



Herman Leimbach Elementary

Local Control Accountability Plan (LCAP) 2021-2022

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

Goal Setting

State Priorities

Conditions of Learning:

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

Pupil Outcomes:

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

Engagement:

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

Strategic Goals

Goal 1: High-Quality Classroom Instruction and Curriculum

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

Goal 2: Assessment, Data Analysis, & Action

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

Goal 3: Wellness

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

Goal 4: Family and Community Engagement

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

Stakeholder Engagement

<p>Involvement Process for LCAP and Annual Update</p> <hr/> <p>How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?</p> <p>Meetings were held with the following stakeholders: Parent Meetings 8/10/20, 10/14/20, 3/1/21, 5/10/21 Staff Meetings 8/14/21, 9/14/21, 9/28/21, 10/12/21, 10/26/21, 11/9/21, 11/30/21, 12/14/20, 1/25/21, 2/22/21, 3/8/21, 3/29/21, 4/12/21, 4/26/21, 5/3/21, 5/17/21 ELAC 9/2/20, 12/2/20, 3/3/21, 4/7/21, School Site Council 9/15/20, 10/20/20, 11/7/20, 3/2/21, 5/5/21 Leadership 8/26/20, 9/16/21, 10/14/20, 11/18/20, 12/9/20, 2/1/21, 3/1/21, 4/1/21, 5/10/21</p>
<p>Impact of LCAP and Annual Update</p> <hr/> <p>How did these consultations affect the LCAP for the upcoming year?</p> <p>As various stakeholders provided input, similar themes surfaced: ATTENDANCE-Staff are concerned about attendance and absenteeism. Additional strategies and incentives will be examined as we move to the new year. Staff will consult with the FACE Office. SEL-Staff are concerned with the wellness of students. Continuing with Counselor and MHT support is critical. There is a need for more support and a full time Counselor would be beneficial to students and staff. Additional training on SEL and how to incorporate it within the classroom. Mindset and trauma informed practices continues to be a challenge and having a framework to support students. DISCIPLINE-Our suspension data during the regular year suggests that more training is needed to assist staff with de-escalating students and using appropriate strategies. PBIS-Additional training on PBIS to support the discipline and school climate. There framework of PBIS is in place, however, a deeper level of understanding and buy in is needed to create stronger relationships with students. Parents share that a safe and positive environment is important. PARENT ENGAGEMENT-Parents are interested in supporting the school, however, many find themselves unable to do so with jobs or lack of transportation and child care. Identifying and defining parent engagement for families with various needs will be a conversation that continues with staff. Having parents problem solve with the staff to come up with solutions is also an opportunity. Teachers will also be trained on effective methods for communicating with parents around concerns, effort, behavior, etc. in a way that keeps the parent as a partner and collaborator. HIGH QUALITY INSTRUCTION AND ASSESSMENTS-The data supports the need for school wide and grade levels focus essential standards, use research based strategies, provide appropriate differentiation and interventions, and have common formative assessments. Additional PLC training that helps them implement strategies and analyze data. Small group intervention continues to support students with the greatest need and learning gaps.</p>

Resource Inequities

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

N/A

Goals, Actions, and Progress Indicators

<p>District Strategic Goal 1:</p> <p>All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.</p>	<p>District Needs and Metrics 1:</p> <p>Students need high quality classroom instruction and curriculum as measured by:</p> <ul style="list-style-type: none"> • 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
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Site Goal 1.1

Site Goal 1.1
Close the acheivement gap with the all students, targeting the lowest performing subgroups in ELA according to most recent SBAC scores.

