Joseph Sims Elementary

Local Control Accountability Plan (LCAP) 2021-2022

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

Goal Setting

State Priorities

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

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

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

Strategic Goals

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

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

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

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

Stakeholder Engagement

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?
Data was collected using surveys from Families, Staff and Students in April 2021. Progress monitoring, needs assessments and Preliminary allocations were shared at Leadership and staff meetings on May 10 and 12th 2021 and ELAC meeting on September 23, 2020, March 10, 2021, and June 2, 2021. SSC reviewed all stake holder input and recommended the draft plan on April 21st 2021.
Impact of LCAP and Annual Update
How did these consultations affect the LCAP for the upcoming year?
Additional funds were used to support AIT teachers and to support additional Librarian hours that used to be funded by our site PTO.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.
None Identified.

Goals, Actions, and Progress Indicators

District Strategic Goal 1:	District Needs and Metrics 1:
All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.	Students need high quality classroom instruction and curriculum as measured by: • A-G Completion • Access to Courses (Honors, AP/IB, CTE) • AP/IB Exams • CAASPP • Content Standards Implementation • CTE Sequence Completion • EAP • Other (Site-based/local assessment) • Progress toward English Proficiency • Redesignation • Teacher Assignment

Site Goal 1.1

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

Metric: Content Standards Implementation

Actions/Services 1.1.1

Principally Targeted Student Group

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1) Provide supplimentary resources and supplies to fully implement common core state standards to close achievement gaps 2) Increase the number of grade level appropriate reading books in each classroom and school library of a variety of levels and specifically targeted to engage significantly underperforming subgroups.	Research supports that working equipment provides students higher levels of access to supplemental supports and technology than non-functional equipment. The Impact of Trade Books on Reading Achievement https://www.booksource.com/files/TradeBookResearchArticle.pdf	The effectiveness of this actions 1 and 2 will be monitored by: Summative Assessments: • ELPAC scores (spring 2020) • Pre/Post reading assessments (Read Naturally or Leveled readers assessments) Formative Assessments: • K/1 Benchmark assessments (entry and trimesterly) 2nd-6th Interim assessments (entry, mid year, and end of year)

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	$20575	Materials/Supplies/Equipment	Edit	Delete

Actions/Services 1.1.2

Principally Targeted Student Group

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide additonal on-line resources for students to practice and attain CCSS math/ reading proficiency using teacher assigned skills practice for differentiated supplimental instruction. No more than 15 copies per board policy.--the following are approved for school-wide puchase: 1) Renew 12 month subscription to Moby Max 2) Renew 12th month subscription to BrainPop 3)Renew 12 month subscription to i-ready math assessment and practice for 100 students 4) Renew 12 month DBQ subscription for 6th grade	Research supports building student reading and math fluency using high interest interactive methods that provide feedback and adjust to student performance levels.Positive effect of technology on student achievement - Tamin, R., Bernard, R,. Borokhovski, E., Abrami, P., & Schmid, R (2011) report on positive effects of technology on student achievement from 25 metat-analyses of 1,055 primary studies, See "What forty years of research says about the impact of technology on learning: A second-order meta-analysis and validation study" _Review of Educational Research,_ 15 (3) 250-281	The effectiveness of actions 1-4 will be measured by: 70 % of students making at least one year's growth on Visible Learning Effect size measures using grade level common assessments for Pre/Post. 5 point DFS increase on CASSP ELA 9 point DFS math 100 % of grade levels reaching Smart Goals using program assessments measured each trimester. increase student use of programs by 500 hours

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	$10375	Contracts/Services	Edit	Delete

