



## Joseph Sims Elementary

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

**Principal:** \_

**(Signature):** \_

**County-District-School (CDS) Code:** 34673146116818

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

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

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

## Goal Setting

### State Priorities

**Conditions of Learning:**

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

**Pupil Outcomes:**

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

**Engagement:**

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

### Strategic Goals

**Goal 1: High-Quality Classroom Instruction and Curriculum**

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

**Goal 2: Assessment, Data Analysis, & Action**

- All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.

**Goal 3: Wellness**

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

**Goal 4: Family and Community Engagement**

- All students will benefit from programs and services designed to inform and involve family and community partners.

### Stakeholder Engagement

<b>Involvement Process for LCAP and Annual Update</b>
<p><b>How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?</b></p> <hr/> <p>SSC meetings were held on October 17th, November 14th and January 23rd April 22nd to develop year 1 of our 3 year plan. An electronic ELAC meeting for input meeting was held on April 16 , Electronic surveys were sent to families and staff and data collected in January thru March. Data from surveys was prioritized and shared with Staff and PTO electronically. The SCC discussed and conducted a annual review on April 22nd and drafted a preliminary budget and finalized the plan on May 20th. The finalized plan was shared with staff and parents in an electronic communication on May 29th.</p>
<b>Impact of LCAP and Annual Update</b>
<p><b>How did these consultations affect the LCAP for the upcoming year?</b></p> <hr/> <p>It was decided to continue with the purchase of chrome books and chromebook carts because we are not sure how many will be returned from chromebook check out and even before the pandemic our goals was to have a cart for every classroom.. It was decided to add BrainBop to the spending plan based on teacher survey recommendation and the need for more distance learning opions and home practice opportunies to extend learning. The money spent on After school tutoring was reallocated because Summer School funding and program delivery were restructure to include after school tutoring. These changes were based on survey data and discussions with all stakeholder groups. Additional funds were allocated based on stakeholder priorities.</p>

### Resource Inequities

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

### Goals, Actions, and Progress Indicators

<p><b>District Strategic Goal 1:</b></p> <p>All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.</p>	<p><b>District Needs and Metrics 1:</b></p> <p>Students need high quality classroom instruction and curriculum as measured by:</p> <ul style="list-style-type: none"> <li>• A-G Completion</li> <li>• Access to Courses (Honors, AP/IB, CTE)</li> <li>• AP/IB Exams</li> </ul>
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- CAASPP
- Content Standards Implementation
- CTE Sequence Completion
- EAP
- Other (Site-based/local assessment)
- Progress toward English Proficiency
- Redesignation
- Teacher Assignment

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

**Site Goal 1.1**

- **Common Core Implementation- Increase proficiency in implementation and application of Common Core State Standards resulting in an "Above standards" increase of 5 points in ELA on SBAC and Maintain overall math levels at 5.2 points above standard.**
- **Target goal for significant subgroups is 10 point DFS improvement in ELA and 15 DFS point improvement in math. Current Performance Levels below target:**
- **ELA AA -25.9, EL -36, Hisp -31.5, SED -25.7, SWD -106.6**
- **Math AA-41.2, Hisp. -30.9, SED -29.2, SWD -108.7**

**Metric:** Content Standards Implementation

**Actions/Services 1.1.1**

**Principally Targeted Student Group**

- All • American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • School-wide • SWD • White

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide supplementary resources and supplies to fully implement common core state standards including technology,, copying, replacement parts, service agreements, and paper.	Research supports that working equipment provides students higher levels of access to supplemental supports and technology than non-functional equipment.	Site equipment matrix, work orders, supply inventory records
Provide replacement of supplies sent home with students for distance learning and to meet COVID 19 protocols	CDC requires no sharing of materials when students return from Distance Learning	

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$8000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7101/0000)	\$8250	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 1.1.2**

**Principally Targeted Student Group**

- Asian • EL • Filipino • Hispanic or Latino • Native Hawaiian or Pacific Islander

