



Anna Kirchgater Elementary

Local Control Accountability Plan (LCAP) 2023-2024

Principal: Cheryl Sanchez

County-District-School (CDS) Code: 34673146032981

**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

Anna Kirchgater Elementary | Focused Work: 2023-2024

Goal Setting (Icapid: 535)

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?

Our staff worked together to review and analyze last year's LCAP plan and it's 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.

During Kirchgater Title One meetings, site data was shared and members' feedback was solicited. Our 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 Kirchgater's data related to EGUSD's Strategic Goals and our progress toward these goals. The Council provided input and suggestions based on student need. This, in conjunction with ongoing and continued conversations with all stakeholders, has provided valuable input for creating this year's LCAP. The following were opportunities for stakeholders to be a part of the planning process for this LCAP/Annual Review and Analysis:

- Kirchgater 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
- Kirchgater 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 them 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.

The following budget items were added:

- It is recommended that the interventions in place be continued. In all, we will continue with two full-time Academic Intervention Teachers, one half-time AIT, and four AITs paid on timesheets - for a total of 6.5 AIT support teacher for students in grades kindergarten through grade 6.
- Additional interventions in place will continue to support student growth, especially with our African American students and Students with Disabilities. These include professional development for teachers, release time for observation and collaboration, data meetings, professional development, and targeted intervention during the school day.

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:

Student Group	ELA	MATH	CHRONICALLY ABSENT
African American	1	1	1
Students with Disabilities	1	1	1
White			1
Two or More			1

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

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: 6340) (DTS: 02/10/23)

Overall English Language Arts (ELA) scores will increase from 37% to 44% of our students meeting or exceeding standards on the state CAASPP assessments.

Very Low Category:

- African American students will increase from 19% met or exceeded standards to 25%
- Students with Disabilities (SWD) will increase from 11% met or exceeded standards to 15%

Low Category:

- EL students will increase from 22% met or exceeded standards to 27%
- Hispanic students will increase from 27% met or exceeded standards to 33%

These sub groups will be targeted for academic intervention and tutoring services.

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

Actions/Services 1.1.1 (SiteGoalID: 6340) (DTS: 02/10/23)

Targeted Student Group(s)

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

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

- Actions and Services are a "micro strategic plan" within the Site LCAP

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

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

Evaluation Cycles in 2023-2024

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

<p>to address root causes.</p> <ul style="list-style-type: none"> • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<ul style="list-style-type: none"> • How often and when will it be collected? • Who will it be shared with and when? 	
<ol style="list-style-type: none"> 1. <u>August-June</u>: Academic Intervention Teachers will utilize small group instruction and Highly Effective Teaching Strategies to teach targeted Kindergarten through Grade 6 students not meeting grade level standards in ELA. Particular attention and assistance will be paid to our African American, English Learners, Hispanic and Students with Disabilities. 2. <u>August 15</u>: The Intervention Committee will determine the specific criteria that students will need to meet in order to qualify for intervention support as well as specific exit criteria. This criteria will be shared with teachers and parents. 3. <u>September 1</u>: AITs identify students in need of academic support based on Illuminate Data, Fountas & Pinnell Benchmark Assessments and Letter Grades in Reading. 4. <u>September 1</u>: AITs are to communicate with teachers in order to receive teacher input on students slated to receive intervention. 5. <u>September 1</u>: AITs will meet to determine the frequency of progress monitoring and the assessments to be used for progress monitoring. 6. <u>September 9</u>: AITs and Teachers determine schedules for intervention students. 7. <u>September 9</u>: AITs begin intervention services. 8. <u>November 13 & March 4</u>: The Intervention Committee will meet at the end of each trimester to analyze the data and determine who will be exiting from the intervention 	<ul style="list-style-type: none"> • <u>December & April</u>: At the end of each trimester, the AITs will determine the number of students exiting the Intervention Program, based upon pre-determined exit criteria. • <u>December & April</u>: The Intervention Committee (consisting of AITs, Coaches and the Principal) will analyze the following data in order to determine student progress at the end of each trimester: Illuminate Fluency Data, Illuminate ELA data, Fountas & Pinnell Benchmark Assessment Data, Letter Grades in Reading. They will apply the exit criteria and move students out of the intervention and apply the entrance criteria when accepting additional students. • <u>November, March & June</u>: After each cycle, AITs and teachers will share the data with parents & students. • <u>End of each Trimester</u>: Data will be analyzed by the Intervention Committee to determine the progress of the following subgroups: African American, English Learners, Hispanic and Students with Disabilities. 	

and who will be remaining or entering.

