



Joseph Sims Elementary

Local Control Accountability Plan (LCAP) 2026-2027

Principal: Brian Mac Neill

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: 2026-2027

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 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.

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?

Our site team developed a timeline during the 25/26 school year to ensure that stakeholders were engaged in a timely and efficient manner in the development of the site LCAP. We have worked to provide information about the LCAP development process, site metrics, and programs and services provided by LCAP dollars. We have held informational meetings that have allowed stakeholders to collaborate with each other, build a knowledge base, and share ideas. Metrics that were reviewed include: CDE dashboard, LCAP metrics ppt, site formative data, discipline, attendance, CHKS, and SMART goal data.

The following opportunities for input were provided:

ELAC -10/16/25, 1/15/26, 3/25/26

Site Council - 9/15/25, 10/30/25, 1/15/26, 4/2/26, 5/14/26

Leadership team- 4/6/26

All certificated staff- 4/15/26

2. Impact of LCAP and Annual Update

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

Input from various stakeholders, in conjunction with review of various data sources has resulted in a variety of changes to the site LCAP. Some goals and services have decreased or have been eliminated. Other needs have arisen and goals have been developed to address those needs.

Continuing or new goals/services:

Targeted CAASPP goals

Increase of teacher release time to 2 full days

PD initiative- FONT and Solution Tree

Common Formative Assessment focus

SEL student supports

Attendance supports

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.

Feedback from all stakeholders identified the following resource inequities:

1. Need for AIT support in intermediate grades
2. Extracurricular programming such as dance and theater should continue

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

Site Goal 1.1

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. African American Math to increase from 9% meets/exceeds to 15%, AA ELA increase from 25% to 30%, EL Math increase from 17% to 25%- ELA increase from 15% to 25%.

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

Action 1.1.1

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 <i>formative student data</i> will you collect and how often?	Data Collection & Evaluation - Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan 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> A) Renew 12 month subscription to Moby Max B) Renew 12 month DBQ subscription for 4th-6th grade C) Renew Starfall subscription for grades K-3 d) Renew Generation Genius Subscription e) Renew subscription for Scholastic News for every student. 1) renew subscriptions and place in student portal 2) Set up programs for student log-in 3) Share log in information with all parents at Back to School Night or upon registration 4) Teacher PD at staff meetings. 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 \$14,000 supplemental	Progress Monitoring Teachers will monitor student use and percentage of lessons passed and/or amount of usage for online instruction. Data will be shared with administration who will share with leadership, staff, and school site council yearly. Computer Resource Teacher will provide reports for analysis of each supplementary resource at the end of each trimester. Data will be shared with administration who will share with leadership, staff, and school site council once per trimester.	Evaluation

Action 1.1.2

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan Provide release time, timesheets, or substitutes for professional development related to standards mastery, Instructional framework, differentiated instruction Learning targets, success criteria or intervention for teachers. Staff will participate in CAST meetings in fall and spring- substitutes to support. 1) Identify areas of need based on district survey of teacher efficacy, student assessments and teacher input 2) Teacher teams will develop SMART goals based on essential standards and meet weekly to create common formative assessments and analyze/respond to the results. 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 \$21,000--Release time for teachers-supplemental	Progress Monitoring The effectiveness of actions will be measured by: 10% increase of differentiation opportunities observed on walk-through feedback forms monitored by Admin using PIC data 70% or students meeting SMART goals each trimester monitored by Teachers at PLC meetings Walk through data will be shared with and analyzed by the Guiding Coalition every trimester. The team will then adjust professional development plans based on the instructional needs. Smart goal data will be collected every trimester and analyzed by each grade level Professional Learning Team in an ongoing cycle of inquiry with the goal of 100% of our students meeting mastery of team identified smart goals.	Evaluation

Action 1.1.3

Targeted Student Group(s)

- Hispanic or Latino • Low Income • Two or More

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan	Progress Monitoring	Evaluation

