



Joseph Sims Elementary

Local Control Accountability Plan (LCAP) 2025-2026

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, Action Plans and Progress Monitoring

Joseph Sims Elementary | Focused Work: 2025-2026

Goal Setting (Icapid: 773) | goalsComplete: 0

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 Curriculum, Instruction & Assessment

- All students will receive high-quality classroom curriculum, instruction, and assessment to promote college, career, and life readiness and close achievement and opportunity gaps.

Goal 2: Targeted Supports & Interventions

- Students who identify as Black/African American, students with disabilities, students in foster care or experiencing homelessness, and students who identify as Native American will benefit from targeted programs and services that leverage their assets, affirm their identities, and address their needs to close achievement, opportunity, and relationship gaps.

Goal 3: Wellness

- All students will learn in an equitable, 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 engage family and community partners.
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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?

A teachers survey was sent out in February 2025 and results were shared at leadership meeting March 31st, ELAC meeting March 13th and then discussed in PLCs. PBIS team surveyed parents and results were shared at staff meeting March 19th. Parent surveys were reviewed and shared with SSC for input for funding

priorities April 10th. Input was gathered from ELAC on 10/24/25 and 2/20/25 and final plan shared on 5/22/25. SSC planned and discussed at meetings on 10/10/24, 12/2/24, 1/30/25, 4/10/25 and final plan approved on 5/1/25.

2. Impact of LCAP and Annual Update

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

Teachers indicated they were no longer using Brain Pop and parents agreed that their students did not use Brain Pop while off track, the video portions of that app were available o line for free so recommended discontinuing that purchase. Teachers indicated a need for more materials to teach comprehension of information text especially more current events and parents liked the idea of weekly magazines coming home. By grade level they preferred Scholastic News to Time for Kids and recommended purchasing a subscription for every student. Teachers wanted input into spending on items for cooldown corners next year as some purchased items work better than others.

Resource Inequities (ATSI, TSI and CSI designated schools only)

Briefly describe any resource inequities identified by the site needs assessment.

Definition: A resource inequity is a change you will make from your past practice to a new innovation to improve support for your most at-risk students. This change could include reallocating resources such as staff, funding, time, space, etc.

N/A Sims exited this year.

Goals, Actions, and Progress Indicators

District Strategic Goal 1:

High-Quality Curriculum, Instruction & Assessment

All students will receive high-quality classroom curriculum, instruction, and assessment to promote college, career, and life readiness and close achievement and opportunity gaps.

District Needs and Metrics 1:

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

- A-G Completion - Percent of Graduates Completing A-G Requirements
- AP/IB Exams - Percent of Graduates Passing an AP/IB Exam
- CAASPP (ELA, Math, Science) - Distance from Standard
- CAASPP (ELA, Math, Science) - Percent Standard Met or Exceeded
- CTE Sequence Completion - Percent of Graduates Completing a CTE Sequence
- Progress toward English Proficiency - Percent Increasing ELPI Level
- Reclassified - Percent of English Learners Reclassified
- Test Participation Rate on Districtwide Assessments

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

Action 1.1.1 (SiteGoalID: 8960) (DTS: 03/11/25)

Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none">Describe your step by step plan for intervention, for at-risk students, as related to your goal.	<ul style="list-style-type: none">Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	<ul style="list-style-type: none">Throughout the year, report the results of the formative data as you collect it.In March, summarize your data collection results.Based on your summary, what will you adapt/adopt/abandon?
<p>Action Plan</p> <p>Action Plan Provide substitutes or push in support to facilitate testing of all students on district and grade level assessments including grade level SMART Goals:</p> <ul style="list-style-type: none">Plan assessment windows using district testing calendarSurvey interest of off track teachers to support with assessmentSchedule push in support each trimester to facilitate assessment completion <p>1) Hand out assessment calendar at Pre-service 2) Identify support willing to push in to facilitate testing 3) schedule push in support on district sub calendar</p> <p>\$2000.00 Certificated timesheets-supplemental and site general funds</p>	<p>Progress Monitoring</p> <p>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</p> <p>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</p> <p>Repeat for each trimester</p>	<p>Evaluation</p>

Site Goal 1.2 (SiteGoalID: 8794) (DTS: 02/13/25)

Increase mastery of common core state standards in ELA and Math. In ELA move from 10 points from standard to meeting standard and in Math move from 23 points below standard to 10 points below standard.

