



Joseph Sims Elementary

Local Control Accountability Plan (LCAP) 2024-2025

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: 2024-2025

Goal Setting (Icapid: 634)

State Priorities

Conditions of Learning:

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

Pupil Outcomes:

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

Engagement:

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

Strategic Goals

Goal 1: High-Quality Classroom Instruction and Curriculum

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

Goal 2: Assessment, Data Analysis, & Action

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

Goal 3: Wellness

- All students will 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?

Review of community LCAP survey results with staff on April 17th, Leadership team on April 8th, June 3rd, ELAC on 9/14/23, 1/11/24 3/14/24, School Site Council 10/12/23, 11/30/23, 2/22/24, 5/2/24, 6/6/24

2. Impact of LCAP and Annual Update

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

Last year we used one time ESSR funds to pay for most of the after school-tutoring. With those funds gone we have budgeted more resources in LCAP for targeted small group instruction before or after school. We have \$10,000 less this year so release days will be half days instead of full days. Teacher hourly rates goes down to 60.00 per hour from 80.00 so tutoring will not cost as much.

Resource Inequities (ATSI 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.

We have 32 students in our Filipino subgroup. 6 with less than 80% attendance. This subgroup has our highest ELA ranking and is on average with the school-wide scores in math so there are no achievement gaps. All school subgroups remain in the lowest ranking for chronically absent students so are supported by a school wide attendance plan. We did not find any resource inequities. The attendance team will target these students for support with coming to school.

Goals, Actions, and Progress Indicators

District Strategic Goal 1:

All students will receive high quality classroom instruction and curriculum 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

Site Goal 1.1 (SiteGoalID: 7464) (DTS: 12/13/23)

Increase mastery of common core state standards in ELA and Math and close achievement gaps for significant subgroups identified in this goal. Overall goal from 11.8 points above standard in ELA to 20 points above standard in ELA and from 19.9 points below standard to 10 points below standard in Math

ELA

Very Low: students with disabilities **79.8** to 50 points below standard (85 students)

Low:

African American: **42.8** points below standard to 20 points below standard (43 students)

Hispanic: **16.9** to 10 points below standard (120 students)

English Learner: **30.3** points below standard to 10 points below standard (83 students)

Socioeconomically Disadvantaged: **34.1** points below standard to 20 points below standard (156 students)

Math

Very Low: no student groups

Low:

African American: **70.6** points below standard to 40 points below standard (43 students)

Hispanic: **41.8** points below standard to 30 points below standard (120 students)

Socioeconomically Disadvantaged: **49.7** points below standard to 40 points below standard (156 students)

Students with Disabilities: **85.3** points below standard to 70 points below standard (85 students)

Metric: A-G Completion - Percent of Graduates
Completing A-G Requirements

Action 1.1.1 (SiteGoalID: 7464) (DTS: 12/13/23)

Targeted Student Group(s)

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

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none">Describe your step by step plan for intervention for at-risk students.	<ul style="list-style-type: none">How will you measure implementation?How will you measure student improvement using formative data?Who will collect the data, how often, and who will it be shared with?	<ul style="list-style-type: none">Are you making progress towards your desired outcome?What is working or what is not working?How will you modify your plan if you are not making progress?
<p>Provide certificated support, supplies and instructional materials for targeted small group intervention based on assessed need.</p> <ul style="list-style-type: none">40% Academic Intervention Teacher from Supplemental Concentration funds (2-3).100% Academic Intervention Teacher from ESSER III funds.Time-sheeted Academic Intervention Teacher from Curriculum and professional Development (K-1) <p>1. Grade level differentiation blocks assigned using block schedule</p>	<p>The effectiveness of this actions 1 and 2 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 % proficient	

2. Grade Level SMART goals developed, assessed and groups assigned each trimester 3. Weekly PLC meetings used to evaluate student progress, plan differentiation and adjust intervention groups 4. Groups adjusted at every track change 5. After school focused tutoring by grade level	<ul style="list-style-type: none"> • 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 1.1.2 (SiteGoalID: 7464) (DTS: 12/13/23)

Targeted Student Group(s)

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

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> • How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> • Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
<p>Action Plan</p> <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 B) Renew 12th month subscription to BrainPop C) Renew 12 month DBQ subscription for 6th grade D) Renew Starfall subscription</p>	<p>Progress Monitoring</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 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</p>	<p>Evaluation</p>

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.	by 200 hours	
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Action 1.1.3 (SiteGoalID: 7464) (DTS: 12/13/23)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> How will you measure implementation? How will you measure student improvement using formative data? Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> Are you making progress towards your desired outcome? What is working or what is not working? How will you modify your plan if you are not making progress?
Action Plan	Progress Monitoring	Evaluation
Provide release time, conference fees, timesheets, or substitutes for professional development related to standards mastery Instructional framework, differentiated instruction Learning targets, success criteria or intervention for teachers. 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	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	