Academic Intervention Teacher will utilize small group instruction and Highly Effective Teaching Strategies to teach targeted Kindergarten through Grade 2 students not meeting grade level standards in ELA, prioritizing Grades 1-2 first trimester, then kindergarten, then 3rd grade and beyond as room in the program allows based on student mastering of identified key reading skills. Particular attention and assistance will be focused on our African American, English Learners, Hispanic and Students with Disabilities. AIT- contracted .2 FTE - \$49335 AIT- timesheet - \$9000	-At the beginning of the year, AITs, classroom teachers, and administrators will use Illuminate data and other district screeners to determine the students receiving specific academic support. The AIT team and administrators will meet three times per year to analyze data, progress monitor, and make adjustments to the program to increase student achievement, specifically noting the progress of the following subgroups: African American, English Learners, and Students with Disabilities. -Teachers and intervention staff will assess students every 6-8 weeks to measure academic growth toward standards and dismiss from intervention as needed.	
--	---	--

Site Goal 1.2

Implementation of effective student talk observed on walk throughs will increase from an observer derived level of 2.68 to 3.25 average by the end of the year as measured by the Teaching and Learning Program Implementation Continuum (PIC).

Metric: Student Talk

Action 1.2.1

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.

Action Plan	Progress Monitoring	Evaluation
Provide professional development focused on High Quality Instruction. Build on our work with Active Participation and add Student Talk as an area of focus based on FONT data analysis. Staff meeting PD focused on SSI. Purchase allowable, reasonable, and necessary to further professional development and support high quality instruction.	Derived Student Talk scores will be collected and reported out to staff by trimester.	

Site Goal 1.3

Provide supports and interventions for English Learners to increase English proficiency resulting in 10% increase in re-designation rates to Fluent English proficient from 5% to 15%.

Metric: Reclassified - Percent of English Learners Reclassified

Action 1.3.1

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan	Progress Monitoring	Evaluation
1) Admin and EL coach will plan for release time for grade level teams to review EL data and plan WIN time instruction to support EL student needs. 2)Weekly PLC meeting focus on Collecting and analyzing assessment data from a variety of sources to inform instruction 3)Teachers will receive PD from instructional coach on using formative assessment to provide differentiation in new math program at staff meeting	- Redesignated rates and yearly progress rates will be collected by our English learner coordinator and shared with academic intervention teachers, staff, families, students, and instructional coaches during the first trimester of the school year. - Administration and our instructional coach will also collect interim assessment data on our English learners to share with our staff, English Learner Advisory Committee (ELAC).	

4) Teachers will plan for differentiation opportunities using program and teacher made assessments at PLC meetings 5) Administrators will give feedback on formative assessment practices in walk-through observations using the font EL Supplemental- Supplies - \$500 light snacks will be provided for our 3 ELAC meetings throughout the year. EL coordinator- Up to \$1500 timesheeted. Duties will include: identification/ placement of EL students, reclassification, EL/RFEP monitoring, parent communication, and support for ELAC meetings. Timesheets - \$4000 off track teachers and or former Sims teachers will be timesheeted to complete the initial and portions of the summative ELPAC assessment. Grade 3-6 teachers will transition to completing their own speaking and listening summative assessments. Release time- \$2022 our EL coach and administration will coordinate EL release days for both EL instructional rounds/and grade level release days to analyze EL data points and plan WIN time instruction.		
--	--	--

Site Goal 1.4

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 1.4.1

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.

Action Plan	Progress Monitoring	Evaluation
. Classroom teachers will administer Illuminate Assessments to all students. • Illuminate Assessments will be administered at the beginning of the school year and at the end of each trimester, following the timeline provided by CPL. • Provide release time for primary teachers to administer assessments and all grade levels to analyze student data.	The Principal will pull Illuminate reports to ensure at least 95% of all eligible students have taken the Illuminate Assessments each trimester. The results will be shared with each teacher (for individual completion rate) as well as with the whole staff (for grade level completion rates). The completion rate report: https://lookerstudio.google.com/u/0/reporting/5428b43e-3fda-432c-8179-784a1b953326/page/p_esm9zdo1xc 2. The Vice Principal will run reports monthly to ensure all students in need of the Initial and Summative ELPAC Assessments have completed the assessments via the following report: https://app.powerbi.com/groups/me/reports/1cd6944e-32fa-4fc0-862f-0e41530ef8df/ReportSection?experience=power-bi This information will be shared with staff. 3. The Vice Principal will run reports during testing windows to ensure at least 95% of 3-6 grade students have completed the CAASPP or CAA. This information will be shared with staff. https://www.caaspp-elpac.org/resources/administration/toms-resources	