9. End of Each Trimester (November, March & June): Continue the cycle - identify students, provide intervention, progress monitor and determine the effectiveness of the program.
10. September - June: Pay for transportation and entrance fees for educational field trips for students in all grades, including transportation for Science Camp.

Action 1 to 9-Salaried Teachers:

1.0 FTE District ESSER funding

1.0 FTE \$157,117 Title One

0.5 FTE \$47,884 Supplemental Concentration

Action 1 to 9-Certificated

Timesheet: Two paid K-1 Push-In Teachers from District ESSER funds and one Time-sheeted Teacher for primary grade(s) from Supplemental Concentration \$43,000

Action 10-Contracts:
\$10,000 Supplemental Concentration

Actions/Services 1.1.2 (SiteGoalID: 6340) (DTS: 02/10/23)

Targeted Student Group(s)

- All

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>1. <u>July 18 - August 2</u>: Staff will have the opportunity to attend AVID Summer Institutes in Sacramento</p>	<ul style="list-style-type: none"> • <u>August - June</u>: While completing Classroom Walkthroughs, Administrators will record three student's 	

and San Diego and monthly professional development opportunities through **SCOE**.

2. August - June: Provide professional development, site-planning, data analysis, teacher release time and collaboration time for teachers on how to further utilize **EGUSD's Illuminate Assessments** for ELA in order to assess and measure mastery of standards, identify specific needs for the whole class or small groups for reteaching, identify patterns across groups of students in order to plan small group instruction, personalize learning paths and monitor student growth over time.
3. August - June: Teachers will daily utilize High Quality Teaching Strategies (Learning Targets & Success Criteria).
4. August - June: Classroom Walkthroughs will be focused on AVID Strategy implementation as well as on the implementation of Learning Targets and Success Criteria. Walkthroughs will be completed monthly and entered into FONT by administrators. Data will be shared with individual teachers.
5. September - June: Staff will have the opportunity to attend AVID PD opportunities through SCOE.
6. September- June: To continue our work on Diversity, Equity and Inclusion, ALL staff will select from professional development choice examples. Choice examples may include: Grading for Equity, Exploring other Cultures, Deep Dives into Instruction, specific AVID

responses to the following prompt: "*What are you learning today?*" These student quotes will be shared with the teacher. Schoolwide data will be collected and shared in order to determine if student responses become more specific to the intended learning target.

- October, December, February & April: Administrators will collect data on FONT from Classroom Walkthroughs in order to determine the level of implementation of AVID and High Quality Teaching Strategies (grade level data and schoolwide data).
- November, January, March & May: Administrators will share Schoolwide Walkthrough Data with teachers at Staff Meetings.

<p>strategies, Data for Equity, etc.</p> <p>7. <u>October - November</u>: Equity Coach will lead teachers through selected Chapter Studies from the book, "Grading for Equity." Teachers will be paid \$41.60 per hour from an Equity Grant for their collaborative work.</p> <p>Action 1-Contracts/Services: \$91,364 Title One</p> <p>Action 2 & 5-Certificated Timesheet: \$15,000 Supplemental Concentration</p> <p>Action 7-Certificated Timesheet: \$2,000 Equity Grant</p>		
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Actions/Services 1.1.3 (SiteGoalID: 6340) (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"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<ol style="list-style-type: none"> 1. <u>September - June</u>: GATE students will be exposed to enrichment activities by teachers teaching in our GATE Enrichment Classes after school. 2. <u>September - June</u>: GATE Coordinator will assess students in order to qualify additional GATE students. 3. <u>September - March</u>: Materials and supplies will be purchased to support the GATE After School Enrichment Program. 	<ul style="list-style-type: none"> • <u>September - June</u>: The GATE Coordinator will administer the annual NNAT assessment and review the District GATE referral process in order to potentially qualify additional students from our significant subgroups of under-represented students. • <u>December & March</u>: The GATE Coordinator will review student participation data. 	