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

Action 1.2.1 (SiteGoalID: 8794) (DTS: 02/13/25)

Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none">Describe your step by step plan for intervention, for at-risk students, as related to your goal.	<ul style="list-style-type: none">Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	<ul style="list-style-type: none">Throughout the year, report the results of the formative data as you collect it.In March, summarize your data collection results.Based on your summary, what will you adapt/adopt/abandon?
<p>Action Plan</p> <p>Provide certificated support, supplies and instructional materials for targeted small group intervention based on assessed need within lessons and at WIN time as a Tier 1 support.</p> <ol style="list-style-type: none">Grade level differentiation blocks assigned using block scheduleGrade Level SMART goals developed, assessed and groups assigned each trimesterWeekly PLC meetings used to evaluate student progress, plan differentiation and adjust intervention groupsGroups adjusted at every track change	<p>Progress Monitoring</p> <p>The effectiveness of this actions will be monitored by:</p> <p>Summative Assessments:</p> <ul style="list-style-type: none">CAASPP scores distance from standard increase (see goals in 1.1) <p>Formative Assessments:</p> <ul style="list-style-type: none">K/1 Benchmark assessments (entry, mid year, and end of year) 70% at or near standard2nd-6th Interim assessments (entry, mid year, and end of year) 70% at or near standardGrade Level SMART Goals in ELA and Math each trimester 70 % proficientPLC meeting notes read weekly by principal with feedback providedIntervention groups evaluated monthly by teachers and AIT	<p>Evaluation</p>

	and included in PLC notes	
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Action 1.2.2 (SiteGoalID: 8794) (DTS: 02/27/25)

Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
Action Plan	Progress Monitoring	Evaluation
<p>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.. <i>No more than 15 copies per board policy.-- the following are approved for school-wide purchase:</i></p> <p>A) Renew 12 month subscription to Moby Max</p> <p>B) Renew 12 month DBQ subscription for 4th-6th grade</p> <p>C) Renew Starfall subscription for grades K-3</p> <p>d) Renew Generation Genius Subscription</p> <p>1) renew subscriptions and place in student portal</p> <p>2) Set up programs for student log-in</p> <p>3) Share log in information with all parents at Back to School Night or upon registration</p> <p>4) Teacher PD at staff meetings.</p> <p>\$7000 for services and supplies-</p>	<p>The effectiveness of actions will be measured by:</p> <p>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</p> <p>70% of students scoring at or approaching standards on district benchmark assessments monitored by PLC teams</p> <p>2023 2nd trimester 62% ELA 68% Math</p> <p>70% or students meeting SMART goals each trimester monitored by PLC tams</p> <p>Increased student use of programs by 200 hours</p>	

supplemental		
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Action 1.2.3 (SiteGoalID: 8794) (DTS: 02/27/25)

Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
Action Plan	Progress Monitoring	Evaluation
<p>Provide release time, conference fees,(for conferences within CA) timesheets, or substitutes for professional development related to standards mastery Instructional framework, differentiated instruction Learning targets, success criteria or intervention for teachers.</p> <p>1) Identify areas of need based on district survey of teacher efficacy, student assessments and teacher input 2) Match professional development opportunities to teacher need using SCOE, AVID and other professional and district training resources or coach support on release days 3) Schedule release days on district professional development calendar and secure substitutes</p> <p>\$3000 certificated timesheets--supplemental \$1000 conference fees--supplemental</p>	<p>The effectiveness of actions will be measured by:</p> <p>10% increase of differentiation opportunities observed on walk-through feedback forms monitored by Admin using PIC data</p> <p>70% or students meeting SMART goals each trimester monitored by Teachers at PLC meetings</p>	

Action 1.2.4 (SiteGoalID: 8794) (DTS: 02/27/25)

Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
<p>Action Plan</p> <p>Provide teacher timesheets, maintenance agreements, technology, copying supplies, printer ink, library books other allowable, reasonable and necessary supplies to complete the action plan for differentiated instruction at WIN time, before or after school</p> <p>1) Identify areas of need based on teacher created and district wide assessment data</p> <p>2) Plan instruction at PLC meetings to meet students needs</p> <p>3) Include list of materials needed in PLC notes</p> <p>\$6000 materials and supplies-supplemental \$1000 teacher timesheets - supplemental</p>	<p>Progress Monitoring</p> <p>The effectiveness of actions will be measured by: 100% of grade levels submitting weekly PLC notes to principal</p> <p>70% of students scoring at or approaching standards on district benchmark assessments monitored by PLC teams 2023 2nd trimester 62% ELA 68% Math</p> <p>70% or students meeting SMART goals each trimester monitored by PLC teams</p>	<p>Evaluation</p>

Action 1.2.5 (SiteGoalID: 8794) (DTS: 02/27/25)

Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation

<ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
<p align="center">Action Plan</p> <p>Increase students ability to read, comprehend, annotate and summarize informational text.</p> <p>Purchase a subscription for Scholastic News for every student.</p> <p>\$4,500 subscriptions--supplemental</p>	<p align="center">Progress Monitoring</p> <p>The effectiveness of this action will be monitored by:</p> <p>Summative Assessments:</p> <ul style="list-style-type: none"> CAASPP scores distance from standard increase (see goals in 1.1) <p>Formative Assessments:</p> <ul style="list-style-type: none"> 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 and included in PLC notes 	<p align="center">Evaluation</p>

