



Herman Leimbach Elementary

Local Control Accountability Plan (LCAP) 2025-2026

Principal: Abelardo Cordova

County-District-School (CDS) Code: 34673146077291

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

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

IV. Goals, Action Plans and Progress Monitoring

Herman Leimbach Elementary | Focused Work: 2025-2026

Goal Setting (Icapid: 764) | goalsComplete: 0

State Priorities

Conditions of Learning:

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

Pupil Outcomes:

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

Engagement:

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

Strategic Goals

Goal 1: High-Quality Curriculum, Instruction & Assessment

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

Goal 2: Targeted Supports & Interventions

- Students who identify as Black/African American, students with disabilities, students in foster care or experiencing homelessness, and students who identify as Native American will benefit from targeted programs and services that leverage their assets, affirm their identities, and address their needs to close achievement, opportunity, and relationship gaps.

Goal 3: Wellness

- All students will learn in an equitable, culturally responsive, physically and emotionally healthy and safe environment.

Goal 4: Family and Community Engagement

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

1. Involvement Process for LCAP and Annual Update

How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?

Our staff worked together to review and analyze last year's LCAP plan and its impact on students as it relates to the Eight State Priorities and EGUSD's Strategic Goals. The Leadership Team met throughout the year to discuss actions and services that would appropriately support students and teaching.

Staff was provided a survey to seek input for goal setting for 2024-2025 school year. Our PBIS Team Tier II met biweekly to track student discipline data and both teams completed the PBIS Fidelity Inventory to assess our progress towards our goals.

During Herman Leimbach's Title One meetings, site data was shared and members' feedback was solicited. Our Vice Principal met periodically throughout the year with our English Language Learner Community - targeted on how we can best serve our EL Students and seeking stakeholder input that drives the LCAP planning process. Our School Site Council reviewed Florin's data related to EGUSD's Strategic Goals and our progress toward these goals.

The School Site Council provided input and suggestions based on student need. This, in conjunction with ongoing and continued conversations with all stakeholders, has provided valuable input for creating this year's LCAP.

The following are opportunities for stakeholders to be a part of the evaluation and planning process for this LCAP/Annual Review and Analysis:

- Monthly Grade Level Leadership Team Meetings: 8/13/25, 09/16/25, 10/14/25, 12/6/24, 1/15/25, 2/12/25, 3/5/25, 04/23/25, 05/28/25
- Monthly School Site Council: 09/23/24, 10/16/24, 11/16/24, 12/4/24, 1/22/25, 02/12/25, 03/5/25, 04/16/25, 5/21/25
- ELAC Meetings: 09/6/24, 10/5/24, 11/1/24, 2/1/25, 3/7/25, 4/18/25, 5/9/25
- Monthly Staff meetings: 8/26/24, , 9/9/24, 9/30/24, 10/14/24, 10/28/24, 11/4/24, 12/2/24, 1/27/25, 2/24/25, 3/31/25, 4/7/25, 4/28/25, 5/19/25
- Back to School Night and Title One Meeting on 8/22/24
- Continual input sought through ongoing stakeholder and parent communication through Zoom meetings, coffee with the principal meetings, awards assemblies & school functions.

2. Impact of LCAP and Annual Update

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

Based on the 2024 - 2025 LCAP needs survey, results from both parents and staff, we will continue to find ways to support our PBIS and social emotional learning to maintain a safe school and effective learning environment. We will continue to provide professional development for grade level teams to collaborate and plan using the Instructional Framework, continuing the area of AVID strategies for our teachers. We will stay focused on the academic growth of our students, continuing to utilize AIT's, after school tutoring and intervention supports. We will add additional supports for our ML students and Newcomers in addition to intervention to support students behaviorally and academically. We will focus on parent engagement to help support our chronic absenteeism rate.

The ongoing inclusion of our stakeholders allowed them to provide meaningful input which we were able to integrate into our LCAP. This process also allowed us to gather feedback from stakeholder groups that had not previously participated in the school plan development process.

The following budget items were modified or added:

For the 24-25 school year, we had two full-time Academic Intervention Teachers and two Intervention Push-In Teachers paid on timesheets - However, for the upcoming 25-26 school year we will be focusing our Academic Interventions with students in Kindergarten through second grade before extending out to students in grades four through six.

We are adding whole-school professional development on Restorative Practices and will have our Vice Principals coordinate the efforts for this initiative in order to fully support our student and staff.

Resource Inequities (ATSI, TSI and CSI designated schools only)

Briefly describe any resource inequities identified by the site needs assessment.

Definition: A resource inequity is a change you will make from your past practice to a new innovation to improve support for your most at-risk students. This change could include reallocating resources such as staff, funding, time, space, etc.

Herman Leimbach has not been identified as a designated school with Resource Inequities.

Goals, Actions, and Progress Indicators

District Strategic Goal 1:

High-Quality Curriculum, Instruction & Assessment

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

District Needs and Metrics 1:

Students need high quality classroom instruction and curriculum as measured by:

- A-G Completion - Percent of Graduates Completing A-G Requirements
- AP/IB Exams - Percent of Graduates Passing an AP/IB Exam
- CAASPP (ELA, Math, Science) - Distance from Standard
- CAASPP (ELA, Math, Science) - Percent Standard Met or Exceeded
- CTE Sequence Completion - Percent of Graduates Completing a CTE Sequence
- Progress toward English Proficiency - Percent Increasing ELPI Level
- Reclassified - Percent of English Learners Reclassified
- Test Participation Rate on Districtwide Assessments

Site Goal 1.1 (SiteGoalID: 8951) (DTS: 01/01/10)

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

Metric: Test Participation Rate on Districtwide Assessments

Action 1.1.1 (SiteGoalID: 8951) (DTS: 03/11/25)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
	<ul style="list-style-type: none">• Describe your step by step plan for progress monitoring your action plan. What	<ul style="list-style-type: none">• Throughout the year, report the results of the formative data as you collect it.

<ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<p><i>formative student data</i> will you collect and how often?</p>	<ul style="list-style-type: none"> In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
<p>Action Plan</p>	<p>Progress Monitoring</p>	<p>Evaluation</p>
<p><u>Illuminate Assessments:</u> General Education teachers will administer Illuminate Assessments to all students. Staff will assist by reminding teachers of the assessment windows each trimester as well as help by providing reports with names of students who need to complete assessments.</p> <p><u>PLC Collaboration:</u> Teachers will meet weekly during their PLC time to discuss their students' progress and analyze data utilizing Illuminate and additional grade level data.</p> <p><u>Continuous Improvement Grade Level Planning Days:</u> Grade level teams will be scheduled, with instructional coaches, to analyze current data, review curriculum and standards, create SMARTie Goals, develop common assessments, and plan for upcoming lessons.</p> <p>Certificated Timesheets \$25,200 (Supplemental)</p> <p><u>Multilingual Learners</u></p> <ul style="list-style-type: none"> Initial/Alternate/Summative ELPAC test administration. Certificated Timesheets EL Supplemental \$17,226 EL Coordinator will identify placement of EL students, reclassification, EL/RFEP monitoring, parent communication, and support for ELAC meetings. Adminstrator will provide support to EL coordination as needed. ELAC Meetings-Provide light refreshments and training materials for ELAC meetings. 	<p>Admin. will pull Illuminate reports to ensure at least 95% of all eligible students have taken the Illuminate Assessments each trimester. Grade Level Teams will analyze the results.</p> <p>PLC meetings and grade level release days will focus on data analysis with collaboration with Intructional Coaches and Admin. Teams will also review curriculum, standards, and goals.</p> <p>Monitor progress of MLL</p>	

<ul style="list-style-type: none"> • ML Instructional Coach will provide professional development tailored to the needs of English learners • Designated ELD will be conducted each day for 30 minutes in the morning (no funding). • MLL will participate in general after school tutoring. 		
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Site Goal 1.2 (SiteGoalID: 8758) (DTS: 02/13/25)

ELA CAASPP

- All students will increase from 25% to 35% met or exceeded standards.
- African American students will increase from 6% to 16% met or exceeded standards.
- English Learners will increase from 15% to 25% met or exceeded standards.
- Students with disabilities will increase from 0% to 10% met or exceeded standards.

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

Action 1.2.1 (SiteGoalID: 8758) (DTS: 02/13/25)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> • Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> • Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	Progress Monitoring	Evaluation
August - May, Provide collaboration time with Intervention Teachers, Teaching Associate, and Library Tech., who	<ul style="list-style-type: none"> • Curriculum- based assessments, collected at least 3 times a year, and 	

will be teaching basic skills in small groups for comprehension, decoding, and phonemic awareness to fill gaps and to get children reading on grade level.

K - 2 Academic Intervention:

- AITs will utilize small group instruction, LETRS training and Framework Strategies to teach targeted students not meeting grade level standards in ELA.
- Priority for intervention services will be given to students in grades K-2 who meet specific criteria, including African American students, Students with Disabilities, Homeless and Foster Youth, and EL Students.

August - May, Providing staff opportunities to develop their practice and skill, and continue our journey of becoming AVID school wide.

July AVID Conference, National conference

July AVID Membership

AVID Yearly Membership

August - May, AVID Monthly PLC Meetings

AVID & Other PD/Contracts & Services

\$8,000 (Title I)

Data-Driven Instruction

- Review Past Test Results: Identify trends, strengths, and weaknesses per student and class.
- Use Formative Assessments: Weekly ELA quizzes (reading comprehension, grammar, vocabulary).
- Group by Skill Level: Form small, flexible groups for targeted instruction (e.g., main idea, inferencing, vocabulary).

grade levels will use at weekly PLC's to plan instructional needs.

- PLC agendas and minutes will include grade level data discussions, plans, and goals.
- Grade Level Teams and Instructional Coaches will meet each trimester during Release time to review data and plans (attendance, assessments,)
- CAASP Data, collected 1 time per year, and reviewed at least one time per year by staff.
- Teams will collect academic data and make instructional decisions based on grade level benchmark assessments, collected 3 times per year, and assessments included in the curriculum. Data will be analyzed weekly at PLC meetings.

Explicit Skill Instruction

Reading Comprehension

Strategies:

- Teach how to identify main idea, details, context clues, inference.
- Practice close reading and text annotation.
- Writing Practice:
- Daily journal writing + weekly essay prompts (narrative, opinion, informative).
- Use graphic organizers for planning.

Grammar & Conventions

- Quick daily reviews (5-10 mins) on punctuation, parts of speech, sentence types.
- Daily Practice Routines
- Start each day with a short ELA activity (vocab, grammar, text-based question).
- Read Aloud & Shared Reading: Model fluency and comprehension strategies.
- Independent Reading Time: At least 20 mins/day with reading response journals.

Title I Expenditures for each item below:

- Certificated salaries
- \$144, 837
- Library Tech Classified Salary \$29,350
- TA General Classified Salary \$44, 911

We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.

Materials & Supplies
\$500 (Supplemental)
\$2,500 (Title I)

Contracts & Services for Student Planners, Communication Folders, Student Subscriptions like Scholastic, Duplo Service Contract.
\$3,500 (Title I)
\$2,500 (Supplemental)

Site Goal 1.3 (SiteGoalID: 9064) (DTS: 04/01/25)

Continue professional development on the Framework for High Quality Instruction with focus areas:

- **LEARNING TARGETS:** Teachers will increase their effective use of learning targets from 65.2% to 70% by the end of the year as measured by the Teaching and Learning Program Implementation Continuum (PIC).
- **SUCCESS CRITERIA:** Teachers will increase their effective use of communicating success criteria from 67% to 72% by the end of the year as measured by the Teaching and Learning Program Implementation Continuum (PIC).
- **STUDENT TALK:** Teachers will increase their effective use of student talk from 59% to 64% by the end of the year as measured by the Teaching and Learning Program Implementation Continuum (PIC).
- **ACTIVE PARTICIPATION:** Teachers will increase their effective use of active participation from 73% to 78% by the end of the year as measured by the Teaching and Learning Program Implementation Continuum (PIC).

