



Anna Kirchgater Elementary

Local Control Accountability Plan (LCAP) 2017 - 2018

Principal: _

(Signature): _

**Elk Grove Unified School District
Elk Grove, California**

Approved by the Elk Grove Unified School District Board of Education on _

*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.

A. Stakeholder Engagement

Involvement Process for LCAP and Annual Update
<p>How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?</p> <hr/> <p>Our site developed a timeline to ensure that stakeholders were engaged in a timely, efficient manner in the development of the LCAP. Throughout the 2016-17 school year, our site has encouraged stakeholder participation in to support their understanding of the LACP. We held informational meetings that allowed stakeholders to engage in a dialogue to deepen their knowledge base, build collaboration, and gather input regarding the LCAP.</p> <p>The following opportunities for stakeholder involvement were provided:</p> <p>Gathering of input began in August 2016 and is on-going.</p> <p>Input gathered at Back to School Night on August 16, 2016 from parents, students and staff via a survey.</p> <p>Input gathered during SSC meetings from teachers, other school personnel, and parents on December 1, 2016; January 26, 2017; March 30, 2017; May 11, 2017; June 1, 2017; August 29, 2017; September 12, 2017 and September 19, 2017.</p> <p>ELAC met and provided additional input on November 9, 2016; January 26, 2017; March 30, 2017; and May 4, 2017.</p>
Impact of LCAP and Annual Update
<p>How did these consultations affect the LCAP for the upcoming year?</p> <hr/> <p>The ongoing inclusion of our stakeholders allowed them to provide meaningful input that we were able to integrate into the 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 <u>reduced</u>:</p> <p>EL Intervention Teacher reduced Teacher Release Time has been reduced Professional Development</p> <p><u>Eliminated</u>:</p> <p>One Parent Family Advocate eliminated</p>

B. Goals, Actions, and Progress Indicators

District Strategic Goal 1:	District Needs and Metrics 1:
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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.	Students need high quality classroom instruction and curriculum as measured by: <ul style="list-style-type: none"> • Access to Courses (Honors, AP/IB, CTE) • A-G Completion • AP/IB Exams • CAASPP • Content Standards Implementation • CTE Sequence Completion • EAP • Instructional Materials • Progress toward English Proficiency • Redesignation • Teacher Assignment
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Site Goal 1.1

Provide targeted reading instruction for students assessed to be below grade level standards using the following measures: Running Record Data, SBAC/CAASP Data, Universal Assessments, PLC common assessments and SMART Goals.

Metric: Other (Site-based/local assessment)

Actions/Services 1.1.1

Principally Targeted Student Group

• All • EL • Foster Youth

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?
Academic Intervention Teachers on contract and on timesheets.	Small Group Learning Effect Size 0.49; Reading Phonic Instruction Effect Size 0.60; Reading Comprehension Programs Effect Size 0.58.	SBAC/CAASP; Smart Goals & Program Assessment.

<p>What funding source will you use?</p> <p>Title 1 \$120,943 Title 1 \$27,300 EL Supplemental \$8,700</p>

Actions/Services 1.1.2

Principally Targeted Student Group

• All • School-wide

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?
Extended Day small group instruction contracted salary, timesheets and materials.	Small Group Learning Effect Size 0.49; Reading Phonic Instruction Effect Size 0.60; Reading Comprehension Programs Effect Size 0.58	SBAC/CAASP; Smart Goals & Program Assessment. Running Records for the students in the After School Program will increase by an average of 4 points.

<p>What funding source will you use?</p> <p>Title 1 After School - salary \$33,000 Title 1 After School - supplies \$353 Title 1 After School - timesheets \$11,647</p>
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Title 1 - salary \$13,138

Actions/Services 1.1.3

Principally Targeted Student Group

- All • Foster Youth • School-wide

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?
Purchase leveled readers in order to teach reading to students at their instructional level.	<p>Small Group Learning Effect Size 0.49; Reading Comprehension Programs Effect Size 0.58;</p> <p>Reading Is Fundamental, Access to Print Materials Improves Children's Reading: A Meta-Analysis of 108 Most Relevant Studies Shows Positive Impacts, 2010);</p> <p>Reach Out and Read, Reading Aloud to Children: The Evidence, 2008);</p> <p>National Endowment for the Arts, To Read or Not to Read: A Question of National Consequence, 2007).</p>	27% of our students are currently reading at or above their grade level according to the CAASP assessment. We aim to increase this to 37% students reading at or above grade level expectancies by the end of this school year. In addition, we will track our students' progress through Running Records.

What funding source will you use?

