



## **Herman Leimbach Elementary**

# **Local Control Accountability Plan (LCAP) 2024-2025**

**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: 2024-2025

### Goal Setting (Icapid: 621)

#### State Priorities

##### Conditions of Learning:

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

##### Pupil Outcomes:

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

##### Engagement:

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

#### Strategic Goals

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

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

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

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

##### Goal 3: Wellness

- All students will 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: 9/13/23; 10/18/23; 11/8/23; 1/17/24; 2/14/24; 3/24/24

LEADERSHIP: 9/27/23; 11/1/23; 11/29/23; 1/24/24; 2/14/24; 3/20/24; 4/17/24

ELAC: 9/22/23; 10/20/23; 2/9/24

CONTINUOUS IMPROVEMENT TEAM: 9/22/23; 10/3/23; 11/1/23; 11/14/23; 12/6/23; 12/12/23; 1/17/24; 2/29/24; 3/27/24; 5/8/24

## 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 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.

## Goals, Actions, and Progress Indicators

### District Strategic Goal 1:

All students will receive high quality classroom instruction and curriculum 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

### Site Goal 1.1 (SiteGoalID: 7332) (DTS: 12/13/23)

#### Site Goal 1.1

Close the achievement gap with the all students, targeting the lowest performing subgroups according to most recent CAASPP scores.

<u>SUBGROUP</u>	<u>ELA</u>		<u>MATH</u>	
	2023	GOAL	2023	GOAL
ALL	29.3%	50%	17.3%	50%
African Am	10%	50%	9%	50%

Hisp	34%	50%	18%	27%
Asian	32%	50%	26%	50%
Pac Isl	25%	50%	25%	50%
White	63%	75%		
2 or More	33%	50%	12%	20%

## California School Dashboard 2023

### ELA increased 3.2 points

GOAL is to move groups from Orange to Yellow: African American, Asian, English Learners, SED, and SWD.

GOAL is to move groups from Orange to Green: hispanic

### MATH increased 12 points

GOAL is to move groups from Red to Yellow: African American

GOAL is to move groups from Orange to Yellow: Asian and SWD

GOAL is to move groups from Yellow to Green: EL, Hispanic, and SED

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

## Action 1.1.1 (SiteGoalID: 7332) (DTS: 12/13/23)

### Targeted Student Group(s)

- All

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> <li>Describe your step by step plan for intervention for at-risk students.</li> </ul>	<ul style="list-style-type: none"> <li>How will you measure implementation?</li> <li>How will you measure student improvement using formative data?</li> <li>Who will collect the data, how often, and who will it be shared with?</li> </ul>	<ul style="list-style-type: none"> <li>Are you making progress towards your desired outcome?</li> <li>What is working or what is not working?</li> <li>How will you modify your plan if you are not making progress?</li> </ul>
<p><b>Action Plan</b></p> <p>Provide release time for review of all pertinent data. Provide teachers with instructional coaching and professional learning opportunities to attend relevant educational conferences, PLC trainings, GLAD, AVID, and other professional development.</p> <p>August - May</p> <p>Provide collaboration time with Intervention teachers 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><b>Progress Monitoring</b></p> <p>Measurements we will collect and analyze:</p> <p>Curriculum- based assessments, collected 3 times per year, and grade levels will use at weekly PLC's to plan instructional needs using the Continuous Improvement Process.</p> <p>PLC agendas and minutes, collected weekly from leaders.</p> <p>Release time provided to review all pertinent data with our coaching and intervention staff (attendance data, grade level agendas and minutes will be collected) We will</p>	<p><b>Evaluation</b></p>

<p>Provide staff opportunities to develop their practice and skill, and continue our journey of becoming AVID school wide.</p> <ul style="list-style-type: none"> <li>• July, AVID Conference, National conference</li> <li>• July, AVID Membership <ul style="list-style-type: none"> <li>◦ AVID Yearly Membership</li> </ul> </li> <li>• August - May, AVID Monthly PLC Meetings <ul style="list-style-type: none"> <li>◦ 18 teachers per month</li> </ul> </li> <li>• August - May, AVID Monthly Release Days <ul style="list-style-type: none"> <li>◦ September through April, 10 teachers at 2 hours per PD.</li> </ul> </li> </ul> <p>Staff will participate in on going professional development around the Framework for High Quality Instruction and all teachers will become proficient in assessing students' reading levels and teaching reading to non-readers.</p> <p>Continue to use the Continuous Improvement Process to examine data and define goals, determine the problem of practice, and identify the theory of change along with Plan, DO, Study, Act.</p> <p>We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.</p>	<p>hold this 3 times per year, per grade level.</p> <p>CAASP Data, collected 1 time per year, and reviewed at least one time per year by staff.</p> <p>Teams will collect academic data and make instructional decisions based on the data on grade level benchmark assessments, collected 3 times per year, and shared and analyzed weekly at PLC meetings.</p> <p>We will collect data from conference attendance, monthly PLC meetings, AVID monthly training, collected and analyzed monthly to focus on our problem of practice and establish change practices.</p> <p>Our AVID team will collect trimester data based on organizational tools, student binder checks, and ADMIN walk-through AVID forms. Collected 3 times per year, and analyzed at our monthly leadership meetings on progress.</p> <p>All teachers will collect LETRS data, letter sound data, benchmark data, and sight word data to review how well our programs are working, collected 3 times per year and analyzed weekly at PLC meetings.</p> <p>We collect data from weekly walk through forms on ELD and AVID strategies being used in the classrooms. This data will be shared at staff meetings.</p>	
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#### Action 1.1.2 (SiteGoalID: 7332) (DTS: 12/13/23)