Funding Sources for District Goal 1		
Funding Source	Amount	Description of Use
Title I Basic (4900/3010)	\$182,267	Certificated- Salaries
Title I Basic (4900/3010)	\$43,040	Certificated- Timesheets
Title I Basic (4900/3010)	\$32,939	Classified- Salaries
Title I Basic (4900/3010)	\$0	Classified- Timesheets
Title I Basic (4900/3010)	\$2,000	Materials/Supplies/Equipment
Title I Basic (4900/3010)	\$9,000	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	\$0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	\$85,000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	\$0	Classified- Salaries
Supplemental/Concentration (7101/0000)	\$35,000	Classified- Timesheets
Supplemental/Concentration (7101/0000)	\$11,500	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$14,091	Contracts/Services/Subscriptions

EL Supplemental (7150/0000)	\$0	Certificated- Salaries
EL Supplemental (7150/0000)	\$19,341	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 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.

District Needs and Metrics 2:

Students need high quality programs and services driven by assessment, data analysis, and action as measured by:

- African American Disparity
- Homeless Student Disparity
- Native American Disparity
- Students with Disabilities Disparity
- Students in Foster Youth Disparity

Site Goal 2.1

Close acheivement gaps for significant subgroups identified in this goal. Site professional development focus on increasing the use of disaggregated data within Professional Learning Teams (PLTs) that meet during early out Wednesdays with resulting increase in Tier 1 supports for targetted students.

Metric: African American Disparity

Action 2.1.1

Targeted Student Group(s)

- Black or African American

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan Professional Development Provide professional development focused on PLC support, Math, and High Quality Instruction focused on evidence of Student Talk-an area of focus based on FONT data analysis. Purchase allowable, reasonable, and necessary to further professional development and support high quality	Progress Monitoring <i>August - June:</i> While completing Classroom Walkthroughs, Administrators will record three student's responses to the following prompt: "What are you learning today?" These student quotes will be shared with the teacher. Schoolwide data will be collected and shared in order to determine if student	Evaluation

instruction. Professional Learning Communities - Principal will establish a Guiding Coalition to support PLC initiative. A team of 5 GC members will attend Solution Tree training in July in Sacramento. Grade level teams will meet weekly to analyze student achievement data, adjust lesson plans, and develop action plans to increase student achievement on unit assessments, interim assessments, and CAASPP. Release time will be provided to teachers for 1:1 assessment completion, long-term planning, grade level data analysis, and peer observations. Repeat each trimester 1) use district calendar to reserve days for staff development 2) Secure substitutes for teacher release 3) Analyze data with instructional coaches to prove PD Professional Development- \$9361	responses become more specific to the intended learning target. • <u>October, December, February & April</u>: Administrators will collect data on FONT from Classroom Walkthroughs in order to determine the level of implementation of AVID and High Quality Teaching Strategies (grade level data and schoolwide data). • <u>November, January, March & May</u>: Administrators will share Schoolwide Walkthrough Data with teachers at Staff Meetings.	
--	---	--

Site Goal 2.2

Continue to develop site learning and implementation of Restorative Practices across campus. Increase in Native American overall climate from 62% to 75%, increase in SEL survey data from 34 to 50% for Homeless and 54 to 65% for LTEL subgroup.

