



# Herman Leimbach Elementary

## Local Control Accountability Plan (LCAP) 2020 - 2021

**Principal:** \_

**(Signature):** \_

**County-District-School (CDS) Code:** 34673146077291

**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.

### Stakeholder Engagement

<p><b>Involvement Process for LCAP and Annual Update</b></p> <hr/> <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/> <p>Herman Leimbach staff collaborated to review school data over three years (2017-2019) and examine trends as well as current needs of students and staff. Discussion and analysis was guided using the Eight State priorities and EGUSD's Strategic Goals. Meetings were held with the following stakeholders: General Staff Meetings, Leadership Meetings, ELAC Meetings, School Site Council Meetings, PBIS Team Meetings, and Parent Meetings. Throughout, opportunities were provided for feedback and discussion on Family and Community Engagement, Wellness, High Quality Instruction, and Assessments and Program Evaluation.</p> <p>Staff Meetings: 8/3/19, 8/26/19, 9/6/19, 10/14/19, 10/28/19, 11/4/19, 12/9/19, 1/27/20, 2/3/20, 2/24/20                  School Site Council Meetings: 10/9/19, 11/13/19, 2/26/20, 5/14/20, 5/26/20                  Leadership Meetings: 8/28/19, 9/12/19, 10/16/19, 12/4/19, 1/8/20, 2/12/20                  Back to School and Title I Meetings and Parent Meetings: 8/22/19, 9/30/19, 2/3/20                  PBIS Meetings: 9/4/19, 10/9/19, 10/17/19, 11/6/19, 11/21/19, 12/5/19, 1/16/20, 1/22/20                  ELAC Meetings: 9/24/19, 2/18/20, 4/29/20                  Parent, Student, Staff Surveys</p>
<p><b>Impact of LCAP and Annual Update</b></p> <hr/> <p><b>How did these consultations affect the LCAP for the upcoming year?</b></p> <hr/> <p>As a result of the collaborative meetings with stakeholders, it was noted that support for Social Emotional Learning continues to be a need for the school community. This includes student training on character education and anti-bullying, fidelity to school-wide systems and supports, teacher and staff training on dealing with students experiencing trauma and creating safe learning environments, and increased parent workshops and resources to support families dealing with crisis. SEL supports will directly impact student behaviors and lower suspension rates. It is also noted that academic intervention is also needed for students who are below grade level and are not identified as needing special education support.</p>

### Resource Inequities

<p><b>Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.</b></p> <hr/> <p>Chronic Absenteeism with Homeless Students increased to 56.7% (+9.3%). Additional supports will be focused to support Homeless Students through MTSS referrals, Healthy Start referrals, and School Counseling Services. Administrators and staff will monitor attendance and collaborate monthly to identify students with chronic absences. Administrators will also collaborate with the regional attendance specialist for supports and services.</p>
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## 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>• A-G Completion</li> <li>• Access to Courses (Honors, AP/IB, CTE)</li> <li>• AP/IB Exams</li> <li>• CAASPP</li> <li>• Content Standards Implementation</li> <li>• CTE Sequence Completion</li> <li>• EAP</li> <li>• Other (Site-based/local assessment)</li> <li>• Progress toward English Proficiency</li> <li>• Redesignation</li> <li>• Teacher Assignment</li> </ul>
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Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

### Site Goal 1.1

#### Site Goal 1.1

Close the achievement gap with the lowest performing subgroups in ELA according to most recent SBAC scores.

- African American students will move from 24% meets and exceeds standards to 34%. (increased last year by 11%)
- Hispanic students will move from 25% meets and exceeds standards to 34%. (increased last year by 4%)
- EL Students will move from 10% meets and exceeds standards to 20%. (increased last year by 6%)
- Socio-Economically Disadvantaged students will move from 30% meets and exceeds standards to 34%. (increased last year by 7%)
- Homeless students will move from 25% meets and exceeds to 34%. (increased last year by 10%)

Close the achievement gap with the lowest performing subgroups in MATH according to most recent SBAC scores.

