



## **Herman Leimbach Elementary**

# **Local Control Accountability Plan (LCAP) 2026-2027**

**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: 2026-2027

### 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 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.

#### 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?

SCHOOL SITE COUNCIL: 9/10/25; 11/5/25; 12/17/25; 2/25/26; 4/22/26; 5/20/26

LEADERSHIP: 9/17/25; 10/15/25; 11/5/25; 12/3/25; 1/21/26; 2/11/26; 3/4/26; 4/22/26; 5/27/26

STAFF MEETINGS: 9/8/25; 9/29/25; 10/13/25; 10/27/25; 11/3/25; 12/1/25; 1/26/26; 2/2/26; 3/30/26; 4/13/26; 4/27/26; 5/4/26; 4/18/26; 6/8/26

ELAC: 9/12/25; 12/12/26; 4/22/26

##### 2. Impact of LCAP and Annual Update

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

As a results of conversations with all teams, the following focus areas have been

1. Establish Reading as a priority across all grade levels
2. Provide intermediate grades with training on how to teach reading
3. Use SIPPS to assess student levels in reading/decoding
4. Focus on Workshop in all classrooms to support Tier I interventions

5. Focus on Active Participation (Framework for High Quality Instruction)
6. Conduct more parent workshops to assist with supporting students at home

## 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.

NA

## 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

#### ELA CAASPP

- All students participating in ELA CAASPP will increase from **28% to 38%** met or exceeded standards.
- African American students participating in ELA CAASPP will increase from **17% to 27%** met or exceeded standards.
- English Learners participating in ELA CAASPP will increase from **23% to 33%** met or exceeded standards.
- Students with disabilities participating in ELA CAASPP will increase from **16% to 26%** met or exceeded standards.

#### Writing Extended Response (WER)

- Conventions: Increase WER Max Score of (2) from **27.3% to 37.3%**.
- Development/Evidence and Elaboration: Increase WER Score of (3) from **16.2% to 26.2%**; Score of 4 from **0% to 10%**.
- Organization and Purpose: Increase WER Score of (3) from **18.2% to 28.2%**; Score of (4) from **0% to 10%**.

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

### Action 1.1.1

#### Targeted Student Group(s)

- All

Action Plan

Progress Monitoring Plan

Data Collection & Evaluation

| <ul style="list-style-type: none"> <li>Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>Describe the overall implementation and effectiveness of this action plan.</li> <li>Describe any major differences between the planned implementation and the actual implementation.</li> <li>Describe any changes that will be made based on the data collected.</li> </ul> |
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| Action Plan                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Progress Monitoring                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Evaluation                                                                                                                                                                                                                                                                                                          |
| <p>August - May, Provide collaboration time with Intervention Teachers, Teaching Associate, and Library Tech., who 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.</p> <p>August - May, Providing staff opportunities to develop their practice and skill, and continue our journey of becoming AVID school wide.</p> <p>July - Staff attend AVID Conference (local)</p> <p><b>Data-Driven Instruction</b></p> <ul style="list-style-type: none"> <li>Review Past Test Results: Identify trends, strengths, and weaknesses per student and class.</li> <li>Use Formative Assessments: Weekly ELA quizzes (reading comprehension, grammar, vocabulary).</li> <li>Group by Skill Level: Form small, flexible groups for targeted instruction (e.g., main idea, inferencing, vocabulary).</li> </ul> <p><b>IXL ELA Program.</b></p> <p>Aug - May, students will have daily ELA practice with to promote reading fluency and comprehension skills. IXL Data will be used by grade level teams to write SMARTie Goals and provide on going intervention.</p> <p><b>Explicit Skill Instruction</b></p> <p><b>Reading Comprehension Strategies:</b></p> <ul style="list-style-type: none"> <li>Teach how to identify main idea, details, context clues, inference.</li> <li>Practice close reading and text annotation.</li> <li>Writing Practice:</li> <li>Daily journal writing + weekly essay prompts (narrative, opinion, informative).</li> <li>Use graphic organizers for planning.</li> </ul> <p><b>Grammar &amp; Conventions:</b></p> <ul style="list-style-type: none"> <li>Quick daily reviews (5-10 mins) on punctuation, parts of speech, sentence types.</li> <li>Daily Practice Routines</li> <li>Start each day with a short ELA activity</li> </ul> | <p>Curriculum- based assessments, collected at least 3 times a year, and grade levels will use at weekly PLC's to plan instructional needs.</p> <p>PLC agendas and minutes will include grade level data discussions, plans, and goals.</p> <p>Student writing data will be reviewed to discuss students meeting grade level writing standards and students not meeting standards.</p> <p>Student writing will be reviewed during PLCs using anchor papers and common rubrics. Data will be aligned with state standards and CAASPP assessments.</p> <p>Regional FONT observations conducted with regional principals will provide data to and support calibration of work.</p> <p>Teachers will use interim assessment data to determine next instructional steps.</p> <p>Classroom observation data utilizing the Description of Practice will provide the level of implementation of the Instructional Framework.</p> <p>FONT walk-through data will be presented at monthly staff meetings to discuss implementation levels of the Instructional Framework goal.</p> <p>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> |                                                                                                                                                                                                                                                                                                                     |

- (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.