Metric: Native American Disparity

Action 2.2.1

Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan	Progress Monitoring	Evaluation
REP - Restorative Equity Partnerships. Sims Elementary will continue initiative to work collaboratively with REP and site equity coach and equity program specialist to foster restorative practices on campus.	Ed Equity leadership & Ed Equity coaches assist in gathering/analyzing data to support site LCAP reports: - sign in sheets and post PD survey data for you to utilize for progress monitoring - formative feedback/assessment	

- Measurable Actions:
- perspective surveys
 - CHKS results

Funding Sources for District Goal 2

Funding Source	Amount	Description of Use
Title I Basic (4900/3010)	\$0	Certificated- Salaries
Title I Basic (4900/3010)	\$0	Certificated- Timesheets
Title I Basic (4900/3010)	\$0	Classified- Salaries
Title I Basic (4900/3010)	\$0	Classified- Timesheets
Title I Basic (4900/3010)	\$0	Materials/Supplies/Equipment
Title I Basic (4900/3010)	\$0	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	\$0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	\$10,000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	\$0	Classified- Salaries
Supplemental/Concentration (7101/0000)	\$0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	\$0	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

Decrease recess referrals by 10% through the implementation of Tier 1 PBIS supports.

Metric: Suspension Rate: Percent of Students Suspended

Action 3.1.1

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan Provide instructional materials, signage, feed back, technology and student acknowledgement including Star Card activities and incentives to support school-wide PBIS implementation • Tier 1 PBIS team reviews current rules /signage at 1st meeting of the year and suggests updates to the staff at a fall staff meeting • All school rules are taught at beginning of the year assemblies by Grade level teacher groups • Star cards are updated for the year, printed and put in staff boxes each trimester • Activities and incentives are reviewed by tier 1 team at beginning of the year and implemented by Principal/VP and yard duty staff at recess • Friday Messages on PBIS included in assemblies based on monthly data • Yard duty /classroom management strategies adjusted based on data at Tier 1 monthly meetings 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 \$1000 materials and supplies-PBIS funds	Progress Monitoring Effectiveness will be measured though the following: The PBIS Tier 1 team will review student discipline data monthly (time of day, location, infraction, etc)- analyzing for trends and patterns and adjusting supports as needed. Discipline data will be shared with staff at least trimesterly. Maintain less than 4% suspension rates for all subgroups-data reviewed with PBIS Tier 1 team and staff each trimester 2025: African American 1.3% Foster Youth 0% Monitored by VP	Evaluation

Site Goal 3.2

Site safety team will meet twice yearly to review school safety plans, analyze relevant data and develop safety plans that address critical areas of need. Site will implement Catapult safety program for all emergency drills and events. Student safety scores will increase from 65 to 70%.

Metric: Other

Action 3.2.1

Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan 1. Inegrate site safety team and PBIS Tier 1 team- each team will report to the other, both reviewing student safety and SEL data to inform decision making by each team. 2. All drills and real life safety events (fire, eathquake and lock down) will run through the Catapult system.	Progress Monitoring 1. Agendas of both teams 2. Drill logs- all drills will be completed monthly 3. LCAP metric data- student safety data will be reviewed by each team yearly.	Evaluation

Funding Sources for District Goal 3

Funding Source	Amount	Description of Use
Title I Basic (4900/3010)	\$0	Certificated- Salaries
Title I Basic (4900/3010)	\$0	Certificated- Timesheets
Title I Basic (4900/3010)	\$0	Classified- Salaries
Title I Basic (4900/3010)	\$0	Classified- Timesheets
Title I Basic (4900/3010)	\$0	Materials/Supplies/Equipment
Title I Basic (4900/3010)	\$12,714	Contracts/Services/Subscriptions
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)	\$10,000	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$1	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 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 91 to 95% - Decrease the number of CHRONICALLY ABSENT STUDENTS according to the California's Accountability Dashboard. AA, Hispanic, Two or More races, SES, and SWD will all move from red status to yellow. Increase in authentic relationship and partnerships between home and school, 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 Targeted Student Group(s) • EL • Hispanic or Latino • Low Income	Action Plan • Describe your step by step plan for	Progress Monitoring Plan • Describe your step by step plan for	Data Collection & Evaluation • Describe the overall implementation and
--	---	--	--