- \* African American students will move from 9% meets and exceeds standards to 20%. (decreased last year by 2%)
- \* Hispanic students will move from 16% meets and exceeds standards to 20% (increased last year by 1%)
- \* EL students will move from 4% meets and exceeds standards to 15% (decreased last year by 7%)
- \* Socio-Economically Disadvantaged students will move from 16% meets and exceeds standards to 20% (maintained same level)
- \* Homeless students will move from 8% meets and exceeds standards to 15% (decreased 2%)

**Metric:** CAASPP

### Actions/Services 1.1.1

#### Principally Targeted Student Group

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

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?
<p>1. Students in grades K-6 will be taught at their instructional levels using Guided Reading daily and Fountas and Pinnell Benchmark Running Record Assessment.</p> <p>2. Students in grades K-6 will access iReady online instruction at least 45 minutes a week in Reading and Math in order to complete lessons which have been differentiated to meet their individual needs.</p> <p>3. Academic Intervention Teachers, Teacher Assistant, and Paraeducators on contract and timesheet will utilize Guided Reading for students identified needing additional support and Math support.</p> <p>4. Year 2 of AVID implementation will continue and increase to other grade levels. Teachers will receive training and students will receive instruction on AVID strategies which include writing, reading, organization, collaboration, and inquiry.</p> <p>5. Provide Library Support Technician Title I to allow access to the library and collaborate</p>	<ul style="list-style-type: none"> <li>• Visible Learning: John Hattie</li> <li>• Visible Learning for Mathematics: Fisher, Frey, Hattie</li> <li>• Visible Learning for Literacy: Hattie, Fisher</li> <li>• Research supports collective efficacy through PLC work effect size 1.57</li> <li>• Teacher Clarity Effect Size .75</li> <li>• Professional Development Effect Size .62</li> <li>• Teacher-Student relationships effect size .52</li> <li>• Self efficacy effect size .92</li> </ul>	<p>1. Monitor use of Guided Reading for 45-60 minutes daily in every classroom, and evaluate Fountas and Pinnell Benchmark Running Records.</p> <p>2. Monitor student and class progress through iReady Assessment Data in Reading and Math to measure readiness and scores comparable to the CAASPP Assessment.</p> <p>3. Use SMART Goals for Workshop and collaborate with PLCs to review data and revise goals as needed (reading, fluency, comprehension, writing, and listening, and the 8 Mathematical Practices K-6).</p> <p>4. Collaborate with staff and instructional coaches to analyze standards, data, curriculum, and strategies to support effective teaching and learning strategies. (Leadership Team, Admin. Team, PBIS Team, Learning Center Team, EGEA Reps.)</p>

with teachers on leveled readers.

6. Provide experiential learning through field trips and enrichment including entrance fees, transportation fees, materials, and outside contracts to support academic learning, cultural competency and VAPA opportunities.

7. After School Tutoring

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$1000	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7101/0000)	\$420	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7101/0000)	\$2340	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$60000	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$110000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$29000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$9900	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 1.1.2**

**Principally Targeted Student Group**

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

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?
<p>1. Academic Program Coordinator will coordinate the ASES Program (ROAR Academy) and reinforce school focus and priorities.</p> <p>2. Paraprofessionals in the ASES Program will receive professional development on small group instruction using leveled readers, conflict management, and how to effectively support students with trauma.</p> <p>3. Purchase teacher resource books and materials to support reading intervention and instruction.</p> <p>4. Provide experiential learning through field trips and enrichment including entrance fees, transportation fees, materials, and outside contracts to support academic learning, and cultural competence, and VAPA opportunities.</p>	<ul style="list-style-type: none"> <li>Visible Learning: John Hattie</li> <li>Visible Learning for Mathematics: Fisher, Frey, Hattie</li> <li>Visible Learning for Literacy: Hattie, Fisher</li> <li>Small Group Learning Effect Size .49</li> <li>Reading Phonics Instruction Effect Size .70</li> <li>Reading Comprehension Effect Size .58</li> <li>RTI effect size 1.29</li> <li>Scaffolding effect size .82</li> <li>Repeated reading programs .75</li> <li>Vocabulary programs .62</li> </ul>	<p>1. APC informal and formal evaluation and feedback.</p> <p>2. Monitor Running Records for students in ROAR Academy to determine average increase in levels throughout the year.</p> <p>3. Conduct staff, student, and parent surveys to obtain feedback and whether program is meeting the needs of their needs.</p>