Site Goal 1.2

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

Metric: CAASPP

Actions/Services 1.2.1

Principally Targeted Student Group

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide targeted small group instruction and supplies to support differentiation for student assessed to be below grade level using the foillowing measures: SBAC, Beginning of the year, Smart Goal, program and Teacher team created assessments. 1) Students in all grade will be provide 40 minutes of differentiated learning time daily 2) 1) Provide targeted instruction for students assessed to be below grade level standards utilizing Academic Intervention Teacher .4 FTE Academic Intervention Teacher and houly timesheeted teacher will coordinate intervention and support services with grade level PLCs and support small group instruction in differntiation block and extended day 3) Grade levels will purchase materials, to plan and implement differentiated instruction to close achievement gaps 4) Increase contract hours for Library Tech. to present mini lessons during library time and throughout distance learning and extend check out opportunies using on-line borrowing program.	John Hattie's' research on *Visible Learning for Teachers* identifies the effect size of various influences on student achievement. Small group learning effect size.49 Reading Comprehension Program effect size .58 Using the PLC at work model, teachers will use release time to collaborate, continue to explore, utilize, and develop a deeper understanding of the Wonders curriculum, plan intervention lessons and groups, and address the needs of our SED, EL, and FY students. John Hattie's research on Visible Learning for Teachers identifies the effect size of various influences on student achievement. - Response to Intervention: 1.07 effect size - Professional Development: .75 effect size - PLC: 1.57 effect size **Research supports that libraries provide opportunities for research, skill building and pleasure that support reading motivation,** Roscello, 2003-2004	The effectiveness of actions 1-3 will be measured by: 70 % of students making at least one year's growth on Visible Learning Effect size measures using grade level common assessments for Pre/Post. 5 point DFS increase on CASSP ELA 9 point DFS math 100 % of grade levels reaching Smart Goals using program assessments measured each trimester. 4) inceased check out rates using online borrowing .

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	$7000	Certificated Salaries	Edit	Delete
Supplemental/Concentration (7101/0000)	$2000	Classified Salaries	Edit	Delete
Supplemental/Concentration (7101/0000)	$24000	Certificated Salaries	Edit	Delete

Actions/Services 1.2.2

Principally Targeted Student Group

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1) Provide conference fees, release days, and substitutes for teachers to attend professional development related to targeted subgroup improvement or to provide after school tutoring to targeted subgroups.	John Hattie's research on Visible Learning for Teachers identifies the effect size of various influences on student achievement. Small group learning effect size.49 Reading Comprehension Program effect size .58 Using the PLC at work model, teachers will use release time to collaborate, continue to explore, utilize, and develop a deeper understanding of the Wonders curriculum, plan intervention lessons and groups, and address the needs of our SED, EL, and FY students. . • Response to Intervention: 1.07 effect size • Professional Development: .75 effect size • PLC: 1.57 effect size	1) 70 % of students making at least one year's growth on Visible Learning Effect size measures using grade level common assessments for Pre/Post. 5 point DFS increase on CASSP ELA 9 point DFS math 100 % of grade levels reaching Smart Goals using program assessments measured each trimester.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	$2000	Contracts/Services	Edit	Delete
Supplemental/Concentration (7101/0000)	$500	Certificated Salaries	Edit	Delete

Actions/Services 1.2.3

Principally Targeted Student Group

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide coordinator, extended day small group instruction for GATE identified students and students pre-identified to increase GATE enrollment and opportunites. 1000.00 coordinator stipend. 50 hours of enrichment opportunity.	Gifted programs (separate from advanced placement/high ability courses) provide specific curricula aimed at challenging students at the appropriate level. [See research on positive outcomes by Kulik, J. & Kulik, C.L. (1992) available at www.gifted.uconn.edu/nrcgt/rbdm9204.pdfand Goldring, E., (1990) "Classroom Organizational Frameworks for Gifted Education.	5% overall increase in Gate identification, 10% for significant sub-groups.Measure after SBAC scores released, Matrix annalogy tests, and portfolio submission.

Funding Source	Amount	Description of Use		
GATE (7105/0000)	$3000	Certificated Salaries	Edit	Delete
GATE (7105/0000)	$1397	Materials/Supplies/Equipment	Edit	Delete

Site Goal 1.3

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

Metric: Progress toward English Proficiency	

Actions/Services 1.3.1

Principally Targeted Student Group

• EL • R-FEP

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1) Provide ELPAC coordination and assessment of annual perfornance 1000.00 timesheets for coordination, 7,000 assessment timesheets. EL coordination supplemental 1000 timesheets and hourly small group instruction for EL and redesignated students to increase their English Proficiency 1000 in timesheets. Coordination duties may include: identification/placement of EL students including ELPAC scoring, re-designation, RFEP monitoring, and support for ELAC meetings, after-school tutoring and translation.1000 for after-school tutoring and 500 for translation. 1000. for materials and 60.00 food for parent meetings. 2) Purchase bilingual and EL trade books and instructional materials to support English Language Learners.	Mainstream classroom curriculum can be adapted successfully for EL students when teachers focus on communication and content, use visuals as an alternate to verbal instructions, teach the English language and subject matter simultaneously, build on the student's literacy in their native language, engage the parents and families, and respect that students benefit society when they are bilingual. 57% of EL students are born in the United States but do not achieve at the same rates as their English-proficient peers. These students can benefit from having access to primary language materials, additional instructional time and books and literature written in both English and their primary language. Small group learning effect size.49 Reading Comprehension Program effect size .58	1) Individual ELPAC scores to increase by one performance band and redesignation rate to increase by 5% measured after ELPAC scores released. 2) Individual ELPAC scores to increase by one performance band and redesignation rate to increase by 5% measured after ELPAC scores released.