Action 1.1.4 (SiteGoalID: 7464) (DTS: 12/13/23)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none">• Describe your step by step plan for intervention for at-risk students.	<ul style="list-style-type: none">• How will you measure implementation?• How will you measure student improvement using formative data?• Who will collect the data, how often, and who will it be shared with?	<ul style="list-style-type: none">• Are you making progress towards your desired outcome?• What is working or what is not working?• How will you modify your plan if you are not making progress?
<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>Progress Monitoring</p> <p>The effectiveness of actions will be measured by:</p> <p>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</p> <p>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>

Site Goal 1.2 (SiteGoalID: 7467) (DTS: 12/13/23)

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

Metric: Reclassified - Percent of English Learners
Reclassified

Action 1.2.1 (SiteGoalID: 7467) (DTS: 12/13/23)**Targeted Student Group(s)**

• EL • R-FEP

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none">Describe your step by step plan for intervention for at-risk students.	<ul style="list-style-type: none">How will you measure implementation?How will you measure student improvement using formative data?Who will collect the data, how often, and who will it be shared with?	<ul style="list-style-type: none">Are you making progress towards your desired outcome?What is working or what is not working?How will you modify your plan if you are not making progress?
Action Plan 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 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	Progress Monitoring The effectiveness of actions will be measured by: 60% of EL students demonstrating mastery of Grade Level SMART goals monitored by PLC teams and EL/ELPAC coordinator 50% of EL students scoring mastered or approaching standards on district benchmark assessments monitored by PLC teams and EL/ELPAC coordinator	Evaluation

Site Goal 1.3 (SiteGoalID: 7469) (DTS: 12/13/23)

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

Metric: Content Standards Implementation - Percent Early Applying and Applying

Action 1.3.1 (SiteGoalID: 7469) (DTS: 12/13/23)

Targeted Student Group(s)

• All

Action Plan <ul style="list-style-type: none"> Describe your step by step plan for intervention for at-risk students. 	Progress Monitoring <ul style="list-style-type: none"> How will you measure implementation? How will you measure student improvement using formative data? Who will collect the data, how often, and who will it be shared with? 	Evaluation <ul style="list-style-type: none"> Are you making progress towards your desired outcome? What is working or what is not working? How will you modify your plan if you are not making progress?
Action Plan Purchase allowable, reasonable and necessary equipment to specifically target areas that need improvement on the California Physical Fitness assessment. 1) Analyze teacher created assessments of student physical skills to identify areas of weakness 2) Research best practices for games/exercises that target those weaknesses 3) Purchase instructional materials for student participation in those activities	Progress Monitoring The effectiveness of actions will be measured by: 10% increase in student proficiency on California Physical Fitness assessment monitored by PE teacher and principal % passing from 31 to 41	Evaluation

Action 1.3.2 (SiteGoalID: 7469) (DTS: 12/13/23)**Targeted Student Group(s)**

• All

Action Plan <ul style="list-style-type: none"> Describe your step by step plan for intervention for at-risk students. 	Progress Monitoring <ul style="list-style-type: none"> How will you measure implementation? How will you measure student improvement using formative data? Who will collect the data, how often, and who will it be shared with? 	Evaluation <ul style="list-style-type: none"> Are you making progress towards your desired outcome? What is working or what is not working? How will you modify your plan if you are not making progress?
Action Plan	Progress Monitoring	Evaluation

<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>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>	
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Funding Sources for District Goal 1 (DEV - LCAP ID: 634)		
Funding Source	Amount	Description of Use
Supplemental/Concentration (7101/0000)	40000	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)	18000	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	10583	Materials/Supplies/Equipment
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	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	2768	Materials/Supplies/Equipment

District Strategic Goal 2:

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

District Needs and Metrics 2:

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

- Test Participation Rate on Districtwide Assessments

Site Goal 2.1 (SiteGoalID: 7470) (DTS: 01/01/10)

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

Metric: Test Participation Rate on Districtwide Assessments

Action 2.1.1 (SiteGoalID: 7470) (DTS: 12/13/23)

Targeted Student Group(s)

- EL

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> • How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> • Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	Progress Monitoring	Evaluation
Provide EL Coordination and	The effectiveness of actions will be	

<p>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 • 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>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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Site Goal 2.2 (SiteGoalID: 7465) (DTS: 12/13/23)

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

Metric: Test Participation Rate on Districtwide Assessments

Action 2.2.1 (SiteGoalID: 7465) (DTS: 12/13/23)

Targeted Student Group(s)