##### Targeted Student Group(s)

- All

Action Plan	Progress Monitoring	Evaluation
	<ul style="list-style-type: none"> <li>• How will you measure implementation?</li> </ul>	<ul style="list-style-type: none"> <li>• Are you making progress towards your desired outcome?</li> </ul>

<ul style="list-style-type: none"> <li>Describe your step by step plan for intervention for at-risk students.</li> </ul>	<ul style="list-style-type: none"> <li>How will you measure student improvement using formative data?</li> <li>Who will collect the data, how often, and who will it be shared with?</li> </ul>	<ul style="list-style-type: none"> <li>What is working or what is not working?</li> <li>How will you modify your plan if you are not making progress?</li> </ul>
<p><b>Action Plan</b></p> <p>We will purchase technology to enhance instruction and continue to close the achievement and opportunity gap including but not limited to: SMARTBoard/LCD projector replacements as needed, printers, color printer and ink, Chrome Books for student use, and other technology needs. Staff will incorporate AVID strategies and technology resources and monitor target student progress. We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.</p>	<p><b>Progress Monitoring</b></p> <p><b>Use the Continuous Improvement Process with the following programs and data:</b></p> <ul style="list-style-type: none"> <li>IXL Reading and Math results.</li> <li>Wonders and Math online assessment data to track student progress. Completed monthly and reviewed weekly at PLC meetings to progress monitor and creating next steps for learning targets.</li> <li>Illuminate school wide assessments to monitor growth and progress</li> </ul>	<p><b>Evaluation</b></p>

#### Action 1.1.3 (SiteGoalID: 7332) (DTS: 04/29/24)

##### Targeted Student Group(s)

- All

<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.</li> </ul>	<p><b>Progress Monitoring</b></p> <ul style="list-style-type: none"> <li>How will you measure implementation?</li> <li>How will you measure student improvement using formative data?</li> <li>Who will collect the data, how often, and who will it be shared with?</li> </ul>	<p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>Are you making progress towards your desired outcome?</li> <li>What is working or what is not working?</li> <li>How will you modify your plan if you are not making progress?</li> </ul>
<p><b>Action Plan</b></p> <p>August - May Provide field trip scholarships, entrance fees, transportation fees, on site contracts with outside providers to guarantee all students opportunities for VAPA, culturally relevant, and academic program participation.</p>	<p><b>Progress Monitoring</b></p> <p>Measurements we will collect and analyze: Students will be applying and expanding knowledge of CCSS and NGSS as demonstrated by CAASP scores, work products, and other classroom assessment scores. Collected and analyzed at</p>	<p><b>Evaluation</b></p>

We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.	least one time per year. Pre and post assessments as needed by grade levels. Data will be collected, progress monitored and analyzed at staff meetings, PLC meetings, SSC, and ELAC meetings.	
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#### Action 1.1.4 (SiteGoalID: 7332) (DTS: 04/29/24)

##### Targeted Student Group(s)

- All

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> <li>• Describe your step by step plan for intervention for at-risk students.</li> </ul>	<ul style="list-style-type: none"> <li>• How will you measure implementation?</li> <li>• How will you measure student improvement using formative data?</li> <li>• Who will collect the data, how often, and who will it be shared with?</li> </ul>	<ul style="list-style-type: none"> <li>• Are you making progress towards your desired outcome?</li> <li>• What is working or what is not working?</li> <li>• How will you modify your plan if you are not making progress?</li> </ul>
<p><b>August - May</b> Provide students with extra supplies and materials needed to support programs used to increase academic achievement, including but not limited to, color printers and ink for optimal instructional needs, intervention, and AVID implementation. Sufficient paper to accommodate all academic high need students targeted in intervention, tutoring and enrichment programs.</p> <p>We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.</p>	<p>How will we measure the effectiveness:</p> <ul style="list-style-type: none"> <li>• CAASP Data, collected and analyzed at least 1 time per year</li> <li>• AVID classroom teachers will collect data each trimester on the effectiveness of transition times and organizational tools, collected and analyzed at least 3 times per year at monthly leadership meetings</li> <li>• AVID attendance data, collected in SYNERGY and analyzed at least 1 time per year</li> </ul> <p>Data will be collected, progress monitored and analyzed at staff meetings, PLC meetings, SSC, and ELAC meetings.</p>	