Metric: Learning Targets

Action 1.3.1 (SiteGoalID: 9064) (DTS: 04/01/25)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none">• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	<ul style="list-style-type: none">• Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	<ul style="list-style-type: none">• Throughout the year, report the results of the formative data as you collect it.• In March, summarize your data collection results.• Based on your summary, what will you adapt/adopt/abandon?
Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none">• Provide feedback to teachers weekly on Framework for High Quality Instruction.• Admin. will complete at least 3 FONT observations per week.• Admin. will calibrate observations and data.	<ul style="list-style-type: none">• FONT observations will be regular and timely.• Admin. will review FONT data weekly to determine if classrooms are implementing FQHI. Data will be shared with teachers during staff meetings.	

<ul style="list-style-type: none"> • Data will be shared with teachers during staff meetings and additional PD will be provided on FHQI. • Teachers will have release time to visit classrooms to observe FQHI and discuss strategies for continued implementation. • Teachers will utilize High-Quality Instruction daily to increase student learning, as reflected in outcomes on Illuminate Assessments. [Learning Targets, Success Criteria, Formative Assessment, Feedback, Active Participation, Student Talk]. <p>We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.</p>	<ul style="list-style-type: none"> • Teachers will use FONT data to discuss next steps, continued implementation, and supports needed to increase participation. 	
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Action 1.3.2 (SiteGoalID: 9064) (DTS: 04/18/25)

Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> • Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> • Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> • Plan year-long professional development with site instructional coach as it relates to WRITING in all three genres-Narrative, Informational, and Argumentative. To deepen the implementation of the Instructional Framework, Herman Leimbach teachers 	<ul style="list-style-type: none"> • Student writing data will be reviewed to discuss students meeting grade level writing standards and students not meeting standards. • Student writing will be reviewed during PLCs using anchor papers and common rubrics. Data will be aligned 	

will focus on Learning Targets, Success Criteria, Student Talk, and Active.

- Train all teachers on the writing process using district approved curriculum.

Certificated Timesheets \$1,000 (Title I)

- Collaborate with teachers, instructional coaches, and admin. to develop scope and sequence and time line for preparing and implementing writing.
- Include specific questions related to the implementation of the Instructional Framework during Continuous Improvement Meetings (e.g., Are students routinely interacting with the lesson's learning target? What protocols are in place for student talk/active participation?) for the purpose of honing MTSS Tier 1 practices before moving to consideration of a Tier 2 or 3 practice.
- Update site leadership team monthly regarding data from FONT walk-throughs to discuss ways to deepen the implementation of the Instructional Framework.
- Provide information regarding the EGUSD Instructional Framework to parents/guardians via the school website/newsletter to explain what high-quality, first-time instruction is defined by the district.
- Create posters of the Instructional Framework principles to hang in classrooms as anchor charts for use with students to define high-quality, first-time instruction.
- Teachers work with an instructional coach for a cycle of inquiry/lesson study for the purpose of planning and debriefing principles of the Instructional Framework

with state standards and CAASPP assessments.

- Regional FONT observations conducted with regional principals will provide data to and support calibration of work.
- Teachers will use interim assessment data to determine next instructional steps.
- Classroom observation data utilizing the Description of Practice will provide the level of implementation of the Instructional Framework.
- FONT walk-through data will be presented at monthly staff meetings to discuss implementation levels of the Instructional Framework goal.
- Admin. team will review FONT data to check on implementation of the Instructional Framework and trends. Plans will be created to continue the work and support of teachers.

<p>that lead to outsized gains for students with targeted support.</p> <ul style="list-style-type: none"> Teachers create a scope and sequence of instruction with specific attention paid to the rigor of the standards intended to provide universal access to students and eliminate the opportunity gap. <p>We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.</p> <p>Materials & Supplies \$500 (Supplemental)</p>		
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Site Goal 1.4 (SiteGoalID: 9331) (DTS: 04/19/25)

MATH CAASPP

- All students will increase from 14% to 24% met or exceeded standards.
- African American students will increase from 18% to 28% met or exceeded standards.
- English Learners will increase from 8% to 18% met or exceeded standards.
- Socioeconomically Disadvantaged students will increase from 10% to 20% met or exceeded standards.
- Students with disabilities will increase from 5% to 15% met or exceeded standards.

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

Action 1.4.1 (SiteGoalID: 9331) (DTS: 04/19/25)

Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often? 	