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$250	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7101/0000)	\$250	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$29000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**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?
<p>1. Provide teacher release time to analyze data and collaborate around research based practices and high quality instruction in Reading/Math.</p> <p>2. Provide PD on iReady for all teachers on how to further utilize and integrate blended learning program for ELA/Math. Assess and measure mastery of standards, identify specific needs of all students for reteaching whole class or small group.</p> <p>3. Continue with AVID Year 2 providing PD for teachers, monthly AVID opportunities, materials for implementation, and participation in the AVID Summer Institute.</p> <p>4. Purchase materials, supplies, contracts, and maintenance agreements to support programs.</p> <p>5. Provide materials, supplies, stipends, field trips, fees, contracts with outside providers, and time sheeted teachers to support GATE Program.</p>	<ul style="list-style-type: none"> <li>Visible Learning: John Hattie</li> <li>Visible Learning for Mathematics: Fisher, Frey, Hattie</li> <li>Visible Learning for Literacy: Hattie, Fisher</li> <li>Small Group Learning Effect Size .49</li> <li>Remediation/feedback Effect Size .65</li> <li>Access to library increases language development, fluency, and comprehension skills</li> </ul>	<p>1. Review Running Records and SMART Goals.</p> <p>2/3. Surveys form professional development sessions.</p> <p>2/3. Guided Reading best practices and success indicators will be developed through the collaboration of Coaches, Teachers, and Administration.</p> <p>2/3. Formative, Benchmark, and Summative assessments in Reading/Math.</p>

Funding Source	Amount	Description of Use		
GATE (7105/0000)	\$1850	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
GATE (7105/0000)	\$1250	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
GATE (7105/0000)	\$250	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$7000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$7000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Site Goal 1.2**

Redesignation Goal of 12% met for 2018/19. Goal for 2019/20 is 13%  
 Increase ELA SBAC for English Language Learners from 4% to 15%  
 Increase Math SBAC for English Language Learners from 11% to 20%

**Metric:** Progress toward English Proficiency

**Actions/Services 1.2.1**

**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?
<p>1. Provide designated and integrated ELD during school and after school</p> <p>2. Purchase instructional materials and supplies</p> <p>3. Contracted teachers and paraeducators</p>	<ul style="list-style-type: none"> <li>Visible Learning: John Hattie</li> <li>Visible Learning for Mathematics: Fisher, Frey, Hattie</li> <li>Visible Learning for Literacy: Hattie, Fisher</li> <li>Collective teacher efficacy effect size 1.57</li> <li>RTI effect size 1.29</li> <li>Prior knowledge instruction effect size .93</li> <li>Deliberate practice effect size .79</li> <li>Reading programs effect size .75</li> <li>Teacher clarity effect size .75</li> </ul>	<p>1. Reclassification Goal met for 2018/19 with an increase of 9%. Goal for 2020/21 is to move from 21% to 25% reclassification.</p> <p>2. Increase ELA SBAC for English Language Learners from 10% to 15% standards met or exceeded.</p> <p>3. Complete ELD walkthrough form according to district timeline and use data to inform practices.</p>

- Rehearsal and memorization effect size .72

Funding Source	Amount	Description of Use		
EL Supplemental (7150/0000)	\$2000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
EL Supplemental (7150/0000)	\$11792	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
EL Supplemental (7150/0000)	\$1006	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Site Goal 1.3**

The goal is for Homeless students to move from 56.7% Chronically Absent (increase 9.3%) to 46.7%, as measured under California's Accountability System.

