



## Herman Leimbach Elementary

# Local Control Accountability Plan (LCAP) 2017 - 2018

Principal: \_

(Signature): \_

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

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

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

## Goal Setting

### State Priorities

#### Conditions of Learning:

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

#### Pupil Outcomes:

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

#### Engagement:

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

### Strategic Goals

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

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

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

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

#### Goal 3: Wellness

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

#### Goal 4: Family and Community Engagement

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

### A. Stakeholder Engagement

| Involvement Process for LCAP and Annual Update   |
|--|
| <p><b>How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?</b></p> <hr style="border: 0; border-top: 1px solid black; margin: 10px 0;"/> <p>Meetings with SSC during 2016/17 and beginning of 2017/18 school year to review plan, budget and priorities.<br/>                     Meetings with Staff during 2016/17 and beginning of 2017/18 school year to review plan, budget, and priorities.<br/>                     LCAP and input also shared during Title I Meetings, Back to School, and ELAC Meetings.</p> |
| Impact of LCAP and Annual Update   |
| <p><b>How did these consultations affect the LCAP for the upcoming year?</b></p> <hr style="border: 0; border-top: 1px solid black; margin: 10px 0;"/> <p>Based on this year's budget, continued support to students through certificated and classified staff will continue,<br/>                     Structured Sports Program to assist with positive behaviors<br/>                     Counseling support services for Tier II students<br/>                     ZUMBA for parents<br/>                     Continued subscriptions to Accelerated Reader, Nearpod</p>                |

### B. Goals, Actions, and Progress Indicators

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

**Site Goal 1.1**

Site Goal 1.1  
Students will receive necessary support for implementation of CCSS and teachers will receive continued professional development opportunities to support CCSS.

**Metric:** A-G Completion

**Actions/Services 1.1.1**

**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? |
|--|--|---|
| Provide relevant professional development for professional reflection and application; including but not limited to PLC work and CCSS and curriculum.<br>Service and Maintenance Agreements<br>Instructional Supplies related to intervention<br>Professional Development Texts<br>Duplo Supplies<br>Time sheets for planning<br>Time sheet (certificated/classified) for intervention<br>Purchase supplemental technology software/hardware (Starfall, Brainpop, AR, Nearpod) | Research supports collective efficacy through PLC work.<br>Teacher Clarity Effect Size .75<br>Professional Development Effect Size .62 | CAASPP data analysis<br>SMART Goals<br>Program assessments.     |

**What funding source will you use?**

Title I \$21,000  
 14,000.00 Timesheets  
 4000.00 Supplies & Materials  
 3,000.00 Agreements  
Concentration \$5,000  
 4000.00 Timesheets  
 1000.00 Supplies & Materials  
General \$6,000  
 6,000 Supplies & Materials

**Actions/Services 1.1.2**

**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?   |
|--|--|---|
| Provide student intervention opportunities during and after school with enrichment and experiential learning through field trips.<br>After school/extended day tutoring<br>Provide entrance fees, transportations fees, and outside contracts with outside providers to provide all students with cultural/academic/enrichment opportunities.<br>Maintenance Agreements (Duplo, Laminator)<br>Instructional Supplies<br>Contracted Academic Intervention Teachers<br>Contracted Academic Program Coordinator to support instruction during school and extended learning<br>Contracted administrator for intersession | Small Group Learning Effect Size .49<br>Reading Phonics Instruction Effect Size .60<br>Reading Comprehension Effect Size .58 | Classroom observations<br>Grade level field trips scheduled<br>State, district, and site assessments<br>Implement new intervention model<br>Implementation of research based teaching and learning strategies |

Time sheeted certificated and classified employees  
Counselor Support  
Assemblies

**What funding source will you use?**

Title I \$41,500  
 10,000 Field Trips  
 2,000 Time Sheets  
 4,000 Materials & Supplies  
 21,500 Counselor Support  
 4,000 Services & Maintenance Agreements  
Title I After School \$45,000  
 23,000 Contracted Staff/APC  
 5,000 Services  
 8,000 Supplies & Materials  
 9,000 Time Sheets  
Concentration \$4,000  
 3,000 Time Sheets  
 1,000 Supplies & Materials  
General \$11,365  
 5,000 Service/Maintenance Agreements  
 5,365 Supplies & Materials  
 1,000 Assemblies