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

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

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

Metric: CAASPP

Actions/Services 1.1.1

Principally Targeted Student Group

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>1. Students in grades K-6 will be taught at their instructional levels using Guided Reading daily and Fountas and Pinnell Benchmark Running Record Assessment.</p> <p>2. Students in grades K-6 will access iReady online instruction at least 45 minutes a week in Reading and Math in order to complete lessons which have been differentiated to meet their individual needs.</p> <p>3. Academic Intervention Teachers, Teacher Assistant, and Paraeducators on contract and timesheet will utilize Guided Reading for students identified needing additional support and Math support.</p> <p>4. Year 3 of AVID implementation will continue and increase to other grade levels. Teachers will receive training and students will recieve instruction on AVID strategies which include writing, reading, organization, collaboration, and inquiry.</p> <p>5. Provide Library Support Technician Title I</p>	<ul style="list-style-type: none"> • Visible Learning: John Hattie • Visible Learning for Mathematics: Fisher, Frey, Hattie • Visible Learning for Literacy: Hattie, Fisher • Research supports collective efficacy through PLC work effect size 1.57 • Teacher Clarity Effect Size .75 • Professional Development Effect Size .62 • Teacher-Student relationships effect size .52 • Self efficacy effect size .92 	<p>1. Monitor use of Guided Reading for 45-60 minutes daily in every classroom, and evaluate Fountas and Pinnell Benchmark Running Records.</p> <p>2. Monitor student and class progress through iReady Assessment Data in Reading and Math to measure readiness and scores comparable to the CAASPP Assessment.</p> <p>3. Formative assessments, fluency, and iReady results will be used to monitor progress and provide targeted assistance to students.</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</p>

to allow access to the library and collaborate with teachers on leveled readers.

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

7. After School Tutoring

basis. The Library Tech will also read stories to classes and coordinate the Book Fair.

6. Students will attend virtual and experiential field trips to enhance their learning around the curriculum and standards. Students will reflect on field trip experiences through writing, presentations, and discussions.

7. Teachers will provide after school tutoring to students in need of support in reading and math. Small group size will provide focused support.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$65000	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$77000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$27715	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7101/0000)	\$840	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7101/0000)	\$2000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.1.2

Principally Targeted Student Group

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>1. Academic Program Coordinator will coordinate the ASES Program (ROAR Academy) and reinforce school focus and priorities.</p> <p>2. Paraprofessionals in the ASES Program will receive professional development on small group instruction using leveled readers, conflict management, and how to effectively support students with trauma.</p> <p>3. Purchase teacher resource books and materials to support reading intervention and instruction.</p> <p>4. Provide experiential learning through field trips and enrichment including entrance fees, transportation fees, materials, and outside contracts to support academic learning, and cultural competence, and VAPA opportunities.</p>	<ul style="list-style-type: none"> • Visible Learning: John Hattie • Visible Learning for Mathematics: Fisher, Frey, Hattie • Visible Learning for Literacy: Hattie, Fisher • Small Group Learning Effect Size .49 • Reading Phonics Instruction Effect Size .70 • Reading Comprehension Effect Size .58 • RTI effect size 1.29 • Scaffolding effect size .82 • Repeated reading programs .75 • Vocabulary programs .62 	<p>1. APC informal and formal evaluation and feedback. ASES instructors will collaborate with daytime teachers to reinforce content and strategies.</p> <p>2. Paraprofessionals will be able to provide support to students through conflict resolution, restorative practices, trauma informed practices, and small group instruction.</p> <p>3. Review materials with staff to determine effectiveness of materials and resources, and additional professional learning.</p> <p>4. Teachers will collaborate and identify grade appropriate field trips that support academic learning, cultural awareness, VAPA, and College and Career Readiness.</p>

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$30000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7101/0000)	\$1500	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7101/0000)	\$1000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.1.3

Principally Targeted Student Group

- All

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

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$29000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
GATE (7105/0000)	\$1500	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7101/0000)	\$4000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
GATE (7105/0000)	\$1897	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$6500	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 1.2	
<p>Redesignation Goal of 12% met for 2018/19. Goal for 2019/20 is 13%</p> <p>Increase ELA SBAC for English Language Learners from 4% to 15%</p> <p>Increase Math SBAC for English Language Learners from 11% to 20%</p>	
Metric: Progress toward English Proficiency	

