



## **Herman Leimbach Elementary**

# **Local Control Accountability Plan (LCAP) 2023-2024**

**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, Actions and Services

Herman Leimbach Elementary | Focused Work: 2023-2024

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### Goal Setting (Icapid: 536)

#### State Priorities

##### Conditions of Learning:

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

##### Pupil Outcomes:

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

##### Engagement:

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

#### Strategic Goals

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

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

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

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

##### Goal 3: Wellness

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

##### Goal 4: Family and Community Engagement

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

##### 1. Involvement Process for LCAP and Annual Update

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

Herman Leimbach staff worked together to review and analyze last year's LCAP plan and its impact on students as it relates to the Eight State Priorities and EGUSD's Strategic Goals. The Leadership Team met throughout the year to discuss actions and services that would appropriately support students and teaching. Staff was provided a survey to seek input for goal setting for 2023-2024 school year. Our PBIS Team met biweekly to track student discipline data and both teams completed the PBIS Fidelity Inventory to assess our

progress towards our goals.

Stakeholders were engaged throughout our continuous improvement process. The Vice Principal met periodically throughout the year with our English Language Learner Community - targeted on how we can best serve our EL Students and seeking stakeholder input that drives the LCAP planning process. Our School Site Council reviewed Leimbach's data related to EGUSD's Strategic Goals and our progress toward these goals. The Council also reviewed results from the LCAP surveys. The following were opportunities for stakeholders to be a part of the planning process for this LCAP/Annual Review and Analysis:

- Grade Level Leadership Team Meetings on 8/15/22, 9/12/22, 10/3/22, 11/28/22, 1/23/23, 4/10/23, 5/8/23
- AVID Leadership Team Meetings on 9/26/22, 10/17/22, 12/5/22, 1/17/23, 3/6/23, 4/17/23, 5/15/23
- School Site Council on 10/20/22, 12/1/22, 2/2/23, 4/13/23, 5/18/23
- ELAC on 10/13/22, 12/08/22, 2/23/23, 5/18/23
- Staff meetings on 8/10/22, 8/22/22, 10/10/22, 11/7/22, 1/9/23, 2/6/23, 3/3/23, 4/4/23, 5/1/23
- Back to School Night and Title One Meeting on 8/18/22
- Staff Survey in April 2023
- EGUSD Parent, Staff and Student Surveys Fall 2022 Spring 2023
- Continual input sought through ongoing stakeholder and parent communication through: zoom meetings, parent nights, awards assemblies & school functions

## 2. Impact of LCAP and Annual Update

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

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

- Continue with 2 full time Academic Intervention Teachers, one 0.2 AIT to push into classrooms twice a week, one full time paraeducator. Additional AIT support will be added through time sheets as support becomes available.
- All staff must incorporate the same strategies to support student well-being and growth, especially with our African American students and Students with Disabilities. This includes professional development for both classified and certificated staff, release time for observation and collaboration, data meetings, professional development, and targeted intervention during the school day. Specific training on positive behavior interventions and communication will be held to create an environment where students feel supported by ALL staff.

## Resource Inequities

**Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.**

As of the Spring of 2023, our school had the following sub-groups enter into ATSI:

<b>Student Group</b>	<b>ELA</b>	<b>MATH</b>	<b>CHRON</b>	<b>SUSP</b>
African American	1	1	1	2
Two or More	2	2	1	5
SWD	1	1	1	3

Throughout our school LCAP, we have put goals and actions in place in order to address the inequities amongst student groups in both academics, attendance, and suspension rates.

## Goals, Actions, and Progress Indicators

### District Strategic Goal 1:

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

### District Needs and Metrics 1:

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

- A-G Completion
- Access to Courses (Honors, AP/IB, CTE)
- AP/IB Exams
- CAASPP
- Content Standards Implementation
- CTE Sequence Completion
- EAP
- Other (Site-based/local assessment)
- Progress toward English Proficiency
- Redesignation
- Teacher Assignment

### Site Goal 1.1 (SiteGoalID: 6343) (DTS: 02/10/23)

#### Site Goal 1.1

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

<b><u>SUBGROUP</u></b>	<b><u>ELA</u></b>		<b><u>MATH</u></b>	
	2022	GOAL	2022	GOAL
African Am	24%	43%	9%	13%
EL	4%	28%	4%	24%
Hisp	25%	54%	16%	27%
Homeless	25%	54%	8%	15%
SWD	34%	59%	0%	10%
2 or More	18%	50%	15%	20%
Foster	0%	0%	0%	10%
SED	16%	48%	12%	20%

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

### Actions/Services 1.1.1 (SiteGoalID: 6343) (DTS: 02/10/23)

#### Targeted Student Group(s)

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

#### What Specific Actions/Services will you Provide to this Student Group?

- Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.