intervention, for at-risk students, as related to your goal.	progress monitoring your action plan. What formative student data will you collect and how often?	effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan Hold Home visits and Family Nights to increase home school connectedness. - Designate home visit coordinator - Provide home visit information at leadership and staff meetings - Advertise opportunity for professional development with home visits - Home visit coordinator will provide PD at Fall and Spring Staff Meeting 1) Identify Home visit coordinator 2) Share training dates for home visits 3) Share home visit opportunities at staff meetings District Home Visit Grant funds will be used	Progress Monitoring 2% increase in overall school attendance based on ADA data from 93% to 95% monitored monthly by school clerk and principal 2025: Overall 91.2% African American 86% Asian 92% Filipino 92.8% Hispanic 91.4% White 93.1% 2% decrease in chronically absent students based on ADA data African American 42.4% Asian 24.4% Filipino 28.6% Hispanic 31.4% White 16.8% Monitored bi-weekly by principal and AIO shared at staff, ELAC, SSC and PBIS meetings 5% increase in home visits recorded on FACE home visit logs	Evaluation

Action 4.1.2

Targeted Student Group(s)

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 - Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan Provide incentives using PBIS rewards for improved attendance and hold SARB meetings for parent attendance contracts.	Progress Monitoring Effectiveness will be measured by: Review student attendance monthly using	Evaluation

- 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 1) identify office staff for attendance rewards 2) Meet bi-weekly with attendance office to identify students and supports 3) Give out 2 bikes for perfect attendance Funding via site general fund or PTO funding	chronically absent student lists and keeping track of number of students whose attendance improves after incentives or SARB meetings. Chronic Absenteeism 2025: African American 42.4% Asian 24.4% Filipino 28.6% Hispanic 31.4% White 16.8% Monitored bi-weekly by Principal and AIO	
---	--	--

Funding Sources for District Goal 4		
Funding Source	Amount	Description of Use
Title I Basic (4900/3010)	\$3,000	Certificated- Salaries
Title I Basic (4900/3010)	\$0	Certificated- Timesheets
Title I Basic (4900/3010)	\$0	Classified- Salaries
Title I Basic (4900/3010)	\$500	Classified- Timesheets
Title I Basic (4900/3010)	\$3,000	Materials/Supplies/Equipment
Title I Basic (4900/3010)	\$500	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	\$0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	\$20,000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	\$0	Classified- Salaries
Supplemental/Concentration (7101/0000)	\$0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	\$0	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

Funding Source Summary for All District Goals

Title I Basic (4900/3010)

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	\$0	\$0	\$0	\$0	\$0
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Materials/Supplies/Equipment	\$0	\$0	\$0	\$0	\$0
Contracts/Services/Subscriptions	\$0	\$0	\$0	\$0	\$0

Title I Basic (4900/3010) Total: \$0

Supplemental/Concentration (7101/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$49,335	\$0	\$0	\$0	\$49,335
Certificated- Timesheets	\$30,000	\$0	\$0	\$0	\$30,000
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Materials/Supplies/Equipment	\$0	\$0	\$0	\$0	\$0
Contracts/Services/Subscriptions	\$14,000	\$9,361	\$0	\$0	\$23,361

Supplemental/Concentration (7101/0000) Total: \$102,696

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	\$7,522	\$0	\$0	\$0	\$7,522
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Materials/Supplies/Equipment	\$500	\$0	\$0	\$0	\$500
Contracts/Services/Subscriptions	\$0	\$0	\$0	\$0	\$0

EL Supplemental (7150/0000) Total: \$8,022

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) | 2026-2027

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	\$102,696	\$93,335	\$9,361	\$0	\$0	\$0
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	\$8,022	\$8,022	\$0	\$0	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$110,718	\$101,357	\$9,361	\$0	\$0	

Fund Subtotals	
Subtotal of additional federal funds included for this school	\$0
Subtotal of state or local funds included for this school	\$110,718