Action 1-Certificated Timesheet:
 \$1,500 GATE
Action 2-Certificated Stipend:
 \$1,500 GATE
Action 3-Materials/Supplies/Equipment:
 \$1,397 GATE

Actions/Services 1.1.4 (SiteGoalID: 6340) (DTS: 05/17/23)

Targeted Student Group(s)

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>1. <u>August - June:</u> Library Technician will provide additional services to our students such as administering the Accelerated Reader program, reading to students, distributing "We Both Read" books to parents and students, and increasing the usage of the library.</p> <p>2. <u>September:</u> Increase library collection to include additional culturally relevant books of our students.</p> <p>Action 1-Classified Salary: \$19,513 Title One Action 2-Materials/Books/Supplies:</p>	<ul style="list-style-type: none"> • <u>March:</u> The number of books students have checked out of the library will increase from the prior year. We had 23,067 books checked out during the 2022-2023 school year (as of March 9, 2023). The number of Accelerated Reader Quizzes taken was 24,287 as of March 9, 2023 and the percentage passed was 75%. Our goal will be to increase by at least 3%. 	

\$5,000 Title One

Funding Sources for District Goal 1	Amount	Description of Use
GATE (7105/0000)	\$1500	Certificated- Timesheets
GATE (7105/0000)	\$1500	Certificated-Stipends
GATE (7105/0000)	\$1397	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$47884	Certificated- Salaries
Supplemental/Concentration (7101/0000)	\$58000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	\$10000	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	\$157117	Certificated- Salaries
Title I – Basic (4900/3010)	\$19513	Classified- Salaries
Title I – Basic (4900/3010)	\$91364	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	\$5000	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 (SiteGoalID: 6780) (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: 6780) (DTS: 03/31/23)

Targeted Student Group(s)

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<ol style="list-style-type: none"> 1. <u>August, December, February, June</u>: Teachers will administer Illuminate Assessments to all students. Administrators will assist by reminding teachers of the assessment windows each trimester as well as help by providing reports with names of students who need to complete assessments. 2. <u>August, December, April</u>: Teachers will assess all below grade level students with a Fountas & Pinnell Grade Level Benchmark Assessment. 3. <u>August - June</u>: Teachers will meet monthly during their PLC Collaboration time to discuss their students' progress and analyze the data utilizing Illuminate, Fountas & Pinnell Benchmark Assessments and/or grade level data. 4. <u>Monthly</u>: Each Grade Level will complete a Data Analysis form to share with the school administrator. 5. <u>August and May</u>: A Self-Efficacy Survey will be given to teachers in August 2023 and in May 2024 in order help determine if teacher efficacy is increasing. 	<ul style="list-style-type: none"> • <u>August, December, February, June</u>: Principal will pull Illuminate reports to ensure at least 95% of all eligible students have taken the Illuminate Assessments each trimester. • <u>August, December, February, June</u>: Teachers will access their student's Illuminate & F&P data, analyze it, and determine next steps in order to improve student learning. • <u>August and May</u>: The Principal will analyze the Self-Efficacy Survey results in August 2023 and May 2024 and will share the data with teachers and the SSC. 	

Site Goal 2.2 (SiteGoalID: 6339) (DTS: 02/10/23)

Increase the percentage of English Learners meeting or exceeding in ELA and Math on CAASPP for grades 3rd - 6th by providing instructional support to English learners.

- In 2022, 22% of ELs in Grades 3-6 met or exceeded standards on the ELA CAASPP. In 2023-24, our goal is to increase this to 27%.
- In 2022, 18% of ELs in Grades 3-6 met or exceeded standards on the MATH CAASPP. In 2023-24, our goal is to increase this to 23%.
- In 2022, 9.5% of our English Language Learners were re-designated as Fluent English Proficient. In 2023-24, our goal is to increase this to 15% or more.
- In 2022, 47.6% of our EL students were making progress towards English language proficiency as determined by the California State Department of Education's Dashboard. In 2023-24, our goal is to increase this to 55.0%.