#### How will you Progress Monitor the Implementation of Actions/Services?

- What progress data will be collected and who will collect it?
- How often and when will it be collected?

#### Evaluation Cycles in 2023-2024

- What is working?
- What is not working and why?
- What modifications do you need to make?

<ul style="list-style-type: none"> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<ul style="list-style-type: none"> <li>• Who will it be shared with and when?</li> </ul>	
<p>1. Students in grades K-6 will be taught at their instructional levels using district curriculum, Language Essentials for Teachers of Reading and Spelling (LETRS), Wonders Intervention, SIPPS, Imagine Learning, District Assessments, Go Math, Literacy and Numeracy Strategies for District Trainings. (Aug-May)</p> <p>2. Students in grades K-6 will access IXL Math and other online programs to reinforce and practice ELA/MATH. \$35000.00 services from supplemental. (Aug-May)</p> <p>3. Academic Intervention Teachers, Teacher Assistant, and Paraeducators on contract and timesheet will utilize Guided Reading for students identified needing additional support and Math support. \$97,000.00 Title I Certificated Salary \$19,100.00 Supplemental Certificated Salary \$40,000.00 Title I Classified Salary \$10,000.00 Title I Classified timesheets (Aug-May)</p> <p>4. Year 4 of AVID implementation will continue and increase to other grade levels. Teachers will receive training and students will receive instruction on AVID strategies which include writing, reading, organization, collaboration, and inquiry. \$2000.00 Title I Certificated Timesheets \$2000.00 Supplemental Materials \$10849.00 Title I Materials</p> <p>5. Provide Library Support Technician through Title I to allow access to the library and collaborate with teachers on leveled readers. \$16,700.00 Title I Classified Salary \$1000.00 Title I Materials</p>	<p>1. Monitor use of curriculum, materials and resources, Illuminate Assessments, and end of unit assessments. Admin., Teachers, AIT, and Instructional Coaches will review assessments and create SMART Goals based on current data.</p> <p>2. Monitor student and class progress through iXL Assessment Data in Reading and Math to measure readiness and scores comparable to the CAASPP Assessment. Admin., Teachers, AIT, and Instructional Coaches will review iXL data monthly and write SMART Goals for ELA and Math.</p> <p>3. Formative assessments, fluency, and iXL data, Illuminate data, LETRS data, SIPPS data, Imagine Learning data, and district assessments will be used to monitor progress and provide targeted assistance to students. AIT and Teachers will review data to plan small group instruction every 6 weeks.</p> <p>4. Increased teacher training in Summer AVID Institute allows more teachers to implement AVID strategies. AVID teachers will collaborate monthly to discuss strategies and attend meetings held by SCOE. AVID teachers will also present strategies to colleagues during staff meetings.</p> <p>5. Librarian will develop schedule to all all students opportunities to become familiar with the library and check out books on a regular basis. The Library Tech will also read stories to classes and coordinate the Book Fair.</p> <p>6. Students will attend virtual and experiential field trips to enhance their learning around the curriculum and standards. Students will also explore college and career related to the field trip.</p>	