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide additional on-line resources for students to practice and attain CCSS math/ reading proficiency using teacher assigned skills practice. No more than 15 copies per board policy. 1) Renew 12 month subscription to Moby Max 2) 12th month subscription to BrainPop	Research supports building student reading and math fluency using high interest interactive methods that provide feedback and adjust to student performance levels.Positive effect of technology on student achievement - Tamin, R., Bernard, R., Borokhovski, E., Abrami, P., & Schmid, R (2011) report on positive effects of technology on student achievement from 25 meta-analyses of 1,055 primary studies, See "What forty years of research says about the impact of technology on learning: A second-order meta-analysis and validation	1) 70 % of students making at least one year's growth on Visible Learning Effect size measures using grade level common assessments for Pre/Post.  5 point DFS increase on CASSP ELA 9 point DFS math  100 % of grade levels reaching Smart Goals using program assessments measured each trimester.  increase student use of program by 500 hours

	study" <i>Review of Educational Research</i> , 15 (3) 250-281	2) 70 % of students making at least one year's growth on Visible Learning Effect size measures using grade level common assessments for Pre/Post.  5 point DFS increase on CASSP ELA 9 point DFS math  100 % of grade levels reaching Smart Goals using program assessments measured each trimester.  increase student use of program by 500 hours
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Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$7000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Site Goal 1.2**

- Intervention- Provide interventions and supports for students performing below grade level to close the achievement gap in implementation and application of Common Core State Standards resulting in 5% increase in overall SBAC scores and 7% increase for these subgroups: African American, English Learner, Hispanic, Socio-economically disadvantaged, Students with Disabilities.**

**Metric:** CAASPP

**Actions/Services 1.2.1**

**Principally Targeted Student Group**

- All • Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • R-FEP

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide targeted small group instruction and supplies to support differentiation for student assessed to be below grade level using the following measures: SBAC, Beginning of the year, Smart Goal, program and Teacher team created assessments.  1) Students in all grade will be provide 40 minutes of differentiated learning time daily  2) Extended Learning Budget will be used to support and Academic Intervention Teacher who will coordinate intervention and support services with grade level PLCs and support small group instruction in differntiation block and extended day  3) Grade levels will purchase materials, to plan and implement differentiated instruction to close achievement gaps	John Hattie's' research on <i>Visible Learning for Teachers</i> identifies the effect size of various influences on student achievement. Small group learning effect size.49 Reading Comprehension Program effect size .58  Using the PLC at work model, teachers will use release time to collaborate, continue to explore, utilize, and develop a deeper understanding of the Wonders curriculum, plan intervention lessons and groups, and address the needs of our SED, EL, and FY students.  John Hattie's research on Visible Learning for Teachers identifies the effect size of various influences on student achievement. <ul style="list-style-type: none"> <li>• Response to Intervention: 1.07 effect size</li> <li>• Professional Development: .75 effect size</li> <li>• PLC: 1.57 effect size</li> </ul>	1) 70 % of students making at least one year's growth on Visible Learning Effect size measures using grade level common assessments for Pre/Post.  5 point DFS increase on CASSP ELA 9 point DFS math  100 % of grade levels reaching Smart Goals using program assessments measured each trimester.  2)70 % of students making at least one year's growth on Visible Learning Effect size measures using grade level common assessments for Pre/Post.  5 point DFS increase on CASSP ELA 9 point DFS math  100 % of grade levels reaching Smart Goals using program assessments measured each trimester.  3) 70 % of students making at least one year's growth on Visible Learning Effect size measures using grade level common assessments for Pre/Post.  5 point DFS increase on CASSP ELA 9 point DFS math  100 % of grade levels reaching Smart Goals

using program assessments measured each trimester.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$8400	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7101/0000)	\$29800	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 1.2.2**

**Principally Targeted Student Group**

- Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • R-FEP

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1) Provide conference fees, release days, and substitutes for teachers to attend professional development related to targeted subgroup improvement	<p>John Hattie's research on Visible Learning for Teachers identifies the effect size of various influences on student achievement. Small group learning effect size.49 Reading Comprehension Program effect size .58</p> <p>Using the PLC at work model, teachers will use release time to collaborate, continue to explore, utilize, and develop a deeper understanding of the Wonders curriculum, plan intervention lessons and groups, and address the needs of our SED, EL, and FY students.</p> <ul style="list-style-type: none"> <li>• Response to Intervention: 1.07 effect size</li> <li>• Professional Development: .75 effect size</li> <li>• PLC: 1.57 effect size</li> </ul>	<p>1) 70 % of students making at least one year's growth on Visible Learning Effect size measures using grade level common assessments for Pre/Post.</p> <p>5 point DFS increase on CASSP ELA 9 point DFS math</p> <p>100 % of grade levels reaching Smart Goals using program assessments measured each trimester.</p>