Action 1.2.6 (SiteGoalID: 8794) (DTS: 03/20/25)

Targeted Student Group(s)

- All

<p align="center">Action Plan</p> <ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<p align="center">Progress Monitoring Plan</p> <ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<p align="center">Data Collection & Evaluation</p> <ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you
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		adapt/adopt/abandon?
<p>Action Plan</p> <p>Teachers will increase the use of instructional strategies related to student talk increasing implementation from 63% to 70% on FONT walkthrough data and improve on Student perspective surveys for students answers to “When you work with other students do you question/challenge the ideas of others.” from 41% to 50%.</p> <p>The Schoolwide goal for Goals and Objective Conference will focus on Student Talk AVID implementation will support teacher instructional moves to increase the use of student talk including the strategies for: What if questions, think-pair-share, Four corners, philosophical chairs, journaling, and Socratic Seminars. Instructional coaches will team teach with classroom teachers to infuse Student talk opportunities that allow students to respectfully question and challenge the thinking of others</p>	<p>Progress Monitoring</p> <p>FONT walk-through data will be used each trimester to evaluate student talk opportunities taking place in classrooms Data from FONT will be analyzed, shared with leadership and used to plan professional development AVID professional development agendas will document focus on student talk</p>	<p>Evaluation</p>

Site Goal 1.3 (SiteGoalID: 8910) (DTS: 02/27/25)

Increase student overall performance and participation on annual teacher given physical fitness test .

Metric: Test Participation Rate on Districtwide Assessments

Action 1.3.1 (SiteGoalID: 8910) (DTS: 02/27/25)

Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
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<ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
<p>Action Plan</p> <p>Purchase allowable, reasonable and necessary equipment to specifically target areas that need improvement on the California Physical Fitness assessment.</p> <p>1) Analyze teacher created assessments of student physical skills to identify areas of weakness</p> <p>2) Research best practices for games/exercises that target those weaknesses</p> <p>3) Purchase instructional materials for student participation in those activities</p> <p>\$500 materials supplemental and PTO funds will be used.</p>	<p>Progress Monitoring</p> <p>The effectiveness of actions will be measured by:</p> <p>10% increase in student proficiency on teacher made assessment assessment monitored by PE teacher and principal</p> <p>% passing from 31 to 41</p>	<p>Evaluation</p>

Site Goal 1.4 (SiteGoalID: 8911) (DTS: 02/27/25)

Increase overall performance of students Identified as GATE.

Metric: Other

Action 1.4.1 (SiteGoalID: 8911) (DTS: 02/27/25)

Targeted Student Group(s)

<p>Action Plan</p> <ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<p>Progress Monitoring Plan</p> <ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<p>Data Collection & Evaluation</p> <ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results.
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		<ul style="list-style-type: none"> Based on your summary, what will you adapt/adopt/abandon?
<p>Action Plan</p> <p>Provide coordinator, extended day small group instruction and professional development for GATE identified students and students pre-identified to increase GATE enrollment and opportunities. 1000.00 coordinator stipend. 50 hours of enrichment opportunity.</p> <p>1) identify Gate coordinator 2) share lists of GATE students with teachers 3) Plan advanced instruction for WIN time with PLCs 4) invite GATE students to leadership, conflict managers and NEHS in the fall 5) Hold Gate parent informational meeting 6) Give NNAT to all 3rd grade students 7) Based on parent survey provide GATE enrichment activities at lunch/before/after school in Spring</p> <p>GATE funds will be used</p>	<p>Progress Monitoring</p> <p>Annual parent meetings held in the fall include parent survey of needs assessment</p> <p>Parent needs assessment is used to determine 50 hours of enrichment opportunity offered each year</p> <p>monitored by GATE coordinator</p>	<p>Evaluation</p>

Site Goal 1.5 (SiteGoalID: 8914) (DTS: 02/27/25)

Implementation of effective formative assessment observed on walk-throughs will increase from 59% to 65% by the end of the year as measured by the Teaching and Learning Program Implementation Continuum (PIC). Participation in district required assessments will be 100%. Distance from standard on CAASP will increase by 5% *Laguna Regional Goal