		<ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
<p>Action Plan</p> <p>Use District Scope and Sequence, District Curriculum, and State Standards</p> <ul style="list-style-type: none"> Conduct a gap analysis between current curriculum and state standards. Ensure all grade-level math content is fully covered before testing (scope and sequence). <p>Differentiate Instruction</p> <ul style="list-style-type: none"> Implement small-group instruction based on skill level. Use formative assessment data to group students and adjust instruction weekly. <p>Certificated Timesheets for push-in support \$2,500 (Supplemental)</p> <p>Classified Timesheets for push-in support \$1,871 (Supplemental)</p> <p>Targeted Interventions Offer Tier 2 and Tier 3 interventions during WIN (What I Need) time or after school.</p> <p>IXL evidence-based practice and support. \$13,000 (Title I Contracts & Services)</p> <p><u>After School Tutoring:</u></p> <ul style="list-style-type: none"> Teachers will prioritize students, including African American students, SWD, Homeless and Foster, who needed intervention in Math and ELA. 	<p>Progress Monitoring</p> <p>Leadership Oversight</p> <ul style="list-style-type: none"> Admin. Instructional Coaches, and Leadership Team track implementation monthly. Use walkthroughs and lesson observations to ensure consistency. <p>Progress Reporting</p> <ul style="list-style-type: none"> Share grade-level progress with staff and stakeholders (parents, Leadership, SSC) quarterly. Celebrate milestones publicly to build momentum. <p>Data Meetings</p> <ul style="list-style-type: none"> Hold monthly grade-level data meetings to review progress. Collaborate with grade level team, instructional coaches, and admin. during Continuous Improvement Meetings reviewing data and creating SMARTie Goals. Identify students not on track <p>Data-Driven Decision Making Regular Benchmark Assessments</p> <ul style="list-style-type: none"> Administer Illuminate and Curriculum Assessments at the beginning, middle, and end of year and adjust interventions accordingly. 	<p>Evaluation</p>

Offer tutoring after school prioritizing grades and students identified as most at-risk.

Certificated Timesheets \$12,571 (Title I) & \$6,000 (Supplemental)

Teacher Support & Professional Development Ongoing Math PD

- Provide monthly PD sessions instruction and growth focused on effective math mindset.
- Topics: conceptual vs. procedural understanding, math discourse, scaffolding strategies.

Instructional Coaching

- Use instructional coaches to model lessons, co-teach, and provide feedback.
- Focus on developing teacher confidence and content knowledge.

Student Engagement & Motivation Math Challenges & Celebrations

- Hold math competitions, family math nights, and math game days.
- Recognize growth and effort through certificates or student shout-outs.

Growth Mindset Culture

- Embed messages about persistence and mistakes being part of learning.
- Use picture books and videos to teach mindset concepts.

Family & Community Involvement Math Parent Workshop

- Host workshops to help families understand current math methods and support learning at home.

Home Math Resources

- Send home practice packets, math games, or access to online platforms.
- Include parent-friendly instructions.

We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.

Materials & Supplies \$1,000
(Supplemental)

Site Goal 1.5 (SiteGoalID: 9332) (DTS: 04/19/25)

SCIENCE CAASPP

- All students will increase from 14% to 24% met or exceeded standards.
- African American will increase from 0% to 10% met or exceeded standards.
- Hispanic students will increase from 6% to 16% met or exceeded standards.
- Filipino students will increase from 0% to 10% met or exceeded standards.
- English Learners will increase from 0% to 10% met or exceeded standards.
- Foster students will increase from 0% to 10% met or exceeded standards.
- Homeless students will increase from 0% to 10% met or exceeded standards.

Metric: CAASPP (ELA, Math, Science) - Percent Standard Met or Exceeded

Action 1.5.1 (SiteGoalID: 9332) (DTS: 04/19/25)

Targeted Student Group(s)

Action Plan

- Describe your step by step plan for intervention, for at-risk students, as related to your goal.

Progress Monitoring Plan

- Describe your step by step plan for progress monitoring your action plan. What **formative student data** will you collect and how often?

Data Collection & Evaluation

- Throughout the year, report the results of the formative data as you collect it.
- In March, summarize your data collection results.
- Based on your summary, what will you adapt/adopt/abandon?

Action Plan	Progress Monitoring	Evaluation
<p data-bbox="128 159 420 191">Instructional Strategies</p> <ul data-bbox="160 222 558 653" style="list-style-type: none"> • Hands-On Learning Incorporate experiments and STEM projects weekly. • Use low-cost materials to explore NGSS standards (e.g., plant growth, force & motion, weather patterns). • Inquiry-Based Learning • Shift from lecture-style to student-led inquiry. • Use the 5E Model: Engage, Explore, Explain, Elaborate, Evaluate. <p data-bbox="128 684 436 716">Vocabulary Integration</p> <ul data-bbox="160 747 553 1041" style="list-style-type: none"> • Daily science word of the day. • Use science journals to define, illustrate, and use terms in context. • Review current science curriculum and pacing guide to ensure alignment with state standards. <p data-bbox="128 1073 412 1136">Use of Supplemental Resources</p> <ul data-bbox="160 1167 553 1367" style="list-style-type: none"> • Add NGSS-aligned resources like Mystery Science, BrainPOP Science. • Provide take-home experiments or "science in a bag" kits. <p data-bbox="128 1398 513 1430">Cross-Curricular Integration</p> <ul data-bbox="160 1461 545 1587" style="list-style-type: none"> • Infuse science into ELA and Math (e.g., reading science texts, graphing experiment results). <p data-bbox="128 1619 428 1650">Teacher Support & PD</p> <ul data-bbox="160 1682 545 1976" style="list-style-type: none"> • Professional Development • Focus on NGSS unpacking, hands-on science, and inquiry-based instruction. • Science PLCs • Grade-level teams meet biweekly to share lessons, analyze data, and plan interventions. 	<p data-bbox="594 159 935 222">Instructional Strategies/Resources/PD</p> <ul data-bbox="626 254 1032 548" style="list-style-type: none"> • Review grade level science plans to ensure STEM, experiments, projects include instructional strategies outlined, use of supplemental resources, cross curricular integration, and teacher support & professional development. <p data-bbox="594 579 924 611">Assessment & Data Use</p> <ul data-bbox="626 642 989 842" style="list-style-type: none"> • Frequent Formative Assessments • Quick checks (exit tickets, Kahoots, whiteboard responses) to monitor understanding weekly. <p data-bbox="594 873 943 905">Benchmark Assessments</p> <ul data-bbox="626 936 1032 999" style="list-style-type: none"> • Utilize assessments that mirror the state test structure. <p data-bbox="594 1031 911 1062">Data-Driven Instruction</p> <ul data-bbox="626 1094 1032 1220" style="list-style-type: none"> • Review assessment data biweekly to adjust instruction. • Use small-group reteaching based on results. 	