**Actions/Services 1.1.3**

**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?  |
|---|---|--|
| Provide intervention during school hours, access to the library, and technology to support learning<br>Contracted Library Support Technician Title I<br>Contracted Academic Intervention Teachers<br>Time Sheets for intervention<br>Materials and supplies to support technology | Small Group Learning Effect Size .49<br>Remediation/feedback Effect Size .65<br>Access to library increases language development, fluency, and comprehension skills | SMART Goals<br>Student participation in programs and intervention<br>Classroom observations<br>Progress reports and monitoring |

**What funding source will you use?**

Title I \$221,591  
 213,000 Contracted Staff  
 6,591 Time Sheets  
 2,000 Supplies & Materials

**Site Goal 1.2**

Increase the number of students reading on grade level by the end of 3rd grade, with the continuation of best practices for 4th, 5th , and 6th grades (emphasis on increasing achievement with our Hispanic, African American, and Foster Youth groups).

**Metric:** A-G Completion

**Actions/Services 1.2.1**

**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?   |
|--|--|---|
| Participation in K-3 district professional development; Use research based strategies for reading and ELD<br>Continue with school wide writing plan K-6<br>Purchase instructional supplies<br>Service and maintenance agreements<br>Time sheet teachers to participate in workshops and planning<br>Technology software/hardware | Research supports collective efficacy through PLC work.<br>Teacher Clarity Effect Size .75<br>Professional Development Effect Size .62 | State, district, and site assessments<br>Common formative assessments<br>Participation in designated training |

**What funding source will you use?**

Title I \$6,000  
 2,000 Time Sheets  
 4,000 Technology  
General 1,000  
 1,000 Technology

**Actions/Services 1.2.2**

**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?   |
|---|--|---|
| Implement school wide writing and Professional Learning Communities<br>Purchase subscriptions to TIME and Scholastic to support reading and writing<br>Time sheet teachers to participate in collaborative planning | Research supports collective efficacy through PLC work.<br>Teacher Clarity Effect Size .75<br>Professional Development Effect Size .62 | Participation in K-3 district professional development<br>Use research based strategies for reading and ELD<br>Continue with school wide writing plan K-6<br>Continue with PLC work<br>Implement new intervention model |

**What funding source will you use?**

Title I \$31,000  
 28,000 Supplies & Materials  
 3,000 Services

**Site Goal 1.3**

Meet federally mandated Annual Measurable Objectives (AMAOS) for English Language Learners.

**Metric:** A-G Completion

## Actions/Services 1.3.1

**Principally Targeted Student Group**

- EL

| 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 designated and integrated ELD during and after school.<br>Purchase instructional supplies and materials<br>Purchase duplo supplies to help support EL Academy throughout the school year-supplies are supplemental<br>Contracted teachers | English Language Learners benefit from Focused Instruction, Guided Instruction, Collaborative Learning, and Independent Learning along with strategies including, but not limited to, Active Participation, Language Support, Structured Student Interaction, and Formative Assessment | Student interim, formative, and summative assessments<br>CELDT scores<br>State, district, and site assessments<br>ELD walkthrough form |

**What funding source will you use?**

EL \$12,000  
1,000 Supplies & Materials  
11,000 Time Sheets

## Actions/Services 1.3.2

**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?  |
|--|--|--|
| Administer CELDT and analyze scores<br>Provide professional development on integrated/designated ELD strategies<br>Provide planning time using time sheets | Research supports collective efficacy through PLC work.<br>Teacher Clarity Effect Size .75<br>Professional Development Effect Size .62 | Student interim, formative, and summative assessments<br>District EL Walkthrough form<br>Lesson Studies<br>CELD Data analysis<br>CAASPP Analysis |

**What funding source will you use?**

EL 500  
500 Time Sheets

## Actions/Services 1.3.3

**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?                       |
|--|--|---|
| ELAC Meetings<br>Purchase materials and supplies throughout the school year-supplies are supplemental<br>Time sheet teachers to participate in workshops | Family engagement and development of strong relationships with home and school increases attendance and school performance | Parent sign in and participation<br>Parent surveys<br>Parent conferences and meetings |

**What funding source will you use?**

EL (\$1,000)  
 500 Time Sheets  
 500 Supplies & Materials

**Site Goal 1.4**

Close the Achievement Gap with the lowest performing subgroups.