**Metric:** A-G Completion

**Actions/Services 1.3.1**

**Principally Targeted Student Group**

- 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?
<ol style="list-style-type: none"> <li>1. Provide Healthy Start referrals for Homeless Families</li> <li>2. Provide MTSS Referrals for Homeless students chronically absent</li> <li>3. Provide school counseling services to Homeless students</li> <li>4. Provide academic support to Homeless students who are chronically absent to meet grade level standards</li> </ol>	<ul style="list-style-type: none"> <li>• Visible Learning: John Hattie</li> <li>• Visible Learning for Mathematics: Fisher, Frey, Hattie</li> <li>• Visible Learning for Literacy: Hattie, Fisher</li> <li>• Collective teacher efficacy effect size 1.57</li> <li>• RTI effect size 1.29</li> <li>• Prior knowledge instruction effect size .93</li> <li>• Deliberate practice effect size .79</li> <li>• Reading programs effect size .75</li> <li>• Teacher clarity effect size .75</li> <li>• Rehearsal and memorization effect size .72</li> </ul>	<ol style="list-style-type: none"> <li>1. Review attendance weekly for Homeless students</li> <li>2. Discuss supports for Homeless students during staff meetings, COOP meeting, and parent meetings. Include data and measure progress of students academically and attendance.</li> </ol>

Funding Source	Amount	Description of Use		

**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)

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

**Site Goal 2.1**

Assessment Plan will be administered incorporating district assessments and site assessments using designated time lines. Assessment Plan will allow for teachers to collaborate and receive support and development during PLC Time, Grade Level Meetings, Release Time, and Staff Meetings to review assessment data and develop plans accordingly. Additional training and support will be provided to navigate and understand data systems from SYNERGY, CA Dashboard, iReady, and reports created by the Research and Evaluation Department. CAASPP data and data from the California Accountability System will be analyzed to in relation to these assessments to determine which students are meeting or exceeding grade

level standards.  
 CA Dashboard data will increase for ALL students moving from YELLOW to GREEN. Increased 19 points, goal is to increase 10 points.  
 CA Dashboard data will increase for English Language Learners moving from ORANGE to YELLOW. Maintained points, goal is to increase 10 points.  
 CA Dashboard data will increase for African American Students moving from ORANGE to GREEN. Increased 22 points, goal is to increase 10 points.  
 CA Dashboard data will increase for Asian Students moving from ORANGE to YELLOW. Increased 20.9 points, goal is to increase 10 points.  
 CA Dashboard data will increase for Hispanic Students moving from ORANGE to YELLOW. Increased 6.9 points, goal is to increase 10 points  
 CA Dashboard data will increase for Socioeconomically Disadvantaged Students moving from ORANGE to Yellow. Increased 18.7 points, goal is to increase 10 points.

**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?
1. Determine formative, benchmark, and summative assessments and timelines 2. Provide teacher training and planning time and review school data 3. Provide materials and resources to retrieve data and create plans.	<ul style="list-style-type: none"> <li>• Visible Learning: John Hattie</li> <li>• Visible Learning for Mathematics: Fisher, Frey, Hattie</li> <li>• Visible Learning for Literacy: Hattie, Fisher</li> <li>• Teacher collective efficacy 1.57</li> <li>• Teacher Clarity Effect Size .75</li> <li>• Professional Development Effect Size .62</li> </ul>	1. Analyze formative, benchmark, and summative assessment data ELA/Math. 2. Create SMART Goals/Action Research

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$2500	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$3997	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**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?
1. English Language Learners will receive high quality programs and services connected to the ELPAC data and outcomes. 2. Timesheets to administer ELPAC and EL Academy. 3. Provide teachers with PD around strategic teaching practices and planning time to analyze data. 4. Purchase materials and supplies including hardware and software to support ELD instruction and learning. 5. Provide EL Coordinator using EL Supplemental funds toward the identification/placement of EL students, reclassification, RFEP monitoring, parent communication, and support for ELAC meetings.	<ul style="list-style-type: none"> <li>• Visible Learning: John Hattie</li> <li>• Visible Learning for Mathematics: Fisher, Frey, Hattie</li> <li>• Visible Learning for Literacy: Hattie, Fisher</li> <li>• 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 (see EGUSD EL Walkthrough Form).</li> </ul>	<ul style="list-style-type: none"> <li>• Reclassification of EL students will move from 21% to 25% (increase of 9% from previous year)</li> <li>• Increase student ELPAC by one Level each year.</li> <li>• Monitor progress of WIN groups in Reading, Writing, Speaking, and Listening</li> <li>• Increase ELA SBAC for English Language Learners from 10% met or exceeded standards to 15% (increased by 6% from previous year)</li> <li>• Increase Math SBAC for English Language Learners from 4% met or exceeded standards to 15% (decrease of 7% from previous year)</li> </ul>