#### Action 1.1.5 (SiteGoalID: 7332) (DTS: 04/29/24)

## Targeted Student Group(s)

• All

<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.</li> </ul>	<p><b>Progress Monitoring</b></p> <ul style="list-style-type: none"> <li>How will you measure implementation?</li> <li>How will you measure student improvement using formative data?</li> <li>Who will collect the data, how often, and who will it be shared with?</li> </ul>	<p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>Are you making progress towards your desired outcome?</li> <li>What is working or what is not working?</li> <li>How will you modify your plan if you are not making progress?</li> </ul>
<p><b>Action Plan</b></p> <p>Aug-June We will close the achievement and opportunity gap by providing our students with Tier II interventional supports. Intervention teachers will work with small groups on targeted goals to close the achievement gap by teaching: phonics, decoding, blending, phonemic awareness and comprehension skills. Supplemental Personnel.</p> <p>Academic Intervention Teachers- We will hire 1FTE AIT using Title I funds, 1 FTE AIT using ESSER funds, and 1FTE Teacher Assistant and Supplemental Concentration. They will provide intervention using best practice for guided reading teaching, math intervention, and targeted instructional materials to support students' needs. Para educators will be hired to support the needs of our students.</p> <p>We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.</p>	<p><b>Progress Monitoring</b></p> <p><b>We will use the Continuous Improvement Process to collect data, create a plan, and implement a suite of change practices.</b></p> <p>Intervention teachers will collect and analyze the LETRS, fluency, sight word, and letter sound data to measure growth. They will collect data monthly to progress monitor, and share this with teams monthly.</p> <p>Fluency data, collected 3 times per year and analyzed monthly in PLC team meetings.</p> <p>CAASP data, collected 1 time per year, and analyzed at least 1 time per year. California Department of Education's Dashboard. We will monitor growth from the CA Dashboard, released one time per year, and analyzed at site council, ELAC and staff meetings.</p> <p>Illuminate interim assessment data, collected and analyzed at least 3 times per year.</p> <p>Assessment data collected from our intervention team, collected monthly and analyzed monthly at PLC meetings.</p>	<p><b>Evaluation</b></p>



## Site Goal 1.2 (SiteGoalID: 7336) (DTS: 12/13/23)

The Valley Region Principals have identified ACTIVE PARTICIPATION as an area for growth. Administrators will observe an increase of implementation from 67% to 70% by the end of the year as measured by the Teaching and Learning Program Implementation Continuum (PIC).

Data will be gathered from the following sources:

- Student survey data, when your teacher asks questions, do you have enough time to come up with answers. Our data will increase, from 64% to 72%.
- Teacher survey data regarding current level of implementation of active participation will increase from 81.6% to 83%.
- FONT implementation data, our walk through data will increase from 45% to 50%.
- Student survey data, Does your teacher expect all students to participate everyday? Our data will increase from 74.6% to 77%.

Metric: Other

### Action 1.2.1 (SiteGoalID: 7336) (DTS: 12/13/23)

#### Targeted Student Group(s)

- All

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"><li>• Describe your step by step plan for intervention for at-risk students.</li></ul>	<ul style="list-style-type: none"><li>• How will you measure implementation?</li><li>• How will you measure student improvement using formative data?</li><li>• Who will collect the data, how often, and who will it be shared with?</li></ul>	<ul style="list-style-type: none"><li>• Are you making progress towards your desired outcome?</li><li>• What is working or what is not working?</li><li>• How will you modify your plan if you are not making progress?</li></ul>
<b>Action Plan</b>  Regional professional development centered around active participation. <ul style="list-style-type: none"><li>• Explicit instruction on teaching students what appropriate wait time looks like in the classroom and does your teacher expect every student to participate.</li><li>• We will increase our FONT walk throughs as a region, and hold each other</li></ul>	<b>Progress Monitoring</b>  Survey data collected from the student climate survey.  Survey data collected from the staff perspective survey.  Valley region will create a survey for staff and students based on active participation, collected 3 times per year. <ul style="list-style-type: none"><li>• FONT PIC data collected one time per year.</li></ul>	<b>Evaluation</b>

<p>accountable for weekly walk throughs.</p> <ul style="list-style-type: none"> <li>• Give staff and teacher feedback centered around active participation.</li> </ul> <p>We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.</p>	<ul style="list-style-type: none"> <li>• Valley Region Principal's will hold each other accountable for 3 FONT walk throughs per week.</li> </ul>	
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### Site Goal 1.3 (SiteGoalID: 7851) (DTS: 04/29/24)

Provide high quality instruction for EL students using ELD Standards, district adopted curriculum, and research based strategies for teaching and learning.