Metric: Test Participation Rate on Districtwide Assessments

Actions/Services 2.2.1 (SiteGoalID: 6339) (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">• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.• Actions and Services should be step by step in a chronological order.• Actions and Services should remove barriers and implement changes. <ol style="list-style-type: none">1. <u>August 10 - September 21 (or within 30 days after a student arrives on campus):</u> Initial ELPAC Assessments, under the direction of a certificated time-sheeted teacher, will be completed with assistance by our classroom teachers.2. <u>August - June:</u> Teachers will provide designated ELD to EL students 30 min per day, 5 days per week (K- 15 mins), as required by law (no funding).3. <u>October - February:</u> An EL Academic Intervention Teacher will be utilized to	<ul style="list-style-type: none">• What progress data will be collected and who will collect it?• How often and when will it be collected?• Who will it be shared with and when? <ul style="list-style-type: none">• <u>August 10:</u> Teachers will submit their schedule for designated ELD instruction to the Vice Principal.• <u>October:</u> The Vice Principal will use state dashboard data in order to determine that at least 15% of our EL students become re-designated as English-proficient.• <u>October:</u> The Vice Principal will use state dashboard data in order to determine our students' overall progress towards English language proficiency. Our goal is to have 55% or more of our EL students making	<ul style="list-style-type: none">• What is working?• What is not working and why?• What modifications do you need to make?

assist our struggling English Learners (ELPAC 1's & 2's) by providing EL students with additional opportunities to develop fluency in English reading and writing through supplemental small group instruction.

4. October: EL Coordinator (VP) will hold an ELAC Meeting to review and revise the site LCAP and explain new funding sources.
5. October - April: The Vice Principal will provide light refreshments at ELAC meetings.
6. December: EL Coordinator (VP) will hold an ELAC Meeting to develop school-wide Needs Assessment patterns & implications for our LCAP.
7. February 1 - May 31: ELPAC Summative Assessments will be given to all EL students.
8. February: EL Coordinator (VP) will hold an ELAC Meeting to submit site specific needs to the SSC for consideration in the next year's site LCAP.
9. April: EL Coordinator (VP) will hold an ELAC Meeting for review and advisement on the next year's site LCAP and to recognize our EL students who have been re-designated as English-proficient.

Action 5-Supplies/Materials:

\$400 EL Supplemental

Action 1 & 7-Certificated

Timesheet:

\$17,680 EL Supplemental

Action 3-Certificated

Timesheet:

\$20,000 Title One

progress towards English proficiency.

- October - April: The Vice Principal will keep attendance records of all ELAC meetings and determine if parent participation has increased by 10% from the previous year.
- October - February: Fountas & Pinnell Benchmark Assessments of EL 1's and 2's will be utilized to determine student progress pre and post EL Academic Intervention Teacher support .

Site Goal 2.3 (SiteGoalID: 6341) (DTS: 02/10/23)

Provide supplementary curriculum, technology, resources and supplies in order to meet the goal of “All students becoming proficient grade level readers by the end of grade 3.”

The number of Accelerated Reader Quizzes taken was 24,287 as of March 9, 2023 and the percentage passed was 75%. Our goal will be to increase by 3%.

Metric: Test Participation Rate on Districtwide Assessments

Actions/Services 2.3.1 (SiteGoalID: 6341) (DTS: 02/10/23)

Targeted Student Group(s)

- All

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<ol style="list-style-type: none"> 1. <u>August</u>: Purchase supplementary resources to provide additional reading and math support that is accessible at home and in the school. 2. <u>September-December</u>: Provide Professional Development on the use of any supplementary resource we have purchased. 3. <u>September - June</u>: Monitor the usage of each supplemental resource for frequency of use along with student progress. 4. <u>August - June</u>: Provide maintenance agreements, parts, services, supplies, copying and replacement of supplemental resources. In addition, provide student agendas, technology, software, equipment, instructional 	<ul style="list-style-type: none"> • <u>September - June</u>: Teachers will monitor student use and percentage of lessons passed and/or amount of usage for online instruction. • <u>End of each Trimester</u>: The Principal will analyze the usage for each supplementary resource at the end of each trimester. • <u>October</u>: The AVID Coordinator will survey teachers on student use of their student agendas. 	

books, and supplemental instructional materials.