#### **WRITING PLAN:**

- 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 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.
- GLAD Training will be offered after school to support Integrated ELD and 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 that lead to outsized gains for students with targeted support.
- Teachers create a scope and sequence of instruction with specific attention paid

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| <p>to the rigor of the standards intended to provide universal access to students and eliminate the opportunity gap</p> <p>Certificated Salaries (Title I)<br/> 1.0 FTE Academic Intervention Salary (Title I)<br/> \$163,991.00<br/> 0.4375 FTE Library Tech Classified Salary (Title I) \$29,725<br/> 0.75 FTE TA General Classified Salary (Title I) \$59,421.00<br/> Materials &amp; Supplies (Supplemental) \$17,000.00</p> <ul style="list-style-type: none"> <li>• (Title I) materials \$ 2,000.00</li> <li>• Contracts &amp; Services \$1489.00</li> <li>• Student Planners</li> <li>• Communication Folders</li> <li>• Student Subscriptions</li> <li>• Duplo Service Contract</li> </ul> |  |  |
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Site Goal 1.2

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 1.2.1

Targeted Student Group(s)

- All

| Action Plan                                                                                                                                                                                                                                                                                                                                                                                                 | Progress Monitoring Plan                                                                                                                                                                                                                                                                                                                                                                   | Data Collection & Evaluation                                                                                                                                                                                                                                                                                              |
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| <ul style="list-style-type: none"> <li>• Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li> </ul>                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>• Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?</li> </ul>                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>• Describe the overall implementation and effectiveness of this action plan.</li> <li>• Describe any major differences between the planned implementation and the actual implementation.</li> <li>• Describe any changes that will be made based on the data collected.</li> </ul> |
| Action Plan                                                                                                                                                                                                                                                                                                                                                                                                 | Progress Monitoring                                                                                                                                                                                                                                                                                                                                                                        | Evaluation                                                                                                                                                                                                                                                                                                                |
| <p><b><u>Illuminate Assessments:</u></b><br/> 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><b><u>PLC Collaboration:</u></b><br/> Teachers will meet weekly during their PLC</p> | <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> |                                                                                                                                                                                                                                                                                                                           |

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| <p>time to discuss their students' progress and analyze data utilizing Illuminate and additional grade level data.</p> <p><b>IXL Program for ELA and MATH.</b> Students will have daily practice on essential MATH practice to promote math flency and numeracy, as well as, ELA practice to promote fluency and comprehension skills. IXL Data will be used by grade level teams to write SMARTie Goals and provide on going intervention.</p> <p><b><u>Continuous Improvement Grade Level Planning Days:</u></b><br/>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 (Supplemental) \$ 500.00</p> <p><b><u>Multilingual Learners</u></b></p> <ul style="list-style-type: none"> <li>• Initial/Alternate/Summative ELPAC test administration.</li> <li>• Certificated Timesheets (EL Supplemental)</li> <li>• EL Coordinator will identify placement of EL students, reclassification, EL/RFEP monitoring, parent communication, and support for ELAC meetings.</li> <li>• Adminstrator will provide support to EL coordination as needed.</li> <li>• ELAC Meetings-Provide light refreshments and training materials for ELAC meetings.</li> <li>• ML Instructional Coach will provide professional development tailored to the needs of English learners</li> <li>• Designated ELD will be conducted each day for 30 minutes in the morning.</li> <li>• MLL will participate in general after school tutoring.</li> <li>• Certificated Timesheets \$ 15,788 (EL Supplemental)</li> </ul> | <p>Monitor progress of MLL</p> |  |
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### Site Goal 1.3

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 **71.5%** to **80%** 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 **69.1%** to **80%** 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 **62.9%** to **73%** 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 **70.4%** to **80%** by the end of the year as measured by the Teaching and Learning Program Implementation Continuum (PIC).

• **FORMATIVE ASSESSMENTS:** Teachers will increase their effective use of formative assessments from **65.4%** to **75%** by the end of the year as measured by the Teaching and Learning Program Implementation Continuum (PIC).

• **FEEDBACK:** Teachers will increase their effective use of formative assessments from **71.6%** to **81%** by the end of the year as measured by the Teaching and Learning Program Implementation Continuum (PIC).

Metric: Active Participation

### Action 1.3.1

#### Targeted Student Group(s)

- All

| Action Plan                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Progress Monitoring Plan                                                                                                                                                                                                                                                                                                                                                                           | Data Collection & Evaluation                                                                                                                                                                                                                                                                                              |
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| <ul style="list-style-type: none"> <li>• Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>• Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?</li> </ul>                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>• Describe the overall implementation and effectiveness of this action plan.</li> <li>• Describe any major differences between the planned implementation and the actual implementation.</li> <li>• Describe any changes that will be made based on the data collected.</li> </ul> |
| Action Plan                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Progress Monitoring                                                                                                                                                                                                                                                                                                                                                                                | Evaluation                                                                                                                                                                                                                                                                                                                |
| <ul style="list-style-type: none"> <li>• Review and calibrate components of each Framework Principle along with rubrics and levels: Practicing Levels 1 &amp; 2; Honing Levels 3 &amp; 4.</li> <li>• Provide feedback to teachers weekly on Framework for High Quality Instruction.</li> <li>• Admin. will complete at least 5 FONT observations per week.</li> <li>• Admin. will calibrate observations and data.</li> <li>• Data will be shared with teachers during staff meetings and additional PD on the Instructional Framework.</li> <li>• Teachers will have release time to visit classrooms to observe the Instructional Framework and discuss strategies for continued implementation.</li> <li>• Teachers will implement the Instructional Framework daily to increase student learning, as reflected in outcomes on Illuminate Assessments. [Learning Targets, Success Criteria, Formative Assessment, Feedback, Active Participation, Student Talk].</li> <li>• Certificated Timesheets Supplemental \$ 500.00</li> </ul> | <ul style="list-style-type: none"> <li>• FONT observations will be regular and timely.</li> <li>• Admin. will review FONT data weekly to determine if classrooms are implementing FQHI. Data will be shared with teachers during staff meetings.</li> <li>• Teachers will use FONT data to discuss next steps, continued implementation, and supports needed to increase participation.</li> </ul> |                                                                                                                                                                                                                                                                                                                           |