<p>6. Provide experiential learning through field trips and enrichment including entrance fees, transportation fees, materials, and outside contracts to support academic learning, college and career awareness. \$4037.00 Title I Services \$15000.00 Supplemental Services \$7000.00 Supplemental Materials (Sept-May)</p> <p>7. After School Tutoring to provide academic intervention and support in ELA and MATH. (Sept-May)</p> <p>8. Academic Program Coordinator to oversee and direct the ROAR Academy to reinforce school focus areas and priorities. \$25,000.00 Title Certificated Salary (Aug-June)</p> <p>9. Paras in ROAR Academy will receive professional learning on small group instruction and how to effectively deal with classroom management. (each trimester)</p> <p>10. Purchase teacher and student materials and supplies such as resource books, subscriptions, hardware and software to support academic and SEL learning. \$8000.00 from supplemental materials \$10000.00 from Title I materials</p>	<p>Students will reflect on field trip experiences through writing, presentations, and discussions.</p> <p>7. Teachers will provide after school tutoring to students in need of support in reading and math. Small group size will provide focused support.</p> <p>8. Academic Program Coordinator will perform duties assigned around supervision, after school coordination, parent engagement, and enrichment.</p> <p>9. Paras will manage instruction and behavior with coordinator support. Incidents will be handled in the classroom and referred to coordinator if needed.</p> <p>10. Students will use subscriptions to increase comprehension and fluency. Students will read stories that support SEL and PBIS. Teachers will measure progress through formative and summative assessments.</p>	
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**Actions/Services 1.1.2 (SiteGoalID: 6343) (DTS: 02/10/23)**

**Targeted Student Group(s)**

- All

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> </ul>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
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<ul style="list-style-type: none"> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>		
<p>1. Provide teacher release time to analyze data and collaborate around research based practices and high quality instruction in Reading/Math. \$2000.00 Supplemental Certificated Timesheets; \$5000.00 Title I Certificated Timesheets (Once each trimester)</p> <p>2. Continue with AVID Year 2 providing PD for teachers, monthly AVID opportunities, materials for implementation, and participation in the AVID Summer Institute. \$5000.00 Title I Supplies/Materials (Training during summer and school year)</p> <p>3. Purchase materials, supplies, contracts, and maintenance agreements to support programs. \$700.00 Title I Services \$8000.00 Supplemental Supplies/Materials</p> <p>4. Provide materials, supplies, stipends, field trips, fees, contracts with outside providers, and time sheeted teachers to support GATE Program. \$500.00 Supplemental Supply/Materials \$1250.00 GATE Stipend \$1950.00 GATE Services/Contracts \$197.00 GATE Supply/Materials</p>	<p>1. Admin., Teachers, and Instructional Coaches will review Running Records and SMART Goals.</p> <p>2/3. Surveys form professional development sessions. Collaborate with district and SCOE and evaluate program and goals. (Admin/Instructional Coaches)</p> <p>2/3. High Quality Instructional Framework, best practices, and success indicators will be implemented and evaluated through the collaboration of District Coaches, Teachers, and Administration.</p> <p>2/3. Teachers will administer Formative, Benchmark, and Summative assessments in Reading/Math, IXLMath. To be reviewed by grade level teams, Instructional Coaches, and Admin.</p> <p>3. Continue AVID and increase participation throughout grade levels. Participate in annual conference, site team meetings, district meetings, and SCOE meetings to increase strategies and overall participation. Collaboration will occur between site Admin., AVID Coordinator, District AVID Specialist, and SCOE Specialist.</p> <p>4. Purchase materials/manipulatives, and e-learning programs for practice, ie IXL, etc.</p> <p>5. Support GATE program through materials, fees, and stipends.</p>	

**Site Goal 1.2 (SiteGoalID: 6347) (DTS: 02/10/23)**

Progress Toward Proficiency  
 Increase percentage of EL students making progress toward proficiency as measured by ELPI levels from 40% to 55%

Redesignation

Percent of EL students redesignated from 6.4% to 15%

CAASPP Goal

Increase ELA SBAC for English Language Learners from 8% to 28%

Increase Math SBAC for English Language Learners from 0% to 24%

Metric: Progress toward English Proficiency -  
Percent Increasing ELPI Level

Actions/Services 1.2.1 (SiteGoalID: 6347) (DTS: 02/10/23)

Targeted Student Group(s)