**Metric:** Progress toward English Proficiency - Percent Increasing ELPI Level

### Action 1.3.1 (SiteGoalID: 7851) (DTS: 04/29/24)

#### Targeted Student Group(s)

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> <li>• Describe your step by step plan for intervention for at-risk students.</li> </ul>	<ul style="list-style-type: none"> <li>• How will you measure implementation?</li> <li>• How will you measure student improvement using formative data?</li> <li>• Who will collect the data, how often, and who will it be shared with?</li> </ul>	<ul style="list-style-type: none"> <li>• Are you making progress towards your desired outcome?</li> <li>• What is working or what is not working?</li> <li>• How will you modify your plan if you are not making progress?</li> </ul>
Action Plan	Progress Monitoring	Evaluation
<p>Provide designated and integrated ELD during school (no funding) and after school.</p> <p>Provide teachers with guidance and training to support Newcomers in the classroom.</p> <p>Provide teachers with ELD support through release time and professional development with the EL Instructional Coach.</p>	<p>Progress monitoring will be measured through the following: Fluency, ELA assessments, Illuminate data, and IXL data.</p> <p>Complete ELD walkthrough forms according to district timeline and use data to inform practices. Admin. and EL Coach will calibrate walkthroughs once a month.</p>	

<p>Purchase instructional materials and supplies that support ELD Standards, with emphasis on speaking and listening.</p> <p>Time-sheet contracted teachers and paraeducators to provide academic intervention to EL students after school.</p> <p>We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.</p>		
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#### Site Goal 1.4 (SiteGoalID: 7892) (DTS: 05/10/24)

Herman Leimbach will focus on the area of Active Participation as a site goal around the Instructional Framework. The goal is to use the FONT and increase observation of Active Participation from 30% to 60%.

**Metric:** Other

#### Action 1.4.1 (SiteGoalID: 7892) (DTS: 05/10/24)

##### Targeted Student Group(s)

- All

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> <li>Describe your step by step plan for intervention for at-risk students.</li> </ul>	<ul style="list-style-type: none"> <li>How will you measure implementation?</li> <li>How will you measure student improvement using formative data?</li> <li>Who will collect the data, how often, and who will it be shared with?</li> </ul>	<ul style="list-style-type: none"> <li>Are you making progress towards your desired outcome?</li> <li>What is working or what is not working?</li> <li>How will you modify your plan if you are not making progress?</li> </ul>

Action Plan	Progress Monitoring	Evaluation
Provide professional development specific to Active Participation. Provide release time to visit classrooms and observe coaches model the strategy. Provide release time to meet as grade level teams to discuss standards and curriculum, along with active participation.	Font observations Teacher reflections on professional development Grade Level SMART Goals Illuminate data (Math/ELA)	

Funding Sources for District Goal 1 (DEV - LCAP ID: 621)		
Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	117093	Certificated- Salaries
Title I – Basic (4900/3010)	0	Certificated- Timesheets
Title I – Basic (4900/3010)	36792	Classified- Salaries
Title I – Basic (4900/3010)	5	Classified- Timesheets
Title I – Basic (4900/3010)	1000	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	1000	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	98000	Certificated- Salaries
Supplemental/Concentration (7101/0000)	4000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	2000	Classified- Timesheets
Supplemental/Concentration (7101/0000)	0	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	4000	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Certificated- Salaries

EL Supplemental (7150/0000)	13002	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	500	Classified- Timesheets
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	1000	Materials/Supplies/Equipment

## District Strategic Goal 2:

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

## District Needs and Metrics 2:

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

- Test Participation Rate on Districtwide Assessments

## Site Goal 2.1 (SiteGoalID: 7338) (DTS: 01/01/10)

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

**Metric:** Test Participation Rate on Districtwide Assessments

## Action 2.1.1 (SiteGoalID: 7338) (DTS: 12/13/23)

### Targeted Student Group(s)

- All

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> <li>• Describe your step by step plan for intervention for at-risk students.</li> </ul>	<ul style="list-style-type: none"> <li>• How will you measure implementation?</li> <li>• How will you measure student improvement using formative data?</li> <li>• Who will collect the data, how often, and who will it be shared with?</li> </ul>	<ul style="list-style-type: none"> <li>• Are you making progress towards your desired outcome?</li> <li>• What is working or what is not working?</li> <li>• How will you modify your plan if you are not making progress?</li> </ul>
Action Plan	Progress Monitoring	Evaluation
August, November, February,	Effectiveness of this action will be	