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$0	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7101/0000)	\$0	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
EL Supplemental (7150/0000)	\$2000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 1.2.3**

**Principally Targeted Student Group**

- Black or African American • Hispanic or Latino • School-wide

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide coordinator, extended day small group instruction for GATE identified students and students pre-identified to increase GATE enrollment and opportunities. 1000.00 coordinator stipend. 50 hours of enrichment opportunity.	<p>Gifted programs (separate from advanced placement/high ability courses) provide specific curricula aimed at challenging students at the appropriate level. [See research on positive outcomes by Kulik, J. &amp; Kulik, C.L. (1992) available at <a href="http://www.gifted.uconn.edu/nrcgt/rbdrm9204.pdf">www.gifted.uconn.edu/nrcgt/rbdrm9204.pdf</a> and Goldring, E., (1990) "Classroom Organizational Frameworks for Gifted Education.</p>	<p>5% overall increase in Gate identification, 10% for significant sub-groups. Measure after SBAC scores released, Matrix analogy tests, and portfolio submission.</p>

Funding Source	Amount	Description of Use		
GATE (7105/0000)	\$2700	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
GATE (7105/0000)	\$1215	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Site Goal 1.3**

- **EL- Provide interventions and supports for English Learners to increase english proficiency resulting in a 5% increase in redesignation rates.**

**Metric:** Progress toward English Proficiency

**Actions/Services 1.3.1**

**Principally Targeted Student Group**

- EL • R-FEP

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1) Provide ELPAC coordination and assessment of annual preformance 1000.00 timesheets for coordination, 7,000 assessment timesheets. EL coordination supplemental 1000 timesheets and hourly small group instruction for EL and redesignated students to increase their English Proficiency 1000 in timesheets. Coordination duties may include: identification/placement of EL students including ELPAC scoring, re-designation, RFEP monitoring, and support for ELAC meetings, after-school tutoring and translation.1000 for after-school tutoring and 500 for translation. 1000. for materials and 60.00 food for parent meetings.	Mainstream classroom curriculum can be adapted successfully for EL students when teachers focus on communication and content, use visuals as an alternate to verbal instructions, teach the English language and subject matter simultaneously, build on the student's literacy in their native language, engage the parents and families, and respect that students benefit society when they are bilingual. 57% of EL students are born in the United States but do not achieve at the same rates as their English-proficient peers. These students can benefit from having access to primary language materials, additional instructional time and books and literature written in both English and their primary language. Small group learning effect size.49 Reading Comprehension Program effect size .58	1) Individual ELPAC scores to increase by one performance band and redesignation rate to increase by 5% measured after ELPAC scores released.

Funding Source	Amount	Description of Use		
EL Supplemental (7150/0000)	\$538	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
EL Supplemental (7150/0000)	\$7550	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Site Goal 1.4**

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

**Metric:** Content Standards Implementation

**Actions/Services 1.4.1**

**Principally Targeted Student Group**

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an	How will you Measure the Effectiveness of the
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	Effective Practice?	Actions/Services?
<p>1) Purchase replacement equipment and supplies for physical activity in classrooms, at PE and on the playground targeting areas that need improvement on the California Physical Fitness assessment.</p>	<p><a href="#">Basch (2010)</a> conducted a comprehensive review of how children's health and health disparities influence academic performance and learning. The author's report draws on empirical evidence suggesting that education reform will be ineffective unless children's health is made a priority. Basch concludes that schools may be the only place where health inequities can be addressed and that, if children's basic health needs are not met, they will struggle to learn regardless of the effectiveness of the instructional materials used. More recently, <a href="#">Efrat (2011)</a> conducted a review of physical activity, fitness, and academic performance to examine the achievement gap. He discovered that only seven studies had included socioeconomic status as a variable, despite its known relationship to education (<a href="#">Sirin, 2005</a>).</p> <p>Physical Fitness as a Learning Outcome of Physical Education and Its Relation to Academic Performance</p> <p>Achieving and maintaining a healthy level of aerobic fitness, as defined using criterion-referenced standards from the National Health and Nutrition Examination Survey (NHANES; <a href="#">Welk et al., 2011</a>), is a desired learning outcome of physical education programming. Regular participation in physical activity also is a national learning standard for physical education, a standard intended to facilitate the establishment of habitual and meaningful engagement in physical activity (<a href="#">NASPE, 2004</a>). Yet although physical fitness and participation in physical activity are established as learning outcomes in all 50 states, there is little evidence to suggest that children actually achieve and maintain these standards (see <a href="#">Chapter 2</a>).</p>	<p>1) Increase overall Physical Fitness Tests by 10%</p>

