



Herman Leimbach Elementary

Local Control Accountability Plan (LCAP) 2022-2023

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: 2022-2023

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

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?

The LCAP and Comprehensive Needs Analysis was shared and discussed with all stakeholders.
Staff Meetings: 8/23/21, 9/13/21, 10/11/21, 11/8/21, 12/6/21, 1/10/22, 2/7/22, 3/28/22, 4/4/22, 5/2/22
Leadership Meetings: 9/25/21, 10/16/21, 11/7/21, 12/4/21, 1/19/22, 2/23/22, 3/7/22, 4/11/22, 5/9/22
School Site Council: 9/14/21, 10/19/21, 11/30/21, 2/16/22, 4/19/22, 5/17/22
ELAC: 11/9/21, 5/11/22

Impact of LCAP and Annual Update

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

During meetings with stakeholders, the following items were areas of focus:

Attendance

Staff are concerned about attendance (tardies and absenteeism). The Herman Leimbach community continues to face challenges during the pandemic. Although there are more signs of normalcy, families are still encountering challenges with homelessness and providing sufficient food and clothing. Our school will collaborate with the FACE office on building strong relationships with families and providing referrals as needed.

SEL

Staff continue to experience students in trauma that impacts their emotional well being and ability to focus and complete work. There is a need for more support through a full time counselor and MHT. Additional training is also needed on SEL strategies, mindset, and trauma informed practices.

Discipline

Although our data an improvement in discipline, we are still encountering behaviors that are directly connected to the pandemic. More training is needed on non-violent crisis intervention and supports.

PBIS

Creating a safe and positive environment is challenging for staff when behaviors are intensive. More training is needed on dealing with intense behaviors and building strong relationships with families.

Parent Engagement

A formal plan is needed for parent engagement so we can track data and determine how to best engage parents at school.

High Quality Instruction and Assessments

Teachers are becoming more proficient in the implementation of Illuminate and assessments. Additional support from the ELA/Math Coach and EL Coach will help teachers with interpreting data and setting goals to support student learning.

Resource Inequities

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

Our school was identified as Alternative Targeted Support and Improvement because our African American students and Students with Disabilities need additional targeted support to meet growth goals. As a result of our needs assessment, additional resources to support the following goals and actions have been added to support the increased success of our targeted student groups:

1. Trauma Informed Care Practices/Restorative Practices PD embedded into our culturally responsive classrooms and parental engagement (3.1.1)
2. Professional Development for all staff classified/certificated on non violent crisis intervention (3.1.1)
3. Technology to support student performance data: Chromebook ratios for students and IXL and Nearpod (Goal 2.1.1)
4. Parent/Family Attendance program targeted selected students who are chronically absent (Goals 4.2.1)

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

Site Goal 1.1

Close the achievement 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 from 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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<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 Nearpod, Brainpop, IXL Math, etc. online programs. \$35000.00 services from</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 	<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 iXL Assessment Data in Reading and Math to measure readiness and scores</p>

<p>supplemental</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. \$90,000.00 Title I Certificated Salary \$38,000.00 Title I Classified Salary</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</p> <p>5. Provide Library Support Technician through Title I to allow access to the library and collaborate with teachers on leveled readers. \$26,000.00 Title I Classified Salary \$1000.00 Title I Materials</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. \$8474.00 Title I Services \$15000.00 Supplemental Services \$7000.00 Supplemental Materials</p> <p>7. After School Tutoring</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</p> <p>9. Paras in ROAR Academy will receive professional learning on small group instruction and how to effectively deal with classroom management.</p> <p>10. Purchase teacher resource</p>	<ul style="list-style-type: none"> • Teacher Clarity Effect Size .75 • Professional Development Effect Size .62 • Teacher-Student relationships effect size .52 • Self efficacy effect size .92 	<p>comparable to the CAASPP Assessment.</p> <p>3. Formative assessments, fluency, and iXL 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 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 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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books and subscriptions to support behavioral and academic intervention.
\$8000.00 from supplemental materials

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	\$64000	Classified- Salaries	
Title I – Basic (4900/3010)	\$115000	Certificated- Salaries	
Title I – Basic (4900/3010)	\$2000	Certificated- Timesheets	
Title I – Basic (4900/3010)	\$1000	Materials/Supplies/Equipment	
Title I – Basic (4900/3010)	\$8474	Contracts/Services /Subscriptions	
Supplemental/Concentration (7101/0000)	\$45000	Contracts/Services /Subscriptions	
Supplemental/Concentration (7101/0000)	\$17000	Materials/Supplies/Equipment	

Actions/Services 1.1.2

Principally Targeted Student Group

- All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<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</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</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</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>

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

4. Purchase materials/manipulatives, and e-learning programs for practice, ie. Nearpod, etc.
 5. Support GATE program through materials, fees, and stipends.