Actions/Services 1.2.1

Principally Targeted Student Group
<ul style="list-style-type: none"> EL

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>1. Provide designated and integrated ELD during school and after school</p> <p>2. Purchase instructional materials and supplies</p> <p>3. Contracted teachers and paraeducators</p>	<ul style="list-style-type: none"> Visible Learning: John Hattie Visible Learning for Mathematics: Fisher, Frey, Hattie Visible Learning for Literacy: Hattie, Fisher Collective teacher efficacy effect size 1.57 RTI effect size 1.29 Prior knowledge instruction effect size .93 Deliberate practice effect size .79 Reading programs effect size .75 Teacher clarity effect size .75 Rehearsal and memorization effect size .72 	<p>1. Reclassification Goal met for 2018/19 with an increase of 9%. Goal for 2020/21 is to move from 21% to 25% reclassification.</p> <p>2. Increase ELA SBAC for English Language Learners from 10% to 15% standards met or exceeded.</p> <p>3. Complete ELD walkthrough form according to district timeline and use data to inform practices.</p>

Funding Source	Amount	Description of Use		
EL Supplemental (7150/0000)	\$1500	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
EL Supplemental (7150/0000)	\$650	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
EL Supplemental (7150/0000)	\$10946	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

District Strategic Goal 2:

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

District Needs and Metrics 2:

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

- Assessment System
- Data and Program Evaluation
- Other (Site-based/local assessment)

Site Goal 2.1

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

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

Metric: Assessment System

Actions/Services 2.1.1

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. Determine formative, benchmark, and summative assessments and timelines 2. Provide teacher training and planning time and review school data 3. Provide materials and resources to retrieve data and create plans.	<ul style="list-style-type: none"> • Visible Learning: John Hattie • Visible Learning for Mathematics: Fisher, Frey, Hattie • Visible Learning for Literacy: Hattie, Fisher • Teacher collective efficacy 1.57 • Teacher Clarity Effect Size .75 • Professional Development Effect Size .62 	1. Analyze formative, benchmark, and summative assessment data ELA/Math. 2. Create SMART Goals/Action Research

Funding Source	Amount	Description of Use		
Title I - Basic (4900/3010)	\$2597	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I - Basic (4900/3010)	\$1000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 2.1.2

Principally Targeted Student Group

- EL • R-FEP

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. English Language Learners will receive high quality programs and services connected to the ELPAC data and outcomes. 2. Timesheets to administer ELPAC and EL Academy. 3. Provide teachers with PD around strategic teaching practices and planning time to analyze data. 4. Purchase materials and supplies including hardware and software to support ELD instruction and learning. 5. Provide EL Coordinator using EL Supplemental funds toward the identification/placement of EL students, reclassification, RFEP monitoring, parent communication, and support for ELAC meetings.	<ul style="list-style-type: none"> • Visible Learning: John Hattie • Visible Learning for Mathematics: Fisher, Frey, Hattie • Visible Learning for Literacy: Hattie, Fisher • English Language Learners benefit from Focused Instruction, Guided Instruction, Collaborative Learning, and Independent Learning along with strategies including, but not limited to, Active Participation, Language Support, Structured Student Interaction, and Formative Assessment (see EGUSD EL Walkthrough Form). 	<ul style="list-style-type: none"> • Reclassification of EL students will move from 21% to 25% (increase of 9% from previous year) • Increase student ELPAC by one Level each year. • Monitor progress of WIN groups in Reading, Writing, Speaking, and Listening • Increase ELA SBAC for English Language Learners from 10% met or exceeded standards to 15% (increased by 6% from previous year) • Increase Math SBAC for English Language Learners from 4% met or exceeded standards to 15% (decrease of 7% from previous year)

Funding Source	Amount	Description of Use		
EL Supplemental (7150/0000)	\$1000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
EL Supplemental (7150/0000)	\$2647	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

District Strategic Goal 3:

All students will have an equitable opportunity to learn in a 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
- Expulsion
- HS Dropout
- MS Dropout
- Other (Site-based/local assessment)
- School Climate
- Social Emotional Learning
- Suspension

Site Goal 3.1

- 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.
- ALL students will move from RED to ORANGE
- African American students will move form RED to ORANGE
- Socioeconomically Disadvantaged students will move from RED to ORANGE
- Students with Disabilities will move from RED to ORANGE