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

<p><b>District Strategic Goal 2:</b></p> <p>All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.</p>	<p><b>District Needs and Metrics 2:</b></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"> <li>• Assessment System</li> <li>• Data and Program Evaluation</li> <li>• Other (Site-based/local assessment)</li> </ul>
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<p><b>Site Goal 2.1</b></p>	
<p><b>PLCs- All grade levels will operate as a high functioning Professional Learning Community to share best practices and participate in the cycle of inquiry focused on reducing achievement gaps for targeted subgroups: resulting in 9 point increase in overall SBAC distance above standard in ELA and Maintain overall math at 5.2 above standard. Target for significant subgroups is 15 point improvement in ELA 1nd 20 point improvement in math. Current Performance Levels below target:</b></p> <ul style="list-style-type: none"> <li>• ELA AA -25.9, EL -36, Hisp -31.5, SED -25.7, SWD -106.6</li> <li>• Math AA-41.2, Hisp. -30.9, SED -29.2, SWD -108.7</li> <li>•</li> </ul>	
<p><b>Metric:</b> Assessment System</p>	
<p><b>Actions/Services 2.1.1</b></p>	

Principally Targeted Student Group				
• All • School-wide				
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?		
1) Provide substitutes and stipends, professional development opportunities for common grade level planning, co-ops and professional learning communities release time. 2 1/2 day release days per grade level 3000.  2) Provide Conference Fees and substitutes for teachers to attend professional development related to improving learning outcomes for ALL students.	John Hattie's' research on <i>Visible Learning for Teachers</i> identifies the effect size of various influences on student achievement. Teacher Clarity effect size. 75 Professional Development effect size .62	1) 70 % of students making at least one year's growth on Visible Learning Effect size measures using grade level common assessments for Pre/Post.  5-9 point increase on CASSP,  100 % of grade levels reaching Smart Goals using program assessments measured each trimester.  2) 70 % of students making at least one year's growth on Visible Learning Effect size measures using grade level common assessments for Pre/Post.  5-9 point increase on CASSP,  100 % of grade levels reaching Smart Goals using program assessments measured each trimester.		
Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$0	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7101/0000)	\$0	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Site Goal 2.2**

**Assessment- Provide access to instructional technology to increase student proficiency with online assessment**

**Metric:** Assessment System

**Actions/Services 2.2.1**

Principally Targeted Student Group				
• All • School-wide				
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?		
1) Purchase additional Chromebooks, headphones, and Document Cameras and LCD projectors to reduce student to technology ratio to increase access and proficiency with on-line assessment tools and distance learning	Research supports building student reading and math fluency using high interest interactive methods that provide feedback and adjust to student performance levels. Positive effect of technology on student achievement - Tamin, R., Bernard, R., Borokhovski, E., Abrami, P., & Schmid, R (2011) report on positive effects of technology on student achievement from 25 meta-analyses of 1,055 primary studies, See "What forty years of research says about the impact of technology on learning: A second-order meta-analysis and validation study" <i>Review of Educational Research</i> , 15 (3) 250-281	1) 70 % of students making at least one year's growth on Visible Learning Effect size measures using grade level common assessments for Pre/Post.  5-9% increase on CASSP,  100 % of grade levels reaching Smart Goals using program assessments measured each trimester.		
Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$4500	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>



<p><b>District Strategic Goal 3:</b></p> <p>All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.</p>	<p><b>District Needs and Metrics 3:</b></p> <p>Students need a safe and engaging academic, social-emotional, and physical school environment as measured by:</p> <ul style="list-style-type: none"> <li>• Cohort Graduation</li> <li>• Expulsion</li> <li>• HS Dropout</li> <li>• MS Dropout</li> <li>• Other (Site-based/Local assessment)</li> <li>• School Climate</li> <li>• Social Emotional Learning</li> <li>• Suspension</li> </ul>
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**Site Goal 3.1**