<ul style="list-style-type: none"> • Instructional Coach will assist with site and district offered PD. <p>Certificated Timesheets for PD \$1,000 (Title I)</p> <p>We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.</p>		
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Funding Sources for District Goal 1 (DEV - LCAP ID: 764)		
Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	144837	Certificated- Salaries
Title I – Basic (4900/3010)	14571	Certificated- Timesheets
Title I – Basic (4900/3010)	74261	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	2500	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	24500	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	33700	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	1871	Classified- Timesheets
Supplemental/Concentration (7101/0000)	2500	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	2500	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Certificated- Salaries

EL Supplemental (7150/0000)	17226	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions

District Strategic Goal 2:

Targeted Supports & Interventions

Students who identify as Black/African American, students with disabilities, students in foster care or experiencing homelessness, and students who identify as Native American will benefit from targeted programs and services that leverage their assets, affirm their identities, and address their needs to close achievement, opportunity, and relationship gaps.

District Needs and Metrics 2:

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

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

Site Goal 2.1 (SiteGoalID: 8759) (DTS: 02/13/25)

Herman Leimbach Elementary will implement targeted supports for students who identify as Black/African American, Native American, Multilingual Learners (EL), and students who are in foster care or experiencing homelessness, or have disabilities. These efforts will focus on increasing academic achievement (LCAP Goal 1), improving attendance and reducing chronic absenteeism (LCAP Goal 4), and creating a safe, inclusive environment where student identity is affirmed and valued (LCAP Goal 3). Through asset-based programs and tiered interventions, we aim to close opportunity, achievement, and relationship gaps while ensuring equitable access to learning and school engagement.

We will implement targeted supports for students who identify as African American, Native American, are in foster care or experiencing homelessness, or have disabilities. These efforts will focus on increasing academic achievement (LCAP Goal 1), reducing suspensions by creating a safe, inclusive environment where student identity is affirmed and valued (LCAP Goal 3), and improving attendance and reducing chronic absenteeism (LCAP Goal 4).

CAASPP Assessments:

ELA Very Low Category (red):

- All students will **increase from 25% to 35%** met or exceeded standards.
- African American will **increase from 6% to 16%** met or exceeded standards.
- English Learners will **increase from 15% to 25%** met or exceeded standards.
- SWD will **increase from 0% to 10%** met or exceeded standards.

MATH Very Low Category (red):

- All students will **increase from 14% to 24%** met or exceeded standards.
- African American will **increase from 18% to 28%** met or exceeded standards.
- English Learners will **increase from 8% to 18%** met or exceeded standards.
- SED will **increase from 10% to 20%** met or exceeded standards.
- SWD will **increase from 5% to 15%** met or exceeded standards.

Suspension Data:**Very Low Category (red):**

No student groups

Low Category (orange):

African American	will decrease from 4.1% to 3.0%
Hispanic	will decrease from 1.9% to 1.0%
Homeless	will decrease from 3.0% to 2.0%
SED	will decrease from 1.8% to 1.0%
SWD	will decrease from 2.6% to 1.6%

Metric: African American Disparity

Action 2.1.1 (SiteGoalID: 8759) (DTS: 02/13/25)**Targeted Student Group(s)**

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none">Describe your step by step plan for intervention, for at-risk students, as related to your goal.	<ul style="list-style-type: none">Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	<ul style="list-style-type: none">Throughout the year, report the results of the formative data as you collect it.In March, summarize your data collection results.Based on your summary, what will you adapt/adopt/abandon?
<p>Action Plan</p> <p><u>After school tutoring:</u></p> <ul style="list-style-type: none">Teachers will prioritize students, including African American students, SWD, Homeless and Foster, who needed intervention in Math and ELA. <p>We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.</p>	<p>Progress Monitoring</p> <p>K-2 Intervention</p> <ul style="list-style-type: none">Illuminate data and classroom assessments will be reviewed to determine progress for students receiving intervention <p>After School Tutoring</p> <ul style="list-style-type: none">Teachers will use Illuminate data and CAASPP data to determine which students will be prioritized for after school tutoring support. Student progress will be monitored and recorded.SIPPS will be used to determine pre and post tutoring data. SIPPS will be used as the intervention program. Teachers will	<p>Evaluation</p>

	receive training prior to tutoring.	
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Action 2.1.2 (SiteGoalID: 8759) (DTS: 04/18/25)

Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
Action Plan	Progress Monitoring	Evaluation
<p>Assist Recess Mentors: Assist Recess mentors will work with students daily during recess and lunch times to support social emotional learning and interacting in a positive manner.</p> <p>Contracts & Services \$15,000 (Supplemental)</p> <p>.5 FTE Vice Principal The Vice Principal will be our restorative practice coordinator, among other duties. The RP Coordinator will support in the integration of restorative practices within the school culture.</p> <p>Certificated Salary \$95,329 (ISupplemental)</p> <p>PBIS: The PBIS Tier II Team will monitor student academic, behavioral and socio-emotional progress through the use of data at bi-weekly PBIS Tier II meetings and will report updates. Purchase items that will promote the PBIS message such as banners, signage, lanyards, equipment, etc.</p>	<p>VP will meet with ASSIST Recess Mentors weekly to check on issues occurring during recess; ensure effective deescalation strategies are implemented; ensure activities are inclusive and maximize number of participants.</p> <p>VP will check with teachers during staff meetings around Restorative Practice implementation and whether additional PD is needed. Teachers will share and discuss impact of RP strategies.</p> <p>PBIS Tier II Team will review student and staff perspective data to check on how each group feels about the school climate.</p>	

We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.