**Metric:** A-G Completion

**Actions/Services 1.4.1**

**Principally Targeted Student Group**

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

| 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?                       |
|---|--|---|
| Curriculum Night<br>Time sheet teachers and classified staff<br>Purchase instructional materials and supplies | Family engagement and development of strong relationships with home and school increases attendance and school performance | Parent sign in and participation<br>Parent surveys<br>Parent meetings and conferences |

**What funding source will you use?**

Title I \$1500  
 1,500 Supplies, Materials, & Services

**Actions/Services 1.4.2**

**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?  |
|--|--|--|
| Implement new intervention model to help all students meet grade level standards.<br>Provide contracted and time sheeted staff for instructional support to students.<br>Purchase student planners to support executive functioning skills | Small Group Learning Effect Size .49<br>Reading Phonics Instruction Effect Size .60<br>Reading Comprehension Effect Size .58 | SMART Goals revisited monthly<br>Discipline/referrals data<br>Number of home visits conducted<br>Monitor students receiving counseling |

**What funding source will you use?**

Title I \$3,000  
 1,500 Supplies, Materials, & Services  
 1,500 Time Sheets  
 Concentration \$1,000  
 1,000 Time Sheets

**Actions/Services 1.4.3**

**Principally Targeted Student Group**

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

| 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?   |
|---|--|---|
| Refine Gate process and program to identify and engage underrepresented students.<br>Provide supplies and materials<br>Provide stipends<br>Provide timesheets for teachers<br>Provide field trips and fees<br>Contract with outside providers | Acceleration Effect Size .72                                   | Analyze subgroup data qualifying for GATE<br>Parent surveys<br>Parent meetings and feedback<br>Analyze number of GATE referrals |

| What funding source will you use?   |
|---|
| Title I \$500<br>500 Supplies & Materials<br>General 500<br>500 Services<br>GATE \$3,000<br>500 Stipend<br>2,500 Field Trips & Services |

**Actions/Services 1.4.4**

| 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?   |
|--|---|---|
| PBIS-continue to monitor culture and climate to provide a positive and safe learning environment.<br>Provide on site contract with Structured Sports during recess<br>Provide incentives<br>Provide contracted services for enrichment opportunities | School culture and climate has impact on classroom environment with Effect Size .56<br>Decreasing Disruptive Behavior Effect Size .53<br>Self Concept Effect Size .48<br>Reducing Anxiety Effect Size .48 | Analyze discipline and referral data<br>Conduct meetings with yard supervisors/solicit feedback<br>Conduct meetings with Structured Sports/solicit feedback<br>Conduct meetings with classified staff on culture and climate/solicit feedback |

| What funding source will you use?   |
|---|
| Title I \$34,000<br>33,000 Services<br>1,000 Supplies, Materials, & Incentives<br>General \$500<br>500 Supplies & Materials |

**Actions/Services 1.4.5**

| 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?                |
|--|--|--|
| Parent outreach through home visits to establish deeper relationships so parents can support their child and school initiatives.<br>Time sheet teachers for training and conduct home visits<br>Parent meetings and universities | Family engagement and development of strong relationships with home and school increases attendance and school performance | Collect data on home visits<br>Survey parents<br>Utilize Decision Making Model |



Purchase supplies and materials  
Parent liaison

**What funding source will you use?**

Title I \$18,000  
16,000 Time Sheets  
2,000 Supplies & Materials  
General \$500  
500 Supplies & Materials

**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
- Student Information System

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

**Site Goal 2.1**

Site assessment plan for formative assessments will be administered according to designated timeline.