- All • School-wide

Action Plan <ul style="list-style-type: none"> Describe your step by step plan for intervention for at-risk students. 	Progress Monitoring <ul style="list-style-type: none"> How will you measure implementation? How will you measure student improvement using formative data? Who will collect the data, how often, and who will it be shared with? 	Evaluation <ul style="list-style-type: none"> Are you making progress towards your desired outcome? What is working or what is not working? How will you modify your plan if you are not making progress?
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: <ul style="list-style-type: none"> Plan assessment windows using district testing calendar Survey interest of off track teachers to support with assessment Schedule push in support each trimester to facilitate assessment completion 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	Progress Monitoring Principal will print out assessment completion reports two weeks before assessment window closes and check in with teachers not complete to see if they need additional support Principal will print out assessment completion reports one week before assessment window closes and check in with teachers not complete to see if they need additional support Repeat for each trimester	Evaluation

Action 2.2.2 (SiteGoalID: 7465) (DTS: 12/13/23)

Targeted Student Group(s)

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

Action Plan <ul style="list-style-type: none"> Describe your step by step plan for intervention for at-risk students. 	Progress Monitoring <ul style="list-style-type: none"> How will you measure implementation? How will you measure student improvement using formative data? Who will collect the data, how often, and who will it be 	Evaluation <ul style="list-style-type: none"> Are you making progress towards your desired outcome? What is working or what is not working? How will you modify your plan if you are not making
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	shared with?	progress?
<p>Action Plan</p> <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. Have coaches print our District mandated assessment reports for all significant subgroups to identify significant standards needing intervention.</p> <p>Design small group or individual lessons and on-line practice opportunities based on standards identified for students at WIN time Purchase allowable, necessary and reasonable supplies to support this goal.</p> <p>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</p>	<p>Progress Monitoring</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 scoring mastered or approaching mastery on district benchmark standards monitored by PLC team and EL coach</p>	<p>Evaluation</p>

Site Goal 2.3 (SiteGoalID: 7775) (DTS: 04/10/24)

Implementation of effective formative assessment will increase from 59% to 65% by the end of the year as measured by the Teaching and learning Program Implementation Continuum (PIC) *Laguna Regional Goal

Metric: Test Participation Rate on Districtwide Assessments

Action 2.3.1 (SiteGoalID: 7775) (DTS: 04/10/24)

Targeted Student Group(s)

Action Plan <ul style="list-style-type: none"> Describe your step by step plan for intervention for at-risk students. 	Progress Monitoring <ul style="list-style-type: none"> How will you measure implementation? How will you measure student improvement using formative data? Who will collect the data, how often, and who will it be shared with? 	Evaluation <ul style="list-style-type: none"> Are you making progress towards your desired outcome? What is working or what is not working? How will you modify your plan if you are not making progress?
Action Plan <p>1) School-wide goal on annual Goals and Objectives Conference will be 5.2 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>	Progress Monitoring <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% 	Evaluation

Funding Sources for District Goal 2 (DEV - LCAP ID: 634)

Funding Source	Amount	Description of Use
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	6000	Certificated- Timesheets

Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	0	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	9000	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Materials/Supplies/Equipment

District Strategic Goal 3:

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: 7466) (DTS: 12/13/23)

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

Goals for 2023-2024 will be:

To increase school favorability rating for school climate for :

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

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

Maintain PBIS Gold Status

Metric: Suspension Rate: Percent of Students
 Suspended

Action 3.1.1 (SiteGoalID: 7466) (DTS: 12/13/23)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> • How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> • Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?

Action Plan	Progress Monitoring	Evaluation
<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 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 <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</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>	

Action 3.1.2 (SiteGoalID: 7466) (DTS: 12/13/23)

Targeted Student Group(s)

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

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention for at- 	<ul style="list-style-type: none"> • How will you measure implementation? 	<ul style="list-style-type: none"> • Are you making progress towards your desired

risk students.	<ul style="list-style-type: none"> • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with? 	<p>outcome?</p> <ul style="list-style-type: none"> • What is working or what is not working? • How will you modify your plan if you are not making progress?
<p>Action Plan</p> <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>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>Progress Monitoring</p> <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% 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>	<p>Evaluation</p>

Action 3.1.3 (SiteGoalID: 7466) (DTS: 12/13/23)

Targeted Student Group(s)