Funding Source	Amount	Description of Use		

EL Supplemental (7150/0000)	\$1945	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
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<p><b>District Strategic Goal 3:</b></p> <p>All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.</p>	<p><b>District Needs and Metrics 3:</b></p> <p>Students need a safe and engaging academic, social-emotional, and physical school environment as measured by:</p> <ul style="list-style-type: none"> <li>• Cohort Graduation</li> <li>• Expulsion</li> <li>• HS Dropout</li> <li>• MS Dropout</li> <li>• Other (Site-based/local assessment)</li> <li>• School Climate</li> <li>• Social Emotional Learning</li> <li>• Suspension</li> </ul>
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Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

<p><b>Site Goal 3.1</b></p> <ul style="list-style-type: none"> <li>• Suspension Rates are an indicator of how well schools are providing a healthy, safe and welcoming learning environment. Students in the following groups have suspension rates that indicate a need for targeted supports and systems.</li> <li>• ALL students will move from RED to ORANGE</li> <li>• African American students will move form RED to ORANGE</li> <li>• Socioeconomically Disadvantaged students will move from RED to ORANGE</li> <li>• Students with Disabilities will move from RED to ORANGE</li> </ul>	
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**Metric:** Suspension

**Actions/Services 3.1.1**

**Principally Targeted Student Group**

- Black or African American • Low Income • School-wide • SWD

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?
<ol style="list-style-type: none"> <li>1. Decrease suspension rate through professional development and coaching using Restorative Practices and Restorative Circles grades K-6.</li> <li>2. Provide targeted lessons on anti-bullying to all students grades K-6 through the School Counselor.</li> <li>3. Provide counseling support through the Mental Health Therapist, School Counselor, and School Psychologist.</li> <li>4. Provide support through ASSIST to help students daily with positive play and appropriate conflict resolution during recess.</li> <li>5. PBIS Implementation through bi-weekly meetings with team to review Tier I and Tier II students. Identify supports and resources for students and staff.</li> <li>6. Provide assemblies around character education and anti-bullying.</li> <li>7. Provide supervision and support during recess/lunch to assist students with conflicts and use non-violent crisis intervention.</li> <li>8. Provide training to all staff on non-violent crisis intervention.</li> <li>9. Teachers will make phone calls to parents to discuss absences with follow up from administration if absences become chronic.</li> </ol>	<ul style="list-style-type: none"> <li>• Visible Learning: John Hattie</li> <li>• Visible Learning for Mathematics: Fisher, Frey, Hattie</li> <li>• Visible Learning for Literacy: Hattie, Fisher</li> <li>• School culture and climate has impact on classroom environment with Effect Size .56</li> <li>• Decreasing Disruptive Behavior Effect Size .53</li> <li>• Self Concept Effect Size .48</li> <li>• Reducing Anxiety Effect Size .48</li> </ul>	<ol style="list-style-type: none"> <li>1. Improve School Climate Survey Responses:                             <ul style="list-style-type: none"> <li>Increase overall favorable response to school climate from students from 71% to 75%</li> <li>Increase overall favorable response to school climate from parents from 68% to 75%</li> <li>Increase overall staff favorable response to school climate from 77% to 80%</li> <li>Increase perception of Safety from students from 50% to 60%</li> <li>Increase parent perception of Safety from 64% to 75%</li> <li>Increase staff perception of Safety from 41% to 50%</li> </ul> </li> <li>2. Decrease suspension rate from 6.3% to 5.3%</li> <li>3. Counselor to meet with students individually and in groups based on referrals.</li> </ol>



10. Materials and supplies: signage for school wide expectations, student certificates for monthly acknowledgement assemblies.