Title 1 \$14,400

Actions/Services 1.1.4

Principally Targeted Student Group

- All • School-wide

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?
Provide Professional Development in the area of Guided Reading, Running Records and Data Analysis - Teacher Release time will be needed to accomplish this.	Teacher Clarity effect Size 0.75; Professional Development effect size 0.62	Surveys from professional development sessions; PD Implementation Fidelity Checks.

What funding source will you use?

Title 1 \$15,600

Actions/Services 1.1.5

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?
GATE students will taught by time-sheet teachers to teach GATE enrichment classes	Instructional Quality Effect Size 1.0	Increase in number of students participating in GATE.

<p>after school.</p>	<p>Small Group Learning Effect Size 0.49 Creativity Programs Effect Size of 0.65</p>	<p>SBAC scores of these students will be at the "Standard Exceeded" level in both Mathematics & English/Language Arts. Students will perform at the "Exceeded" level on the I-Ready program in both Mathematics & ELA.</p>
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<p>What funding source will you use?</p>
<p>GATE Timesheet Pay \$1,700 GATE Supplies \$2,300</p>

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

Develop and implement a site assessment plan through the use of Professional Learning Communities.

Metric: Assessment System

Actions/Services 2.1.1

<p>Principally Targeted Student Group</p>		
<ul style="list-style-type: none"> • All 		
<p>Specific Actions to Meet Expected Outcome</p> <p>Provide release time and substitute pay for assessors to administer the Universal Screening Assessment so that students can be taught through small group instruction.</p>	<p>What is the Research Confirming this is an Effective Practice?</p> <p>Small Group Learning Effect Size 0.49; Reading Phonic Instruction Effect Size 0.60; Reading Comprehension Programs Effect Size 0.58</p>	<p>How will you Measure the Effectiveness of the Actions/Services?</p> <p>SMART Goals; SBAC/CAASP data.</p>

<p>What funding source will you use?</p>
<p>Title I \$3,600</p>

Site Goal 2.2

English Learners need high quality programs and services that are based on the outcome of CELDT and ELPAC administration and analysis.

Metric: Other (Site-based/local assessment)

Actions/Services 2.2.1

Principally Targeted Student Group

- 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?
Complete the CELDT and ELPAC assessments according to timelines and use this data for research based instruction in ELD.	After reviewing 33 studies of effective or exemplary schooling for ELLs, August and Hakuta (1997) identified seven classroom attributes associated with positive student outcomes. In these studies, teachers provided explicit skill instruction, student-directed activities, instructional strategies that enhanced understanding, opportunities to practice, <u>systematic student assessment</u> , and a balanced curriculum either alone or in combination	EL Coordinator will ensure all assessments are complete within the appropriate timeframe. Common Gator EL Time will be established.

What funding source will you use?
EL Supplemental \$11,600

Site Goal 2.3

Provide supplementary curriculum, technology, resources and supplies in order to meet SMART goal attainment for each grade level and target students instructional needs.

Metric: Data and Program Evaluation

Actions/Services 2.3.1

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?
Purchase supplementary on-line resources to provide additional reading support that is accessible at home and in the school: Accelerated Reader and/or MobyMax.	Research supports building student reading fluency and comprehension using <u>high interest, interactive programs which provide feedback and adjust to student performance levels.</u>	SMART Goals; SBAC/CAASP.

What funding source will you use?
Title 1 \$9,200

Actions/Services 2.3.2

Principally Targeted Student Group

- 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?
Based on CELDT/ELPAC scores, provide supplementary on-line resources for additional practice in the English language	Research supports building student reading fluency and comprehension using <u>high interest, interactive programs which provide</u>	Growth in ELPAC/CELDT for our Newcomer EL students who are exposed to Rosetta Stone; SMART Goal.

and reading: Rosetta Stone.	<u>feedback and adjust to student performance levels.</u>
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What funding source will you use?
EL Supplemental \$550

Actions/Services 2.3.3

Principally Targeted Student Group
• School-wide

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?
Provide maintenance agreements, parts, services, supplies, copying and replacement of supplemental resources.	Research supports that working equipment provides students higher levels of access to supplemental technology and instructional supports than non-functioning equipment.	Work orders, supply inventory records, site equipment matrix

What funding source will you use?
Title 1 \$20,683 EL Supplemental \$4,300

Site Goal 2.4

Provide additional Library Technician services for more frequent access to research materials, use and Accelerated Reader and use of supplementary reading materials which can be checked out to students and families.