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

Action Plan <ul style="list-style-type: none"> Describe your step by step plan for intervention for at-risk students. 	Progress Monitoring <ul style="list-style-type: none"> How will you measure implementation? How will you measure student improvement using formative data? Who will collect the data, how often, and who will it be shared with? 	Evaluation <ul style="list-style-type: none"> Are you making progress towards your desired outcome? What is working or what is not working? How will you modify your plan if you are not making progress?
<p>Action Plan</p> <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 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"> Survey needs for materials in cool-down corners review expectations for cool-down corners at Pre-service teach students how to use cool-down corners in first 2 weeks of school Review MTSS referrals for 	<p>Progress Monitoring</p> <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% African American 76% Asian 81% Filipino 78% Hispanic 74% White 77% EL 74% SED 78% SWD 66% Monitored by PBIS Tier 1 team</p>	<p>Evaluation</p>

students needing additional support 5) Provide para support to implement BIP strategies for students in need		
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Funding Sources for District Goal 3 (DEV - LCAP ID: 634)		
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)	8000	Classified- Timesheets
Supplemental/Concentration (7101/0000)	0	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	5000	Materials/Supplies/Equipment
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	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Materials/Supplies/Equipment

District Strategic Goal 4: 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: <ul style="list-style-type: none"> Attendance Rate
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- 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: 7468) (DTS: 12/13/23)

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

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

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

Metric: Attendance Rate

Action 4.1.1 (SiteGoalID: 7468) (DTS: 12/13/23)

Targeted Student Group(s)

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

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> • How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> • Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
<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 	<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>2023:</p>	<p>Evaluation</p>

<p>staff meetings</p> <ul style="list-style-type: none"> • 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>Overall 92% African American 90% Asian 93% Filipino 90% Hispanic 91% White 92%</p> <p>2% decrease in chronically absent students based on ADA data</p> <p>African American 24.1% Asian 20.0% Filipino 31.2% Hispanic 23.4% White 18%</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>	
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Action 4.1.2 (SiteGoalID: 7468) (DTS: 12/13/23)

Targeted Student Group(s)

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

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> • How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> • Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
<p>Action Plan</p> <p>1) Use Equity coach and EL Coach 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</p>	<p>Progress Monitoring</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>Evaluation</p>

<p>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>Data shared at staff, ELAC, SSC and PBIS meetings</p>	
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Action 4.1.3 (SiteGoalID: 7468) (DTS: 12/13/23)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> • How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> • Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
<p>Action Plan</p> <p>Provide student agendas and academic field trip support for increased home school communication / connections and AVID strategies instruction.</p> <ul style="list-style-type: none"> • Order agendas for distribution prior to back to school night • At back to school night teachers will explain how to communicate using the agenda • Provide transportation or entrance fees for students who express need <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</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%</p>	<p>Evaluation</p>

3) AVID team to review agenda strategies at Staff meetings 4) work with transportation to provide scholashaipts to students for field trips	Hispanic 26% White 18% Monitored bi-weekly by principal and AIO Data shared at staff, ELAC, SSC and PBIS meetings Increased attendance on field trip days via scholarships monitored by teacher filed trip rosters	
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Action 4.1.4 (SiteGoalID: 7468) (DTS: 12/13/23)

Targeted Student Group(s)

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

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> How will you measure implementation? How will you measure student improvement using formative data? Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> Are you making progress towards your desired outcome? What is working or what is not working? How will you modify your plan if you are not making progress?
<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 attendnace improvement rewards</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>

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Funding Sources for District Goal 4 (DEV - LCAP ID: 634)

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)	0	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	8000	Materials/Supplies/Equipment
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	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Materials/Supplies/Equipment

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	\$40000	\$0	\$0	\$0	\$40000
Certificated- Timesheets	\$20000	\$6000	\$0	\$0	\$26000
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$8000	\$0	\$8000
Contracts/Services/Subscriptions	\$18000	\$0	\$0	\$0	\$18000
Materials/Supplies/Equipment	\$10583	\$0	\$5000	\$8000	\$23583

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	\$0	\$9000	\$0	\$0	\$9000
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Contracts/Services/Subscriptions	\$0	\$0	\$0	\$0	\$0
Materials/Supplies/Equipment	\$2768	\$0	\$0	\$0	\$2768

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) | 2024-2025

Fund Source Mgmt. Code / Description Resc. Code / Description	EGUSD Strategic Goals					Balance
	Allocation	1. Curriculum and Instruction	2. Assessment	3. Wellness	4. Family Engagement	
4900 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	\$115,583	\$88,583	\$6,000	\$13,000	\$8,000	\$0
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	\$11,768	\$2,768	\$9,000	\$0	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$127,351	\$91,351	\$15,000	\$13,000	\$8,000	

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	\$127,351	Title I Centralized Services	\$0
		Title I Preschool	\$0

		Signatures: (Must sign in blue ink)	Date
Principal	robin riley	_____	_____
School Site Council Chairperson	Claudia Hoffman	_____	_____
EL Advisory Chairperson	Juanita Cruz	_____	_____