Funding Source	Amount	Description of Use		
EL Supplemental (7150/0000)	$8000	Certificated Salaries	Edit	Delete
EL Supplemental (7150/0000)	$2088	Materials/Supplies/Equipment	Edit	Delete

Site Goal 1.4

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

Metric: Content Standards Implementation

Actions/Services 1.4.1

Principally Targeted Student Group

• All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1) Purchase equipment and supplies for health, Science and fitness instruction for students. Equipment will be used to specifically target areas that need improvement on the California Physical Fitness assessment.	Basch (2010) conducted a comprehensive review of how children's health and health disparities influence academic performance and learning. The author's report draws on empirical evidence suggesting that education reform will be ineffective unless children's health is made a priority. Basch concludes that schools may be the only place where health inequities can be addressed and that, if children's basic health needs are not met, they will struggle to learn regardless of the effectiveness of the instructional materials used. More recently, Efrat (2011) conducted a review of physical activity, fitness, and academic performance to examine the achievement gap. He discovered that only seven studies had included socioeconomic status as a variable, despite its known relationship to education (Sirin, 2005).	1) Increase overall student performance on the Ca. Physical Fitness Tests by 10%

Physical Fitness as a Learning Outcome of Physical Education and Its Relation to Academic Performance
Achieving and maintaining a healthy level of aerobic fitness, as defined using criterion-referenced standards from the National Health and Nutrition Examination Survey (NHANES; Welk et al., 2011), is a desired learning outcome of physical education programming. Regular participation in physical activity also is a national learning standard for physical education, a standard intended to facilitate the establishment of habitual and meaningful engagement in physical activity (NASPE, 2004). Yet although physical fitness and participation in physical activity are established as learning outcomes in all 50 states, there is little evidence to suggest that children actually achieve and maintain these standards (see Chapter 2).

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	$1000	Materials/Supplies/Equipment	Edit	Delete

District Strategic Goal 2:

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

District Needs and Metrics 2:

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

- **Assessment System**
- **Data and Program Evaluation**
- **Other (Site-based/local assessment)**

Site Goal 2.1

PLCs- All grade levels will operate as a high functioning Professional Learning Community to share best practices and participate in the cycle of inquiry focused on reducing achievement gaps for targeted subgroups: resulting in 9 point increase in overall SBAC distance above standard in ELA and Maintain overall math at 5.2 above standard. Target for significant subgroups is 15 point improvement in ELA 1nd 20 point improvement in math. Current Performance Levels below target:

- **ELA AA -25.9, EL -36, Hisp -31.5, SED -25.7, SWD -106.6**
- **Math AA-41.2, Hisp. -30.9**, SED -29.2, SWD -108.7

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Metric: Assessment System

Actions/Services 2.1.1

Principally Targeted Student Group

• All • School-wide

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1) Provide substitutes and stipends, professional development opportunities for common grade level planning, co-ops and professional learning communities release time. 2 1/2 day release days per grade level 3000. 2) Provide Conference Fees and substitutes for administrators to attend professional development related to improving learning outcomes for ALL students.	John Hattie's' research on *Visible Learning for Teachers* identifies the effect size of various influences on student achievement. Teacher Clarity effect size. 75 Professional Development effect size .62	1) 70 % of students making at least one year's growth on Visible Learning Effect size measures using grade level common assessments for Pre/Post. 5-9 point increase on CASSP, 100 % of grade levels reaching Smart Goals using program assessments measured each trimester. 2) 70 % of students making at least one year's growth on Visible Learning Effect size

measures using grade level common assessments for Pre/Post.

5-9 point increase on CASSP,

100 % of grade levels reaching Smart Goals using program assessments measured each trimester.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	$1000	Certificated Salaries	Edit	Delete
Supplemental/Concentration (7101/0000)	$1000	Contracts/Services	Edit	Delete