- EL

What Specific Actions/Services will you Provide to this Student Group?	How will you Progress Monitor the Implementation of Actions/Services?	Evaluation Cycles in 2023-2024
<ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul> <p>1. Provide designated and integrated ELD during school and after school \$4000.00 Title I Certificated Timesheets (Aug-May)</p> <p>2. Purchase instructional materials and supplies that support ELD Standards, with emphasis on speaking and listening.</p> <p>3. Time-sheet contracted teachers and paraeducators. (Aug-May)</p>	<ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul> <p>1. Fluency, ELA assessments, and IXL will be used to measure progress. EL Coach will provide support and guidance as needed. Data will be reviewed by EL Coach, Instructional Coach, Teachers.</p> <p>2. Complete ELD walkthrough form according to district timeline and use data to inform practices. Admin. and EL Coach will calibrate walkthroughs once a month.</p>	<ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>

Funding Sources for District Goal 1	Amount	Description of Use
GATE (7105/0000)	\$1250	Certificated-Stipends
GATE (7105/0000)	\$1950	Contracts/Services/Subscriptions



GATE (7105/0000)	\$197	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$19100	Certificated- Salaries
Supplemental/Concentration (7101/0000)	\$2000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	\$50000	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	\$25500	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	\$122000	Certificated- Salaries
Title I – Basic (4900/3010)	\$11000	Certificated- Timesheets
Title I – Basic (4900/3010)	\$56700	Classified- Salaries
Title I – Basic (4900/3010)	\$10000	Classified- Timesheets
Title I – Basic (4900/3010)	\$4737	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	\$26449	Materials/Supplies/Equipment

<p><b>District Strategic Goal 2:</b></p> <p><b>All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.</b></p>	<p><b>District Needs and Metrics 2:</b></p> <p><b>Students need high quality programs and services driven by assessment, data analysis, and action as measured by:</b></p> <ul style="list-style-type: none"> <li>• <b>Assessment System</b></li> <li>• <b>Data and Program Evaluation</b></li> <li>• <b>Other (Site-based/local assessment)</b></li> </ul>
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**Site Goal 2.1 (SiteGoalID: 6804) (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

**Actions/Services 2.1.1 (SiteGoalID: 6804) (DTS: 03/31/23)**

**Targeted Student Group(s)**

- Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • SWD • Two or More

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP</li> </ul>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> </ul>	<p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
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<ul style="list-style-type: none"> <li>to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<ul style="list-style-type: none"> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	
<p>Teachers will administer Illuminate Assessments to all students. Assessment windows will be reviewed each trimester. Reports with names of students who need to complete assessments will be provided to teachers.(each trimester)</p> <p>Teachers will assess all students below grade level students with Illuminate and IXL data. (Beginning of Year, and each trimester)</p> <p>Teachers will meet monthly during their PLC Collaboration time to discuss their students' progress and analyze the data utilizing Illuminate, and/or grade level data. (Grade Level Meetings and PLC Meetings)</p> <p>Each Grade Level will complete a Data Analysis form to share with the school administrator. (Monthly Review durin GLM and PLC)</p>	<p>Administrators and Instructional Coaches will pull Illuminate reports to ensure at least 95% of all eligible students have taken the Illuminate Assessments each trimester.</p> <p>Teachers will access their student's Illuminate &amp; IXL, analyze it, and determine next steps in order to improve student learning.</p>	

**Site Goal 2.2 (SiteGoalID: 6344) (DTS: 02/10/23)**

Increase progress toward proficiency from 40% to 55% as measured by EPLI Levels.  
 Increase reclassification from 6.4% to 15%.  
 Increase ELA SBAC for English Language Learners from 11% met or exceeded standards to 15%  
 Increase Math SBAC for English Language Learners from 5% met or exceeded standards to 15%

Additional supports are provided during the EL Academy After School.

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

**Actions/Services 2.2.1 (SiteGoalID: 6344) (DTS: 02/10/23)**

**Targeted Student Group(s)**

- EL

<b>What Specific Actions/Services will you Provide to this Student Group?</b> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<b>How will you Progress Monitor the Implementation of Actions/Services?</b> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<b>Evaluation Cycles in 2023-2024</b> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
<ol style="list-style-type: none"> <li>1. ELPAC and EL Coordinator will coordincate initial ELPAC Assessments with certificated staff by Sept. 15.</li> <li>2. Data from assessments will be shared wit teachers by September 22.</li> <li>3. Teachers will collaborate in PLCs to guide ELD instruction quarterly (Sept-April)</li> </ol>	<ol style="list-style-type: none"> <li>1. EL Coordinator and EL Coach will ensure 100% EL students will be assessed.</li> <li>2. EL Coordinator and EL Coach will present data to teachers and assist teachers with creating EL groups.</li> <li>3. Teachers will write SMART Goals for EL students.</li> </ol>	