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

Action 1.5.1 (SiteGoalID: 8914) (DTS: 02/27/25)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
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<ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
<p style="text-align: center;">Action Plan</p> <p>1) Weekly PLC meeting focus on Collecting and analyzing assessment data from a variety of sources to inform instruction</p> <p>2) Teachers will receive PD from instructional coach on using formative assessment to provide differentiation in new math program at staff meeting</p> <p>3) Teachers will plan for differentiation opportunities using program and teacher made assessments at PLC meetings</p> <p>4) Administrators will give feedback on formative assessment practices in walk-through observations using the font</p>	<p style="text-align: center;">Progress Monitoring</p> <ul style="list-style-type: none"> Student survey data regarding whether their teachers knows when they do not understand something will increase from 65% to 70% Teachers survey data regarding grouping and regrouping based on formative assessment will increase from 69% to 70% FONT implementation will increase from 22% to 50% 	<p style="text-align: center;">Evaluation</p>

Site Goal 1.6 (SiteGoalID: 9550) (DTS: 05/20/25)

- Provide supports and interventions for English Learners to increase English proficiency resulting in 5% increase in re-designation rates to Fluent English Proficient from 9.3% to 14.3%**

Metric: Progress toward English Proficiency - Percent Increasing ELPI Level

Action 1.6.1 (SiteGoalID: 9550) (DTS: 05/20/25)

Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
<p>Action Plan</p> <p>Provide targeted instructional support for EL learners by purchasing bilingual and EL trade books and allowable, reasonable and necessary supplies to support English Language Learners and provide tutoring for ELD instruction to newcomers and long-term English Language Learners</p> <ol style="list-style-type: none"> 1. Identify EL levels of students in your grade level 2. With your PLC plan instructional groups based on student levels 3. With the AIT determine newcomer support groups <p>\$2000 materials and supplies EL funds</p>	<p>Progress Monitoring</p> <p>Progress Monitoring The effectiveness of actions will be measured by:</p> <p>60% of EL students demonstrating mastery of Grade Level SMART goals monitored by PLC teams and EL/ELPAC coordinator</p> <p>50% of EL students scoring mastered or approaching standards on district benchmark assessments monitored by PLC teams and EL/ELPAC coordinator</p>	<p>Evaluation</p>

Action 1.6.2 (SiteGoalID: 9550) (DTS: 05/20/25)

Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	

		<ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
Action Plan	Progress Monitoring	Evaluation
<p>Provide EL Coordination and ELPAC coordination and assessment of annual performance of 100% of EL students. Coordinator duties may include:</p> <ul style="list-style-type: none"> Identification/placement of EL students Coordination and scoring of Initial, Summative, and Alternate ELPAC assessments Reclassification, EL/RFEP monitoring, and support for ELAC meetings ELAC training and Professional Development in collaboration with ML instructional coach tailored to meet the needs of our multilingual learners Coordination of or supplying translation services for parent meetings Organizing food and materials for parent meetings Providing light refreshments for meetings <p>1) Identify EL and ELPAC coordinators 2) Schedule EL parent meeting with Vice Principal 3) Conduct initial ELPAC testing with new students 4) Conduct annual ELPAC testing 5) Reclassify students based on testing results</p> <p>\$8425 certificated timesheets--EL funds</p>	<p>Progress Monitoring</p> <p>The effectiveness of actions will be measured by: 100% of EL students assessed on state mandated assessments monitored by ELAC coordinator and VP</p> <p>60% of EL students demonstrating mastery of Grade Level SMART Goals monitored by PLC teams</p> <p>50% of EL students scoring mastered or approaching mastery on district benchmark standards monitored by PLC teams</p>	

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Funding Sources for District Goal 1 (DEV - LCAP ID: 773)		
Funding Source	Amount	Description of Use
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	3000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	7000	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	11500	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	8425	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	2000	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions

District Strategic Goal 2: Targeted Supports & Interventions Students who identify as Black/African American, students with disabilities, students in foster care or experiencing homelessness, and students who identify as Native American will benefit from	District Needs and Metrics 2: Students need high quality programs and services driven by assessment, data analysis, and action as measured by: <ul style="list-style-type: none"> • African American Disparity • Homeless Student Disparity
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targeted programs and services that leverage their assets, affirm their identities, and address their needs to close achievement, opportunity, and relationship gaps.

- Native American Disparity
- Students with Disabilities Disparity
- Students in Foster Youth Disparity

Site Goal 2.1 (SiteGoalID: 8795) (DTS: 02/13/25)

Close achievement gaps for significant subgroups identified in this goal.