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Site Goal 2.2

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

Metric: Assessment System

Actions/Services 2.2.1

Principally Targeted Student Group

• All • School-wide

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1) Purchase additional Chromebooks, headphones, and Document Cameras and LCD projectors to reduce student to technology ratio to increase access and proficiency with on-line assessment tools and distance learning	Research supports building student reading and math fluency using high interest interactive methods that provide feedback and adjust to student performance levels. Positive effect of technology on student achievement - Tamin, R., Bernard, R,. Borokhovski, E., Abrami, P., & Schmid, R (2011) report on positive effects of technology on student achievement from 25 metat-analyses of 1,055 primary studies, See "What forty years of research says about the impact of technology on learning: A second-order meta-analysis and validation study" _Review of Educational Research,_ 15 (3) 250-281	1) 70 % of students making at least one year's growth on Visible Learning Effect size measures using grade level common assessments for Pre/Post. 5-9% increase on CASSP, 100 % of grade levels reaching Smart Goals using program assessments measured each trimester.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	$500	Materials/Supplies/Equipment	Edit	Delete

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District Strategic Goal 3:

All students will have an equitable opportunity to learn in a 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
- Expulsion
- HS Dropout
- MS Dropout
- Other (Site-based/local assessment)
- School Climate
- Social Emotional Learning
- Suspension

Site Goal 3.1

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

Metric: School Climate	

Actions/Services 3.1.1

Principally Targeted Student Group
• All

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

Funding Source	**Amount**	**Description of Use**		
Supplemental/Concentration (7101/0000)	$2000	Materials/Supplies/Equipment	Edit	Delete
PBIS (7440/0000)	$1000	Materials/Supplies/Equipment	Edit	Delete

Actions/Services 3.1.2

Principally Targeted Student Group
• All • Black or African American • Foster Youth • Hispanic or Latino • Low Income • School-wide

Specific Actions to Meet Expected Outcome	**What is the Research Confirming this is an Effective Practice?**	**How will you Measure the Effectiveness of the Actions/Services?**
1) Implement Morning Meetings to increase student connectedness, multi-cultural perspectives and student voice. 2) Provide supplemental support for Social Emotional learning using Second Step. Renew subscription for Second Step on-line curriculum	In 2011, the Collaborative for Academic, Social, and Emotional Learning (CASEL) conducted a metaanalysis of 213 school-based, social and emotional learning (SEL) programs involving 270,034 kindergarten through high school students. Compared to controls, SEL participants demonstrated significantly improved social and emotional skills, attitudes, behavior, and academic performance that reflected an 11-percentile-point gain in achievement. Hillary L. Rowe and Edison J. Trickett, Student Diversity Representation and Reporting in Universal School-Based Social and Emotional Learning Programs: Implications for Generalizability,*Educational Psychology Review*, (2017).	1) Maintain or increase current scores on TFI, Maintain less than 4% suspension rates for all subgroups, Increase school climate favorability ratings for all groups by 5%, 5% increase in school connectedness on annual student survey 2)Maintain or increase current scores on TFI, Maintain less than 4% suspension rates for all subgroups, Increase school climate favorability ratings for all groups by 5%, 5% increase in school connectedness on annual student survey

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	$1300	Contracts/Services	Edit	Delete

District Strategic Goal 4:

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

District Needs and Metrics 4:

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

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

Site Goal 4.1

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

| **Metric:** Family and Community Engagement | |

Actions/Services 4.1.1

Principally Targeted Student Group

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1) Hold Home visits, Virtual Home visits or Family Nights to increase home school partnerships. 20 hours in teachers stipends.	Parent involvement in education is crucial. No matter their income or background, students with involved parents are more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved behavior, and adapt well to school. National Coalition for Parent Involvement in education. 2006. *Research Review and Resources.* Retrieved September 16, 2011, from www.ncpie.org/WhatsHappening/researchJanuary2006.cfm. The most accurate predictors of student achievement in school are not family income or social status, but the extent to which the family creates a home environment that encourages learning, communicates high yet reasonable expectations for the child's achievement, and becomes involved in the child's education at school. National PTA. 2000. *Building Successful Partnerships: A Guide for Developing Parent and Family Involvement Programs.* Bloomington, Indiana: National Education Service, 11–12. • School culture and climate has an impact on classroom environment with effect size - .56 • Decreasing disruptive behavior effect size - .53 • Social Skills programs effect size- .40 Parent involvement in learning effect size .51	1) 5% increase in attendance based on Sign in logs Event Calendar, measured after each family night.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	$500	Certificated Salaries	Edit	Delete