**Actions/Services 2.2.2 (SiteGoalID: 6344) (DTS: 02/10/23)**

**Targeted Student Group(s)**

- EL • R-FEP

<b>What Specific Actions/Services will you Provide to this Student Group?</b> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<b>How will you Progress Monitor the Implementation of Actions/Services?</b> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<b>Evaluation Cycles in 2023-2024</b> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
<ol style="list-style-type: none"> <li>1. English Language Learners will receive high quality programs and services connected to the ELPAC data and outcomes.(Aug-June)</li> <li>2. Timesheets to administer ELPAC and EL Academy. (Sept-May) \$ 10,286.00 EL Supplemental Certificated timesheets</li> </ol>	<ul style="list-style-type: none"> <li>• Increase progress toward proficiency from 40% to 55% as measured by EPLI Levels. By whom: Admin., EL Coach, Teachers, AIT</li> <li>• Increase reclassification from 6.4% to 15%.By whom: Admin., EL Coach, Teachers, AIT</li> </ul>	

<p>\$ 500.00 EL Supplemental Classified timesheets</p> <p>3. Provide teachers with PD around strategic teaching practices and planning time to analyze data.</p> <p>4. Purchase supplemental materials and supplies including hardware and software to support ELD instruction and learning.</p> <p>\$ 500.00 EL Supplemental Supplies/Materials</p> <p>5. Provide EL Coordinator using EL Supplemental funds toward the identification/placement of EL students, reclassification, RFEP monitoring, parent communication, and support for ELAC meetings. (each trimester)</p> <p>\$1000.00 EL Supplemental Certificated Timesheets</p> <p>6. Provide refreshments/snacks for ELAC meetings. (each trimester)</p>	<ul style="list-style-type: none"> <li>• Increase ELA SBAC for English Language Learners from 11% met or exceeded standards to 15% By whom: Admin., EL Coach, Teachers, AIT</li> <li>• Increase Math SBAC for English Language Learners from 5% met or exceeded standards to 15% By whom: Admin., EL Coach, Teachers, AIT</li> </ul>	
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<b>Funding Sources for District Goal 2</b>	<b>Amount</b>	<b>Description of Use</b>
EL Supplemental (7150/0000)	\$11286	Certificated- Timesheets
EL Supplemental (7150/0000)	\$500	Classified- Timesheets
EL Supplemental (7150/0000)	\$500	Materials/Supplies/Equipment

<p><b>District Strategic Goal 3:</b></p> <p>All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.</p>	<p><b>District Needs and Metrics 3:</b></p> <p>Students need a safe and engaging academic, social-emotional, and physical school environment as measured by:</p> <ul style="list-style-type: none"> <li>• Cohort Graduation</li> <li>• Expulsion</li> <li>• HS Dropout</li> <li>• MS Dropout</li> <li>• Other (Site-based/local assessment)</li> <li>• School Climate</li> <li>• Social Emotional Learning</li> <li>• Suspension</li> </ul>
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**Site Goal 3.1 (SiteGoalID: 6345) (DTS: 02/10/23)**

Suspension Rates are an indicator of how well schools are providing a healthy, safe and welcoming learning environment. The disproportionality of suspensions within specific subgroups indicates a need to provide additional supports and services to these groups. Students in the following groups have suspension rates that indicate a need for targeted supports and systems

The following goals are based on 2022 State Indicators and the School Performance Review under California's Accountability Plan. The five state levels range from Very High, High, Medium, Low, and Very Low).

All students will move from a Suspension Rate of Medium to Low. Targeted supports will be placed and evaluated on the following groups: African American, Two or More, and SWD.