### Action 1.3.2

#### Targeted Student Group(s)

| <p><b>Action Plan</b></p> <ul style="list-style-type: none"> <li>Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p><b>Progress Monitoring Plan</b></p> <ul style="list-style-type: none"> <li>Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p><b>Data Collection &amp; Evaluation</b></p> <ul style="list-style-type: none"> <li>Describe the overall implementation and effectiveness of this action plan.</li> <li>Describe any major differences between the planned implementation and the actual implementation.</li> <li>Describe any changes that will be made based on the data collected.</li> </ul> |
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| <p><b>Action Plan</b></p> <ul style="list-style-type: none"> <li>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 will focus on Learning Targets, Success Criteria, Student Talk, and Active.</li> <li>Train all teachers on the writing process using district approved curriculum.</li> </ul> <p>Certificated Timesheets \$1,000 (Title I)</p> <ul style="list-style-type: none"> <li>Collaborate with teachers, instuctional coaches, and admin. to develop scope and sequence and time line for preparing and implementing writing.</li> <li>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.</li> <li>Update site leadership team monthly regarding data from FONT walk-throughs to discuss ways to deepen the implementation of the Instructional Framework.</li> <li>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.</li> <li>Create posters of the Instructional Framework principles to hang in classrooms as anchor charts for use</li> </ul> | <p><b>Progress Monitoring</b></p> <ul style="list-style-type: none"> <li>Student writing data will be reviewed to discuss students meeting grade level writing standards and students not meeting standards.</li> <li>Student writing will be reviewed during PLCs using anchor papers and common rubrics. Data will be aligned with state standards and CAASPP assessments.</li> <li>Regional FONT observations conducted with regional principals will provide data to and support calibration of work.</li> <li>Teachers will use interim assessment data to determine next instructional steps.</li> <li>Classroom observation data utilizing the Description of Practice will provide the level of implementation of the Instructional Framework.</li> <li>FONT walk-through data will be presented at monthly staff meetings to discuss implementation levels of the Instructional Framework goal.</li> <li>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.</li> </ul> | <p><b>Evaluation</b></p>                                                                                                                                                                                                                                                                                                                                           |

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| <p>with students to define high-quality, first-time instruction.</p> <ul style="list-style-type: none"> <li>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 that lead to outsized gains for students with targeted support.</li> <li>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.</li> </ul> <p>Materials &amp; Supplies (Supplemental)</p> |  |  |
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#### Site Goal 1.4

##### MATH CAASPP

- All students will increase from **16% to 26%** met or exceeded standards.
- African American students will increase from **6% to 16%** met or exceeded standards.
- Hispanic studentw will increase from **13% to 23%** met or exceeded standards.
- English Learners will increase from **9% to 19%** met or exceeded standards.
- Socioeconomically Disadvantaged students will increase from **15% to 25%** met or exceeded standards.
- Students with disabilities will increase from **8% to 18%** met or exceeded standards.

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

#### Action 1.4.1

##### Targeted Student Group(s)

- All

| Action Plan                                                                                                                                                                                                                                                                                              | Progress Monitoring Plan                                                                                                                                                                                                                      | Data Collection & Evaluation                                                                                                                                                                                                                                                                                        |
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| <ul style="list-style-type: none"> <li>Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li> </ul>                                                                                                                                                       | <ul style="list-style-type: none"> <li>Describe your step by step plan for progress monitoring your action plan. What <b>formative student data</b> will you collect and how often?</li> </ul>                                                | <ul style="list-style-type: none"> <li>Describe the overall implementation and effectiveness of this action plan.</li> <li>Describe any major differences between the planned implementation and the actual implementation.</li> <li>Describe any changes that will be made based on the data collected.</li> </ul> |
| Action Plan                                                                                                                                                                                                                                                                                              | Progress Monitoring                                                                                                                                                                                                                           | Evaluation                                                                                                                                                                                                                                                                                                          |
| <p><b>Use District Scope and Sequence, District Curriculum, and State Standards</b></p> <ul style="list-style-type: none"> <li>Conduct a gap analysis between current curriculum and state standards.</li> <li>Ensure all grade-level math content is fully covered before testing (scope and</li> </ul> | <p><b>Leadership Oversight</b></p> <ul style="list-style-type: none"> <li>Admin. Instructional Coaches, and Leadership Team track implementation monthly.</li> <li>Use walkthroughs and lesson observations to ensure consistency.</li> </ul> |                                                                                                                                                                                                                                                                                                                     |

sequence).

#### **Differentiate Instruction**

- Implement small-group instruction based on skill level.
- Use formative assessment data to group students and adjust instruction weekly.

Certificated Timesheets (Supplemental)  
\$2000.00

Classified Timesheets (Supplemental)  
\$2000.00

Classified Timesheets (Title) \$1000.00

#### **Targeted Interventions**

Offer Tier 2 and Tier 3 interventions during WIN (What I Need) time or after school.

#### **IXL ELA/MATH Program**

Students will have daily practice on essential ELA/MATH practice to promote math fluency and numeracy. IXL Data will be used by grade level teams to write SMARTie Goals and provide on going intervention.

#### **After School Tutoring:**

- Teachers will prioritize students, including African American students, SWD, Homeless and Foster, who needed intervention in Math and ELA.

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

Certificated Timesheets (Supplemental)  
\$2116.00

#### **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**

#### **Progress Reporting**

- Share grade-level progress with staff and stakeholders (parents, Leadership, SSC) quarterly.
- Celebrate milestones publicly to build momentum.

#### **Data Meetings**

- 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

#### **Data-Driven Decision Making Regular Benchmark Assessments**

- Administer Illuminate and Curriculum Assessments at the beginning, middle, and end of year and adjust interventions accordingly.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |  |
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| <ul style="list-style-type: none"> <li>• Embed messages about persistence and mistakes being part of learning.</li> <li>• Use picture books and videos to teach mindset concepts.</li> </ul> <p><b>Family &amp; Community Involvement</b></p> <p><b>Math Parent Workshop</b></p> <ul style="list-style-type: none"> <li>• Host workshops to help families understand current math methods and support learning at home.</li> </ul> <p><b>Home Math Resources</b></p> <ul style="list-style-type: none"> <li>• Send home practice packets, math games, or access to online platforms.</li> <li>• Include parent-friendly instructions.</li> </ul> <p>Materials &amp; Supplies (Supplemental)<br/>\$6000.00<br/>Materials &amp; Supplies (Title I) \$4414.00<br/>Services (Supplemental) \$16,285.00</p> |  |  |
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### Site Goal 1.5

#### SCIENCE CAASPP

- All students will increase from **9% to 19%** met or exceeded standards.
- African American will increase from **11% to 21%** met or exceeded standards.
- Hispanic students will increase from **13% to 23%** 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.
- SWD students will increase from **13% to 23%** met or exceeded standards.