**PBIS- Implement School Wide Positive Behavior Interventions and Supports (PBIS), understanding Social Emotional Learning, and Culturally Responsive Practices to increase school favorability rating for school climate for students to 80% Parents 95% and Staff 90% and maintain less than 4% suspension rate for all subgroups.**

**Metric:** School Climate

**Actions/Services 3.1.1**

**Principally Targeted Student Group**

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1) Provide instructional materials, feed back, technology and student acknowledgement to support school-wide PBIS implementation and school safety.	Stephanie V. Caldas, Elena T. Broaddus and Peter J. Winch, Measuring conflict management, emotional self-efficacy, and problem solving confidence in an evaluation of outdoor programs for inner-city youth in Baltimore, Maryland, <i>Evaluation and Program Planning</i> , (2016).  John Hattie's' research on <i>Visible Learning for Teachers</i> identifies the effect size of various influences on student achievement. Decreasing disruptive behavior effect size .53 Self-concept effect size .46 Motivation effect size .48	1) Maintain or increase current scores on TFI, Maintain less than 4% suspension rates for all subgroups, Increase school climate favorability ratings for all groups by 5%

Funding Source	Amount	Description of Use		
PBIS (7440/7510)	\$1000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 3.1.2**

**Principally Targeted Student Group**

- All • Black or African American • Foster Youth • Hispanic or Latino • Low Income • School-wide

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Implement Morning Meetings to increase student connectedness, multi-cultural perspectives and student voice.  Provide supplemental support for Social Emotional learning using Second Step.	In 2011, the Collaborative for Academic, Social, and Emotional Learning (CASEL) conducted a metaanalysis of 213 school-based, social and emotional learning (SEL) programs involving 270,034 kindergarten through high school students. Compared to controls, SEL	1) Maintain or increase current scores on TFI, Maintain less than 4% suspension rates for all subgroups, Increase school climate favorability ratings for all groups by 5%, 5% increase in school connectedness on annual student survey

participants demonstrated significantly improved social and emotional skills, attitudes, behavior, and academic performance that reflected an 11-percentile-point gain in achievement.

Hillary L. Rowe and Edison J. Trickett, Student Diversity Representation and Reporting in Universal School-Based Social and Emotional Learning Programs: Implications for Generalizability, *Educational Psychology Review*, (2017).

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

**District Strategic Goal 4:**

All students will benefit from programs and services designed to inform and involve family and community partners.

**District Needs and Metrics 4:**

Students need parent, family and community stakeholders as direct partners in their education as measured by:

- Attendance Rate
- Chronic Absentee Rate
- Family and Community Engagement
- Input in Decision Making
- Other (Site-based/local assessment)
- Partnerships for Student Outcome
- Relationships Between Staff and Families

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**Site Goal 4.1**

**Family Engagement- 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:** Family and Community Engagement

**Actions/Services 4.1.1**

**Principally Targeted Student Group**

- All • American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • School-wide • White

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Hold Home visits, Virtual Home visits or Family Nights to increase home school partnerships. 20 hours in teachers stipends.	<p>Parent involvement in education is crucial. No matter their income or background, students with involved parents are more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved behavior, and adapt well to school.</p> <p>National Coalition for Parent Involvement in education. 2006. <i>Research Review and Resources</i>. Retrieved September 16, 2011, from <a href="http://www.ncpie.org/WhatsHappening/researchJanuary2006.cfm">www.ncpie.org/WhatsHappening/researchJanuary2006.cfm</a>.</p> <p>The most accurate predictors of student achievement in school are not family income or social status, but the extent to which the family creates a home environment that encourages learning, communicates high yet reasonable expectations for the child's achievement, and becomes involved in the child's education at school.</p> <p>National PTA. 2000. <i>Building Successful Partnerships: A Guide for Developing Parent and Family Involvement</i></p>	5% increase in attendance based on Sign in logs Event Calendar, measured after each family night.

Programs. Bloomington, Indiana: National Education Service, 11-12.