ELA

African American: **-59** to -30 points below standard

Hispanic: **-18** to -5 points below standard

Socioeconomically Disadvantaged: **-47** to -30 points below standard

Students with Disabilities: **-79** to -60 points below standard

English Learner: **-73** to -50 points below standard

Math

African American: **-70** to -40 points below standard

Hispanic: **-36** to -25 points below standard

Socioeconomically Disadvantaged: **-61** to 40 points below standard

Students with Disabilities: **-117** to 70 points below standard

Metric: African American Disparity

Action 2.1.1 (SiteGoalID: 8795) (DTS: 02/13/25)

Targeted Student Group(s)

- Black or African American

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none">• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	<ul style="list-style-type: none">• Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	<ul style="list-style-type: none">• Throughout the year, report the results of the formative data as you collect it.• In March, summarize your data collection results.• Based on your summary, what will you adapt/adopt/abandon?
Action Plan Provide certificated support, supplies and instructional materials for targeted small group intervention based on assessed need using Academic Intervention teachers or extended day tutoring.	Progress Monitoring The effectiveness of actions will be monitored by: Summative Assessments: <ul style="list-style-type: none">• CAASPP scores distance from standard increase (see	Evaluation

<ul style="list-style-type: none"> • 40% Academic Intervention Teacher from Supplemental Concentration funds (2-3). • 100% Academic Intervention Teacher from District Funds funds. • Time-sheeted Academic Intervention Teacher for K-1 push in. • 20 hours per grade level of after school tutoring based on assessed need. <p>40,485 contracted AIT-supplemental \$11,000 certificated timesheet-supplemental</p>	<p>goals in 1.1)</p> <p>Formative Assessments:</p> <ul style="list-style-type: none"> • K/1 Benchmark assessments (entry, mid year, and end of year) 70% at or near standard • 2nd-6th Interim assessments (entry, mid 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 and included in PLC notes 	
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Action 2.1.2 (SiteGoalID: 8795) (DTS: 02/27/25)

Targeted Student Group(s)

- Black or African American • Foster Youth

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> • Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> • Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	Progress Monitoring	Evaluation
<p>Provide release time, substitutes and timesheets for off-track teachers 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.</p> <p>Have coaches print our District mandated assessment reports for all significant subgroups to identify significant standards</p>	<p>The effectiveness of actions will be measured by:</p> <p>Release days held in September, January and April</p> <p>70% of African American/Hispanic/Filipino students scoring mastered or approaching mastery on district benchmark standards monitored by PLC teams and equity coach</p> <p>50% of EL students students</p>	

<p>needing intervention.</p> <p>Design small group or individual lessons and on-line practice opportunities based on standards identified for students at WIN time</p> <p>Purchase allowable, necessary and reasonable supplies to support this goal.</p> <p>Repeat each trimester</p> <p>1) use district calendar to reserve days for staff development</p> <p>2) Secure substitutes for teacher release</p> <p>3) Analyze data with instructional coaches to prove PD</p> <p>Repeat for each trimester</p> <p>\$4,000 certificated timesheets-supplemental</p>	<p>scoring scoring mastered or approaching mastery on district benchmark standards monitored by PLC team and EL coach</p>	
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Funding Sources for District Goal 2 (DEV - LCAP ID: 773)		
Funding Source	Amount	Description of Use
Supplemental/Concentration (7101/0000)	40485	Certificated- Salaries
Supplemental/Concentration (7101/0000)	20000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	515	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	0	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries

EL Supplemental (7150/0000)

0

Classified- Timesheets

EL Supplemental (7150/0000)

0

Materials/Supplies/Equipment

EL Supplemental (7150/0000)

0

Contracts/Services/Subscriptions

District Strategic Goal 3:**Wellness**

All students will learn in an equitable, culturally responsive, physically, and emotionally healthy and safe environment.

District Needs and Metrics 3:

Students need a safe and engaging academic, social-emotional, and physical school environment as measured by:

- Cohort Graduation Rate
- School Climate - Average Favorability Rating
- Social Emotional Learning - Average Favorability Rating
- Suspension Rate: Percent of Students Suspended

Site Goal 3.1 (SiteGoalID: 9277) (DTS: 01/01/10)

Decrease recess referrals by 10% through the implementation of Tier I PBIS supports.

Metric: Other

Action 3.1.1 (SiteGoalID: 9277) (DTS: 04/16/25)**Targeted Student Group(s)**

- All

Action Plan

- Describe your step by step plan for intervention, for at-risk students, as related to your goal.

Progress Monitoring Plan

- Describe your step by step plan for progress monitoring your action plan. What **formative student data** will you collect and how often?

Data Collection & Evaluation

- Throughout the year, report the results of the formative data as you collect it.
- In March, summarize your data collection results.
- Based on your summary, what will you adapt/adopt/abandon?