Funding Source	Amount	Description of Use		
PBIS (7440/7510)	\$1000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7101/0000)	\$15000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$72000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$12000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$3500	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 3.1.2**

**Principally Targeted Student Group**

- All • Black or African American • Low Income • School-wide • SWD

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?
<ol style="list-style-type: none"> <li>1. Decrease chronic absenteeism by creating safe and welcoming learning environments.</li> <li>2. Decrease chronic absenteeism by working on student and staff relationships through PD on Arbinger, SEL Strategies, and Mindfulness.</li> <li>3. Provide incentives for classrooms and individuals with improved attendance.</li> <li>4. Incorporate school-wide attendance campaign including staff, students, and parents and keep attendance as an agenda item for all meetings.</li> <li>4. Meet and confer with regional attendance coordinator to discuss data and support for students with chronic absenteeism.</li> </ol>	<ul style="list-style-type: none"> <li>• Chronic Absenteesim: An old problem in search of new answers, Brian A. Jacob and Kelly Lovett, July, 27, 2017, The Bookings Institute.</li> <li>• Chronic Absenteeism in the Nation's Schools, US Department of Education, Data updated from the Civil Rights Data Collection 2015-2016.</li> <li>• Addressing Chronic Absenteeism, Anne OBrien, October 22, 2013, Edutopia.</li> </ul>	<ol style="list-style-type: none"> <li>1. Weekly review of attendance rates.</li> <li>2. Surveys and communication with parents.</li> </ol>

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$500	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="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

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

**Site Goal 4.1**

Strengthen and maintain 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.  
Increase overall Parent Input and Parent Involvement from 60% to 75%

Increase overall Favorable Responses on School Climate from 71% to 80%

**Metric:** Attendance Rate

**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?
<ul style="list-style-type: none"> <li>• Provide parent workshops on standards and curriculum</li> <li>• Provide parent volunteer opportunities</li> <li>• Provide parent opportunities to serve on committees (SSC, ELAC, etc.)</li> <li>• Timesheet teachers to provide parent workshops</li> <li>• Purchase materials and supplies for communication and workshops</li> <li>• Provide contracted services to support family and school engagement</li> <li>• Provide Parent Liaison to provide support to parents and community</li> <li>• Provide supports and workshops to parents around setting boundaries, social media, trauma, and other supports.</li> <li>• Provide teachers with PD on home visits and cultural competency.</li> </ul>	<ul style="list-style-type: none"> <li>• Visible Learning: John Hattie</li> <li>• Visible Learning for Mathematics: Fisher, Frey, Hattie</li> <li>• Visible Learning for Literacy: Hattie, Fisher</li> <li>• Family engagement and development of strong relationships with home and school increases attendance and school performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Parent sign in/attendance</li> <li>• Parent surveys</li> <li>• Parent conferences/meetings formal and informal</li> <li>• Teacher feedback on training</li> </ul>

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$2000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Site Goal 4.2**

Provide opportunities that promote parent and family involvement.

**Metric:** Attendance Rate

**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?
<ul style="list-style-type: none"> <li>• Provide events and assemblies that promote attendance, academics, and positive character traits.</li> <li>• Provide supplies and materials that support student recognition</li> <li>• Time sheets for teachers to conduct home visits</li> <li>• Parent Liaison will provide support to parents and teachers to communicate and support student learning.</li> <li>• Collaborate with the office of Family and Community Engagement for resources and strategies to engage families.</li> </ul>	<ul style="list-style-type: none"> <li>• Visible Learning: John Hattie</li> <li>• Visible Learning for Mathematics: Fisher, Frey, Hattie</li> <li>• Visible Learning for Literacy: Hattie, Fisher</li> <li>• School culture and climate has impact on classroom environment with Effect Size .56</li> <li>• Decreasing Disruptive Behavior Effect Size .53</li> <li>• Self Concept Effect Size .48</li> <li>• Reducing Anxiety Effect Size .48</li> <li>• Parental involvement .50</li> <li>• Family engagement and development of strong relationships with home and school increases attendance and school performance</li> </ul>	<ul style="list-style-type: none"> <li>• Student and parent surveys on school culture and climate.</li> <li>• Solicit feedback and input during parent workshops and meetings.</li> </ul>

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$500	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$5000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$11715	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Site Goal 4.3**

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

Attendance is an indicator of Academic Engagement and our goal is to increase attendance and have students engaged in their learning. The following groups and subgroups are considered chronically absent on the California Accountability System (Dashboard).