<p><b>April, and May</b> - 95 % completion of District Assessments</p> <p><b>August - May</b> Kinder - 6th grade teachers will receive time to review data and collaborate with colleagues to create short term and long term plans.</p> <p>We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.</p>	<p>measured by admin and coaches pulling completion rates by grade level a week before the testing window closes, reporting the data to grade levels and creating a plan to assess students who have missing scores. Data will be collected, progress monitored and analyzed at staff meetings, PLC meetings, SSC, and ELAC meetings.</p> <p>The Continuous Improvement Process will be used to examine data, determine a problem of practice, and establish a suite of change practices (Plan, Do, Study, Act).</p>	
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## Site Goal 2.2 (SiteGoalID: 7847) (DTS: 04/29/24)

Provide ELPAC testing for EL students. Provide an EL Coordinator and bilingual paraprofessionals to coordinate EL activities, ELAC meetings, translations, RFEP monitoring, and EL re-designation.

**Metric:** Test Participation Rate on Districtwide Assessments

### Action 2.2.1 (SiteGoalID: 7847) (DTS: 04/29/24)

#### Targeted Student Group(s)

- EL

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> <li>• Describe your step by step plan for intervention for at-risk students.</li> </ul>	<ul style="list-style-type: none"> <li>• How will you measure implementation?</li> <li>• How will you measure student improvement using formative data?</li> <li>• Who will collect the data, how often, and who will it be shared with?</li> </ul>	<ul style="list-style-type: none"> <li>• Are you making progress towards your desired outcome?</li> <li>• What is working or what is not working?</li> <li>• How will you modify your plan if you are not making progress?</li> </ul>

Action Plan	Progress Monitoring	Evaluation
<p>A minimum of 4 ELAC Meetings during the school year.</p> <p>EL Reclassification Awards Night Translation at evening events and school meetings</p> <p>EL Coordinator responsible for Initial and Summative ELPAC testing, collects data to reclassify, organizes ELAC meetings, attends ELAC and DELAC meetings, and other duties related to EL instruction and monitoring.</p> <p>EL testing of newcomers to CA or the US throughout the school year</p> <p>Equipment for students: examples but not limited to: headphones, supplemental curriculum resources, books, supplies, etc.</p> <p>We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.</p>	<p>Measurements for effectiveness will include: ELPAC Testing Results, collected and analyzed at least 1 time per year</p> <p>ELAC Meeting and re-designation Sign In Sheets, collected and analyzed at least 4 times per year</p> <p>Illuminate assessments for interim assessments, collected and analyzed at least 3 times per year Data will be collected, progress monitored and analyzed at staff meetings, PLC meetings, SSC, and ELAC meetings.</p>	

### Funding Sources for District Goal 2 (DEV - LCAP ID: 621)

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	26355	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	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	0	Materials/Supplies/Equipment

Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	0	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	0	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	1000	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	500	Classified- Timesheets
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	1000	Materials/Supplies/Equipment

### District Strategic Goal 3:

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

### District Needs and Metrics 3:

Students need a safe and engaging academic, social-emotional, and physical school environment as measured by:

- Cohort Graduation Rate
- School Climate - Average Favorability Rating
- Social Emotional Learning - Average Favorability Rating
- Suspension Rate: Percent of Students Suspended

### Site Goal 3.1 (SiteGoalID: 7334) (DTS: 12/13/23)

Herman Leimbach will decrease the disproportionality of discipline for at risk subgroups.

DISPROPORTIONALITY	2022-2023	2023-2024	DISPARITY CHANGE
African American	3.0	1.5	-1.4
Hispanic	0.5	1.0	0.5
Two or More	3.7	1.8	-1.9
SED	3.3	0.7	-2.6



SPED	4.3	0.7	-2.6
Homeless	1.4	1.8	-2.5

Although we have had an increase of overall suspensions (70); exclusionay practices have decreased by 9%, teacher managed discipline has increased to 60%, and Other Means of Correction has increased to 31%. The data indicates that teachers are utilizing more PBIS strategies and other means to work with students in the classrooms. Teachers are also incorporating more Restorative practices to create safe and respectful learning environments. The California Dashboard indicates that Herman Leimbach is in the GREEN area and our goal is move to BLUE.