Action 1-Subscriptions-IXL for Reading and Math, Accelerated Reader, Reflex Math, GuidedReaders.com, Kahoot, etc...

\$30,000 Title One

Action 4-

Materials/Supplies/Equipment-

\$30,000 Supplemental Concentration

Action 4-Contracts-

\$400 Title One

Funding Sources for District Goal 2	Amount	Description of Use
EL Supplemental (7150/0000)	\$17680	Certificated- Timesheets
EL Supplemental (7150/0000)	\$400	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$30000	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	\$20000	Certificated- Timesheets
Title I – Basic (4900/3010)	\$30400	Contracts/Services/Subscriptions

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 (SiteGoalID: 6338) (DTS: 02/10/23)

Our goal is to increase the positive culture and climate at Kirchgater.

- 2022-2023 Suspension Rate Data: 0%
- **Goal for 2023-2024 will be less than 1%**

- 2021-2022 Overall Student Climate Survey Results: 66%
 - African American: 66%
 - Students with Disabilities: 56%
 - Two or More: 62%
 - Hispanic: 62%
 - EL: 62%
 - Foster Youth: 58%
- **Goal for 2023-2024 will be to increase our Overall Student School Climate Survey Results to 80%**

- 2022-2023 Overall PBIS Tier I & Tier II TFI score: 94%
- **Goal for 2023-2024 will be to increase our Overall PBIS Tier & Tier II score will increase to 96%**

Metric: School Climate - Average Favorability Rating

Actions/Services 3.1.1 (SiteGoalID: 6338) (DTS: 02/10/23)

Targeted Student Group(s)

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

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">• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.• Actions and Services should be step by step in a chronological order.• Actions and Services should remove barriers and implement changes. <p>1. <u>July</u>: Re-establish ASSIST Recess Mentor partnership. ASSIST Recess Mentors will work with students daily during recess and lunch times - instilling character development, keeping students focused and interacting in a positive manner. Recess support to begin on August 14, 2023.</p>	<ul style="list-style-type: none">• What progress data will be collected and who will collect it?• How often and when will it be collected?• Who will it be shared with and when? <ul style="list-style-type: none">• <u>September - June</u>: The Vice Principal will share the suspension rate with the staff, monthly. Our goal is to maintain our suspension rate (to be less than 1%).• <u>March-April</u>: Teachers will administer the Student School Climate Survey to all students in grades 3-6, with a goal of growing from 66% to	<ul style="list-style-type: none">• What is working?• What is not working and why?• What modifications do you need to make?

2. August: Reteach student expectations on campus through daily PBIS Kick Off Lessons and our PBIS Passport.
3. August - June: Support the PBIS Program by providing positive signage, purchasing benches with positive messages, and by welcoming community members to our campus.
4. September: Initiate monthly PBIS committees for both Tier I and Tier II.
5. September: Leadership on the Lawn for 5th & 6th Grade students. This half day long activity encourages students to attend school each day and to become leaders in our school.
6. September - June: The school Administration will utilize Restorative Practices when working with students.
7. September - June: Teachers will be encouraged to utilize Community Circles/Classroom Meetings as well as SEL Lessons each week.
8. September - June: The PBIS Tier II Team will monitor student academic, behavioral and socio-emotional progress through the use of data at bi-weekly PBIS Tier II Meetings and will report updates at each staff meeting.
9. March - June: School Climate Surveys to parents, staff and students will be distributed by the Principal.
10. March: PBIS Tiered Fidelity of Implementation for Tier I and II will be calculated by the administration of the TFI by the PBIS Teams.
11. January - March: Through the guidance of an Equity Coach, teachers and administrators will have an opportunity to participate in a Chapter Study from the book, "**Don't Suspend**