Metric: Data and Program Evaluation

Actions/Services 2.4.1

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?
Time sheeted Library Technician hours.	<p>Exposure to reading, Effect Size 0.42; Research supports that school libraries are most appropriate for reading and reinforcing the reading process (Roscello, 2003-2004).</p> <p>Research supports that libraries provide opportunities for research, skill building and pleasure that support reading motivation (Roscello, 2003-2004).</p> <p>Research shows that family reading increases language development, fluency and comprehension skills.</p>	Number of books checked out the student success data from the Accelerated Reader program.

What funding source will you use?
Title 1 \$14,698

Site Goal 2.5

Provide time and resources for teachers to analyze data, set goals, create lessons and respond to students based on the assessed need demonstrated in common grade level assessments.

Metric: Data and Program Evaluation

Actions/Services 2.5.1

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?
Provide substitutes, stipends and professional development opportunities and resources based on grade level needs assessments.	Teacher Clarity Effect Size 0.75 Professional Development Effect Size 0.62	SBAC/CAASP; Grade Level Assessments or Running Records

What funding source will you use?

Title 1 \$5,000

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:

- Attendance
- Chronic Absenteeism
- Cohort Graduation
- Expulsion
- Facilities
- HS Dropout
- MS Dropout
- School Climate
- Suspension

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Site Goal 3.1

Students need a safe, respectful and responsible school climate to reach their greatest potential.

Metric: Suspension

Actions/Services 3.1.1

Principally Targeted Student Group

- All • Black or African American • Foster Youth • Hispanic or Latino • School-wide

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?
Decrease the suspension rate by having a Restorative Practice Coach work with students during recess and lunch times - keeping students focused and interacting in a positive manner with each other.	Decreasing Disruptive Behavior Effect Size 0.53; Self-Concept Effect Size 0.46; Motivation Effect Size 0.48; Reducing Anxiety Effect Size 0.48 Lewis, T. J., Colvin, G., Sugai, G. (2000). The	At least a 10% decrease in student suspensions. Student surveys.

effects of precorrection and active supervision on the recess behavior of elementary school students. Education and Treatment of Children.

Murphy, H. A., Hutchinson, J. M., & Bailey, J. S. (1983). Behavioral school psychology goes outdoors: The effect of organized games on playground aggression. Journal of Applied Behavior Analysis

What funding source will you use?

Title 1 Technical Assistance \$24,400

Actions/Services 3.1.2

Principally Targeted Student Group

- All • Black or African American • Hispanic or Latino

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?
A full-time Prevention Intervention Specialist and an hourly Para-Behavior Technician will utilize research based interventions.	Decreasing Disruptive Behavior Effect Size 0.53; Self-Concept Effect Size 0.46; Motivation Effect Size 0.48; Reducing Anxiety Effect Size 0.48	At least a 10% suspension rate reduction; SMART Goal.

What funding source will you use?

Title 1 \$118,946
Title 1 Technical Assistance \$2,600

Actions/Services 3.1.3

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?
Support the PBIS program by providing incentives and signage.	Classroom management effect size: 0.56; Classroom cohesion effect size: 0.53; Teacher-student relationships effect size: 0.52	Decrease of at least 10% in our suspension rate.

What funding source will you use?

\$1000

<p>District Strategic Goal 4: All students will benefit from programs and services designed to</p>	<p>District Needs and Metrics 4: Students need parent, family and community stakeholders as</p>
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Inform and involve family and community partners.	direct partners in their education as measured by: <ul style="list-style-type: none"> Family and Community Engagement
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Site Goal 4.1

Increase the productivity and frequency of home/school partnerships.

Metric: Family and Community Engagement

Actions/Services 4.1.1

Principally Targeted Student Group		
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?
Fund a Parent Liason position to support community involvement through home visits, school and community activities such as Principal Meet & Greets, and other activities which help connect the school and the community.	Research supports home visits lead to increase in attendance and academic success. Parental involvement in learning Effect Size of 0.51	Attendance Records - increase in student attendance; Home Visit Log; Event Calendar; Survey on the effectiveness of the position; Decrease in the number of suspensions
What funding source will you use?		
Supplemental/Concentration \$11,000		

Actions/Services 4.1.2

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?
Fund Parental Involvement time-sheeted position to increase our parental involvement in the school.	Parental Involvement in Learning Effect Size 0.51	Parent Survey
What funding source will you use?		
Supplemental/Concentration \$6,795 FACE Grant \$3,500		

Site Goal 4.2

Increase parent/family participation on our school campus.