**Metric:** Assessment System

**Actions/Services 2.1.1**

**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?                           |
|---|--|---|
| Determine formative assessments and timeline for content areas<br>Provide teacher planning time and review of school data<br>Provide timesheets for teachers<br>Implement new intervention model<br>Provide contracted services<br>Provide materials and supplies | Research supports collective efficacy through PLC work.<br>Teacher Clarity Effect Size .75<br>Professional Development Effect Size .62 | Analyze formative assessment data<br>SMART Goals/Action Research<br>Decision Making Model |

**What funding source will you use?**

Concentration (\$3,000) Time Sheets

**Actions/Services 2.1.2**

**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? |
|---|--|---|
|   |  |   |

|  |  |   |
|--|--|---|
| English Language Learners will receive high quality programs and services connected to CELDT data and outcomes.<br>Timesheets to administer CELDT<br>Provide teachers planning time to analyze data and plan for groups<br>Purchase hardware/software to support ELD<br>Timesheets for EL Academy<br>Purchase materials and supplies | English Language Learners benefit from Focused Instruction, Guided Instruction, Collaborative Learning, and Independent Learning along with strategies including, but not limited to, Active Participation, Language Support, Structured Student Interaction, and Formative Assessment | Analyze CELDT scores<br>Monitor progress of WIN groups<br>Analyze Wonders ELD assessments<br>Classroom observations<br>Analyze writing assessments<br>Analyze number of students involved in GATE and Capitol Region Engineering, Science, and Technology (CREST) |
|--|--|---|

|  |
|--|
| <b>What funding source will you use?</b> |
| EL (\$4,000) Time Sheets                 |

|   |   |
|---|---|
| <b>District Strategic Goal 3:</b><br><br>All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment. | <b>District Needs and Metrics 3:</b><br><br>Students need a safe and engaging academic, social-emotional, and physical school environment as measured by: <ul style="list-style-type: none"> <li>• Attendance</li> <li>• Chronic Absenteeism</li> <li>• Cohort Graduation</li> <li>• Expulsion</li> <li>• Facilities</li> <li>• HS Dropout</li> <li>• MS Dropout</li> <li>• School Climate</li> <li>• Suspension</li> </ul> |
|---|---|

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

**Site Goal 3.1**

All students will have an equal opportunity to learn in a culturally responsive, physically safe environment.

|                           |
|---------------------------|
| <b>Metric:</b> Attendance |
|---------------------------|

**Actions/Services 3.1.1**

| <b>Principally Targeted Student Group</b>   |   |  |
|---|---|--|
| • 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?  |
| Implementation of school supports and programs that help to provide a safe and engaging, social emotional, and physical environment.<br>PBIS implementation<br>Daily Lions<br>Character Education Assemblies<br>Handbooks<br>Counselor support<br>Provide materials and supplies<br>Provide training to staff<br>Structured Sports<br>Contracted services | School culture and climate has impact on classroom environment with Effect Size .56<br>Decreasing Disruptive Behavior Effect Size .53<br>Self Concept Effect Size .48<br>Reducing Anxiety Effect Size .48 | California Healthy Kids Survey results<br>Discipline Data<br>Parent Surveys<br>Staff Surveys<br>Retention Data |

|  |
|--|
| <b>What funding source will you use?</b>   |
| Title I \$40,000<br>38,5000 Contracted Staff<br>1,500 Assemblies<br>Concentration \$2,500<br>2,000 Services & Assemblies |

500 Supplies & Materials  
 PBIS \$1,000  
 850 Technology  
 150 Supplies & Materials

**Actions/Services 3.1.2**

**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? |
|---|--|---|
|   |  |   |

**What funding source will you use?**

**Site Goal 3.2**

Decrease school wide suspension rate for African American students.

**Metric:** Attendance

**Actions/Services 3.2.1**

**Principally Targeted Student Group**

- Black or African American

| 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?                   |
|--|---|---|
| Decrease school wide suspension rate for African American students.<br>Professional development for teachers on behavioral intervention strategies and classroom management<br>PBIS supports<br>Structured Sports<br>Character Education and assemblies<br>Contracted services<br>Provide materials and supplies<br>Parent workshops | School culture and climate has impact on classroom environment with Effect Size .56<br>Decreasing Disruptive Behavior Effect Size .53<br>Self Concept Effect Size .48<br>Reducing Anxiety Effect Size .48 | Analyze attendance data/SARB referrals<br>CHKS results<br>Parent meetings/surveys |

**What funding source will you use?**

Title I 2,000  
 2,000 Materials & Supplies

|  |   |
|--|---|
| All students will benefit from programs and services designed to inform and involve family and community partners. | Students need parent, family and community stakeholders as direct partners in their education as measured by: <ul style="list-style-type: none"> <li>Family and Community Engagement</li> </ul> |
|--|---|

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

**Site Goal 4.1**

Students need a strong partnership between the home and school and for parents and family members to be equipped to help their students with academic and social-emotional at home.