- 80% or higher with a 100% student participation rate.
- April: The Principal will administer the **Staff School Climate Survey**, with a goal growing to from 79% to 90% or higher with a 100% staff participation rate.
 - May - June: The Principal will administer the **Parent School Climate Survey** to parents, with a goal of growing from 89% to 95% or higher. We also want to increase our parent participation rate.
 - March - June: Data from our School Culture surveys for parents, students and staff will be reviewed and shared with parents, students and staff by the Principal.
 - March - April: Our PBIS Teams (Tiers I and II) will complete our annual TFI (Tiered Fidelity of Implementation) and will share the results with the staff, parents and SSC. Our Tier I Fidelity Score was 93% for 2022-2023. We aim to increase this to be above 95% for 2023-2024. Our Tier II Fidelity Score was 96% for 2022-2023. We aim to increase this to 100% for 2023-2024.
 - October - June: SOAs and Vice Principal will monitor daily student attendance and seek to have an improvement for our 5th and 6th grade students who attend **Leadership on the Lawn**.

Me" on a volunteer basis and will be paid \$41.60 per hour through an Equity Grant.

Action 1-Contracts:

Supplemental Concentration

\$55,000

Action 3-Supplies:

PBIS \$1,000

Action 5-Contracts:

Title One \$2,005

Action 11-Certificated

Timesheets:

Equity Grant \$2,000

Funding Sources for District Goal 3	Amount	Description of Use
PBIS (7440/0000)	\$1000	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$55000	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	\$2005	Contracts/Services/Subscriptions

<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 (SiteGoalID: 6336) (DTS: 02/10/23)

Our goal is to **decrease our chronic absenteeism** rates by at least 15% for ALL students, but with a focus on the following sub-groups:

- In 2022, 38.9% of our students were chronically absent

- o 48.9% of our Hispanic students
- o 45.5% of our African American students
- o 47.8% of our Students with Disabilities
- o 54.7% of our Two or More students
- o 36.2% of our White students

Metric: Percent Chronically Absent

Actions/Services 4.1.1 (SiteGoalID: 6336) (DTS: 02/10/23)

Targeted Student Group(s)

- Black or African American • Hispanic or Latino • SWD • Two or More • White

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<ol style="list-style-type: none"> 1. <u>August</u>: Communicate to families in multiple ways regarding our absence policy any WHY it is important to attend school. 2. <u>August - June</u>: 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. 3. <u>August - June</u>: Follow school policy as laid out in the District Handbook for tracking and monitoring 	<ul style="list-style-type: none"> • <u>August - June</u>: SOAs, Administrators and PL to document communication in Synergy. • <u>Every Thursday</u>: Principal to run attendance rate weekly for the whole school as well as for the subgroups identified above. • <u>August - June</u>: 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. • <u>September - June</u>: 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>absences via the SARB process.</p> <ol style="list-style-type: none"> 4. <u>August - June</u>: Hold monthly PBIS/Intervention team meetings. 5. <u>August - June</u>: Establish a CICO for chronically absent students. 6. <u>September</u>: Create an attendance competition/incentive program with rewards (such as badges, tags, stickers, smencils, lanyards, bookmarks, water fun time, popscicle party, glow dance, etc..) <p>Action 6-Materials/Supplies: \$2,000 Supplemental Concentration</p>	<ul style="list-style-type: none"> • <u>August - June</u>: Vice Principal to share attendance data with staff at monthly staff meetings. • <u>September - June</u>: Try a strategy for 4-6 weeks. Look for improvements. If no improvement, try another strategy. 	
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Site Goal 4.2 (SiteGoalID: 6342) (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 86% to 88%.

Metric: Parents indicating a respectful and welcoming school environment

Actions/Services 4.2.1 (SiteGoalID: 6342) (DTS: 02/10/23)

Targeted Student Group(s)