Metric: Family and Community Engagement

Actions/Services 4.2.1

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?
Hold parental education workshops and events such as a Science Night.	Parental involvement in learning Effect Size of 0.51	Surveys

What funding source will you use?
Title 1 Parental Involvement - salary \$9,296 Supplemental/Concentration- salary \$3,533 Title 1 - supplies/services \$1,902

Local Control Accountability Plan (LCAP)
Year 2017 - 2018**IV. Funding**

Anna Kirchgater Elementary - 298

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	\$0	\$26,189	\$26,189	\$26,189	\$0	\$0	\$0	\$0
1511 Regular Education (TK-6) - Allocated FTE 0000 Unrestricted	34.8752	\$0	\$4,337,991	\$4,337,991	\$4,337,991	\$0	\$0	\$0	\$0
1512 Subject Matter Teachers 0000 Unrestricted	0.8	\$0	\$122,486	\$122,486	\$122,486	\$0	\$0	\$0	\$0
1580 Summer School/Extended Learning (TK-6) 0000 Unrestricted	0	\$28,629	\$0	\$28,629	\$28,629	\$0	\$0	\$0	\$0
5495 Allocated FTE Leave 0000 Unrestricted	0.0001	\$0	\$51,048	\$51,048	\$51,048	\$0	\$0	\$0	\$0
5634 Custodial Services 0000 Unrestricted	3	\$0	\$188,461	\$188,461	\$0	\$0	\$188,461	\$0	\$0
7101 LCFF Supple/Conc TK - 6 0000 Unrestricted	0	\$0	\$21,328	\$21,328	\$0	\$0	\$0	\$21,328	\$0
7105 Gifted and Talented Education (GATE) TK-6 0000 Unrestricted	0	\$0	\$4,000	\$4,000	\$4,000	\$0	\$0	\$0	\$0
7111 Administrative Support - Title I 0000 Unrestricted	0.5	\$0	\$60,906	\$60,906	\$60,906	\$0	\$0	\$0	\$0
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	0	\$0	\$25,150	\$25,150	\$8,700	\$16,450	\$0	\$0	\$0
7415 Family and Community Engagement 0000 Unrestricted	0	\$0	\$3,500	\$3,500	\$0	\$0	\$0	\$3,500	\$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	0.5	\$0	\$26,128	\$26,128	\$0	\$0	\$26,128	\$0	\$0
4900 Director of Learning Support Services 3010 NCLB: Title I, Part A, Basic Grants Low Income and Neglected	0	\$2,380	\$0	\$2,380	\$2,380	\$0	\$0	\$0	\$0
4900 Director of Learning Support Services 3010 NCLB: Title I, Part A, Basic Grants Low Income and	2.525	\$0	\$401,706	\$401,706	\$191,381	\$53,181	\$145,946	\$11,198	\$0

Neglected									
5610 Food and Nutrition Services Center 5310 Child Nutrition: School Programs	2.125	\$0	\$85,547	\$85,547	\$0	\$0	\$85,547	\$0	\$0
5610 Food and Nutrition Services Center 5320 CACFP Claims - Centers and Family Day Care	0.1875	\$0	\$6,453	\$6,453	\$0	\$0	\$6,453	\$0	\$0
4900 Director of Learning Support Services 5858 Title I - Afterschool (rolls to 3010)	0.25	\$0	\$45,000	\$45,000	\$45,000	\$0	\$0	\$0	\$0
4900 Director of Learning Support Services 6010 After School Education and Safety (ASES)	0.6	\$0	\$134,478	\$134,478	\$134,478	\$0	\$0	\$0	\$0
3200 Language Speech and Hearing (LSH) 6500 Special Education	1.1	\$0	\$124,359	\$124,359	\$124,359	\$0	\$0	\$0	\$0
3410 Special Education Mild/Moderate 6500 Special Education	2.45	\$0	\$225,338	\$225,338	\$225,338	\$0	\$0	\$0	\$0
3770 Full Inclusion 6500 Special Education	2.25	\$0	\$97,320	\$97,320	\$97,320	\$0	\$0	\$0	\$0
4010 Elementary Education PreK-6 9305 Miscellaneous Site Donations (<\$1000)	0	\$10	\$0	\$10	\$10	\$0	\$0	\$0	\$0
Totals	51.1628	\$31,019	\$5,988,388	\$6,019,407	\$5,460,215	\$69,631	\$453,535	\$36,026	

Signatures: (Must sign in blue ink)

Date

Principal **Cheri Sanchez**

School Site Council Chairperson **Rena Singh**

EL Advisory Chairperson **Antonia Marquez**

Benefits Calculator	
Certificated	Staff Amount \$
	Benefits Amount \$
Classified	Total \$