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	\$2000	Certificated- Timesheets	
Title I – Basic (4900/3010)	\$5000	Materials/Supplies/Equipment	
Title I – Basic (4900/3010)	\$700	Contracts/Services /Subscriptions	
Supplemental/Concentration (7101/0000)	\$8500	Materials/Supplies/Equipment	
GATE (7105/0000)	\$197	Materials/Supplies/Equipment	
GATE (7105/0000)	\$1250	Certificated-Stipends	
GATE (7105/0000)	\$1950	Contracts/Services /Subscriptions	

Site Goal 1.2

Redesignation Goal of 12% met for 2018/19. Goal for 2019/20 is 13%
 Increase ELA SBAC for English Language Learners from 4% to 15%
 Increase Math SBAC for English Language Learners from 11% to 20%

Metric: Progress toward English Proficiency

Actions/Services 1.2.1

Principally Targeted Student Group

- EL

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
1. Provide designated and integrated ELD during school and after school 2. Purchase instructional materials and supplies \$1128.00 EL Supplemental Supplies/Materials 3. Contracted teachers and paraeducators	<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 	1. Reclassification Goal met for 2018/19 with an increase of 9%. Goal for 2020/21 is to move from 21% to 25% reclassification. 2. Increase ELA SBAC for English Language Learners from 10% to 15% standards met or exceeded. 3. Complete ELD walkthrough form according to district timeline and

\$9000.00 EL Supplemental
Certificated Timesheets
\$700.00 EL Supplemental
Classified Timesheets

- Deliberate practice effect size .79
- Reading programs effect size .75
- Teacher clarity effect size .75
- Rehearsal and memorization effect size .72

use data to inform practices.

Funding Source	Amount	Description of Use	
EL Supplemental (7150/0000)	\$700	Classified- Timesheets	
EL Supplemental (7150/0000)	\$9000	Certificated- Timesheets	
EL Supplemental (7150/0000)	\$1128	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:

- 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 to 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

- EL

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
1. Determine formative, benchmark, and summative assessments and timelines \$2000.00 EL Supplemental Certificated Timesheets 2. Provide teacher training and planning time and review school data 3. Provide materials and resources to retrieve data and create plans. \$500.00 EL Supplemental	<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. Teachers will collaborate during Early Out and GLM to discuss grade level standards, curriculum, and assessments. 3. Create SMART Goals/Action Research

Funding Source	Amount	Description of Use	
EL Supplemental (7150/0000)	\$500	Materials/Supplies/Equipment	
EL Supplemental (7150/0000)	\$2000	Certificated- Timesheets	

Actions/Services 2.1.2

Principally Targeted Student Group

- EL • R-FEP

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
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	<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 	<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

support ELD instruction and learning.
 \$1000.00 EL Supplemental Supplies/Materials
 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.
 \$2000.00 EL Supplemental Certificated Timesheets
 6. Provide refreshments/snacks for ELAC meetings. \$250.00

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).

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	
EL Supplemental (7150/0000)	\$2000	Certificated- Timesheets	

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<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. \$78000.00 Title I Certificated Salaries</p> <p>4. Provide support through ASSIST to help students daily with positive play and appropriate conflict resolution during recess. \$70000.00 Supplemental Services</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. \$4000.00 Supplemental Services</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. Materials and supplies: signage for school wide expectations, student certificates for monthly acknowledgement assemblies. \$1000.00 PBIS Materials/Supplies</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> <p>4. Students working with ASSIST will have fewer incidents and referrals. Students will receive reinforcement about appropriate communication and problem solving.</p> <p>5. PBIS Team will review data with staff and review strategies to support students.</p> <p>6. Assemblies will reinforce ROAR and other school wide initiatives.</p> <p>7. Campus Supervisor will support students dealing with conflict or having difficulty maintaining behavior expectations.</p> <p>8. SEL training will support teachers with strategies to support students dealing with trauma.</p> <p>9. Signage will be placed in visible areas to remind and encourage students to follow school wide expectations.</p>