Metric: Suspension

Actions/Services 3.1.1

Principally Targeted Student Group

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>1. Decrease suspension rate through professional development and coaching using Restorative Practices and Restorative Circles grades K-6.</p> <p>2. Provide targeted lessons on anti-bullying to all students grades K-6 through the School Counselor.</p> <p>3. Provide counseling support through the Mental Health Therapist, School Counselor, and School Psychologist.</p> <p>4. Provide support through ASSIST to help students daily with positive play and appropriate conflict resolution during recess.</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.</p> <p>6. Provide assemblies around character education and anti-bullying.</p> <p>7. Provide supervision and support during recess/lunch to assist students with conflicts and use non-violent crisis intervention.</p> <p>8. Provide training to all staff on non-violent crisis intervention.</p> <p>9. Teachers will make phone calls to parents to discuss absences with follow up from administration if absences become chronic.</p> <p>10. Materials and supplies: signage for school wide expectations, student certificates for monthly acknowledgement assemblies.</p>	<ul style="list-style-type: none"> Visible Learning: John Hattie Visible Learning for Mathematics: Fisher, Frey, Hattie Visible Learning for Literacy: Hattie, Fisher School culture and climate has impact on classroom environment with Effect Size .56 Decreasing Disruptive Behavior Effect Size .53 Self Concept Effect Size .48 Reducing Anxiety Effect Size .48 	<p>1. Improve School Climate Survey Responses: Increase overall favorable response to school climate from students from 71% to 75% Increase overall favorable response to school climate from parents from 68% to 75% Increase overall staff favorable response to school climate from 77% to 80% Increase perception of Safety from students from 50% to 60% Increase parent perception of Safety from 64% to 75% Increase staff perception of Safety from 41% to 50%</p> <p>2. Decrease suspension rate from 6.3% to 5.3%</p> <p>3. Counselor to meet with students individually and in groups based on referrals.</p>

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$75000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7101/0000)	\$3000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7101/0000)	\$6920	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$10841	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 3.1.2

Principally Targeted Student Group

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>1. Decrease chronic absenteeism by creating safe and welcoming learning environments.</p> <p>2. Decrease chronic absenteeism by working on student and staff relationships through PD on Arbingner, SEL Strategies, and Mindfulness.</p> <p>3. Provide incentives for classrooms and individuals with improved attendance.</p> <p>4. Incorporate school-wide attendance campaign including staff, students, and parents and keep attendance as an agenda item for all meetings.</p>	<ul style="list-style-type: none"> Chronic Absenteesim: An old problem in search of new answers, Brian A. Jacob and Kelly Lovett, July, 27, 2017, The Bookings Institute. Chronic Absenteeism in the Nation's Schools, US Department of Education, Data updated from the Civil Rights Data Collection 2015-2016. Addressing Chronic Absenteeism, Anne OBrien, October 22, 2013, Edutopia. 	<p>1. Weekly review of attendance rates.</p> <p>2. Surveys and communication with parents.</p>

4. Meet and confer with regional attendance coordinator to discuss data and support for students with chronic absenteeism.			
Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	\$300	Materials/Supplies/Equipment	<input type="button" value="Edit"/> <input type="button" value="Delete"/>

<p>District Strategic Goal 4:</p> <p>All students will benefit from programs and services designed to inform and involve family and community partners.</p>	<p>District Needs and Metrics 4:</p> <p>Students need parent, family and community stakeholders as direct partners in their education as measured by:</p> <ul style="list-style-type: none"> • Attendance Rate • Chronic Absentee Rate • Family and Community Engagement • Input in Decision Making • Other (Site-based/local assessment) • Partnerships for Student Outcome • Relationships Between Staff and Families
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<p>Site Goal 4.1</p> <p>Strengthen and maintain a strong partnership between the home and school and for parents and family members to be equipped to help their students with academic and social-emotional at home. Increase overall Parent Input and Parent Involvement from 60% to 75% Increase overall Favorable Responses on School Climate from 71% to 80%</p>	<p>Metric: Attendance Rate</p>
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Actions/Services 4.1.1