Site Goal 2.2 (SiteGoalID: 9329) (DTS: 04/19/25)

Suspension Data:

Very Low Category (red):

No student groups

Low Category (orange):

African American	will decrease from 4.1% to 3.0%
Hispanic	will decrease from 1.9% to 1.0%
Homeless	will decrease from 3.0% to 2.0%
SED	will decrease from 1.8% to 1.0%
SWD	will decrease from 2.6% to 1.6%

Metric: African American Disparity

Action 2.2.1 (SiteGoalID: 9329) (DTS: 04/19/25)

Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
Action Plan	Progress Monitoring	Evaluation
Administration will meet with the MHT, counselor, and behaviorist to review data during Tier 2 meetings to review Tier 2 supports for students. We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal. The MHT, Counselor, and	<p>Counselor/MHT will record number of students serviced through individual or group counseling. Student behaviors will be tracked through Synergy referrals and teacher observations.</p> <p>Track Referrals Use a referral tracking system:</p>	

behaviorist to meet with students with repeated disciplinary incidents. Specifically look at students identify as African-American, Students with Disabilities, Foster Youth, Homeless and American Indian as attendance dictates.

Establish Clear Expectations and Guidelines

- Define clear and consistent behavior expectations in your classroom or school (Back to School Night, School Behavior Expectations Presentations, Anti-Bullying Lessons, Review rules after Winter Break)
- Ensure that students understand the rules and the consequences for violating them.
- Share these expectations regularly with both students and staff to ensure consistency.
- Share expectations with parents through school handbook, newsletters, Talking Points, and flyers.

Implement a Tiered Intervention System

- **Tier 1 (Universal):** Classroom-wide behavior management strategies that are proactive and preventative.
- **Tier 2 (Targeted):** Small group interventions for students who have a few behavior referrals but do not require intensive support.
- **Tier 3 (Intensive):** Individualized support for students with frequent or severe behavior issues.
- Use the referral data to determine which tier of support a student requires.

Specifically for the following subgroups:

- American Indian

Create a system for recording behavior referrals (this could be electronic or paper-based).

Details to track:

- Student name
- Date and time of the incident
- Type of behavior (e.g., disruption, aggression, defiance)
- Location (e.g., classroom, hallway, cafeteria)
- Action taken (e.g., verbal warning, detention, suspension)

Staff member who issued the referral
Behavior Logs: Keep ongoing behavior logs for each student to document patterns, triggers, and interventions used.

Analyze Data Regularly

- **Frequency:** Regularly review referral data (weekly, monthly) to identify trends.
- **Patterns:** Look for:
 - Are there specific times, locations, or events when behaviors are more frequent?
 - Are there certain students who require more frequent interventions?
 - What type of behavior is most commonly being referred?
- **Outliers:** Identify students with high referral rates who may need more targeted support or intervention.

<ul style="list-style-type: none"> • African American • Foster Youth • Homeless • SWD <p>We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.</p>		
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Funding Sources for District Goal 2 (DEV - LCAP ID: 764)		
Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	0	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	3800	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	0	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	95329	Certificated- Salaries
Supplemental/Concentration (7101/0000)	0	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	0	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	15000	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	0	Certificated- Timesheets

EL Supplemental (7150/0000)	<input type="text" value="0"/>	Classified- Salaries
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Classified- Timesheets
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Contracts/Services/Subscriptions

District Strategic Goal 3: Wellness All students will learn in an equitable, culturally responsive, physically, and emotionally healthy and safe environment.	District Needs and Metrics 3: Students need a safe and engaging academic, social-emotional, and physical school environment as measured by: <ul style="list-style-type: none"> • Cohort Graduation Rate • School Climate - Average Favorability Rating • Social Emotional Learning - Average Favorability Rating • Suspension Rate: Percent of Students Suspended
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Site Goal 3.1 (SiteGoalID: 8760) (DTS: 01/01/10)

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

Metric: Other

Action 3.1.1 (SiteGoalID: 8760) (DTS: 02/13/25)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> • Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> • Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	Progress Monitoring	Evaluation
ACTION 1: July-June	July-June	

<p>Appropriate supplies, equipment and resources (i.e., signs on the playground with rules for games, various game options, adequate supervision) to establish a well maintained and organized recess.</p> <p>ACTION 2: July - June PBIS Rotations at the beginning of the school year to discuss behavior expectations and refresh throughout the year (upon return from all breaks).</p> <p>ACTION 3: July-June Designated areas for specific games on the playground with adequate supervision.</p> <p>ACTION 4: July-June Explicitly teach rules and expectations of recess games and activities to all students, ongoing throughout the year.</p> <p>ACTION 5: July-June PD for yard supervisors regarding active yard supervision, de-escalation skills, restorative practices, and game and activity rules and expectations.</p> <p>We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.</p>	<p>Administration to monitor and review synergy incident /referral data, yard staffing levels, regular upkeep and ordering of supplies and share with PBIS team monthly.</p> <p>July-June PBIS Tier I to monitor incident data and share with staff monthly.</p> <p>July-June Yard supervisors to monitor incident location data, share with administration monthly and adjust recess activity locations as needed.</p> <p>July-June Administration to schedule monthly Yard Supervisor meetings to support understanding of PBIS behavior expectations, Restorative Practices, de-escalation skills, and game/activity rules and expectations.</p>	
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Site Goal 3.2 (SiteGoalID: 9293) (DTS: 04/17/25)

Students will increase their ability to play in structured games while solving problems and using restorative practices.