- School culture and climate has an impact on classroom environment with effect size - .56
- Decreasing disruptive behavior effect size - .53
- Social Skills programs effect size- .40

Parent involvement in learning effect size .51

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

**Actions/Services 4.1.2**

**Principally Targeted Student Group**

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1) Train and support teachers in implementing the home visit project. hours TBD based on Grant. 2) Train teachers on conducting student lead conferences	John Hattie's' research on <i>Visible Learning for Teachers</i> identifies the effect size of various influences on student achievement. Parent involvement in learning effect size .51 <a href="#">John Hopkins Study Report 2015: PTHVP-model Home Visits Make Significant Impact on Student Outcomes</a> Key Findings: Students whose families received a home visit, one of the core strategies in the FEP, had 24 percent fewer absences than similar students whose families did not receive a visit. These same students also were more likely to read at or above grade level compared to similar students who did not receive a home visit	1) 5% increase in home visits recorded on home visit logs and records measured each trimester. 2) 5% increase in parent education opportunity ratings on annual parent survey

Funding Source	Amount	Description of Use		
Family & Community Engagement (7415/0000)	\$0	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Site Goal 4.2**

**Attendance- Maintain overall attendance rate of 96% and decrease chronic absence rate to below 8%. Current rates: Overall 9.9, AA 16.7, Hisp. 16.9, SED 21.6, SWD 21.6**

**Metric:** Attendance Rate

**Actions/Services 4.2.1**

**Principally Targeted Student Group**

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Meet with families, connect with district supports and provide motivation and support for improved attendance/academics. Stipend for subs or teachers to attend meetings.  Implement morning meeting to increase school connectedness and decrease absences	<a href="#">A National Portrait of Chronic Absenteeism in the Early Grades</a> Romero, Mariajose and Young-Sun Lee. National Center for Children in Poverty, Columbia University. October 2007. This brief reveals a significant level of absenteeism in the early school years, especially among low-income children, and confirms its detrimental	1) Decrease student chronic absences by 2% overall and 5% for significant subgroups. .

effects on school success by examining children from across various incomes and race/ethnicity groups in a nationally representative sample of children entering kindergarten. Early...  
*Published: October 2007*

In 2011, the Collaborative for Academic, Social, and Emotional Learning (CASEL) conducted a metaanalysis of 213 school-based, social and emotional learning (SEL) programs involving 270,034 kindergarten through high school students. Compared to controls, SEL participants demonstrated significantly improved social and emotional skills, attitudes, behavior, and academic performance that reflected an 11-percentile-point gain in achievement.

Funding Source	Amount	Description of Use		

### Justification of School-Wide Use of Funds

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

n/a



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

**IV. Funding**

**Joseph Sims Elementary - 370**

Fund Source Mgmt. Code/Description Resc. Code/Description	FTE	Carry Over	Allocation	Subtotal	EGUSD Strategic Goals				Balance
					1 - Curriculum and Instruction	2 - Assessment	3 - Wellness	4 - Family Engagement	
<b>1510</b> Regular Education (TK-6) <b>0000</b> Unrestricted	0	\$0	\$23,426	\$23,426	\$23,426	\$0	\$0	\$0	\$0
<b>1511</b> Regular Education (TK-6) - Allocated FTE <b>0000</b> Unrestricted	0	\$0	\$40,131	\$40,131	\$40,131	\$0	\$0	\$0	\$0
<b>7101</b> LCFF Supple/Conc TK - 6 <b>0000</b> Unrestricted	0	\$0	\$73,750	\$73,750	\$63,450	\$4,500	\$3,800	\$2,000	\$0
<b>7150</b> EL Supplemental Program Services TK-6 <b>0000</b> Unrestricted	0	\$0	\$10,088	\$10,088	\$10,088	\$0	\$0	\$0	\$0
<b>7440</b> Positive Behavior Incentive Supports <b>7510</b> Low Performing Student Block	0	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
<b>Total Funds Budgeted for Strategies to Meet the Goals in the SPSA</b>	0	\$0	\$148,395	\$148,395	\$137,095	\$4,500	\$4,800	\$2,000	

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	\$0
Subtotal of state or local funds included for this school	\$148,395

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

**Date**

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

Principal **Robin Riley**

School Site Council Chairperson **David Ogden**

EL Advisory Chairperson **Juanita Cruz**

_____	_____
_____	_____
_____	_____