\$7100.00 Supplemental Materials/Supplies

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	\$78000	Certificated- Salaries
PBIS (7440/0000)	\$1000	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$74000	Contracts/Services /Subscriptions
Supplemental/Concentration (7101/0000)	\$7100	Materials/Supplies/Equipment

Actions/Services 3.1.2

Principally Targeted Student Group

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<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. <p>All at no cost</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>1-5 . Weekly review of attendance rates and surveys and communication with parents.</p>

Funding Source	Amount	Description of Use

Actions/Services 3.1.3

Principally Targeted Student Group

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>1. Create a formal parent engagement plan that includes parent communication, relationship building, and how to communicate effectively with diverse parents.</p> <p>2. . Increase parent engagement through direct phone or in person contact.</p> <p>3. Increase parent participation surveys so that data reflects a greater number of families through direct contact with parents around the surveys.</p> <p>4. Staff will provide a positive school culture and climate for students and families through an outward mindset and using customer service approaches.</p>	<ul style="list-style-type: none"> • Parentcenterhub.org <i>Checklist : How Well is Your School Bridging Racial, Class and Cultural Differences</i> 	<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. Teachers will make contact with 95% of parents during all parent and teacher conferences.</p> <p>3. 50% of Parents will complete climate and culture surveys.</p> <p>4. Parent complaints about interactions with staff will decrease. No baseline data at this time.</p>

Funding Source	Amount	Description of Use	

<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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Site Goal 4.1

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%
 Distance Learning & LCAP Needs Survey Data:
 Parent Satisfaction of Staff Doing Their Best During Distance Learning 88% favorable
 Parent Satisfaction of Staff Understanding Family Challenges During Distance Learning 84% favorable
 Parent Satisfaction of Childrens' Ability to Stay Focused During Distance Learning 57% favorable

Metric: Family and Community Engagement

Actions/Services 4.1.1

Principally Targeted Student Group

- All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<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 • \$11000.00 Title I Classified Timesheets • 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. • Parentcenterhub.org <i>Checklist : How Well is Your School Bridging Racial, Class and Cultural Differences</i> 	<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)	\$5500	Classified- Timesheets	
Title I – Basic (4900/3010)	\$5500	Certificated- Salaries	

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<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 	<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 • Attendanceworks.org <i>Attendance in Early Elementary Grades: Association Characteristics, School Readiness and Third Grade</i> 	<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.

Youth Services in supporting student enrollment, tutoring, staff training, and adhering to laws and polices related to students in foster care.
 7. Provide supplemental academic resources and support services. Resources provided within school supports.

Funding Source	Amount	Description of Use	

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) | 2022 - 2023

Fund Source Mgmt. Code/Description Resc. Code/Description	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	0.0000	\$0	\$18,231	\$18,231	\$18,231	\$0	\$0	\$0	\$0
7101 LCCFF Supplemental Concentration TK-6 0000 Unrestricted	0.0000	\$0	\$153,600	\$153,600	\$72,500	\$0	\$81,100	\$0	\$0
7105 Gifted and Talented Education (GATE) TK-6 0000 Unrestricted	0.0000	\$0	\$3,397	\$3,397	\$3,397	\$0	\$0	\$0	\$0
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	0.0000	\$0	\$16,328	\$16,328	\$10,828	\$5,500	\$0	\$0	\$0
7440 Positive Behavior Incentive Supports 0000 Unrestricted	0.0000	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
4900 Director of School Improvement Support 3010 ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	0.0000	\$0	\$285,174	\$285,174	\$196,174	\$0	\$78,000	\$11,000	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	0.0000	\$0	\$477,730	\$477,730	\$301,130	\$5,500	\$160,100	\$11,000	

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	\$285,174
Subtotal of state or local funds included for this school	\$192,556

Signatures: (Must sign in blue ink)

Date

Principal

School Site Council Chairperson

EL Advisory Chairperson