Metric: Active Participation

Action 3.2.1 (SiteGoalID: 9293) (DTS: 04/17/25)

Targeted Student Group(s)

- All

<p>Action Plan</p> <ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<p>Progress Monitoring Plan</p> <ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<p>Data Collection & Evaluation</p> <ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
<p>Action Plan</p> <p><u>PBIS:</u> Explicitly teach schoolwide lessons using Character Strong curriculum. Hold monthly PBIS rallies/assemblies. Teachers develop community building within the classroom and hold designated class meetings. PBIS Tiered Fidelity of Implementation for Tier I and II will be completed by the PBIS Tier I and II teams and supported by the PBIS coach.</p> <p><u>Restorative Practices:</u> All students will be supported through the use of Restorative Practices which includes restorative language frames during student disagreements.</p> <p><u>Social Emotional Program:</u> Implement schoolwide character education program with lessons taught in every class by all teachers. In addition, provide culturally responsive teaching practices and self regulation practices. Provide professional development for staff including book student, RP and Equity focused supports. Provide incentives for students.</p> <p>We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.</p>	<p>Progress Monitoring</p> <p>Teachers will administer the Student Perception Survey to all students in grades 4 - 6. The Staff Perception Survey will also be administered and increased participation rate. The Parent Perception Survey will be administered to parents and increase participation by 10%.</p> <p>Grade levels will develop plan for Second Step lessons implementation including morning circles. VP will monitor lessons taught at each grade level.</p>	<p>Evaluation</p>

Site Goal 3.3 (SiteGoalID: 9318) (DTS: 04/18/25)

Increase opportunities for all students to participate in culturally relevant/academic programs including field trips, experiences and academic programs, including GATE/Enrichment programs.

Ensure 100% students eligible for GATE test participate in the assessment.

Classrooms field trips will increase from 96% participation to 100% participation.

Field trips offer students another way to experience VAPA, Civic Responsibility, College and Careers, and how different programs and organizations provide services to our communities. Collaboration with regular education classrooms and levels classrooms will increase the number of field trips in special education classes.

Metric: Other

Action 3.3.1 (SiteGoalID: 9318) (DTS: 04/18/25)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none">• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	<ul style="list-style-type: none">• Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	<ul style="list-style-type: none">• Throughout the year, report the results of the formative data as you collect it.• In March, summarize your data collection results.• Based on your summary, what will you adapt/adopt/abandon?
<p>Action Plan</p> <p><u>Educational Field Trips:</u> Pay for transportation to TK-6 educational field trips. Provide field trip scholarships, entrance fees. Provide on-site contracts with outside providers to guarantee all students opportunities for program participation.</p> <p>Contracts & Services for Field Trips \$7,000 (Supplemental Concentration)</p> <p><u>GATE participation:</u> Provide schoolwide, whole class and small group instruction in GATE skills, programs and services. Provide programs and/or on-site providers to guarantee all students opportunities.</p>	<p>Progress Monitoring</p> <p>Grade levels will plan yearlong field trip plan and articulate across grade levels. Field trip attendance logs will be monitored to ensure participation for all students.</p> <p>Increase program availability for all students to participate, including GATE/Enrichment activities.</p>	<p>Evaluation</p>

ENRICHMENT

Provide enrichment activities for students such as Band, Choir, and Soccer.

We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.

Funding Sources for District Goal 3 (DEV - LCAP ID: 764)

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	0	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	0	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	0	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	0	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	0	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	7000	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Certificated- Salaries

EL Supplemental (7150/0000)	<input type="text" value="0"/>	Certificated- Timesheets
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Classified- Salaries
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Classified- Timesheets
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Contracts/Services/Subscriptions

District Strategic Goal 4: Family & Community Engagement All students will benefit from programs and services designed to inform and engage family and community partners.	District Needs and Metrics 4: Students need parent, family and community stakeholders as direct partners in their education as measured by: <ul style="list-style-type: none"> • Attendance Rate • Parents indicating a respectful and welcoming school environment • Parents indicating opportunities for parent input in making decisions • Parents indicating opportunities for parent involvement • Percent Chronically Absent
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Site Goal 4.1 (SiteGoalID: 8761) (DTS: 02/13/25) Increase parent involvement in our school. According to our Parent Perspective Survey 91% of our parents indicate that they feel connected and have a sense of belonging with the school. Our goal is to increase this to 95%. Increase PTO involvement by 10% (additional 10 members) Increase DELAC participation by 10% (additional 10 members)
Metric: Parents indicating opportunities for parent involvement

Action 4.1.1 (SiteGoalID: 8761) (DTS: 02/13/25)		
Targeted Student Group(s)		
Action Plan	Progress Monitoring Plan <ul style="list-style-type: none">• Describe your step by step plan for progress monitoring your action plan. What	Data Collection & Evaluation <ul style="list-style-type: none">• Throughout the year, report the results of the formative data as you collect it.

<ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<p><i>formative student data</i> will you collect and how often?</p>	<ul style="list-style-type: none"> In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
<p>Action Plan</p>	<p>Progress Monitoring</p>	<p>Evaluation</p>
<p><u>Family and Community Engagement:</u> Families and Community will be engaged through the following:</p> <ul style="list-style-type: none"> Parent/Teacher conferences Back to School Night Open House Music/VAPA Night/activities Family Picnics AVID activities Family Dance Winter Wonderland event Ensure home/school flyers are translated Utilize FACE family liason Establish communication needs including phone calls, flyers, social media, talking points, communication folders, student agendas, AVID supplies Opportunities for parents to chaperone educational field trips Translations to support parent meetings, parent conferences Family incentives/raffles, including food Provide student performances and activities for families to enjoy <p>Parent Liaison: Parent Liaison will provide support to all parents regarding enrollment, concerns, special events, and other parent and school sponsored events.</p> <p>Title i Classified Timesheet \$13,124 (Parent Liaison)</p> <p><u>Home Visits/Parent Conferences:</u> Timesheet teachers to make home visits and parent conferences to engage families and build connections for student</p>	<p>Effectiveness will be measured though the following:</p> <ul style="list-style-type: none"> Keep track of number of Parent Surveys. Review sign in sheets to check on the number of families attending special events. Keep track of our school website and Facebook posts and visits to our site. Teachers will Synergy will have more documented parent contact. The number of home visits will be logged throughout the school year. 	

learning, including BTAs.

