test by 10%

Metric: Content Standards Implementation - Percent Early Applying and Applying

Actions/Services 1.3.1   (SiteGoalID: 6482) (DTS: 02/10/23)

Targeted Student Group(s)

• All

What Specific Actions/Services will you Provide to this Student Group? • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes.	How will you Progress Monitor the Implementation of Actions/Services? • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when?	Evaluation Cycles in 2023-2024 • What is working? • What is not working and why? • What modifications do you need to make?
Purchase equipment and supplies for health, Science and fitness instruction for students. Equipment will be used to specifically target areas that need improvement on the California Physical Fitness assessment.	The effectiveness of actions will be measured by: 10% increase in student proficiency on California Physical Fitness assessment monitored by PE teacher and principal % passing from 31 to 41	

Actions/Services 1.3.2   (SiteGoalID: 6482) (DTS: 04/24/23)

Targeted Student Group(s)

• All

What Specific Actions/Services will you Provide to this Student Group?	How will you Progress Monitor the Implementation of Actions/Services?	Evaluation Cycles in 2023-2024
• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes.	• What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when?	• What is working? • What is not working and why? • What modifications do you need to make?
Provide coordinator, extended day small group instruction and professional development for GATE identified students and students pre-identified to increase GATE enrollment and opportunites. 1000.00 coordinator stipend. 50 hours of enrichment opportunity.	Annual parent meetings held in the fall include parent survey of needs assessment Parent needs assessment is used to determine 50 hours of enrichment opportunity offered each year monitored by GATE coordinator	

Funding Sources for District Goal 1	Amount	Description of Use
EL Supplemental (7150/0000)	$3000	Materials/Supplies/Equipment
GATE (7105/0000)	$3000	Certificated- Timesheets
GATE (7105/0000)	$1000	Certificated-Stipends
GATE (7105/0000)	$397	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	$40000	Certificated- Salaries
Supplemental/Concentration (7101/0000)	$10000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	$10000	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	$15145	Materials/Supplies/Equipment

District Strategic Goal 2: All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.	District Needs and Metrics 2: Students need high quality programs and services driven by assessment, data analysis, and action as measured by: • **Assessment System** • **Data and Program Evaluation**

- **Other (Site-based/local assessment)**

Site Goal 2.1   (SiteGoalID: 6817) (DTS: 01/01/10)

95% of eligible students will be administered all of the required EGUSD assessments designed for their grade level or course

Metric: Test Participation Rate on Districtwide Assessments

Actions/Services 2.1.1   (SiteGoalID: 6817) (DTS: 03/31/23)

Targeted Student Group(s)

- EL

What Specific Actions/Services will you Provide to this Student Group? • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes.	How will you Progress Monitor the Implementation of Actions/Services? • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when?	Evaluation Cycles in 2023-2024 • What is working? • What is not working and why? • What modifications do you need to make?
Provide ELPAC coordination and assessment of annual performance of 100% of EL students. Coordination duties may include: • Identification/placement of EL students including ELPAC scoring, re-designation, RFEP monitoring, and support for ELAC meetings • Coordination of or supplying translation services for parent meetings • Organizing food and materials for parent meetings	The effectiveness of actions will be measured by: 100% of EL students assessed on state mandated assessments monitored by ELAC coordinator and VP 60% of EL students demonstrating mastery of Grade Level SMART Goals monitored by PLC teams 50% of EL students scoring mastered or approaching mastery on district benchmark standards monitored by PLC teams	

Site Goal 2.2   (SiteGoalID: 6476) (DTS: 02/10/23)

95% of all eligible students will complete mandated district benchmark assessments each trimester

Metric: Test Participation Rate on Districtwide Assessments

Actions/Services 2.2.1   (SiteGoalID: 6476) (DTS: 02/10/23)

Targeted Student Group(s)

• All • School-wide

What Specific Actions/Services will you Provide to this Student Group? • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes.	How will you Progress Monitor the Implementation of Actions/Services? • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when?	Evaluation Cycles in 2023-2024 • What is working? • What is not working and why? • What modifications do you need to make?
Provide substitutes or push in support to facilitate testing of all students on district and grade level assessments including grade level SMART Goals: • Plan assessment windows using district testing calendar • Survey interest of off track teachers to support with assessment • Schedule push in support each trimester to facilitate assessment completion	Principal will print out assessment completion reports two weeks before assessment window closes and check in with teachers not complete to see if they need additional support Principal will print out assessment completion reports one week before assessment window closes and check in with teachers not complete to see if they need additional support Repeat for each trimester	

Actions/Services 2.2.2   (SiteGoalID: 6476) (DTS: 03/29/23)