Herman Leimbach qualified for the PBIS Gold standard during 2022-2023. Our current TFI score indicates that the GOLD standard will be maintained in 2023-2024.

**Metric:** Suspension Rate: Percent of Students Suspended

**Action 3.1.1 (SiteGoalID: 7334) (DTS: 12/13/23)**

**Targeted Student Group(s)**

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

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> <li>Describe your step by step plan for intervention for at-risk students.</li> </ul>	<ul style="list-style-type: none"> <li>How will you measure implementation?</li> <li>How will you measure student improvement using formative data?</li> <li>Who will collect the data, how often, and who will it be shared with?</li> </ul>	<ul style="list-style-type: none"> <li>Are you making progress towards your desired outcome?</li> <li>What is working or what is not working?</li> <li>How will you modify your plan if you are not making progress?</li> </ul>
<p><b>Action Plan</b></p> <p>September - May Provide guest administrators or a Teacher in Charge (TIC) on days when one or both site administrators have to be absent, to ensure continuity of positive school climate. Title one funds will be used to maintain a high level of support on campus.</p> <p>Provide additional training and support for yard duty and other staff on how to support students with conflict or problems and promote a positive and safe environment for all.</p> <p>Provide additional PBIS strategies for all staff around: social emotional learning, behavior</p>	<p><b>Progress Monitoring</b></p> <p>Student Discipline Logs will be reviewed monthly at PBIS meetings</p> <p>PBIS team Data reviews, monthly and goals are set for targeted areas of growth</p> <p>Review progress and adjust strategies as needed for targeted students with frequent disciple issues on a trimester basis. (monthly yard staff meetings, and trainings)</p> <p>We will collect weekly data sent to the site on how many students participate and how many character education bright spots are being given out. Collected and</p>	<p><b>Evaluation</b></p>

<p>management, and routines and classroom procedures. Explicitly teach expectations in targeted school areas. We will purchase signage, program promotional resources, promote specific PBIS events, and provide release time for staff for PBIS planning.</p> <p>Staff will support, train and use Second Steps as a foundational program for our tier 1 interventions of supports</p> <p>Purchase playground equipment to actively engage kids in unstructured play time to decrease office referrals.</p> <p>Contract with ASSIST to provide a full week of recess support.</p> <p>We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.</p>	<p>analyzed on a monthly basis.</p> <p>Data will be collected, progress monitored and analyzed at staff meetings, PLC meetings, SSC, and ELAC meetings.</p>	
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### Action 3.1.2 (SiteGoalID: 7334) (DTS: 12/13/23)

#### Targeted Student Group(s)

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> <li>Describe your step by step plan for intervention for at-risk students.</li> </ul>	<ul style="list-style-type: none"> <li>How will you measure implementation?</li> <li>How will you measure student improvement using formative data?</li> <li>Who will collect the data, how often, and who will it be shared with?</li> </ul>	<ul style="list-style-type: none"> <li>Are you making progress towards your desired outcome?</li> <li>What is working or what is not working?</li> <li>How will you modify your plan if you are not making progress?</li> </ul>
<p><b>Action Plan</b></p> <p>Create a formal parent engagement plan that includes parent communication, relationship building, and how to communicate effectively with diverse parents. (Aug-Sept)</p> <p>Increase parent engagement</p>	<p><b>Progress Monitoring</b></p> <p>Increase 2022-2023 LCAP Needs Survey Indicators demonstrate Satisfaction in the following areas:  A Safe School from 93.1 to 95%  Good Mental Health Supports from 90% to 95%  Security on Campus from 91% to 95%</p>	<p><b>Evaluation</b></p>

<p>through direct phone or in person contact. (Aug-June)</p> <p>Increase parent participation surveys so that data reflects a greater number of families through direct contact with parents around the surveys. (Aug-June)</p> <p>Staff will provide a positive school culture and climate for students and families through an outward mindset and using customer service approaches. (Aug-June)</p>	<p>Admin., Teachers, Office Staff will encourage parents to complete surveys.</p> <p>Teachers will make contact with 95% of parents during all parent and teacher conferences. Teachers and Admin. will collaborate on this effort.</p> <p>50% of Parents will complete climate and culture surveys. Admin, Teachers, and Office Staff will promote surveys to parents.</p>	
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### Action 3.1.3 (SiteGoalID: 7334) (DTS: 05/02/24)

#### Targeted Student Group(s)

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> <li>Describe your step by step plan for intervention for at-risk students.</li> </ul>	<ul style="list-style-type: none"> <li>How will you measure implementation?</li> <li>How will you measure student improvement using formative data?</li> <li>Who will collect the data, how often, and who will it be shared with?</li> </ul>	<ul style="list-style-type: none"> <li>Are you making progress towards your desired outcome?</li> <li>What is working or what is not working?</li> <li>How will you modify your plan if you are not making progress?</li> </ul>
Action Plan	Progress Monitoring	Evaluation