Certificated Timesheets \$1,000
(Title I)

Community Partners

- Elk Grove Church of Christ: continue partnership to provide Thanksgiving baskets for families that include a full dinner including a turkey, sides, and desert.
- Sacramento Sheriff Toy Drive: continue partnership to provide families with toys for each child in the family, including a holiday dinner with turkey, sides, and desert.
- Common Ground Church: continue partnership where CGC provides ongoing cards and positive messages to staff for their hard work, and an end of the year breakfast. The church also donates school supplies and student incentives.

We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal. Supplies & Materials \$500 (Supplemental)

Site Goal 4.2 (SiteGoalID: 9319) (DTS: 04/18/25)

Chronic Absenteeism had decreased from 33.8% in 2023-2024 to 23.8% in 2024-2025. The goal is to move chronic absenteeism to 23.0%.

Chronic Absence Data:

Very Low Category (red): All Students

African American	will decrease from 45% to 35%
Hispanic	will decrease from 35.4% to 25%
Pacific Isl.	will decrease from 36.4% to 26%
White	will decrease from 40% to 30%
2+ Races	will decrease from 40.7% to 30.%
All Students	will decrease from 33.9% to 23.0%

Action 4.2.1 (SiteGoalID: 9319) (DTS: 04/18/25)

Targeted Student Group(s)

- All

<p>Action Plan</p> <ul style="list-style-type: none"> • Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<p>Progress Monitoring Plan</p> <ul style="list-style-type: none"> • Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<p>Data Collection & Evaluation</p> <ul style="list-style-type: none"> • Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
<p>Action Plan</p> <p><u>Attendance Team:</u> Establish site attendance team including Admin, Teacher, office staff, counselor. This team will monitor attendance and determine action steps for students who are chronically absent, including those in the targeted groups.</p> <p>Collaborate with FACE department to collaborate with the Attendance Team around strategies to engage families and communicate the importance of school attendance.</p> <p><u>Communication:</u> Admin will communicate to families the absence policy and why it's important to attend school. Continue communications throughout the year.</p> <p>Admin will utilize pre-service, along with staff meetings to train about district policies and positive messaging about attendance.</p> <p><u>Recognition:</u> Provide instruction, recognition and increased awareness of the</p>	<p>Progress Monitoring</p> <p>Progress Monitoring</p> <ul style="list-style-type: none"> • Increase SART/SARB meetings as needed. • Data will be collected by our attendance team weekly an monthly (VP, SOA) and shared with staff and stakeholders 	<p>Evaluation</p>

importance of on-time school attendance. Implementation of school supports and programs to help provide a safe and engaging, social emotional and physical environment:

- ROAR tickets
- Assemblies
- Prizes
- Supplies
- Attendance banners
- Attendance magnets
- Raffles

We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.

Funding Sources for District Goal 4 (DEV - LCAP ID: 764)

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	1000	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	13124	Classified- Timesheets
Title I – Basic (4900/3010)	0	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	0	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	0	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets

Supplemental/Concentration (7101/0000)	500	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	0	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions

Funding Source Summary for All District Goals

Title I – Basic (4900/3010)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$144837	\$0	\$0	\$0	\$144837
Certificated- Timesheets	\$14571	\$0	\$0	\$1000	\$15571
Classified- Salaries	\$74261	\$0	\$0	\$0	\$74261
Classified- Timesheets	\$0	\$0	\$0	\$13124	\$13124
Materials/Supplies/Equipment	\$2500	\$3800	\$0	\$0	\$6300
Contracts/Services/Subscriptions	\$24500	\$0	\$0	\$0	\$24500

Title I – Basic (4900/3010) Total: \$278,593

Supplemental/Concentration (7101/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$0	\$95329	\$0	\$0	\$95329
Certificated- Timesheets	\$33700	\$0	\$0	\$0	\$33700
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$1871	\$0	\$0	\$0	\$1871
Materials/Supplies/Equipment	\$2500	\$0	\$0	\$500	\$3000
Contracts/Services/Subscriptions	\$2500	\$15000	\$7000	\$0	\$24500

Supplemental/Concentration (7101/0000) Total: \$158,400

EL Supplemental (7150/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$0	\$0	\$0	\$0	\$0
Certificated- Timesheets	\$17226	\$0	\$0	\$0	\$17226
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Materials/Supplies/Equipment	\$0	\$0	\$0	\$0	\$0
Contracts/Services/Subscriptions	\$0	\$0	\$0	\$0	\$0

EL Supplemental (7150/0000) Total: \$17,226

Justification of School-Wide Use of Funds

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

N/A

V. Funding

Herman Leimbach Elementary (305) | 2025-2026

Fund Source Mgmt. Code / Description Resc. Code / Description	EGUSD Strategic Goals					Balance
	Allocation	1. Curriculum and Instruction	2. Targeted Supports & Interventions	3. Wellness	4. Family Engagement	
4900 Director of School Improvement Support 3010 ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	\$278,593	\$260,669	\$3,800	\$0	\$14,124	\$0
7101 LCFF Supplemental Concentration TK-6 0000 Unrestricted	\$158,400	\$40,571	\$110,329	\$7,000	\$500	\$0
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	\$17,226	\$17,226	\$0	\$0	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$454,219	\$318,466	\$114,129	\$7,000	\$14,624	

Fund Subtotals		Title I Centralized Services	
Subtotal of additional federal funds included for this school	\$278,593	Title I Foster Youth \$0	Title I Homeless \$0
Subtotal of state or local funds included for this school	\$175,626	Title I Centralized Services \$0	Title I Preschool \$0