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

#### Action 1.5.1

##### Targeted Student Group(s)

- All

| Action Plan                                                                                                                                          | Progress Monitoring Plan                                                                                                                                                                         | Data Collection & Evaluation                                                                                                                                                                                                                                                                                              |
|------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li> </ul> | <ul style="list-style-type: none"> <li>• Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?</li> </ul> | <ul style="list-style-type: none"> <li>• Describe the overall implementation and effectiveness of this action plan.</li> <li>• Describe any major differences between the planned implementation and the actual implementation.</li> <li>• Describe any changes that will be made based on the data collected.</li> </ul> |
| Action Plan                                                                                                                                          | Progress Monitoring                                                                                                                                                                              | Evaluation                                                                                                                                                                                                                                                                                                                |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |
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| <p><b>Instructional Strategies</b></p> <ul style="list-style-type: none"> <li>• Hands-On Learning Incorporate experiments and STEM projects weekly.</li> <li>• Use low-cost materials to explore NGSS standards (e.g., plant growth, force &amp; motion, weather patterns).</li> <li>• Inquiry-Based Learning</li> <li>• Shift from lecture-style to student-led inquiry.</li> <li>• Use the 5E Model: Engage, Explore, Explain, Elaborate, Evaluate.</li> </ul> <p><b>Vocabulary Integration</b></p> <ul style="list-style-type: none"> <li>• Daily science word of the day.</li> <li>• Use science journals to define, illustrate, and use terms in context.</li> <li>• Review current science curriculum and pacing guide to ensure alignment with state standards.</li> </ul> <p><b>Use of Supplemental Resources</b></p> <ul style="list-style-type: none"> <li>• Add NGSS-aligned resources like Mystery Science, BrainPOP Science.</li> <li>• Provide take-home experiments or "science in a bag" kits.</li> </ul> <p><b>Cross-Curricular Integration</b></p> <ul style="list-style-type: none"> <li>• Infuse science into ELA and Math (e.g., reading science texts, graphing experiment results).</li> </ul> <p><b>Teacher Support &amp; PD</b></p> <ul style="list-style-type: none"> <li>• Professional Development</li> <li>• Focus on NGSS unpacking, hands-on science, and inquiry-based instruction.</li> <li>• Science PLCs</li> <li>• Grade-level teams meet biweekly to share lessons, analyze data, and plan interventions.</li> <li>• Instructional Coach will assist with site and district offered PD.</li> </ul> <p>Certificated Timesheets for PD (Supplemental) \$2000.00</p> | <p><b>Instructional Strategies/Resources/PD</b></p> <ul style="list-style-type: none"> <li>• Review grade level science plans to ensure STEM, experiments, projects include instructional strategies outlined, use of supplemental resources, cross curricular integration, and teacher support &amp; professional development.</li> </ul> <p><b>Assessment &amp; Data Use</b></p> <ul style="list-style-type: none"> <li>• Frequent Formative Assessments</li> <li>• Quick checks (exit tickets, Kahoots, whiteboard responses) to monitor understanding weekly.</li> </ul> <p><b>Benchmark Assessments</b></p> <ul style="list-style-type: none"> <li>• Utilize assessments that mirror the state test structure.</li> </ul> <p><b>Data-Driven Instruction</b></p> <ul style="list-style-type: none"> <li>• Review assessment data biweekly to adjust instruction.</li> <li>• Use small-group reteaching based on results.</li> </ul> |  |
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| Funding Sources for District Goal 1 |           |                          |
|-------------------------------------|-----------|--------------------------|
| Funding Source                      | Amount    | Description of Use       |
| Title I Basic (4900/3010)           | \$182,267 | Certificated- Salaries   |
| Title I Basic (4900/3010)           | \$43,040  | Certificated- Timesheets |
| Title I Basic (4900/3010)           | \$32,939  | Classified- Salaries     |

|                                        |          |                                  |
|----------------------------------------|----------|----------------------------------|
| Title I Basic (4900/3010)              | \$0      | Classified- Timesheets           |
| Title I Basic (4900/3010)              | \$2,000  | Materials/Supplies/Equipment     |
| Title I Basic (4900/3010)              | \$9,000  | Contracts/Services/Subscriptions |
|                                        |          |                                  |
| Supplemental/Concentration (7101/0000) | \$0      | Certificated- Salaries           |
| Supplemental/Concentration (7101/0000) | \$85,000 | Certificated- Timesheets         |
| Supplemental/Concentration (7101/0000) | \$0      | Classified- Salaries             |
| Supplemental/Concentration (7101/0000) | \$35,000 | Classified- Timesheets           |
| Supplemental/Concentration (7101/0000) | \$11,500 | Materials/Supplies/Equipment     |
| Supplemental/Concentration (7101/0000) | \$14,091 | Contracts/Services/Subscriptions |
|                                        |          |                                  |
| EL Supplemental (7150/0000)            | \$0      | Certificated- Salaries           |
| EL Supplemental (7150/0000)            | \$19,341 | 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

Herman Leimbach Elementary will implement targeted supports for students who identify as African American, Native American, Foster Youth, 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).

##### Disparity LCAP Data

##### **Students with Disabilities (SWD)**

Disparity Data includes Attendance, CAASPP ELA/MATH/SCIENCE, Chronic Absenteeism, SEL, Student Climate, and Suspension  
Decrease disparity from 0.7% to 0.6% (40% less likely)

##### **African American Students**

Disparity Data includes Attendance, CAASPP ELA/MATH/SCIENCE, Chronic Absenteeism, SEL, Student Climate, and Suspension  
Decrease disparity from 28.3% to 0.85%. (15% less likely)

Native American Students

Disparity Data Includes Attendance, Chronic Absenteeism, and Suspension  
Decrease disparity from 4.4% to 0.85%. (15% less likely)

Homeless Students

Disparity Data Includes Attendance, CAASPP ELA/MATH/SCIENCE, Chronic Absenteeism, SEL, Student Climate, and Suspension  
Decrease disparity from 49.6% to 0.60%. (40% less likely)