**Metric: Cohort Graduation Rate**

**Actions/Services 3.1.1 (SiteGoalID: 6345) (DTS: 02/10/23)**

**Targeted Student Group(s)**

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

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
<ol style="list-style-type: none"> <li>1. Decrease suspension rate through professional development and coaching using Restorative Practices and Restorative Circles grades K-6. (Aug-June)</li> <li>2. Provide targeted lessons on anti-bullying to all students grades K-6 through the School Counselor. (Aug-June)</li> <li>3. Provide counseling support through the Mental Health Therapist, School Counselor, and School Psychologist. \$87000.00 Title I Certificated Salaries (Aug-June)</li> <li>4. Provide support through ASSIST to help students daily with positive play and appropriate conflict resolution during recess.</li> </ol>	<p>Increase 2022-2023 LCAP Needs Survey Indicators that 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%                      Persons responsible: Staff and Safety Committee. Admin., PBIS Tier 1 &amp; 2</p> <p>Mental Health Therapist has provided direct support to 13 students in 2022-23; continue to provide services to students in 2023-2024.</p> <p>ASSIST will engage student in positive games which result in fewer incidents and referrals (0-2 referrals per grade level). Students</p>	

<p>\$52,000.00 Supplemental Services (Aug-June)</p> <p>5. PBIS Implementation through bi-weekly meetings with team to review Tier I and Tier II students. Identify supports and resources for students and staff. (Aug-June)</p> <p>Campus Supervisor will support students dealing with conflict or having difficulty with behavior expectations. (Aug-June)</p> <p>6. Provide assemblies around character education and anti-bullying. \$4000.00 Supplemental Services (Each trimester)</p> <p>7. Provide supervision and support during recess/lunch to assist students with conflicts and use non-violent crisis intervention. (Aug-June)</p> <p>8. Provide training to all staff on strategies for non-violent crisis intervention. (Aug-June)</p> <p>9. Materials and supplies: signage for school wide expectations, student certificates for monthly acknowledgement assemblies. \$1000.00 PBIS Materials/Supplies \$6994.00 Supplemental Materials/Supplies (August)</p>	<p>will receive reinforcement about appropriate communication and problem solving. Students will STOP, TALK, and WALK strategy to resolve conflicts. Yard Supervisors will also support students during recess.</p> <p>PBIS Team will review 100% of MTSS RFAs to determine follow up and supports. As of 4/23, 84 referrals have been made by teachers.</p> <p>Campus Supervisor will provide supports to students when observed and directed to support 100% of time.</p> <p>Decrease classroom incidents by 20%. Classified and Certificated staff participate in book study on Bias. Presented by Equity Program Specialist and Admin.</p>	
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**Actions/Services 3.1.2 (SiteGoalID: 6345) (DTS: 02/10/23)**

**Targeted Student Group(s)**

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

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
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<p>1. Decrease chronic absenteeism by creating safe and welcoming learning environments. (Aug-June)</p> <p>2. Decrease chronic absenteeism by working on student and staff relationships through PD on Arbinger, SEL Strategies, and Mindfulness. (Aug-June)</p> <p>3. Provide incentives for classrooms and individuals with improved attendance. (Aug-June)</p> <p>4. Incorporate school-wide attendance campaign including staff, students, and parents and keep attendance as an agenda item for all meetings. (Aug-June)</p> <p>5. Meet and confer with regional attendance coordinator to discuss data and support for students with chronic absenteeism. (Each trimester)</p> <p>All at no cost</p>	<p>Decrease Chronic Absenteeism from Very High to Medium. All Staff will encourage students to be in school; Regional Attendance Coordinator; Admin.</p> <p>Weekly review of attendance rates and surveys and communication with parents. Admin. will share information with parents through Talking Points.</p> <p>Collaborate with FACE Department to conduct home visits. Move from 3 Home Visits to 10. Conducted by Admin., Teachers, Support Staff.</p>	
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**Actions/Services 3.1.3 (SiteGoalID: 6345) (DTS: 02/10/23)**

**Targeted Student Group(s)**

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
<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 through direct phone or in person</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%  Admin., Teachers, Office Staff will</p>	

<p>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>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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Funding Sources for District Goal 3	Amount	Description of Use
PBIS (7440/0000)	\$1000	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$56000	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	\$6994	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	\$87000	Certificated- Salaries