**Metric:** Family and Community Engagement

**Actions/Services 4.1.1**

**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?                              |
|--|--|--|
| Provide parent workshops<br>Provide parent volunteer opportunities<br>Provide parent opportunities to serve on committees (SSC, ELAC, etc.)<br>Timesheet teachers<br>Purchase materials and supplies<br>Contracted services<br>Purchase Parent/Student Handbooks<br>Purchase Communication Folders (Nikki's)<br>Provide Parent Liaison to provide support to parents and community | Family engagement and development of strong relationships with home and school increases attendance and school performance | Parent sign in/attendance<br>Parent surveys<br>Parent conferences/meetings<br>Anecdotal data |

**What funding source will you use?**

Title I \$13,000  
 12,000 Parent Liaison  
 500 Supplies & Materials  
 500 Time Sheets  
 Concentration \$1,581  
 1,081 Supplies & Materials  
 500 Parent Liaison

**Actions/Services 4.1.2**

**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?  |
|--|--|--|
| 4.1.2 Provide training to staff that promote parent involvement/home visits<br>Timesheet for teachers<br>Purchase supplies and materials | Research supports collective efficacy through PLC work.<br>Teacher Clarity Effect Size .75<br>Professional Development Effect Size .62 | Parent participation at events/meetings<br>Sign in sheets<br>Parent Surveys<br>Number of home visits conducted |

**What funding source will you use?**

Title I \$500 Time Sheets

**Site Goal 4.2**

Students will benefit from school events that promote parent and family involvement.

**Metric:** Family and Community Engagement

**Actions/Services 4.2.1**

**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?  |
|--|---|--|
| Students will benefit from school events that promote attendance, academics, and positive character traits.<br>Supplies and materials to support trimester awards, CREST Competitions, EL Recognition, Parent Recognition, SEVA Awards, Spelling Bee, NEHS, and Science Fair.<br>Time sheets for teachers<br>Contracted services | School culture and climate has impact on classroom environment with Effect Size .56<br>Decreasing Disruptive Behavior Effect Size .53<br>Self Concept Effect Size .48<br>Reducing Anxiety Effect Size .48 | Parent sign in sheets and participation at events<br>Parent surveys<br>Parent Conferences and meetings |

**What funding source will you use?**

Title I \$500  
500 Services & Agreements  
General \$1000  
1,000 Supplies & Materials

**Actions/Services 4.2.2**

**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?                                 |
|---|--|---|
| Students will benefit from school events that promote parent and family involvement.<br>Purchase materials and supplies events such as Harvest Festival, Jog-A-Thon, Book Fairs, Walk to School, Veterans Day Celebration, Talent Show, ZUMBA, Art Night, Parent Conferences, and Salsa Night.<br>Time sheets for teachers and staff<br>Contracted services | Family engagement and development of strong relationships with home and school increases attendance and school performance | Parent sign in and participation at events<br>Parent surveys<br>Parent conferences and meetings |

**What funding source will you use?**

Title I \$1,000  
1,000 Incentives  
FACE \$3500  
1,800 Services  
1,200 Supplies & Materials  
500 Time Sheets  
General \$2000  
1,000 Assemblies  
500 Supplies & Materials  
500 Time Sheets