Foster Students

Disparity Data Includes Attendance, CAASPP ELA/MATH, Chronic Absenteeism, and Suspension  
Decrease disparity from 65.5% to 0.60%. (40% less likely)

Metric: African American Disparity

Action 2.1.1

Targeted Student Group(s)

American Indian or Alaska Native • Black or African American • Foster Youth • Homeless • SWD

| Action Plan                                                                                                                                                                                                                                                                                                      | Progress Monitoring Plan                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Data Collection & Evaluation                                                                                                                                                                                                                                                                                    |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li></ul>                                                                                                                                                                 | <ul style="list-style-type: none"><li>Describe your step by step plan for progress monitoring your action plan. What <b>formative student data</b> will you collect and how often?</li></ul>                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"><li>Describe the overall implementation and effectiveness of this action plan.</li><li>Describe any major differences between the planned implementation and the actual implementation.</li><li>Describe any changes that will be made based on the data collected.</li></ul> |
| <p><b>Action Plan</b></p> <p><u>After school tutoring:</u></p> <ul style="list-style-type: none"><li>Teachers will prioritize students, including African American students, SWD, Homeless and Foster, who needed intervention in Math and ELA.</li><li>Certificated Timesheets supplemental \$1000.00</li></ul> | <p><b>Progress Monitoring</b></p> <p><u>Ater School Tutoring</u></p> <ul style="list-style-type: none"><li>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.</li><li>SIPPS will be used to determining pre and post tutoring data. SIPPS will be used as the intervention program. Teachers will receive training prior to tutoring.</li></ul> | <p><b>Evaluation</b></p>                                                                                                                                                                                                                                                                                        |

Action 2.1.2

Targeted Student Group(s)

American Indian or Alaska Native • Black or African American • Foster Youth • Homeless • SWD

| Action Plan                                                                                                                                      | Progress Monitoring Plan                                                                                                                                                                     | Data Collection & Evaluation                                                                                                                                                                                                        |
|--------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li></ul> | <ul style="list-style-type: none"><li>Describe your step by step plan for progress monitoring your action plan. What <b>formative student data</b> will you collect and how often?</li></ul> | <ul style="list-style-type: none"><li>Describe the overall implementation and effectiveness of this action plan.</li><li>Describe any major differences between the planned implementation and the actual implementation.</li></ul> |

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|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|
| Action Plan                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Progress Monitoring                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Evaluation                                                                                                            |
| <p><b>Assist Recess Mentors:</b></p> <ul style="list-style-type: none"> <li>Assist Recess mentors will work with students daily during recess and lunch times to support social emotional learning and interacting in a positive manner.</li> <li>Contracts &amp; Services (Supplemental) \$ 2715.00</li> </ul> <p><b>.5 FTE Vice Principal</b></p> <ul style="list-style-type: none"> <li>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. Certificated Salary \$100,665 (Supplemental)</li> </ul> <p><b>PBIS:</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> | <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> |                                                                                                                       |

## Site Goal 2.2

**Conditions and Climate:** Data related to how well the school is providing a healthy, safe, and welcoming environments.

**California Dashboard Suspension Data:** Decrease suspensions from 2.3% to 1.0%

African American Students will **decrease from 7.6% to 3.7%**

Asian American Students will **decrease from 1.9% to 1.0%**

English Learner Students will **decrease from 1.7% to 1.0%**

Foster Students will **decrease from 11.1% to 5.0%**

SED Students will decrease from **2.1% to 1.0%**.

**Metric:** African American Disparity

### Action 2.2.1

#### Targeted Student Group(s)

• American Indian or Alaska Native • Black or African American • Foster Youth • Homeless • SWD



| Action Plan                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Progress Monitoring Plan                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Data Collection & Evaluation                                                                                                                                                                                                                                                                                    |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"><li>Describe your step by step plan for progress monitoring your action plan. What <b>formative student data</b> will you collect and how often?</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"><li>Describe the overall implementation and effectiveness of this action plan.</li><li>Describe any major differences between the planned implementation and the actual implementation.</li><li>Describe any changes that will be made based on the data collected.</li></ul> |
| <p><b>Action Plan</b></p> <p>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 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.</p> <p><b>Establish Clear Expectations and Guidelines</b></p> <ul style="list-style-type: none"><li>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)</li><li>Ensure that students understand the rules and the consequences for violating them.</li><li>Share these expectations regularly with both students and staff to ensure consistency.</li><li>Share expectations with parents through school handbook, newsletters, Talking Points, and flyers.</li></ul> <p><b>Implement a Tiered Intervention System</b></p> <ul style="list-style-type: none"><li><b>Tier 1 (Universal):</b> Classroom-wide behavior management strategies that are proactive and preventative.</li><li><b>Tier 2 (Targeted):</b> Small group interventions for students who have a few behavior referrals but do not require intensive support.</li><li><b>Tier 3 (Intensive):</b> Individualized support for students with frequent or severe behavior issues.</li><li>Use the referral data to determine which tier of support a student requires.</li></ul> <p>Specifically for the following subgroups:</p> <ul style="list-style-type: none"><li>American Indian</li></ul> | <p><b>Progress Monitoring</b></p> <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><b>Track Referrals</b><br/><b>Use a referral tracking system:</b> Create a system for recording behavior referrals (this could be electronic or paper-based).<br/><b>Details to track:</b></p> <ul style="list-style-type: none"><li>Student name</li><li>Date and time of the incident</li><li>Type of behavior (e.g., disruption, aggression, defiance)</li><li>Location (e.g., classroom, hallway, cafeteria)</li><li>Action taken (e.g., verbal warning, detention, suspension)</li></ul> <p>Staff member who issued the referral<br/><b>Behavior Logs:</b> Keep ongoing behavior logs for each student to document patterns, triggers, and interventions used.</p> <p><b>Analyze Data Regularly</b></p> <ul style="list-style-type: none"><li><b>Frequency:</b> Regularly review referral data (weekly, monthly) to identify trends.</li><li><b>Patterns:</b> Look for:<ul style="list-style-type: none"><li>Are there specific times, locations, or events when behaviors are more frequent?</li><li>Are there certain students who require more frequent interventions?</li><li>What type of behavior is most commonly being referred?</li></ul></li><li><b>Outliers:</b> Identify students with high referral rates who may need more targeted support or intervention.</li></ul> | <p><b>Evaluation</b></p>                                                                                                                                                                                                                                                                                        |