Action Plan

ACTION 1: July-June
Appropriate supplies, equipment and resources (i.e., signs on the

Progress Monitoring

July-June
Administration to monitor and review synergy incident /referral

Evaluation

<p>playground with rules for games, various game options, adequate supervision) to establish a well maintained and organized recess.</p> <p>ACTION 2: July - June PBIS Rotations at the beginning of the school year to discuss behavior expectations and refresh throughout the year (upon return from all breaks).</p> <p>ACTION 3: July-June Designated areas for specific games on the playground with adequate supervision.</p> <p>ACTION 4: July-June Explicitly teach rules and expectations of recess games and activities to all students, ongoing throughout the year.</p> <p>ACTION 5: July-June PD for yard supervisors regarding active yard supervision, de-escalation skills, restorative practices, and game and activity rules and expectations.</p> <p>PTO funds will be used to support</p>	<p>data, yard staffing levels, regular upkeep and ordering of supplies and share with PBIS team monthly.</p> <p>July-June PBIS Tier I to monitor incident data and share with staff monthly.</p> <p>July-June Yard supervisors to monitor incident location data, share with administration monthly and adjust recess activity locations as needed.</p> <p>July-June Administration to schedule monthly Yard Supervisor meetings to support understanding of PBIS behavior expectations, Restorative Practices, de-escalation skills, and game/activity rules and expectations.</p>	
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Site Goal 3.2 (SiteGoalID: 8796) (DTS: 02/13/25)

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 2025-2026will 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: Active Participation

Action 3.2.1 (SiteGoalID: 8796) (DTS: 02/13/25)

Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none">Describe your step by step plan for intervention, for at-risk students, as related to your goal.	<ul style="list-style-type: none">Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	<ul style="list-style-type: none">Throughout the year, report the results of the formative data as you collect it.In March, summarize your data collection results.Based on your summary, what will you adapt/adopt/abandon?
<p>Action Plan</p> <p>Provide instructional materials, signage, feed back, technology and student acknowledgement including Star Card activities and incentives to support school-wide PBIS implementation</p> <ul style="list-style-type: none">Tier 1 PBIS team reviews current rules /signage at 1st meeting of the year and suggests updates to the staff at a fall staff meetingAll school rules are taught at beginning of the year assemblies by Grade level teacher groupsStar cards are updated for the year, printed and put in staff boxes each trimesterActivities and incentives are reviewed by tier 1 team at beginning of the year and implemented by Principal/VP and yard duty staff at recessFriday Messages on PBIS included in assemblies based on monthly dataYard duty /classroom management strategies adjusted based on data at Tier 1 monthly meetings	<p>Progress Monitoring</p> <p>Effectiveness will be measured though the following:</p> <p>Maintain our PBIS Gold Recognition and increase annual scores on TFI monitored by tier 2 PBIS team</p> <p>Maintain less than 4% suspension rates for all subgroups-data reviewed with PBIS Tier 1 team and staff each trimester 2024: African American 6% Foster Youth 25% Monitored by VP</p>	<p>Evaluation</p>

1) Identify Tier 1 team 2) Review last years data at pre-service and plan beginning of the year PBIS assemblies 3) meet monthly to analyze data and share at staff meetings 4) update school signage, procedures and rewards based on data and Tier 1 team recommendations \$2,000 materials and supplies-supplemental PBIS grant funds will be used for incentives		
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Action 3.2.2 (SiteGoalID: 8796) (DTS: 03/20/25)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
Action Plan	Progress Monitoring	Evaluation
<p>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</p> <ul style="list-style-type: none"> Implement Morning Meetings to increase student connectedness, multi-cultural perspectives and student voice. Provide supplemental support for Social Emotional learning using a Second Step lesson once a week 	<p>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 2024: African American 6% Foster Youth 25%</p> <p>Increase school climate favorability ratings for all groups by 5% measured by district survey 2024: Overall 76% African American 76% Asian 81% Filipino 78% Hispanic 74%</p>	

<p>District will Renew subscription for Second Step on-line curriculum</p> <p>1) Review Morning Meeting expectations at Pre-Service 2) monitor morning meeting on administrative walk-throughs 3) Monitor Second -step lesson delivery</p>	<p>White 77% EL 74% SED 78% SWD 66% Monitored by PBIS tier 1 team</p> <p>PBIS Tier 1 team will monitor Second Step Implementation through program reporting --26% of lessons currently implemented-- Goal 40% and teacher survey in January</p> <p>Increase Student self-management scores on social emotional learning survey by 5% 2025: 66% Monitored by Principal</p>	
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Action 3.2.3 (SiteGoalID: 8796) (DTS: 03/20/25)

Targeted Student Group(s)

- Hispanic or Latino • Low Income

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> • Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> • Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	Progress Monitoring	Evaluation
<p>Decrease the disproportionality of our suspension rate by: Providing allowable, reasonable and necessary 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</p> <ul style="list-style-type: none"> • Admin will conduct walkthroughs each trimester to ensure cool-down corners are in place in every classroom 	<p>Effectiveness will be measured though the following:</p> <p>Maintain less than 4% suspension rates for all subgroups-data reviewed with PBIS Tier 1 team and staff each trimester 2024: African American 6%, Foster Youth 25% Monitored by VP</p> <p>Increase school climate favorability ratings for all groups by 5% measured by district survey</p> <p>Overall 76%</p>	