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|  |

Local Control Accountability Plan (LCAP)  
Year 2017 - 2018**IV. Funding**

## Herman Leimbach Elementary - 305

| Fund Source<br>Mgmt.<br>Code/Description<br>Resc.<br>Code/Description                   | FTE     | Carry<br>Over | Allocation  | Subtotal    | EGUSD Strategic Goals                   |                   |                 |                          | Balance |
|---|---------|---------------|-------------|-------------|---|-------------------|-----------------|--------------------------|---------|
|   |         |               |             |             | 1 -<br>Curriculum<br>and<br>Instruction | 2 -<br>Assessment | 3 -<br>Wellness | 4 - Family<br>Engagement |         |
| <b>1510</b> Regular<br>Education (TK-6)<br><b>0000</b> Unrestricted                     | 0       | \$0           | \$19,865    | \$19,865    | \$19,865                                | \$0               | \$0             | \$0                      | \$0     |
| <b>1511</b> Regular<br>Education (TK-6) -<br>Allocated FTE<br><b>0000</b> Unrestricted  | 27.8752 | \$0           | \$3,050,897 | \$3,050,897 | \$3,050,897                             | \$0               | \$0             | \$0                      | \$0     |
| <b>1512</b> Subject Matter<br>Teachers<br><b>0000</b> Unrestricted                      | 0.6     | \$0           | \$45,377    | \$45,377    | \$45,377                                | \$0               | \$0             | \$0                      | \$0     |
| <b>1580</b> Summer<br>School/Extended<br>Learning (TK-6)<br><b>0000</b> Unrestricted    | 0       | \$23,495      | \$0         | \$23,495    | \$23,495                                | \$0               | \$0             | \$0                      | \$0     |
| <b>5495</b> Allocated FTE<br>Leave<br><b>0000</b> Unrestricted                          | 0.0001  | \$0           | \$36,953    | \$36,953    | \$0                                     | \$0               | \$36,953        | \$0                      | \$0     |
| <b>5634</b> Custodial<br>Services<br><b>0000</b> Unrestricted                           | 3       | \$0           | \$200,844   | \$200,844   | \$0                                     | \$0               | \$200,844       | \$0                      | \$0     |
| <b>7101</b> LCFF<br>Supple/Conc TK - 6<br><b>0000</b> Unrestricted                      | 0       | \$0           | \$17,081    | \$17,081    | \$10,000                                | \$3,000           | \$2,500         | \$1,581                  | \$0     |
| <b>7105</b> Gifted and<br>Talented Education<br>(GATE) TK-6<br><b>0000</b> Unrestricted | 0       | \$0           | \$3,000     | \$3,000     | \$3,000                                 | \$0               | \$0             | \$0                      | \$0     |
| <b>7111</b> Administrative<br>Support - Title I<br><b>0000</b> Unrestricted             | 0.5     | \$0           | \$71,548    | \$71,548    | \$71,548                                | \$0               | \$0             | \$0                      | \$0     |
| <b>7150</b> EL<br>Supplemental<br>Program Services TK-<br>6<br><b>0000</b> Unrestricted | 0       | \$0           | \$17,500    | \$17,500    | \$13,500                                | \$4,000           | \$0             | \$0                      | \$0     |
| <b>7415</b> Family and<br>Community<br>Engagement<br><b>0000</b> Unrestricted           | 0       | \$0           | \$3,500     | \$3,500     | \$0                                     | \$0               | \$0             | \$3,500                  | \$0     |
| <b>7415</b> Family and<br>Community<br>Engagement<br><b>0000</b> Unrestricted           | 0       | \$2,368       | \$0         | \$2,368     | \$2,368                                 | \$0               | \$0             | \$0                      | \$0     |
| <b>7440</b> Positive<br>Behavior Incentive<br>Supports<br><b>0000</b> Unrestricted      | 0       | \$829         | \$0         | \$829       | \$829                                   | \$0               | \$0             | \$0                      | \$0     |
| <b>7440</b> Positive<br>Behavior Incentive<br>Supports<br><b>0000</b> Unrestricted      | 0       | \$0           | \$1,000     | \$1,000     | \$0                                     | \$0               | \$1,000         | \$0                      | \$0     |
| <b>7534</b> Site Custodial<br>Services<br><b>0000</b> Unrestricted                      | 0.2     | \$0           | \$12,021    | \$12,021    | \$0                                     | \$0               | \$12,021        | \$0                      | \$0     |
| <b>4900</b> Director of<br>Learning Support<br>Services<br><b>3010</b> NCLB: Title I,   | 0       | \$21,978      | \$0         | \$21,978    | \$21,978                                | \$0               | \$0             | \$0                      | \$0     |