<p><b>District Strategic Goal 4:</b></p> <p>All students will benefit from programs and services designed to inform and involve family and community partners.</p>	<p><b>District Needs and Metrics 4:</b></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>• Chronic Absentee Rate</li> <li>• Family and Community Engagement</li> <li>• Input in Decision Making</li> <li>• Other (Site-based/Local assessment)</li> <li>• Partnerships for Student Outcome</li> <li>• Relationships Between Staff and Families</li> </ul>
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**Site Goal 4.1 (SiteGoalID: 6346) (DTS: 02/10/23)**

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



**Metric:** Attendance Rate

**Actions/Services 4.1.1 (SiteGoalID: 6346) (DTS: 02/10/23)**

**Targeted Student Group(s)**

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

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"><li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li><li>• Actions and Services should be step by step in a chronological order.</li><li>• Actions and Services should remove barriers and implement changes.</li></ul>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p> <ul style="list-style-type: none"><li>• What progress data will be collected and who will collect it?</li><li>• How often and when will it be collected?</li><li>• Who will it be shared with and when?</li></ul>	<p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"><li>• What is working?</li><li>• What is not working and why?</li><li>• What modifications do you need to make?</li></ul>
<p>Communicate to families in multiple ways regarding our absence policy any WHY it is important to attend school. (Aug-June)</p> <p>Personal phone calls home and text messages from our office staff after 2 days of absences. All contacts logged into Synergy. Recruit our Spanish-speaking Parent Liaison (PL) to make calls to our Hispanic/Latino families and have her reach out to offer support. The school will provide the PL with the list of families, the PL will keep a log of contacts in Synergy, PL to follow up on parent needs to assist getting their child to school each day, on time and help to determine barriers to attendance. (Aug-June)</p> <p>Follow school policy as laid out in the District Handbook for tracking and monitoring absences via the SARB process. (Aug-June)</p> <p>Hold monthly PBIS/Intervention team meetings. (Aug-June)</p> <p>Establish a CICO for chronically absent students. (Sept-June)</p>	<p>SOAs, Administrators and PL to document communication in Synergy.</p> <p>Principal to run attendance rate weekly for the whole school as well as for the subgroups identified above.</p> <p>Gather and analyze attendance data monthly. Log and monitor the attendance, early dismissal and tardy frequencies for African American, Students with Disabilities, White, Two or More and Hispanic students. Administrative team to analyze data to see if there is improvement in attendance</p> <p>Principal to review and monitor students who meet the Chronically Absent criteria (10% or more absence rate) biweekly with the PBIS Tier II Committee</p> <p>Vice Principal to share attendance data with staff at monthly staff meetings</p> <p>Try a strategy for 4-6 weeks. Look for improvements. Continue collaboration with FACE Dept. Admin. and Teachers will collaborate on strategies.</p>	

<p>Create an attendance competition/incentive program with rewards (such as badges, tags, stickers, smencils, lanyards, bookmarks, water fun time, popscicle party, glow dance, etc..) (Aug-June)</p> <p>\$11000.00 Title I Classified Timesheets</p> <p>Provide supports and workshops to parents around setting boundaries, social media, trauma, and other supports. (Each trimester)</p>		
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**Site Goal 4.2 (SiteGoalID: 6348) (DTS: 02/10/23)**

Increase opportunities and attendance for parents and community members to participate in school-wide events.

From the **School Climate Parent Survey**, we will increase parent's feelings of involvement and parent education opportunities from 88% to 90%.

**Metric:** Parents indicating a respectful and welcoming school environment

**Actions/Services 4.2.1 (SiteGoalID: 6348) (DTS: 02/10/23)**

**Targeted Student Group(s)**

- All

What Specific Actions/Services will you Provide to this Student Group?	How will you Progress Monitor the Implementation of Actions/Services?	Evaluation Cycles in 2023-2024
<ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
<p>Increase school-wide Family and Community Engagement programs and communication such as:            Parent/Teacher conferences            Back to School Night            Music &amp; Art Night</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>Parent Workshops: Parent-Vue Usage &amp; Training; Family Writing Night by support from FACE; Family STEM Night; AVID Education Night presented by AVID Coaches; Foundational Reading. Parent workshops will be held after school during our Parent Contact Time. (Aug-June)</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 (Aug-June)</p> <p>Hold Family Picnics in the Quad each trimester.</p> <p>Support home-to-school communication through Communication Folders (Aug-June)</p> <p>Parent-Teacher Home Visits will be conducted by teachers who have or will be trained in this parent engagement strategy. (Aug-June)</p> <p>Career Day with parental involvement. (March-April)</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>	
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Funding Sources for District Goal 4	Amount	Description of Use
Title I – Basic (4900/3010)	\$11000	Classified- Timesheets