Principally Targeted Student Group		
<ul style="list-style-type: none"> • All 		
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<ul style="list-style-type: none"> • Provide parent workshops on standards and curriculum • Provide parent volunteer opportunities • Provide parent opportunities to serve on committees (SSC, ELAC, etc.) • Timesheet teachers to provide parent workshops • Purchase materials and supplies for communication and workshops • Provide contracted services to support family and school engagement • Provide Parent Liaison to provide support to parents and community • Provide supports and workshops to parents around setting boundaries, social media, trauma, and other supports. • Provide teachers with PD on home visits and cultural competency. 	<ul style="list-style-type: none"> • Visible Learning: John Hattie • Visible Learning for Mathematics: Fisher, Frey, Hattie • Visible Learning for Literacy: Hattie, Fisher • Family engagement and development of strong relationships with home and school increases attendance and school performance. 	<ul style="list-style-type: none"> • Increase parent attendance by 25% • Increase parent survey completion by 25% • Schedule 100% parent conferences/meetings formal and informal. • Teachers will collaborate and reflect on effectiveness of parent trainings based on on going discussions and parent surveys.

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	\$2500	Classified Salaries	<input type="button" value="Edit"/> <input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$1000	Certificated Salaries	<input type="button" value="Edit"/> <input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$500	Materials/Supplies/Equipment	<input type="button" value="Edit"/> <input type="button" value="Delete"/>

Site Goal 4.2

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

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

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

Metric: Attendance Rate

Actions/Services 4.2.1

Principally Targeted Student Group

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<ol style="list-style-type: none"> 1. Decrease chronic absenteeism by creating safe and welcoming learning environments. 2. Decrease chronic absenteeism by working on student and staff relationships through PD on Arbinger, SEL Strategies, and Mindfulness. 3. Provide incentives for classrooms and individuals with improved attendance. 4. Incorporate school-wide attendance campaign including staff, students, and parents and keep attendance as an agenda item for all meetings. 5. Meet and confer with regional attendance coordinator to discuss data and support for students with chronic absenteeism. 6. Collaborate with EGUSD Foster Youth Services in supporting student enrollment, tutoring, staff training, and adhering to laws and policies related to students in foster care. 7. Provide supplemental academic resources and support services . 	<ul style="list-style-type: none"> • Visible Learning: John Hattie • Visible Learning for Mathematics: Fisher, Frey, Hattie • Visible Learning for Literacy: Hattie, Fisher • School culture and climate has impact on classroom environment with Effect Size .56 • Decreasing Disruptive Behavior Effect Size .53 • Self Concept Effect Size .48 • Reducing Anxiety Effect Size .48 	<ol style="list-style-type: none"> 1. Weekly review of attendance rates. 2. Monitor MTSS referrals 3. Surveys and communication with parents. 4. Review attendance weekly for Homeless students 5. Discuss supports for Homeless students during staff meetings, COOP meeting, and parent meetings. Include data and measure progress of students academically and attendance. 6. Continue collaboration with district and community services. 7. Provide tutoring and support services.

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

Justification of School-Wide Use of Funds

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

Included in analysis.

**Local Control Accountability Plan (LCAP)
Year 2021 - 2022**

V. Funding

Herman Leimbach Elementary - 305

Fund Source <i>Mgmt. Code/Description Resc. Code/Description</i>	FTE	Carry Over	Allocation	Subtotal	EGUSD Strategic Goals				Balance
					1 - Curriculum and Instruction	2 - Assessment	3 - Wellness	4 - Family Engagement	
1510 Regular Education (TK-6) 0000 Unrestricted	0	\$0	\$19,633	\$19,633	\$19,633	\$0	\$0	\$0	\$0
1511 Regular Education (TK-6) - Allocated FTE 0000 Unrestricted	27.875	\$0	\$3,131,315	\$3,131,315	\$3,131,315	\$0	\$0	\$0	\$0
1512 Subject Matter Teachers 0000 Unrestricted	0.83	\$0	\$44,039	\$44,039	\$44,039	\$0	\$0	\$0	\$0
5495 Allocated FTE Leave 0000 Unrestricted	0	\$0	\$37,445	\$37,445	\$37,445	\$0	\$0	\$0	\$0
5634 Custodial Services 0000 Unrestricted	3	\$0	\$258,101	\$258,101	\$0	\$0	\$258,101	\$0	\$0
7101 LCFF Supplemental Concentration TK-6 0000 Unrestricted	0	\$0	\$19,260	\$19,260	\$9,340	\$0	\$9,920	\$0	\$0
7105 Gifted and Talented Education (GATE) TK-6 0000 Unrestricted	0	\$0	\$3,397	\$3,397	\$3,397	\$0	\$0	\$0	\$0
7111 Administrative Support - Title I 0000 Unrestricted	0.5	\$0	\$73,578	\$73,578	\$73,578	\$0	\$0	\$0	\$0
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	0	\$0	\$16,743	\$16,743	\$13,096	\$3,647	\$0	\$0	\$0
7440 Positive Behavior Incentive Supports 0000 Unrestricted	0	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
7534 Site Custodial Services 0000 Unrestricted	0.2	\$0	\$15,868	\$15,868	\$0	\$0	\$15,868	\$0	\$0
4900 Director of School Improvement Support 3010 ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	2.8875	\$0	\$329,453	\$329,453	\$235,215	\$3,597	\$86,141	\$4,500	\$0
1510 Regular Education (TK-6) 3210 Elementary & Secondary School Relief (ESSER)	0	\$0	\$5,391	\$5,391	\$5,391	\$0	\$0	\$0	\$0
1510 Regular Education (TK-6) 3212 Elementary & Secondary School Relief II (ESSER II)	0	\$0	\$40,439	\$40,439	\$40,439	\$0	\$0	\$0	\$0
4720 Office of Expanded Learning 4124 ESSA: Title IV, Part B, 21st Century	0.1	\$16,637	\$87,753	\$104,390	\$104,390	\$0	\$0	\$0	\$0