Targeted Student Group(s)

• Black or African American • EL • Filipino • Hispanic or Latino • Low Income • SWD

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

	Actions/Services?	
• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes.	• What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when?	• What modifications do you need to make?
Provide release time, substitutes and stipends to analyze mandated assessments for significant subgroups with support of instructional coach and equity coach to design differentiated instruction that can be implemented at WIN time to close achievement gaps. Have coaches print our District mandated assessment reports for all significant subgroups to identify significant standards needing intervention. Design small group or individual lessons and on-line practice opportunities based on standards identified for students at WIN time Repeat each trimester	The effectiveness of actions will be measured by: Release days held in September, January and April 70% of African American/Hispanic/Filipino students scoring mastered or approaching mastery on district benchmark standards monitored by PLC teams and equity coach 50% of EL students students scoring scoring mastered or approaching mastery on district benchmark standards monitored by PLC team and EL coach	

Funding Sources for District Goal 2	Amount	Description of Use
EL Supplemental (7150/0000)	$8216	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	$7000	Certificated- Timesheets

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

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

Site Goal 3.1   (SiteGoalID: 6477) (DTS: 02/10/23)

Our goal is to decrease the disproportionality amongst subgroups in regards to the number of student suspensions according to the California's Accountability Dashboard and to continue to address behavior concerns in a restorative way with all students using PBIS(Implement School Wide Positive Behavior Interventions and Supports) , Second Step Social Emotional Learning Curriculum, and Culturally Responsive Practices.

Goals for 2023-2024 will be:
To increase school favorability rating for school climate for :

- **Students to 80% from 78%**
- **Parents 95% from 92%**
- **Staff 92% from 89%**

Maintain less than 4% suspension rate for all subgroups :
African American 6%
All 1.2%

Maintain PBIS Gold Status

Metric: Suspension Rate: Percent of Students Suspended

Actions/Services 3.1.1   (SiteGoalID: 6477) (DTS: 02/10/23)

Targeted Student Group(s)

• All

What Specific Actions/Services will you Provide to this Student Group?	How will you Progress Monitor the Implementation of Actions/Services?	Evaluation Cycles in 2023-2024
- Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. - Actions and Services should be step by step in a chronological order. - Actions and Services should remove barriers and implement changes.	- What progress data will be collected and who will collect it? - How often and when will it be collected? - Who will it be shared with and when?	- What is working? - What is not working and why? - What modifications do you need to make?
Provide instructional materials, signage, feed back, technology and student acknowledgement including Star Card activities and incentives to support school-wide PBIS implementation	Effectiveness will be measured though the following: Maintain our PBIS Gold Recognition and increase annual scores on TFI	

- Tier 1 PBIS team reviews current rules /signage at 1st meeting of the year and suggests updates to the staff at a fall staff meeting
- All school rules are taught at beginning of the year assemblies by Grade level teacher groups
- Star cards are updated for the year, printed and put in staff boxes each trimester
- Activities and incentives are reviewed by tier 1 team at beginning of the year and implemented by Principal/VP and yard duty staff at recess
- Friday Messages on PBIS included in assemblies based on monthly data
- Yard duty /classroom management strategies adjusted based on data at Tier 1 monthly meetings

monitored by tier 2 PBIS team

Maintain less than 4% suspension rates for all subgroups-data reviewed with PBIS Tier 1 team and staff each trimester
2022: African American 6% Foster Youth 25%
Monitored by VP

Actions/Services 3.1.2   (SiteGoalID: 6477) (DTS: 02/10/23)

Targeted Student Group(s)

• Asian • Black or African American • Hispanic or Latino • SWD

What Specific Actions/Services will you Provide to this Student Group?	How will you Progress Monitor the Implementation of Actions/Services?	Evaluation Cycles in 2023-2024
• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes.	• What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when?	• What is working? • What is not working and why? • What modifications do you need to make?
Incorporate daily Social emotion learning strategies and curriculum using Culturally Responsive Teaching Practices to build classroom learning communities that are safe and respectful for all • Implement Morning Meetings to increase student connectedness, multi-	Effectiveness will be measured though the following: Maintain less than 4% suspension rates for all subgroups-data reviewed with PBIS Tier 1 team and staff each trimester 2022: African American 6% Foster Youth 25% Increase school climate favorability ratings for all groups by 5%	

cultural perspectives and student voice. • Provide supplemental support for Social Emotional learning using a Second Step lesson once a week District will Renew subscription for Second Step on-line curriculum	measured by district survey 2022: Overall 76% African American 76% Asian 81% Filipino 78% Hispanic 74% White 77% EL 74% SED 78% SWD 66% Monitored by PBIS tier 1 team PBIS Tier 1 team will monitor Second Step Implementation through reporting and teacher survey in January Increase Student self-management scores on social emotional learning survey by 5% 2022: 66% Monitored by Principal	