### Funding Sources for District Goal 3 (DEV - LCAP ID: 621)

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	90919	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	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	0	Materials/Supplies/Equipment
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)	38606	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	0	Materials/Supplies/Equipment
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	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Materials/Supplies/Equipment

#### District Strategic Goal 4:

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

#### District Needs and Metrics 4:

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

- Attendance Rate
- Parents indicating a respectful and welcoming school environment
- Parents indicating opportunities for parent input in making decisions
- Parents indicating opportunities for parent involvement

- Percent Chronically Absent

#### Site Goal 4.1 (SiteGoalID: 7335) (DTS: 12/13/23)

Improve Attendance Rates with Subgroups with Chronic Absenteeism (African Am., Am. Indian, Asian, Hispanic, Two or More, SED, and SWD).

African Am. 62.3% chronically absent. Move performance level from Orange to Yellow.

Two or More 54.7% chronically absent. Move performance level from Orange to Yellow.

Asian 29.8% chronically absent. Move performance level from Yellow to Green.

Hispanic 44.4% chronically absent. Move performance level from Yellow to Green.

Socioeconomically Disadvantaged 47% chronically absent. Move performance level from Yellow to Green.

Students with Disabilities 49.5% chronically absent. Move performance level from Yellow to Green.

All Students 44.1% chronically absent (declined 9.8%). Move performance level from Yellow to Green.

**Metric:** Attendance Rate

#### Action 4.1.1 (SiteGoalID: 7335) (DTS: 12/13/23)

##### Targeted Student Group(s)

• American Indian or Alaska Native • Black or African American • Hispanic or Latino • Low Income • SWD • Two or More

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> <li>• Describe your step by step plan for intervention for at-risk students.</li> </ul>	<ul style="list-style-type: none"> <li>• How will you measure implementation?</li> <li>• How will you measure student improvement using formative data?</li> <li>• Who will collect the data, how often, and who will it be shared with?</li> </ul>	<ul style="list-style-type: none"> <li>• Are you making progress towards your desired outcome?</li> <li>• What is working or what is not working?</li> <li>• How will you modify your plan if you are not making progress?</li> </ul>
<p><b>Action Plan</b></p> <p>Communicate to families in multiple ways regarding our absence policy and the importance of attending school.</p> <p>Personal phone calls home and text messages from our office staff after 2 days of absences. All contacts logged into Synergy. Utilize our BTA to make calls to our Latino families.</p> <p>Create an attendance competition/incentive program with rewards and recognitions.</p>	<p><b>Progress Monitoring</b></p> <p>Measurements we will collect and analyze:</p> <ul style="list-style-type: none"> <li>• Attendance records</li> <li>• Event calendar</li> <li>• Porch Visits</li> <li>• Meeting agendas and minutes</li> <li>• Partnerships for student outcomes</li> <li>• Data will be collected, progress monitored and analyzed at staff meetings, PLC meetings, SSC, and ELAC meetings.</li> </ul>	<p><b>Evaluation</b></p>

<p>We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.</p> <p>Decrease chronic absenteeism by creating safe and welcoming learning environments. (Aug-June)</p> <p>Decrease chronic absenteeism by working on student and staff relationships through PD on Arbinger, SEL Strategies, and Mindfulness. (Aug-June)</p> <p>Provide incentives for classrooms and individuals with improved attendance. (Aug-June)</p> <p>Incorporate school-wide attendance campaign including staff, students, and parents and keep attendance as an agenda item for all meetings. (Aug-June)</p> <p>Meet and confer with regional attendance coordinator to discuss data and support for students with chronic absenteeism. (Each trimester)</p> <p>We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.</p>		
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#### Site Goal 4.2 (SiteGoalID: 7337) (DTS: 12/13/23)

Increase opportunities and attendance for parents and community members to participate in school-wide events. Increase opportunities for stakeholders to engage with the school to support programs and students.