Community Learning Centers Program									
5610 Food and Nutrition Services Center 5310 Child Nutrition: School Programs (e.g., School Lunch, School Breakfast, Milk, Pregnant & Lactating Students)	2.2813	\$0	\$95,398	\$95,398	\$0	\$0	\$95,398	\$0	\$0
4900 Director of School Improvement Support 5860 Title I - Afterschool - District (rolls to 3010)	0.4	\$0	\$16,523	\$16,523	\$16,523	\$0	\$0	\$0	\$0
4720 Office of Expanded Learning 5862 Equitable Access (rolls to 4124)	0	\$23,809	\$47,722	\$71,531	\$71,531	\$0	\$0	\$0	\$0
4720 Office of Expanded Learning 6010 After School Education and Safety (ASES)	0.4	\$55,502	\$325,792	\$381,294	\$381,294	\$0	\$0	\$0	\$0
3100 Special Day Classes (SCC) 6500 Special Education	5	\$0	\$389,667	\$389,667	\$389,667	\$0	\$0	\$0	\$0
3145 Functional Living Skills (FLS) 6500 Special Education	11.8438	\$0	\$809,065	\$809,065	\$809,065	\$0	\$0	\$0	\$0
3410 Special Education Mild/Moderate 6500 Special Education	2.325	\$0	\$215,280	\$215,280	\$215,280	\$0	\$0	\$0	\$0
3655 Pre-K SCC (Non-ASD) 6500 Special Education	2.5	\$0	\$192,560	\$192,560	\$192,560	\$0	\$0	\$0	\$0
3660 Inclusive Education in Lieu of NPA 6500 Special Education	1.5	\$0	\$38,932	\$38,932	\$38,932	\$0	\$0	\$0	\$0
3770 Full Inclusion 6500 Special Education	1.9375	\$0	\$85,400	\$85,400	\$85,400	\$0	\$0	\$0	\$0
4455 Textbook Reimbursement 9020 Lost/Damaged Textbooks Reimbursement	0	\$32	\$0	\$32	\$32	\$0	\$0	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	63.5801	\$95,980	\$6,299,754	\$6,395,734	\$5,917,562	\$7,244	\$466,428	\$4,500	

Total Funds Provided to the School Through the Consolidated Application	TBD
Total Federal Funds Provided to the School from the LEA for CSI	N/A
Subtotal of additional federal funds included for this school	\$663,125
Subtotal of state or local funds included for this school	\$5,732,609

Title I Centralized Services			
Title I Foster Youth	\$21,006	Title I Homeless	\$7,930
Title I Centralized Services	\$79,677	Title I Preschool	\$215,714

Principal	Abelardo Corodva	_____	_____
School Site Council Chairperson	Jaclyn Corriea	_____	_____
EL Advisory Chairperson	Carla Celedon	_____	_____