## Funding Source Summary for All District Goals

Fund Source	Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
EL Supplemental (7150/0000)	Certificated- Timesheets		\$11286			\$11286
EL Supplemental (7150/0000)	Classified- Timesheets		\$500			\$500
EL Supplemental (7150/0000)	Materials/Supplies/Equipment		\$500			\$500
GATE (7105/0000)	Certificated-Stipends	\$1250				\$1250
GATE (7105/0000)	Contracts/Services/Subscriptions	\$1950				\$1950
GATE (7105/0000)	Materials/Supplies/Equipment	\$197				\$197
PBIS (7440/0000)	Materials/Supplies/Equipment			\$1000		\$1000
Supplemental/Concentration (7101/0000)	Certificated- Salaries	\$19100				\$19100
Supplemental/Concentration (7101/0000)	Certificated- Timesheets	\$2000				\$2000
Supplemental/Concentration (7101/0000)	Contracts/Services/Subscriptions	\$50000		\$56000		\$106000
Supplemental/Concentration (7101/0000)	Materials/Supplies/Equipment	\$25500		\$6994		\$32494
Title I – Basic (4900/3010)	Certificated- Salaries	\$122000		\$87000		\$209000
Title I – Basic (4900/3010)	Certificated- Timesheets	\$11000				\$11000
Title I – Basic (4900/3010)	Classified- Salaries	\$56700				\$56700
Title I – Basic (4900/3010)	Classified- Timesheets	\$10000			\$11000	\$21000
Title I – Basic (4900/3010)	Contracts/Services/Subscriptions	\$4737				\$4737
Title I – Basic (4900/3010)	Materials/Supplies/Equipment	\$26449				\$26449

## 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) | 2023-2024

#### EGUSD Strategic Goals

Fund Source Mgmt. Code / Description Resc. Code / Description	FTE	Carry Over	Allocation	Subtotal	1 Curriculum and Instruction	2 Assessment	3 Wellness	4 Family Engagement	Balance
<b>1510</b> Regular Education (TK-6) <b>0000</b> Unrestricted	0.0000	\$0	\$35,247	\$35,247	\$35,247	\$0	\$0	\$0	\$0
<b>7101</b> LCFF Supplemental Concentration TK-6 <b>0000</b> Unrestricted	0.0000	\$0	\$159,594	\$159,594	\$96,600	\$0	\$62,994	\$0	\$0
<b>7105</b> Gifted and Talented Education (GATE) TK-6 <b>0000</b> Unrestricted	0.0000	\$0	\$3,397	\$3,397	\$3,397	\$0	\$0	\$0	\$0
<b>7150</b> EL Supplemental Program Services TK-6 <b>0000</b> Unrestricted	0.0000	\$0	\$12,286	\$12,286	\$0	\$12,286	\$0	\$0	\$0
<b>7440</b> Positive Behavior Incentive Supports <b>0000</b> Unrestricted	0.0000	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
<b>4900</b> Director of School Improvement Support <b>3010</b> ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	0.0000	\$0	\$328,886	\$328,886	\$230,886	\$0	\$87,000	\$11,000	\$0
<b>Total Funds Budgeted for Strategies to Meet the Goals in the SPSA</b>	0.0000	\$0	\$540,410	\$540,410	\$366,130	\$12,286	\$150,994	\$11,000	

#### Fund Subtotals

Subtotal of additional federal funds included for this school \$328,886

Subtotal of state or local funds included for this school \$211,524

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

**Date**

**Principal**

Abelardo Cordova

**School Site Council  
Chairperson**

Raquel Moralez

**EL Advisory Chairperson**

Jairixa Perez

Signatures: (Must sign in blue ink)	Date

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