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| <ul style="list-style-type: none"> <li>• African American</li> <li>• Foster Youth</li> <li>• Homeless</li> <li>• SWD</li> </ul> |  |  |
|---------------------------------------------------------------------------------------------------------------------------------|--|--|

| Funding Sources for District Goal 2    |          |                                  |
|----------------------------------------|----------|----------------------------------|
| 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) | \$10,000 | 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) | \$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 |
|                                        |          |                                  |

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| <p><b>District Strategic Goal 3:</b></p> <p><b>Wellness</b></p> <p>All students will learn in an equitable, 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 Rate</li> <li>• School Climate - Average Favorability Rating</li> <li>• Social Emotional Learning - Average Favorability Rating</li> <li>• Suspension Rate: Percent of Students Suspended</li> </ul> |
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| Site Goal 3.1 |
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Social Emotional Learning: Social Awareness, Self Management, Self Awareness, Responsible Decision Making, and Relationship Skills as measured by office referrals, and Tier I & Tier II MTSS referrals.

Increase Overall SEL **from 70% to 85%**

**Metric:** Social Emotional Learning - Average Favorability Rating

Action 3.1.1

Targeted Student Group(s)

- All

| Action Plan                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Progress Monitoring Plan                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Data Collection & Evaluation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"><li>• Describe your step by step plan for progress monitoring your action plan. What <b>formative student data</b> will you collect and how often?</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"><li>• Describe the overall implementation and effectiveness of this action plan.</li><li>• Describe any major differences between the planned implementation and the actual implementation.</li><li>• Describe any changes that will be made based on the data collected.</li></ul>                                                                                                                                                                                                                                                         |
| <p><b>Action Plan</b></p> <p>ACTION 1: July-June<br/>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<br/>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<br/>Designated areas for specific games on the playground with adequate supervision.</p> <p>ACTION 4: July-June<br/>Explicitly teach rules and expectations of recess games and activities to all students, ongoing throughout the year.</p> <p>ACTION 5: July-June<br/>PD for yard supervisors regarding active yard supervision, de-escalation skills, restorative practices, and game and activity rules and expectations.</p> <p>Classified Timesheets Title I \$ 1000.00</p> | <p><b>Progress Monitoring</b></p> <p>July-June<br/>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<br/>PBIS Tier I to monitor incident data and share with staff monthly.</p> <p>July-June<br/>Yard supervisors to monitor incident location data, share with administration monthly and adjust recess activity locations as needed.</p> <p>July-June<br/>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> | <p><b>Evaluation</b></p> <p>PBIS tier II &amp; III weekly meetings with team to go over RFA's submitted by the teachers/ staff to help determine what support/ resources the student needs to be successful.</p> <p>Bi-weekly yard supervisor meeting. This includes checking in with staff, going over building relationships with students, how to de-escalate when situations arise, when to call for admin support, and how to monitor students.</p> <p>After holidays and long breaks, PBIS committee/ admins go over PBIS expectations and rules with the students.</p> |

### Site Goal 3.2

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

**Metric:** Active Participation

#### Action 3.2.1

##### Targeted Student Group(s)

- All

| Action Plan                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Progress Monitoring Plan                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Data Collection & Evaluation                                                                                                                                                                                                                                                                                          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"><li>• Describe your step by step plan for progress monitoring your action plan. What <b>formative student data</b> will you collect and how often?</li></ul>                                                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"><li>• Describe the overall implementation and effectiveness of this action plan.</li><li>• Describe any major differences between the planned implementation and the actual implementation.</li><li>• Describe any changes that will be made based on the data collected.</li></ul> |
| <p><b>Action Plan</b></p> <p><b>PBIS:</b><br/>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><b>Restorative Practices:</b><br/>All students will be supported through the use of Restorative Practices which includes restorative language frames during student disagreements.</p> <p><b>Social Emotional Program:</b><br/>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><b>Progress Monitoring</b></p> <p>Teachers will administer the <b>Student</b> Perception Survey to all students in grades 4 - 6. The <b>Staff</b> Perception Survey will also be administered and increased participation rate. The <b>Parent</b> 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><b>Evaluation</b></p>                                                                                                                                                                                                                                                                                              |

### Site Goal 3.3

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

Action 3.3.1

Targeted Student Group(s)

- All

| Action Plan                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Progress Monitoring Plan                                                                                                                                                                                                                                                                                                        | Data Collection & Evaluation                                                                                                                                                                                                                                                                                          |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <ul style="list-style-type: none"><li>• Describe your step by step plan for progress monitoring your action plan. What <b>formative student data</b> will you collect and how often?</li></ul>                                                                                                                                  | <ul style="list-style-type: none"><li>• Describe the overall implementation and effectiveness of this action plan.</li><li>• Describe any major differences between the planned implementation and the actual implementation.</li><li>• Describe any changes that will be made based on the data collected.</li></ul> |
| <p><b>Action Plan</b></p> <p><u><b>Educational Field Trips (Supplemental Concentration)</b></u></p> <ul style="list-style-type: none"><li>• 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.</li><li>• Contracts &amp; Services</li><li>• Field Trips</li><li>• Services for Field trips Supplemental \$4715.00</li></ul> <p><u><b>GATE participation:</b></u></p> <p>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><b>Progress Monitoring</b></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><b>Evaluation</b></p>                                                                                                                                                                                                                                                                                              |

Site Goal 3.4

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

Students will increase Social Awareness **from 74% to 85%**.