**Metric:** Attendance Rate

#### Action 4.2.1 (SiteGoalID: 7337) (DTS: 12/13/23)

##### Targeted Student Group(s)

- All

<b>Action Plan</b> <ul style="list-style-type: none"> <li>Describe your step by step plan for intervention for at-risk students.</li> </ul>	<b>Progress Monitoring</b> <ul style="list-style-type: none"> <li>How will you measure implementation?</li> <li>How will you measure student improvement using formative data?</li> <li>Who will collect the data, how often, and who will it be shared with?</li> </ul>	<b>Evaluation</b> <ul style="list-style-type: none"> <li>Are you making progress towards your desired outcome?</li> <li>What is working or what is not working?</li> <li>How will you modify your plan if you are not making progress?</li> </ul>
<p><b>Action Plan</b></p> <p>Increase school-wide Family and Community Engagement programs and communication such as:  Parent/Teacher conferences  Back to School Night  Music &amp; Art Night  Parent Workshops  Family STEM Night  AVID Education Night  Foundational Reading training</p> <p>Ensure all home and school communications and flyers are translated into Spanish (Aug-June)</p> <p>Utilize our FACE Family Liaison to make phone calls to personally invite families to events. (Aug-June)</p> <p>Establish &amp; communicate current events in print, website, social media, and Talking Points</p> <p>Hold Family Picnics in the Quad each trimester.</p> <p>Support home-to-school communication through Communication Folders</p> <p>Increase Home Visits.</p> <p>Coordinate an AVID Career Day with parental involvement.</p> <p>We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.</p>	<p><b>Progress Monitoring</b></p> <p>After each parent event and survey, the Principal will analyze the data to determine if there has been an increase in participation and parent satisfaction with our school.</p> <p>The Vice Principal will ensure we have posted photos of school events on our school website and Facebook.</p> <p>Increased daily usage of teacher-student-parent communication through the use of student planners. Responsible: teachers</p> <p>The number of home visits will be logged throughout the school year by teachers and admin.</p>	<p><b>Evaluation</b></p>

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**Funding Sources for District Goal 4 (DEV - LCAP ID: 621)**

<b>Funding Source</b>	<b>Amount</b>	<b>Description of Use</b>
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)	3947	Classified- Timesheets
Title I – Basic (4900/3010)	0	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	0	Materials/Supplies/Equipment
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)	8000	Classified- Timesheets
Supplemental/Concentration (7101/0000)	0	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	0	Materials/Supplies/Equipment
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	Contracts/Services/Subscriptions
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	\$117093	\$26355	\$90919	\$0	\$234367
Certificated- Timesheets	\$0	\$0	\$0	\$0	\$0
Classified- Salaries	\$36792	\$0	\$0	\$0	\$36792
Classified- Timesheets	\$5	\$0	\$0	\$3947	\$3952
Contracts/Services/Subscriptions	\$1000	\$0	\$0	\$0	\$1000
Materials/Supplies/Equipment	\$1000	\$0	\$0	\$0	\$1000

### Supplemental/Concentration (7101/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$98000	\$0	\$0	\$0	\$98000
Certificated- Timesheets	\$4000	\$0	\$0	\$0	\$4000
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$2000	\$0	\$0	\$8000	\$10000
Contracts/Services/Subscriptions	\$0	\$0	\$38606	\$0	\$38606
Materials/Supplies/Equipment	\$4000	\$0	\$0	\$0	\$4000

### 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	\$13002	\$1000	\$0	\$0	\$14002
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$500	\$500	\$0	\$0	\$1000
Contracts/Services/Subscriptions	\$0	\$0	\$0	\$0	\$0
Materials/Supplies/Equipment	\$1000	\$1000	\$0	\$0	\$2000

## Justification of School-Wide Use of Funds

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

Included in analysis.

## V. Funding

### Herman Leimbach Elementary (305) | 2024-2025

Fund Source Mgmt. Code / Description Resc. Code / Description	EGUSD Strategic Goals					Balance
	Allocation	1. Curriculum and Instruction	2. Assessment	3. Wellness	4. Family Engagement	
<b>4900</b> School Improvement Support <b>3010</b> ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	\$277,111	\$155,890	\$26,355	\$90,919	\$3,947	\$0
<b>7101</b> LCFF Supplemental Concentration TK-6 <b>0000</b> Unrestricted	\$154,606	\$108,000	\$0	\$38,606	\$8,000	\$0
<b>7150</b> EL Supplemental Program Services TK-6 <b>0000</b> Unrestricted	\$17,002	\$14,502	\$2,500	\$0	\$0	\$0
<b>Total Funds Budgeted for Strategies to Meet the Goals in the SPSA</b>	\$448,719	\$278,392	\$28,855	\$129,525	\$11,947	

Fund Subtotals		Title I Centralized Services	
Subtotal of additional federal funds included for this school	\$277,111	Title I Foster Youth \$0	Title I Homeless \$0
Subtotal of state or local funds included for this school	\$171,608	Title I Centralized Services \$0	Title I Preschool \$0

		Signatures: (Must sign in blue ink)	Date
Principal	Abelardo Cordova	_____	_____
School Site Council Chairperson	Kimiko Douillet	_____	_____
EL Advisory Chairperson	Maria rodriguez	_____	_____