- ALL students will move from 21.7% chronically absent to 10.2%
- African American students will move from 36.2% chronically absent to 28%
- Students with Disabilities will move from 26.8% chronically absent to 20%
- Homeless students will move from 56.7% chronically absent to 46%
- Socioeconomically Disadvantaged Students will move from 22% chronically absent to 15%
- Foster Youth Students will move from 46.2% chronically absent to 36.2%.

**Metric:** Attendance Rate

**Actions/Services 4.3.1**

**Principally Targeted Student Group**

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

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?
<ol style="list-style-type: none"> <li>1. Decrease chronic absenteeism by creating safe and welcoming learning environments.</li> <li>2. Decrease chronic absenteeism by working on student and staff relationships through PD on Arbinger, SEL Strategies, and Mindfulness.</li> <li>3. Provide incentives for classrooms and individuals with improved attendance.</li> <li>4. Incorporate school-wide attendance campaign including staff, students, and parents and keep attendance as an agenda item for all meetings.</li> <li>5. Meet and confer with regional attendance coordinator to discuss data and support for students with chronic absenteeism.</li> <li>6. Collaborate with EGUSD Foster Youth Services in supporting student enrollment, tutoring, staff training, and adhering to laws and policies related to students in foster care.</li> <li>7. Provide supplemental academic resources and support services .</li> </ol>	<ul style="list-style-type: none"> <li>• Visible Learning: John Hattie</li> <li>• Visible Learning for Mathematics: Fisher, Frey, Hattie</li> <li>• Visible Learning for Literacy: Hattie, Fisher</li> <li>• School culture and climate has impact on classroom environment with Effect Size .56</li> <li>• Decreasing Disruptive Behavior Effect Size .53</li> <li>• Self Concept Effect Size .48</li> <li>• Reducing Anxiety Effect Size .48</li> </ul>	<ol style="list-style-type: none"> <li>1. Weekly review of attendance rates.</li> <li>2. Monitor MTSS referrals</li> <li>3. Surveys and communication with parents.</li> </ol>

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$900	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

### 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.

Included in analysis.



**Local Control Accountability Plan (LCAP)  
Year 2020 - 2021**

**IV. Funding**

**Herman Leimbach Elementary - 305**

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	
<b>1510</b> Regular Education (TK-6) <b>0000</b> Unrestricted	0	\$0	\$19,709	\$19,709	\$19,709	\$0	\$0	\$0	\$0
<b>1511</b> Regular Education (TK-6) - Allocated FTE <b>0000</b> Unrestricted	0	\$0	\$32,208	\$32,208	\$32,208	\$0	\$0	\$0	\$0
<b>7101</b> LCFF Supple/Conc TK - 6 <b>0000</b> Unrestricted	0	\$0	\$19,260	\$19,260	\$4,260	\$0	\$15,000	\$0	\$0
<b>7150</b> EL Supplemental Program Services TK-6 <b>0000</b> Unrestricted	0	\$0	\$16,743	\$16,743	\$14,798	\$1,945	\$0	\$0	\$0
<b>4900</b> Director of Learning Support Services <b>3010</b> NCLB: Title I, Part A, Basic Grants Low Income and Neglected	0	\$0	\$366,512	\$366,512	\$251,900	\$6,497	\$88,000	\$20,115	\$0
<b>7440</b> Positive Behavior Incentive Supports <b>7510</b> Low Performing Student Block	0	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
<b>Total Funds Budgeted for Strategies to Meet the Goals in the SPSA</b>	0	\$0	\$455,432	\$455,432	\$322,875	\$8,442	\$104,000	\$20,115	

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	\$366,512
Subtotal of state or local funds included for this school	\$88,920

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

**Date**

Benefits Calculator for Timesheets	
<input checked="" type="radio"/> Certified	Staff Amount \$ <input type="text"/>
<input type="radio"/> Classified	Benefits Amount \$ <input type="text"/>
	Total \$ <input type="text"/>

Principal **Abelardo Cordova**

School Site Council Chairperson **Julius Johnson**

EL Advisory Chairperson

_____	_____
_____	_____
_____	_____