Students will increase Self Management **from 69% to 85%**

Students will increase Relationship Skills **from 68% to 85%**

Action 3.4.1

Targeted Student Group(s)

- All

| Action Plan                                                                                                                                        | Progress Monitoring Plan                                                                                                                                                                       | Data Collection & Evaluation                                                                                                                                                                                                                                                                                          |
|----------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li></ul> | <ul style="list-style-type: none"><li>• Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?</li></ul> | <ul style="list-style-type: none"><li>• Describe the overall implementation and effectiveness of this action plan.</li><li>• Describe any major differences between the planned implementation and the actual implementation.</li><li>• Describe any changes that will be made based on the data collected.</li></ul> |
| Action Plan                                                                                                                                        | Progress Monitoring                                                                                                                                                                            | Evaluation                                                                                                                                                                                                                                                                                                            |

Site Goal 3.5

Student Climate

- Increase Overall Climate from 72% to 80%.
- Increase Connectedness from 72% to 80%.
- Increase Safety from 59% to 72%.

Parent Climate

- Increase Overall Climate from 88% to 95%.
- Increase Connectedness from 89% to 95%.
- Increase Safety from 88% to 95%.

Staff Climate

- Increase Overall Climate from 68% to 85%.
- Increase Connectedness from 68% to 85%.
- Increase Safety from 52% to 73%.

Metric: Active Participation

Action 3.5.1

Targeted Student Group(s)

- All

| Action Plan                                                                                                                                        | Progress Monitoring Plan                                                                                                                                                                       | Data Collection & Evaluation                                                                                                                                                                                                                                                             |
|----------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li></ul> | <ul style="list-style-type: none"><li>• Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?</li></ul> | <ul style="list-style-type: none"><li>• Describe the overall implementation and effectiveness of this action plan.</li><li>• Describe any major differences between the planned implementation and the actual implementation.</li><li>• Describe any changes that will be made</li></ul> |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                | based on the data collected. |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|
| Action Plan                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Progress Monitoring                                                                                                                                                                                                                                            | Evaluation                   |
| <p>Student Voice &amp; Belonging, Connectedness and Safety:</p> <ul style="list-style-type: none"> <li>Continue Implementation of Tier 1 Social-Emotional Learning using Character Strong Curriculum.</li> <li>"Morning Meetings" focused on relationship building.</li> <li>Continue and expand student-led leadership groups to include diverse voices, not just high achievers.</li> </ul> <p>?Staff Connectedness and Safety:</p> <ul style="list-style-type: none"> <li>Cultivate a supportive work environment through shared leadership and recognition.</li> <li>Sunshine Committee will continue to curate monthly "low-lift" morale boosts (staff recognition, appreciation)</li> <li>Provide professional development on Restorative Practices and Trauma-Informed Care to give staff better tools for classroom management, reducing stress.</li> <li>Provide professional development on Character Strong curriculum.</li> <li>Discuss activities and opportunities to engage staff during staff meetings.</li> <li>Discuss safety procedures and concerns during staff meetings.</li> <li>Provide Catpult Emergency Response System and conduct drills.</li> </ul> | <ul style="list-style-type: none"> <li>Annual California Healthy Kids Survey (CHKS)</li> <li>Annual climate/perspective survey to students, staff</li> <li>Teachers will enter data in SYNERGY to document positive calls/connections with parents.</li> </ul> |                              |

| Funding Sources for District Goal 3    |          |                                  |
|----------------------------------------|----------|----------------------------------|
| 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)              | \$12,714 | 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) | \$10,000 | Materials/Supplies/Equipment     |
| Supplemental/Concentration (7101/0000) | \$1      | 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 |
|                                        |          |                                  |

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|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>District Strategic Goal 4:</p> <p>Family &amp; Community Engagement</p> <p>All students will benefit from programs and services designed to inform and engage family and community partners.</p> | <p>District Needs and Metrics 4:</p> <p>Students need parent, family and community stakeholders as direct partners in their education as measured by:</p> <ul style="list-style-type: none"> <li>• Attendance Rate</li> <li>• Parents indicating a respectful and welcoming school environment</li> <li>• Parents indicating opportunities for parent input in making decisions</li> <li>• Parents indicating opportunities for parent involvement</li> <li>• Percent Chronically Absent</li> </ul> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Site Goal 4.1</p> <p>Source: Perspective Survey</p> <p>Increase Overall Relationships Between School and Families <b>from 88% to 95% favorability.</b></p> <p>Increase Overall Parent/Family Partnerships for Student Outcomes <b>from 87% to 95%.</b></p> <p>Increase Overall Input from Parent/Family in Decision Making <b>from 82% to 90%.</b></p> <p>Metric: Attendance Rate</p> |                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                   |
| <p>Action 4.1.1</p> <p>Targeted Student Group(s)</p> <ul style="list-style-type: none"> <li>• All</li> </ul>                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                   |
| <p>Action Plan</p> <ul style="list-style-type: none"> <li>• Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li> </ul>                                                                                                                                                                                                                  | <p>Progress Monitoring Plan</p> <ul style="list-style-type: none"> <li>• Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?</li> </ul> | <p>Data Collection &amp; Evaluation</p> <ul style="list-style-type: none"> <li>• Describe the overall implementation and effectiveness of this action plan.</li> <li>• Describe any major differences between the planned implementation and the actual implementation.</li> <li>• Describe any changes that will be made based on the data collected.</li> </ul> |



## Action Plan

### **Family and Community Engagement:**

Families and Community will be engaged through the following:

- 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 liaison
- 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

### **Parent Liaison:**

School Site Parent Liaison will provide support to all parents regarding enrollment, concerns, special events, and other parent and school sponsored events.

Title I Classified Timesheet (Parent Liaison) \$ 8500.00

### **Home Visits/Parent Conferences:**

Timesheet teachers to make home visits and parent conferences to engage families and build connections for student learning, including BTAs.

Certificated Timesheets (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.

## Progress Monitoring

Effectiveness will be measured through the following:

- 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.