Actions/Services 4.1.2

Principally Targeted Student Group

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

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

Funding Source	Amount	Description of Use		

Site Goal 4.2

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

Metric: Attendance Rate	

Actions/Services 4.2.1

Principally Targeted Student Group

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1) Meet with families, connect with district supports and provide motivation and support for improved attendance/academics. Stipend for subs or teachers to attend meetings. 2) Implement morning meeting and SEl strategies to increase school connectedness and decrease absences	A National Portrait of Chronic Absenteeism in the Early Grades Romero, Mariajose and Young-Sun Lee. National Center for Children in Poverty, Columbia University. October 2007. This brief reveals a significant level of absenteeism in the early school years, especially among low-income children, and confirms its detrimental effects on school success by examining children from across various incomes and race/ethnicity groups in a nationally representative sample of children entering kindergarten. Early… *Published: October 2007* In 2011, the Collaborative for Academic, Social, and Emotional Learning (CASEL) conducted a metaanalysis of 213 school-based, social and emotional learning (SEL) programs involving 270,034 kindergarten through high school students. Compared to controls, SEL participants demonstrated significantly improved social and emotional skills, attitudes, behavior, and academic performance that reflected an 11-percentile-point gain in achievement.	1) Decrease student chronic absences by 2% overall and 5% for significant subgroups. 2).Decrease student chronic absences by 2% overall and 5% for significant subgroups.

Funding Source	Amount	Description of Use		

Justification of School-Wide Use of Funds

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

n/a

Local Control Accountability Plan (LCAP)
Year 2021 - 2022

V. Funding

Joseph Sims Elementary - 370

Fund Source *Mgmt. Code/Description* *Resc. Code/Description*	FTE	Carry Over	Allocation	Subtotal	EGUSD Strategic Goals				Balance
					1 - Curriculum and Instruction	2 - Assessment	3 - Wellness	4 - Family Engagement	
1510 Regular Education (TK-6) **0000** Unrestricted	0	$0	$22,732	$22,732	$22,732	$0	$0	$0	$0
1511 Regular Education (TK-6) - Allocated FTE **0000** Unrestricted	34.375	$0	$4,297,960	$4,297,960	$4,297,960	$0	$0	$0	$0
1512 Subject Matter Teachers **0000** Unrestricted	1.17	$0	$163,556	$163,556	$163,556	$0	$0	$0	$0
5495 Allocated FTE Leave **0000** Unrestricted	0	$0	$47,544	$47,544	$47,544	$0	$0	$0	$0
5634 Custodial Services **0000** Unrestricted	3	$0	$233,835	$233,835	$0	$0	$233,835	$0	$0
7101 LCFF Supplemental Concentration TK-6 **0000** Unrestricted	0.4	$0	$73,750	$73,750	$67,450	$2,500	$3,300	$500	$0
7105 Gifted and Talented Education (GATE) TK-6 **0000** Unrestricted	0	$0	$4,397	$4,397	$4,397	$0	$0	$0	$0
7150 EL Supplemental Program Services TK-6 **0000** Unrestricted	0	$0	$10,088	$10,088	$10,088	$0	$0	$0	$0
7440 Positive Behavior Incentive Supports **0000** Unrestricted	0	$0	$1,000	$1,000	$0	$0	$1,000	$0	$0
1510 Regular Education (TK-6) **3210** Elementary & Secondary School Relief (ESSER)	0	$0	$6,203	$6,203	$6,203	$0	$0	$0	$0
1510 Regular Education (TK-6) **3212** Elementary & Secondary School Relief II (ESSER II)	0	$0	$47,377	$47,377	$47,377	$0	$0	$0	$0
5610 Food and Nutrition Services Center **5310** Child Nutrition: School Programs (e.g., School Lunch, School Breakfast, Milk, Pregnant & Lactating Students)	1.3125	$0	$84,883	$84,883	$0	$0	$84,883	$0	$0
3410 Special Education Mild/Moderate **6500** Special Education	2.75	$0	$229,676	$229,676	$229,676	$0	$0	$0	$0
3670 Program for the Acquisition of Language and Social Skills (PALSS)	37.375	$0	$2,328,324	$2,328,324	$2,328,324	$0	$0	$0	$0

6500 Special Education								
3770 Full Inclusion **6500** Special Education	3	$0	$255,592	$255,592	$255,592	$0	$0	$0	$0
4455 Textbook Reimbursement **9020** Lost/Damaged Textbooks Reimbursement	0	$203	$0	$203	$203	$0	$0	$0	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	83.3825	$203	$7,806,917	$7,807,120	$7,481,102	$2,500	$323,018	$500	

Total Funds Provided to the School Through the Consolidated Application	TBD
Total Federal Funds Provided to the School from the LEA for CSI	N/A
Subtotal of additional federal funds included for this school	$138,463
Subtotal of state or local funds included for this school	$7,668,657

Principal **Robin Riley**

School Site Council Chairperson **David Ogden**

EL Advisory Chairperson **Juanita Cruz**