Actions/Services 3.1.3   (SiteGoalID: 6477) (DTS: 02/10/23)

Targeted Student Group(s)

• Black or African American • Foster Youth • Low Income • SWD

What Specific Actions/Services will you Provide to this Student Group? • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes.	How will you Progress Monitor the Implementation of Actions/Services? • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when?	Evaluation Cycles in 2023-2024 • What is working? • What is not working and why? • What modifications do you need to make?
Decrease the disproportionality of our suspension rate by: Providing materials and supplies for classroom cool down corners to teach social emotional regulation and keep students in the classroom to reduce disproportionality in office referrals and suspensions • Admin will conduct walkthroughs each trimester to ensure cool-down corners	Effectiveness will be measured though the following: Maintain less than 4% suspension rates for all subgroups-data reviewed with PBIS Tier 1 team and staff each trimester 2022: African American 6%, Foster Youth 25% Monitored by VP Increase school climate favorability	

are in place in every classroom • PBIS team will survey teachers annually to supply needs for cool down corner Providing academic paras to implement behavior support plans for students with school adjustment and social emotion regulation needs to increase classroom participation skills • PBIS Tier 2 team will meet bi-weekly to support students and provide behavior support plans as needed--team will determine when diagnostic support is needed before moving student to Tier 3 intervention	ratings for all groups by 5% measured by district survey Overall 76% African American 76% Asian 81% Filipino 78% Hispanic 74% White 77% EL 74% SED 78% SWD 66% Monitored by PBIS Tier 1 team

Funding Sources for District Goal 3	Amount	Description of Use
PBIS (7440/0000)	$1000	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	$7000	Classified- Timesheets
Supplemental/Concentration (7101/0000)	$15000	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　　(SiteGoalID: 6481) (DTS: 02/10/23)

Increase the productivity and frequency of home/school partnerships and SEL for student Connectivity to the classroom to increase student attendance/decrease chronic absenteeism.

- Our goal is to increase student attendance overall percentages from 90% to 92%
- Decrease the number of **CHRONICALLY ABSENT STUDENTS** according to the California's Accountability Dashboard and specifically Filipino students who were noted by the state for improvement

Increase authentic relationship and partnerships between school and home, specifically reaching out to underserved and disengaged families to increase parent partnership rating on annual survey to 88%.

Metric: Attendance Rate

Actions/Services 4.1.1　　(SiteGoalID: 6481) (DTS: 02/10/23)

Targeted Student Group(s)

• Black or African American • Filipino • Foster Youth • Hispanic or Latino • Low Income • SWD • White

What Specific Actions/Services will you Provide to this Student Group?	How will you Progress Monitor the Implementation of Actions/Services?	Evaluation Cycles in 2023-2024
• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes.	• What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when?	• What is working? • What is not working and why? • What modifications do you need to make?
Hold Home visits, Virtual Home visits or Family Nights to increase home school connectedness. • Designate home visit coordinator • Provide home visit information at leadership and staff meetings • Advertise opportunity for professional development with home visits • Home visit coordinator will provide PD at Fall and Spring Staff Meeting	2% increase in overall school attendance based on ADA data from 92% to 94% monitored monthly by school clerk and principal 2022: Overall 92% African American 90% Asian 93% Filipino 90% Hispanic 91% White 92% 2% decrease in chronically absent students based on ADA data African American 10%	

	Asian 18% Filipino 8% Hispanic 26% White 18% Monitored bi-weekly by principal and AIO shared at staff, ELAC, SSC and PBIS meetings 5% increase in home visits recorded on FACE home visit logs	

Actions/Services 4.1.2   (SiteGoalID: 6481) (DTS: 02/10/23)

Targeted Student Group(s)

• All • Black or African American • Foster Youth • Hispanic or Latino

What Specific Actions/Services will you Provide to this Student Group? • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes.	How will you Progress Monitor the Implementation of Actions/Services? • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when?	Evaluation Cycles in 2023-2024 • What is working? • What is not working and why? • What modifications do you need to make?
1) Use Equity coach and District PD opportunities for staff to increase cultural responsiveness to provide inclusive and welcoming environments for all students and families 2) Coordinate Inclusion of our Autism classes in buddy activities with general education students and facilitate Autism Acceptance Month activities for April to increase teacher and student support for our LEVELS classes	1) 2% increase in favorable rating on parent relationship between schools and families on parent survey 2022: 92% monitored by principal 2) Increase in inclusion opportunities on campus for LEVELS classes as monitored by Levels teachers Data shared at staff, ELAC, SSC and PBIS meetings	

Actions/Services 4.1.3   (SiteGoalID: 6481) (DTS: 02/10/23)

Targeted Student Group(s)

• All

What Specific Actions/Services will you Provide to this Student Group?	How will you Progress Monitor the Implementation of	Evaluation Cycles in 2023-2024 • What is working?