## Evaluation

## Site Goal 4.2

Increase Overall Attendance **from 89.4% to 93%.**

Decrease ALL Chronic Absenteeism **from 35.9% to 20.9%.**

- African American Students will **decrease from 55.4% to 40.4%**
- Hispanic Students will **decrease from 38.8% to 23.8%**
- Pacific Islander Students will **decrease from 35.3% to 20.3%**
- White Students will **decrease from 41.4% to 26.4%**
- Foster Students will **decrease from 28.6 to 13.6.%**
- Homeless Students will **decrease from 72.2% to 52.2%**
- SED Students will **decrease from 36.9% to 21.9%**
- SWD Students will **decrease from 44.8% to 29.8%**

Metric: Attendance Rate

### Action 4.2.1

#### Targeted Student Group(s)

- All

| Action Plan                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Progress Monitoring Plan                                                                                                                                                                                                                                                          | Data Collection & Evaluation                                                                                                                                                                                                                                                                                          |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"><li>• Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?</li></ul>                                                                                    | <ul style="list-style-type: none"><li>• Describe the overall implementation and effectiveness of this action plan.</li><li>• Describe any major differences between the planned implementation and the actual implementation.</li><li>• Describe any changes that will be made based on the data collected.</li></ul> |
| <p><b>Action Plan</b></p> <p><b>Attendance Team:</b><br/>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><b>Communication:</b><br/>Admin will communicate to families the absence policy and why it's important to</p> | <p><b>Progress Monitoring</b></p> <p>Progress Monitoring</p> <ul style="list-style-type: none"><li>• Increase SART/SARB meetings as needed.</li><li>• Data will be collected by our attendance team weekly an monthly ( VP, SOA) and shared with staff and stakeholders</li></ul> | <p><b>Evaluation</b></p>                                                                                                                                                                                                                                                                                              |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |  |
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| <p>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><b>Recognition:</b><br/>Provide instruction, recognition and increased awareness of the importance of on-time school attendance. Implementation of school supports and programs to help provide a safe and engaging, social emotional and physical environment:</p> <ul style="list-style-type: none"> <li>• ROAR tickets</li> <li>• Assemblies</li> <li>• Prizes</li> <li>• Supplies</li> <li>• Attendance banners</li> <li>• Attendance magnets</li> <li>• Raffles</li> <li>• Materials &amp; Supplies Title I \$1500.00</li> </ul> |  |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|

| Funding Sources for District Goal 4    |          |                                  |
|----------------------------------------|----------|----------------------------------|
| Funding Source                         | Amount   | Description of Use               |
| Title I Basic (4900/3010)              | \$3,000  | Certificated- Salaries           |
| Title I Basic (4900/3010)              | \$0      | Certificated- Timesheets         |
| Title I Basic (4900/3010)              | \$0      | Classified- Salaries             |
| Title I Basic (4900/3010)              | \$500    | Classified- Timesheets           |
| Title I Basic (4900/3010)              | \$3,000  | Materials/Supplies/Equipment     |
| Title I Basic (4900/3010)              | \$500    | Contracts/Services/Subscriptions |
|                                        |          |                                  |
| Supplemental/Concentration (7101/0000) | \$0      | Certificated- Salaries           |
| Supplemental/Concentration (7101/0000) | \$20,000 | 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) | \$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     |



## 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           | \$163,991       | \$0             | \$0             | \$0             | \$163,991 |
| Certificated- Timesheets         | \$2,000         | \$0             | \$0             | \$0             | \$2,000   |
| Classified- Salaries             | \$89,146        | \$0             | \$0             | \$0             | \$89,146  |
| Classified- Timesheets           | \$1,000         | \$0             | \$1,000         | \$8,500         | \$10,500  |
| Materials/Supplies/Equipment     | \$6,414         | \$0             | \$0             | \$1,500         | \$7,914   |
| Contracts/Services/Subscriptions | \$1,489         | \$0             | \$0             | \$0             | \$1,489   |

**Title I Basic (4900/3010) Total: \$275,040**

### Supplemental/Concentration (7101/0000)

| Description of Use               | District Goal 1 | District Goal 2 | District Goal 3 | District Goal 4 | Total     |
|----------------------------------|-----------------|-----------------|-----------------|-----------------|-----------|
| Certificated- Salaries           | \$0             | \$100,665       | \$0             | \$0             | \$100,665 |
| Certificated- Timesheets         | \$7,116         | \$1,000         | \$0             | \$0             | \$8,116   |
| Classified- Salaries             | \$0             | \$0             | \$0             | \$0             | \$0       |
| Classified- Timesheets           | \$2,000         | \$0             | \$0             | \$0             | \$2,000   |
| Materials/Supplies/Equipment     | \$23,000        | \$0             | \$0             | \$0             | \$23,000  |
| Contracts/Services/Subscriptions | \$14,285        | \$2,715         | \$4,715         | \$0             | \$21,715  |

**Supplemental/Concentration (7101/0000) Total: \$155,496**

### 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         | \$15,788        | \$0             | \$0             | \$0             | \$15,788 |
| 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: \$15,788**

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) | 2026-2027

| Fund Source<br>Mgmt. Code / Description<br>Resc. Code / Description                                              | EGUSD Strategic Goals |                                  |                                            |             |                         | Balance |
|------------------------------------------------------------------------------------------------------------------|-----------------------|----------------------------------|--------------------------------------------|-------------|-------------------------|---------|
|                                                                                                                  | Allocation            | 1. Curriculum<br>and Instruction | 2. Targeted<br>Supports &<br>Interventions | 3. Wellness | 4. Family<br>Engagement |         |
| 4900 Director of School Improvement Support<br>3010 ESSA: Title I, Part A, Basic Grants Low-Income and Neglected | \$275,040             | \$264,040                        | \$0                                        | \$1,000     | \$10,000                | \$0     |
| 7101 LCFF Supplemental Concentration TK-6<br>0000 Unrestricted                                                   | \$155,496             | \$46,401                         | \$104,380                                  | \$4,715     | \$0                     | \$0     |
| 7150 EL Supplemental Program Services TK-6<br>0000 Unrestricted                                                  | \$15,788              | \$15,788                         | \$0                                        | \$0         | \$0                     | \$0     |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA                                                | \$446,324             | \$326,229                        | \$104,380                                  | \$5,715     | \$10,000                |         |

| Fund Subtotals                                                |           |
|---------------------------------------------------------------|-----------|
| Subtotal of additional federal funds included for this school | \$275,040 |
| Subtotal of state or local funds included for this school     | \$171,284 |