- All

<p>What Specific Actions/Services will you Provide to this Student Group?</p>	<p>How will you Progress Monitor the Implementation of</p>	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why?
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<ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	Actions/Services? <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<ul style="list-style-type: none"> • What modifications do you need to make?
<p>1. <i>August - June</i>: Increase school-wide Family and Community Engagement programs and communication such as:</p> <ul style="list-style-type: none"> • Parent/Teacher conferences • Back to School Night • Music & Art Night • Parent Universities such as: Parent-Vue Usage & Training; Family Writing Night by support from FACE; Family STEM Night; AVID Education Night presented by AVID Coaches; Foundational Reading. Teachers who assist with Parent Universities will be paid \$41.60/hour. • Ensure home/school communications/flyers are translated into Spanish • Utilize our FACE Family Liaison to make phone calls to personally invite families to events • Establish & communicate current events in print, website, social media, Talking Points • Hold Family Picnics in the Quad each month. • Support home-to-school communication through Communication Folders • Parent-Teacher Home Visits will be conducted by teachers who have or will be trained in this parent engagement strategy. • Career Day with parental involvement. <p>Action 1-Contracts: \$500 Supplemental Concentration</p> <p>Action 1-Certificated Timesheets: \$3,000 Supplemental Concentration</p> <p>Action 1-</p>	<ul style="list-style-type: none"> • <i>August - June</i>: 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. • <i>August - June</i>: The Vice Principal will ensure we have posted photos of school events on our school website and Facebook. • <i>August - June</i>: Increased daily usage of teacher-student-parent communication through the use of student planners. • Increased parent participation in our parent education opportunities. • The number of home visits will be logged throughout the school year. • Student, staff, presenter and parent surveys about the Career Day. 	

Materials/Supplies/Equipment:

\$5,000 Title One

Funding Sources for District Goal 4	Amount	Description of Use
Supplemental/Concentration (7101/0000)	\$3000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	\$500	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	\$2000	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	\$5000	Materials/Supplies/Equipment

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		\$17680			\$17680
EL Supplemental (7150/0000)	Materials/Supplies/Equipment		\$400			\$400
GATE (7105/0000)	Certificated- Timesheets	\$1500				\$1500
GATE (7105/0000)	Certificated-Stipends	\$1500				\$1500
GATE (7105/0000)	Materials/Supplies/Equipment	\$1397				\$1397
PBIS (7440/0000)	Materials/Supplies/Equipment			\$1000		\$1000
Supplemental/Concentration (7101/0000)	Certificated- Salaries	\$47884				\$47884
Supplemental/Concentration (7101/0000)	Certificated- Timesheets	\$58000			\$3000	\$61000
Supplemental/Concentration (7101/0000)	Contracts/Services/Subscriptions	\$10000		\$55000	\$500	\$65500
Supplemental/Concentration (7101/0000)	Materials/Supplies/Equipment		\$30000		\$2000	\$32000
Title I – Basic (4900/3010)	Certificated- Salaries	\$157117				\$157117
Title I – Basic (4900/3010)	Certificated- Timesheets		\$20000			\$20000
Title I – Basic (4900/3010)	Classified- Salaries	\$19513				\$19513

Title I – Basic (4900/3010)	Contracts/Services/Subscriptions	\$91364	\$30400	\$2005	\$123769
Title I – Basic (4900/3010)	Materials/Supplies/Equipment	\$5000		\$5000	\$10000

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.

*** If applicable, please provide a description ***

V. Funding

Anna Kirchgater Elementary (298) | 2023-2024

EGUSD Strategic Goals

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	\$44,924	\$44,924	\$44,924	\$0	\$0	\$0	\$0
7101 LCFF Supplemental Concentration TK-6 0000 Unrestricted	0.0000	\$0	\$206,384	\$206,384	\$115,884	\$30,000	\$55,000	\$5,500	\$0
7105 Gifted and Talented Education (GATE) TK-6 0000 Unrestricted	0.0000	\$0	\$4,397	\$4,397	\$4,397	\$0	\$0	\$0	\$0
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	0.0000	\$0	\$18,080	\$18,080	\$0	\$18,080	\$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	\$330,399	\$330,399	\$272,994	\$50,400	\$2,005	\$5,000	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	0.0000	\$0	\$605,184	\$605,184	\$438,199	\$98,480	\$58,005	\$10,500	

Fund Subtotals

Subtotal of additional federal funds included for this school \$330,399

Subtotal of state or local funds included for this school \$274,785

Signatures: (Must sign in blue ink)

Date

Principal

Cheri Sanchez

**School Site Council
Chairperson**

Odie Douglas

EL Advisory Chairperson

Maria DeLourdes Heredia

Signatures: (Must sign in blue ink)	Date