|  |        |      |           |           |           |     |          |          |     |
|--|--------|------|-----------|-----------|-----------|-----|----------|----------|-----|
| Part A, Basic Grants<br>Low Income and<br>Neglected  |        |      |           |           |           |     |          |          |     |
| <b>4900</b> Director of<br>Learning Support<br>Services<br><b>3010</b> NCLB: Title I,<br>Part A, Basic Grants<br>Low Income and<br>Neglected | 3.6875 | \$0  | \$435,813 | \$435,813 | \$378,091 | \$0 | \$42,000 | \$15,722 | \$0 |
| <b>5610</b> Food and<br>Nutrition Services<br>Center<br><b>5310</b> Child Nutrition:<br>School Programs                                      | 1.875  | \$0  | \$82,058  | \$82,058  | \$0       | \$0 | \$82,058 | \$0      | \$0 |
| <b>5610</b> Food and<br>Nutrition Services<br>Center<br><b>5320</b> CACFP Claims -<br>Centers and Family<br>Day Care                         | 0.4063 | \$0  | \$17,362  | \$17,362  | \$0       | \$0 | \$17,362 | \$0      | \$0 |
| <b>4900</b> Director of<br>Learning Support<br>Services<br><b>5858</b> Title I -<br>Afterschool (rolls to<br>3010)                           | 0.25   | \$0  | \$45,000  | \$45,000  | \$45,000  | \$0 | \$0      | \$0      | \$0 |
| <b>4900</b> Director of<br>Learning Support<br>Services<br><b>6010</b> After School<br>Education and Safety<br>(ASES)                        | 0.45   | \$0  | \$226,247 | \$226,247 | \$226,247 | \$0 | \$0      | \$0      | \$0 |
| <b>3100</b> Special Day<br>Classes (SCC)<br><b>6500</b> Special<br>Education   | 5      | \$0  | \$335,769 | \$335,769 | \$335,769 | \$0 | \$0      | \$0      | \$0 |
| <b>3145</b> Functional<br>Living Skills (FLS)<br><b>6500</b> Special<br>Education  | 10     | \$0  | \$604,915 | \$604,915 | \$604,915 | \$0 | \$0      | \$0      | \$0 |
| <b>3200</b> Language<br>Speech and Hearing<br>(LSH)<br><b>6500</b> Special<br>Education  | 0.8    | \$0  | \$65,028  | \$65,028  | \$65,028  | \$0 | \$0      | \$0      | \$0 |
| <b>3410</b> Special<br>Education<br>Mild/Moderate<br><b>6500</b> Special<br>Education  | 2.125  | \$0  | \$187,899 | \$187,899 | \$187,899 | \$0 | \$0      | \$0      | \$0 |
| <b>3655</b> Pre-K SCC<br>(Non-ASD)<br><b>6500</b> Special<br>Education   | 2.5    | \$0  | \$150,374 | \$150,374 | \$150,374 | \$0 | \$0      | \$0      | \$0 |
| <b>3660</b> Full Inclusion -<br>Paraeducators in lieu<br>of NPA<br><b>6500</b> Special<br>Education  | 0.75   | \$0  | \$28,346  | \$28,346  | \$28,346  | \$0 | \$0      | \$0      | \$0 |
| <b>3770</b> Full Inclusion<br><b>6500</b> Special<br>Education   | 1.1875 | \$0  | \$47,242  | \$47,242  | \$47,242  | \$0 | \$0      | \$0      | \$0 |
| <b>1510</b> Regular<br>Education (TK-6)<br><b>9327</b> Kaiser-Get<br>Moving!   | 0      | \$10 | \$0       | \$10      | \$10      | \$0 | \$0      | \$0      | \$0 |
| <b>4030</b> Student<br>Services<br><b>9508</b> Community<br>Foundation   | 0      | \$82 | \$0       | \$82      | \$82      | \$0 | \$0      | \$0      | \$0 |



|   |         |          |             |             |             |         |           |          |     |
|---|---------|----------|-------------|-------------|-------------|---------|-----------|----------|-----|
| <b>4010</b> Elementary Education PreK-6 | 0       | \$210    | \$0         | \$210       | \$210       | \$0     | \$0       | \$0      | \$0 |
| <b>9545</b> Toolbox for Education       |         |          |             |             |             |         |           |          |     |
| <b>Totals</b>                           | 61.2066 | \$48,972 | \$5,705,639 | \$5,754,611 | \$5,332,070 | \$7,000 | \$394,738 | \$20,803 |     |

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

**Date**

| Benefits Calculator |                    |
|---------------------|--------------------|
| Certificated        | Staff Amount \$    |
|                     | Benefits Amount \$ |
| Classified          | Total \$           |

Principal **Abelardo Cordova**

School Site Council Chairperson **Maria Tostado**

EL Advisory Chairperson **Melissa Khang**

|       |       |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
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