	Actions/Services?	
- Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. - Actions and Services should be step by step in a chronological order. - Actions and Services should remove barriers and implement changes.	- What progress data will be collected and who will collect it? - How often and when will it be collected? - Who will it be shared with and when?	- What is not working and why? - What modifications do you need to make?
Provide student agendas and academic field trip support for increased home school communication / connections and AVID strategies instruction. - Order agendas for distribution prior to back to school night - At back to school night teachers will explain how to communicate using the agenda - Provide transportation or entrance fees for students who express need	2% increase in overall school attendance based on ADA data 2022: Overall 92% African American 90% Asian 93% Filipino 90% Hispanic 91% White 92% Monitored monthly by Principal and Clerk 2% decrease in chronically absent students based on ADA data African American 10% Asian 18% Filipino 8% Hispanic 26% White 18% Monitored bi-weekly by principal and AIO Data shared at staff, ELAC, SSC and PBIS meetings Increased attendance on field trip days via scholarships monitored by teacher filed trip rosters	

Actions/Services 4.1.4   (SiteGoalID: 6481) (DTS: 03/30/23)

Targeted Student Group(s)

• Black or African American • Filipino • Hispanic or Latino • Low Income • SWD • White

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

Provide incentives using PBIS rewards for improved attendance and hold SARB meetings for parent attendance contracts. • Office will run monthly list of Chronically Absent students • If a student drops off the list due to improved attendance they will be rewarded a PBIS incentive	Effectiveness will be measured by: Review student attendance monthly using chronically absent student lists and keeping track of number of students whose attendance improves after incentives or SARB meetings. 2022: African American 10% Asian 18% Filipino 8% Hispanic 26% White 18% Monitored bi-weekly by Principal and AIO	

Funding Sources for District Goal 4	Amount	Description of Use
Supplemental/Concentration (7101/0000)	$1000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	$6000	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	$9000	Materials/Supplies/Equipment

Funding Source Summary for All District Goals

Fund Source	Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
EL Supplemental (7150/0000)	Certificated- Timesheets		$8216			$8216
EL Supplemental (7150/0000)	Materials/Supplies/Equipment	$3000				$3000
GATE (7105/0000)	Certificated- Timesheets	$3000				$3000
GATE (7105/0000)	Certificated-Stipends	$1000				$1000

GATE (7105/0000)	Materials/Supplies/Equipment	$397			$397
PBIS (7440/0000)	Materials/Supplies/Equipment			$1000	$1000
Supplemental/Concentration (7101/0000)	Certificated- Salaries	$40000			$40000
Supplemental/Concentration (7101/0000)	Certificated- Timesheets	$10000	$7000	$1000	$18000
Supplemental/Concentration (7101/0000)	Classified- Timesheets			$7000	$7000
Supplemental/Concentration (7101/0000)	Contracts/Services/Subscriptions	$10000		$6000	$16000
Supplemental/Concentration (7101/0000)	Materials/Supplies/Equipment	$15145	$15000	$9000	$39145

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

Joseph Sims Elementary (370) | 2023-2024

EGUSD Strategic Goals

Fund Source Mgmt. Code / Description Resc. Code / Description	FTE	Carry Over	Allocation	Subtotal	1 Curriculum and Instruction	2 Assessment	3 Wellness	4 Family Engagement	Balance
1510 Regular Education (TK-6) **0000** Unrestricted	0.0000	$0	$39,615	$39,615	$39,615	$0	$0	$0	$0
7101 LCFF Supplemental Concentration TK-6 **0000** Unrestricted	0.0000	$0	$120,145	$120,145	$75,145	$7,000	$22,000	$16,000	$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	$11,216	$11,216	$3,000	$8,216	$0	$0	$0
7440 Positive Behavior Incentive Supports **0000** Unrestricted	0.0000	$0	$1,000	$1,000	$0	$0	$1,000	$0	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	0.0000	$0	$176,373	$176,373	$122,157	$15,216	$23,000	$16,000	

Fund Subtotals

Subtotal of additional federal funds included for this school	$0
Subtotal of state or local funds included for this school	$176,373

		Signatures: (Must sign in blue ink)	Date
Principal	Robin Riley		
School Site Council Chairperson	Tifany Vincent		
EL Advisory Chairperson	Juanita Cruz		