<ul style="list-style-type: none"> • PBIS team will survey teachers annually to supply needs for cool down corner <p>Providing academic paras to implement behavior support plans for students with school adjustment and social emotion regulation needs to increase classroom participation skills</p> <ul style="list-style-type: none"> • 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 <ol style="list-style-type: none"> 1) Survey needs for materials in cool-down corners 2) review expectations for cool-down corners at Pre-service 3) teach students how to use cool-down corners in first 2 weeks of school 4) Review MTSS referrals for students needing additional support 5) Provide para support to implement BIP strategies for students in need <p>\$3015 for materials and supplies-supplemental \$2000 classified timesheets-supplemental</p>	<p>African American 76% Asian 81% Filipino 78% Hispanic 74% White 77% EL 74% SED 78% SWD 66% Monitored by PBIS Tier 1 team</p>	
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Site Goal 3.3 (SiteGoalID: 9028) (DTS: 03/20/25)

Teachers will increase their use of AVID strategies to increase levels of student engagement and connectedness to grade level curriculum and learning community.

Metric: Active Participation

Action 3.3.1 (SiteGoalID: 9028) (DTS: 03/20/25)

Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
Action Plan	Progress Monitoring	Evaluation
<p>AVID team will provide a professional development PLC on AVID strategies four times a year.</p> <p>Purchase allowable, reasonable and necessary AVID instructional and organization materials to support active student engagement using AVID Strategies.</p> <p>\$1000 materials and supplies-supplemental</p>	<p>Agendas provided for AVID PLC in lieu of grade level PLC minutes for volunteers monitored for each PD session</p> <p>Walkthrough FONT feedback to include suggestion for AVID based strategies</p> <p>FONT feedback monitored and shared with Staff at Staff/Leadership Meetings</p>	

Funding Sources for District Goal 3 (DEV - LCAP ID: 773)		
Funding Source	Amount	Description of Use
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	0	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	2000	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	5540	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	0	Contracts/Services/Subscriptions

EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	0	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions

District Strategic Goal 4:

Family & Community Engagement

All students will benefit from programs and services designed to inform and engage 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
- Parents indicating a respectful and welcoming school environment
- Parents indicating opportunities for parent input in making decisions
- Parents indicating opportunities for parent involvement
- Percent Chronically Absent

Site Goal 4.1 (SiteGoalID: 8797) (DTS: 02/13/25)

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

Action 4.1.1 (SiteGoalID: 8797) (DTS: 02/13/25)

Targeted Student Group(s)

Action Plan <ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	Progress Monitoring Plan <ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	Data Collection & Evaluation <ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
<p>Action Plan</p> <p>Hold Home visits, Virtual Home visits or Family Nights to increase home school connectedness.</p> <ul style="list-style-type: none"> 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 <p>1) Identify Home visit coordinator 2) Share training dates for home visits 3) Share home visit opportunities at staff meetings</p> <p>District Home Visit Grant funds will be used</p>	<p>Progress Monitoring</p> <p>2% increase in overall school attendance based on ADA data from 92% to 94% monitored monthly by school clerk and principal</p> <p>2024:</p> <p>Overall 91.6% African American 92% Asian 93% Filipino 90% Hispanic 91% White 92%</p> <p>2% decrease in chronically absent students based on ADA data</p> <p>African American 18.1% Asian 11.2% Filipino 31.2% Hispanic 18.5% White 14.2%</p> <p>Monitored bi-weekly by principal and AIO shared at staff, ELAC, SSC and PBIS meetings</p> <p>5% increase in home visits recorded on FACE home visit logs</p>	<p>Evaluation</p>

Action 4.1.2 (SiteGoalID: 8797) (DTS: 03/20/25)

Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
Action Plan	Progress Monitoring	Evaluation
<p>1) Use Equity coach and EL Coach and PBIS Tier 1 Team and District PD opportunities for staff to increase cultural responsiveness to provide inclusive and welcoming environments for all students and families</p> <p>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</p> <p>1) coordinate staff meeting PD with Equity coaches 2) Implement training from PD in classrooms and share strategies at PLC meetings 3) Give office copy of classroom buddy assignments</p>	<p>1) 5% increase in favorable rating on parent relationship between schools and families on parent survey 2023: 92% monitored by principal</p> <p>2) Increase in inclusion opportunities on campus for LEVELS classes as monitored by Levels teachers</p> <p>Data shared at staff, ELAC, SSC and PBIS meetings</p>	

Action 4.1.3 (SiteGoalID: 8797) (DTS: 03/20/25)

Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	

		<ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
<p>Action Plan</p> <p>Provide student agendas, folders and academic field trip support for increased home school communication / connections and AVID strategies instruction.</p> <ul style="list-style-type: none"> Order agendas and folders for distribution prior to back to school night At back to school night teachers will explain how to communicate using the agenda and folder Provide transportation or entrance fees for students who express need <p>1) Hand out agendas to every student before Back to school night or on 1st day of attendance 2) Share with parents agenda use at Back-to-school Night 3) AVID team to review agenda strategies at Staff meetings 4) work with transportation to provide scholarships to students for field trips</p> <p>\$3460 materials and supplies - supplemental \$1000 transportation services--supplemental</p>	<p>Progress Monitoring</p> <p>2% increase in overall school attendance based on ADA data 2023:</p> <p>Overall 92% African American 90% Asian 93% Filipino 90% Hispanic 91% White 92% Monitored monthly by Principal and Clerk</p> <p>2% decrease in chronically absent students based on ADA data</p> <p>African American 10% Asian 18% Filipino 8% Hispanic 26% White 18%</p> <p>Monitored bi-weekly by principal and AIO</p> <p>Data shared at staff, ELAC, SSC and PBIS meetings</p> <p>Increased attendance on field trip days via scholarships monitored by teacher filed trip rosters</p>	<p>Evaluation</p>

Action 4.1.4 (SiteGoalID: 8797) (DTS: 03/20/25)

Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
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<ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
<p>Action Plan</p> <p>Provide incentives using PBIS rewards for improved attendance and hold SARB meetings for parent attendance contracts.</p> <ul style="list-style-type: none"> 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 <p>1) identify office staff for attendance rewards 2) Meet bi-weekly with attendance office to identify students and supports 3) Give out attendance improvement rewards</p> <p>\$540 materials and supplies-supplemental</p>	<p>Progress Monitoring</p> <p>Effectiveness will be measured by:</p> <p>Review student attendance monthly using chronically absent student lists and keeping track of number of students whose attendance improves after incentives or SARB meetings.</p> <p>2023: African American 10% Asian 18% Filipino 8% Hispanic 26% White 18%</p> <p>Monitored bi-weekly by Principal and AIO</p>	<p>Evaluation</p>

Action 4.1.5 (SiteGoalID: 8797) (DTS: 03/20/25)

Targeted Student Group(s)

<p>Action Plan</p> <ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<p>Progress Monitoring Plan</p> <ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<p>Data Collection & Evaluation</p> <ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
<p>Action Plan</p> <p>Monitor effectiveness of PBIS Tier</p>	<p>Progress Monitoring</p> <p>PBIS agendas at every staff</p>	<p>Evaluation</p>

1 implementation using data reviews at each staff meeting Conducting parent surveys annually in addition to district parent survey Pilot student PBIS survey for 2025.	meeting PBIS Tier 1 meeting minutes Percentages of questions on PBIS survey reviewed by Tier 1 team and shared at staff meeting annually	
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Funding Sources for District Goal 4 (DEV - LCAP ID: 773)		
Funding Source	Amount	Description of Use
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	0	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	4000	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	1000	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	0	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions

Funding Source Summary for All District Goals

Supplemental/Concentration (7101/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$0	\$40485	\$0	\$0	\$40485
Certificated- Timesheets	\$3000	\$20000	\$0	\$0	\$23000
Classified- Salaries	\$0	\$0	\$2000	\$0	\$2000
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Materials/Supplies/Equipment	\$7000	\$515	\$5540	\$4000	\$17055
Contracts/Services/Subscriptions	\$11500	\$0	\$0	\$1000	\$12500

Supplemental/Concentration (7101/0000) Total: \$95,040

EL Supplemental (7150/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$0	\$0	\$0	\$0	\$0
Certificated- Timesheets	\$8425	\$0	\$0	\$0	\$8425
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Materials/Supplies/Equipment	\$2000	\$0	\$0	\$0	\$2000
Contracts/Services/Subscriptions	\$0	\$0	\$0	\$0	\$0

EL Supplemental (7150/0000) Total: \$10,425

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) | 2025-2026

Fund Source Mgmt. Code / Description Resc. Code / Description	EGUSD Strategic Goals					Balance
	Allocation	1. Curriculum and Instruction	2. Targeted Supports & Interventions	3. Wellness	4. Family Engagement	
4900 Director of School Improvement Support 3010 ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	\$0	\$0	\$0	\$0	\$0	\$0
7101 LCFF Supplemental Concentration TK-6 0000 Unrestricted	\$95,040	\$21,500	\$61,000	\$7,540	\$5,000	\$0
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	\$10,425	\$10,425	\$0	\$0	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$105,465	\$31,925	\$61,000	\$7,540	\$5,000	

Fund Subtotals		Title I Centralized Services	
Subtotal of additional federal funds included for this school	\$0	Title I Foster Youth	\$0
		Title I Homeless	\$0
Subtotal of state or local funds included for this school	\$105,465	Title I Centralized Services	\$0
		Title I Preschool	\$0

